



**yes,
we
can!**

Secondary



2

Student's Book

 **Richmond**



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Yes, We Can! Secondary Students Book Level 2

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User Guide

There are 10 units in each level of *Yes, We Can!*

Each unit corresponds to term 1, 2 or 3 of the school year.

Unit 6
Looking Inside Machines
 Environment: Academic and Educational

Social Practice: Paraphrase information to explain the operation of a machine.
Cross-curricular Activities: Search and selection of information.
Product: An infographic about a machine.
Reader: Stephen's New Camera

Achievements:

- Select and review materials.
- Read and understand information.
- Write information.
- Give tests.

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

Controlling Machines

Most remote controls use infrared light to send signals to an electronic device, such as a television, DVD player or stereo. A remote control is a type of transmitter. It sends out pulses of infrared light in binary code. Each binary code represents a different command, such as Power On/Off, Volume Up, Play, Change Channel, and so on. The electronic device has a receiver that transforms the pulses into electrical signals. The electrical signals travel to a microprocessor, which carries out the command. Because remote controls use a type of light, it is necessary to point them directly at the receiver in order for them to work. As with any type of light, however, the infrared signal can also be reflected by mirrors or similar surfaces.

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

1. Does the text provide technical or general information?
2. What is the purpose of the image in the text? Does it add any additional information?
3. Who might be interested in reading this type of text?

2 Look at the infographic below and do the tasks.

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

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

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

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

Remote Controls

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

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

How Much Do I Know?
 Discuss the questions.

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

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

How Much Do I Know? This section helps you to start thinking about the topic and how much you know about it.

Find out what the text in your Reader will be about.

Glossary Tip A reminder of what you can do with highlighted words and words you don't know.

Yes, We Can! icons



Listen to the audio.



Work in groups.



Work individually.



Use the Glossary.



Work in pairs.

Product Throughout the unit, you will find an explanation of each step to make your Product.

7 Read the text. Then use your own words to tell a partner how a blow dryer works.

1. A blow dryer transforms electrical energy into convective heat.
2. When electrical energy is supplied to a motor inside the blow dryer, the motor spins a fan.
3. The electrical energy also passes through the thin wire coil of the element, and the element heats up.
4. The movement of the fan draws air through the intake of the blow dryer and pushes it out of the barrel.
5. The holes in the inlet are covered by a safety screen that prevents other objects (such as your hair) from being sucked into the blow dryer.
6. When the airflow generated by the fan travels over the heating element, the air heats up.

Read the notes a student wrote to prepare an infographic. Analyze the notes with the help of the questions below.

Blow dryer

The electricity powers the motor and this spins a fan.
The fan generates air-flow.
The holes are covered by a safety screen that prevents your hair from being sucked.

1. Are the words spelled correctly?
2. Is the punctuation correct?
3. Is the information ordered in a logical sequence?
4. Can you remove any unnecessary information or add other useful information?
5. Can you simplify any of the language?

How Am I Doing?
Discuss the questions.

1. Why are infographics useful?
2. Where can you find information to make an infographic?
3. What is paraphrasing?

Unit 6 57

How Am I Doing?
Halfway through the unit, you will do an activity that will help you reflect on your progress so far.

8 Complete the infographic with the information you wrote. Draw the missing pictures.

Product Step 2

Get together in your Product teams. Use your notes and the information you have researched to plan your infographic. Remember to paraphrase your ideas. Decide on the graphic resources you are going to use in your infographic. You can draw pictures, use magazine cutouts, etc. When you are ready, make a clean version of the infographic. You can show it to an adult to make sure the information is clear.

If you have access to Internet, you can go online to review different infographics to get more ideas.
<https://www.pinterest.com/nw/lybertel/infographics-student-examples/?p=cbw>

Unit 6 58

Time to Read! When you see this icon, it means that you can do an activity with your Reader. Your teacher will give you instructions. We hope you enjoy the reading selections.

The last step will give you suggestions or instructions to present your Product.

Product Step 3

1. Take a few minutes to rehearse the presentation with your team.
2. Be ready to answer any questions from your classmates. If possible, bring the machine you described in your infographic to demonstrate how it works.
3. While presenting, speak clearly and confidently.
4. When your peers are presenting, listen carefully and take notes to give them feedback.
5. Give and accept feedback respectfully.
6. If possible, display your work around the school for other students to learn about different machines.

Self-evaluation

For this anecdotal record, reflect on your infographic and your presentation. Write your conclusions.

1. Information about my team and our infographic.
 - The number of classmates in my team was...
 - The machine we talked about in the infographic was...
2. Comments about our infographic.
 - The clarity of our infographic was...
 - The explanation of our infographic was...
 - The main strength of our presentation was...
 - The main strength of our infographic was...
 - The things we need to improve on are...
 - The easiest thing to do in our infographic was...
 - The most difficult thing to do in our infographic was...

If you think your infographic or presentation were not clear enough, keep in mind that you can always ask your classmates to tell you what you can do to improve. Asking your teacher is a great idea, too.

Unit 6 59

Self-evaluation At the end of each unit, different types of evaluation instruments will help you see your strengths and what you need to improve on.

Dealing with Everyday Problems

Environment: Family and Community

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

Communicative Activities: Exchanges associated with specific purposes

Product: Public service announcements (PSA)


Reader: *SEE the Difference*

Achievements:


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

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

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

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

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

► Reflect on the following questions. 

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



**My classmates make fun of me.
I'm being bullied!**

* We suggest to talk to an adult about the problem.

* How about telling them to stop?

Don't keep silent, speak up!

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



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

▶ Discuss how the sound effects make this PSA effective.

How Much Do I Know?

Discuss the questions.

1. Where have you seen or listened to public service announcements in your community?
2. What topics were they about?
3. What topic(s) would you like to see in a public service announcement?




Time to Read!

In this unit, you will read a text called *SEE the Difference*. Alex, Amanda, Daniel and Jessica are working on a campaign that promotes healthy habits among teens. They are ready to help, the only thing they need is a great Public Service Announcement. In this text, you will find examples of how a PSA script can be written. Remember that you will see this icon that shows which pages we suggest you read along the unit.

Glossary Tip

There's always additional help for you. Throughout this unit, there are some highlighted words that are defined in the Glossary at the back of the book. For the rest of the words you might not understand, it's a good idea to look them up on an online dictionary. Ask your teacher for some suggestions. You may also want to visit this link: <http://learnersdictionary.com/>

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

1 

Last night, a stranger scared me. It was dark and he got close to me.

Oh, no! That's terrible! What did you do?

I walked away quickly.

Good. And remember, if you can't walk away, scream!


2 

I couldn't sleep last night.

Yes, you look tired.

I drank too much coffee.

Drink water instead. Good night's sleep is vital.

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

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

Is a **stranger** talking to you?
Do you feel in **danger**?




If you can't walk away, ...


SCREAM for your life!

Trouble sleeping?
Do you feel tired all day?

- * You could try to drink water instead of coffee before going to bed.
- * What if you go to bed at the same time every night?



Get a Good Night's Sleep ...zzz

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



1. Take your dog on a trip.
2. Don't leave your dog in a hot car.



1. Don't get depressed by your weigh.
2. The numbers on the scale are wrong.




1. Fish shouldn't be carried in plastic bags.
2. Plastic in the oceans kills fish.

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

Fact. People around the world use over 500 billion plastic bags a year.

I was 12 when someone called me a pig. My mom said my weight was perfect, but I didn't like my body.

In the summer, the days are hot. Inside your car, the temperature can rise really quickly.

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

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

Solidarity and Support

- To express solidarity and support to others, you can use the following phrases:

Really? That's terrible. Unbelievable!

You are exaggerating. You are not fat all all. You look great.

Oh no! I didn't know that. So hot!

Suggestions

- As a part of expressing solidarity and support, you can add a suggestion for people to follow:

What if we open the car windows a little bit?

I suggest you use boxes when you go to the supermarket.

How about not eating bread for a few weeks?

Product Step 1



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

Intended Audience

Problem

Topic for my PSA

Solidarity and Support


Strong Phrase

Image

--




Once your ideas are clear, draft an image for your PSA.

How Am I Doing?

Circle your answers. 

1. A PSA is...
a. a TV commercial. b. an announcement to educate. c. a poster about an event.
2. Expressing support and solidarity is important because...
a. it makes people feel better. b. it makes you feel better. c. people say it is.
3. Strong phrases are...
a. easy to write. b. not that important. c. very effective to put the message across.

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

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

Script

The written form of an announcement for radio or TV.

Sound effects (SFX)

Indication of a sound in a script for a TV or radio production.

Volume

How loudly or softly you speak.

Tone

The emotions in what you say (enthusiastic, serious, **considerate**, happy, etc.).

Intonation

The rise and fall in the sound of your voice when you speak.

[Sound effects (SFX): *classroom / restaurant* sounds in the background]

STUDENT: [Volume: *shouting / whispering*] Hey! Wake up, the teacher is coming!

[SFX: *clapping / footsteps*]

TEACHER: [Tone: *cheerful / serious*. Volume: *loud / low voice*] Mr. Ramírez, wake up! This is no place to sleep! [SFX: *classmates laughing / talking*]

NARRATOR: [Tone: *sad / enthusiastic*] Has this happened to you? Can't stay awake in class?

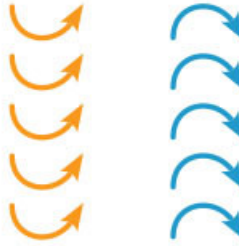
[Tone: *angry / considerate*] Don't worry, you are not the only one. [Tone: *comic / informative*]

Teenagers don't feel sleepy until late at night, so when the alarm wakes you up, [SFX: *alarm clock / telephone*] you're tired. What can you do to sleep better? Here are some tips to help you: What if you avoid drinking soda and coffee? Coffee has a substance called caffeine which keeps you awake. You shouldn't watch TV before going to bed either. It emits a blue light that makes it difficult to fall asleep. You could also take a shower, [SFX: *sea / running water*] put your pajamas on or read 30 minutes before [SFX: *turning pages / flushing toilet*] to prepare your mind for sleeping. [Tone: *disappointed / enthusiastic*] Remember, sleep more at night, sleep less in class!


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

7 Listen and circle the appropriate intonation. 4

1. This is no place to sleep!
2. Has this happened to you?
3. Don't worry, you are not the only one.
4. What can you do to sleep better?
5. Remember, sleep more at night, sleep less in class!



Intonation is as important to make your message effective as tone and volume of your voice. Intonation refers to the movement of your voice - it either goes up or down (rises or falls). When you ask a question, the intonation is usually high to show that you are asking because you don't know something. In a positive affirmative statement you use a higher intonation (like in how you congratulate someone). For messages that are not so good to the receiver, the intonation used by the speaker is usually low or falling (like when you show support).

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

https://youtu.be/_lu1xyYx3Eomean-what-you-say/

<http://www.differencebetween.net/science/difference-between-tone-and-intonation/>

Product Step 2

In Step 1, you organized your ideas for your PSA. Now that you have the general idea, it is time to think of how to say your PSA when you record it (or present it orally). Remember that the tone, intonation and volume of the actors' voices, as well as the sound effects, will make your PSA more effective. Draft your script using the questions to help you.

The Topic of The PSA _____

1. How many people will participate?
2. What will each person say?
3. What tone and volume of voice will they use?
4. Who will say the strong phrase?
5. What special effects will you need? In which parts?

Example:

BOY: (whispering, sad) I have a secret to tell you...

WOMAN: (alarmed, speaking loudly) What is it? What happened to you?

BOY: (SFX crying) The neighbor wants me to go to his house. I don't want to, he scares me.



WOMAN: (lovingly, SFX piano music) Thank you for telling me. No one will hurt you. I am here.

NARRATOR: (serious, soft voice) Speak up, tell an adult.

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



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

▶ Listen to a presentation. Then mark (✓) the box that best describes what you hear in the audio.   5

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

Product Step 3



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

PERSON 1: _____

Special Effects:
_____Tone of Voice:
_____Volume:
_____Other comments:

PERSON 2: _____

Special Effects:
_____Tone of Voice:
_____Volume:
_____Other comments:

PERSON 3: _____

Special Effects:
_____Tone of Voice:
_____Volume:
_____Other comments:

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

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

Product Step 4

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

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

Self-evaluation

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

	I do it easily and correctly.	I generally do it correctly with some difficulties.	I sometimes do it correctly, but with noticeable difficulties.	I have lots of difficulties.
1. I can recognize the intended audience for the PSA.				
2. I can identify types of topics relevant for a PSA.				
3. I can identify the SFX, tone and volume in a PSA script.				
4. I can express solidarity and support.				
5. I can write a strong phrase to make the PSA more effective.				

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

Performing a Play

Environment: Literary and Ludic

Social Practice: Read theater plays.


Communicative Activities: Literary expression

Product: A dramatized reading

Reader: *Pluto's Cup*

Achievements:

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

1 Read the theater play and discuss the questions. 

The Key

Adapted from a Traditional
Tale of Nasruddin



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

NAZ: Where could it be? Where could it be?!

NEIGHBOR 1: What are you doing, Naz?

NAZ: I'm looking for something.

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

NAZ: My key.

NEIGHBOR 1: Let me help.

NAZ: Thank you, that's very kind.

(The two continue searching. Another neighbor appears.)

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

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

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

(The three continue searching. Before long, Naz's wife comes home from work.)

NAZ'S WIFE: What are you doing?

NEIGHBORS: We're looking for Naz's key.

NAZ'S WIFE: Is this true, Naz? Have you lost your key?

NAZ: Yes, dear.

NAZ'S WIFE: Where did you lose it?

NAZ: In the house.

NEIGHBOR 1: In the house?


NEIGHBOR 2: Then why are we looking outside?

NAZ: Because there is more light out here!

NAZ'S WIFE: Ugh. You're such a fool!

1. Where does the play take place? How do you know?
2. The most important character is called the main character. Who is the main character in this play?
3. Are the other characters in this story important? Why or why not?
4. The people who read, watch, or listen to a story are the audience. Who is the audience of this play? Children, adults, or someone else?
5. The expressions in *italics* are called stage directions. What do you think they are for?



How Much Do I Know?

Discuss the questions. 

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

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

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

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

Naz looked for many days, but he never found the key.


Naz remembered where he left his key.

Naz had the key around his neck the whole time.



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

Time to Read!

In this unit you will read a text called *Pluto's Cup*. Pablo, a Mexican boy from Oaxaca, and Emily, an Australian girl from Sydney, wake up in a dreamlike place with magical creatures called Pluto's Cup. In this text, you will analyze how stage directions contribute to the development of actions. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

Glossary Tip

Remember that throughout the unit, you will find some highlighted words. These are defined in the Glossary in the back of your book. In case a word is hard to remember, write an example with it related to something you lived today. That way, you will associate it to something familiar and it will be easier for you to learn it.

When you read texts, you will notice that they have different styles and compositions. These different styles are called genres.

Common literary genres

Comedy: A funny play with unusual characters and strange situations.

Tragedy: A dramatic play that often makes you feel sad.

Farce: Similar to comedy, but the humor is absurd.

Satire: Also humorous, but includes a message about society.

Historical: Focuses on actual events from history.




As you saw on page 16, a theater play also has main and secondary characters. Both are important, but have different purposes in the story.

Main characters

The most important person in the story. The story centers around them.

Secondary characters

These characters are not the focus of the story. However, they help the main character achieve his or her goal.

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

THE MEDIUM

by Hamish McTavish

TRANZO: Ladies and gentlemen! With the help of the spirits and my assistant Manuel, I will show you the most amazing feat of mind reading. Manuel, can you bring three volunteers to the stage, please?

MANUEL: Yes, Maestro. Raise your hand if you'd like to assist Tranzo. Yes, you sir, and you madam, and you. Thank you. *(Starts clapping; audience joins in.)*

TRANZO: Do I know any of you?

VOLUNTEERS: No./Not me./No, sir.

TRANZO: Now, write something about yourselves on a piece of paper. *(Hands out paper.)* It can be a recent experience, something you're doing at the moment or just a fact about yourself. But it has to be true!

VOLUNTEER 1: I'm helping my grandma decorate her house.

TRANZO: No, no! Don't tell me, just write it down. But not that! *(laughs from audience)* OK, now fold up your paper and put it in the hat.

(Tranzo secretly adds another piece of paper to the hat with a mark on it. He then takes out a different piece of paper and holds it to his forehead.)

TRANZO: Now, the first experience... Please, complete quiet in the crowd... No noise at all or you'll scare away the spirits. Ah, I'm listening... Yes, it's here: You've been taking karate classes! *(points to Volunteer 1)*

VOLUNTEER 1: *(laughs)* Ha ha, not me!

VOLUNTEER 2: Me neither, sorry.

(Tranzo checks the paper.)

TRANZO: Oh, sorry, not even close. Please, audience, be completely silent and

still while I work, or the spirit voices won't be clear.

VOLUNTEER 3: This is a joke!

TRANZO: Give me another chance. I've done this for years, and it doesn't always work the first time. *(Takes out another piece of paper and holds it to his forehead.)* Yes, this time it's much clearer, um... Wait... Yes! You're training for a job in the circus! Is that right?

VOLUNTEER 1: *(gasps)* How on earth? That's me! *(applause from audience)*

(Tranzo checks the paper quickly, takes another from the hat and holds it to his forehead.)

TRANZO: Next one. Um, you've recently been to an audition for a reality TV show.

VOLUNTEER 2: Yes! I have. That's incredible.

VOLUNTEER 3: What about me? This is rubbish.

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

MANUEL: Maestro Tranzo, ladies and gentlemen. *(applause, cheers)*

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

TRANZO: Ah, I'm listening...
Yes, it's here.


TRANZO: You're training for a job
in the circus! Is that right?
VOLUNTEER 1: How on earth?
That's me!

TRANZO: You've recently
been to an audition
for a reality TV show.
VOLUNTEER 2: Yes! I have.


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

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

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

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

How Am I Doing?

Discuss with a classmate. 

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

Product Step 1



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

 <https://www.dramanotebook.com/plays-for-kids/>

Name of play: _____

Genre: _____

Main character: _____

Secondary characters: _____

Target audience: _____

6 Listen and read along with the theater play. 7

COYOTE AND RABBIT Adapted from a Traditional Native American Tale

(Son and Mother are standing beside their bean field.)

SON: Mother! Mother! Just look at our field! Rabbit has been eating the **beans** again. Soon there will be none left! What are we going to do?

MOTHER: Don't worry, Son. I know just how to stop him. First, take this doll and cover it with **molasses**. Then leave it by the side of the field and we'll hide behind this tree.

(Son covers the doll with molasses and they both hide. Before long, Rabbit appears on stage.)

RABBIT: Aha! Those **foolish** humans have left their beans **unguarded** again. It's time for my lunch!

(Rabbit goes toward the field but falls over the doll and gets one foot stuck.)

RABBIT: Let go, Doll, or I'll hit you! *(waits for a reply but doesn't get one)* Let go I say! *(hits doll and gets his hand stuck)* Let go of my hand and foot, or I'll **punch** and **kick** you! *(Receives no reply, so punches and kicks the doll and becomes completely stuck.)*

(Mother and Son appear from behind the tree.)

MOTHER: Now we've caught you, Rabbit!

SON: And you'll taste delicious with all those beans inside you!

MOTHER: Put Rabbit in a bag and let's collect some wood for a fire.

(Son and Mother leave Rabbit in the bag at the front of the stage and exit. Coyote appears on stage.)

RABBIT: Who's that walking by?

COYOTE: It is I, Coyote. Is that you, Rabbit? What are you doing in that bag?

RABBIT: The old woman put me in this bag because she wants me to marry her daughter.

COYOTE: Really?

RABBIT: Yes, but I'm small and ugly, and her daughter is tall and beautiful.

COYOTE: Yes, she's much too good for you.

RABBIT: Why don't you **marry** her instead? You are strong and handsome, and you'd make a much better husband than I.

COYOTE: Of course I will.

RABBIT: Help me out of the bag and take my place.

(Coyote unties the bag and lets Rabbit out. Coyote then gets in the bag and Rabbit ties it up.)

COYOTE: Now go away quickly before the old woman comes back. *(to self)* Stupid Rabbit!

(Rabbit exits. Son and mother enter stage with wood in their arms and start to make a fire.)

SON: Ah, what a delicious dinner we're going to have!

COYOTE: *(Wiggles a little in bag; aside to audience.)* Dinner?

MOTHER: Yes, I'm so hungry. OK, the fire's ready. Son, open the bag and we'll cook Rabbit!

COYOTE: *(aside to audience)* Fire?

(Son opens bag, Coyote jumps out and runs away.)

SON: *(Gets a shock.)* Mercy me!

COYOTE: *(Runs offstage shouting.)* Rabbit! Rabbit! You **tricked** me. I'll get you for this!

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

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


7 Listen and read the lines from the theater play again. Then discuss the questions.   8



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



1. Who is the main character? How do you know?
2. Who are the secondary characters?
3. Why are lines 2 and 8 said more loudly?
4. Intonation refers to the way people say things. Why do you think intonation changes throughout the play?

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

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

Angry



"Come here"



Confused



"Go away!"



"Everything's okay!"



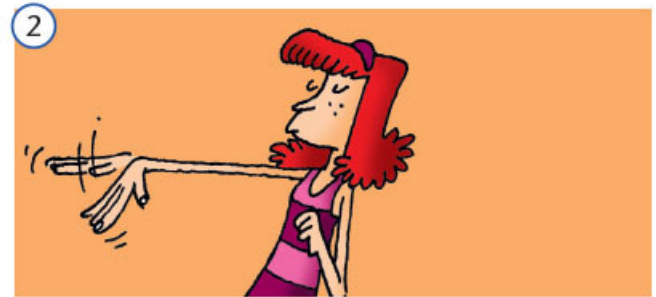
"Be quiet!"



Scared



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



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

THE MOUSE AND THE LION

Adapted from Aesop's Fables Act 1, Scene 1

KID MOUSE: (*Shouts to someone offstage.*) Mom, I'm so hungry. Let's go find some food in the jungle.

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

KID MOUSE: OK, Mom! (*Sets off foraging.*) Ah, there are some sunflower seeds. I'll eat a few and then take some home. (*Starts eating.*)

LION: Roar! (*Appears on stage.*)

KID MOUSE: Argh! Who's that?

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

KID MOUSE: Well, you're in luck! There are lots of sunflower seeds here.

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

KID MOUSE: (*worried*) Gulp! So what do you eat?

LION: Anything that moves, including mice!

KID MOUSE: But I am so small. You won't even know I'm in your stomach!

LION: Better than nothing!

KID MOUSE: Please, Lion. I promise, if you save me, I'll make it up to you some day.

LION: (*laughs, pauses, then laughs again*) Ha, ha, ha. You, Mouse? Help me, Lion? (*laughs again*) That's the best laugh I've had in ages. Just for that I'll let you go...

KID MOUSE: Oh, thank you, Lion. Sunflower seed?

LION: Roar! (*Kid Mouse runs offstage. Some time passes by.*)

(*Lion walking through jungle.*)

LION: (*rapping*) I'm the king of the jungle, nobody messes with me. When animals

hear me, they run away or hide up a tree. (*Gets caught in a hunter's net.*) Oh no! I'm stuck. Help!

KID MOUSE: What's that strange roar? Is that Lion?

LION: Help!

KID MOUSE: It sounds like he's saying help. But he's Lion! Does he really need help?

LION: Heeeelp!

KID MOUSE: Oh my! Coming! (*reaches Lion*) Oh, Lion, what happened?

LION: I got caught in this net. I'm doomed! The hunters will return any minute and turn me into a rug!

KID MOUSE: Perhaps I can help.

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


KID MOUSE: I may be small and weak, but my teeth are big and strong. See? (*Flashes him a smile.*)

LION: So you have a lovely smile. And?

KID MOUSE: And I can chew through the net. Watch! (*Chews away busily, Lion falls heavily to the ground.*)

LION: Ouch! Let's go! What a good decision that was to save your life! (*Mouse and Lion run away.*)

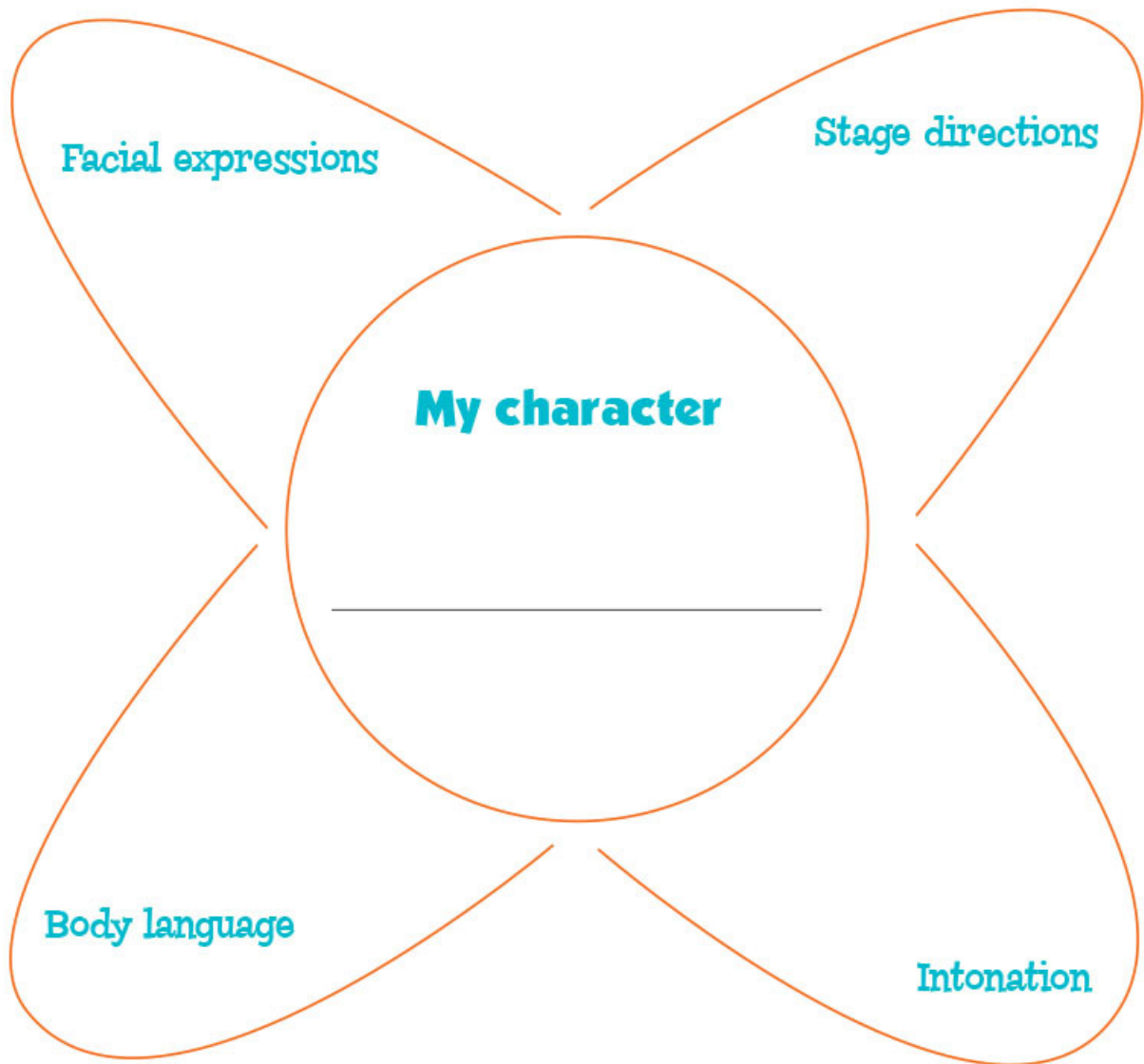


► In literature, the theme refers to the central idea or message behind a story. With a classmate, talk about what you think the theme for this play is. 

Product Step 2



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



To help you prepare to perform your play, you can also visit the link below.



<https://www.thoughtco.com/writing-a-play-1857140>

Product Step 3



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

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

Self-evaluation

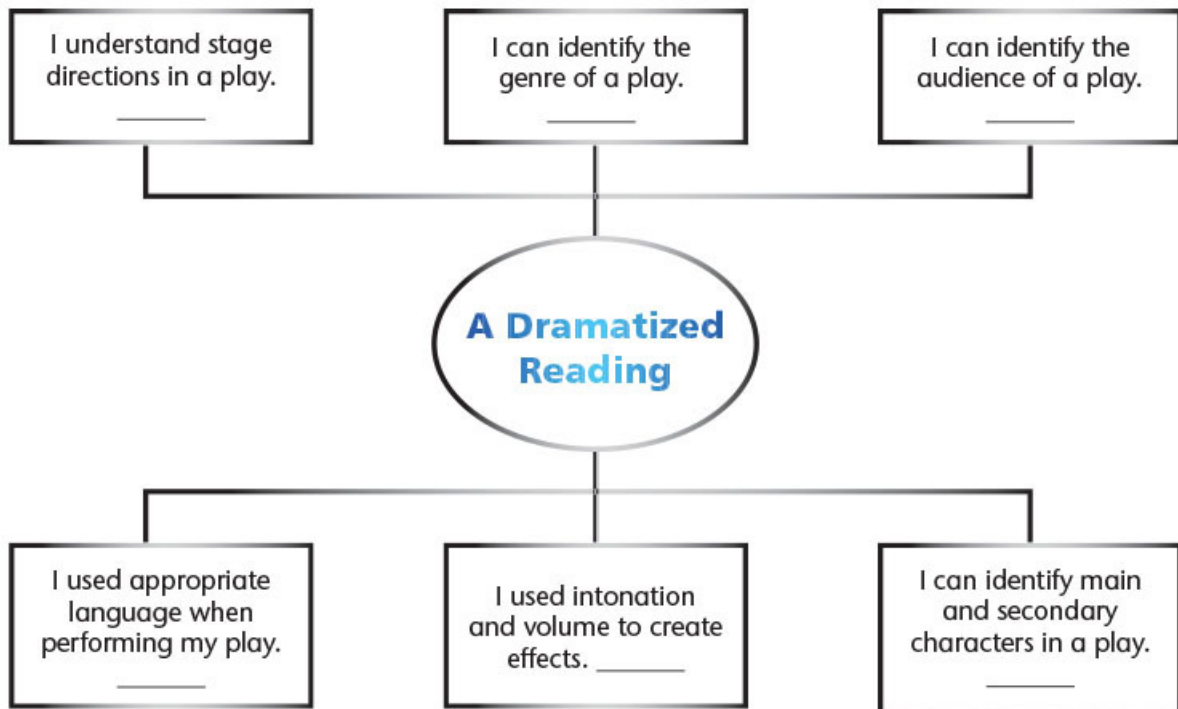
Complete the graphic organizer to evaluate your performance.
Use the numbers to assign a grade for each section.

4 = I can do it very well.

3 = I can do it with some difficulties.

2 = I can do it with many difficulties.

1 = I am unable to do it.



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

Knowing about Emergencies

Environment: Academic and Educational

Social Practice: Produce instructions to prepare for a natural disaster.



Communicative Activities: Interpretation and follow-up of instructions

Product: Poster with instructions

Reader: *Forces of Nature*

Achievements:

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

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

How to Survive a Flood!

Before the flood

- ▶ Turn off all appliances and close the main **gas valve**.
- ▶ Move valuable things to upper floors or higher elevations.
- ▶ Fill buckets and **jugs** with clean water in case regular supplies are contaminated.


Don't forget to call 911 if you are in an emergency. The number works throughout Mexico.

How Much Do I Know?

Discuss with a classmate. 

1. What type of natural disasters are common where you live?
2. Do you know what to do in case of a natural disaster?
3. Do you know what not to do?
4. Have you ever read or written instructions for a natural disaster?

Time to Read!

In this unit, you will read a text called *Forces of Nature*, which includes information about earthquakes, tsunamis, volcanos and hurricanes. In this text you will find posters containing instructions on how to deal with natural disasters. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

Glossary Tip

Play with words! Vocabulary becomes easier to learn when it is constantly activated. Choose a word and try to spell it mentally. Then think of as many examples as possible to use it. The more you use it, the better! Remember that the highlighted words you find along this unit are defined at the back of the book in the Glossary.





During the flood

- ▶ Keep a battery-powered radio tuned to a local station to follow all emergency instructions.
- ▶ Do not leave your house. Move to an upper floor or the roof and wait for help if there is water inside.
- ▶ Do not walk through **floodwaters**.
- ▶ Take **nonperishable** foods, blankets, a first-aid kit, flashlights and clothing with you during evacuations.
- ▶ Always abandon your car ASAP if it stops in the flooded area.


After the flood

- ▶ Don't hold metallic objects with your hands.
- ▶ Disinfect drinking water and deodorize kitchen **appliances**.
- ▶ Remove drawers and other moving parts as soon as possible.



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

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

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

 Title

 Sentences that start with an action

 Subtitles

 Graphics

 Sentences that start with a person

3 Look at the posters. Discuss the questions below.  

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


pp. 34-37

Volcano Emergency

Safety tips

- ▶ Keep goggles and a mask.
- ▶ Know your evacuation route.

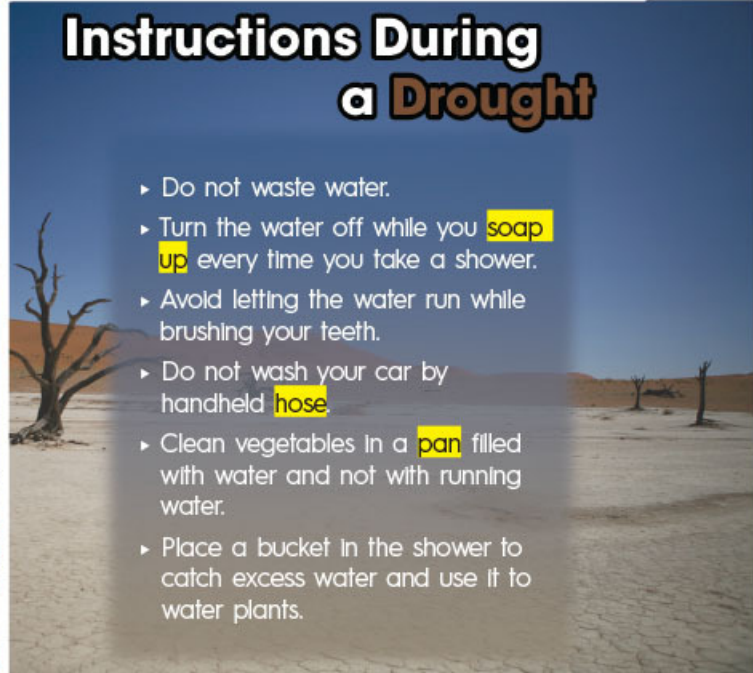
If the Volcano Erupts

- ▶ Turn on the radio or TV for important **advisories**.
- ▶ Pay attention to the emergency instructions.
- ▶ Avoid river areas.
- ▶ Wear long-sleeved shirts and long pants.
- ▶ Avoid driving.




Instructions During a Drought

- ▶ Do not waste water.
- ▶ Turn the water off while you **soap up** every time you take a shower.
- ▶ Avoid letting the water run while brushing your teeth.
- ▶ Do not wash your car by handheld **hose**.
- ▶ Clean vegetables in a **pan** filled with water and not with running water.
- ▶ Place a bucket in the shower to catch excess water and use it to water plants.



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

- Start the instruction with the action. Instructions always begin with the action in its simple form.
Go to the nearest shelter in case of a tornado.
- Give short and concise information.
Stay away from sources of fire in case of an earthquake.
- To prohibit an action, include the structure **do not** before the action.
Do not touch any metallic structure during a flood.

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

- What does the information in posters have in common?
- What do instructions have in common?
- How are instructions organized in each poster?

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

Earthquake Reaction

Earthquakes may be scary sometimes. It is important to know what to do in case you experience one. We share with you some important tips to be safe and sound during an earthquake.

1

If you're indoors, get under a piece of furniture such as a desk or table.

2

3

4

Now you know what to be safe in case of this natural disaster!



If you're outside

If you're driving

If you're in a crowded place

▶ Add graphics to the poster to illustrate the instructions.

How Am I Doing?

Discuss in your Product team. 

1. Can you name a number of emergencies?
2. Do you know which emergency situations normally happen in your area?
3. Can you follow instructions for an emergency?
4. Can you follow graphic instructions?
5. What are the essential elements of a poster with instructions?

Product Step 1





Time to Read!
pp. 38-41

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

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

<div data-bbox="324 956 806 1126"><hr/><p>Natural disaster</p></div>	<div data-bbox="905 927 1422 1177"><hr/><hr/><p>What should you do after the natural disaster occurs?</p></div>
<div data-bbox="190 1193 720 1443"><hr/><hr/><p>Where does the natural disaster usually take place?</p></div>	<div data-bbox="905 1218 1422 1432"><hr/><hr/><p>Why can it be dangerous?</p></div>
<div data-bbox="190 1490 720 1729"><hr/><hr/><p>How can you prepare yourself before it happens?</p></div>	<div data-bbox="905 1490 1422 1729"><hr/><hr/><p>What can you do if the natural disaster takes place?</p></div>

 If it is possible, visit http://www.searo.who.int/entity/emergencies/EHA_pocketguide.pdf and use the *Pocket Guide to Staying Safe in Natural Disasters* to support your answers.

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

What to Do in Case Someone is Drowning

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

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

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

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

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

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

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




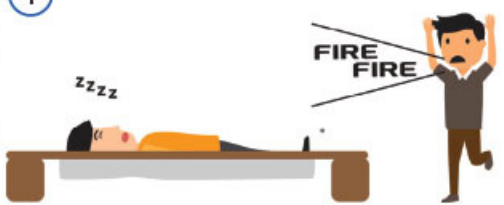
Sequence Words


We use specific words and phrases to show the exact order in which we should follow instructions:


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


Sequence words make the steps clearer and easier. We use **first** to indicate the first step of a list. The word **then** and the phrase **after that** can be used interchangeably. Sometimes there are several steps to follow. Use them alternatively to give variation to your style. Do not forget to use a comma (,) after most of the sequence words. The only word that is not followed by a comma is **then**.

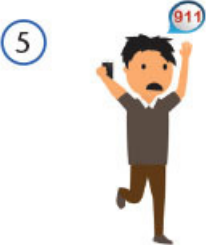
6 Look at the poster below. Use the graphics as a support to write the instructions. You can use the actions in affirmative or negative. Use sequence words to order the instructions. You can also use the poster in Activity 5 as a model. 

① 


② 

③ 

④ 

⑤ 

- use
- call
- alert
- take
- crawl
- set off
- get
- use

Product Step 2 


With the information you collected in Step 1, write your first draft of instructions for your poster. Think about what you will use to illustrate it.

Read the information about punctuation and spelling.


Correct punctuation, capitalization, and spelling are extremely important in order to give instructions.

- Start a sentence with a capital letter. Use a capital letter for names of people and places.
Get away from windows. If you live in a big city such as Monterrey, walk away from buildings.
- Finish a sentence with a period (.). Finish a question with a question mark (?). Use an apostrophe (') for contractions.
Don't panic if you hear the alarm.
- Use a comma (,) to separate ideas, introductory phrases and items in a list.
If you need help during an emergency, call 911 as soon as possible.

It is also important to memorize how to write common words with difficult spelling. Remember to use your dictionary when checking the spelling in your writing. Don't take anything for granted. Even if words look similar, always verify the spelling is correct.

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

- Are instructions organized in a logical sequence?
- Are instructions clear?
- Are instructions written to express an order/strong suggestion?
- Do they match the graphics?
- Is punctuation used properly?
- Are proper nouns and other words in capital letters?

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

Product Step 3



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

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



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

Product Step 4

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

Self-evaluation

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

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

Reading the News

Environment: Family and Community

Social Practice: Compare news in different journalistic publications.

Communicative Activities: Exchanges associated with the media

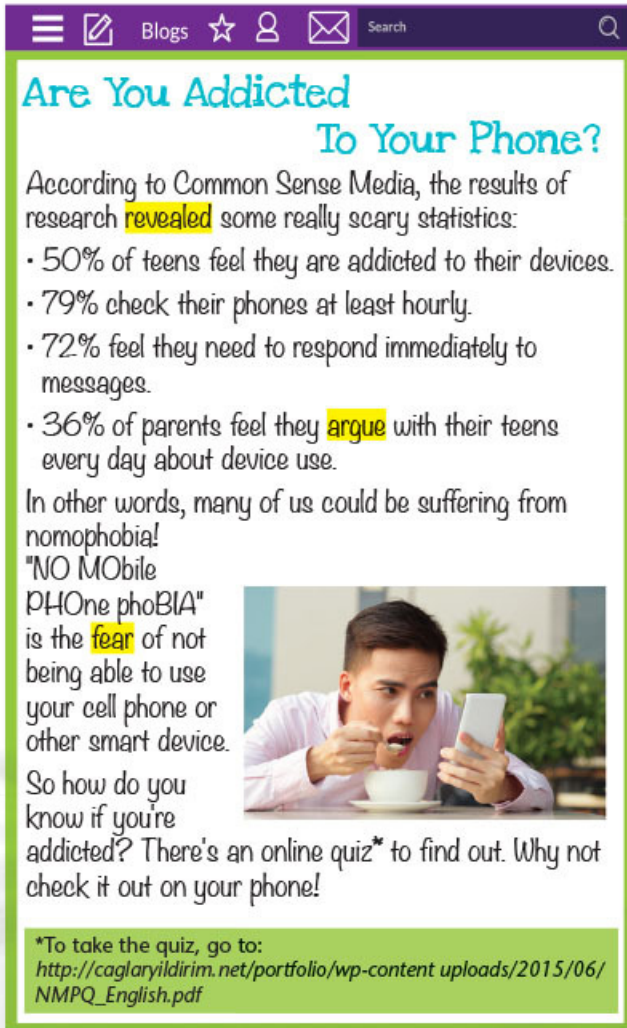
Product: A comparative chart

Reader: *The World of News*

Achievements:

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

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



Are You Addicted To Your Phone?

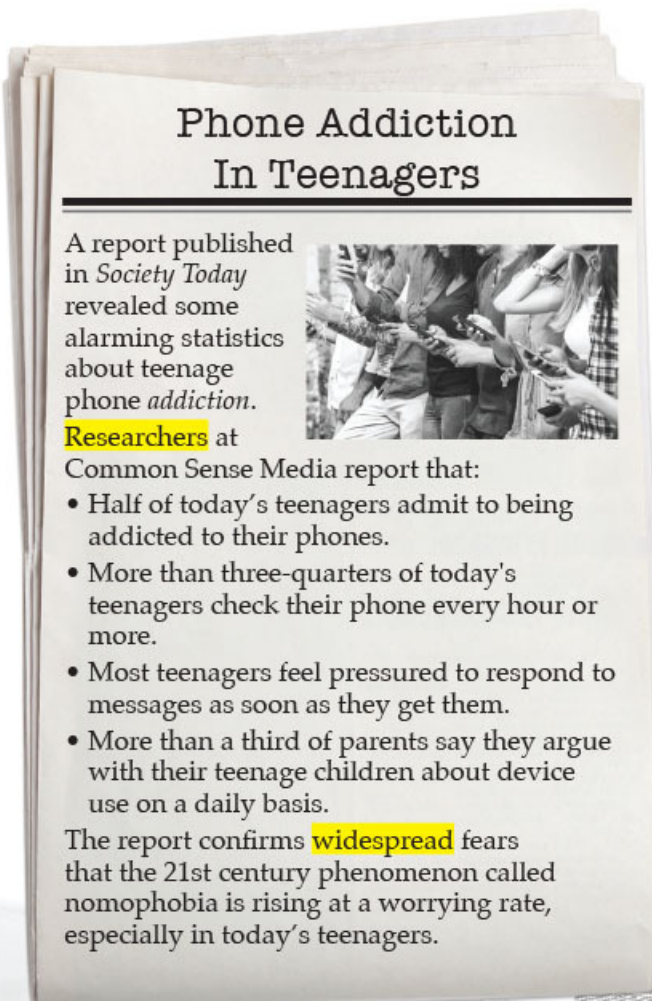
According to Common Sense Media, the results of research **revealed** some really scary statistics:

- 50% of teens feel they are addicted to their devices.
- 79% check their phones at least hourly.
- 72% feel they need to respond immediately to messages.
- 36% of parents feel they **argue** with their teens every day about device use.

In other words, many of us could be suffering from nomophobia!
"NO MObile PHOne phoBIA" is the **fear** of not being able to use your cell phone or other smart device.

So how do you know if you're addicted? There's an online quiz* to find out. Why not check it out on your phone!

*To take the quiz, go to:
http://caglaryildirim.net/portfolio/wp-content/uploads/2015/06/NMPQ_English.pdf



Phone Addiction In Teenagers

A report published in *Society Today* revealed some alarming statistics about teenage phone addiction.

Researchers at Common Sense Media report that:

- Half of today's teenagers admit to being addicted to their phones.
- More than three-quarters of today's teenagers check their phone every hour or more.
- Most teenagers feel pressured to respond to messages as soon as they get them.
- More than a third of parents say they argue with their teenage children about device use on a daily basis.

The report confirms **widespread** fears that the 21st century phenomenon called nomophobia is rising at a worrying rate, especially in today's teenagers.


1. News can be found online, in newspapers, and more. Where can you find each article?
2. Who is the audience of each article?
3. What are the articles about?



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

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

Term 1

1. What do you think the main idea of each text is?
 2. Which version of the news is clearer for you?
 3. How else are the articles different? How are they similar?
- Read both articles again and discuss the questions. 
1. Do you think teenagers spend too much time on their phones?
 2. Are the statistics surprising to you?
 3. Did you know the word "nomophobia"?

How Much Do I Know?


Discuss the questions. 

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

NEWS

psum dolor sit amet. ur adipiscing

Time to Read!

In this unit, you will read a text called *The World of News*, which includes information about how media has evolved over the years. Remember that you will see this icon  which shows which pages we suggest you read along the unit.

Glossary Tip 

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



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

Term 1

1

Conservation News

Animals Are Among The War Casualties In Africa

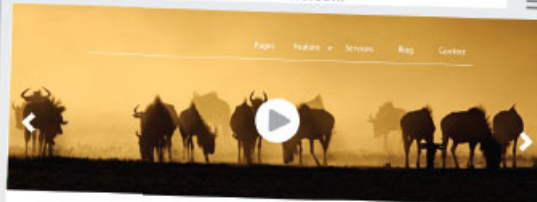


In 1996, the number of remaining white rhinos, an endangered species in DR Congo, was 31, according to the records at Garamba National Park. In 1997, one year after the first Congo war, the numbers of rhinos and other wildlife had dropped drastically. Figures indicated that Congo had lost 50 percent of its elephant population. The statistics also showed that the populations of buffalo and hippos had decreased significantly. Only two-thirds of the buffalo population and three-fourths of the hippo population remained.

Today, after several armed confrontations, there are only three white rhinos, which have been sent to a Kenyan reserve. It is well known that a significant number of animals are becoming extinct due to poaching. But now, rhinos and other species are becoming war casualties around the world.

2

<https://www.africawildlifeneews.com>



Animals Die As Result Of War

The white rhinoceros, an endangered species in Africa, is said to be just one of several victims of war. In 1996, there were 31 rhinos in the Democratic Republic of Congo and, after a year, in 1997, the number decreased dramatically. Today, there are only three white rhinos living at a Kenyan reserve.

Half of the population of elephants has also been lost as a consequence of armed battles.

Records indicate that only two-thirds of the buffalo population and three-fourths of the hippopotamus population have survived.


Animals are dying for many reasons: illegal hunting, war and pollution, among others.



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

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



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

1. Who or what does the news involve?

Article: _____

2. What happened?

Article: _____

3. Where did it happen?

Article: _____

4. When did it happen?


Article: _____

5. Why did it happen?

Article: _____

6. How did it happen?

Article: _____

- Discuss the questions. 


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

Product Step 1



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

How Am I Doing?

Discuss the questions. 

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

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

GUILLERMO DEL TORO TO DIRECT A NEW FILM NEXT YEAR

DJOKOVIC WILL RECOVER COMPLETELY FROM ELBOW INJURY

A YOUNG SCIENTIST PROVIDES SHELTER FOR HOMELESS STUDENTS

FOODS SUCH AS SLICED BREAD AND SUGARY CEREAL CAN CAUSE CANCER

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

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

TIME MEDIA

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

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

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

In order to effectively make comparisons, it's important to not only talk about how two things are different, but also how they are similar. Here are some phrases that can help you.

Talking about similarities	Talking about differences
<p>As ... as This article is <i>as</i> informative <i>as</i> that one!</p>	<p>Not as ... as The information here is <i>not as</i> serious <i>as</i> the one in the newspaper.</p>
<p>Both In my opinion, <i>both</i> articles are about the same topic.</p>	<p>Comparative + than This report is <i>more</i> boring <i>than</i> that one.</p>
<p>Just like This article was fun to read, <i>just like</i> the other one.</p>	<p>Less + comparative + than This information is <i>less</i> interesting <i>than</i> the one online.</p>

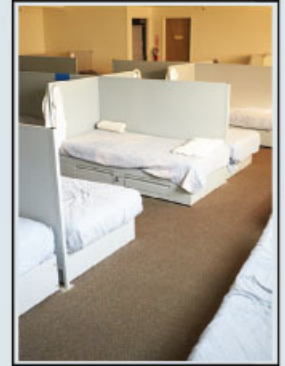
6 Read these two articles about Louis Tse. Then do the tasks below.  

New York, Sunday, March 12, 2017

Special Edition

Louis Tse is now a thermal engineer at NASA Laboratories. But when he was a student, he had nowhere to live. When we asked Tse why he lived in his car, he answered that he had had two options: go to the nearest homeless shelter—a two-hour drive from college—or live in his car. He chose the car, but to give some stability to his life he made the car as comfortable and homey as possible.

Tse summarized his reasons for setting up the shelter by saying: "We're all in school because we value education and we know that getting a diploma is necessary if you're to open doors for yourself in life. That's the mission that drives us. There are students who are facing a variety of life circumstances, and we want to help them get to that point."



Louis Tse was so poor when he was a student that he had to live in his car. Tse's kitchen was a bag where he kept bottled water and **canned** foods. His living room was the backseat window, where he hung photos of his family. At night, Tse parked close to an open WiFi network so he could do his homework. In October 2016, Tse opened a shelter for students who are homeless due to the high cost of education. Students for Students provides them with a safe place to eat, sleep, socialize, and

study during the academic year. The shelter has nine beds and welcomes college students from the Los Angeles area. Students for Students interviews applicants and offers a place to stay for up to six months. Breakfast and dinner are served family-style every day. 60 student **volunteers** keep the shelter running day and night. "There are many students who are facing difficult life circumstances just like I did, and we want to help them," Tse says.



1. Use the phrases you have learned to compare and contrast these articles.
2. Say which news article you find more interesting and why.
3. Discuss who you think the target audience is.


Time to Read!
pp. 49-53

Product Step 2



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

 <https://www.dogonews.com/category/world>

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

an interesting headline

long text


the author's name

basic facts

references to other sources of information

nice design

lots of pictures

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

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

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

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



Product Step 3



Now that you have chosen some news articles in Step 2, prepare a comparative chart. You can use the one on this page as a model, or the one on page 37. You can also check the following link for more ideas.

 <https://venngage.com/blog/6-comparison-infographic-templates/>

Product Step 4



You are now ready to present your comparative chart to your class. Follow the steps below.

1. Check your comparative chart to review the information.
2. With your classmate, decide on how you will present your chart.
3. Use the information on your chart to tell your classmates about the news articles you chose.
4. Don't forget to talk about the differences and similarities that you found.
5. Ask your classmates if they have any questions.

Self-evaluation

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

- 4 = I can do it very well.
- 3 = I can do it with some difficulties.
- 2 = I can do it with many difficulties.
- 1 = I am unable to do it.

1. Can I identify the main idea of a news article?
1 2 3 4
2. Can I speculate about news content by looking at its headings and pictures?
1 2 3 4
3. Can I answer basic questions about a news article?
1 2 3 4
4. Can I make a comparative chart?
1 2 3 4
5. Can I use expressions to talk about how two things are similar?
1 2 3 4
6. Can I use expressions to talk about how two things are different?
1 2 3 4
7. Can I compare and contrast two different news articles?
1 2 3 4

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

Improvising a Monologue

Environment: Literary and Ludic

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



Communicative Activities: Recreational expression

Product: Game: Improvised Monologues

Reader: *Standing Alone*

Achievements:

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

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

A long speech given by a person in a story, movie, play, etc. is known as a **monologue**. There are several types of them. **Comedic monologues** are very popular because they keep the audience laughing. They criticize everyday situations such as work, school, friends and family in a funny way. On the other hand, **dramatic monologues** are a type of poetry. They are ideas from a character in a play or a participant in a **poetry stand** without any interruptions. The topics are serious and make the audience reflect deeply upon them. Finally, there are **interior monologues**. They are normally found in novels and represent the characters' **thoughts** as if they were talking to themselves. It's like being inside the head of the character! We can follow their experiences as if we were looking through their eyes.

Term 2



I must be getting somewhere near the center of the earth. "Wait for me, Mr. White Rabbit. I'm coming, too!" How curious! I never realized that rabbit holes were so dark... and so long... and, Oh! This is very peculiar... floating book shelves... clocks... **cupboards**... pictures... I must be dreaming. I believe I have been falling for five minutes, and I still cannot see the bottom!

The brightness of her **cheek** would shame those stars. It is my lady. Oh, it is my love! Oh, I wish she knew how much I love her.



She's talking, but she's not saying anything. So what? Her eyes are saying something. I will answer them. I am too bold. She's not talking to me.

Two of the brightest stars in the whole sky had to go away on business, and they're asking her eyes to twinkle in their places until they return.





"Good evening, ladies and gentlemen! I just flew into town from Palmdale... and boy, are my arms tired! Ha! They have terrible restaurants in Palmdale. The other day, there was a **fly** in my soup. I said, 'Waiter, what is this fly doing in my soup?' And he said, 'The **backstroke**.' Ha, ha, ha!"

 If you want to learn more about monologues for teenagers, visit this link to see some examples <https://www.stagemilk.com/monologues-for-teenagers/>

► Discuss the questions below.

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

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

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




How Much Do I Know?

Read and reflect on the questions below. 

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

Time to Read!



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

Glossary Tip

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

3 Read and listen to a fragment of Hazel's monologue. Discuss the questions below and give examples to justify your answers.   10 

"My best friend"

I am Hazel and something horrible happened to me at school this morning. It was so awful!

Don't bother asking me about that. Really, if I have to think about it, I'll just get so upset... I won't talk about it or I may just break down and cry.

Well, I'll just give you a **hint**; it's about that traitor, liar, bad friend Leslie; she drives me nuts!

On the one hand, she acts like she's my best friend. We sit together at lunch every day and we are always supporting each other in the most difficult situations; oh, but I was obviously wrong to put my trust in her. She knows it's my thing to be the class clown. I'm the funny one!

Doesn't she know that? Of course she does!




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



Body language and facial expressions

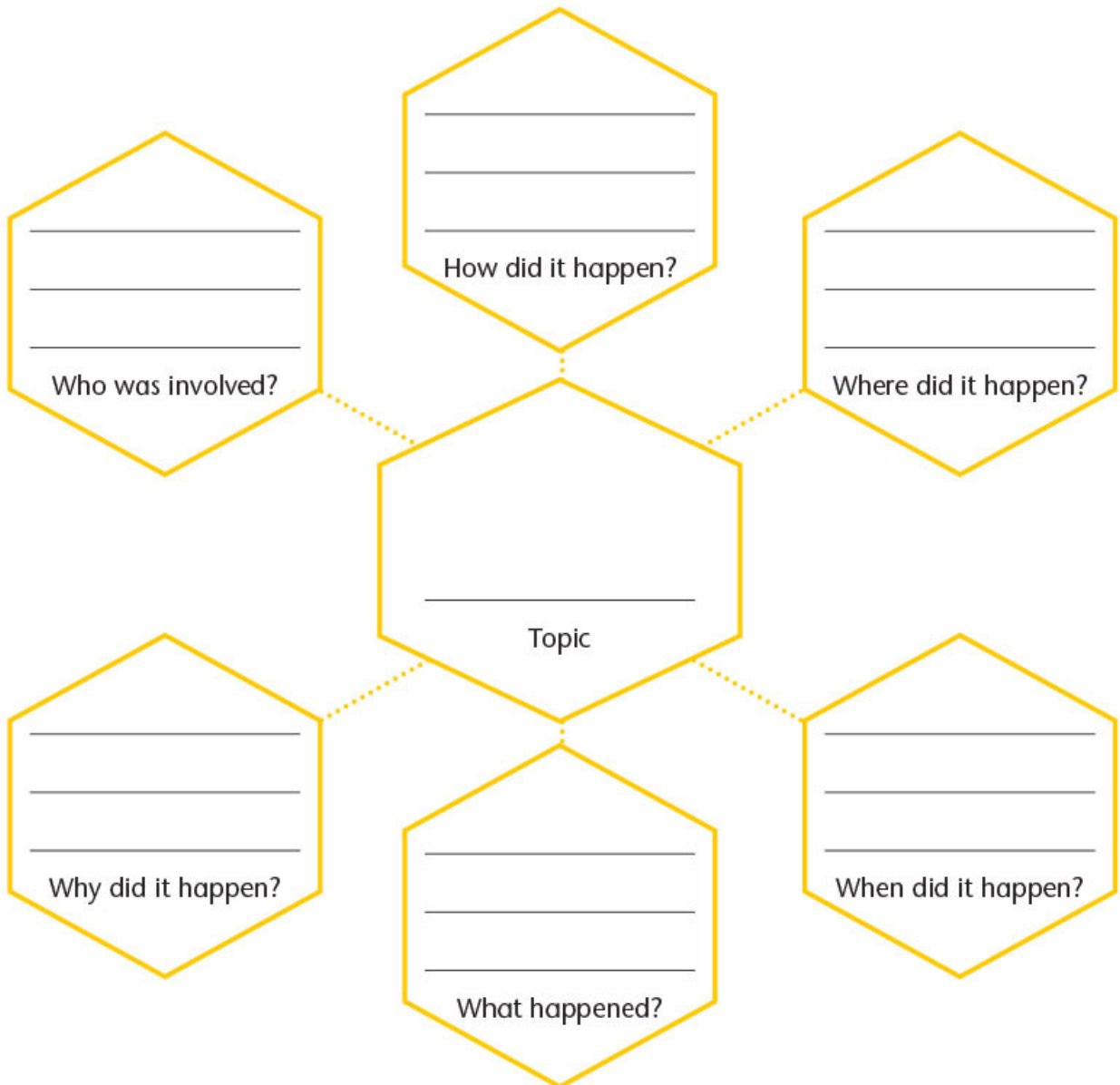
Dos	Don'ts
1. Make eye contact. Look at your audience in the eye; they will feel more engaged with you.	1. Look down or into space. If you do this, it shows that you are unprepared or not interested in the audience.
2. Open your arms. This posture shows that you feel confident about your message.	2. Fold your arms. This shows that you are not enthusiastic about the monologue or that you are uncomfortable.
3. Smile. This shows you are a credible, confident and trustworthy person.	3. Play with an object. This shows you as impatient, nervous, and restless and could distract your audience.
4. Use facial expressions. They can make your audience understand the meaning of your message. Let your emotions come out while expressing your ideas.	4. Move your legs. This shows that you are not prepared or just bored with the whole situation.

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

Product Step 1 

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

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



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

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

I mean, listen to this joke: Why did the skeleton not go to the party? Cause he had nobody to go with!! See? Funny, right?



I know!

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

I'm never ever for as long as I live, even if I live to be 100, ever going to talk to Leslie again!

Oh! It's Leslie. Hello...

What?! You got **backstage** tickets to Ed Sheeran? Get out! Of course I would love to go with you! Oh my gosh, I'm so excited! Leslie is the best friend one could ever have! Ed Sheeran!

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

Well, I'll just give you a hint;

She acts like she's my best friend.

oh, but I was obviously wrong to put my trust in her.

I mean, listen to this joke...

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

Paraphrasing and use of fillers

Paraphrase

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

Use fillers

It is natural to hesitate while you are speaking. You can sound more natural using fixed expressions to fill these moments of empty silence: *Huh, uh, erm, um, well, so, like, I mean..., You know... It's, um, really more normal than you think.*

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



If you want to know how to improve your storytelling techniques, visit this link <https://www.thoughtco.com/storytelling-improv-games-2713209>



5 Read another monologue and identify the following.  

- Type of monologue
- The structure: beginning, middle and end
- The speaker's feelings
- Language strategies such as fillers or pauses


Well, I really miss Toby. I can't believe Mom made us give him away to my cousins. I knew she didn't really like him. But now we've **moved** so far away and I don't know if I'll ever see him again.

I mean, he was definitely smart, and I wouldn't have changed him for any other dog in the world. Toby was supposed to be the whole family's dog, but he was really mine, you know? Who did he wait for after school? Me! And when anyone threw his ball, I was the one he always brought it back to. And at night, it was always my bed he slept in. So before we moved here, Mom **found out** we weren't allowed to have any pets. It's, um... really sad.


Sometimes I dream about Toby. He has his ball in his mouth, and he's... like... looking for me. And I'm saying, "Here, Toby. I'm right here." But he doesn't hear me, and he can't see me, and I'm saying, "I'm right here. Toby. I'm right here." And then, I don't know, I guess I wake up... I don't know if Toby dreams about me.




Term 2

- ▶ **Discuss with a partner how the speaker would sound (sad, happy, excited, angry, etc.). Then read the monologue aloud.** 

How Am I Doing?

Discuss In your Product team. 

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

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

- Read the monologue you chose.
- Don't try to memorize it; just remember important details.
- Consider body language (facial expressions and posture).
- Consider the tone and volume of voice to express appropriate emotions.

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

How did you feel about...	Comments
1. the structure of the monologue? Was there a beginning, middle and end?	
2. use of body language? Did you use appropriate gestures to show emotions?	
3. voice projection? Were you clear and was the volume appropriate according to the topic?	
4. use of fillers as part of improvisation? Did you use fillers or pauses to organize your ideas as you spoke?	
5. confidence? How did you feel improvising a monologue?	

Product Step 2



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



Self-evaluation

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

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

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

Looking Inside Machines

Environment: Academic and Educational

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


Communicative Activities: Search and selection of information

Product: An infographic about a machine

Reader: *Stephanie's New Camera*

Achievements:

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


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

Controlling Machines

Most remote controls use infrared light to send signals to an electronic **device**, such as a television, DVD player or stereo. A remote control is a type of transmitter. It sends out **pulses** of infrared light in binary code. Each binary code represents a different command, such as Power On/Off, Volume Up, Play, Change Channel, and so on. The electronic device has a receiver that transforms the pulses into electrical signals. The electrical signals travel to a microprocessor, which carries out the command. Because remote controls use a type of light, it is necessary to **point** them directly at the receiver in order for them to work. As with any type of light, however, the infrared signal can also be reflected by **mirrors** or similar surfaces.

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

1. Does the text provide technical or general information?
2. What is the purpose of the image in the text? Does it add any additional information?
3. Who might be interested in reading this type of text?

2 Look at the infographic below and do the tasks. 




Remote Controls

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


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

Time to Read!

In this unit, you will read a text called *Stephanie's New Camera*. Jenny and Stephanie love photography. Stephanie just got a new camera and Jenny will explain to her how it works. In this text, you will find information on how to explain the operation of a machine. Remember that you will see this icon  that shows which pages we suggest you read along the unit.



How Much Do I Know?

Discuss the questions. 

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

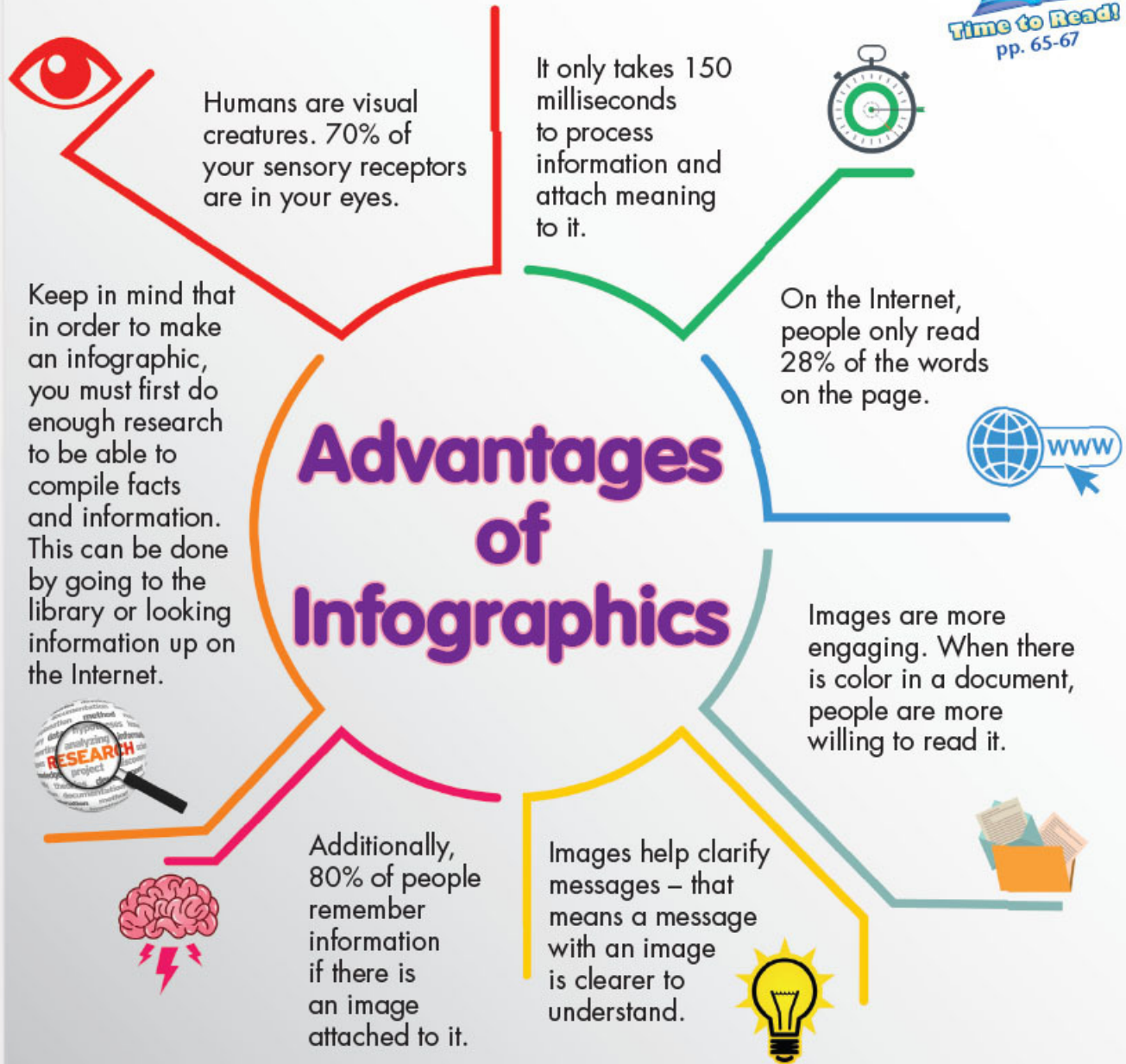
Glossary Tip


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





3 Read the information about infographics. Then discuss the advantages and disadvantages of using them. 


Time to Read!
pp. 65-67



4 Use the model of the infographic above to write how remote controls work in your own words. 



5 Read another informative text about how a calculator works. In your own words, explain the following points.  

1. How numbers are displayed.
2. How numbers are stored.
3. How calculators do math.

Inside a Calculator

- 1 When you **push** a button or key on a calculator, it makes contact with a sensor. A **circuit board** detects this contact and lights up the appropriate number on the **screen** or display. The calculator is programmed to light up certain lines to create each number.
- 2 If you press more numbers, the display will keep showing them until you press one of the operation keys (such as +, -, x, ÷). When you do this, the calculator **stores** the number in a small memory called a register. As you enter a second number, the circuit board will display it as before and store it in

another register. When you hit the equals key (=), the calculator will perform the chosen operation on the contents of the two registers and display the result.

How Does a Calculator Do Math?

Calculators use binary code to do math. Binary code is made up of the numbers zero and one. A calculator interprets all our commands in a **pattern** of 0s and 1s. Transistors (like little switches) inside a calculator are turned on or off to create a binary record of the numbers that we enter. The calculator reads the binary code of the transistors and then displays it on the screen in the form of a decimal number (0–9).

► Read a summary of the first paragraph of the text. Then discuss the questions.

Notes: Paragraph 1

Push button – makes contact with sensor.

Circuit board – lights up numbers on screen.

Summary


When you press a button, it makes contact with a sensor. Then a circuit board lights up the numbers on the screen.

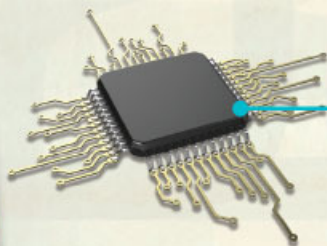
1. Do the notes include the most important information in the first paragraph in Activity 5?
2. A summary contains the most important information about a text. Is the summary above complete and clear?

Paraphrasing is using your own words to express someone else's message or idea. When we paraphrase, we must be careful to maintain the ideas and meaning of the original source. When you paraphrase, remember these tips:

- Read the original text two or three times until you understand it well.
- Make a list of the main ideas and look for unfamiliar words.
- Use the main ideas to rewrite the information you read.
- Create sentences using your own words. Use synonyms, too. Remember that a synonym is one of two or more words that have the same or nearly the same meaning in some or all senses.

► Write notes and paraphrase the rest of the text in Activity 5.

5
6 Use your notes to draw additional lines and add more information about how a calculator works. 




A processor chip processes the binary code and converts the information.

After the chip does the calculation, the result appears on the screen.

Each button has a signal. The signals are in binary code.






► Exchange your infographic with another pair of classmates. Use these questions as a guide to give them feedback. 

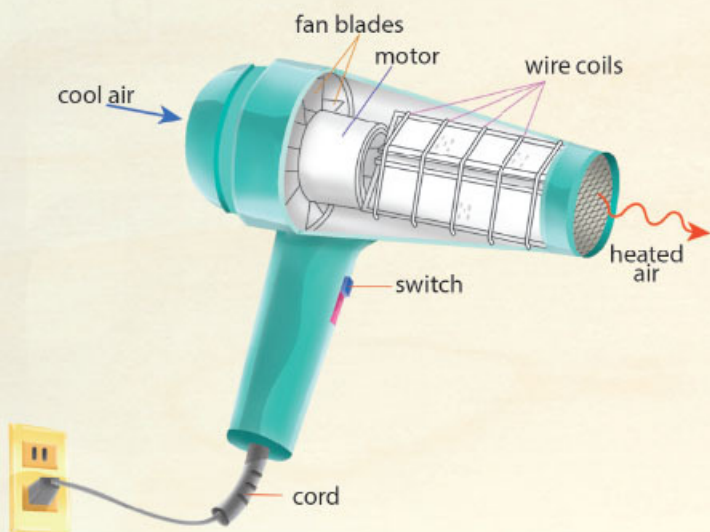
1. Is the infographic complete?
2. Is the information clear?
3. Are the technical words used appropriately?

Product Step 1

Form your Product teams and write a list of machines that you would like to know about how they work. Then choose one and research how it works. You can use the Internet, instruction manuals, encyclopedias or your physics textbooks. Take notes about the essential information you need to know that you will use later to make your Product.

 We can recommend this link for more information on different machines.
<https://www.thoughtco.com/six-kinds-of-simple-machines-2699235>

7 Read the text. Then use your own words to tell a partner how a blow dryer works.  



1. A blow dryer transforms electrical energy into convective heat.
2. When electrical energy is supplied to a motor inside the blow dryer, the motor **spins** a fan.
3. The electrical energy also passes through the thin wire coil of the element, and the element heats up.
4. The movement of the fan draws air through the intake of the blow dryer and pushes it out of the barrel.
5. The holes in the inlet are covered by a safety screen that prevents other objects (such as your hair) from being **sucked** into the blow dryer.
6. When the airflow generated by the fan travels over the heating element, the air heats up.

► Read the notes a student wrote to prepare an infographic. Analyze the notes with the help of the questions below.

Blow dryer

the electriciti powers the motor and this spins a fan.

The fan generates eir flow


The holes are covered by a safety screen that prevents your hair from being sucked.

1. Are the words spelled correctly?
2. Is the punctuation correct?
3. Is the information ordered in a logical sequence?
4. Can you remove any unnecessary information or add other useful information?
5. Can you simplify any of the language?


► Read the text again. Then do the tasks below. 

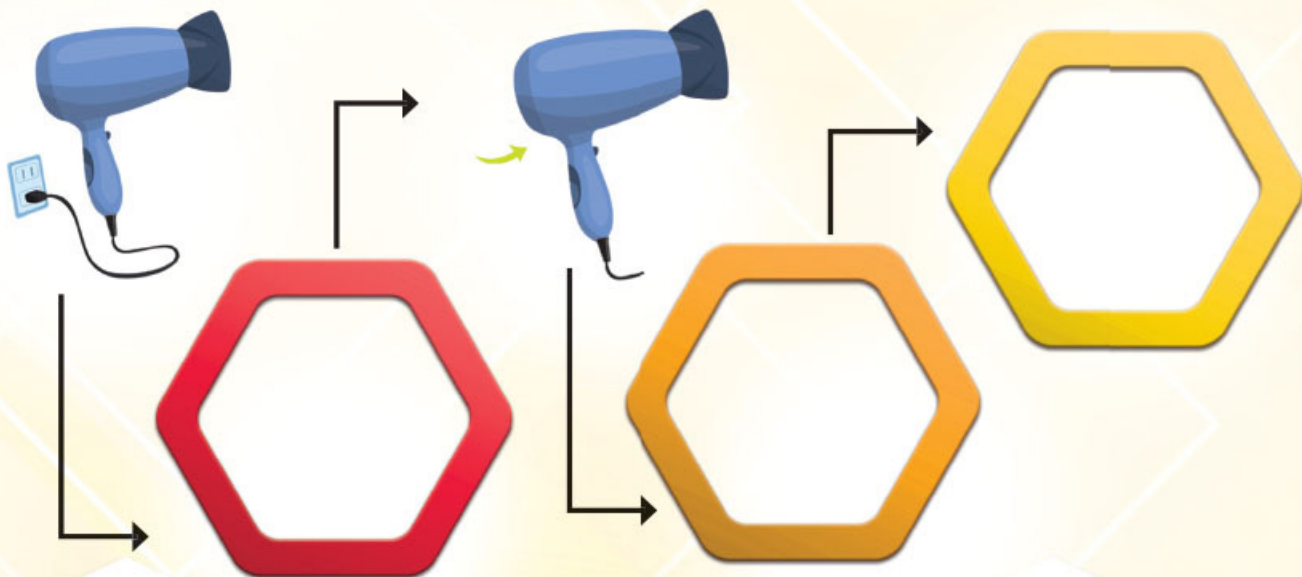
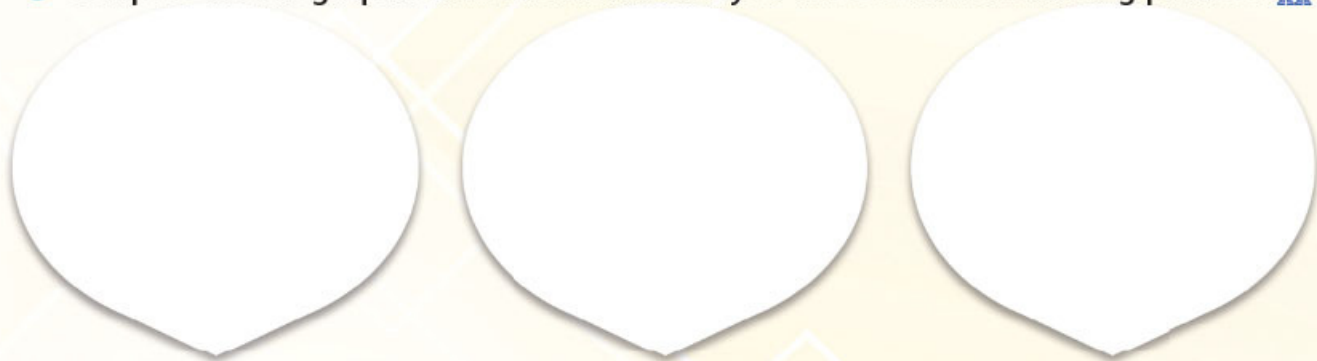
1. Write notes on the essential information to prepare an infographic about how a blow dryer works.
2. Paraphrase your notes to use them in an infographic. Check spelling, punctuation and logical order of information.

How Am I Doing?

Discuss the questions. 

1. Why are infographics useful?
2. Where can you find information to make an infographic?
3. What is paraphrasing?

8 Complete the infographic with the information you wrote. Draw the missing pictures. 





Time to Read!
pp. 71-73

Product Step 2



Get together in your Product teams. Use your notes and the information you have researched to plan your infographic. Remember to paraphrase your ideas. Decide on the graphic resources you are going to use in your infographic. You can draw pictures, use magazine cutouts, etc. When you are ready, make a clean version of the infographic. You can show it to an adult to make sure the information is clear.

 If you have access to Internet, you can go online to review different infographics to get more ideas.

<https://www.pinterest.com.mx/lybberte/infographics-student-examples/?lp=true>

Product Step 3



1. Take a few minutes to rehearse the presentation with your team.
2. Be ready to answer any questions from your classmates. If possible, bring the machine you described in your infographic to demonstrate how it works.
3. While presenting, speak clearly and confidently.
4. When your peers are presenting, listen carefully and take notes to give them feedback.
5. Give and accept feedback respectfully.
6. If possible, display your work around the school for other students to learn about different machines.

Self-evaluation

For this *anecdotal record*, reflect on your infographic and your presentation. Write your conclusions.

1. Information about my team and our infographic.
 - The number of classmates in my team was...
 - The machine we talked about in the infographic was...
2. Comments about our infographic.
 - The clarity of our infographic was...
 - The explanation of our infographic was...
 - The main strength of our presentation was...
 - The main strength of our infographic was...
 - The things we need to improve on are...
 - The easiest thing to do in our infographic was...
 - The most difficult thing to do in our infographic was...

If you think your infographic or presentation were not clear enough, keep in mind that you can always ask your classmates to tell you what you can do to improve. Asking your teacher is a great idea, too.

Sharing Personal Experiences

Environment: Family and Community

Social Practice: Comment own and others' experiences in a conversation.

Communicative Activities: Exchanges associated with information of oneself and others

Product: Autobiographical anecdote

Reader: *The Anne of My Dream*



Achievements:



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

1 Look at the pictures and discuss the questions as a class. 



1. What are they celebrating?
2. How are they celebrating?
3. How do you celebrate this occasion?

2 Listen to the phone conversation and explain how Alan's celebration is different from or similar to the way you celebrate.   13

▶ Listen again and analyze Sara's and Alan's reactions.   13

1. What is Alan's reaction when Sara says "Happy Birthday"?
2. How does Sara feel about forgetting Alan's birthday?
3. How does Alan feel about his party?



3 There are important differences between a phone conversation and a face-to-face conversation. Mark (✓) the characteristics of each one. 

	Words	Visuals	Voice	Face	Body language	Presence
Face to face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


► Reflect on how you prefer to share your anecdotes, face-to-face or over the phone.

How Much Do I Know?

Discuss the questions and share your answers. 


1. Do you usually share anecdotes?
2. What kind of situations do you share?
3. Who do you share them with?
4. What other ways do you use to share anecdotes?

Time to Read!

In this unit, you will read a text called *The Anne of My Dream*. After reading *Anne Frank's Diary*, a girl dreams of Anne, who shares her experiences through a very interesting conversation. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

Glossary Tip

If you find a word you don't understand, asking your teacher is always a good option. However, always make sure to ask for the definition and an example. Learning a definition helps you think in English instead of translating. Throughout this unit, there are some highlighted words that are defined in the Glossary at the back of the book.

4 Look at the pictures and answer the questions. 



Mother's Day festival






February 24th - Flag Day



Music contest

1. What dates or occasions do you celebrate at school?
2. Do you usually have festivals?

► Listen and mark (✓) what the anecdote is about. Then discuss the questions.   14 



1. Students gave each other presents.
2. They participated in a music contest.
3. They organized a **craft** exhibition.

- Do you think this type of events are interesting, exciting, challenging, etc.?
- Would you like to participate in one?



When sharing an anecdote or participating in a conversation we use time sequencers. We use time sequencers to say in what order or when things happen.




When: introduces the first of two actions. / **First:** introduces the first of a series of actions (2 or more) / **After:** introduces the second of two actions. / **Then:** signals that a new event is being described. / **Finally:** marks the end of an event or a progression of actions.

5 Read some key events of María's anecdote and identify the purpose of the words in bold.  

We worked really hard. **First**, we bought or **borrowed** some instruments. **Then** we chose the name for our band, and **finally** we started rehearsing.

► Mark (✓) the function of the words in bold.

- They connect ideas. They describe a sequence. They show time.

- 6 Predict what you think happened the day of the contest. 
- ▶ Listen and check your predictions. Say what happened and how María felt.  15
- ▶ Look at the extract from María's anecdote. Say what the purpose of the underlined words is. 

We were very nervous, but we really wanted to win, so we decided to start with a song that was very popular at the time. Then I realized everyone was looking at me, and I just **froze**...


When telling an anecdote we use words such as *like*, *and*, *but*, or *so* to join two parts of sentences. These words can be used to give more information, give reasons, give results or give alternatives.

Product Step 1




In this unit, you will have a conversation to share an anecdote. Think of an anecdote you would like to share with a classmate. Complete the chart with the details.

Event/occasion	When	Key events	Additional details (feelings, people involved, place, etc.)

How Am I Doing?

Discuss the questions. 

1. Can you identify an anecdote in a conversation?
2. Is it important to keep a logical sequence to describe events? Why?

7 Listen to the anecdote and read along.   16 

BILL: **Hey**, Tom!

TOM: **Hi**, Bill!

BILL: I heard you made the soccer team. Congratulations!

TOM: Thanks, Bill! I've already played my first game.

BILL: **Really?** When?

TOM: Last weekend.

BILL: **How was it?**

TOM: **It was** fantastic. My whole family came to watch. I was **pretty** nervous, but I guess we all were.

BILL: Oh, so **what happened?**

TOM: John **scored** the first goal, and then we all started to feel better. I even scored a goal at the end.

BILL: And did you win?

TOM: Yes! And **what about you?** Are you still in the science club?

BILL: Yes, but I'm also going to try out for the **chess** team. Oh, I have a class!

TOM: **Me, too. Bye!**

BILL: See you later, Tom!



► Observe the phrases in bold. Underline them using the color code.

 Starting a conversation

 Keeping a conversation going

 Ending a conversation



► Discuss the questions as a class. 

1. How does Tom sound when telling his anecdote?
2. What's Bill reaction? Is he interested, excited, indifferent?


Time to Read!
pp. 79-81

It can be difficult to keep a conversation going. Even if you understand what the other person is saying, you may not know how to answer or ask for more information. Here are some useful phrases you can use when it's your turn to speak.

Greeting	Showing interest in what the person is saying	Showing How you feel about what you hear
Hello / Hi / What's up? / How are you? / Fine, thanks. And you? / Not bad.	Right / Sure / Really? / Lucky you!	How awful! / You are joking! / Oh, no! / What a pity! / That sounds great! / Oh, fantastic!
Give an opinion when asked	Looking for words	Ending a conversation
Sorry? I didn't get that. / I'm sorry, could you repeat that? / I really don't understand.	Well, let's see... / Ok / So, what I was saying... / Um.	Bye now. / I have to run! / Talk to you later / I'll call you later.

8 Read the conversation and discuss with a classmate what the anecdote is about.  

OSCAR: Sam, what are you going to do on your birthday?

SAM: I don't know yet. I want to do something different from last year.

OSCAR: What did you do last year?

SAM: I had a party at my cousin's house.

OSCAR: Really? Was it good?

SAM: Not really. It was boring, and the power went out for an hour so there was no music.

OSCAR: You're joking.

SAM: No, I'm telling you. After a while everybody left!



OSCAR: What a pity!

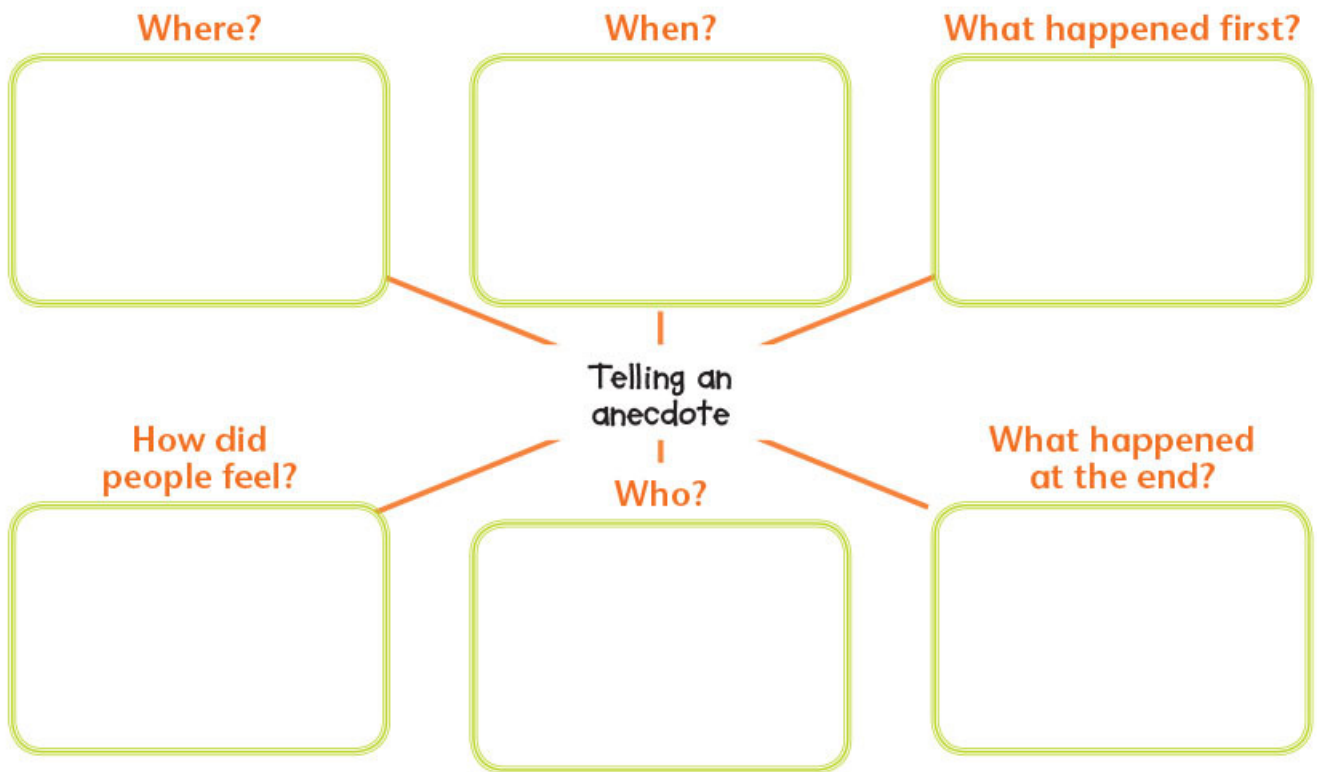


- ▶ Look back at the dialogue and underline the information you can change to make up a new anecdote.
- ▶ Practice your conversation with your classmates. Remember you can use useful phrases to show interest.


Product Step 2

In Step 1 you chose an anecdote to share with your classmate. Now, prepare a list of questions you may ask your classmate during the conversation when sharing anecdotes. The questions or phrases you learned will help you keep the conversation going.

- 9 Listen to an anecdote and complete the mind map. Then compare with a classmate.   17



As you know, an anecdote is an account of an event that has already happened. When we tell anecdotes, we usually narrate them in the past. The simple past allows us to describe actions that took place at a specific time in the past.

- Look at the extracts from the conversation in Activity 9. Then identify and underline the past events of the anecdote. 

After we went to bed, in the middle of the night, Lisa woke me up. She told me she could hear **footsteps**.

We were terrified, but finally we told each other to be brave and check it out. We took a **flashlight** and opened the door.

We laughed a lot and then went back to bed. But we had to get up just a few hours later to pack, so we **hardly** slept that night.

Product Step 3

Look back at Step 1. Organize the information of your anecdote in a mind map, like the one in Activity 9. Remember to include the relevant past events and words to connect ideas.

Product Step 4



- Review the information from Step 3.
- Get ready for the conversation to share your anecdote with your classmate.
- Remember to look at the questions you prepared in Step 2.
- Work with your classmate and carry out your conversation.



Self-evaluation

In this *observation guide*, write what your classmate said when sharing his or her anecdote.

Classmate's name: _____

My classmate's anecdote was about: _____

When did my classmate's anecdote happen? _____

The phrase he/she used to start the anecdote was: _____

My classmate used the sequence words: _____

The phrase(s) he/she used to keep the conversation going were: _____

The phrase(s) he/she used when he/she didn't understand were: _____

To show how he/she felt, he/she said: _____

He/She ended the conversation with the phrase: _____

He/She can improve on: _____

If you had trouble identifying what the anecdote was about or the expressions your classmate used, you could ask him or her to help you review them once more. Going over the unit again is also a good option.

If your classmate had troubles sharing the anecdote correctly or using the correct expressions, you could help him or her this time. Don't forget that you can also ask your teacher to help both of you.

Comparing Cultural Aspects

Environment: Literary and Ludic

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

Communicative Activities: Understanding oneself and others

Product: A comparative chart

Reader: *Market Day*

Achievements:

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

1 Read the title of the essay and predict what it is about.

Two Countries Divided by a Common Language

Introduction

At first **glance**, it might seem that the US and the UK have a lot in common: they share a language and several centuries of history. However, after almost 250 years apart, each of the cultures has become unique. Let me tell you about my experience. I am American, and I came to live in England with my family two years ago because my father started working at London University. It was surprising to discover that there are a lot of cultural differences.

Body

The first thing I noticed was the language. On one hand they speak the same language; on the other hand, their accents differ and they use different words from us. For example, they don't say *elevator*, they say *lift*, a *taxi* is a *cab* and *French fries* are *chips* (and *chips* are *crisps*!). Some people say that British English is more elegant and polite, but they would be surprised to discover that there are many different accents in the UK – people in the North of England sound very different from people in the South, and people from Scotland are almost impossible for me to understand!

In the UK, they drive on the left side of the road. It is quite strange for those not used to it, and can be dangerous when crossing the road. Always remember that the traffic comes from the other direction!

Another thing is the sports. They call *soccer* football and it makes much more sense – you kick the ball with your foot! They play rugby (I got on the team last week!) and **cricket**, but that is more boring than anything.

And finally, the TV shows are great! They have stuff from all over the world – unlike us who love our American shows the most!

Body

As you can see, even though both countries share the same language, they are actually quite different.

Conclusion


► Read the essay and check your predictions. Then discuss the questions and justify the answers.

1. What is the topic the author discusses in the essay?
2. What's the author's tone: funny or serious?
3. What kind of information can you find in the first paragraph?
4. What aspects are discussed in the body of the essay?
5. Do you agree with the author's conclusion?

2 Look at the comparative chart and discuss the questions. 


TOPIC	THE UNITED STATES 	THE UK 
Sports	soccer	football, rugby, cricket
Driving	on the right side of the road	on the left side of the road
TV	just American shows	shows from all over the world
Language	English	English

1. Does it include all the information from the essay?
2. Does it include facts, opinions or both?
3. Is the author's opinion mentioned?
4. Is the information clearly organized?

▶ Listen to two students presenting the comparative chart in Activity 2 and discuss the questions.  18


1. Do students read the information from the chart exactly as it is?
2. Do they give their opinion about any of the aspects?
3. Do they present the information in order?

How Much Do I Know?

Discuss the questions. 


1. Have you ever read an essay?
2. What was it about?
3. Have you written a comparative chart?
4. Do you think comparative charts can help you summarize information?

Time to Read! 

In this unit, you will read a text called *Market Day*. Amanda, a girl from Great Britain, gets lost in La Merced. Jorge, a Mexican boy, helps her find her way to the hotel, and shows her about Mexican culture. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

Glossary Tip 

Wrap up your knowledge! When your list of vocabulary has become long enough, you can create your own crossword in your notebook. That way, you will have the chance to have an entertaining review of all the new words you jotted down. Throughout this unit, there are some highlighted words that are defined in the Glossary at the back of the book.

- 3 Read the essay about Japan and the United States. Identify the introduction, body and conclusion.  

Cultural Differences between Japan and the USA

Japan is one of the coolest destinations for Americans, but there are many differences between the USA and Japan that can cause **culture shock**.

One example is formality. Japanese people are generally more formal and less friendly than Americans. For example, in America it is common for strangers to chat in an elevator and for waiters to ask about your day and how you are enjoying your food. In Japan, strangers don't usually talk to each other, and good service is formal and discrete. And in the USA it is important to leave a **tip**, but in Japan, people do not tip, it can even be an insult! Things can be different in the home, too. In the USA, it is very common for young people to move out of their parents' home when they finish school.

However, in Japan, people often live with their parents until they get married.

One possible reason is that Japan is a **collectivist** culture, but the USA is more **individualistic**. In Japan, people generally find pride and happiness in the group they belong to, for example, their family, school, basketball team or the company they work for. This means that loyalty is important and is rewarded. In the USA, people find satisfaction in their own achievements and focus on their own goals and ambitions. They change jobs more often because it suits their own goals or plans.

Of course, there are also many similarities between Japan and the USA; both are very modern countries with a lot of technology. And they share food, fashion and entertainment more and more.

- Look at the photos and mark (✓) the ones that best illustrate the essay.



- Read the essay again and discuss the questions below.

1. Why are Japanese considered to be more formal than Americans?
2. Do young people in both countries leave their parents' house at the same age? Why?
3. Which other aspects are contrasted in the essay? Which ones would you add?


Time to Read!
pp. 87-90

Read about how you can form questions.

Yes / No Questions

- When we have questions that can be answered with a simple "yes" or "no", do not start with the person who does the action, start with the action instead: *Are you going to the parade?*
- When we have *can*, write it at the beginning of the sentence as well: *Can I come too?*

Wh- Questions

- When we have questions that cannot be answered with "yes" or "no", start with a question word (*who, what, which, how, etc*): *When are you leaving? I'm leaving on Monday.*
- If the question word is at the beginning, we do not use *do, does* or *did* after the question word.
Who is coming to the parade?
Which bus goes there?
What happened?

► Now, prepare two questions about other cultural aspects mentioned in the essay. 👤

1. _____
2. _____

► Take turns asking and answering the questions you prepared. 👥

► Reread the essay and check if your answers are complete and correct.

4 In small groups, talk about the cultural aspects mentioned in the essay on page 70 and compare them to Mexico. 👥

Product Step 1



In this unit, you will prepare a chart comparing cultural aspects in your country or different countries. Get together in teams. Decide on the cultural aspects about different countries or regions that you would like to know about. Here are some examples:

*Artistic expressions *Language *Traditions *Cuisine *Sports *Costume and dress



*Social organization *Etiquette

Write 5 questions about the cultural aspect you chose.

Check different sources of information to answer the questions and to take notes.

You could also go online and choose a cultural aspect from the links below to help you.

 <https://www.adventureinyou.com/travel-tips/cultural-differences/>
<https://www.whychristmas.com/cultures/>

5 Read the following essay and propose a title for it.  

For many years, **handicraft**-making techniques have passed from generation to generation, helping to maintain different ways of expression. While some of them have remained somehow intact, there are others that have changed through the years to meet today's tastes and interests.

For instance, in Nayarit, Huichol yarn paintings and bead work are made with symbols and designs that have been preserved through generations. They reflect their **beliefs** about

the origin of the universe and the appearance of mankind. Additionally, they include their **deities** and rituals.


A long time ago, these handicrafts were made of raw materials like clay, shells and pigments, but nowadays

modern materials such as yarns and beads have replaced them.

On the other hand, Olinalá artisans work in the State of Guerrero. Famous for their wooden and clay crafts covered in lacquer, they have adapted their **motifs** in order to keep up with the interests of today's customers since most of the population's income depends on the sale of these handicrafts. People in Olinalá produce a wide variety of products such as **chests, trays,** and the famous small **lacquered** boxes, whose decorations are based on nature.

In conclusion, the maintenance and changes to the handicrafts only make these pieces of work richer, since they include the world views of past and current generations.



▶ Explain why you chose that title for the essay. 

▶ Read the essay again and complete the mind map with a few notes.

	Huichol	Olinalá
Place of origin		
Kind of handicraft		
Material used		
Motifs		
Importance of the people who made them		


Read the following sentences comparing cultural aspects.


- * Huichol and Olinalá are **both** Mexican handicrafts.
- * **While** Huichol uses yarn and beads, Olinalá artisans work with wood and clay.
- * Their motifs can be very different. **On the one hand**, Huichol's handicrafts have been preserved through generations. **On the other hand**, Olinalá's have adapted their motifs to today's interests.

We use **both** when we want to express that two aspects have **something in common**.


We use **while** to contrast two **different aspects at the same time**.

We can also use **on the one hand** and **on the other hand** as a way of contrasting **two different aspects** as well. ("On the one hand" *cannot* be used alone, we always complete the comparison with "on the other hand." However, we can use "on the other hand" by itself.)

- 6 Now, describe and compare both types of handicrafts and write sentences using the information in the mind map on page 72. 

- Describe the handicrafts in your town or region. Compare them with those mentioned in the essay in Activity 5. 

How Am I Doing?

To check your progress so far, circle according to the scale. 

1 - No, I can't do it. 2 - Yes, but with difficulty. 3 - I'm almost there. 4 - Yes, with no problems.

- | | | | | |
|--|---|---|---|---|
| 1. I can recognize the topic of an essay. | 1 | 2 | 3 | 4 |
| 2. I can understand the main ideas of an essay. | 1 | 2 | 3 | 4 |
| 3. I can ask and answer questions about the topic of an essay. | 1 | 2 | 3 | 4 |
| 4. I can describe and compare cultural aspects in different countries. | 1 | 2 | 3 | 4 |

If you still have doubts, look back at previous pages in this unit or ask your teacher.

Product Step 2

In Step 1, you collected information about cultural aspects in different regions or countries. Now, write sentences describing and comparing the cultural aspects.

Use your sentences to prepare a comparative chart. You can use the one below as a model.

Cultural aspect	Country or region _____	Country or region _____
Language		
Dress		
Sports		
Traditional dance		

Product Step 3



You are ready to present your comparative chart. Follow the suggestions below:

- Check your chart (spelling, punctuation).
- Rehearse the expressions to compare and contrast.
- Take turns presenting.
- Remember to always be respectful when talking about other people's or country's traditions.
- If possible, bring something that represents one or both countries/regions.
- Give feedback to your classmates when they present their comparative chart.

Self-evaluation

Answer the *questionnaire* about your performance in this unit by marking (✓) the corresponding box.

How well can I...	I can't do it.	With some problems.	Well.	Very well.
1. recognize the topic of an essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. form questions about a cultural essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. answer questions about a cultural essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. propose a title for a cultural essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. create a comparative chart about cultural aspects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. describe and compare cultural aspects between two regions or countries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't worry if you marked the boxes that correspond to "I can't do it" or "With some problems." Remember that learning is a process. You can always go back to some pages in your Student's Book for a revision, or ask your teacher for help.

Participating in a Round Table

Environment: Academic and Educational

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


Communicative Activities: Exchanges associated with specific purposes

Product: A round table discussion


Reader: *Animal Rights Debate*

Achievements:

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

1 Look at the pictures and select which ones you think represent friendship. Compare with a classmate and justify your answer. 



2 Read the article and identify two ideas you agree with, and two that you disagree with. 

“A friend is one who knows us, but loves us anyway.” - Jerome Cummings -

Teen Friendship

Friendships are very important during adolescence. Teen friendships help young people feel a sense of acceptance and **belonging**. Moreover, teenage relationships with **peers** **develop** compassion, caring and empathy. We also know that friendships can also have a negative side. But, most of all, they provide a wide range of benefits.

The Benefits of Teen Friendship

Social connections, such as teen friendship, promote positive benefits.

These include the following:

- Higher-functioning immune system
- Happier, more optimistic **outlook**

- Better self-esteem
- Longer life expectancy
- Lower rates of anxiety and depression
- Better cognitive function

How Long Does It Take to Make a Friend?


Why do we make friends with some people and not others? Scientists* studied how friendships develop. As a result, they discovered the key to how to make friends in high school—or in any situation.

It's all about time:

- 50 hours of time together to move from **acquaintance** to casual friend
- 90 hours to go from casual friend to friend
- More than 200 hours before you can consider someone your close friend.

(Adapted from <https://www.newportacademy.com/resources/empowering-teens/teen-friendships/>)


*Hall, J. A. (2018). *How many hours does it take to make a friend?* Journal of Social and Personal Relationships. <https://doi.org/10.1177/0265407518761225>

- ▶ Tell a classmate about the ideas you selected in the previous text. Use the phrases below to help you. 

I agree...

I disagree with this because...

I think...

- 3 Listen to a round table discussion and answer the questions as a class.   19

1. Who is the moderator?
2. How many participants are there?
3. Do they all agree with each other?

- ▶ Listen to the participants' comments from the round table. Tell a classmate who you agree or disagree with. Explain why.   19

RALPH: I think that friends love us sincerely if they accept the way we are. If they don't like the way we are, they're not our friends.


LINDA: Actually, I disagree. I think there are friends who love us even if they don't like some things about us. We need to be flexible and accept people as they are. As long as we respect each other, it's OK!

PABLO: I think Linda's right. Friendship is a relationship of trust and concern for each other's feelings. If you care about your friends, you respect them and accept them for what they are.

KARLA: I agree with Pablo. I think that a good friend loves you with all your good and bad qualities. But they don't need to ignore your weaknesses. Real friends can help you improve and become a better person.


CAMILA: I totally agree with Karla. You should help your friends correct their mistakes.

How Much Do I Know?

Answer the questions. 



1. Have you ever participated in a round table?
2. Why might people have round table discussions?
3. Which topics can you discuss if you participate in a round table?

Time to Read!

In this unit, you will read a text called *Animal Rights Debate*, which includes information about the situation of animals in different contexts, such as the zoo or medical laboratories. In this text you will discuss points of view about animal rights. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

Glossary Tip

Sometimes you don't have much time to write the definition or an example of a word when you are in class. Once you found its meaning, write it next to words that are similar. For example, writing the words you already know like *happy*, *cheerful* and *joyful* next to the new word *delighted*. This will help you increase your range of vocabulary by associating new words to words you already know.

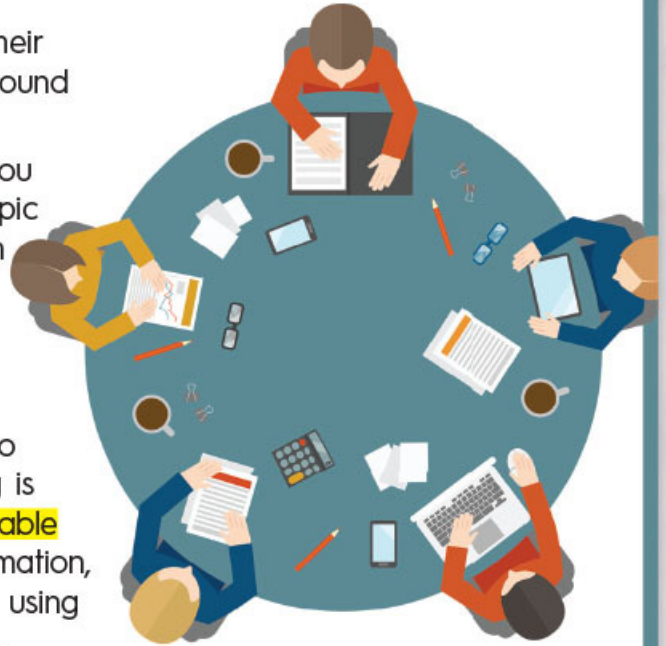
4 Read the text about round tables and decide if the information is clear enough. If not, ask your teacher.  

A round table is a form of discussion about a specific topic in which the participants have the opportunity to express their personal points of view and opinions equally. That means participants can freely interact with one another and discuss the topic. This form of discussion allows participants to keep the discussion moving. They can also give and receive **feedback** about their topic. A key role in a round table is the moderator, who is in charge of leading the discussion and making sure everyone gets a turn to speak.

A round table can be organized into three stages:

1. **Introduction.** The moderator introduces the topic, presents the participants and explains the rules (time each participant has to present, use of materials to support information given, etc.).
2. **Development.** The participants present their opinion about the topic. The moderator guides them.
3. **Conclusion.** The participants present their conclusions. This is the closure of the round table.

In order to participate in a round table, you need to look for information about the topic of the round table. It is useful to write down questions about what you do not know about the topic and what you would like to know. You can look for information on the Internet, your school's library, books, newspapers or by interviewing people who know about the topic. The important thing is that the information you get is from a **reliable** source. Once you have **gathered** the information, you need to organize it. You can do it by using index cards to write notes or a notebook.



Product Step 1

Get together in groups of five. Each member will propose a topic they would like to talk about during a round table discussion. After every member has proposed, the group will decide on one topic to use for a round table discussion.

For additional ideas, visit the following link:

 https://teens.lovetoknow.com/High_School_Debate_Topics


Time to Read!
pp. 97-99

LEA

5 Read the text about teen friendship again and answer the questions. 

Title "A friend is one who knows us, but loves us anyway." - Jerome Cummings -

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Source

(Adapted from <https://www.newportacademy.com/resources/empowering-teens/teen-friendships/>)

*Hall, J. A. (2018). *How many hours does it take to make a friend?* Journal of Social and Personal Relationships. <https://doi.org/10.1177/0265407518761225>


Additional references

1. What kind of text is it?
2. Where is the information from?
3. Do you think the information is reliable? Why?
4. What other sources are mentioned?
5. Where can you look for information about the same topic?

▶ Look at the questions below and say which of them are answered in the text. If possible, identify the information in the text.

1. What do friendships help young people feel?
2. What are some negative effects of friendship?
3. What are some benefits of friendship?
4. How many best friends can you have?

▶ Talk to a classmate and say which other sources you can use to answer the missing questions. Justify your answers.

Product Step 2 

In Step 1, you chose a topic for your discussion. Now, look for information about the topic. Prepare some notes in your notebook or on index cards to use them during the discussion. This will help you be an active participant in the round table discussion. Remember the sources where you can find information.

6 Listen to the beginning of a round table discussion. Identify the following information.



1. How the moderator begins the round table.
2. The rules of a debate.
3. How he introduces the topic.
4. How he introduces information to **trigger** the discussion.



MODERATOR: Hi, everyone. Let's get started. As you know, my name is Michael Brandon, and I will be moderating this round table. To keep our discussion orderly I will **ask you to make sure you are wearing your name tags** all the time, and to raise your hand when you want to participate. Also remember that probably we all want to say something, so you won't have more than two minutes each time you speak. I will tell you when your time is up. So, as you know, the topic of our round table today is discussing if some **behaviors** are ethical or not. And for this purpose I would like to begin by sharing with you the results provided by Junior Achievement Worldwide, a nonprofit

organization, which asked several teens their opinion about lying, **stealing** and behaving violently. According to the study, many of them said that those behaviors are valid and possibly correct in some cases. In short, they think that some things can be wrong, but can also be okay depending on the circumstances.



How Am I Doing?

Discuss the questions.

1. What are the rules to participate in a round table?
2. What do I need to participate in a round table?
3. Where can you get information about a topic?
4. What do you do with the information you find?

In order to carry out a round table discussion, there needs to be a moderator. This is a person who guides the discussion to make sure everyone has a chance to speak. Below are some useful phrases that can be used when moderating a discussion.

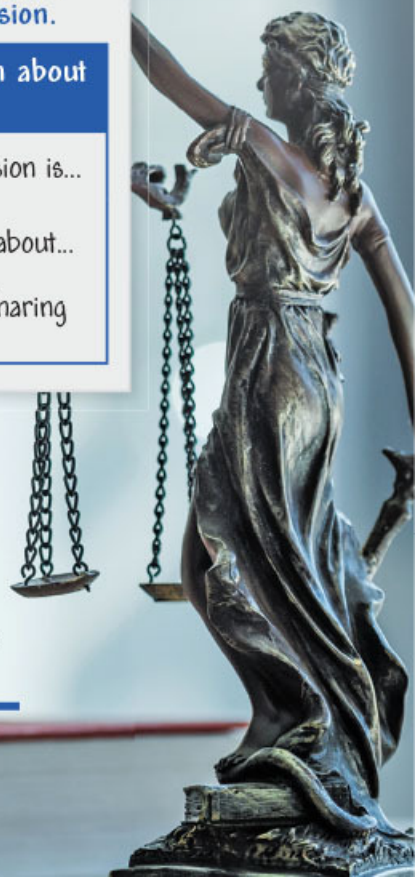
Introducing yourself	Setting the rules of the discussion	Providing information about the topic
My name is...	I will ask you to...	The topic for our discussion is...
Allow me to introduce myself. I am...	Make sure that...	Today we will be talking about...
I will be moderating this round table.	For this discussion, you must...	I would like to start by sharing information about...

- In pairs, think of other phrases you can use at the beginning of a round table if you were a moderator.

Product Step 3



Work with your team. Write a phrase that shows the central argument of your discussion. Use the language you have learned to help you.



7 Listen to the second part of the round table discussion as you read along and answer the questions.   21

MICHAEL: What is your opinion? Yes, Cynthia, (1) would you like to begin?

CYNTHIA: Yes. Hi, well... (2) In my opinion there are things that are always unethical, no matter what the circumstances. (3) For example, I think stealing is always wrong and the same with lying and behaving violently.

MICHAEL: Yes, Dan.

DAN: Hi. (4) I agree with Cynthia in that lying and acting violently are not correct. (5) However, I believe that circumstances sometimes justify those behaviors.

MICHAEL: (6) Can you explain that?

DAN: Sure. In some cases people who are extremely poor and do not have enough to eat may try to steal from a store. Or a boy or girl who is constantly bullied might end up by acting violently against their aggressors.

MICHAEL: Yes, Helen.

HELEN: Hi. Look, (7) I understand your point of view, Dan, but we have to understand that although we sometimes justify or understand certain behaviors, it does not make them ethical. For example, if you're being bullied or suffer from extreme poverty there are actions you should try before behaving unethically.

MICHAEL: (8) Rachel, what is your opinion?

RACHEL: I understand and partially agree with most of what has been said here so far, for example, the fact that there are behaviors that are unethical

and that sometimes circumstances push people to do wrong, extreme and inappropriate things. But I believe that the problem is not whether certain things are right or wrong, but what our society should do to create conditions in which those unethical behaviors are not necessary. I mean combating poverty and bullying for example.

MICHAEL: Yes, Cynthia.

CYNTHIA: (9) I think the point of discussion here is not what to do, but whether lying, stealing, etc., are right or wrong. And in my opinion they are always wrong.

MICHAEL: James, (10) you want to say something.

JAMES: Yes. Hi, everyone. I would like to ask a question. What about lying? Is lying always wrong? What if we lie to someone in order to not make someone feel bad about something?

CYNTHIA: Like what?


JAMES: For example, a friend is wearing something he thinks looks good on him, but you don't like it. In order not to hurt your friend's feelings, you lie and tell him you like it too. Or if someone is ill and something bad has happened that you know will make that person worse if he learns about it. Wouldn't you tell a lie if the person asked you? And would it be wrong?

MICHAEL: Dan?

DAN: I agree with James. There are instances in which lying may not be bad.

RACHEL: I think so, too.

1. How many participants are there?
2. What is the moderator's attitude throughout the discussion?
3. How do the participants sound: enthusiastic, bored, aggressive, polite, indifferent, etc?

- Look at the underlined phrases and decide which of them are used to moderate, agree and disagree. Then look at the phrases on the next page to check your answers. 

Product Step 4 

Get together with your team and decide on who the moderator will be. He or she should prepare a list of questions to begin the discussion and keep it going. The rest of the team should decide if they are for or against the argument you chose in Step 3. Write notes to help you.






During your round table discussion, you will need to use expressions to agree, disagree, and to keep the conversation going. The chart below has some useful expressions..

Agreeing	Disagreeing	Keeping a conversation going
I agree with you.	I don't agree.	Would you like to begin?
I concur.	I disagree.	Can you explain that?
We're on the same page.	I'm not sure about that.	What is your opinion?
		You want to say something.

Once you finish your round table discussion, it's important to be able to reach a conclusion. Ask yourselves the following questions.

- What was said during the debate? What did everyone say?
- How many opinions did you hear? Which was the most common?
- Did everyone have the same point of view at the end, or were there still different opinions?

8 Listen to the last page of the round table discussion as you read along and answer the questions.   22 

MICHAEL: Okay guys. I would like to **recap** what we have discussed so far. Please write notes by completing the following sentences with what you think are the results of the discussion:

1. Most of us agree that...
2. However, some believe that...and
3. Almost everybody thinks that...

1. Are there any clear conclusions?
2. How would you complete the sentences the moderator mentions at the end? Look back at the discussion in Activity 7.

Product Step 5

You're almost ready for your round table discussion. Work on your own and look back at your notes about the topic and the questions you prepared. Make sure you have collected enough information so you can participate actively in the discussion.

WRONG

RIGHT



Product Step 6



You are now ready to have your round table discussion. Follow the suggestions below.

1. Verify the information you collected.
2. Keep your notes ready in case you need them, but don't read directly from them.
3. Get into teams and carry out the discussion. Remember to participate actively and encourage other students to do so!

Self-evaluation

Read and mark (✓) the boxes that correspond to your performance throughout the unit.

- I can find information in texts or other sources.
- I can share my points of view about texts and other topics.
- I know how a round table discussion is held.
- I participated actively in the round table discussion.
- I was able to share my points of view during the round table discussion.
- I can use expressions to agree or disagree.
- I can use expressions to keep a conversation going.
- I can identify expressions that a moderator uses during a round table discussion.

If you left some boxes unmarked, check your notes from the unit and compare them with a classmate. Ask your classmates to help you with any information you didn't understand. You can also make a study group with more classmates to help each other review.



Unit 10

Making Complaints

Environment: Environment: Family and Community

Social Practice: Express complaints about a product.

Communicative Activities: Exchanges associated with the environment

Product: Making a complaint

Reader: *Surprise!*

Achievements:

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


- 1 Listen and say what kind of conversations are taking place. Discuss with a classmate and give reasons for your answer.   23






- Listen again and answer the questions.

1. What is the woman in Conversation 1 complaining about?
2. What is wrong with the customer's product in Conversation 2?
3. How does the customer in Conversation 3 sound?
4. Are the speakers talking to each other in person, or on the phone?

How Much Do I Know?

Answer the questions. 

1. Have you ever complained about a product?
2. Have you ever complained about a service?
3. What is the best way to complain about something?

2 Read and listen to someone complaining about a product. Identify the following parts of the conversation.   24 

Greeting Reason to complain Solution and closing

SALESPERSON: Good morning. How can I help you?

HUMBERTO: Good morning. Last month I bought a pair of tennis shoes from your online catalog and you sent me a different style. Twice! I got **upset**, so I decided to complain in person! I'd like a refund!

SALESPERSON: I understand, but our company **policy** does not permit **refunds** as you can see from this **receipt**.

HUMBERTO: I see. However, I think I **deserve** some **compensation** for this.

SALESPERSON: Let me talk to my supervisor to see what we can do.

SUPERVISOR: Good morning, sir. I apologize for this situation. Unfortunately, the company policy does not **allow** refunds.

HUMBERTO: Yes, your colleague told me that.

SUPERVISOR: I can give you the style you ordered online right now. And to compensate for the inconvenience, I can offer you a 40% discount on your next **purchase** with us. Is that okay?


HUMBERTO: That's fantastic! Thank you.



► Answer these questions about the dialogue.



1. How did Humberto sound when he arrived?
2. How was the supervisor's attitude?
3. How did Humberto feel with the solution the supervisor gave him?

Time to Read!

In this unit, you will read a text called *Surprise!* Natalia bought online a book for her father's birthday. When the book arrives, Natalia is very upset. This text will help you express complaints about a product. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

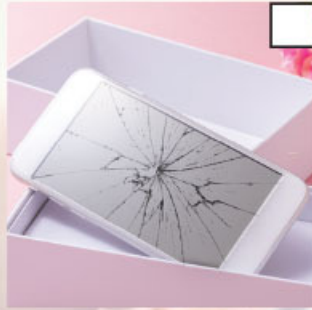
Glossary Tip

Be careful! If one of the words in this unit sounds similar to a word you know in your first language, look it up in a dictionary to check that they mean the same thing. Sometimes words across languages might sound similar, but they have completely different meanings! Remember that the highlighted words you find along this unit are defined in the back of the book in the Glossary.

3 Listen to four people complaining about a product. Write *F* for face-to-face or *P* for phone.   25



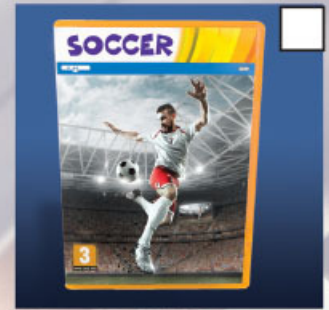
The product stopped working after a few days.




The product was broken or damaged.



The product has not arrived.



The wrong product was sent.

► Discuss the following the questions. 



1. What was the most effective way of communication? Why?
2. What are the advantages and disadvantages of each one?


pp. 109-111

As you will see throughout this unit, there are different modalities of communication. When you make an oral complaint, you can either do it face-to-face or on the phone. Each modality has its advantages and disadvantages.

	Advantages	Disadvantages
Face-to-face	<ul style="list-style-type: none"> • You can use body language to get your point across more clearly. • It is harder to refuse to help a customer in person. 	<ul style="list-style-type: none"> • If you're shy, it can be difficult to talk face-to-face. • The person they want or need to talk to is not there.
On the phone	<ul style="list-style-type: none"> • It is quicker since you do not have to waste time getting there. • You can talk to anyone no matter where you are. 	<ul style="list-style-type: none"> • Your message can be misinterpreted if the other person can't see you. • There might be technical difficulties with the call.



 To learn more about face-to-face communication strategies, go to:
<https://www.speakconfidentenglish.com/making-complaints/>

4 Read and listen to the extracts from two of the complaints in Activity 3. Then do the tasks below.   26

I'm calling about a cell phone that I just bought. The screen is broken, so I need to return it. I am very disappointed.

I bought a camera, but it doesn't work (...) I brought it here for repairs two days ago, and your colleague said it was repaired, but it's still not working. I would like a refund.

1. Identify the reasons for the complaints.
2. Observe how the customers expressed their problem.

5 Read the voice message from customer service. Then look at the images and tell a classmate what you would say to complain. Use the phrases from Activity 4 as a model.  

"Thanks for calling customer service. Unfortunately, we cannot take your call right now. Please let us know about your problem and leave your contact information after the tone. We will get back to you as soon as possible." (Beep!)



There might be different reasons for complaining about a product. Here are some examples:

Delivery	Food	Items you buy
<ul style="list-style-type: none"> • The product arrived too late. • I got the wrong item. • The food was cold when I received it at home. • The battery charger was not in the box. 	<ul style="list-style-type: none"> • There was an insect in my soup. • The coffee/tea was cold. • This is the worst cake ever! • I told you I was allergic to almonds and you included them! 	<ul style="list-style-type: none"> • The battery charger is broken. • The coffee maker doesn't heat water. • The heel of the boot broke off after the first use.

Product Step 1

So far, you have heard and read expressions we use to complain about a product. Choose a classmate to work with. Think of a situation in which you would have to express a complaint. Make a list of possible reasons for complaining about the product.

No matter whether you are the customer or the service provider, it is important to be polite. Politeness is expressed through phrases that are not offensive or aggressive. Observe the phrases below and notice how you can express the same idea in two different ways. 📖

Polite

How can I help you?
I'd like a refund.
What seems to be the problem?
I'm afraid we're out of **stock**.
I'm sorry to say this, but the coffee is of poor quality.
Thank you for shopping with us. Have a nice evening.
I apologize for this situation.
May I have a look at the receipt?
Let me talk to my supervisor to see what we can do.

Impolite

What do you want?
I want my money back now!
So? / And?
We don't have any.
This is the worst coffee ever!
See you.
Not my problem.
Your receipt.
Not my problem.

6 Read a complaint from Activity 3. Then do the tasks below. 👤

CUSTOMER: Excuse me. Can you help me?

SALESPERSON: Morning, welcome to Video Planet. What do you want?

CUSTOMER: Morning, I recently bought a video game from your online catalogue.

SALESPERSON: So?

CUSTOMER: So? Well... you sent me the wrong game!

SALESPERSON: Well, that's not my problem.

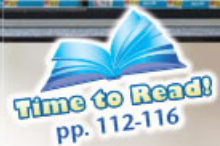
CUSTOMER: Excuse me!


SALESPERSON: Yeah, you bought it online, so make your complaint online.




1. Say whether the salesperson was polite or impolite. Explain why.
2. Reflect on the effect the salesperson's answers had on the customer.
3. Replace the underlined phrases. Use the sentences from the chart above as a model.

► Role-play the new dialogue with a classmate and reflect on the customer's responses. Do they match the sentences you replaced? Do you need to change them?



7 Remember that body language helps you transmit your attitude more clearly. Analyze the photos below and describe each person's body language and attitude. 




► Choose one of the situations above and role-play an exchange between the customer and the salesperson. Think about the body language that would accompany their interaction. Then perform the dialogues. 




Product Step 2

Get together with your classmate and look back at the phrases you wrote to complain about a product in Product Step 1. Then create a chart with expressions you may use to complain about that product. Remember to use polite phrases. Once you have your phrases, think of possible body language you could use.

How Am I Doing?

Discuss the questions. 

1. Do you find it difficult to make complaints?
2. Which is the best way to make a complaint? Why?
3. Is it better to be polite or impolite when you complain about a product? Why?

8 Listen and read along. Focus your attention on how the salesperson and the customer sound.   27 

SALESPERSON: Good morning, sir. How can I help you?

CUSTOMER: Good morning. I'd like to exchange this coffee maker, please.

SALESPERSON: What's the problem?

CUSTOMER: It doesn't heat water. The coffee is cold all the time.

SALESPERSON: Can I see the receipt for your purchase, please?

CUSTOMER: I'm afraid I don't have it. But I'm sure you can help me solve this problem.

SALESPERSON: Without your receipt, I can't do anything. I'm sorry.

CUSTOMER: Unbelievable!

SALESPERSON: I wish I could help you. I can't do anything without a receipt.

CUSTOMER: This is annoying! I would like you to exchange it, please.

SALESPERSON: I understand how you feel, sir.

CUSTOMER: No, you don't. I'm really disappointed.

SALESPERSON: Let me call the manager. We'll see what we can do. Hold on.

CUSTOMER: Certainly. You know what? This is making me angry. I don't want to exchange the coffee maker anymore. I want a refund.




SALESPERSON: OK, sir. We can give you a refund. Just fill out this **form**, please.

CUSTOMER: Now, that's what I call good customer service.

SALESPERSON: Sorry about the inconvenience, sir.

CUSTOMER: That's OK. Thank you.

► Identify the emotions expressed in the underlined sentences. Justify your answers.

9 Listen to some phrases where different emotions are expressed. Repeat them trying to imitate the same tone. Add suitable body language when you say them.   28 

Good afternoon.
Welcome to Harry's Store.

I said I want my money back!
I don't want a **replacement!**

Here you are. I brought this extra pair in case you want to see a different option.

Oh, there aren't many people before us. We should be out very quickly.

Product Step 3 

Now, it is your turn to prepare your dialogue about the complaint you have chosen and prepared. Remember that you may use the different dialogues you have listened to throughout this unit as a model for your own complaint. Work with your classmate, choose your role and prepare your dialogue. Follow the suggestions below.


Time to Read!
pp. 117-120

If you're the salesperson...

- ▶ Greet your customer.
- ▶ Listen to the complaint.
- ▶ Answer to the problem.
- ▶ Propose a solution or explain if there is nothing you can do.

If you're the customer...

- ▶ Greet the salesperson.
- ▶ Express your complaint.
- ▶ Try to get a solution to your complaint.
- ▶ If you don't get a convincing response, keep trying.
- ▶ Try to reach an agreement at the end.





Product Step 4

You are ready to perform your dialogue about a complaint. Work with your classmate and follow the suggestions below.

- Rehearse your dialogue.
- Remember to use the appropriate tone and body language.
- Take turns performing your dialogue as a class or with other pairs of students.
- After each performance, give your classmates feedback.

Self-evaluation

Ask a classmate how he or she feels about what he or she learned in this unit. Mark (✓) his or her answers in this *interview*.

How do you feel about...				
1. identifying the parts of a conversation about complaints?				
2. identifying the modalities of communication to make complaints?				
3. identifying the reasons for complaining about a product?				
4. using polite expressions in a conversation about complaints?				
5. using impolite expressions in a conversation about complaints?				
6. proposing solutions to the complaint about a product?				
7. choosing the appropriate body language for making a complaint about a product?				

If your classmate answered only with a few faces with sunglasses, help him or her with the topics he or she had more problems with. You can also ask your teacher for help, as well as checking the unit again together.



Glossary

Unit 1

page 6

environment *n.*- the natural features of a place: its weather, the type of soil, plants that grow in it: *Many public service announcements remind us that pollution is bad for the environment.*



health *n.*- the general condition of the body: *Doing exercise is good for a person's health.*

page 7

call a person names *idiom.*- to use unpleasant words to describe someone in order to insult or upset them: *The other kids used to call Sarah names and she felt sad.*

harm *v.*- to cause hurt, injury, or damage to someone or something: *He would never intentionally harm his dog.*

spread *v.*- to cause something to become known by many people: *He was spreading lies about her.*

unkind *adj.*- nasty, unpleasant, or cruel: *She is very unkind to other people.*

page 8

depict *v.*- to represent something with the help of pictures: *The painting depicted poverty and sadness.*

page 11

considerate *adj.*- thinking about the rights and feelings of other people: *He is always considerate of other people's feelings.*



Glossary

Unit 2

page 17

gesture *n.*- movement of your body that shows or emphasizes an idea or a feeling: *The audience criticized the actor's lack of gestures during the play.*

posture *n.*- the way in which your body is positioned when you are sitting or standing: *Months ago, Sarah attended theater school and she learned there how to transmit emotions through her posture.*

page 20

bean *n.*- a seed that is eaten as a vegetable and that comes from any one of many different kinds of climbing plants: *Unfortunately, the actress dropped a jar full of beans in the middle of the scenario.*



foolish *adj.*- having or showing a lack of good sense or judgment: *It would be foolish to ignore the cleverness in Federico García Lorca's work.*

kick *v.*- to hit someone or something with your foot: *The mother explained her kid that the actors had not kicked each other. It was all part of acting.*

marry *v.*- to become the husband or wife of someone: *All Romeo wanted was to marry the young and beautiful Julieta to spend the rest of their life together.*

molasses *n.*- a thick, brown, sweet liquid that is made from raw sugar: *His aunt sent him a box of molasses cookies the day his play was premiered.*



punch *v.*- to hit someone or something hard with your fist: *Pretending to punch another person on stage is the hardest part of a play for an actor.*

trick *v.*- to deceive someone in order to get something from them or to make them do something: *The theater company was sued for tricking costumers into believing the tickets had a discount while the price never changed.*

unguarded *adj.*- not protected or watched over: *The usher left the door unguarded and some people filtered to the play *Les Misérables* without paying for their tickets.*

page 23

hunter *n.*- a person who hunts wild animals: *The company specified that the actor chosen for the role of the hunter had to be tall and with a thick beard.*

rug *n.*- a piece of thick, heavy material that is used to cover usually a section of a floor: *Rugs are not normally used as part of the scenography to avoid accidents.*

stuck *adj.*- impossible or unable to move from a particular position: *The young actor was desperate because he felt he was stuck in small roles of villains in every play he acted.*

Unit 3 page 26

gas valve *n.*- a mechanical device that controls the flow of gas by opening and closing: *They turned off the main gas valve before the lava reached their house.*



jug *n.*- a large, deep container with a narrow opening and a handle: *The jug fell off the table and broke as the earthquake intensified.*

page 27

appliances *n.*- a machine that is powered by electricity and that is used in people's houses to perform a particular job: *All kitchen, such as the oven, were out of service after the earthquake as safety measures.*

floodwaters *n.*- water that covers an area during a flood: *Many people were forced out of their homes by floodwaters.*

nonperishable *adj.*- able to be stored for a long time before being eaten or used: *The students collected nonperishable food to donate to the people affected by the tsunami.*

page 28

advisory *n.*- a report that gives information or a warning about something: *We heard a weather advisory saying that heavy rains are expected tonight.*

hose *n.*- a long, usually rubber tube that liquids or gases can flow through: *She was watering her garden with a hose when she heard the fire alarm.*



pan *n.*- a usually shallow and open metal container that has a handle and that is used for cooking or baking: *Tom put the frying pan on the stove.*

soap up *v.*- to rub soap over or into someone or something: *In case of a flood, soap up your hand after touching any object that was covered by water.*



page 31

lung *n.*- either one of the two organs that people and animals use to breathe air: *Avoid breathing the smoke during a wildland fire in order to keep your lungs healthy.*

Glossary

Unit 4 page 36

argue *v.*- to disagree with someone in words, often in an angry way: *Their neighbors argued with each other all the time.*

fear *n.*- an unpleasant emotion caused by being aware of danger: *He was trembling with fear.*

researcher *n.*- someone who studies a subject in detail in order to discover new facts or test new ideas: *The researchers found that the use of smart phones is on the rise.*

revealed *v.*- to make (something) known: *The researchers revealed the results of their studies on smart phones.*

widespread *adj.*- common over a wide area or among many people: *There is widespread interest among teenagers in the use of new technologies.*

page 40

former *adj.*- used to say what someone or something was in the past: *The former researcher told the newspaper she had received a prize for her investigation.*

homeless *adj.*- having no place to live: *A homeless man found money on the street, but he returned it to its owner.*

Increase *n.*- the act of becoming larger or of making something larger or greater in size, amount, number, etc.: *There is an alarming increase in animal deaths around the world.*

Injury *n.*- a wound or damage to part of your body caused by an accident or attack: *The hunters caused a serious injury to a rhino in a natural reserve.*



nowhere *adv.*- not in or at any place: *The hunters who hurt the rhino were nowhere to be found.*

shelter *n.*- a place that provides food and protection for people or animals that need assistance: *There are many shelters for elephants in danger.*

sinister *adj.*- looking likely to cause something bad, harmful, or dangerous to happen: *The hunters looked sinister.*

sliced *adj.*- a thin piece of food that is cut from something larger: *Sliced pizza is easier to eat, but it is not healthy.*



touching *adj.*- making you feel pity, sympathy, sadness etc: *The story of the injured animal had a touching ending.*

page 41

canned food *n. ph.*- preserved in a metal or glass container: *Canned food is easy to carry around, but not very healthy.*



volunteer *n.*- able to be stored for a long time before being eaten or used: *Many volunteers are helping endangered animals.*

Unit 5 page 44

backstroke *n.*- a way of swimming in which a person floats in the water facing upward while kicking the legs and rotating the arms: *She got into the pool and began to do the backstroke.*



cheek *n.*- the part of the face that is below the eye and to the side of the nose and mouth: *His cheeks turned red as soon as he realized there was a large audience outside.*



cupboard *n.*- a piece of furniture used for storage that has doors and contains shelves: *Two cupboards were needed to store all the food the movie staff required during the production.*



fly *n.*- a small insect that has two wings: *The buzz of a fly makes Rob feel extremely irritated.*

poetry stand *n.*- a poetry contest where people have individual turns to read out loud a poem: *The first time Karen took part of a poetry stand, she got very nervous because of the audience.*

thought *n.*- an idea, plan, opinion, picture, etc., that is formed in your mind: *A sudden thought occurred to her in the middle of her monologue and decided to change the script immediately.*



page 46

hint *n.*- a small piece of information that helps you guess an answer or do something more easily: *Her face gave me a hint of what she was thinking.*

page 48

backstage *n.*- behind the stage of a theater: *After the show, we went backstage to meet the comedian.*

page 49

find out *v.*- to learn something by an effort: *I'd like to find out more about the school's comedy workshop.*

move *v.*- to go to a different place to live: *My mother is a theater actress, so we've had to move twice this year.*

Glossary

Unit 6 page 52

device *n.*- an object, machine, or piece of equipment that has been made for some special purpose: The store sells TVs, VCRs and other electronic devices.

mirror *n.*- a piece of glass that reflects images: *He saw his reflection in the mirror.*



point *v.*- to cause the front or tip of (something) to be turned toward someone or something: *They pointed their microphones in my direction.*

pulse *n.*- an amount of sound, light or electricity that continues for a very short time: *Scientists investigate the light pulses from a distant star.*

page 55

circuit board *n.*- a thing rigid board containing an electric circuit: *Suddenly, the circuit board stopped working and the computer broke down.*



pattern *n.*- the regular way in which something happens, develops or is done: *The instructions seemed to follow a set pattern.*

push *v.*- to use force to move (someone or something) forward or away from you: *Push the button to turn on the computer.*

screen *n.*- the part of a television or computer that you look at when you are using it: *Her picture appeared on the TV screen.*



store *v.*- to put things away and keep them until you need them: *The solar panels store energy.*

page 57

spin *v.*- to turn or cause someone or something to turn around repeatedly: *The airplane's propellers were spinning.*

suck *v.*- to pull someone or something with great power and force into or out of a particular place: *The fan sucks smoke from the air.*

Unit 7 page 62

borrow v.- to take and use (something that belongs to someone else) for a period of time before returning it: *Can I borrow your camera?*

craft n.- object made by skillful use of the hands: *The store sells crafts from around the world.*

page 63

freeze v.- to stop moving suddenly and stay completely still and quiet: *She freezes whenever the teacher asks her a difficult question.*

page 64

chess n.- a game for two players in which each player moves 16 pieces across a board and tries to place the opponent's king in a position from which it cannot escape: *They meet often to play chess.*



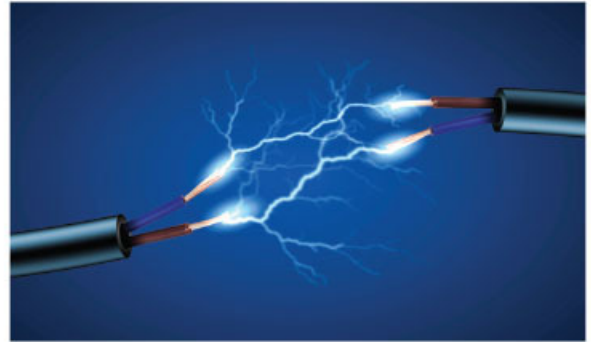
pretty adv.- to some degree or extent but not very or extremely: *The house was pretty big.*

score v.- to get points, goals, runs, etc., in a game or contest: *He scored twice in the game.*

page 65

pity n.- something that causes sadness or disappointment: *It's a pity you can't go.*

power n.- the electricity that people use: *We lost power during the storm.*



page 66

flashlight n.- a small electric light that can be carried in your hand and that runs on batteries: *Flashlights are very useful when the power goes out.*



footsteps n.- the sound of a foot making a step: *We could hear the approaching footsteps.*



hardly adv.- almost not: *I can hardly believe it!*

Glossary

Unit 8 page 68

cricket *n.*- a game between two teams of 11 players in which players try to get points by hitting a ball and running between two sets of three sticks: *He likes to spend summer weekends watching cricket.*



glance *n.*- a quick look: *I took a glance at the newspaper this morning.*

page 70

collectivist *adj.*- that makes emphasis on collective rather than on individual action or identity: *Collectivist people care more about society.*

culture shock *n.*- a feeling of confusion, doubt or nervousness caused by being in a place (such as a foreign country) that is very different from what you are used to: *Foreign students often experience culture shock when they first come to the U.S.*

Individualistic *adj.*- that seeks independent course in thought or action: *An individualistic person refuses to do what everyone else is doing.*

tip *n.*- an extra amount of money that you give to someone (such as a waitress or waiter) who performs a service for you: *I gave the waitress a generous tip.*



page 72

belief *n.*- an idea that you believe to be true, especially one that forms part of a system of ideas: *Many ancient cultures still keep their beliefs.*

chest *n.*- a container (such as a box or case) for holding things or moving them from place to place: *My grandmother has a large wooden chest in her closet.*

deity *n.*- a god or goddess: *There were many deities in ancient Greece.*

handicraft *n.*- something that someone has made in a skillful way using their hands: *I bought a beautiful handicraft when I visited Oaxaca.*



lacquered *adj.*- covered with a liquid that forms a hard shiny surface: *That lacquered table looks very shiny.*

motif *n.*- an idea, subject or image that is regularly repeated and developed in a book, film, work of art etc: *The motif of creation is very common in ancient cultures.*

tray *n.*- a thin, flat, and often rectangular piece of plastic, metal, wood, etc., that has a low rim and that is used for carrying things: *She carried the tray of food to our table.*



Unit 9 page 76

acquaintance *n.*- someone who is known but who is not a close friend: *She ran into an old acquaintance at the grocery store.*

belonging *n.*- a feeling that you are happy and comfortable somewhere: *I always felt a sense of belonging among my friends.*

develop *v.*- to gradually begin to have (something): *He developed a close relationship with her.*

outlook *n.*- the way that a person thinks about things: *The students all seemed to have the same outlook.*

peer *n.*- a person who belongs to the same age group or social group as someone else: *American children did less well in math than their peers in Japan.*



page 78

feedback *n.*- helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.: *He asked for some feedback from his friends to become a better person.*

gather *v.*- to choose and collect (things): *She has been gathering books for a collection.*

reliable *adj.*- likely to be true or correct: *It's a rumor, but I heard it from a reliable source.*

page 80

behavior *n.*- the way a person or animal acts or behaves: *I'm surprised by her bad behavior toward her friends.*

name tag *n.*- a piece of paper, cloth, plastic, or metal that has a person's name written on it and that is attached to the person's clothing: *She handed out name tags for people to wear at the debate.*



nonprofit *adj.*- not existing or done for the purpose of making a profit: *Schools don't pay sales tax on supplies because they have nonprofit status.*

steal *v.*- to take (something that does not belong to you) in a way that is wrong or illegal: *Someone stole my bicycle!*

trigger *v.*- to cause (something) to start or happen: *His action triggered an incredible response from the government.*

page 82

recap *v.*- to give a brief summary of what has been done or said before: *At the end of the program, the announcer recapped the day's news.*

Glossary

Unit 10

page 85

allow v.- to permit (something): *They don't allow smoking in this store.*

compensation n.- something that is done or given to make up for damage, trouble, etc.: *She received compensation from the store for the damage caused to his product.*

deserve v.- used to say that someone or something should or should not have or be given something: *She deserves a better product than this one.*

policy n.- a way of doing something that has been officially agreed and chosen by a political party, a business, or another organization: *The company has adopted a strict no-smoking policy.*

purchase n.- something you buy: *She paid for her purchase and left.*

receipt n.- a piece of paper that you are given which shows that you have paid for something: *Keep your receipt in case you want to bring your product back.*



refund n.- an amount of money that is given back to you if you are not satisfied with the goods or services that you have paid for: *Return your product within 14 days for a full refund.*

upset adj.- angry or unhappy: *I was feeling upset by the whole shopping experience.*

page 87

almond n.- a nut that has a sweet flavor: *I don't like almonds.*



page 88

stock n.- the supply of goods available for sale in a store.: *The product you are looking for is out of stock.*

page 90

form n.- a document with blank spaces for filling in information: *Just complete the form and return it, please.*



replacement n.- when you get something that is newer or better than the one you had before: *We need a replacement for our old vacuum cleaner.*

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Websites for Students

1. To learn more about how to create a Public Service Announcement (PSA) visit the following website:
<http://www.govtech.com/education/news/How-to-Create-the-Perfect-Public-Service-Announcement.html>
2. To read and review more short theater plays for young people go to:
<https://www.playscripts.com/theatre-for-young-audiences>
3. If you want to know more about what to do in case of different natural disasters, go to:
<https://www.ready.gov/be-informed>
4. To read different news articles and compare them, you can visit the following websites:
<https://www.huffingtonpost.com/section/teen>
<https://www.npr.org/sections/news/>
<https://teenkidsnews.com>
5. To improve your improvisation of brief monologues go to:
<https://www.backstage.com/magazine/article/tips-mastering-monologues-11590/>
6. To learn more about how machines work so you can paraphrase the information, visit the following websites:
<https://www.howacarworks.com/basics>
<https://www.howitworksdaily.com/how-do-ovens-cook-food/>
<https://www.factmonster.com/science/computers-internet/how-do-computers-work>

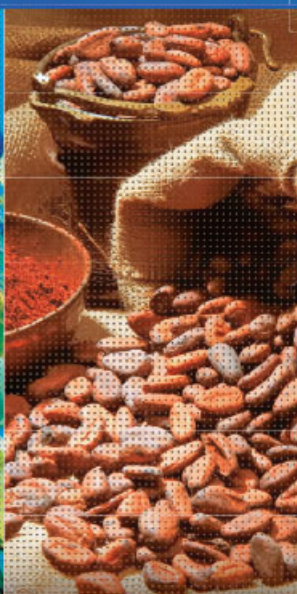
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http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1210_how_to_converse/page16.shtml
<https://www.improveyoursocialskills.com/storytelling-in-conversation>
8. To contrast cultural aspects in Mexico and in other countries, follow the links:
<http://www.mexconnect.com/articles/1932-ethnic-diversity-in-mexico>
<http://www.topics-mag.com/internatl/center.htm>
<https://www.scholastic.com/teachers/articles/teaching-content/holidays-sampler-around-world/>
9. To learn more about how to exchange your point of view in a round-table discussion, go to:
<https://cocoate.com/sites/cocoate.com/files/guide.pdf>
<http://myenglishonline.ca/wp-content/uploads/2014/08/100-Phrases.pdf>
10. To know more about how to express complaints about products, visit these websites:
http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1331_howto_feedback/page2.shtml
<http://languagelearningbase.com/87611/useful-expressions-to-complain-in-english-politely>

yes, we can!

2

Secondary



**yes,
we
can!**

2

Secondary

Reader



Richmond

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Del. Benito Juárez, C.P. 03240, México, Ciudad de México

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Introduction

Welcome to the *Reader* of your series *Yes, We Can!* (*Secondary*) *Level 2*. This reader includes fiction and nonfiction texts. As you probably know, nonfiction texts deal with things that happen in the real world. Essays, journals, scientific papers, biographies, textbooks, travel books, user manuals and history books, for example, are all common examples of nonfiction works.

In this reader you will read nonfiction texts about nature, how machines work, and plays, among other things.

Fiction refers to stories that are invented, not true. The fictional stories that you will find in this book are about imaginary events and characters. Although fiction is made up, it allows us to enter social contexts that we would otherwise never know. So, it is time to let your imagination fly and take you to faraway places, sometimes back in time, or simply experience new situations in other countries.

At the end of each story you will find an After Reading activity, as well as a list of books and websites we hope you will visit to learn more about the topic.

We thought that the words in **bold** might be difficult for you to understand, so we defined them at the bottom of the page. We also included abbreviations to show the parts of speech: *n.*–*noun*, *adj.*–*adjective*, *prep.*–*preposition*, *v.*–*verb*, *phr. v.*–*phrasal verb*, *adv.*–*adverb*, *pron.*–*pronoun*.

Reading Strategies

Here are some reading strategies to help you become a more successful reader:

1. Decide on the Purpose

Decide on the purpose of reading a text. Do you need to research a topic to write an essay? Do you need to prepare a report? Are you reading a text because you are interested in the topic? Are you going to participate in a debate?

When you know why you are reading a text, then you can decide which information is important to remember and learn, and which you can ignore.

2. Activate Prior Knowledge

Before you start reading a text, review what you already know about the topic. This will help you connect new information to information that you have already learned.

3. Skim the Story

One more thing to do before you start reading the text is to skim through it, looking at the pictures and diagrams and reading the title, subheadings and captions. Read who the author of the text is and imagine where he/she is from. Finally, predict what you will learn from the text.

4. Read

Divide the text into small chunks and read each chunk slowly and carefully. Nonfiction texts contain a lot of facts and ideas, and trying to learn them all at once can be difficult. By reading a small section at a time, you will increase your comprehension and avoid overloading your mind with information.

5. Re-read

Reading nonfiction takes time. You may have to re-read parts of the text to make sure you understand and to ensure you do not forget what you are reading. Stop often and ask yourself if what you are reading makes sense. If not, go back and read again.

How can we use what we learn from nonfiction texts?

We can use the information to:

- learn about new topics or subjects.
- write an essay.
- do our homework.
- support our ideas in class debates.
- learn new vocabulary words.
- prepare oral presentations.
- increase our general knowledge.

Fiction Texts Elements

Works of fiction generally contain the elements listed below. Knowing these will help you better enjoy and understand each story.

1. Characters

The characters in a story are the people, animals or other creatures that take part in the action. The protagonist is the main character and the antagonist is the character who opposes the protagonist.

2. Setting

The setting is where and when a story takes place and the time in which it occurs. It can be the same throughout a story or it can change. Authors use descriptions of landscape, buildings, weather, mood, and so on, to create a strong feeling of the setting.

3. Plot

The plot is a series of events and actions in a story. It includes the start of the story, a series of events leading to a climax—or the most intense part of a story—and a conclusion.

4. Conflict

The conflict is a dramatic struggle that is at the heart of the plot. The conflict can take place:

- between characters
- between a character and a force of nature, such as a hurricane or a deadly animal
- between a character and society
- inside a character

5. Theme

The theme is the central idea or message of a story. It usually contains a lesson about humans and life.

Why Read Fiction?

There are several reasons why it is good to read fiction from an early age:

- It develops your imagination and ability to think creatively, both of which are important real-life skills used for such things as solving problems, setting goals and making decisions.
- It enhances your vocabulary.
- It makes you relax, whereas other free-time activities such as watching television or playing video games can make you more stressed.
- It helps you gain insight into yourself and the world.
- It improves your empathy, that is, your ability to understand and share the feelings of others.
- It improves your writing and other language skills.

SEE 

the Difference!



The students of Peabody Middle School looked on with amazement and curiosity as they watched a group of the most popular kids in school walk around carrying signs that said: *SEE the Difference!*

“What do you think that is about?” many of the school’s students, teachers and **staff** asked themselves and each other.

The group marched around the patio, the cafeteria, the soccer field during **halftime** and up and down the **hallways**. When questioned, the only answer they gave was, “If you want to know more, join us for next week’s assembly and find out.”

halftime *n.*—the rest period between the two halves of a soccer or football game

hallway *n.*—a corridor in a building

staff *n.*—a group of people who carry out the work in a business or organization

Soon it was Monday and time for the assembly. Some students were excited to find out what **SEE** was about, and some **pretended** they weren't. But everyone was there. Finally, the principal went to the microphone and explained, "Like many of you, these students have been interested in making a difference in the community, and I think they may have found a way. A few weeks ago they came to me with a creative and amazing **proposal** to help others... and themselves. Today, four members of the group are going to explain how to **SEE** the difference!"



pretend v.—to speak and act as if something is true, even when it is not
proposal n.—a plan or suggestion for consideration by others



Daniel, the class president, spoke first, “My friends and I have noticed that many people in our school and community have become more irritable, impatient, **apathetic**, tired and, in general, unhappy. So we decided to look into the possible reasons to see how to improve their lives. We **conducted** a lot of research and interviews. Finally, we decided to start a campaign that would include PSAs – Public Service Announcements to let everyone know what we discovered. We knew we needed a **catchy slogan** to get people’s attention so we **came up with**: **SEE** the Difference! Now we want to invite you to be a part of it. Amanda will explain.

apathetic *adj.*—showing little or no interest or emotion

catchy *adj.*—tending to attract attention and easy to remember

come up with *v.*—to produce an idea or a solution

conduct *v.*—to carry out

slogan *n.*—an attention-getting phrase used in advertising or promotion

Then Amanda stepped forward with a poster that read:



One student named Juan yelled out, “What I need are good grades!” Of course, several students laughed and the principal was about to **intervene**, but Amanda answered calmly, “Juan, that’s one of the benefits of **SEE**. Give us a chance to explain.” There were a few **groans** coming from the audience, but they decided to listen. After all, she was a very intelligent girl.

groan *n.*—a deep sound that indicates pain or disapproval

intervene *v.*—to interrupt in order to say something

“Remember when we put boxes around the school and asked you to write down your problems?” Amanda asked. “Well, we **compiled** a list of some of the most common and now we’re going to ask Alex to talk about a few of them.”

Alex, the school’s star athlete, **stepped forward**. He was holding a poster with a list that read:



compile v.—to collect and compose

step forward v.—to walk toward the front

“Let’s take a look at the first one. Someone wants to be better at sports. Can one of our soccer stars tell us what it takes to be a better athlete? How about you, Pablo?”

“Of course, it takes a lot of practice. And during the games, you need a lot of energy, and you have to be really alert,” said Pablo.

“So do you think good health helps us be better at sports?” Alex asked.



“Of course,” Pablo answered. “It’s really important! You don’t just have to be strong, but you have to be smart.”

“That is one of the most obvious cases of good health allowing you to achieve your goals and improve your life. So following SEE really does make a difference!” Alex exclaimed.

.....
alert adj. – to be watchful and ready to act quickly

“But how about another example?” asked Alex. “Why do you think someone couldn’t find a girlfriend or boyfriend?” Someone yelled, “Because they aren’t very good-looking?” Another student raised her hand, “I guess if you use **SEE** you will lose weight, be in better shape and be more attractive.”

Alex continued, “You’re right, Mary, but you might be surprised because there is more. The first thing we look at may be a person’s physical **appearance** and we definitely look better when we watch our weight. But **surveys** show that a person who is kind, funny and generous is more likely to stay in a relationship. And we think **SEE** can help.”

“We have found **proof** that when you feel good, you are more likely to be cheerful and fun to be around. Do you agree?” Alex asked.

“I guess so,” Mary admitted.



appearance *n.*—the look of something; the way others see something

proof *n.*—evidence

survey *n.*—a study to determine the opinion of others

“Jessica, help us out here,” said Alex. What were some of the advantages of good health?”

“Thanks, Alex. It’s really amazing but we discovered that:



You look and feel better.
Your body and brain work better.
You study and play better.
You are in a better mood.
It is easier for you to pay attention in class.
You don't get angry as easily.”

“Our health affects almost everything we do. Good health also makes us a lot easier to get along with. So **SEE** may be the answer. “

“What do you think, Juan? Do you see how **SEE** can help you improve your grades?,” Daniel looked at Juan.

Juan smiled and said, “Yes, I am going to **give it a try.**”

“Good, I am glad,” said Daniel as he walked forward. He shouted enthusiastically, “We think the **SEE** campaign can help a lot of people. What do you think? Would you like to help us get the message out? We need your help to plan and write our PSA.”

give (something) a try v.–to attempt something or give it a chance to work
mood n.–a state of mind

One girl said, "My father works at a radio station and I'm sure we can get them to put our PSA **on the air**. And he could help us **record** it. We just have to decide what we want to say and write a script."

"But how can we write a good script for a SEE the Difference! campaign?" asked Juan.

"I believe we need it to leave a lasting impression," said Alex.

Amanda added, "I think our message needs to be simple, direct and targeted to boys and girls our age. It needs a catchy slogan to get everyone's interest!" "Yes, but how? Are we going to shoot a video, or are we going to prepare a radio spot? and hang posters around the neighborhood," asked Jessica.

After a short discussion, they decided on **the latter**.

Daniel said, "OK, there are some things that we have to consider. It is important to include key information and the image has to be dramatic, so that it catches people's eye." All agreed and started gathering the information needed.

"We must make sure that we will focus on a single core message. By narrowing the message's focus, our audience is more likely to understand it and associate with it," said Juan.

"Great! There is one last thing that we have to decide: do we want to have several characters speaking or just a narrator?" asked Alex.

the latter *n.*—the last thing or person mentioned

on the air *n.*—broadcast over the radio

record *n.*—to store sounds using electronic equipment

Students worked in small groups on the first draft, all of them participating enthusiastically. Finally, Daniel said, “OK, let’s see what you think about this,” and wrote his ideas on the board.

60 SECONDS	Promoting Good Health through the SEE Program
Sound Effect Fade In	Upbeat background music (3 seconds)
Narrator (male, enthusiastic)	The students of Peabody Middle School want the community to know they are working on a campaign to promote healthy habits: SEE the Difference! S is for sleeping, E is for eating right and E is for exercising! If you improve your eating habits and plan an effective workout, you will feel good at the end of each day. And, sleep, sleep, sleep - at least 8 hours a night!
Narrator: (informative, speaking faster and lower than how he said the main message)	For more information about the SEE campaign, contact us at: seecampaign@peabodymiddleschool.edu
Sound Effect Fade Out	Same upbeat music (3 seconds)

“This one is great and simple! This could work perfectly!” said Amanda.



“I have another option. This one has roles, we would need an actor and a narrator. This is my script,” said Alex and showed the class a piece of cardboard with his ideas.

Characters: Alex (actor), Jessica (narrator)

Setting: Kitchen

Focus: Call people's attention to obesity in teenagers.

(Alex is laying the table in the kitchen of his house. You can hear the sound of dishes and a fridge door opening.)

(SFX: catch music, might be just happy whistling of a boy; gradually fades out)

Narrator (happily, loudly): Hi there!

Alex (seems surprised and **startled**): What!? Who are you? Where are you?

Narrator (serious): Are you out of shape?

Alex (takes a moment, then **hesitant**): Hmm... Well, yes, I guess so.

Narrator (serious): Did you know that Mexico is the first place in teenage obesity!? And the results can be serious: tiredness, lack of concentration, and even diabetes and heart problems!

Narrator (happily): But I have good news for you! The SEE campaign is going to show you ways on how to get back in shape. Interested?

Alex (excited, loud): Yes, yes! What can I do?

Narrator (happily): Great! Just contact us at seecampaign@peobodymiddleschool.edu for more information about how the SEE program can help you to live a better life,

SFX: (happy whistling)

“Both options are great! It is time to choose!” said Jessica and everyone applauded.

hesitant *adj.*—slow to act or proceed (as from fear, indecision, or unwillingness).

startle *v.*—to move or jump suddenly (as in surprise or alarm): The slam of the door startled me.

After Reading



Work in groups to write the script for a PSA.

Pretend you are part of the “**SEE** the Difference!” campaign. Write another script for a PSA using the scripts in this unit as a model.

Once you have written it and rehearsed several times, present it to the class.

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Pluto's Cup



CHARACTERS:

PABLO SUÁREZ	12 years old
EMILY LEONARD	11 years old
IXCHEL	jaguar, Pablo's spirit animal
ARINYA	kangaroo, Emily's spirit animal
NORMA	witch, 100 years old, lives in the forest
MULAKI	wolf, Norma's spirit animal
SIREN	mermaid

Note:

Pablo is from Oaxaca, Mexico and Emily is from Sydney, Australia. They meet in a parallel universe, which is located in Pluto's Cup Forest.

mermaid *n.*—an imaginary creature; half fish, half woman

witch *n.*—a woman with supernatural powers

wolf *n.*—a wild animal that looks like a dog



Scene 1

The forest. Emily is standing with a boomerang in her left hand.

EMILY: Don't move or I'll get you with my **boomerang**.

PABLO: Your what?

EMILY: My boomerang!

PABLO: Well, I have my *resortera*!

EMILY: What language is that?

PABLO: Spanish.

EMILY: Where are you from?

PABLO: Mexico.

EMILY: How did you find this place?

PABLO: I followed *Ixchel*.

boomerang *n.*—a flat curved piece of wood that, when thrown, returns itself



*Ixchel, a jaguar, **emerges** from the **shadows**.*

EMILY: She has big **whiskers**.

PABLO: Where's your animal?

EMILY: Arinya!

Arinya, the kangaroo, hops out.

PABLO: What a funny animal! What is it?

EMILY: She's a kangaroo.

PABLO: How did you know about this place?

EMILY: I fell down a hole in our **backyard**.

PABLO: Don't you feel **lonely**?

EMILY: No. Arinya **keeps me company**. So how did you get here?

PABLO: Ixchel showed me a small door in our *hacienda*.

EMILY: *Hacienda*?

PABLO: The ranch where I live.

EMILY: Oh, I see. I'm from Sydney, Australia.

PABLO: So you live on an island.

EMILY: That island is a whole country!

backyard *n.*—a garden at the back of a house

emerge *v.*—to come out from

keep me company *an idiomatic expression*—be with someone

lonely *adj.*—without company

shadow *n.*—an area shaded from the light

whisker *n.*—hair on an animal's face

SCENE 2

Norma, the witch, can be seen walking in the forest.

NORMA: I can smell you, kids! I'll get you with my stick!

Pablo takes Emily by the hand and starts running away.

PABLO: Hurry, before the wolf comes!

*The children run deep into the forest. Mulaki, the wolf, comes out showing his teeth. The children start **knocking** on the trees, looking for food.*

PABLO: Found one!

*A little door in the tree opens and a **squirrel** gives Pablo two tamales.*

PABLO: Got them!

EMILY: They're **wrapped** in banana leaves!
They're delicious.

PABLO: What do you usually eat?

EMILY: **Vegemite**.

PABLO: Vegemite?

EMILY: It's like a **topping**.

Emily gives him a sandwich.

EMILY: Taste it. You'll like it.

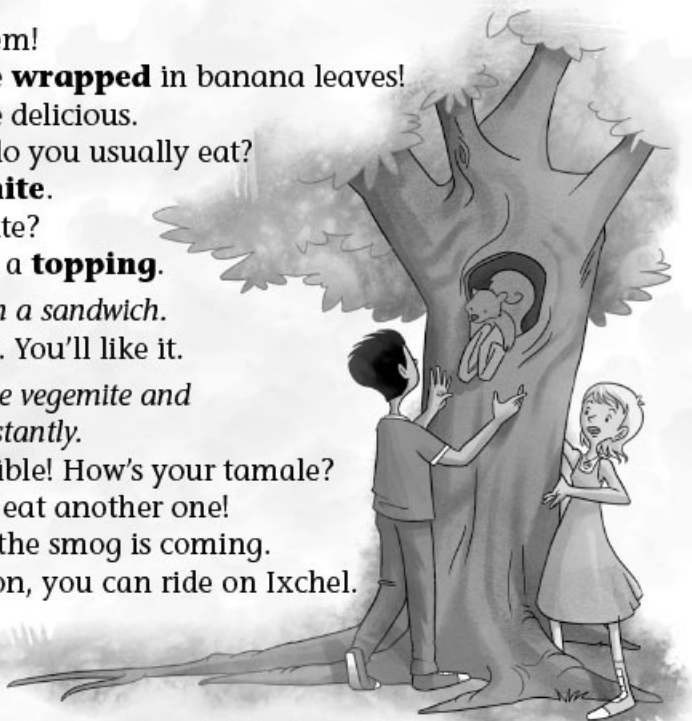
*Pablo tastes the vegemite and **spits** it out instantly.*

PABLO: It's terrible! How's your tamale?

EMILY: I could eat another one!

PABLO: Hurry, the smog is coming.

Come on, you can ride on Ixchel.



knock v.—to strike something and make a noise

spit v.—to expel something from the mouth

squirrel n.—a rodent with a long furry tail that lives in trees

topping n.—a sauce that you put on top of food

vegemite n.—a dark brown Australian food paste made from yeast extract

wrap v.—to put a cover on something

SCENE 3

EMILY: We can rest here. Who was that woman?

PABLO: Her name is Norma. She's the witch in people's **nightmares**.

IXCHEL: This forest is on the edge of nothing. Our dreams live here.

EMILY: Does your spirit animal talk?

Pablo smiles.

IXCHEL: We can all talk in this world.

EMILY: And what is this smog?

IXCHEL: It is the thoughts from our world that don't believe in **make-believe** anymore.

ARINYA: Our thoughts are killing all the **creatures** in this forest.

EMILY: I haven't seen any of them.

PABLO: You have to open your eyes if you want to see them.



creature *n.*—an imaginary being
make-believe *v.*—pretending, imagination
nightmare *n.*—a bad dream



SCENE 4

EMILY: I can see them!

ARINYA: (*whispering*) Garden **gnomes**. Look, **fairies**!

IXCHEL: This world is where our dreams live.

PABLO: And they will all die if we don't help them.

ARINYA: How can we help them?

PABLO: There is a **myth** that Norma, the witch, has a **potion**. It can make pollution vanish.

ARINYA: We have to speak to her.

PABLO: No one can ever get past her **moat**.

EMILY: We have to try.

IXCHEL: Sshhh. We're close.

ARINYA: Her **castle** is way up there.

EMILY: I can't climb.

PABLO: We can use one of my family's **rugs**.

EMILY: Rugs?

castle *n.*—a large building where kings and queens live

fairy *n.*—an imaginary being in human form with wings

gnome *n.*—a dwarflike creature

moat *n.*—a deep ditch filled with water that surrounds a castle

myth *n.*—an ancient magical story

potion *n.*—a liquid that can be magical

rug *n.*—a floor covering



SCENE 5

Ixchel enters with a rug in her teeth. It is a traditional rug from Oaxaca, Mexico.

PABLO: My grandmother's mother made this rug.

EMILY: I love the **design** and the colors!

IXCHEL: That design is Zapoteca. It's called the **snail**.

EMILY: What does the snail represent?

PABLO: It represents life.

EMILY: And what is the rug for?

PABLO: We're going to use it to fly.

ARINYA: How?

PABLO: Start laughing.

EMILY: What?

PABLO: You'll see.

Ixchel makes a funny face. Pablo does the same, followed by Arinya and Emily. Before they know it, they are all laughing out loud! The rug starts to lift them into the air.

design *n.*—the way in which something is composed

snail *n.*—a small animal that lives in a spiral-shaped shell



SCENE 6

Pablo, Emily, Ixchel and Arinya get to Norma's castle. A mermaid is sitting on some rocks and shows them the way to the castle.

PABLO: The smog is coming.

IXCHEL: This world will **vanish**. We need the witch's potion.

MERMAID: See these rocks? Follow the **path** and you'll get to the castle door.

They enter the castle and find Norma waiting with Mulaki at her feet.

NORMA: I smell children!

PABLO: If we don't stop the smog from coming, everyone in Pluto's Cup will die.

NORMA: Why should I help you?

EMILY: Because the creatures that live here make up our dreams.

NORMA: Why are they so important?

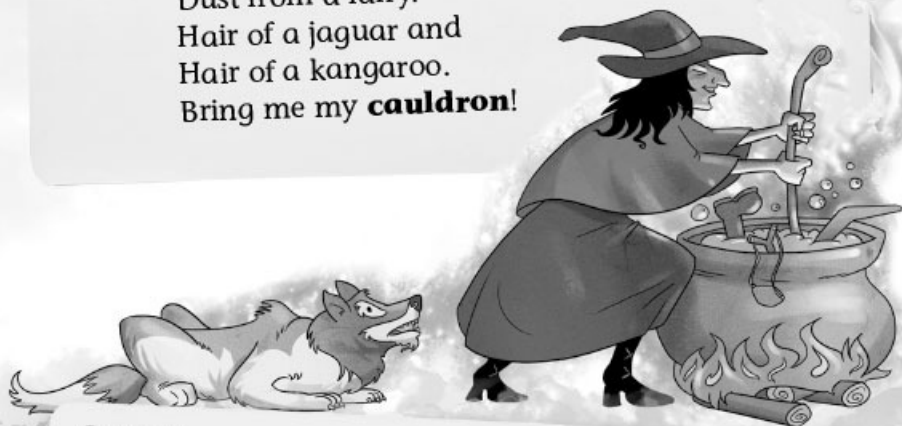
EMILY: Without them we wouldn't have stories.

ARINYA: Even you are a part of someone's dream.

.....
path *n.*—a road

vanish *v.*—to disappear

NORMA: (*shocked*) Do you think so?
Well, in order for the potion to work, we need:
One ingredient from Mexico and
another from Australia.
A shoe from a gnome.
Dust from a fairy.
Hair of a jaguar and
Hair of a kangaroo.
Bring me my **cauldron!**



SCENE 7

Mulaki brings out the cauldron. Everybody collects and puts the ingredients into the cauldron.

EMILY: I have my boomerang.

PABLO: And I have my *resortera!*

*Norma mixes the ingredients into the cauldron with her **cane**.*

NORMA: Kangaroo and jaguar hair,
I **stir** with a magic cane.
Fairy dust and gnome shoe,
Resortera and boomerang,
Will keep our dreams alive.
Now, everybody count to five!

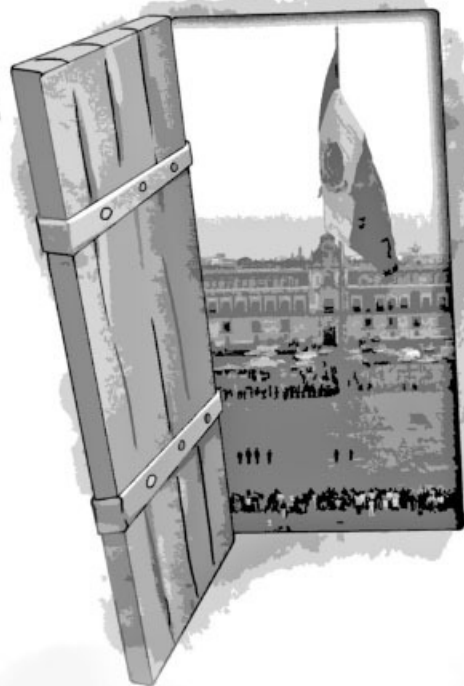
EVERYBODY: One, two, three, four, five!

They all drink the potion and the smog disappears.

.....
cane *n.*—a stick that people use for walking

cauldron *n.*—a large pot for cooking or boiling

stir *v.*—to mix with a continuous movement



SCENE 8

Two doors appear – one leads to Mexico, the other to Australia.

NORMA: It's safe to go home now.

EMILY: I don't want to **leave**.

MULAKI: You can visit us whenever you want.

NORMA: (*happily*) I'm no longer in a nightmare!

PABLO: We can meet here when we sleep.

EMILY: Maybe one day you can visit me in Australia.

PABLO: We could go to that **huge** rock in the desert.

EMILY: Uluru.

PABLO: And see that funny building.

EMILY: Funny building? Oh, yes! You're talking about the **Opera House!**

huge adj. – enormous

leave v. – to go, abandon (a place)

Opera House n. – a concert hall in Sydney, Australia

EMILY: I'd like to see your pyramids.

PABLO: We could go to Chichén Itzá and to the big tree in Oaxaca, the Tule Tree.

EMILY: We could eat more tamales. I'm hungry just thinking about them.

ARINYA: You'll have to try our seafood on the beach.

PABLO: As long as it's not *vegemite*!



SCENE 9

MULAKI: The sun's coming up in Australia. You should hurry.

IXCHEL: Which means it's one day earlier in Mexico.

EMILY: So when I'm sleeping, you'll be **awake**?

PABLO: I take *siestas*. We'll find a way to meet.

ARINYA: Thank you for helping us.

NORMA: You have more than one friend in Pluto's Cup.

Emily and Arinya exit through a door and disappear.

IXCHEL: I think they took the wrong door!

NORMA: She'll be waking up in Mexico now!

PABLO: *Dios mío!*

Lights down.

.....
awake *adj.*—not sleeping

exit *v.*—to go out

After Reading



Work in groups.

Think of three adjectives to describe each of the following characters, places and things from the play: Arinya, Ixchel, the witch, Emily and Pablo's world, the potion.

Form groups of seven and assign a role to each student. Read the play aloud with as much feeling as possible.

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FORCES OF NATURE

What is a natural disaster?

A natural **hazard** is a dangerous event that happens in nature and is not manmade. This can be an earthquake, a hurricane, or a flood, for example. These events can be very dangerous and cause lots of **damage**. They can destroy buildings and sometimes entire cities and they are very difficult to predict.

A hurricane is not a natural disaster—it's an event in nature. When a hurricane destroys homes and buildings it becomes a natural disaster. Natural hazards become natural disasters when they affect people—and they affect millions of people every year. Since 1994, natural disasters have affected four billion people.

.....
damage *n.*—harm, destruction

hazard *n.*—a risk, danger

Earthquakes

An earthquake is a sudden shaking of the **ground**.

It happens when the hard **surface** of the Earth moves. The surface of the Earth is made of big blocks called tectonic plates. Imagine the Earth as a **jigsaw puzzle**. The tectonic plates can move in different directions—the **edges** move over and under each other, or they can move in different directions.

This plate movement causes earthquakes.

Most earthquakes are small, but they can be big enough to demolish cities. Earthquakes can happen anywhere—on land or in the sea—or any time.



Earthquake Fact!

The most powerful earthquake ever recorded was in Valdivia, Chile in 1960. It measured 9.5 on the Richter scale.

edge n.—the outside border of an object

ground n.—the solid surface of the Earth

jigsaw puzzle n.—a printed picture cut into pieces that fit together

surface n.—the outside part of something

Tsunamis

When an earthquake happens under the sea, it can generate huge waves. An enormous wave caused by an earthquake is called a tsunami (soo-NAH-mee). Volcanic eruptions and **landslides** under the sea can also cause tsunamis. In deep water, a tsunami can travel at 800 kilometers an hour. When they get near land, tsunamis slow down—the problem is that the waves get bigger! A normal wave moves in a circular motion, but a tsunami travels in a **straight line** like a tide—this is why they cause so much damage. Tsunamis don't happen very often, but when they do they are very destructive.



landslide *n.*—the sliding down of a section of the Earth

straight line *n.*—a line without a curve or bend



Volcanoes

A volcano is a hole in the **crust** (top **layer**) of the Earth, through which lava and gases escape. Volcanoes form when molten rock (magma) escapes from inside the Earth and **cools down** to form a volcano shape. When a volcano erupts, gas and magma escape from under the Earth's surface—when the magma comes out of the volcano it's called lava.

Some volcanoes are extinct or dormant.

This means that they don't erupt anymore. A lot of volcanoes are active, however—there are around 1,900 active volcanoes in the world. A lot of people live near volcanoes because the soil is fertile and good for growing food. 350 million people around the world live in the danger zones of active volcanoes.

Volcano Fact!

The world's largest active volcano is Mauna Loa in Hawaii, standing at 4,169m!

cool down *v.*—to become less hot

crust *n.*—the outermost layer of the Earth

layer *n.*—one of several thicknesses of something covering something else



Hurricanes and Cyclones

A hurricane or cyclone is an enormous storm. Hurricanes form in the Atlantic and North Pacific oceans and cyclones form in the South Pacific and Indian oceans.

They form over warm ocean water. Warm air rises and forms storm clouds, and then strong winds transform the storm into a hurricane. Hurricanes can be

800 kilometers wide, with **wind speeds** of up to 300 kilometers an hour. When hurricanes touch land they can cause a lot of destruction, but they are not as **powerful** on land as when they are over the sea.

Some experts say that hurricanes and cyclones are getting stronger and more destructive, maybe because of global warming.

Hurricane Fact!

The center of a storm is called the "eye." The weather in the eye of a storm is usually calm!

powerful *adj.*—with a lot of strength

wind speed *n.*—the rate at which wind travels

What To Do in a Natural Disaster



Natural disasters affect people in different ways, but if you live in a region where natural hazards can happen, the most important thing is to be prepared. It is a good idea to have a disaster supply kit on hand for emergencies. Here's what you'll need.

Disaster Supply Kit

- **first-aid kit**
 - canned **food**
 - **can opener**
 - bottled water
 - radio that uses batteries
 - **flashlight**
 - protective clothing
 - cell phone
- 

can opener n.—a tool used to open food stored in a can

first-aid kit n.—a collection of emergency products like band-aids and disinfectants

flashlight n.—a battery-operated light that is held by hand

food n.—plants and animal products that are eaten

Natural Disaster Survival Tips

There are many Internet sites with suggestions about what to do before, during and after a natural disaster. Here are a few tips.



Hurricane

Before a hurricane it is important to:

1. Learn evacuation **routes**.
2. Prepare a disaster kit.
3. Board up windows.
4. Bring objects that might **blow away** inside.



During a hurricane remember to:

1. Always stay inside.
2. Keep your family close.



There are many dangers after a hurricane so:

1. Stay inside until you know it's safe.
2. Be careful of floods.
3. Do not use electrical **appliances**.
4. Don't drink **tap water** until it's safe.

appliances *n.*—machines such as refrigerators, toasters, and ovens, used in a house

blow away *v.*—to be taken away by the wind

route *n.*—a way in or out of someplace

tap water *n.*—the water from a faucet

Natural Disaster Survival Tips



Earthquake

You can't predict an earthquake, but you can make plans ahead of time just in case.

1. Locate a safe place in every room, like under a table or desk.
2. Practice *drop, cover, and hold on!* **Drop** to the ground, **take cover** under something solid, and **hold on** to it until the earthquake stops.
3. Choose a family meeting place.

During an earthquake it is important to:

1. Stay inside and away from windows.
2. If you are outside, find a place away from buildings and trees.
3. Drop, cover, and hold on!



After an earthquake you should:

1. Check for any **injuries**.
2. There might be aftershocks (small earthquakes after the big one), so be prepared.
3. If you can't contact loved ones, try to go to the family meeting place you chose.

drop *v.*—to let something fall to the floor or ground

hold on *v.*—to hold something so as not to fall

injuries *n.*—harm to the body, such as cuts, bruises, or broken bones

take cover *v.*—to look for a safe, protective place

Natural Disaster Survival Tips



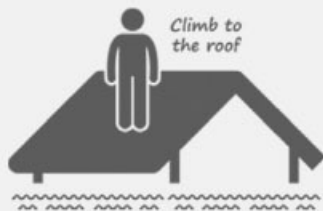
Flood

Floods often occur after bad storms or hurricanes, but they aren't always predictable so be prepared.

1. Have a disaster or evacuation plan or find a higher area.
2. Have a disaster kit in a place where the water won't reach it.
3. Disconnect electrical appliances.

During a flood:

1. Don't use electronics.
2. Move to a higher area in your house.
3. Take what you need with you.



When the flood waters go down and you can return home, it is important to be very careful:

1. Don't drink tap water until it's safe.
2. Be careful of electrical **wires**.

Conclusion

We cannot control natural hazards, but we can plan and prepare for them to minimize damage when they do happen. So, be aware and prepared if you live somewhere where natural hazards occur.

.....
wire n.-long, thin pieces of metal used to carry electricity

After Reading



Work in groups.

Form groups and discuss what should go into a disaster survival kit and why. Prepare a poster with instructions for preparing a survival kit and a list of the items it should include. Ask the teacher for permission to display the posters around the school.

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A World of NEWS

by Ana Karla Meehan

The news media deliver the news to the general public or to a specific **targeted** public. The forms of mass media include **newspapers**, news **magazines**, and, more recently, the Internet (online newspapers, news blogs, etc.).



magazine *n.*—a periodical containing stories, pictures, news, etc.

newspaper *n.*—a paper containing news that is printed and distributed periodically

target *adj.*—something aimed at

Newspaper

A newspaper is a periodical publication containing written information about current events. Newspapers can cover a wide variety of fields such as politics, **business**, sports or spectacles. They can include opinion columns, weather forecasts, movie reviews, etc.

Khalid Nominated for 5 Grammy Awards

Khalid Amhearth Robinson was 15 when he tweeted: "I want to go to the Grammys." He wanted to watch the award ceremony as part of the audience. He wasn't the famous singer known simply as Khalid then.

"I wrote that tweet in 2015 when I was in high school," he remembers.

"I was studying singing and **musical theater** in New York. I was very confused about my life, but I knew that music was going to be important. In my home, we listened to music all the time. I've been singing since I could speak."

Now 19, Khalid will make his first trip to the ceremony, nominated for five awards

including best new artist, best R&B song and song of the year.

"Location" reached No. 16 on the Billboard Hot 100, and "Young Dumb & Broke" has been streamed more than 290 million times online.

Other artists nominated for the awards are Justin Bieber, Kendrick Lamar, Alessia Cara, Lady Gaga and Bruno Mars.



Adapted from: <https://www.nytimes.com/2017/11/28/arts/music/khalid-grammy-nominations-american-teen.html>
<https://en.wikipedia.org/wiki/Newspaper>

award *n.*—something (as a prize) that is given in recognition of good work or a good act

business *n.*—a commercial enterprise

musical theater *n.*—a genre of drama in which singing and dancing play an essential part.

Music Magazines

A music magazine is a magazine dedicated to music and music culture. Such magazines typically include music news, interviews, photo shoots, essays, record reviews and concert reviews.

Teenage Kicks: **Khalid**, the teenager nominated for 5 Grammys

Khalid, the **breakout** R&B, pop and soul singer, was not even 16 when he, almost without thinking, tweeted: "I want to go to the Grammys one day." It was early 2014, and he didn't even mean as an artist, let alone one who was nominated. "Just to watch, just to see," he recalled early on Tuesday, when he knew he was a nominated artist for the Grammy Awards.

This nomination has been like a time machine for Khalid. Now that he is a renowned star, the memories of himself as a teenager studying singing



and musical theatre, while in high school, take a new perspective. Even when he was confused about his life, the teenager sensation remembers the presence of music in his life like **Manifest Destiny**, "In my home we listened to music all the time. I've been singing since I could speak."

The 19-year-old artist is ready for his first appearance on the ceremony on January 28 in New York as a five-time nominee, up for awards including best new artist, best R&B song ("Location") and song of the year. Other contenders for these awards are Bruno Mars, Lady Gaga and Kendrick Lamar.

Khalid's debut album, "American Teen," represents the promise that an **outsider's** story might, in fact, be what gathers and moves millions. That was certainly the case for "Location," the three-times platinum single that **peaked** at No. 16 on the charts. Its follow-up "Young Dumb & Broke," which also reached platinum status, has been streamed more than 290 million times on online music streaming platforms.

Adapted from: <https://www.nytimes.com/2017/11/28/arts/music/khalid-grammy-nominations-american-teen.html>
<https://www.revolve.com/page/Music-magazine>

breakout *adj.*—being or relating to a sudden or smashing success

Manifest Destiny *n.*—a future event accepted as inevitable

outsider *n.*—a person who does not belong to a particular group

peak *v.*—to reach a maximum

Mobile News

Mobile news can be delivered by online messaging services, by specialized applications, or using mobile versions of media websites. Nowadays, more and more people access news and information via mobile devices, either via browser, downloaded application, or SMS alerts. Mobile news also have the potential to place the power of breaking news reporting in the hands of small communities and individuals.



Highlights of Meghan Markle and Prince Harry's First TV Interview

American actress Meghan Markle rose to fame in the TV drama "Suits." Prince Harry is Queen Elizabeth's grandson and is fifth in line to the British throne. Last month, they announced their engagement and are planning a spring wedding. Meghan will gain the title Her Royal Highness the Duchess of Sussex.

In a BBC interview last night, the couple said they had begun dating in 2016. They told the interviewer that they had met on a blind date after being introduced by a mutual friend. "I had never heard of her until a friend introduced us," said Harry. "I was beautifully surprised when I walked into that room and saw her," he said.

Meghan is biracial and initially this caused her problems with the British tabloid press. "It's disheartening," Meghan told the BBC. "You know that it's a shame that this is the climate in the world." She added that she was just really proud of who she was and where she had come from. "We're two people who are really happy and in love," she said.

Adapted from The Guardian online <https://www.theguardian.com/uk-news/video/2017/nov/28/key-moments-from-meghan-markle-and-prince-harrys-first-tv-interview-video>

<http://online-journals.org/index.php/i-jim/article/viewFile/1880/2179> / https://en.wikipedia.org/wiki/Mobile_news

nowadays *adv.*—at the present time

potential *n.*—something that can develop or become actual

Blogs

A Blog is an informational website published on the World Wide Web consisting of informal diary-style text entries (posts). Blogs are usually the work of one person. There can be news blogs ran by a single individual and also blogs representing big, important institutions. Sometimes the posts are neutral, delivering the news without a point of view, and sometimes, they express opinions.

Meghan Markle and Prince Harry's First TV Interview: a Love Story!

Hello there, my Meghan's fans. Today we have very interesting news! Our favorite actress gave a heartwarming TV interview, with her handsome boyfriend, sorry... fiancé, for the first time since they got engaged. It's fascinating to get a glimpse into Meghan's private world!!!

So, let's recap, Prince Harry and Meghan Markle got engaged this month while roasting a chicken on a "cozy night" at their Kensington Palace **cottage**. Just hours after revealing their plans to marry next spring, Prince Harry and Meghan Markle sat down with the BBC for their first interview together as an engaged couple. They spoke on how and when they met, how the engagement went down, what it's been like having the **tabloids** hound them, and their plans for the future. This was an interview about love, about a power couple handling the spotlight very well.

First, they talked about their engagement. Megan said that it was an amazing surprise, that it was also very sweet, that Prince Harry got on one knee and that she could barely let him finish proposing. My favorite moment of the interview was when the couple talked about camping with each other "under the stars" in Botswana and meeting each other's families, while flying back and forth between the U.K. and Canada to spend time together.

I was amazed when Meghan declared that their love was a choice. Meghan declared that very soon they realized that they were going to **commit** to each other. She also talked about what it was like dating while juggling their respective commitments. She said that they knew they had to invest the time and the energy in whatever it took to make that relationship happen. It was a beautiful interview.

Adapted from https://www.huffingtonpost.ca/2017/11/27/prince-harry-meghan-markle-interview_a_23289388/
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commitment *n.*—a promise to be loyal to someone or something

cottage *n.*—a small house usually in the country or for vacation use

fiancé *n.*—a man engaged to be married

tabloid *n.*—a newspaper that has pages about half the size of an ordinary newspaper and that typically contains many photographs and stories about famous people and other less serious news items

Online Newspaper

An online newspaper is the online version of a newspaper, either as a stand-alone publication or as the online version of a printed paper. Going online represented new openings for newspapers, such as competing with broadcast journalism in presenting breaking news in a timelier manner.

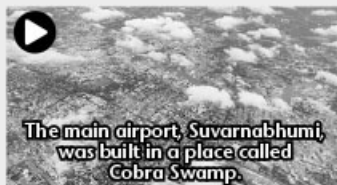
WORLD NEWS: THAILAND

Snakes of Bangkok Move In

Panarat Chaiyaboon was in her bathroom in July when an 8-foot python came out of her toilet and bit her on the leg. Bleeding heavily, she rushed to the hospital.

She still has the marks from eight tooth punctures. The snake was captured, but a week later, Ms. Panarat's 15-year-old daughter found a second python in the same toilet.

This year, the Bangkok Fire and Rescue Department, which removes snakes from homes, has been busier than ever. The department has received 31,801 calls this year for help in removing snakes.



Adapted from: <https://www.nytimes.com/2017/11/28/world/asia/bangkok-snakes.html>
https://en.wikipedia.org/wiki/Online_newspaper

broadcast journalism *n.*—journalism that is in the field of radio or television broadcasting rather than print

Cultural Journal

A magazine of reportage, commentary, criticism, essays, fiction, satire, cartoons, and poetry.

Snakes Invade Bangkok

Bangkok-Panarat Chaiyaboon never used the same toilet again after she got bitten by a two-and-a-half-meter python lurking in her toilet in a Bangkok suburb in July. "I was shocked. It was so unexpected. I instinctively sprang up from the toilet and found lots of blood," said Panarat, who immediately raced to a nearby hospital.

Panarat might be one of a few unlucky ones injured by the much-feared reptiles, but Bangkok has long been invaded by the unwelcome guests, and their sightings are on the rise. In Bangkok, more than 32,000 snakes have been reported and

captured since the beginning of the year, according to Prayul Krongyos, deputy director of the Bangkok Fire and Rescue Department.

The rise in the number of snakes found and caught is attributed to two main reasons. The monsoon season has caused snakes to seek warmer and drier places, and new housing projects built near snake habitats have given them fewer places to go.

Adapted from <http://www.dpa-international.com/topic/bangkok-snakes-found-rising-numbers-terrifying-places-171215-99-287784>

<https://www.dreamstime.com/new-yorker-magazine-logo-samsung-tablet-american-reportage-commentary-criticism-essays-fiction-satire-cartoons-image113832265>

Teen Magazines

Teen magazines are magazines aimed at teenage readers. They usually consist of **gossip**, news, interviews, music, movies and may include posters or **stickers**. Teen magazines can also be educational.

Your magazine

Brazil's soccer *girls kick back*



In Brazil, the land of soccer, only 5.6 percent of people who play the game are women.

At one school in Rio de Janeiro, a group of girls found their own solution to win the right to play.

The school had a mixed soccer club, but the boys would not let the girls play. So, a year ago, the girls took action. They invaded the soccer field in protest while the boys were playing. Their teacher then suggested that they form their own team. So they did, and they called it **Girl Power**.

Last week, the girls played a game against the boys. The girls lost. But something changed. Arthur, the captain of the boys' team, said: "The game was good. We didn't foul like before. It was cool." He added, "They don't dribble as much with the ball, but they play well."

Gabriela "When we said we wanted to play soccer, the boys thought we should be cheerleaders."

Catarina "We ran onto the field shouting, "Girl power, girl power!"

Giovana "We lost because we don't train as much as the boys. We need to start training more."

Adapted from: <http://www.bbc.com/news/av/world-latin-america-41771048/100-women-we-invaded-the-football-pitch-to-win-the-right-to-play>

<https://www.youtube.com/watch?v=wr3VBe-fASE>

18

gossip *n.*—rumor or report of an intimate nature

sticker *n.*—a slip of paper with adhesive back

that can be fastened to a surface

Sport Journalism

Sports journalists write about and report on amateur and professional sports. Sports journalists report game statistics, interview coaches and players and offer game commentary.

Football and Girl Power!

Women were banned from playing football in Brazil for more than 30 years and girls can still struggle to be taken seriously on the pitch. Apparently, some wrong ideas about what is feminine, and the place of women, are still out there.

Fortunately, a group of brave girls changed, once more, the history of football in Brazil.

Giovana, 11 years old; Catarina, 11 years old; Joana 12 years old and Gabriela, 11 years old, taught the boys in their school, and everyone, that football is not about gender, but about passion.

In a school in Rio de Janeiro, boys didn't allow girls to play football with them. "They said that we should be cheerleaders. They thought we couldn't play" shared Joana. Even when there was a mixed soccer club, boys wouldn't let the girls play, "We only pass the ball to those who are good", they said, "and you are girls", remembered



Catarina. So, what did the girls do? They invaded the pitch! They went onto the court singing and shouting "Girl Power!" Having seen this, the sports teacher suggested a team of their own. So that's what they did, and the Girl Power football club was born.

The girls played a game against the boys. Girl Power lost the match. But something changed, and a bigger victory was attained. Giovana, Catarina, Joana and Gabriela showed Brazil that the future of football is feminine.

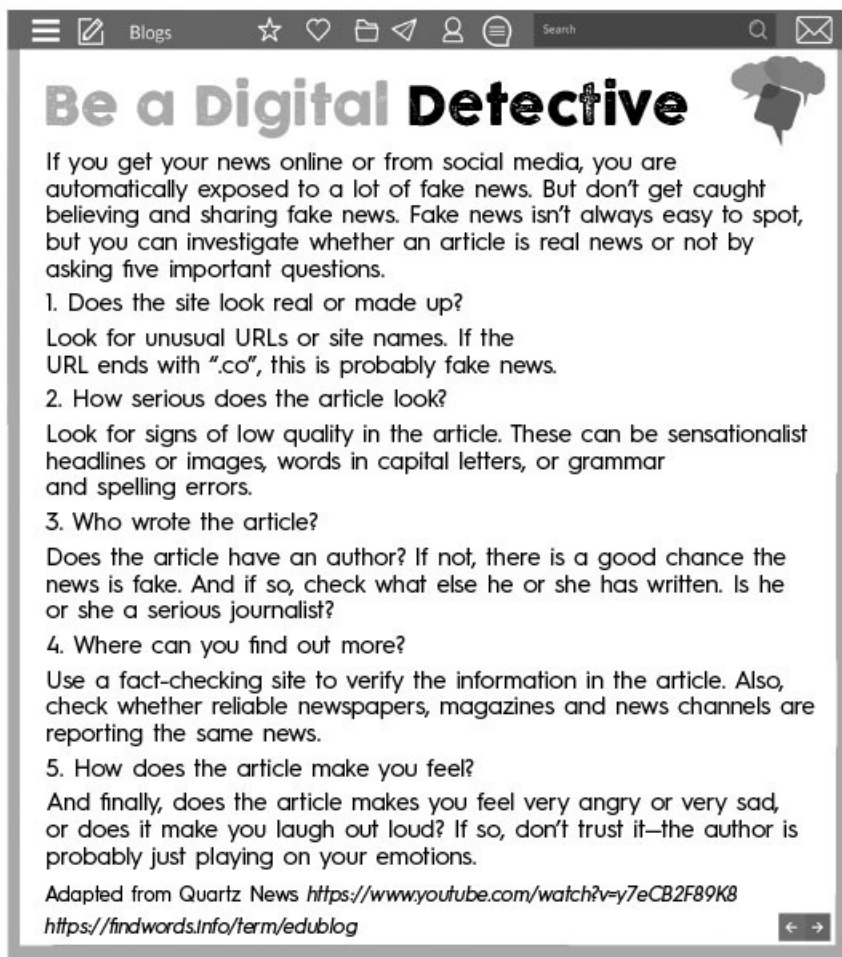
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https://learn.org/articles/What_is_Sports_Journalism.html

ban v.-to forbid (someone) from doing or being part of something
struggle v.-to proceed with difficulty or with great effort

Edublogs

An Edublog is a blog with an educational purpose. It can be **authored** by a learner, teacher, researcher or an administrator. Edublogs archive and support students and teachers learning by facilitating reflection. The use of blogs has become popular in education institutions including public schools and colleges.



The image shows a browser window displaying a blog post. The browser's address bar shows 'Blogs' and various navigation icons. The page title is 'Be a Digital Detective' with a small icon of a person wearing a graduation cap. The main text discusses identifying fake news and lists five questions to ask. At the bottom, there are two URLs: one from Quartz News and one from findwords.info.

Be a Digital Detective

If you get your news online or from social media, you are automatically exposed to a lot of fake news. But don't get caught believing and sharing fake news. Fake news isn't always easy to spot, but you can investigate whether an article is real news or not by asking five important questions.

1. Does the site look real or made up?
Look for unusual URLs or site names. If the URL ends with ".co", this is probably fake news.
2. How serious does the article look?
Look for signs of low quality in the article. These can be sensationalist headlines or images, words in capital letters, or grammar and spelling errors.
3. Who wrote the article?
Does the article have an author? If not, there is a good chance the news is fake. And if so, check what else he or she has written. Is he or she a serious journalist?
4. Where can you find out more?
Use a fact-checking site to verify the information in the article. Also, check whether reliable newspapers, magazines and news channels are reporting the same news.
5. How does the article make you feel?
And finally, does the article makes you feel very angry or very sad, or does it make you laugh out loud? If so, don't trust it—the author is probably just playing on your emotions.

Adapted from Quartz News <https://www.youtube.com/watch?v=y7eCB2F89K8>
<https://findwords.info/term/edublog>

.....
authored v. –written or created by someone

Educational websites

Educational websites can have immense scope as far as information is concerned. They can include websites that have games, videos or topic-related resources that act as tools to enhance learning and supplement classroom teaching. They also contain age-appropriate and student-friendly news.



How to Spot Fake News

Sharks on freeways in Texas, chocolate extinction, conspiracy theories, are all false stories. The internet is full of great information, but there are also fake news. Fake news have been one of the most talked about subjects of the year. But what are they? What does fake news mean to you? And should you be

taught about it? In order to get quality news online, here we share important tips to spot fake news and avoid them. According to Damaso Reyes, a teacher from the News Literacy Project, we all have to become digital detectives.

The first thing that we have to do as digital detectives is to analyze where this information is coming from. "A lot of fake news sites try to create a URL which is similar to the URL of a publication you might know, and you might be familiar with" Reyes assured. So, the best way to know if a site is trustworthy is to read the content on the site and not just one article.

Another tip is to pay attention to headlines, and ask ourselves, does the headline sound neutral? According to Reyes, if the headline makes you feel really angry, really sad or makes you burst in laughing, that's a red flag.

The author of the piece is also very important. Do we have a name? Can we read other articles that he or she has written? An author is important because he or she can help us figure out whether or not a piece of information is actually real and trustworthy.

Journalists depend on high quality sources. A real, well written article will always tell you how the author came across the information. Fact checking to verify the sources of an article is vital. We have to drill down deeper than only a tweet or a post in a social network.

Adapted from <https://k12teacherstaffdevelopment.com/tlb/how-do-i-introduce-students-to-educational-websites/>

tweet n.—a post made on a particular online message service

URL n.—the letters and symbols (such as <http://www.education.com>) that are the address of a website

After Reading



Form teams and discuss.

How is the information from different sources similar or different? What kind of pictures does each source include? Which one includes facts and data? Where can you find the latest news?

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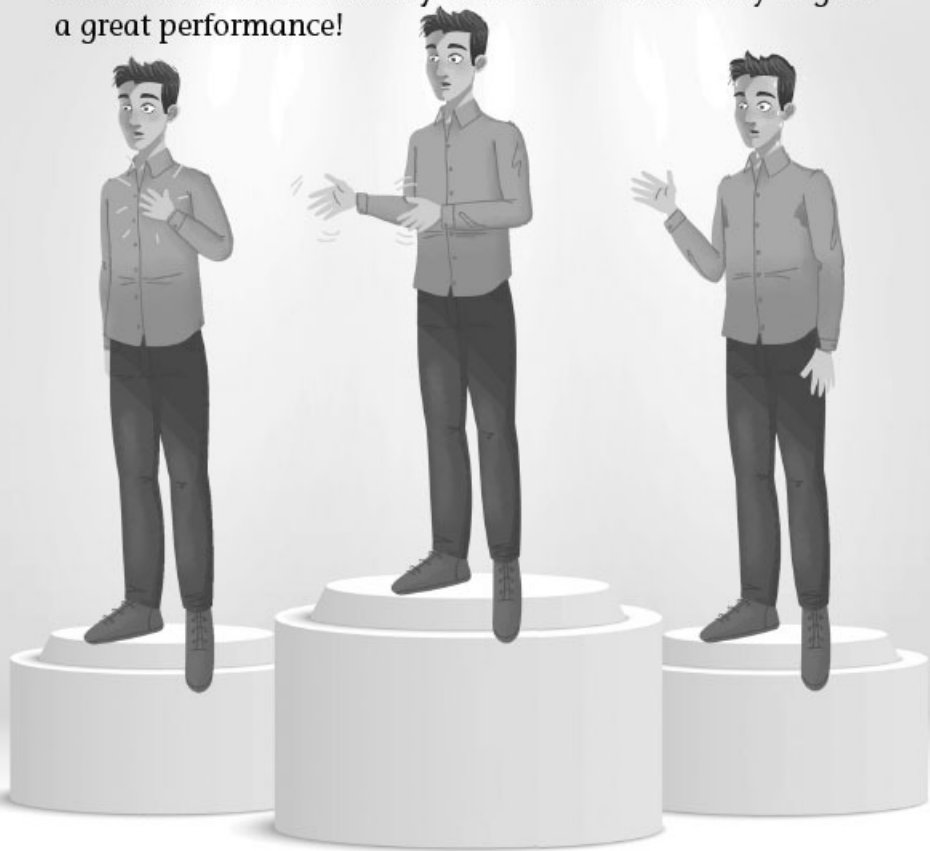
Standing Alone

Stand-up comedians use monologues to make jokes and entertain their audiences. In the theater, a monologue is a long speech presented by a single character in the play. But a monologue could also just be a talk or speech given by one person.



Public Speaking

Sooner or later we all have to give a speech or a presentation in front of others. This is referred to as public speaking, and it almost always makes us very nervous. When you have to stand up **ALONE** in front of your class or school assembly you may feel your heart **pounding** or your hands **trembling**. And sometimes you might even start to **sweat**. These uncomfortable reactions all come from an **adrenaline rush**. But it isn't all bad news... adrenaline will also make you more alert and ready to give a great performance!

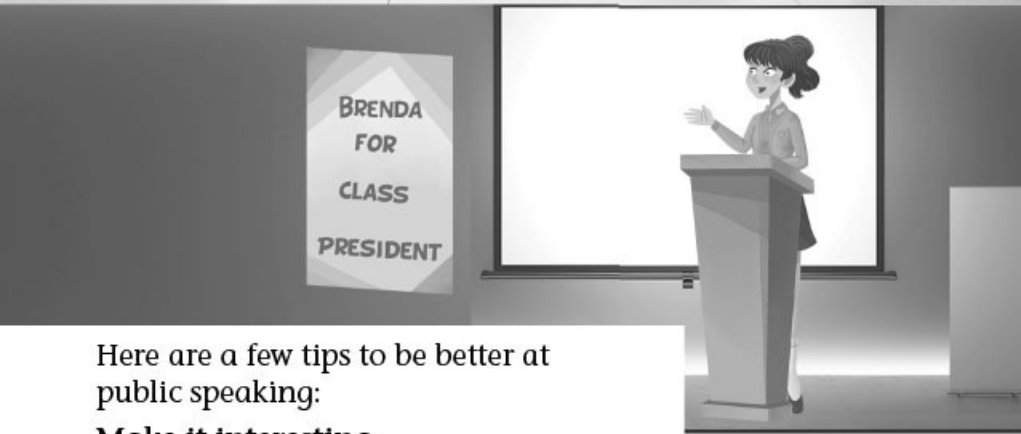


.....
adrenaline rush *n.*—an immediate burst of energy

pound *v.*—to beat very strongly

sweat *v.*—to perspire when nervous or making a great effort

tremble *v.*—to shake uncontrollably



Here are a few tips to be better at public speaking:

Make it interesting.

If possible, choose an interesting topic. If the topic was assigned, try to discover some unusual or **little-known** information about it that will invite the rest of the class to pay attention.

Know your audience.

Good speakers find out what their audience is interested in. For example, if you were **running for** class president, you could ask your classmates ahead of time what they dislike about your school. Maybe they spend their recess time standing in line to buy food. Then look for practical suggestions to present during your **campaign** speech. Remember, it is never a good idea to criticize without presenting a possible solution.

campaign *n.*—a connected series of operations designed to bring about a specific result

little-known *adj.*—not common knowledge

run for *v.*—to present oneself as a candidate for office

Organize your ideas and material.

Just like a written presentation, an oral one should have an introduction or greeting, a body and a closing or conclusion. The conclusion can be a statement or short summary that expresses the main idea presented. Try not to jump around from one topic to another because it creates confusion. It's a good idea to make an **outline** of what you are going to say and stick to it.

Use **visual aids**.

Showing **charts**, photos and other visual aids makes your presentation more dynamic and keeps your audience from getting bored. Just be careful not to **overdo** it.



chart *n.*—a table or presentation of information in graphic form

outline *n.*—a brief version of the main points of a paper or speech

overdo *v.*—to exaggerate an activity or the use of something

visual aid *n.*—a teaching device that can be seen

Use good body language.

One of the most important things about public speaking is body language. What is body language? Put simply, it is the **unspoken**, nonverbal element of communication... and it may be just as important as the words themselves. Body language can make the difference between a **dull** presentation and an interesting one.

Body language includes eye contact, **posture**, movement, **gestures**, voice and facial expressions.



dull *adj.*—*boring*

gesture *n.*—*a movement (usually of the hands) that expresses an idea, a feeling or an attitude*

posture *n.*—*the position of the body, the way a person sits or stands*

unspoken *adj.*—*not said out loud*



Here are a few suggestions for good body language:

Eye Contact

Let's begin with eye contact. Try to look at everyone and, if possible, make eye contact. Don't be afraid. This lets your audience know that you care about what they think. But prolonged eye contact can make people feel **uncomfortable**. Keep your eyes moving and don't stare.

Posture

Good posture is vital. Be relaxed, but stand up straight with your shoulders back and your head up. Don't **cross your arms**, because this often means you are closing yourself off from others. Keep your arms relaxed at your side or in front of you and **face** your audience. One good **trick** is to put one foot **slightly** in front of the other. This will help you maintain your posture.

cross one's arms v.—to fold one's arms in front of one's chest

face v.—to stand or sit with your face pointing towards (someone or something)

slightly adv.—just a little

trick n.—a quick, clever way to get a result

uncomfortable adj.—uneasy, causing discomfort

Movement

Movement draws attention, and it will help you overcome nervousness. Your feet aren't glued to the floor. If there is enough space, move around a little, but not too much or too quickly. One tip is to physically act out verbs with your hands, face or entire body.

Gestures

Have you ever noticed that when people are **passionate** about what they're saying, their gestures become more animated? Hand gestures emphasize our words and send messages. Open hands usually signal honesty, while **hidden** hands make us look less **trustworthy**. In prehistoric times, when someone **approached** with their hands **out of sight**, it was a signal of potential danger. But whatever gestures you use, they should be natural.



.....
approach v.–to come closer

hidden adj.–put in a place where it can't be seen

out of sight adj.–phrase–not able to be seen

passionate adj.–filled with strong feelings, enthusiastic

trustworthy adj.–honest, deserving trust or confidence

Voice

Your voice is physical, so it can be considered a component of effective body language. In fact, the tone and volume of your voice make it a flexible communication **instrument**. Try saying a phrase like *sit down*, using different tones of voice. Notice how the effect changes.

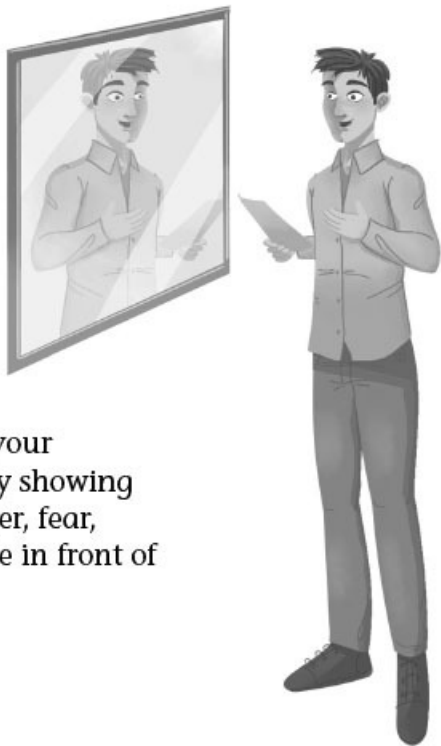
And what is the best way to control your voice? Just take a few deep breaths before speaking. It **works miracles**.

Facial Expressions

Being expressive, using your face to maximum advantage, is very useful in

getting your message across. This skill also allows you to use fewer words.

Facial expressions are all related to emotions and connect directly to your audience. To practice, try showing happiness, sadness, anger, fear, disgust, surprise and love in front of the **mirror**.



get a message across *ph v.*—to make something clear, to convince

instrument *n.*—tool, something that helps you do a task

mirror *n.*—a polished surface that reflects an image

work miracles *n. ph*—to cause extraordinary things to happen

Include your audience.

If there is enough time, invite your audience to ask questions at the end of your presentation. **Announce** this at the beginning so they don't interrupt your speech.

Practice.

Practice your presentation in front of a friend or your family. Have them **time** it in case there is a time limit and invite **constructive criticism**. It probably isn't necessary to learn your presentation **by heart**, but practicing can give you more confidence. But good communication is never perfect. And no one expects you to be perfect, so relax and enjoy!



announce *v.*—to advise or make a statement in public

by heart *idiom*—from memory

constructive criticism *n.*—observations or remarks with suggestions for improvement

time *v.*—to determine how long something lasts

After Reading



Choose a topic and present a monologue.

Choose one of the following topics and prepare a monologue. Then form pairs and take turns presenting your monologues to each other. Ask your partner to evaluate your presentation, including the body language you used, such as voice, posture, gestures and facial expression.

Topics to choose from:

Running for class president—a campaign speech.

The advantages of playing a sport.

Your favorite singer/movie.

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Stephanie's New Camera



Hi! My name is Jenny. I live in Michigan, in the USA. I go to Franklin Middle School and I really like taking photographs of nature and my friends. I take photos all the time and then I load them onto my computer and post them on my favorite social media so that I can **share** them with my friends. They call me Little Miss Photo at school. I love my **nickname**!

I am obsessed with cameras and photos. Last summer, I went to a camp where they teach you how a camera works and how to take great photos. My favorite photo I took there was of a butterfly sitting on a flower.



My best friend is Stephanie. I call her Steph. She lives in the house across the street and we go to the same school. We spend a lot of time together.

nickname *n.*—invented name

share *v.*—use something with other people

Whenever I took pictures, Steph would come along with me. Steph didn't take any pictures because she didn't have a camera.

But one day my phone rang and I walked over and picked it up.

"Hello," I said loudly.

"Hey Jenny! Guess what my parents got me?"

"A new dog?"

"No! They got me a camera, just like yours! Now we can take photos together!"

"That's great! I can't wait to go to the woods and take pictures with you! Can I come over to your house now?"

There was a pause on the other side of the line.

"Jenny?" Steph said.

"I don't know how the camera works. Do you mind teaching me how a camera works and how to take pictures? You know everything!"



“Sure! I can teach you everything I know!”

I hung up the phone and ran **downstairs** to tell my parents. It was Saturday morning and I hadn't eaten yet, so my parents made me eat breakfast before leaving. I was at Steph's house about 20 minutes later.



Her house was painted blue and had a big garden in the front yard. The flowers were **blooming**. Steph answered the door and we went upstairs to her room. She was really excited.

“Here it is, Jenny.”

“It's perfect! It's just like my camera. Let's take a look and I can show you how it works.”

“Cool! Please teach me everything!”

I put the box down on the bed and she handed me the camera. It was a black **SLR** camera. It was really nice and brand new.



bloom v.—open into a flower

downstairs n.—lower floor

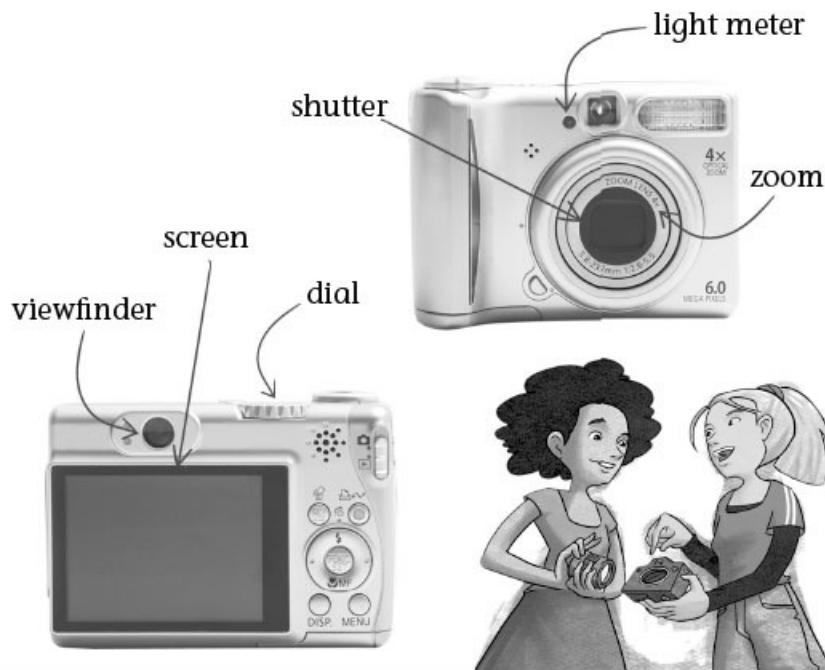
SLR abbr.—PHOTOGRAPHY single-lens reflex

“Okay, Steph. First, I’ll explain how a camera works. A camera is basically a lightproof box. When you **press** the button to take a picture, the camera lets in a little light. This is a digital camera, so a little machine senses the light you let in and records it. This is what makes the picture.”

Steph looked a little confused. “Look. When I press the button, a little **shutter** opens and lets the light in.”

“Okay. That’s cool. I always wondered how that worked. So, how do I use my camera?”

“First, look into the **viewfinder**, so you can see what the camera is going to take a picture of.”



press *v.*—push

shutter *n.*—mechanical part of a camera that opens and closes the lens aperture to expose the film to light

viewfinder *n.*—device showing what appears in the picture

Steph looked through the viewfinder and pointed the camera at her bed.

“Steph, press the button on the top of the camera.”

She pressed the button and the camera made a “clicking” noise. She looked at the **screen** on the back of the camera. There was a perfect picture of her bed.

“Isn’t it easy?” I said.

“Yes! Can we go outside and take some pictures of flowers, butterflies and trees, just like we normally do together?”

“That’s a wonderful idea!”

We both left her room and walked to her front yard. Steph carried her camera carefully in her hands.

It was sunny outside and the flowers looked really pretty. It was perfect for taking pictures of flowers.

“Do I just point the camera and shoot?”

“Not quite yet, Steph. First, let me tell you a little about the light meter and the different **settings** for taking pictures. This will help you take the best pictures.”



screen *n.*—a flat panel on an electronic device that shows images
settings *n.*—something, often represented by a mark on a dial, that determines how a machine will operate

“Look through the viewfinder,” I said. “There are a few numbers and a little bar at the bottom of the image. On one side the numbers are negative and on the other side, the numbers are positive. Do you see the bar under the numbers and dots?”



“Yeah. The little bar is exactly in the middle.”

“The middle is exactly where it should be. When you take a picture, make sure that the bar is there. This means that you have the correct amount of light to make a great photo. If the bar is on -1 , then you have too little light and the photo will be dark. If the bar is on $+1$, you have too much light and the photo will be too white or bright.”

“Oh, that is easy. I just have to make sure the bar stays in the middle of the light meter!”

“Exactly!”

I was very happy about how fast Steph was learning.

The next thing I explained to Steph was about the automatic settings on her camera.

“Do you see the little **dial** at the top of your camera with little pictures on it?”

“Yeah, I do. It has little pictures on it of a person, a mountain, a flower and some letters too, right?”

“Yes, Steph! Those little symbols help you set the camera for different types of pictures. The picture of a person’s head is for taking portraits.”

“Oh really? So when I want to take a picture of a person’s face, all I have to do is turn the dial to that setting? That is so cool! What is the one with the picture of the mountain?”

“The one with the mountain is for landscapes. When you want to take a picture of a big area, like a field, a mountain or a river, you use that setting.”



dial *n.*—a round control disk turned with the fingers to adjust an electronic device

“Can you guess what the symbol of the running man is for?” I asked.

“Is it for taking pictures of people running?”

“Yes and no. This setting is for taking pictures of people or things that are moving. So it can be a person running, a person playing sports or even a dog playing with a ball. When a camera takes a picture, it can take it really quickly or more slowly. When it takes a picture slowly, it lets in a lot of light. So, at night, you want to take pictures very slowly because there isn't very much light, but, when something is moving, you want to take the picture really quickly. If you don't, it will be **blurry**.”

Steph looked confused, so I said, “Don't worry about it! Just remember that if you want to take a picture of anything that is moving, use this setting with the man on it.” Steph looked more comfortable.



.....
blurry *adj.*—unclear

“Now, let’s look at the most important setting for us, the one with the picture of a flower on it!” I said.

“I was wondering what that one was for. I was hoping it really was for flowers!”

“Well, it is for flowers, but it is also for **close-ups**.”

When you want to take a picture of something small, like a flower or rock, you should use this setting. It makes really beautiful pictures! Why don’t you try this setting with that daisy right over there?”

I pointed to the flower next to us. Steph leaned down, put the camera up to her eye and snapped the photo. Here it is!



After this, Steph and I began taking photos together every week and she got really good. I had to teach her a little more about other things but now she takes beautiful photos and we post them on our favorite social media together.

close-up n. – photograph taken from a position very close to the object

After Reading



Write simple instructions and draw a diagram.

Form a group and decide on a topic. Choose something that is easy to make or easy to do and write the directions. Then draw a diagram or pictures to illustrate your instructions. Finally, share it with the rest of the class.

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The Anne of My Dream



At school our teacher told us about Anne Frank, the Jewish girl who lived in hiding during World War II. We read “Anne Frank’s Diary.” The story that she wrote was sad, scary and beautiful, all at the same time. The day I finished the diary, I went to bed thinking about Anne. She died in a concentration camp in Germany. Before falling asleep, I thought, “Wouldn’t it be great if I could talk to Anne and hear the story from her?”

ME: Anne, you were born in Germany, right?

ANNE FRANK: Yes, in Frankfurt, in 1929. When I was four years old, Hitler became the dictator in Germany. He and his Nazi **party** hated the **Jews**. My family was Jewish and they decided to move to Holland to get away from the Nazis. I don't remember anything about Frankfurt. I was too little. My family and I lived in Amsterdam and I went to school there.



ME: Were you a happy child?

ANNE FRANK: Oh, yes. I was always playing and joking. I had a lot of friends. I didn't always pay attention at school like Margot, my older sister. Margot was more serious than me; she was the good girl in the family.

ME: When did you realize that life was different for Jews?

ANNE FRANK: When I was nine and the Nazis destroyed hundreds of Jewish buildings in Germany: synagogues (Jewish temples), stores, restaurants and so on. There were broken windows everywhere. People called it *Kristallnacht*, the Night of Broken Glass. This happened in Germany, but everybody talked about it in Holland. "What if there were Nazis in Holland? Would we be safe?" we asked ourselves.

Jews n.—people whose religion is Judaism

party n.—a group of people organized for the purpose of directing the policies of a government

ME: When did the war start?

ANNE FRANK: Germany invaded Poland in 1939. England and France declared war on Germany. That was how World War II began. In 1940, the Germans invaded Holland.

ME: Was life difficult for Jews in Holland?

ANNE FRANK: Margot and I were children, so we didn't know everything immediately. In 1941, we had to leave our school to go to a Jewish school.

Then Jews had to **register** themselves, so that the Nazis knew where we lived. Next, Jews were not allowed to take the bus anymore, or go to the parks, or the swimming pools. I didn't understand why the Nazis **hated** us.

In 1942, the Nazis made a new law. Jews had to wear a yellow star, the Star of David, with the word *Jood* on it (*Jew* in **Dutch**). It felt terrible to be separated from our friends.

ME: Is that when you started writing your famous diary?

ANNE FRANK: Yes. I got the diary as my 13th birthday present.

I called the diary *Kitty*, imagining that she was my best friend. I told Kitty all my secrets. Around that time, my parents started taking furniture from the house.



.....
Dutch *n.*—the official language of the Netherlands

hate *v.*—strongly dislike someone or something

register *v.*—write your name on a list



Me: Were they preparing to go into hiding?

ANNE FRANK: Of course! They took the furniture to the building where my father's company was. There was a hidden section in the back of the building. They called it the *Annex*.

A few weeks after my birthday, my sister Margot received a letter. She was 16 and she had to present herself at the police station. My parents didn't want Margot to go there because the Nazis could send her to a concentration camp. We knew that people never returned from those camps. So my parents decided to go into hiding.

Me: Did you have time to pack?

ANNE FRANK: No, it was crazy. We couldn't take **suitcases** or big bags because that was suspicious. So we put on many clothes: a dress, a shirt, pants, two blouses and a coat. And we filled a small bag with some other clothes, and of course I took my diary. We got to my father's office building. There, we climbed the stairs to the third floor and my father's co-worker, Miep, opened the secret door. It was behind a bookcase.

suitcase n.—a container for belongings during travel

ME: What was life like in the *Annex*?

ANNE FRANK: There was a small apartment in the *Annex*.

During the day, people worked in the office. They didn't know that we lived in the building, so we had to be quiet. We spoke in soft voices. We couldn't even **flush** the toilet during the day!

ME: How many people lived in the *Annex*?

ANNE FRANK: At first, it was just my parents, Margot and me. After a week, Mr. and Mrs. van Pels moved in with their son Peter. I didn't really like Peter. He was **shy** and **boring**. Four months later, another man arrived, Mr. Fritz Pfeiffer. Now there were eight of us, in a tiny apartment. I had to share my room with boring Mr. Pfeiffer.

ME: What did you do during the day?

ANNE FRANK: Margot and I had *school*. My parents taught us math and French. I really didn't pay much attention. I kept thinking about going back to a real school again. I tried to be happy when I was with the others.



boring *adj.*—not fun

flush *v.*—to clean the toilet by making water flow through the bowl

shy *adj.*—timid

ANNE FRANK: When I was by myself, I was serious and sad. I **poured my heart out** to Kitty, my imaginary friend in the diary. I suppose you've read the diary?

ME: Of course, it's amazing! You describe the events and express your feelings so well.

ANNE FRANK: Thanks!

When I was 12, I wanted to be an actress and go to Hollywood, but by the time I was 14, I had decided to be a writer. I also read a lot. Our friend Miep went to the public library every Saturday and we shared the books. At night we listened to the radio, and in the daytime we studied and read. On Saturdays and Sundays, Miep came to visit us and tell us about life outside the *Annex*.

Miep and a few others from the office helped us with food, but sometimes there wasn't enough. The *Annex* only had one small window and we weren't allowed to go close to it because people could see us. We lived in terrible isolation and I couldn't dance or sing or run. I felt like a bird in a cage. I was desperate, but we were grateful that we were safe.



pour one's heart out v.-to express feeling

ME: If you felt so **alone**, why didn't you become friends with Peter?

ANNE FRANK: You know that; you've read my diary!

ME: Yes, but I'd like to hear the story from you.

ANNE FRANK: Okay. The thing is that there were five adults and three children in the *Annex*. The person who was my best friend was my father Otto. He was always supportive, patient and kind. My sister was older than me and she was more mature. Peter was 14 and he understood me better than Margot. Peter and I sat near the window and looked at the big tree outside (we could only see the top of the tree). We spent a lot of time talking about life outside the *Annex*. Little by little, I sort of fell in love with him – well, I liked him better. After all, I was a 13-year old girl!



ME: Did you continue writing in your diary?

ANNE FRANK: Yes, all the time. In the beginning I wrote about myself, but later I started writing short stories, too. Writing was my escape. In my diary, I was free to explore different worlds.

.....
alone adv. –without the company of others

ME: And then somebody **betrayed** you? Right?

ANNE FRANK: Yes. It happened in August 1944, after two years in the *Annex*. The Nazis got a tip from somebody. We don't know from whom. They came to my father's office building and said, "We know there are Jews hiding in this building. Take us to them!" So Victor Kugler, who worked there, had to show them the entrance to the *Annex*. They took all eight of us to **jail** and they also took two people from the office, Mr. Kugler and Mr. Kleiman.

ME: Where did they take you?

ANNE FRANK: They sent us to Camp Westerbork in the north of Holland. They gave us blue overalls. The overalls had red marks. The red meant we were criminals because we had gone into hiding. They cut our hair and took away our dignity. Then the Nazis separated the men from the women and we could only see our father for a little while at night.



ME: Did you have any **hope**?

ANNE FRANK: American, British and Canadian **troops** were in France on D-Day, June 6, 1944. At the camp, we told each other that the Allied Forces were going to end the war and free Holland soon. However, we knew the Nazis might kill many people before that.

betray v.—give information to an enemy

hope n.—a confident desire

jail n.—a place where criminals are kept

troop n.—a military unit



ME: And then?

ANNE FRANK: Then they put a thousand Jews on a train. We had to stand up as there was no place to sit. There were no bathrooms, so you can imagine the smell! The van Pels family and Mr. Pfeiffer were also on the train.



They took us to Auschwitz, in Poland. When we arrived, we saw black **smoke** and we smelled burnt meat. They killed people with gas and burned the dead bodies. It was a death camp. We were desperate.

We had to work from early in the morning till late at night. They wanted us to suffer more. They separated men and women. I never saw my father or Peter again. Later they put Margot and me on another train and we had to say good-bye to our mother. They took my sister and me to another concentration camp, in Bergen-Belsen in Germany. There, my sister fell sick with typhoid fever and she died. I was **weak** and got sick. I died, too.

ME: I'm so sorry.

ANNE FRANK: It was a terrible, **useless** death. A month later the Allied Forces liberated the concentration camp, but it was too late for many of us.

ME: How many Jews died during World War II?

ANNE FRANK: Around 5 or 6 million Jews. Imagine, 5 or 6 million men, women and children were killed. All useless deaths.

smoke *n.*—a cloud of tiny particles caused by something burning

useless *adj.*—having no use

weak *adj.*—not strong

ME: Did any of your family survive?

ANNE FRANK: Yes, my father. He didn't know whether Margot and I were alive, so he looked everywhere. Then he spoke to a girl that knew us in Bergen-Belsen and she told him that we were dead. My father's colleague, Miep, found my diary in the *Annex* and she gave it to my dad. He decided to publish it in 1947.

ME: Many people have read it.

ANNE FRANK: Yes. It was translated into more than 50 languages. My story made people understand that war is useless.

ME: Anne, how can you tell me these things if you are dead?

ANNE FRANK: You are dreaming, remember! I'm the voice in your **dream**.

ME: Okay, please continue.

ANNE FRANK: War is useless, I said. I cannot believe that people still start wars all the time. For example, in this 21st century, there have been wars in Afghanistan, Iraq, Lebanon, Palestine, Somalia, Sudan and in many, many other regions. Humanity needs to learn from the mistakes that we made in the past.



dream *n.*—a sequence of mental images during sleep

Here are some of the things Anne said in her diary:

She said that despite everything, she believed that people are really good at heart.

She said that she simply couldn't build her hopes on a foundation of confusion, misery and death. She said she thought that peace and tranquility would return again.

She said that no one had ever become poor by giving.

She wrote that we all live with the objective of being happy and that our lives are all different and yet the same.

She wondered if anyone would ever think that so much went on in the soul of a young girl.

She said how true her daddy's words were when he said that all children must look after their own **upbringing**. He said that parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands.

She said that **laziness** may appear attractive, but work gives satisfaction.

She reminded us to think of all the beauty still left around us and be happy.

She said that if someone was happy, they would make others happy too.



.....
laziness *n.*—not wanting to work
soul *n.*—the nonphysical aspect of a person
upbringing *n.*—early training

After Reading



Write a diary.

Keep a diary for two weeks. Write about things that happened to you, what you did, how you felt. At the end of the two weeks, prepare a summary of the diary. Put the events and activities in the order in which they occurred and specify the time and place.

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Market Day

MOTHER: Amanda, let's go, come on!

AMANDA: Oh, Mom, this is **boring**!

MOTHER: My dear, you don't want to stay in the hotel by **yourself** all day. Please come with us.

AMANDA: Mom, this is the most **unexciting** city I have EVER visited in my WHOLE life!

FATHER: Honey, you are only thirteen years old. It's good for you to discover new places. Besides, millions of tourists come to Mexico City every year.

MOTHER: It can't be THAT boring.

AMANDA: Let's not eat Mexican food again, please?

FATHER: Okay dear. We'll try something else. Let's go now.



boring *adj.*—of no interest

unexciting *adj.*—not producing interest

yourself *pron.*—you



AMANDA: Can we take a taxi?

MOTHER: No dear, we are taking the **subway** today.

AMANDA: Not the SUBWAY!

MOTHER: Amanda, please be positive.

MOTHER: It's not that bad, is it?

AMANDA: Of course not! Mexico City's subway is really clean and fast!

FATHER: We are **getting off** at *La Merced*.

AMANDA: What's *La Merced*?

FATHER: It's the biggest **retail market** in Latin America.

AMANDA: What do you want to buy, Mom?

MOTHER: Nothing really. I just want to **get the feel** of Mexico.

FATHER: Here's our stop!

AMANDA: Do we **exit** here?

FATHER: Yes, I suppose.

AMANDA: There are a lot of people here!

FATHER: There sure are! The map says the main hall is this way.

Follow me! No, it is to the right. This way! No, I think it's...

AMANDA: Mom, look at these **earrings**! They are nice! Mom? Dad?

earring *n.*—piece of jewelry for the ear

exit *v.*—go out

get off *phr. v.*—leave or descend from a means of transportation

get the feel *idiomatic expression*—experience

retail market *n.*—market where things are sold in small quantities

subway *n.*—electric underground railway

Oh no, where are my parents?

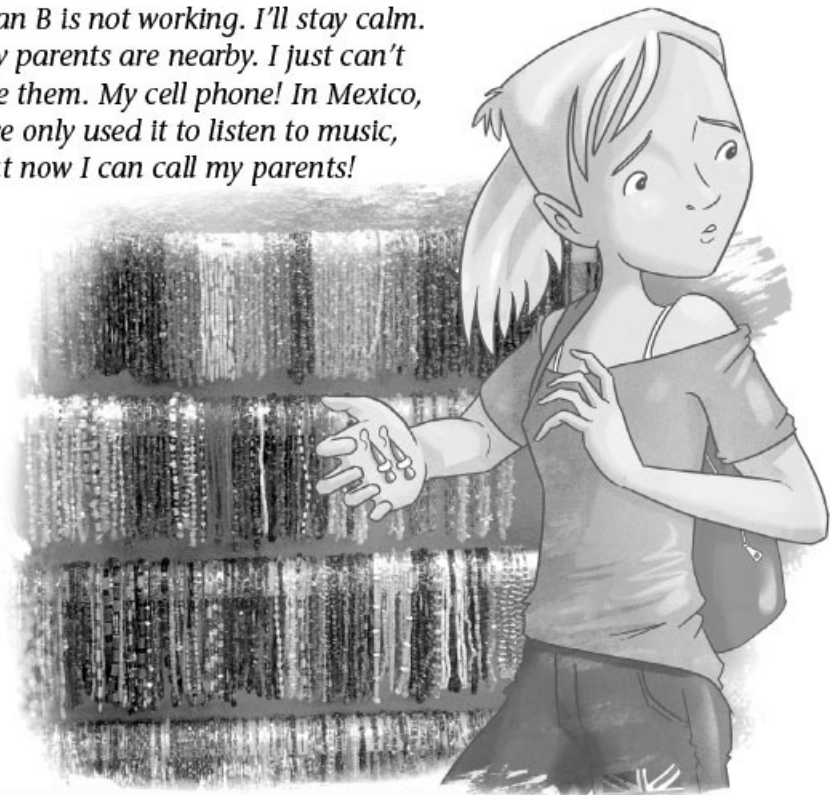
I'll just wait for them here at the **stand** for a few minutes. They'll be here soon.

I feel the people **staring** at me. Time for plan B. I'll walk back to the subway station. This way? To the right? To the left? I'll never get to the subway!

I'll ask that woman, "Excuse me, señora, is the subway station in this direction?" She doesn't understand me. Maybe that **gentleman** can help me.

"Señor, el subway station?" He answered something in Spanish, but I can't understand him.

Plan B is not working. I'll stay calm. My parents are nearby. I just can't see them. My cell phone! In Mexico, I've only used it to listen to music, but now I can call my parents!



gentleman n.—man; used in a courteous manner

stand n.—structure for selling or exhibiting things

stare v.—look with wide-open eyes



My cell phone is ringing and I don't have **roaming**. NOW, I am getting worried.

I can't call my parents and I walked in the wrong direction.

They won't look for me here! There's a **phone booth** on the corner.

I can call my parents using my credit card. The card is in the **wallet** inside my **backpack**. I'll put my backpack on the ground for a moment. Let's see. How does this phone work? I have to **dial** the number and put the card in. Okay. Nothing! This phone doesn't work.

I see another phone booth over there. Dial the number, put the card in. Nothing again! What am I doing wrong? Help, please! Stay calm. Think. What would my parents do? Call me on my cell phone. I just have to wait. I should relax now.

backpack n.—bag carried on your back

dial v.—make a telephone call or connection

phone booth n.—small enclosure with a phone

roaming n.—cell phone service that you can use in a different region or country

wallet n.—folding pocketbook for money

What else can I do? I can call the hotel. I just need to find the phone number.

It's in my bag. My bag! Where is it? I put it on the ground next to the phone booth. I can see the booth from here, but the backpack isn't there anymore!

Somebody **stole** my bag! Help! Why is that boy looking at me? He wants to say something...

Boy: Hi, did you **lose** your bag?

AMANDA: Yes, did you find it?

Boy: Here it is.

AMANDA: Thank you so much.

Boy: No problem.
My name is Jorge.

AMANDA: Thank you, Jorge.
I'm Amanda.

JORGE: Why are you **alone**
at La Merced?

AMANDA: I lost my parents!
I can't call my dad's cell phone because I don't have roaming and...

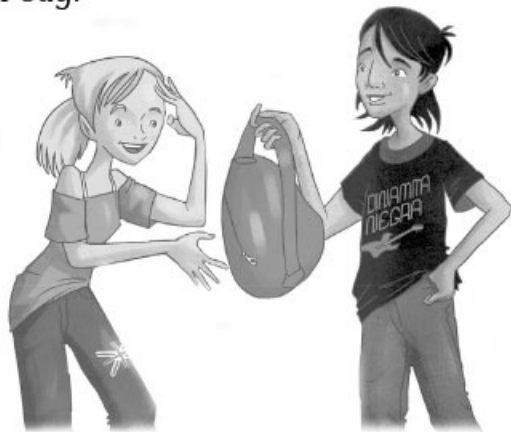
JORGE: Speak slowly, please. My English is not so good.

AMANDA: I'm sorry, Jorge. Can you help me call the hotel?
I want to tell my parents that I am fine.

JORGE: That's a good idea! What's the name of the hotel?

AMANDA: Independencia.

JORGE: Okay. We have a **phone book** at the stand. I'll look up the number and call. Come with me.



alone *adj.*—without company

lose *v.*—to forget something in a place

phone book *n.*—a book with a list of phone numbers

steal *v.*—to take the property of another person without permission

I follow Jorge inside the market. He's wearing blue jeans and the T-shirt of a Mexican rock band. He has a nice smile and long **straight** hair. The world looks better when you don't feel alone and lost! We get to the chiles stand. Jorge calls the hotel. He asks my last name, talks to the receptionist and **hands** his cell phone to me.



RECEPTIONIST: Amanda Simmons?

AMANDA: Yes?

RECEPTIONIST: Your parents called here. I will tell them that you are safe. Jorge Mendez will **take** you **back** to the hotel. Is that okay with you?

AMANDA: Yes, thank you! Jorge, here's your phone. I feel better now.

JORGE: Good! Let me show you the market before we go. And let's have a *raspado*.

AMANDA: A what?

JORGE: A *raspado* is a kind of ice cream. It's delicious!

.....
hand v.—to give

straight adj.—not curly

take back phr. v.—to take somebody to a place again



At the market I am **amazed** by the people, the colors, the smells and the **flavors**. Jorge also shows me the different kinds of chiles. Typical British food isn't **spicy**! Next, we have raspados, which are wonderful!

Many sellers know Jorge, so they give us all kinds of delicious fruits: mangoes, bananas, oranges, **grapes**, **watermelons**, etc. In Britain we don't have so many fruits. Apples are very common and they are our national fruit.

Next, we visit a stand selling Mexican candy. There is a great variety of them and most include... chili. I'm surprised how Mexicans **add** chili to almost everything!

add v.—to put together

amazed adj.—surprised

flavor n.—quality of something that affects the sense of taste

grape n.—small, soft, juicy, green or purple berry

spicy adj.—having a hot taste

watermelon n.—large roundish fruit; green on the outside with red pulp

Jorge takes me to another hall in the market where they sell flowers. It smells beautiful and fresh. We see all kinds of natural flowers: roses, **carnations** and violets, for example. In this hall there are also many stands that sell artificial flowers. I had never seen so many plastic flowers together!

I wonder why people buy them? It's logical! In the UK, houses are **cool**, so flowers last for many days. In the warm Mexican **weather**, flowers die quickly, so many people buy artificial flowers instead.

I never imagined that people could have so many different **customs**!



carnation *n.*—a type of flower

cool *adj.*—moderately cold

custom *n.*—common practice

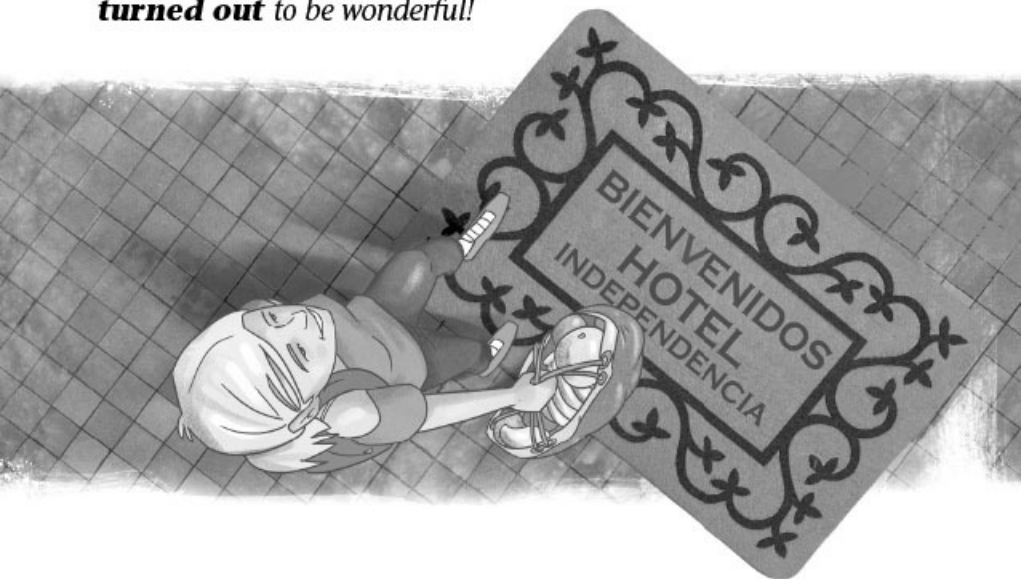
weather *n.*—climate

Then Jorge gives me a chico zapote, which is a delicious, soft, reddish brown fruit.

The juice **dribbles** all over my chin. Jorge gets a **napkin** and **dries** my chin. What a difference from the boys in England who just stand and stare at girls! Would all Mexican boys be so kind and sweet?



It is time for Jorge to take me back to the hotel. Too bad, because I am having so much fun! Isn't that strange? In the morning I hated this vacation, but in the afternoon I fell in love with... the country, of course! Not with Jorge, yet. This visit to Mexico **turned out** to be wonderful!



dribble v.—to fall in little drops

dry v.—to free from a liquid or moisture

napkin n.—piece of cloth or paper used to protect clothes or wipe away food

turn out phr. v.—to result, to end up

After Reading



Discuss and answer the questions in groups.

1. What comparisons does Amanda make between Great Britain and Mexico?

	Great Britain	Mexico
Food (page 93)		
Weather (page 94)		
Boys (page 95)		

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ANIMAL RIGHTS DEBATE

Do animals have **rights**? What are animal rights? Well, it's a very complicated question. "Animal rights" refers to the belief that animals should not be used or **mistreated**. Some people think this would give animals the same rights as humans beings, or put them above us. One thing we know is that humans have been using animals for centuries. We have used them in positive ways and we have used them in negative ways. But how do we use animals? How do we **abuse** them?

STOP
ANIMAL
ABUSE



abuse v.—to hurt

mistreat v.—to treat badly

right n.—something that a person should be morally or legally allowed to have or do

What do we use animals for?

Did you have milk and eggs for breakfast this morning? Well, these things come from animals. We also use their **meat** for food and their **fur** for clothes. We **hunt** them for sport and keep them in zoos and circuses.

On the other hand, we protect animals. We adopt them when they don't have homes. We donate money to animal shelters or sanctuaries. So, we use animals for a lot of things but we care for them, too.



Animal rights **activists** support animal rights. They call people's attention to cases where animals are being abused. They try to get politicians to change the **laws** to protect animals more.

activist *n.*—a person who uses strong actions to make changes

fur *n.*—soft animal hair

hunt *v.*—to chase and kill animals for food or fun

law *n.*—the rules that govern societies

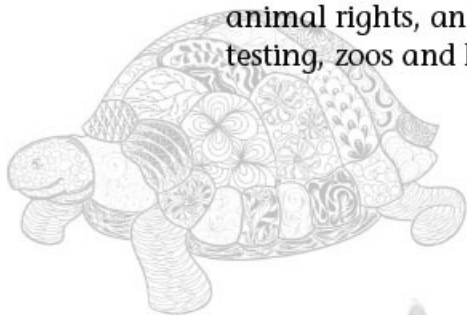
meat *n.*—animal flesh used for food

Animal trafficking and **smuggling** are responsible for some of the worst crimes against animals. They have caused species to become endangered or disappear completely. These practices are also dangerous for the people living in the areas where traffickers operate.



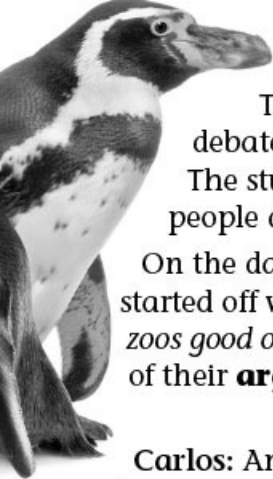
One of the most controversial subjects is animal testing. We use animals to **test** a lot of the products we use every day. But animal testing is also responsible for saving many lives.

Can we **justify** exploiting animals in this way? Like with anything, there are always two sides to every story. In the pages that follow, we explore some of the pros and cons of animal rights, animal testing, zoos and hunting.



justify v.—to provide a reason
smuggling n.—moving sellable items,
illegally, into and out of countries
test v.—to do something to see if it's safe





To do this, Mr. Smith's class organized a debate about animal rights. The students interviewed people and did research.

On the day of the debate, they started off with the question: *Are zoos good or bad?* Here are a few of their **arguments**:



Carlos: Animals shouldn't be kept in zoos. They should be kept in the **wild**, where they **belong**.



Maria: How can children learn about them? Zoos are where they can see real lions, elephants and crocodiles. Many zoos have programs that teach people to appreciate animals and the importance of conservation.



Paula: There are other sources for learning about animals, such as the Internet, television and books. Critics of zoos worry about the animals. Zoos are teaching people that **imprisoning** animals for our own entertainment is acceptable.

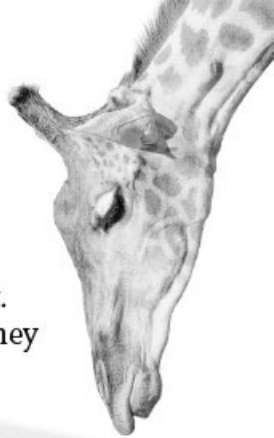


Roberto: What do you suggest? That we close all zoos? If we do that, most people will never have an opportunity to see a giraffe, a black bear or a lion.

argument *n.*—a reason for or against something
belong *v.*—to be in the right place
imprison *v.*—to lock up
wild *n.*—in a natural state



ZOO



Marcela: Animals in zoos are accustomed to their new **habitat**. If we put them back in the wild they won't survive.

Mario: Exactly! We have taken away their natural **survival** instincts.

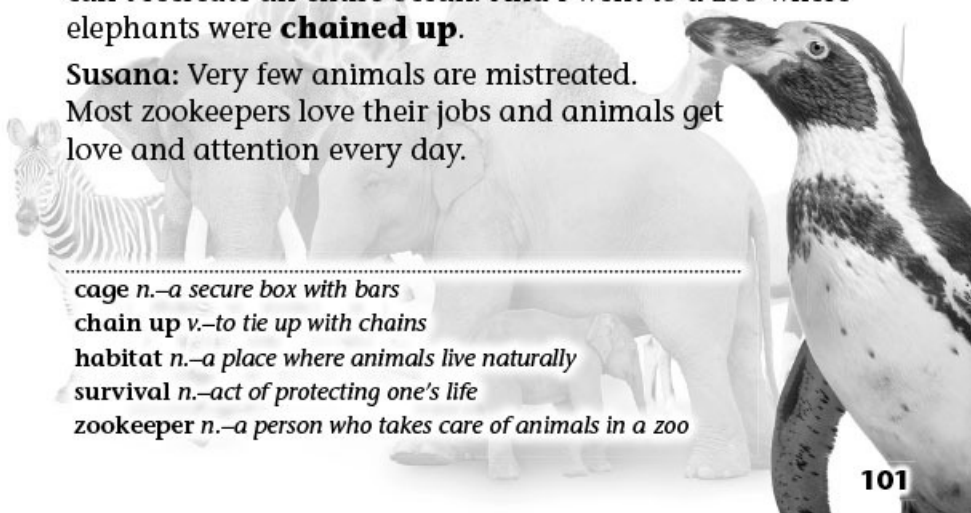
Imprisoning the animals for our entertainment violates their right to

live free. **Cages** will never be like a Brazilian jungle or African savanna.

Roberto: There are different kinds of zoos. There are zoos where animals live in open spaces that recreate natural habitats. I visited a Safari Park. We drove through the park in our car.

Carlos: What about a dolphin? When they put a dolphin in a zoo or aquarium, **zookeepers** can't recreate an entire ocean. And I went to a zoo where elephants were **chained up**.

Susana: Very few animals are mistreated. Most zookeepers love their jobs and animals get love and attention every day.



cage *n.*—a secure box with bars

chain up *v.*—to tie up with chains

habitat *n.*—a place where animals live naturally

survival *n.*—act of protecting one's life

zookeeper *n.*—a person who takes care of animals in a zoo



Pedro: But the poor animals are sad and bored in zoos.

At least one study has shown that elephants kept in zoos do not live as long as elephants in the wild.

Susana: Zookeepers now understand that many animals, such as monkeys, bears and elephants, need **engaging** activities to prevent boredom. That is why you'll often see chimps playing with toys or tigers "hunting" for a meal.

Maria: A lot of animals are becoming extinct. In the wild, **poachers** are killing thousands of animals and humans are destroying their natural habitats. At least in zoos, animals have plenty to eat and they won't be eaten.

Mario: All animals have natural predators. This is part of the natural **cycle** of life. Animals were born to hunt, not to have food service. It is wrong to **alter** the natural order of things.

Marcela: Some zoos have programs to protect **endangered** species. For example, two species that have benefited from these programs are the Amur leopard and the Sumatran tiger.

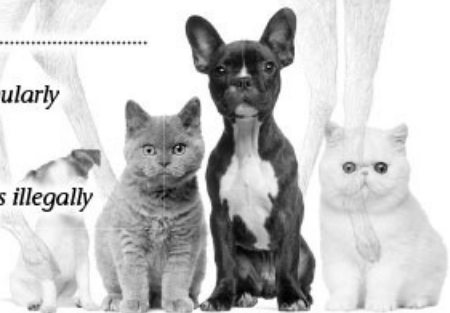
alter *v.*—to change

cycle *n.*—a series of events that occur regularly

endangered *adj.*—at risk of extinction

engaging *adj.*—attractive or interesting

poacher *n.*—a person who hunts animals illegally



Roberto: Yes, and many zoos and sanctuaries have **breeding** and reintroduction programs. They **release** animals that have been born or rehabilitated in zoos back into their natural habitats.

Carlos: Most animals in zoos are not endangered and they aren't being prepared for release into natural habitats. In fact, it is nearly impossible to release **captive-bred** animals into the wild.

Pedro: I read that most zoos used to capture most of their animals directly from the wild. They paid hunters to catch them.

Marcela: Not anymore. The way zoos acquire animals has changed. Now, they get their animals through breeding programs and they buy them from other zoos. Some zoos take in exotic pets that people no longer want or can't care for.

Roberto: Putting animals under human care can improve the lives of their wild **counterparts**. The San Diego Zoo retains a staff of experts dedicated to the study of treating wildlife **diseases** that **threaten** conservation.



breed v.—to reproduce

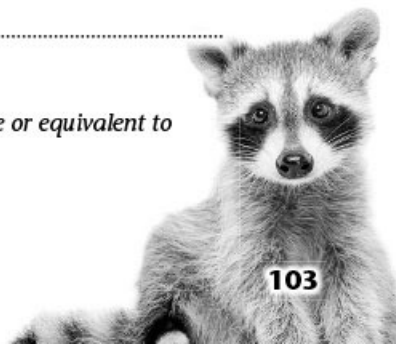
captive-bred adj.—raised in zoos or aquariums

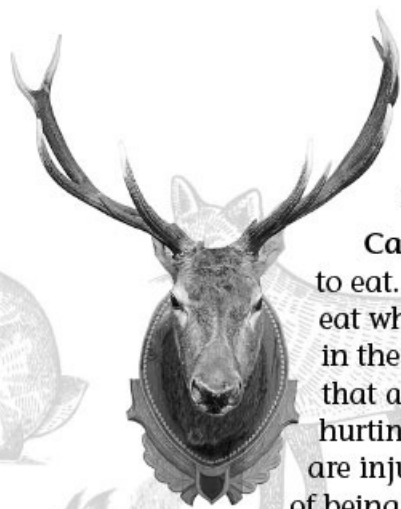
counterpart n.—a person or thing that is very like or equivalent to another person or thing

disease n.—sickness

release v.—to let go, set free

threaten v.—to put in danger





Then the group discussed hunting for sport. Most animal lovers are against hunting but hunters defend it. Here is what the students said:

Carlos: Many years ago, people hunted to eat. But many sports hunters don't even eat what they kill. They are only interested in the **trophies**. It is cruel to kill animals that are living with their families and not hurting anyone. Sometimes the animals are injured instead of being killed quickly.

These animals suffer and can even hurt people.

Maria: Hunters have to pay for permission to kill animals; they have to **purchase** a hunting license. Part of the money is used for wildlife refuge programs and preserving the lands where the animals live.



Pedro: And sometimes there is an overpopulation of animals in specific areas. There might not be enough food available for so many to survive. **Overcrowding** can also lead to the spread of diseases. When animals like deer can't find enough to eat, they destroy farmers' crops and even people's gardens.

Paula: But most hunters kill for fun. Why would anyone want to kill another living creature for entertainment? There must be another solution to overpopulation.

overcrowding n.—too many animals or people living in an area

purchase v.—to buy

trophy n.—an award or parts of an animal used for decoration



Next, the participants in the debate discussed the use of animals in laboratory testing:

Susana: The use of animals for testing is not new. It has been practiced since at least 500 BC

Paula: But that doesn't make it right. More than 26 million animals are used every year just in the United States for scientific and commercial testing.

Carlos: Big companies use animals to test everything from **cosmetics** to household cleaning products.

Marcela: It is important to test products to make sure they are not harmful to human beings.

Carlos: But most people agree this testing is often unnecessary and causes animals **pain**. Testing can **blind**, injure and kill thousands of animals.

blind v.—to cause (someone, human or animal) to be unable to see

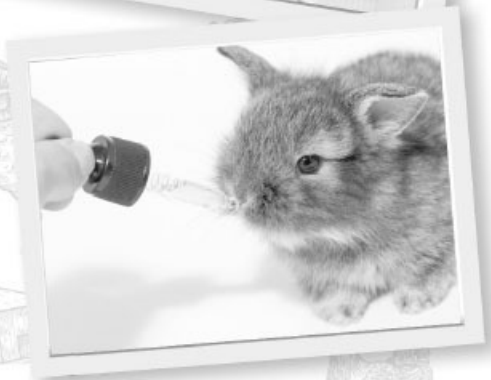
cosmetics n.—make-up and other beauty products

pain n.—physical suffering or discomfort, often caused by injury or illness

Maria: Pharmaceutical laboratories test medicines on animals before they are used by humans. It has helped develop many life-saving treatments for both humans and animals.



Roberto: Antibiotics, insulin and **vaccines** have all been developed with the help of experiments involving animals. Experiments on dogs, for example, led to the discovery of insulin. Insulin is vital to saving the lives of diabetics.



Pedro: Scientists often use animals to test products and medicines because they live shorter lives than humans. But animal tests do not **reliably** predict results in human beings. Other methods, like computer systems, can also be used.

Marcela: There are strict **regulations** to prevent the mistreatment of animals in laboratories. One of these is the *Animal Welfare Act*.

Mario: But **legislation** has not succeeded in preventing horrible cases of animal abuse in research laboratories.

legislation *n.*—a set of laws that are voted on by Congress

regulation *n.*—rules or laws related to something

reliably *adv.*—with certainty

vaccine *n.*—an injection to protect against diseases



Mr. Smith invited two students to give conclusions to the debate:

David: I have a pet dog I love very much. I think animals should be protected and not be mistreated. Whether they are in zoos, hunted or used to test new medicines, animals are important in our lives.

But animals are here to serve human beings. Our rights are more important.

Nuria: To think that the quality and length of their life doesn't matter to an animal is ridiculous. They also have feelings and behave similarly to humans. All living things are **valuable**

and are **entitled** to the same rights in my opinion. It doesn't matter whether or not they are useful.



entitled *adj.*—deserving of
valuable *adj.*—worth a lot

After Reading



Answer the questions with a classmate.

After reading the story, what do you think about animal rights?

Have you ever visited a zoo?

Did you enjoy seeing the animals from other continents?

How do you feel about using animals to test cosmetics and medicines?

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It was a **windy** Wednesday afternoon in March, and Natalia's mother, Margarita, had just **picked her up** from school. Natalia was excited because her father's 50th birthday was on Saturday and her family was preparing a big surprise party for him. There would be live music, dancing, delicious food and a special presentation of photos that Natalia's aunt, Francisca, was making for the occasion.

"Mom, do you think the present I ordered for Dad will be here soon?" asked Natalia, "I **can't wait** to give him the book; he is going to love it!"

"It should be here any day; we ordered that book almost two weeks ago. If it still hasn't arrived when we get home, we can call the bookstore and ask what happened to the order," said Margarita.

can't wait v.—to be excited about something that will happen

pick (someone) up v.—to get someone and take them somewhere else

windy adj.—marked by strong winds

A **couple** of weeks earlier Natalia and her mother had spent the morning looking online for a gift that Natalia could buy for her father. Natalia had saved her own money to buy the present. Her father, Carlos, was a musician and Natalia wanted to buy him a book about music. Margarita helped her daughter find the music section of the online bookstore, and together they **browsed** the different titles.

“Oh look, Mom! There is a book about the history of the guitar. Do you think Dad would like it?” asked Natalia.

“He does like that book, but he bought it just last year. Let’s keep looking and see what else we find,” said Margarita, “Maybe a biography or a book about a musical group your father likes?”

“I found it, a book about the Beatles!
This book has photos and stories
about the **band**. Dad
loves the Beatles; this
gift is perfect!”
exclaimed
Natalia.



band *n.*—musical group

browse *v.*—to go through looking for something

couple *n.*—two of something



Natalia and her mother arrived home to find a package outside of their apartment door. They took the box inside the house. Eduardo, Natalia's brother, was sitting at the **dining room** table.

"Let's open the box, Mom! It is surely Dad's present and I want to **hide** it before he gets home," said Natalia.

They put the box on the table and opened it up. Natalia opened the box to pull out the book, and she got a big surprise.

"What is this? A book about **weddings**? Oh no! They made a mistake," she exclaimed.

Natalia was **upset**. Her father's birthday party was in three days and now her surprise gift was **ruined**. She had spent all of her money on the book and could not buy him a different gift.

dining room *n.*—the room where you eat dinner

hide *v.*—to put something where it can't be seen

ruined *adj.*—destroyed, no longer useful

upset *adj.*—angry, worried

wedding *n.*—marriage ceremony

"Natalia, are you getting married? Who would want to marry you?" asked Eduardo as he laughed at his sister, "Ha-ha, now Mom knows your secret!"

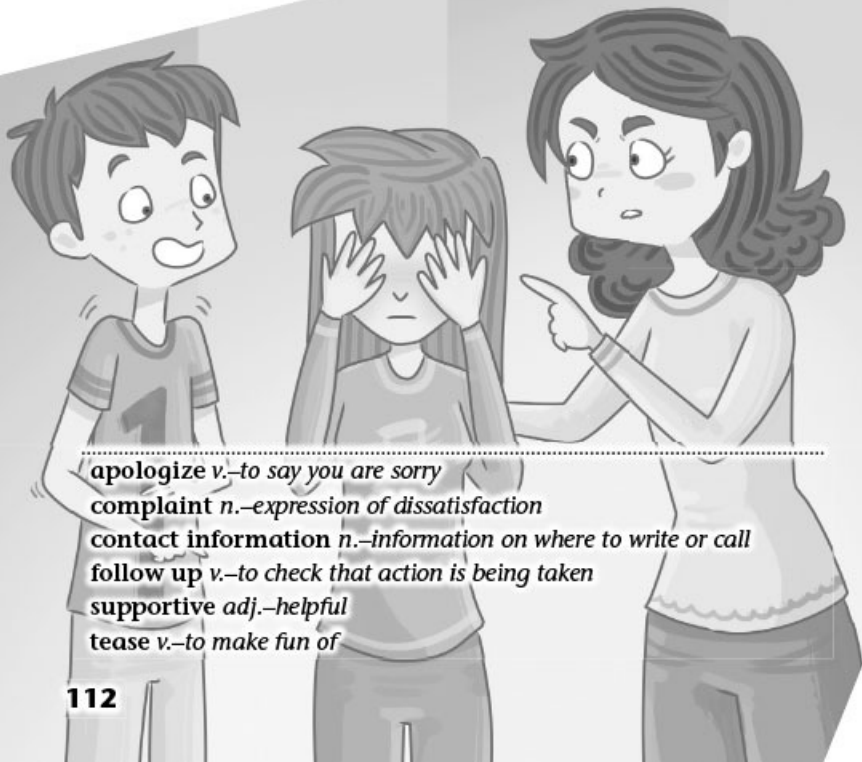
"Eduardo, don't **tease** your sister right now. She ordered a special gift for your father's birthday, and the bookstore sent the wrong book," said Natalia's mother, "So **apologize** to your sister and try to be more **supportive**."

"I'm sorry, Nat. You know I was just joking. Mom, can we do anything to help her?" asked Eduardo.

"Yeah, Mom. What can we do?" asked Natalia.

"First we can call the bookstore and make a **complaint**. When you make a phone call to complain, it is always good to **follow up** with an e-mail. Eduardo, can you look in the box to see if there is any **contact information**?"

Natalia, please go get me the phone," said Margarita.



apologize v. –to say you are sorry

complaint n. –expression of dissatisfaction

contact information n. –information on where to write or call

follow up v. –to check that action is being taken

supportive adj. –helpful

tease v. –to make fun of

Natalia went to get the phone. Her brother gave her the phone number for the store and her mother gave her **advice** about what to say.

Natalia called the phone number and asked to speak with **customer service**.

“Hello, my name is Natalia and I ordered a book from you almost two weeks ago. I received a package from you today, but it is the wrong book. My dad’s birthday is in three days and you didn’t send me the book I ordered for his birthday present,” said Natalia.

“Hi Natalia, thank you for calling. My name is Santi Gómez and I apologize for the **mix-up** with your order. Please send me an e-mail with your information and I will talk to my **supervisor**. I hope that we can get your book to you before Saturday,” said Santi.



advice *n.*—suggestions about what to do

customer service *n.*—the area of a business that helps clients with questions and complaints

mix-up *n.*—confusion

supervisor *n.*—the person, in a business, who is responsible for the employees and business decisions

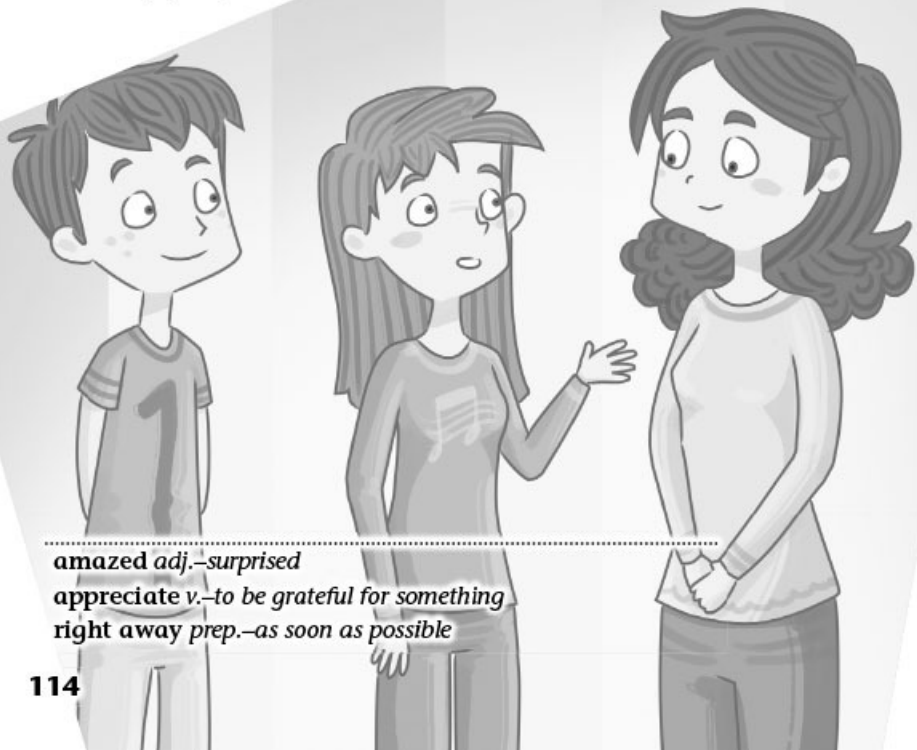
"Thank you so much, I **appreciate** your help. I will send you an e-mail **right away**. Do you need my address to send me the book by mail?" asked Natalia.

"No, I only need you to send me your name and order number. With that information, I can open the order you placed and get your address. Don't worry, your book will arrive on time for your father's birthday," responded Santi.

"Thanks again, sir. You have been very helpful," said Natalia.

"You're welcome. I hope you will shop with us again," replied Santi.

Natalia was **amazed** at how easy it was to solve her problem by calling to complain, and she was happy that the customer service representative was so kind and helpful. She felt relieved that her father's gift would arrive in time for his surprise birthday party.



amazed *adj.*—surprised

appreciate *v.*—to be grateful for something

right away *prep.*—as soon as possible



Natalia
told her
mother about the

call. She asked her mother to help her to write the e-mail.

“Mom, can you help me to send an e-mail to the man I talked to on the phone? He said he will try to send the book to me before Saturday, but first I need to write to him so he can talk to his supervisor,” said Natalia.

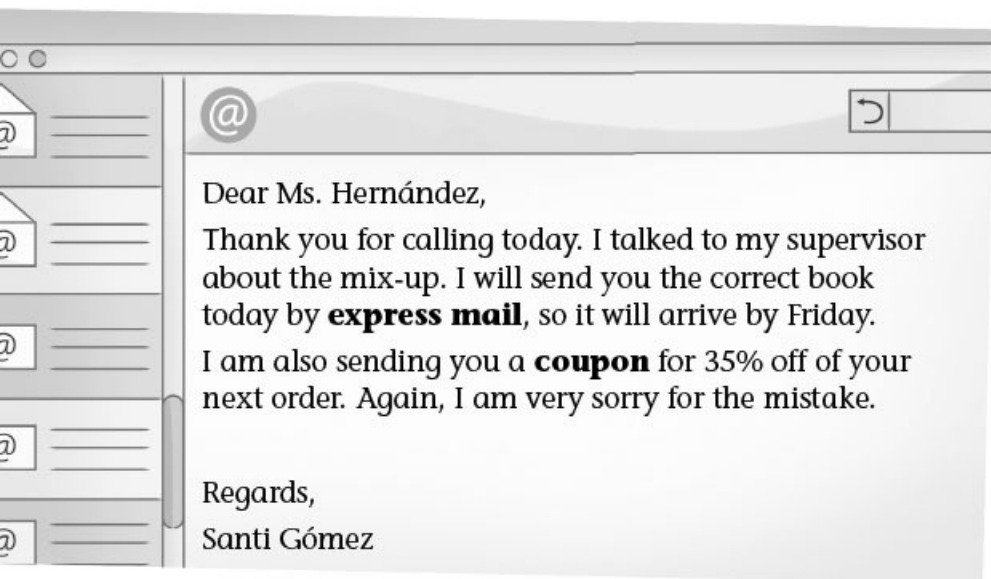
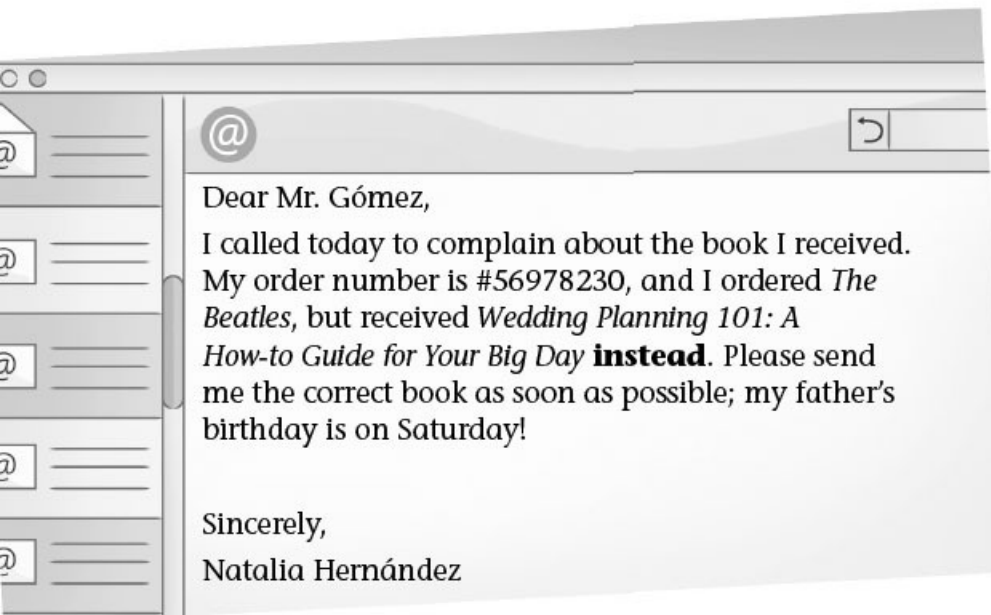
“Of course. Did he tell you where to send the e-mail? And did he ask you for any other information?” asked Margarita.

“Yes, he told me to send the e-mail to customer service and he said the e-mail address is on the receipt. He didn’t ask for any more information. Can you check the e-mail before I send it to make sure it is okay?” said Natalia.

“Sure, no problem. Be sure to keep the e-mail short and **precise**, and don’t forget to include your order number,” replied Margarita.

Natalia wrote the e-mail. When she was finished, her mother made some small changes and sent it to the bookstore.

precise adj.—accurate, to the point



.....
coupon *n.*—discount certificate

express mail *n.*—fast mail delivery service

instead *adj.*—in the place of

Natalia's mother received an answer to the e-mail later that evening. She called Natalia to the computer so that she could read the e-mail from Santi Gómez.

"Wow, that was fast! It's a good thing we called and complained," said Natalia, "What did he say?"

"He apologized and said that he would send the correct book today and that he was including a coupon for a discount on your next order," said Margarita, "Look, you can read it for yourself."

They read the e-mail together and were happy about the **response**. Eduardo was **nearby** and heard the news.

"That's **awesome**, Nat! Now you can give me your coupon so that I can get Dad a cool birthday present, too," said Eduardo.

Natalia and her mother looked at each other and **shook their heads**. Eduardo was lazy sometimes, and they laughed at his idea.

Natalia took out paper and her art supplies to make a birthday card for her father.



awesome *adj.*—incredible, fantastic

nearby *adj.*—close by

response *n.*—answer, reply

shake one's head *v.*—to move one's head from side to side in disapproval

On Friday, Eduardo picked Natalia up from school and they went home. Natalia ran up the stairs of her apartment building. She was **anxious** because her father's birthday party was the next day and his gift had not arrived. When she got to her apartment, she found a box outside the door and knew it was the book.

"Look, it's here!" exclaimed Natalia, "The book arrived just in time!"

"Cool! You are going to put both of our names on the present, right?" asked Eduardo.

"Eduardo! Get your own present for Dad, geez!" replied Natalia, "I worked hard to save the money to buy this."

"I know, I know. I'm just kidding," said Eduardo.

Eduardo helped her to wrap the present and Natalia **picked out** a nice red ribbon to put on top.

"Dad is going to be so surprised!"
said Natalia.



anxious *adj.*—worried

pick out *v.*—to choose



It was Saturday and all of the guests were waiting for Carlos to arrive so they could surprise him. Eduardo saw his father coming and told everyone to hide behind their chairs.

Francisca called out to her brother and he came towards her.

“Surprise!” the guests yelled, “Happy birthday, Carlos!”

“Wow, I never **expected** this! Thank you so much everyone,” said Carlos, “This is the best birthday ever!”

Natalia had her present behind her back. She went up to her father and took out the gift.

“Surprise, Dad! I got you a special present with my own money,” said Natalia.

Carlos opened the present. His eyes **lit up** even more when he saw what it was.

“Thank you, **sweet** Natalia! You know how much I love the Beatles, this **brings back** so many memories of my **youth**. I love you!” said Carlos.

bring back v.–to cause to return

expect v.–to think something would happen


light up v.–to shine

sweet adj.–nice, considerate

youth n.–time when a person was young

After Reading



Answer the questions and discuss with a classmate. 

Have you ever received something you didn't order?
Have you ever bought something that was not good?
What did you do about it?

Why do you think it is important to be polite when complaining about a product or service?

Write an e-mail complaining about a service or product that was not good. Use Natalia's e-mail on page 116 as an example.

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**yes,
we
can!**

Secondary

2

Teacher's Guide



**yes,
we
can!**

Secondary

2

Teacher's Guide



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Yes, We Can! Secondary Teacher's Guide Level 2

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Introduction

Welcome to Level 2 of Yes, We Can!

About the Program

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

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





Social Practices of the Language

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

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

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

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

Methodology

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

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

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

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

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

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



Student's Book

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

Term 1: Units 1-4

Term 2: Units 5-7

Term 3: Units 8-10

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

Glossary Tip

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

Glossary Tip

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

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

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

Product Step 1

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

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

How Am I Doing?

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

How Am I Doing?

Discuss in your Product team. 

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

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

Communicative Activities: Recreational expression

Product: Game: Improvised Monologues

Reader: *Standing Alone*

Achievements:

• Review genres of monologues.

• Plan a monologue.


• Present a monologue.

• Encourage feedback.

How Much Do I Know?


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

How Much Do I Know?


Read and reflect on the questions below. 

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

Time to Read!

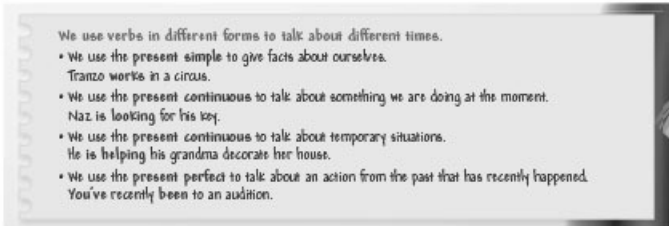
This section refers to a text in the Reader that students will read throughout the unit. We give students a short summary of the text to trigger their interest. We remind them to look for the icon within the unit to make the reading a pleasant experience that also enriches their work on the Social Practice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

Time to Read!

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

Student's Book

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



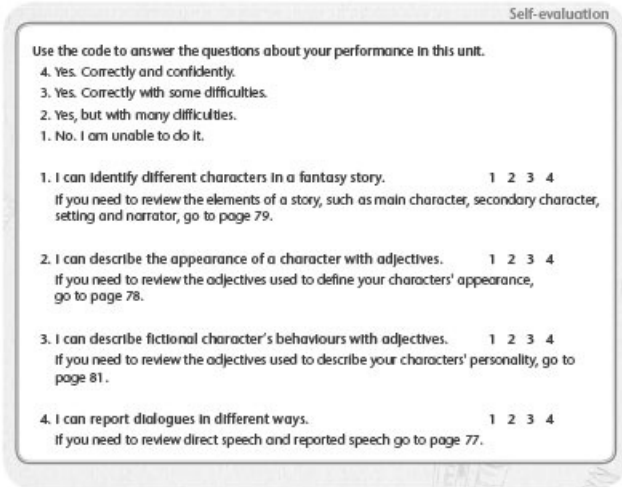
Digital Learning

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



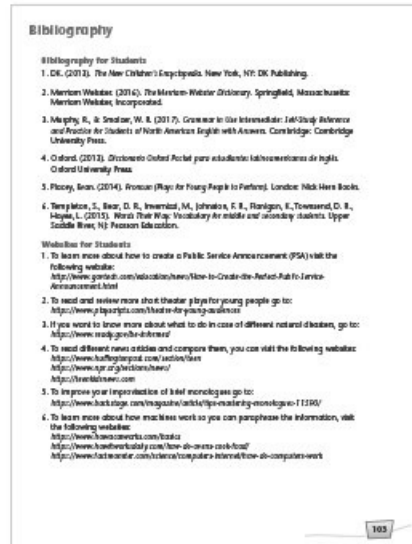
Finally, the last page of each unit is dedicated to the presentation of the Product. Students can read the last step of the preparation which mainly includes revision, rehearsal and ideas for how to do their presentation.

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



Bibliography

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



Glossary

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



Teacher's Guide

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

Scope and Sequence

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

Unit Structure

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

Environment: Family and Community

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

Communicative Activities: Exchanges associated with specific purposes

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

Product: Public service announcements (PSA)

Reader: *SEE the Difference*

Teaching guidelines are summarized on each page.

Teaching Guidelines

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

Each unit includes references to useful websites for further practice.



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

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

Poster 1

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

Language Awareness

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

Language Awareness

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

Students are guided to read the unit Reader.



Time to Read! SEE the Difference! pp. 9-12

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

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

Self-evaluation

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

Readers and Digital Component

Time to Read (Readers)

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

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

Digital Component

Audio Program

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



Posters

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



Scope and Sequence

Unit 1

Dealing with Everyday Problems

Environment: Family and Community

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

Communicative Activities: Exchanges associated with specific purposes

Achievements

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

Product: Public service announcements (PSA)

Reader: *SEE the Difference!*

Unit 2

Performing a Play

Environment: Literary and Ludic

Social Practice: Read theater plays.

Communicative Activities: Literary expression

Achievements

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

Product: Dramatized reading

Reader: *Pluto's Cup*

Unit 3

Knowing about Emergencies

Environment: Academic and Educational

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

Communicative Activities: Interpretation and follow-up of instructions

Achievements

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

Product: Poster with instructions

Reader: *Forces of Nature*

Unit 4

Reading the News

Environment: Family and Community

Social Practice: Compare news in different journalistic publications.

Communicative Activities: Exchanges associated with media

Achievements

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

Product: Comparative chart

Reader: *A World of News*

Unit 5

Improvising a Monologue

Environment: Literacy and Ludic

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

Communicative Activities: Recreational expression

Achievements

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

Product: *Game Improvised Monologues*

Reader: *Santding Alone*

Unit 6

Looking Inside Machines

Environment: Academic and Educational

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

Communicative Activities: Search for and selection of information

Achievements

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

Product: An infographic about a machine

Reader: *Stephanie's New Camera*

Unit 7

Sharing Personal Experiences

Environment: Family and Community

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

Communicative Activities: Search for and selection of information

Achievements

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

Product: Autobiographical anecdote

Reader: *The Anne of My Dreams*

Unit 8

Comparing Cultural Aspects

Environment: Literary and Ludic

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

Communicative Activities: Understanding oneself and others

Achievements

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

Product: Comparative chart

Reader: *Market Day*

Unit 9

Participating in a Round Table

Environment: Academic and Educational

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

Communicative Activities: Exchanges associated with specific purposes

Achievements

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

Product: A round table

Reader: *Animal Rights Debate*

Unit 10

Making Complaints

Environment: Family and Community

Social Practice: Express complaints about a product.

Communicative Activities: Exchanges associated with the environment

Achievements

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

Product: Making a complaint

Reader: *Surprise!*

Term 1: Unit 1

Dealing with Everyday Problems

Environment: Family and Community

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

Communicative Activities: Exchanges associated with specific purposes

Achievements: Express interest in a problem.

Contrast effects created by prosodic resources and nonverbal language. Define ways of expressing oneself according to the speaker.

Product: Public service announcements (PSA)

Reader: SEE the Difference

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

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

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

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

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

Unit

1

Dealing with Everyday Problems

Environment: Family and Community

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

Communicative Activities: Exchanges associated with specific purposes

Product: Public service announcements (PSA)

Reader: SEE the Difference

Achievements:

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

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

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

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

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

▶ Reflect on the following questions.

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



My classmates make fun of me.
I'm being bullied!

• We suggest to talk to an adult about the problem.
• How about telling them to stop?

Don't keep silent, speak up!

STOP BULLYING

6 Unit 1

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

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

▶ Reflect on the following questions.

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


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

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

Discuss how the sound effects make this PSA effective.

How Much Do I Know?
Discuss the questions.

- Where have you seen or listened to public service announcements in your community?
- What topics were they about?
- What topic(s) would you like to see in a public service announcement?

Time to Read!
In this unit, you will read a text called *SEE the Difference*. Ales, Amanda, Daniel and Jessica are working on a campaign that promotes healthy habits among teens. They are ready to help, the only thing they need is a great Public Service Announcement. In this text, you will find examples of how a PSA script can be written. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

Glossary Tip
There's always additional help for you. Throughout this unit, there are some highlighted words that are defined in the Glossary at the back of the book. For the rest of the words you might not understand, it's a good idea to look them up on an online dictionary. Ask your teacher for some suggestions. You may also want to visit this link: <http://learnersdictionary.com/>

Unit 1 7

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

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

How Much Do I Know?



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

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



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

► Discuss how the sound effect make this PSA effective.



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

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

Glossary Tip

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



Time to Read! SEE the Difference!

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

Teaching Guidelines

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

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

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

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

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

Students should look at both announcements first and observe the images. Can they deduce how they are related to the dialogues in Activity 4? Then students read the PSAs and define the key (main) idea of each using the questions to help themselves. Do they agree with the suggestions given in the announcements? Explain that the last phrase is called the strong phrase. The strong phrases address people's emotions and are easy to remember. In this way, the message of the PSA is more effective. In videos or recordings, these phrases are said louder and they sometimes are repeated several times. On posters, they are written with capital letters, in color, with a graphic effect, etc. **Answers:** 1) the first PSA corresponds to Dialogue 1. The second PSA corresponds to Dialogue 2; 2) & 3)

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



1 Last night, a stranger scared me. It was dark and he got close to me. Oh, no! That's terrible! What did you do? I walked away quickly. Good. And remember, if you can't walk away, scream!

2 I couldn't sleep last night. Yes, you look tired. I drank too much coffee. Drink water instead. Good night's sleep is vital.

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

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




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Unit 1

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

Poster 1

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

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



1. Take your dog on a trip.
2. Don't leave your dog in a hot car.



1. Don't get depressed by your weigh.
2. The numbers on the scale are wrong.




1. Fish shouldn't be carried in plastic bags.
2. Plastic in the oceans kills fish.

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

Fact: People around the world use over 500 billion plastic bags a year.

I was 12 when someone called me a pig. My mom said my weight was perfect, but I didn't like my body.


In the summer, the days are hot. Inside your car, the temperature can rise really quickly.

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

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

Solidarity and Support



- To express solidarity and support to others, you can use the following phrases:
Really? That's terrible. Unbelievable!
You are exaggerating. You are not fat all all. You look great.
Oh no! I didn't know that. So hot!
- As a part of expressing solidarity and support, you can add a suggestion for people to follow:
What if we open the car windows a little bit?
I suggest you use boxes when you go to the supermarket.
How about not eating bread for a few weeks?

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

Students should read the PSAs in pairs. How different are these PSAs to the ones they have seen so far? (*less text, one strong phrase, strong symbolic image*). Tell students that sometimes the strong phrase doesn't have a literal meaning – they should speculate on the meaning of it. Then they read the possible interpretations and decide which one is the appropriate one. *Which PSA seems the most effective to them? Why? Is the problem relevant to their lives?* If appropriate, refer students to watch the following PSAs online. They can watch them to look for the type of PSA (environmental, mental health, safety) and the strong phrase. They are appropriate for the age of your students. <https://www.youtube.com/watch?v=v7-9ekD9vIk/> <https://www.youtube.com/watch?v=9JJ-JHrT2E8/> <https://www.youtube.com/watch?v=QPwIWDA6Brs>

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

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

► Listen to the complete scripts and identify the additional information about each problem. Discuss what issue each PSA is talking about: health, environment or safety.   2

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

Language Awareness

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

Teaching Guidelines

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

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

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

Teaching Guidelines

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



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

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

Product Step 1

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

Further Practice Poster 1

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

Product Step 1



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

Topic for my PSA

Intended Audience

Problem

Solidarity and Support

Image

Strong Phrase

Once your ideas are clear, draft an image for your PSA.

10 Unit 1

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

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

How Am I Doing?

Circle your answers.

1. A PSA is...
a. a TV commercial. b. an announcement to educate. c. a poster about an event.
2. Expressing support and solidarity is important because...
a. it makes people feel better. b. it makes you feel better. c. people say it is.
3. Strong phrases are...
a. easy to write. b. not that important. c. very effective to put the message across.

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

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

Script

The written form of an announcement for radio or TV.

Sound effects (SFX)

Indication of a sound in a script for a TV or radio production.

Volume

How loudly or softly you speak.

Tone

The emotions in what you say (enthusiastic, serious, considerate, happy, etc.).

Intonation

The rise and fall in the sound of your voice when you speak.

Sound effects (SFX): classroom / restaurant sounds in the background

STUDENT: [Volume: shouting / whispering] Hey! Wake up, the teacher is coming!

SFX: clapping / footsteps

TEACHER: [Tone: cheerful / serious. Volume: loud / low voice] Mr. Ramirez, wake up! This is no place to sleep! [SFX: classmates laughing / talking]

NARRATOR: [Tone: sad / enthusiastic] Has this happened to you? Can't stay awake in class?

[Tone: angry / considerate] Don't worry, you are not the only one. [Tone: comic / informative]

Teenagers don't feel sleepy until late at night, so when the alarm wakes you up, [SFX: alarm clock / telephone] you're tired. What can you do to sleep better? Here are some tips to help you: What if you avoid drinking soda and coffee? Coffee has a substance called caffeine which keeps you awake. You shouldn't watch TV before going to bed either. It emits a blue light that makes it difficult to fall asleep. You could also take a shower, [SFX: sea / running water] put your pajamas on or read 30 minutes before [SFX: turning pages / flushing toilet] to prepare your mind for sleeping. [Tone: disappointed / enthusiastic] Remember, sleep more at night, sleep less in class!

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

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Teaching Guidelines

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



Time to Read! SEE the Difference! p. 17

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

How Am I Doing?



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

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

Students recall what special effects were included in the first model of a script they saw in this unit (p.7) and why they thought the message is more effective when they use special effects (*they help you connect your emotions to what is being said*). Students work in their Product teams and read the concepts. You may want to check whether the idea of tone is clear by asking students to read this sentence using different tones: *Dogs can die when left in a hot car.* They should see how effect of the message changes with each tone. *Is it OK to read this using the happy tone? Why not? What is the ideal tone to read this sentence?* (serious, sad). Remind them what an intonation is by giving some examples: *Do you agree?* (rising intonation) *What are you talking about?* (falling intonation). Then groups read the script and decide on the best options for tone, special effect and volume to make the PSA below effective. Finally, they listen and follow along. *Where they ideas correct?*

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

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

Further Practice

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

One veggie a day, keeps the doctor away!

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

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

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

Teaching Guidelines

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



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

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

7 Listen and circle the appropriate intonation.



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

Language Awareness

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



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

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

7 Listen and circle the appropriate Intonation.

1. This is no place to sleep!
2. Has this happened to you?
3. Don't worry, you are not the only one.
4. What can you do to sleep better?
5. Remember, sleep more at night, sleep less in class!



Intonation is as important to make your message effective as tone and volume of your voice. Intonation refers to the movement of your voice – it either goes up or down (rises or falls). When you ask a question, the intonation is usually high to show that you are asking because you don't know something. In a positive affirmative statement you use a higher intonation (like in how you congratulate someone). For messages that are not so good to the receiver, the intonation used by the speaker is usually low or falling (like when you show support).

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

https://youtu.be/_lu1xyrX36mean-what-you-say/
<http://www.differencebetween.net/science/difference-between-tone-and-intonation/>

Product Step 2

In Step 1, you organized your ideas for your PSA. Now that you have the general idea, it is time to think of how to say your PSA when you record it (or present it orally). Remember that the tone, intonation and volume of the actors' voices, as well as the sound effects, will make your PSA more effective. Draft your script using the questions to help you.

The Topic of The PSA _____

1. How many people will participate?
2. What will each person say?
3. What tone and volume of voice will they use?
4. Who will say the strong phrase?
5. What special effects will you need? In which parts?

Example:

BOY: (whispering, sad) I have a secret to tell you...

WOMAN: (alarmed, speaking loudly) What is it? What happened to you?

BOY: (SFX crying) The neighbor wants me to go to his house. I don't want to, he scares me.

WOMAN: (lovingly, SFX piano music) Thank you for telling me. No one will hurt you. I am here.

NARRATOR: (serious, soft voice) Speak up, tell an adult.

12 Unit 1

Product Step 2

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

Further Practice

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

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



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

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

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

Unit 1 13

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

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

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

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

Teaching Guidelines

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

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

Further Practice

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

Teaching Guidelines

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

Further Practice

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

Adult (serious, soft voice, falling intonation):

Imagine a day without water...

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

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

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

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

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




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

Product Step 3


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

Product Step 3

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

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

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



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



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



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

p. 20

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

Product Step 4



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

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

Self-evaluation

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

	I do it easily and correctly.	I generally do it correctly with some difficulties.	I sometimes do it correctly, but with noticeable difficulties.	I have lots of difficulties.
1. I can recognize the intended audience for the PSA.				
2. I can identify types of topics relevant for a PSA.				
3. I can identify the SFX, tone and volume in a PSA script.				
4. I can express solidarity and support.				
5. I can write a strong phrase to make the PSA more effective.				

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

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

Assessment

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

Teaching Guidelines

Evaluate performance

Product Step 4



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

Self-evaluation

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

Term 1: Unit 2

Performing a Play

Environment: Literary and Ludic

Social Practice: Read theater plays.

Communicative Activities: Literary expression

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

Product: A dramatized reading

Reader: *Pluto's Cup*

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

1 Read the theater play and discuss the questions.

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

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

How Much Do I Know?

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

Unit
2


Performing a Play

Environment: Literary and Ludic

Social Practice: Read theater plays.
Communicative Activities: Literary expression
Product: A dramatized reading
Reader: *Pluto's Cup*

Achievements:

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

1 Read the theater play and discuss the questions. 

The Key
Adapted from a Traditional Tale of Nasruddin


(It's night. Naz is on his hands and knees outside his house under a street lamp.)

Naz: Where could it be? Where could it be?
Neighbour 1: What are you doing, Naz?
Naz: I'm looking for something.
Neighbour 1: I can see that. What are you looking for?
Naz: My key.
Neighbour 1: Let me help.
Naz: Thank you, that's very kind.
(The two continue searching. Another neighbor appears.)
Neighbour 2: Hello, neighbors. What are you doing?
Neighbour 1: We're looking for Naz's key. Have you seen it?

Neighbour 2: No, I haven't, but I'll help you search.
(The three continue searching. Before long, Naz's wife comes home from work.)
Naz's wife: What are you doing?
Neighbours: We're looking for Naz's key.
Naz's wife: Is this true, Naz? Have you lost your key?
Naz: Yes, dear.
Naz's wife: Where did you lose it?
Naz: In the house.
Neighbour 1: In the house?
Neighbour 2: Then why are we looking outside?
Naz: Because there is more light out here!
Naz's wife: Ugh. You're such a fool!

1. Where does the play take place? How do you know?
2. The most important character is called the main character. Who is the main character in this play?
3. Are the other characters in this story important? Why or why not?
4. The people who read, watch, or listen to a story are the audience. Who is the audience of this play? Children, adults, or someone else?
5. The expressions in *italics* are called stage directions. What do you think they are for?

How Much Do I Know?

Discuss the questions. 

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

16
Unit 2

Poster 2

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

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

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

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

Naz looked for many days, but he never found the key. Naz remembered where he left his key. Naz had the key around his neck the whole time.

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

Time to Read!

In this unit you will read a text called *Pluto's Cup*. Pablo, a Mexican boy from Oaxaca, and Emily, an Australian girl from Sydney, wake up in a dreamlike place with magical creatures called Pluto's Cup. In this text, you will analyze how stage directions contribute to the development of actions. Remember that you will see this icon that shows which pages we suggest you read along the unit.

Glossary Tip

Remember that throughout the unit, you will find some highlighted words. These are defined in the Glossary in the back of your book. In case a word is hard to remember, write an example with it related to something you lived today. That way, you will associate it to something familiar and it will be easier for you to learn it.

Unit 2 17

Teaching Guidelines

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

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

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

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

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

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

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

Answers: Answers will vary.

Glossary Tip

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

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

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



Time to Read! Pluto's Cup

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


Teaching Guidelines

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

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

Language Awareness

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

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

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

When you read texts, you will notice that they have different styles and compositions. These different styles are called genres.

Common literary genres

Comedy: A funny play with unusual characters and strange situations.
Tragedy: A dramatic play that often makes you feel sad.
Farce: Similar to comedy, but the humor is absurd.
Satire: Also humorous, but includes a message about society.
Historical: Focuses on actual events from history.


pp. 21-23


As you saw on page 16, a theater play also has main and secondary characters. Both are important, but have different purposes in the story.

Main characters

The most important person in the story. The story centers around them.

Secondary characters

These characters are not the focus of the story. However, they help the main character achieve his or her goal.

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

THE MEDIUM

by Hanish McTavish

TRANZO: Ladies and gentlemen! With the help of the spirits and my assistant Manuel, I will show you the most amazing feat of mind reading. Manuel, can you bring three volunteers to the stage, please?

MANUEL: Yes, Maestro. Raise your hand if you'd like to assist Tranzo. Yes, you sir, and you madam, and you. Thank you. *(Starts clapping; audience joins in.)*

TRANZO: Do I know any of you?

VOLUNTEERS: No./Not me./No, sir.

TRANZO: Now write something about yourselves on a piece of paper. *(Hands out paper.)* It can be a recent experience, something you're doing at the moment or just a fact about yourself. But it has to be true!

VOLUNTEER 1: I'm helping my grandma decorate her house.

TRANZO: No, no! Don't tell me, just write it down. But not that! *(Laughs from audience.)* OK, now fold up your paper and put it in the hat.

(Tranzo secretly adds another piece of paper to the hat with a mark on it. He then takes out a different piece of paper and holds it to his forehead.)

TRANZO: Now, the first experience... Please, complete quiet in the crowd... No noise at all or you'll scare away the spirits.

Ah, I'm listening... Yes, it's here: You've been taking karate classes! *(points to Volunteer 1)*

VOLUNTEER 1: *(laughs)* Ha ha, not me!

VOLUNTEER 2: Me neither, sorry.

(Tranzo checks the paper.)

TRANZO: Oh, sorry, not even close. Please, audience, be completely silent and

18 Unit 2



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

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

Further Practice

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

still while I work, or the spirit voices won't be clear.

VOLUNTEER 2: This is a joke!

TRANZO: Give me another chance. I've done this for years, and it doesn't always work the first time. *(Takes out another piece of paper and holds it to his forehead.)* Yes, this time it's much clearer, um... Wait... Yes! You're training for a job in the circus! Is that right?

VOLUNTEER 1: *(gasps)* How on earth? That's me! *(applause from audience)*

(Tranzo checks the paper quickly, takes another from the hat and holds it to his forehead.)

TRANZO: Next one. Um, you've recently been to an audition for a reality TV show.

VOLUNTEER 2: Yes! I have. That's incredible.

VOLUNTEER 3: What about me? This is rubbish.

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

MANUEL: Maestro Tranzo, ladies and gentlemen. *(applause, cheer)*

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

TRANZO: Ah, I'm listening... Yes, it's here.

TRANZO: You're training for a job in the circus! Is that right?

VOLUNTEER 1: How on earth? That's me!

TRANZO: You've recently been to an audition for a reality TV show.

VOLUNTEER 2: Yes! I have.

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

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

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

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

How Am I Doing?

Discuss with a classmate.

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

Unit 2 19

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

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

Language Awareness

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

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

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

Teaching Guidelines

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

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

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

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

How Am I Doing?



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

Teaching Guidelines

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

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

Product Step 1

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



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

Poster 2

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


6 Listen and read along with the theater play.

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

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

Product Step 1

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

 <https://www.dramanotebook.com/plays-for-kids/>

Name of play: _____
Genre: _____
Main characters: _____
Secondary characters: _____
Target audience: _____

6 Listen and read along with the theater play.

COYOTE AND RABBIT Adapted from a Traditional Native American Tale

(Son and Mother are standing beside their bean field.)

SON: Mother! Mother! Just look at our field! Rabbit has been eating the beans again. Soon there will be none left! What are we going to do?

MOTHER: Don't worry, Son. I know just how to stop him. First, take this doll and cover it with molasses. Then leave it by the side of the field and we'll hide behind this tree.

(Son covers the doll with molasses and they both hide. Before long, Rabbit appears on stage.)

RABBIT: Aha! Those foolish humans have left their beans unguarded again. It's time for my lunch!

(Rabbit goes toward the field but falls over the doll and gets one foot stuck.)

RABBIT: Let go, Doll, or I'll hit you! (waits for a reply but doesn't get one) Let go I say! (hits doll and gets his hand stuck) Let go of my hand and foot, or I'll punch and kick you! (Receives no reply, so punches and kicks the doll and becomes completely stuck.)

(Mother and Son appear from behind the tree.)

MOTHER: Now we've caught you, Rabbit!

SON: And you'll taste delicious with all those beans inside you!

MOTHER: Put Rabbit in a bag and let's collect some wood for a fire.

(Son and Mother leave Rabbit in the bag at the front of the stage and exit. Coyote appears on stage.)

RABBIT: Who's that walking by?

COYOTE: It is I, Coyote. Is that you, Rabbit? What are you doing in that bag?

RABBIT: The old woman put me in this bag because she wants me to marry her daughter.

COYOTE: Really?

RABBIT: Yes, but I'm small and ugly, and her daughter is tall and beautiful.

COYOTE: Yes, she's much too good for you.

RABBIT: Why don't you marry her instead? You are strong and handsome, and you'd make a much better husband than I.

COYOTE: Of course I will.

RABBIT: Help me out of the bag and take my place. (Coyote unties the bag and lets Rabbit out. Coyote then gets in the bag and Rabbits ties it up.)

COYOTE: Now go away quickly before the old woman comes back. (to self) Stupid Rabbit!

(Rabbit exits. Son and mother enter stage with wood in their arms and start to make a fire.)

SON: Ah, what a delicious dinner we're going to have!

COYOTE: (Wiggles a little in bag; aside to audience.) Dinner?




MOTHER: Yes, I'm so hungry. OK, the fire's ready. Son, open the bag and we'll cook Rabbit!

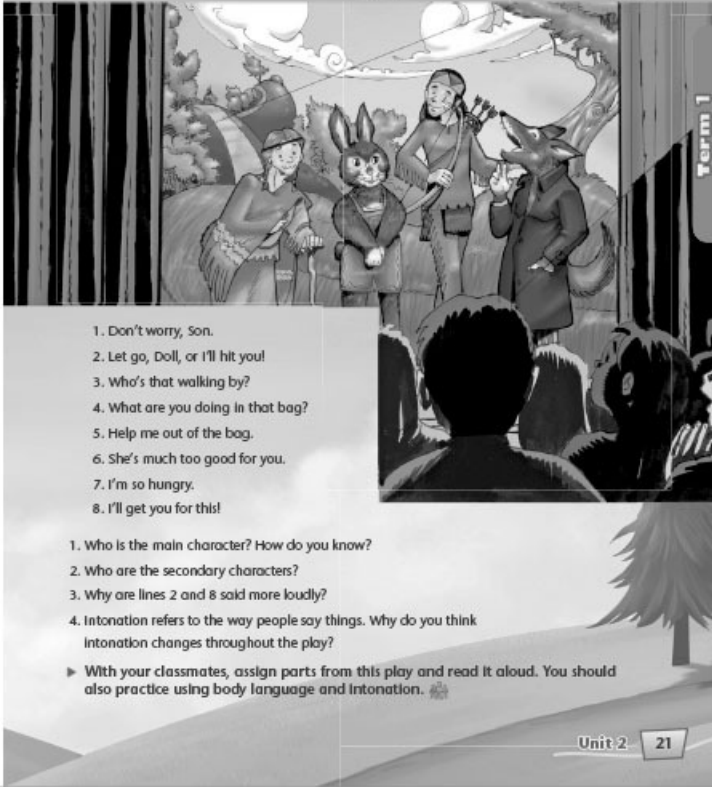
COYOTE: (aside to audience) Fire?

(Son opens bag, Coyote jumps out and runs away.)

SON: (Gets a shock.) Mercy me!

COYOTE: (Runs offstage shouting.) Rabbit! Rabbit! You tricked me. I'll get you for this!


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



Term 1

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

1. Who is the main character? How do you know?
2. Who are the secondary characters?
3. Why are lines 2 and 8 said more loudly?
4. Intonation refers to the way people say things. Why do you think Intonation changes throughout the play?

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


Unit 2 21

Teaching Guidelines

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

Poster 2

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

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

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

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


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

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



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

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

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

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

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

Teaching Guidelines

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

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

Language Awareness

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

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

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

► Choose another play from this unit and perform it using appropriate body language. 🧑🏫

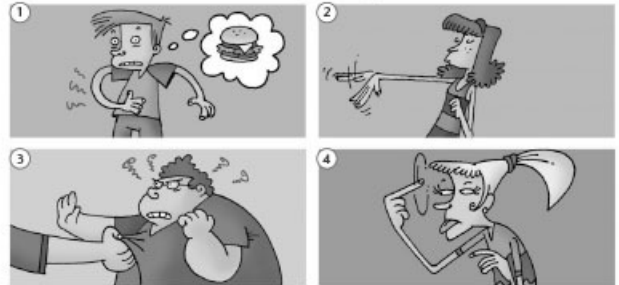
Have students get into groups and choose another play from the unit. Give them enough time so they can rehearse and perform the play using the appropriate body language. Walk around and help them get the most out of body language in the plays they perform.

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

Time to Read!
pp. 24-27



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



► Choose another play from this unit and perform it using appropriate body language. 🧑🏫

22 Unit 2

Further Practice 🧑🏫

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

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

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

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

THE MOUSE AND THE LION

Adapted from Aesop's fables, Act 2, Scene 2

Kid Mouse: (Shouts to someone offstage.) Mom, I'm so hungry. Let's go find some food in the jungle.

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

Kid Mouse: OK, Mom! (Sets off foraging.) Ah, there are some sunflower seeds. I'll eat a few and then take some home. (Starts eating.)

Lion: Roar! (Appears on stage.)

Kid Mouse: Argh! Who's that?

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

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

Lion: Sunflower seeds? I'm the king of the jungle!

Kid Mouse: (snerls) I don't eat sunflower seeds! I eat...

Lion: Anything that moves, including mice!

Kid Mouse: But I am so small. You won't even know I'm in your stomach!

Lion: Better than nothing!

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

Lion: (Laughs, pauses, then laughs again.) Ha, ha, ha. You, Mouse? Help me, Lion? (Laughs again.) That's the best laugh I've had in ages. Just for that I'll let you go...

Kid Mouse: Oh, thank you, Lion. Sunflower seeds!

Lion: Roar! (Kid Mouse runs offstage. Some time passes by.)

Lion: (Lion walking through jungle.) (snapping) I'm the king of the jungle, nobody messes with me. When animals

hear me, they run away or hide up a tree. (Gets caught in a hunter's net.) Oh no! I'm stuck. Help!

Kid Mouse: What's that strange roar? Is that Lion?

Lion: Help!

Kid Mouse: It sounds like he's saying help. But he's Lion! Does he really need help?

Lion: Heeelp!

Kid Mouse: Oh my! Coming! (naches Lion) Oh, Lion, what happened?

Lion: I got caught in this net. I'm doomed! The hunters will return any minute and turn me into a rug!

Kid Mouse: Perhaps I can help.

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

Kid Mouse: I may be small and weak, but my teeth are big and strong. See? (Flasher him a smile.)

Lion: So you have a lovely smile. And?

Kid Mouse: And I can chew through the net.

Lion: Watch! (Chews away busily, Lion falls heavily to the ground.)

Lion: Ouch! Let's go! What a good decision that was to save your life! (Mouse and Lion run away.)



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

Unit 2 23

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

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

Further Practice

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

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

Teaching Guidelines

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

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

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

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

Teaching Guidelines

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

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

Product Step 2

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

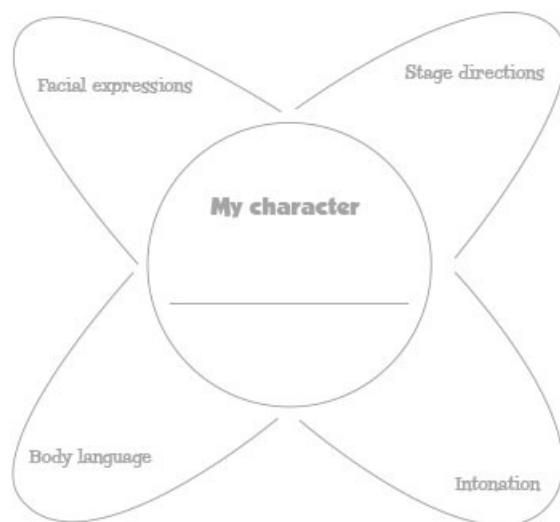


If possible, encourage students to visit the website to help them prepare to perform their plays.

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

Product Step 2

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



To help you prepare to perform your play, you can also visit the link below.

 <https://www.thoughtco.com/writing-a-play-1857140>

Product Step 3

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

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

Self-evaluation

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

- 4 - I can do it very well.
- 3 - I can do it with some difficulties.
- 2 - I can do it with many difficulties.
- 1 - I am unable to do it.



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

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Self-evaluation

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



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

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

Assessment

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

Teaching Guidelines

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

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

Product Step 3



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

Term 1: Unit 3

Knowing about Emergencies

Environment: Academic and Educational

Social Practice: Produce instructions to prepare for a natural disaster.

Communicative Activities: Interpretation and follow-up of instructions

Achievements: Select and review instruction sheets. Read and understand instruction sheets. Write instructions. Edit instruction sheets.

Product: Poster with instructions

Reader: *Forces of Nature*

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

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

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

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

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

How Much Do I Know?



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

Unit 3

Knowing about Emergencies

Environment: Academic and Educational

Social Practice: Produce instructions to prepare for a natural disaster.
Communicative Activities: Interpretation and follow-up of instructions
Product: Poster with instructions
Reader: *Forces of Nature*

Achievements:

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

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

How to Survive a Flood!

Before the flood

- Turn off all appliances and close the main gas valve.
- Move valuable things to upper floors or higher elevations.
- Fill buckets and jugs with clean water in case regular supplies are contaminated.

Don't forget to call 911 if you are in an emergency. The number works throughout Mexico.

How Much Do I Know?

Discuss with a classmate.

1. What type of natural disasters are common where you live?
2. Do you know what to do in case of a natural disaster?
3. Do you know what not to do?
4. Have you ever read or written instructions for a natural disaster?

Time to Read!

In this unit, you will read a text called *Forces of Nature*, which includes information about earthquakes, tsunamis, volcanos and hurricanes. In this text you will find posters containing instructions on how to deal with natural disasters. Remember that you will see this icon that shows which pages we suggest you read along the unit.

Glossary Tip

Play with words! Vocabulary becomes easier to learn when it is constantly activated. Choose a word and try to spell it mentally. Then think of as many examples as possible to use it. The more you use it, the better! Remember that the highlighted words you find along this unit are defined at the back of the book in the Glossary.

26 Unit 3



Time to Read! Forces of Nature

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

Glossary Tip

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

During the flood

- Keep a battery-powered radio tuned to a local station to follow all emergency instructions.
- Do not leave your house. Move to an upper floor or the roof and wait for help if there is water inside.
- Do not walk through floodwaters.
- Take nonperishable foods, blankets, a first-aid kit, flashlights and clothing with you during evacuations.
- Always abandon your car ASAP if it stops in the flooded area.

After the flood

- Don't hold metallic objects with your hands.
- Disinfect drinking water and deodorize kitchen appliances.
- Remove drawers and other moving parts as soon as possible.

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

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

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

<input type="checkbox"/> Title	<input type="checkbox"/> Sentences that start with an action	<input type="checkbox"/> Subtitles
<input type="checkbox"/> Graphics	<input type="checkbox"/> Sentences that start with a person	

Unit 3 27

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

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

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

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

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



Time to Read! Forces of Nature p. 33

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

Teaching Guidelines

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

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

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

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

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

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

Teaching Guidelines

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

3 Look at the posters. Discuss the questions below.

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

1. What similarities are there among them?

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

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

Language Awareness

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

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



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

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

3 Look at the posters. Discuss the questions below.

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



Volcano Emergency

Safety tips

- Keep goggles and a mask.
- Know your evacuation route.

If the Volcano Erupts

- Turn on the radio or TV for important advisories.
- Pay attention to the emergency instructions.
- Avoid river areas.
- Wear long-sleeved shirts and long pants.
- Avoid diving.



Instructions During a Drought

- Do not waste water.
- Turn the water off while you **brush** every time you take a shower.
- Avoid letting the water run while brushing your teeth.
- Do not wash your car by handheld **hose**.
- Clean vegetables in a **pan** filled with water and not with running water.
- Place a bucket in the shower to catch excess water and use it to water plants.



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

- Start the instruction with the action. Instructions always begin with the action in its simple form. *Go to the nearest shelter in case of a tornado.*
- Give short and concise information. *Stay away from sources of fire in case of an earthquake.*
- To prohibit an action, include the structure *do not* before the action. *Do not touch any metallic structure during a flood.*

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

- What does the information in posters have in common?
- What do instructions have in common?
- How are instructions organized in each poster?

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Unit 3



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

Before having them read the text, elicit students' previous knowledge of natural disasters. Write the words *air*, *water*, *fire* and *wind*. Then ask them if they know any natural disasters related to these elements of nature.

Read pages 34 to 37 as a group. Ask them how these natural disasters are related to the words you wrote at the beginning.

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

Earthquake Reaction

Earthquakes may be scary sometimes. It is important to know what to do in case you experience one. We share with you some important tips to be safe and sound during an earthquake.

①

If you're indoors, get under a piece of furniture such as a desk or table.

②

③

④

Now you know what to be safe in case of this natural disaster!

If you're outside If you're driving If you're in a crowded place

► Add graphics to the poster to illustrate the instructions.

How Am I Doing?

Discuss in your Product team.

1. Can you name a number of emergencies?
2. Do you know which emergency situations normally happen in your area?
3. Can you follow instructions for an emergency?
4. Can you follow graphic instructions?
5. What are the essential elements of a poster with instructions?

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

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

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

How Am I Doing?



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

Teaching Guidelines

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

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

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

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

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

Further Practice

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

Have them read their lists for the class and let the other teams guess what natural disaster the list of tips is for.

Teaching Guidelines

Make connections between the text and students' background.

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


Product Step 1

At this point, students can go through the first step of their Product preparation. Have them work in small groups and think about recent natural disasters they have experienced or read about in their community.

This general view will allow them later to select the most relevant option for their context and produce instructions to be prepared for that natural disaster.

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

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

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

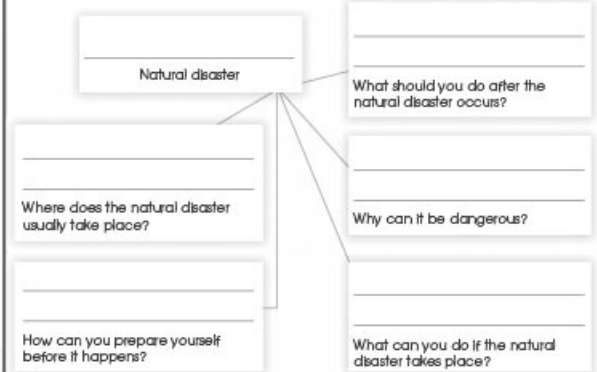
The guide offered by the World Health Organization is a reliable source with instructions to be safe in case of different disasters. This resource is intended to help students achieve the expected social practice. It is also a good opportunity to discuss the work they have done so far and the information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

Product Step 1

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



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



 If it is possible, visit http://www.searo.who.int/entity/emergencies/EHA_pocketguide.pdf and use the Pocket Guide to Staying Safe in Natural Disasters to support your answers.

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Unit 3



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

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

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

What to Do in Case Someone is Drowning

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

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

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

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

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

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

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

Sequence Words
We use specific words and phrases to show the exact order in which we should follow instructions:
• first • then • after that • next • finally.
Sequence words make the steps clearer and easier. We use *first* to indicate the first step of a list. The word *then* and the phrase *after that* can be used interchangeably. Sometimes there are several steps to follow. Use them alternatively to give variation to your style. Do not forget to use a comma (,) after most of the sequence words. The only word that is not followed by a comma is *then*.

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

Language Awareness

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

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

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

Teaching Guidelines

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

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

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

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

Further Practice

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

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


Teaching Guidelines

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

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


Poster 3

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

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

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

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

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

Term 1



use call alert take crawl set off get use

Product Step 2

With the information you collected in Step 1, write your first draft of instructions for your poster. Think about what you will use to illustrate it.

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Product Step 2

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

Read the information about punctuation and spelling. Correct punctuation, capitalization, and spelling are extremely important in order to give instructions.

- Start a sentence with a capital letter. Use a capital letter for names of people and places. *Get away from windows. If you live in a big city such as Monterey, walk away from buildings.*
- Finish a sentence with a period (.). Finish a question with a question mark (?). Use an apostrophe (') for contractions. *Don't panic if you hear the alarm.*
- Use a comma (,) to separate ideas, introductory phrases and items in a list. *If you need help during an emergency, call 911 as soon as possible.*

It is also important to memorize how to write common words with difficult spelling. Remember to use your dictionary when checking the spelling in your writing. Don't take anything for granted. Even if words look similar, always verify the spelling is correct.

Form 1

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

- Are instructions organized in a logical sequence?
- Are instructions clear?
- Are instructions written to express an order/strong suggestion?
- Do they match the graphics?
- Is punctuation used properly?
- Are proper nouns and other words in capital letters?

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

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

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

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

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

 Time to Read! Forces of Nature p. 42

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

Teaching Guidelines

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

Language Awareness

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

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

Point out the importance of keeping a consistent punctuation style when producing instructions.

You may want to take some time to check and edit previous instructions they had written throughout the unit. Elicit examples where students were able to identify and edit themselves their own previous work.

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

Teaching Guidelines

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

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

Product Step 3

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

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

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

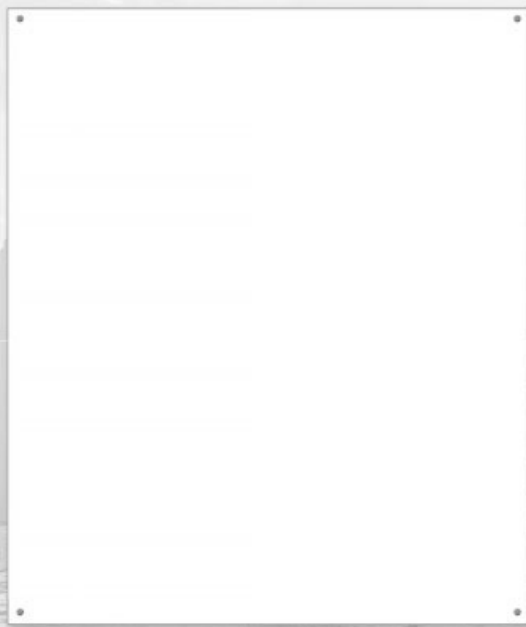
► Write the final version of your poster taking into account the feedback you received.

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

Product Step 3

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

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



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

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

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

Product Step 4

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

Self-evaluation

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

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

Unit 3 35

Term 1

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

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

Assessment

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

Product Step 4

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

Self-evaluation

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

Term 1: Unit 4

Reading the News

Environment: Family and Community

Social Practice: Compare news in different journalistic publications.

Communicative Activities: Exchanges associated with the media

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

Product: A comparative chart

Reader: *The World of News*

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

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

Draw students' attention to the two pieces of news and ask them to pay special attention to the design. Then discuss where news articles are published (*newspapers, magazines, Internet*). If time permits, you could ask them how news articles or stories are different from books. Point out that news articles are written with a specific audience in mind. Some are age-appropriate due to the subject matter. We aren't all interested in the same things. You could invite several volunteers to name a subject they would be interested in reading about and one they would not. Make a list of different audiences on the board, for example, *senior citizens, children, teenagers, adults, boys, gender, nationality*, etc. Then divide the group into teams and have them read the two articles together. Before beginning, encourage students to look up the highlighted words in the Glossary on page 96. Next, have them discuss the questions at the bottom of the page. Once they have finished, invite them to share their answers with the

Unit 4

Reading the News

Environment: Family and Community

Social Practice: Compare news in different journalistic publications.
Communicative Activities: Exchanges associated with the media
Product: A comparative chart
Reader: *The World of News*

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

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

Are You Addicted To Your Phone?

According to Common Sense Media, the results of research revealed some really scary statistics:

- 50% of teens feel they are addicted to their devices.
- 79% check their phones at least hourly.
- 72% feel they need to respond immediately to messages.
- 36% of parents feel they argue with their teens every day about device use.

In other words, many of us could be suffering from nomophobia!

"NO MObile PHOne phoBIA" is the fear of not being able to use your cell phone or other smart device.

So how do you know if you're addicted? There's an online quiz* to find out. Why not check it out on your phone!

*To take the quiz, go to: http://csmedia.com.net/portals/wp-content/uploads/2013/04/NMPO_English.pdf

Phone Addiction In Teenagers

A report published in *Society Today* revealed some alarming statistics about teenage phone addiction. Researchers at Common Sense Media report that:

- Half of today's teenagers admit to being addicted to their phones.
- More than three-quarters of today's teenagers check their phone every hour or more.
- Most teenagers feel pressured to respond to messages as soon as they get them.
- More than a third of parents say they argue with their teenage children about device use on a daily basis.

The report confirms widespread fears that the 21st century phenomenon called nomophobia is rising at a worrying rate, especially in today's teenagers.

1. News can be found online, in newspapers, and more. Where can you find each article?
2. Who is the audience of each article?
3. What are the articles about?

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Unit 4

group. Ask them to explain what things helped them decide where each article is from such as presentation/design, style of writing, contents.

Have two volunteers each read one of the articles out loud. This is a good opportunity for them to practice their reading and pronunciation skills. You could have a class discussion about the content of the articles to find out whether or not students agree and if they think they are suffering from *nomophobia*.

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


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

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

► Read both articles again and discuss the questions. 

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


How Much Do I Know?


Discuss the questions. 

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

NEWS

Time to Read!


In this unit, you will read a text called *The World of News*, which includes information about how media has evolved over the years. Remember that you will see this icon  which shows which pages we suggest you read along the unit.

Glossary Tip 

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

Term 1

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

► **Read both articles again and discuss the questions.** 

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



Time to Read! The World of News


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

Teaching Guidelines

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

How Much Do I Know?

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

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

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

Glossary Tip

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

Further Practice Poster 4  

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

Teaching Guidelines

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

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

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

Answers: The white rhinoceros are war victims in Africa.

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

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

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

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

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

1 Conservation News

Animals Are Victims Of War Casualties In Africa

In 1996, the number of remaining white rhinos, an endangered species in DR Congo, was 31, according to the records at Garamba National Park. In 1997, one year after the first Congo war, the numbers of rhinos and other wildlife had dropped drastically. Figures indicated that Congo had lost 50 percent of its elephant population. The statistics also showed that the populations of buffalo and hippos had decreased significantly. Only two-thirds of the buffalo population and three-fourths of the hippo population remained.

Today, after several armed confrontations, there are only three white rhinos, which have been sent to a Kenyan reserve. It is well known that a significant number of animals are becoming extinct due to poaching. But now rhinos and other species are becoming war casualties around the world.

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

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

2

Animals Die As Result Of War

The white rhinoceros, an endangered species in Africa, is said to be just one of several victims of war. In 1996, there were 31 rhinos in the Democratic Republic of Congo and, after a year, in 1997, the number decrease dramatically. Today, there are only three white rhinos living at a Kenyan reserve.

Half of the population of elephants has also been lost as a consequence of armed battles. Records indicate that only two-thirds of the buffalo population and the e-fourths of the hippopotamus population have survived.

Animals are dying for many reasons: illegal hunting, war and pollution, among others.

Time to Read!
pp. 43-45

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

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

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

1. Who or what does the news involve?	2. What happened?	3. Where did it happen?
Article: _____	Article: _____	Article: _____
4. When did it happen?	5. Why did it happen?	6. How did it happen?
Article: _____	Article: _____	Article: _____

Form 1


► Discuss the questions. 

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

Product Step 1 

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

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► Discuss the questions. 

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

Product Step 1 


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

Further Practice 

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

Teaching Guidelines

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

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

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

Teaching Guidelines

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

How Am I Doing?



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

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



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

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

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

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

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

How Am I Doing?

Discuss the questions.

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

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

GUILLERMO DEL TORO TO DIRECT A NEW FILM NEXT YEAR

DJOKOVIC WILL RECOVER COMPLETELY FROM ELBOW INJURY

A YOUNG SCIENTIST PROVIDES SHELTER FOR HOMELESS STUDENTS

FOODS SUCH AS SLICED BREAD AND SUGARY CEREAL CAN CAUSE CANCER

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

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

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

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

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

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Unit 4



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

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

In order to effectively make comparisons, it's important to not only talk about how two things are different, but also how they are similar. Here are some phrases that can help you.

Talking about similarities	Talking about differences
As ... as This article is <i>as informative as</i> that one!	Not as ... as The information here is <i>not as serious as</i> the one in the newspaper.
Both In my opinion, <i>both</i> articles are about the same topic.	Comparative + than The report is <i>more boring than</i> that one.
Just like This article was fun to read, <i>just like</i> the other one.	Less + comparative + than The information is <i>less interesting than</i> the one online.


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

World News News 100

Louis Tse is now a thermal engineer at NASA Laboratories. But when he was a student, he had nowhere to live. When we asked Tse why he lived in his car, he answered that he had had two options: go to the nearest homeless shelter—a two-hour drive from college—or live in his car. He chose the car, but to give some stability to his life he made the car as comfortable and homey as possible.


World News Special 1000

Tse summarized his reasons for setting up the shelter by saying: "We're all in school because we value education and we know that getting a diploma is necessary if you're to open doors for yourself in life. That's the mission that drives us. There are students who are facing a variety of life circumstances, and we want to help them get to that point."



Louis Tse was so poor when he was a student that he had to live in his car. Tse's kitchen was a bag where he kept bottled water and canned foods. His living room was the backseat window, where he hung photos of his family. At night, Tse parked close to an open WiFi network so he could do his homework. In October 2016, Tse opened a shelter for students who are homeless due to the high cost of education. Students for Students provides them with a safe place to eat, sleep, socialize, and

study during the academic year. The shelter has nine beds and welcomes college students from the Los Angeles area. Students for Students interviews applicants and offers a place to stay for up to six months. Breakfast and dinner are served family-style every day. 60 student volunteers keep the shelter running day and night. "There are many students who are facing difficult life circumstances just like I did, and we want to help them," Tse says.



1. Use the phrases you have learned to compare and contrast these articles.
2. Say which news article you find more interesting and why.
3. Discuss who you think the target audience is.



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Teaching Guidelines

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

Language Awareness

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

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

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

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

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

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

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

Further Practice

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

Teaching Guidelines

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

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

Product Step 2

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

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

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

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

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

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

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

Product Step 2

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

<https://www.dogonews.com/category/world>

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

an interesting headline long text the author's name basic facts

references to other sources of information nice design lots of pictures

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

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

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

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



Product Step 3

Now that you have chosen some news articles in Step 2, prepare a comparative chart. You can use the one on this page as a model, or the one on page 37. You can also check the following link for more ideas.

<https://venngage.com/blog/6-comparison-infographic-templates/>

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

Product Step 3

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

Time to Read! The World of News p. 54

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

Product Step 4 

- You are now ready to present your comparative chart to your class. Follow the steps below.
1. Check your comparative chart to review the information.
 2. With your classmate, decide on how you will present your chart.
 3. Use the information on your chart to tell your classmates about the news articles you chose.
 4. Don't forget to talk about the differences and similarities that you found.
 5. Ask your classmates if they have any questions.

Self-evaluation

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

- 4 = I can do it very well.
- 3 = I can do it with some difficulties.
- 2 = I can do it with many difficulties.
- 1 = I am unable to do it.

1. Can I identify the main idea of a news article?
 1 2 3 4
2. Can I speculate about news content by looking at its headings and pictures?
 1 2 3 4
3. Can I answer basic questions about a news article?
 1 2 3 4
4. Can I make a comparative chart?
 1 2 3 4
5. Can I use expressions to talk about how two things are similar?
 1 2 3 4
6. Can I use expressions to talk about how two things are different?
 1 2 3 4
7. Can I compare and contrast two different news articles?
 1 2 3 4

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

Term 1

Product Step 4 

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

Self-evaluation

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

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

Assessment

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

Term Assessment

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

Teaching Guidelines

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

Tone and Volume

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

Term 2: Unit 5

Improvising a Monologue

Environment: Literary and Ludic

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



Communicative Activities: Recreational expression

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

Product: Game: Improvised Monologues

Reader: *Standing Alone*

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

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

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

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



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


Unit 5

Improvising a Monologue

Environment: Literary and Ludic

Social Practice: Improvise a brief monologue on a subject of interest.
Communicative Activities: Recreational expression
Product: Game: Improvised Monologues
Reader: *Standing Alone*

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

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

A long speech given by a person in a story, movie, play, etc. is known as a **monologue**. There are several types of them. **Comedic monologues** are very popular because they keep the audience laughing. They criticize everyday situations such as work, school, friends and family in a funny way. On the other hand, **dramatic monologues** are a type of poetry. They are ideas from a character in a play or a participant in a poetry stand without any interruptions. The topics are serious and make the audience reflect deeply upon them. Finally, there are **interior monologues**. They are normally found in novels and represent the characters' thoughts as if they were talking to themselves. It's like being inside the head of the character! We can follow their experiences as if we were looking through their eyes.

Term 2



I must be getting so somewhere near the center of the earth. "Wait for me, Mr. White Rabbit. I'm coming, too!" How curious! I never realized that rabbit holes were so dark... and so long... and, Oh! This is very peculiar... floating book shelves... clocks... cupboards... pictures... I must be dreaming. I believe I have been falling for five minutes, and I still cannot see the bottom!



The brightness of her cheek would shame those stars. It is my lady. Oh, it is my love! Oh, I wish she knew how much I love her. She's talking, but she's not saying anything. So what? Her eyes are saying something. I will answer them. I am too bold. She's not talking to me. Two of the brightest stars in the whole sky had to go away on business, and they're asking her eyes to twinkle in their places until they return.



"Good evening, ladies and gentlemen! I just flew into town from Palmdale... and boy, are my arms tired! Ha! They have terrible restaurants in Palmdale. The other day, there was a fly in my soup. I said, 'Walter, what is this fly doing in my soup?' And he said, 'The backstroke.' Ha, ha, ha!"

 If you want to learn more about monologues for teenagers, visit this link to see some examples <https://www.stagemilk.com/monologues-for-teenagers/>

44 Unit 5

Poster 5

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

► Discuss the questions below.

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

2 Listen to a student improvising a monologue. Discuss the questions below. 🎧 09

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

How Much Do I Know?

Read and reflect on the questions below. 🧠

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

Glossary Tip

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

Time to Read!

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

Unit 5 45

How Much Do I Know?



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



Time to Read! Standing Alone

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

Glossary Tip

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

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

Further Practice

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

Teaching Guidelines

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

► Discuss the questions below.

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

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

2 Listen to a student improvising a monologue.

Discuss the questions below. 🗣️ 🎧 09

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

Teaching Guidelines

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

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



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

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

Language Awareness

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

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



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

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

3 Read and listen to a fragment of Hazel's monologue. Discuss the questions below and give examples to justify your answers. 10

"My best friend"
I am Hazel and something horrible happened to me at school this morning. It was so awful! Don't bother asking me about that. Really, if I have to think about it, I'll just get so upset... I won't talk about it or I may just break down and cry. Well, I'll just give you a hint; it's about that traitor, liar, bad friend Leslie; she drives me nuts! On the one hand, she acts like she's my best friend. We sit together at lunch every day and we are always supporting each other in the most difficult situations; oh, but I was obviously wrong to put my trust in her. She knows it's my thing to be the class clown. I'm the funny one! Doesn't she know that? Of course she does!



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



Body language and facial expressions

Do's	Don'ts
1. Make eye contact. Look at your audience in the eye; they will feel more engaged with you.	1. Look down or into space. If you do this, it shows that you are unprepared or not interested in the audience.
2. Open your arms. This posture shows that you feel confident about your message.	2. Fold your arms. This shows that you are not enthusiastic about the monologue or that you are uncomfortable.
3. Smile. This shows you are a credible, confident and trustworthy person.	3. Play with an object. This shows you as impatient, nervous, and restless and could distract your audience.
4. Use facial expressions. They can make your audience understand the meaning of your message. Let your emotions come out while expressing your ideas.	4. Move your legs. This shows that you are not prepared or just bored with the whole situation.

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Poster 5

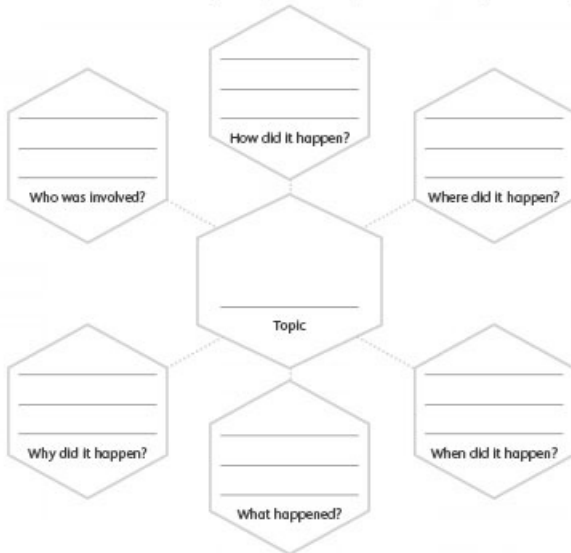
As you have already explained what the Reader text is about for this unit, show Poster 5 so students can see some tips for public speaking. You can also show it before you start speaking about the Reader text and elicit other tips for public speaking from students. At this point, accept any answer from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

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

Product Step 1

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

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



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

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Term 2

Product Step 1

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

Further Practice

If you notice that students can complete the mind map confidently, you can ask them to use the notes to rehearse the monologue at the end of the lesson. This will build their confidence when they play the game at the end of this unit.

Alternatively, you can ask them produce a similar mind map in their notebooks to write notes for another monologue. If you choose to do this, you will need to remind students of the notes they prepared separately when they reach the next steps of the Product.

Teaching Guidelines

Plan a monologue.

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



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

Teaching Guidelines

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

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

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

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

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

Language Awareness

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

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

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

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

I mean, listen to this joke: Why did the skeleton not go to the party? Cause he had nobody to go with!! See? Funny, right?
I know!
Well... Leslie stole my joke and told it to a group of third graders; she tried to be so funny! Everyone in second grade knows that joke is mine!

I'm never ever for as long as I live, even if I live to be 100, ever going to talk to Leslie again!
Oh! It's Leslie. Hello...
What?! You got backstage tickets to Ed Sheeran? Get out! Of course I would love to go with you! Oh my gosh, I'm so excited! Leslie is the best friend one could ever have!
Ed Sheeran!

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

Well, I'll just give you a hint;
She acts like she's my best friend.
oh, but I was obviously wrong to put my trust in her.
I mean, listen to this joke...
Well... Leslie stole my joke and told it to a group of third graders.

Paraphrasing and use of fillers

Paraphrase

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

Use fillers

It is natural to hesitate while you are speaking. You can sound more natural using fixed expressions to fill these moments of empty silence: *that, uh, erm, um, well, so, like, I mean... You know... It's, um, really more normal than you think.*

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

 If you want to know how to improve your storytelling techniques, visit this link
<https://www.thoughtco.com/storytelling-improv-games-2713209>



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Unit 5



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



Time to Read! Standing Alone pp. 58-59

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

5 Read another monologue and identify the following. 🧑🏫 📖

- Type of monologue
- The structure: beginning, middle and end
- The speaker's feelings
- Language strategies such as fillers or pauses

Well, I really miss Toby. I can't believe Mom made us give him away to my cousins. I knew she didn't really like him. But now we've moved so far away and I don't know if I'll ever see him again.

I mean, he was definitely smart, and I wouldn't have changed him for any other dog in the world. Toby was supposed to be the whole family's dog, but he was really mine, you know? Who did he wait for after school? Me! And when anyone threw his ball, I was the one he always brought it back to. And at night, it was always my bed he slept in. So before we moved here, Mom found out we weren't allowed to have any pets. It's, um... really sad.

Sometimes I dream about Toby. He has his ball in his mouth, and he's... like... looking for me. And I'm saying, "Here, Toby. I'm right here." But he doesn't hear me, and he can't see me, and I'm saying, "I'm right here. Toby. I'm right here." And then, I don't know, I guess I wake up... I don't know if Toby dreams about me.



Term 2

- Discuss with a partner how the speaker would sound (sad, happy, excited, angry, etc.). Then read the monologue aloud. 🧑🏫

How Am I Doing?

Discuss in your Product team. 🧑🏫

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

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themselves thinking about how each part may sound. Then have them work in pairs to read the monologue aloud conveying those different feelings in their speech.

How Am I Doing? 🧑🏫

Have students get in their Product teams and work on the questions. You can establish a game-type dynamic: give them 2 minutes to answer each question in their groups and then have each group share their answers with the rest of the class. Help them as needed, especially with the last two questions, and allow for students or groups to give respectful feedback to each other.

Further Practice 🧑🏫

To finish up, you can ask students, now that they have read the monologue in Activity 5 aloud, to remember the most important details the boy mentions and say the monologue without reading it aloud, only using the information they can recall. By doing this, students will get some useful practice before they participate in a game of improvised monologues.

Teaching Guidelines

Revise monologues. Recognize genre. Analyze characteristics. Identify strategies to monitor speech (e.g. paraphrase, fillers and pauses). Identify emotions or feelings. Practice saying a monologue aloud.

5 Read another monologue and identify the following. 🧑🏫 📖

Explain that they are going to read another monologue. Have them look at the picture and guess what it could be about. Ask them to individually read the four bullets so they know what to pay attention to as they read. Have them read the monologue and identify type of monologue, structure, speaker's feelings and language strategies. Remind them to use the Glossary at the end for the highlighted words. Have them discuss in groups or, depending on the level of the class, in plenary.

- Discuss with a partner how the speaker would sound (sad, happy, excited, angry, etc.). Then read the monologue aloud. 🧑🏫

Tell students they are now going to focus on the speaker's feelings and how they are conveyed in a monologue. Have them reread the monologue to

Teaching Guidelines

Present a monologue. Encourage feedback.

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

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

Poster 5

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


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

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



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

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

- 6 Choose one of the monologues from this unit and perform it in small groups. There are some suggestions. 
 - Read the monologue you chose.
 - Don't try to memorize it; just remember important details.
 - Consider body language (facial expressions and posture).
 - Consider the tone and volume of voice to express appropriate emotions.
- Use the following rubric to reflect on your performance and your partners'.

How did you feel about...	Comments
1. the structure of the monologue? Was there a beginning, middle and end?	
2. use of body language? Did you use appropriate gestures to show emotions?	
3. voice projection? Were you clear and was the volume appropriate according to the topic?	
4. use of fillers as part of improvisation? Did you use fillers or pauses to organize your ideas as you spoke?	
5. confidence? How did you feel improvising a monologue?	



Product Step 2

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



Self-evaluation

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

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

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

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

Assessment

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

Teaching Guidelines

Present a monologue. Encourage feedback.

Product Step 2

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

Self-evaluation

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

Term 2: Unit 6

Looking Inside Machines

Environment: Academic and Educational

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

Communicative Activities: Search and selection of information

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

Product: An infographic about a machine

Reader: *Stephanie's New Camera*

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

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

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



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

Unit

6

Looking Inside Machines

Environment: Academic and Educational

Social Practice: Paraphrase information to explain the operation of a machine.
Communicative Activities: Search and selection of information
Product: An infographic about a machine
Reader: *Stephanie's New Camera*

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

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

Controlling Machines

Most remote controls use infrared light to send signals to an electronic device, such as a television, DVD player or stereo. A remote control is a type of transmitter. It sends out pulses of infrared light in binary code. Each binary code represents a different command, such as Power On/Off, Volume Up, Play, Change Channel, and so on. The electronic device has a receiver that transforms the pulses into electrical signals. The electrical signals travel to a microprocessor, which carries out the command. Because remote controls use a type of light, it is necessary to point them directly at the receiver in order for them to work. As with any type of light, however, the infrared signal can also be reflected by mirrors or similar surfaces.

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

1. Does the text provide technical or general information?
2. What is the purpose of the image in the text? Does it add any additional information?
3. Who might be interested in reading this type of text?

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Unit 6

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

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

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

2 Look at the Infographic below and do the tasks.

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

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

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

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

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

1. Compare the infographic with the Informative text in Activity 1. Which is easier to understand? Does the infographic contain similar information to the text in Activity 1? Is it written in the same way?

2. Discuss the purpose of the images in both texts.

Time to Read!
In this unit, you will read a text called *Stephanie's New Camera*. Jenny and Stephanie love photography. Stephanie just got a new camera and Jenny will explain to her how it works. In this text, you will find information on how to explain the operation of a machine. Remember that you will see this icon that shows which pages we suggest you read along the unit.

How Much Do I Know?
Discuss the questions.

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

Glossary Tip

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

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2 Look at the infographic below and do the tasks.

Focus students' attention on the page. Tell them it is an infographic and write *infographic* on the board. Elicit from students what they would say the elements of an infographic are. *Do you use few or many images in an infographic? Do you find long paragraphs or brief information?* Discuss as a class, in which situations an infographic would be useful (*to get a quick idea of a topic, to summarize and present information clearly and memorable when they study or give a presentation, etc.*).

Glossary Tip

You can tell students that a good way to learn new vocabulary is to keep a list of words plus the date they encountered them. They can practice these words each day and use them constantly. Remind them to consult the Glossary on page 97.

How Much Do I Know?



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



Time to Read! Stephanie's New Camera

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

Further Practice



In order to prepare them for the Social Practice in this unit, you can have students get in pairs and make a list of machines they may be familiar with and use every day. If necessary, encourage them to look for information in books, magazines, or online. Then, have them try and give a brief explanation (paraphrase) about how they think these machines work. At the end, you can ask some students to present their ideas to the class.

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

1. Share their views on the topic with the class: *How do they feel about the topic and the Social Practice?*
2. Go through the Glossary Tip box with students. Make sure it is clear how to apply this tip to enriching their repertoire of words.
3. Help them form teams in which they would like to prepare their Product and make a list of things necessary for each Product Step to be developed.

You can decide on what your class can do as you know them best; you can also divide the class into three groups and have each group do one task.

Teaching Guidelines

Establish a relation between texts and images.

Poster 6

To begin the class and show students a different example of an infographic, display Poster 6. Ask them how many elements of an infographic they can detect immediately: a title, images, short texts. You can have them analyze the poster more deeply: Can you identify the purpose of the infographic easily? What helps you? Finally, students can work in pairs or small groups, get close to the poster and observe the structure of the descriptions (headings in bold, verbs in simple present, symbolic images, etc.) You can leave the poster on the wall to serve as reference while they are reading Stephanie's New Camera.

3 Read the information about infographics. Then discuss the advantages and disadvantages of using them.

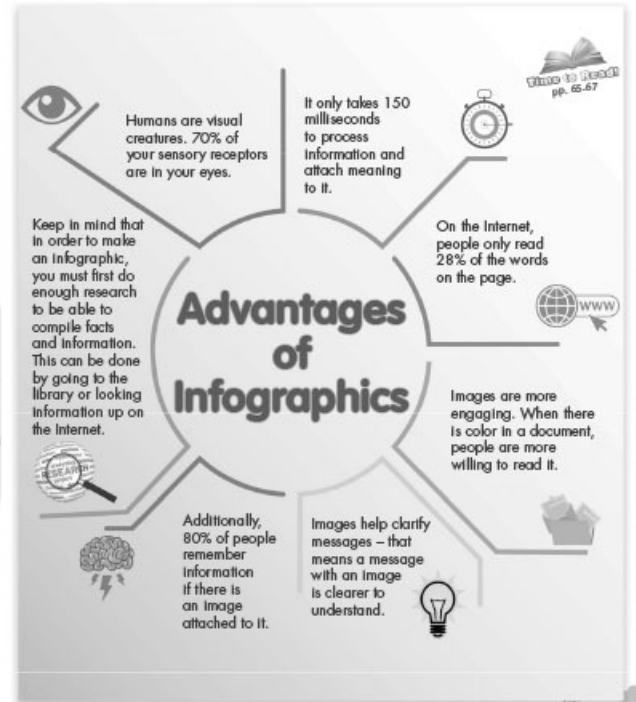
It is important for students to reflect on how an infographic works and how important visual elements are to convey a message. This way, they will feel more confident when they start making their Product. *Why are the images the main part of any infographic?* Allow a couple of minutes for students to reflect on the question in pairs or small groups. Then they read the information on the infographic. Encourage them to write a list of 2 or 3 advantages and 2 or 3 disadvantages. Monitor and, finally, check as a class.

4 Use the model of the infographic above to write how remote controls work in your own words.

Students recall how information is presented in an infographic (*briefly and clearly, using key words*). For students to be able to do the task, it might be necessary to recall what a synonym is: a word or phrase that means exactly or nearly the same as another word or phrase. To paraphrase information (to explain it in one's words), synonyms are very useful. For example, in the infographic, it says "Keep in mind that ..." Students could say it differently using a synonym: "Remember that..."

You may want to give them another example, or just allow them to do the task. If it's possible for them to use the Internet, it would be worth recommending an online thesaurus <https://www.thesaurus.com/browse/>. If access is not possible, they could use one from a school library.

3 Read the information about infographics. Then discuss the advantages and disadvantages of using them.



4 Use the model of the infographic above to write how remote controls work in your own words.

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Time to Read! Stephanie's New Camera pp. 65–67

This reading is very useful for students to get familiar with cameras, its parts and how they operate. Students should remember, that they can either use the glossary, guess the meaning from context or images, or ask a classmate or you for help. They can read the first three pages as a class and then reflect in groups: *What are cameras for? Is there any technical word related to cameras mentioned? Which one? Do you know what it means?* Elicit answers and check as a class.

5 Read another informative text about how a calculator works. In your own words, explain the following points. 

1. How numbers are displayed.
2. How numbers are stored.
3. How calculators do math.

Inside a Calculator

1 When you push a button or key on a calculator, it makes contact with a sensor. A circuit board detects this contact and lights up the appropriate number on the screen or display. The calculator is programmed to light up certain lines to create each number.

2 If you press more numbers, the display will keep showing them until you press one of the operation keys (such as +, -, ×, ÷). When you do this, the calculator stores the number in a small memory called a register. As you enter a second number, the circuit board will display it as before and store it in

another register. When you hit the equals key (=), the calculator will perform the chosen operation on the contents of the two registers and display the result.

How Does a Calculator Do Math?

Calculators use binary code to do math. Binary code is made up of the numbers zero and one. A calculator interprets all our commands in a pattern of 0s and 1s. Transistors (like little switches) inside a calculator are turned on or off to create a binary record of the numbers that we enter. The calculator reads the binary code of the transistors and then displays it on the screen in the form of a decimal number (0-9).

► Read a summary of the first paragraph of the text. Then discuss the questions.

Notes: Paragraph 1

Push button - makes contact with sensor.

Circuit board - lights up numbers on screen.

Summary

When you press a button, it makes contact with a sensor. Then a circuit board lights up the numbers on the screen.

1. Do the notes include the most important information in the first paragraph in Activity 5?
2. A summary contains the most important information about a text. Is the summary above complete and clear?

Paraphrasing is using your own words to express someone else's message or idea. When we paraphrase, we must be careful to maintain the ideas and meaning of the original source.

When you paraphrase, remember these tips:

- Read the original text two or three times until you understand it well.
- Make a list of the main ideas and look for unfamiliar words.
- Use the main ideas to rewrite the information you read.
- Create sentences using your own words. Use synonyms, too. Remember that a synonym is one of two or more words that have the same or nearly the same meaning in some or all senses.

► Write notes and paraphrase the rest of the text in Activity 5.

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should not only try to guess the meaning (or look it up in the Glossary), but also suggest a synonym if possible (push the button - click on the button).

► Read a summary of the first paragraph of the text. Then discuss the questions.

Tell students that a summary is a brief statement or restatement of main points. Here they will see a model summary of the first paragraph in the text in Activity 5. Ask students to scan the notes and say which text they refer to. Tell students to work individually and read the information carefully to complete the task. Then ask them to work in pairs to discuss the questions. Monitor and provide help as necessary. Finally, check as a class. You can go further and ask students to explain, in their own words, what a summary is.


► Write notes and paraphrase the rest of the text in Activity 5.

Encourage students to work in pairs and complete the task in their notebooks, following the model in Activity 5. Remind them that these notes would be intended for a summary, so they have to include key ideas from the text. Encourage them to paraphrase when possible. Once they have finished, they share their notes with a classmate and give each other feedback to improve their texts. Finally, have some volunteers share their notes with the rest of the class. Provide general feedback on how to improve their work.

Teaching Guidelines

Activate previous knowledge. Paraphrase information. Evaluate main ideas and information complementing them.

Write "machines", in the middle of the board. You may ask a volunteer to suggest a name of a machine, or you can have a class vote on which machine you want to write about. It should be something students know a lot about so that the activity is meaningful. Then invite students to create a mini infographic about this machine in their notebooks or on pieces of paper. Once they have finished, they can share their work with another pair or group. If you consider appropriate, members of different groups can recreate their work on the board remind students

5 Read another informative text about how a calculator works. In your own words, explain the following points. 

If available, show students a calculator and ask: What is this for? How does it work? If you don't have one, draw one on the board. Listen to some ideas. Then students read the text individually. You can also read it as a class and point out the highlighted words. This time, they

Further Practice Poster 6

If you'd like to give students more practice with paraphrasing information on how machines work, have them look at the poster for Unit 6 again. In small groups, let them decide if all the information presented is essential, or if it's possible to leave some out. After students have decided, tell them to create a summary that contains the most important information from the poster. You can have them look back at the student's notes on page 55 for reference. Have your students present their summaries to the class - they can even vote on the best summary and explain why they chose it.

Teaching Guidelines

Explain technical terms. Paraphrase information. Order and link ideas in a diagram. Promote feedback between students.

Poster 6

Students work in pairs and go back to Activity 5 on page 55. They read the text quickly and identify the technical terms. Ask them which sources they would use to find their meaning (*bilingual and monolingual dictionaries, encyclopedias, the Internet, etc.*). If you consider it suitable for further practice, you may display Poster 6 for students to identify technical terms useful to describe a camera.

6 Use your notes to draw additional lines and add more information about how a calculator works.

Focus students' attention to the infographic that describes a calculator. You may want to elicit what they have learned so far about calculators (if necessary, refer them to page 55). Then tell students that they are going to complete the infographic using the information they compiled on page 55. Have them work in pairs to complete the task. Encourage students to paraphrase and write relevant information, so that they can have a clear and effective infographic. Remind them to use the appropriate technical terms when appropriate. You can give some examples first, as it is important to prepare students to develop their Product. Monitor and provide help as necessary.

► Exchange your infographic with another pair of classmates. Use these questions as a guide to give them feedback.

Just as students have practiced in previous activities, students will now check their classmates' work and give them feedback on how to improve. Have students work in small groups to complete the task. Monitor and check. When students have finished, you may want to invite volunteers to the front to share their corrected infographics. Encourage them to explain what they had to change or add in order to improve their infographic.

Product Step 1

At this point, students have had enough practice reading and understanding how some machines work, that they are ready to go through the first step of their Product.

6 Use your notes to draw additional lines and add more information about how a calculator works.

A processor chip processes the binary code and converts the information.

After the chip does the calculation, the result appears on the screen.

Each button has a signal. The signals are in binary code.

1. Is the infographic complete?
2. Is the information clear?
3. Are the technical words used appropriately?

Product Step 1

Form your Product teams and write a list of machines that you would like to know about how they work. Then choose one and research how it works. You can use the Internet, instruction manuals, encyclopedias or your physics textbooks. Take notes about the essential information you need to know that you will use later to make your Product.

We can recommend this link for more information on different machines.
<https://www.thoughtco.com/six-kinds-of-simple-machines-2699235>

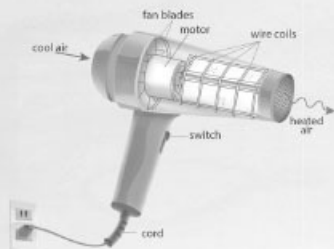
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They can decide in which teams they will work. Encourage them to look at Poster 6, go through the unit to select a simple machine, or choose any other they find interesting. Have students find information about the machine they chose and make notes as they did on page 55. If possible, encourage them to visit the recommended website. They can also visit the school library or search information in books or magazines, or even ask other people.

Time to Read! **Stephanie's New Camera** pp. 68–70

Students read pages 68 to 70 as a class and then reflect in groups: *Can you explain how a camera works? Which technical terms about cameras did you find on these pages? How do images help you understand the process?* Elicit answers and check as a class.

7 Read the text. Then use your own words to tell a partner how a blow dryer works.



1. A blow dryer transforms electrical energy into convective heat.
2. When electrical energy is supplied to a motor inside the blow dryer, the motor spins a fan.
3. The electrical energy also passes through the thin wire coil of the element, and the element heats up.
4. The movement of the fan draws air through the intake of the blow dryer and pushes it out of the barrel.
5. The holes in the inlet are covered by a safety screen that prevents other objects (such as your hair) from being sucked into the blow dryer.
6. When the airflow generated by the fan travels over the heating element, the air heats up.

► Read the notes a student wrote to prepare an infographic. Analyze the notes with the help of the questions below.

Blow dryer

The electricity powers the motor and this spins a fan.
The fan generates air flow.
The holes are covered by a safety screen that prevents your hair from being sucked.

1. Are the words spelled correctly?
2. Is the punctuation correct?
3. Is the information ordered in a logical sequence?
4. Can you remove any unnecessary information or add other useful information?
5. Can you simplify any of the language?

► Read the text again. Then do the tasks below.

1. Write notes on the essential information to prepare an infographic about how a blow dryer works.
2. Paraphrase your notes to use them in an infographic. Check spelling, punctuation and logical order of information.

How Am I Doing?

Discuss the questions.

1. Why are infographics useful?
2. Where can you find information to make an infographic?
3. What is paraphrasing?

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pairs to complete the task. You may want to give an example before students start. Monitor and provide help. Next, have pairs share their answers with other pairs. Finally, check as a class by asking a volunteer to go to the front and write the text correctly on the board.

► Read the text again. Then do the tasks below.

Tell students they will select and write information to use while preparing their infographic in their Product team. Remind them to pay special attention to spelling and punctuation, as well as to text order. Finally, have some volunteers share their work with the rest of the class. Provide feedback and encourage students to make the necessary improvements.

How Am I Doing?

Students should take some time to do their evaluation. It is important that they reflect on the strategies that will enable them to make an infographic. Ask students to work in pairs and answer the questions. As further practice, encourage them to say if they have seen infographics in their every day lives (on the street, at the market, in magazines, etc.).

Teaching Guidelines

Explain technical terms. Paraphrase information. Read to check spelling and punctuation. Edit texts. Develop final versions.

7 Read the text. Then use your own words to tell a partner how a blow dryer works.

Ask students to read the text. Encourage them to say what a blow dryer is and if they have used one. If necessary, have them look at the picture and infer the use of that machine by analyzing how its name is formed (*blow and dryer*). Students work in pairs to read the text in the infographic. Is it easy to understand? Which words could they replace by synonyms? They should tell each other how a blow dryer works using a thesaurus if possible or asking you or their peers for help.

► Read the notes a student wrote to prepare an infographic. Analyze the notes with the help of the questions below.

Remind students that in order for information to be clear, spelling and punctuation should be correct. Also, encourage students to say if texts in infographics are wordy or precise. Then ask students to work in

Further Practice

Have students look at page 68 in their Reader again. In pairs, students will write notes about how a camera works. Once they have finished writing their notes, they will exchange them with another group. Now, students must edit their classmates' notes - be sure to have them pay attention to spelling and punctuation. After that, students will create a final version of their notes that they can use to paraphrase how a camera works.

Teaching Guidelines

Establish relation between texts and images. Change and add information. Paraphrase information. Explain technical terms. Paraphrase information. Read to check spelling and punctuation. Edit texts. Develop final versions.



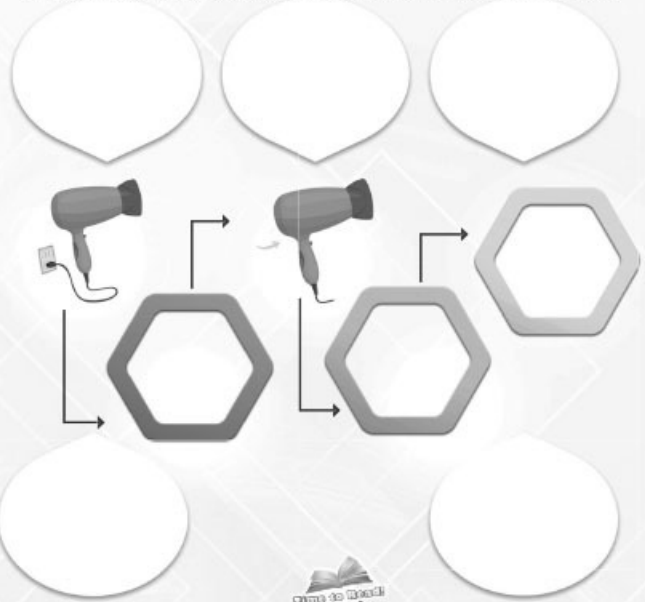
Time to Read! **Stephanie's New Camera** pp. 71–73

Encourage students to summarize what they have learned about the use of a camera and its parts through the story. Remind them to check pages 68–70 if they want to remember all the important details. Then students read pages 71 to 73 as a class. Then reflect in groups: *Which other important functions does a camera have? Could you explain what the icons mean? (Have them point at the icons on page 71 and explain their meaning). What should you do if you want to take a picture of an animal running? What is a closeup?* Elicit answers and check as a class.

8 Complete the infographic with the information you wrote. Draw the missing pictures.

Write “blow dryer” on the board. Ask students if they remember what this word refers to (*a machine they learned about in the last session*). Elicit what parts a blow dryer has; if necessary, refer students to the picture in Activity 7. Now encourage them to take out the notes they wrote for the last activity on page 57. Ask them to read their notes and explain to a classmate how a blow dryer works. Once they have reviewed the information they complete the task with the same pair. Tell them to use their notes. You may want to recall as a class what the characteristics of an infographic are (*the information should be organized, clear, relevant and brief, and the pictures should illustrate the information clearly*). Have them check other infographics they have used throughout the unit or put up Poster 6 for them to see how the information is paraphrased and organized, and how pictures are related to the information. Monitor and provide help if necessary. When students have finished, tell them to work in pairs and share their work. Encourage them to give each other feedback to improve clarity, as well and punctuation and spelling. Tell them to make the necessary changes.

8 Complete the infographic with the information you wrote. Draw the missing pictures.



Product Step 2

Get together in your Product teams. Use your notes and the information you have researched to plan your infographic. Remember to paraphrase your ideas. Decide on the graphic resources you are going to use in your infographic. You can draw pictures, use magazine cutouts, etc. When you are ready, make a clean version of the infographic. You can show it to an adult to make sure the information is clear.

If you have access to Internet, you can go online to review different infographics to get more ideas.

<https://www.pinterest.com.mx/lybberte/infographics-student-examples/?p=true>

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Unit 6

Product Step 2

Students are now ready to do Step 2 of their Product. In Step 1, they selected a machine and researched information to describe its parts and how it works. Now students can use their notes to make their infographic. Remember to put up Poster 6 for students to be exposed to some models. If possible, they can go online and get some more inspiration for their infographic. They should make a draft of the infographic first on a piece of paper. Then they should go through their notes and write the steps to add to their infographic. They make sure the steps are written correctly and that they explain how their machine works while using clear and short sentences. Once they have agreed on the text, they can draw the final version and add the illustrations. Encourage them to be as creative as possible so that their infographics can be useful for others to learn about how each machine works.

Product Step 3



1. Take a few minutes to rehearse the presentation with your team.
2. Be ready to answer any questions from your classmates. If possible, bring the machine you described in your infographic to demonstrate how it works.
3. While presenting, speak clearly and confidently.
4. When your peers are presenting, listen carefully and take notes to give them feedback.
5. Give and accept feedback respectfully.
6. If possible, display your work around the school for other students to learn about different machines.

Self-evaluation

For this *anecdotal record*, reflect on your infographic and your presentation. Write your conclusions.

1. Information about my team and our infographic.
 - The number of classmates in my team was...
 - The machine we talked about in the infographic was...
2. Comments about our infographic.
 - The clarity of our infographic was...
 - The explanation of our infographic was...
 - The main strength of our presentation was...
 - The main strength of our infographic was...
 - The things we need to improve on are...
 - The easiest thing to do in our infographic was...
 - The most difficult thing to do in our infographic was...

If you think your infographic or presentation were not clear enough, keep in mind that you can always ask your classmates to tell you what you can do to improve. Asking your teacher is a great idea, too.

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Unit 2

Product Step 3



Before students present their infographics, they should take a few minutes to rehearse presenting them. It is important that they decide who is going to say which part. If they have brought the machine, they should make sure everything is ready to make it work. Remind them to breathe deeply before speaking and to speak slowly and clearly. Their peers should listen respectfully and take notes, so that they are able to give feedback. The most original and well-prepared infographics can be displayed around the school so that other classes can see them.

Self-evaluation

Students will evaluate their own performance according to the rubrics in the self-evaluation chart. You could read through the chart with the class before they begin to make sure everyone understands the questions. Students should work by themselves to answer the questions and then they can compare and discuss their performance in the same small groups in which they shared and created their infographic. Students could hold a class discussion at the end to think what they can do next time to improve.

Assessment

Remember that you can use Assessment 6 on page T107 to assess students' performance in this unit.



Time to Read! **Stephanie's New Camera** p. 74

To finalize the unit, you may want to wrap up the class by asking students to do the activities on page 74 of their Reader. It will be a good way to continue helping students get familiarized with how machines work. They can do the activity in groups. Encourage them to visit the school or local library or visit the links to the further reading.

Teaching Guidelines

Establish relation between texts and images. Change and add information. Paraphrase information. Explain technical terms. Paraphrase information. Read to check spelling and punctuation. Edit texts. Develop final versions.

Poster 6



Remind students they have been learning about cameras in the story *Stephanie's New Camera*. Put up Poster 6 and ask students to explore it and say what new information regarding camera functions it provides. Then have them work in pairs to explain to each other what icons they see in the poster and what camera functions they represent. Ask them if they think the icons are clear enough or how they would improve them.

Term 2: Unit 7

Sharing Personal Experiences

Environment: Family and Community

Social Practice: Comment own and others' experiences in a conversation.

Communicative Activities: Exchanges associated with information of one self and others

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

Product: Autobiographical anecdote

Reader: *The Anne of My Dream*

Encourage students to take a look at the chart at the top of the page and discuss its contents with them. In this unit, students will be exchanging anecdotes with their classmates, having as models several examples in the book. These first activities and pictures will serve as an engaging introduction to the topic, since it is likely that all your students have celebrated their birthdays somehow or have gone to some of their friends' parties. By the end of the unit, students will be able to give details of the personal experiences they share, but they might actually try to do this from the start. You can prompt them to speak by asking questions such as: *When was the last time you went to a party? What was the occasion? Where did this party take place? Who was there?*

1 Look at the pictures and discuss the questions as a class. 🧑🧒

Invite students to look at the pictures and describe what they see in them. Ask them to say what they all have in common. Then, you can have volunteers read the questions, one by one, and have a group discussion. You can also write the word *birthday* on the board and make a mind map with all the words and ideas students come up with. Alternatively, they can be the ones coming to the board to complete the mind map. For the third question (*How do you celebrate this occasion?*) you can ask students to share with the class what they did in their last birthday, specifically.

2 Listen to the phone conversation and explain how Alan's celebration is different from or similar to the way you celebrate. 🧑🧒 13

Tell students that they will now listen to Alan talk about his birthday experience with Sara. Play the

Unit 7

Sharing Personal Experiences

Environment: Family and Community

Social Practice: Comment own and others' experiences in a conversation.

Communicative Activities: Exchanges associated with information of oneself and others

Product: Autobiographical anecdote

Reader: *The Anne of My Dream*

Achievements:

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

1 Look at the pictures and discuss the questions as a class. 🧑🧒



1. What are they celebrating?
2. How are they celebrating?
3. How do you celebrate this occasion?

2 Listen to the phone conversation and explain how Alan's celebration is different from or similar to the way you celebrate. 🧑🧒 13

▶ Listen again and analyze Sara's and Alan's reactions. 🧑🧒 13

1. What is Alan's reaction when Sara says "Happy Birthday"?
2. How does Sara feel about forgetting Alan's birthday?
3. How does Alan feel about his party?

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Unit 7

track once or twice and have students take notes if necessary. Then, encourage students to tell you the characteristics of Alan's celebration, and write some key words on the board. You can ask some students to compare their own birthdays to Alan's. Help them with any vocabulary problems.

▶ Listen again and analyze Sara's and Alan's reactions. 🧑🧒 13

Have them read the instructions and questions in pairs, to prepare before the listening. Encourage them to remember the answers to the questions from the previous listening but let them know that you will play the track again. Elicit some answers from the class. To carry on speaking, you could ask students how they would feel in Sara's or Alan's place.

3 There are important differences between a phone conversation and a face-to-face conversation. Mark (✓) the characteristics of each one.

	Words	Visuals	Voice	Face	Body language	Presence
Face to face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

▶ Reflect on how you prefer to share your anecdotes, face-to-face or over the phone.

How Much Do I Know?
Discuss the questions and share your answers.

1. Do you usually share anecdotes?
2. What kind of situations do you share?
3. Who do you share them with?
4. What other ways do you use to share anecdotes?

Time to Read!
In this unit, you will read a text called *The Anne of My Dreams*. After reading *Anne Frank's Diary*, a girl dreams of Anne, who shares her experiences through a very interesting conversation. Remember that you will see this icon that shows which pages we suggest you read along the unit.

Glossary Tip
If you find a word you don't understand, asking your teacher is always a good option. However, always make sure to ask for the definition and an example. Learning a definition helps you think in English instead of translating. Throughout this unit, there are some highlighted words that are defined in the Glossary at the back of the book.

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the rest of the class. You could also divide the board in two sections and make a mark for each classmate who prefers a certain type of interaction.

How Much Do I Know?



In this section, students will put to the test their previous knowledge related to the Social Practice of this unit, which is commenting personal experiences in a conversation. To start, you could ask a volunteer to read the questions in the *How Much Do I Know?* box. Elicit the definition of anecdote and have students discuss the questions. Then, elicit some opinions from them.



Time to Read! The Anne of My Dreams

Remind students that, as in every unit, they will be reading a text that will complement the activities in this book. This time, the story will be *The Anne of My Dreams*. You can mention that they will read a conversation between a young girl and a very famous Anne, who will be sharing her story. You could ask students to brainstorm all the "Anne's" they know or, depending on your context, ask them who Anne Frank was and if they have read her diary.

Teaching Guidelines

Listen and revise conversations about personal experiences.

3 There are important differences between a phone conversation and a face-to-face conversation. Mark (✓) the characteristics of each one.

Have a volunteer read the contents of the chart aloud and elicit the definitions or a brief explanation of the concepts in it from your class. Give students some time to check the appropriate boxes and elicit the correct answers from the class.

▶ Reflect on how you prefer to share your anecdotes, face-to-face or over the phone.

You can rearrange the class so that a pair gets together with another one. Invite students to discuss their preferences. Remind them that they should give reasons for their opinions. You could offer an example: *I prefer sharing my anecdotes over the phone if I do not know the person well because I get nervous and my body language shows it!* Once enough time has passed, you might have a member of each team share their conclusions with

Glossary Tip

Remind students that throughout their journey learning English they will find words they will not know the meaning of, but this should not stop them. Ask them to read the Glossary Tip and look for the words they do not know in their book's Glossary or in a monolingual dictionary.

Further Practice

To provide students with some initial practice sharing personal anecdotes, you can ask them to think of a memorable situation or experience they can share with their classmates. Then, you can ask them to take some notes that they can use when they share the anecdote. Yet, encourage them not to write complete sentences as they may end up reading them aloud and that's not the point. With the notes, ask students to get together in groups of three or four to share the anecdotes. You can demonstrate the activity with one group encouraging those listening to you to show interest and ask questions when relevant. While students work in groups, go around the classroom and monitor them. You can assist them whenever necessary.

Teaching Guidelines

Analyze use of connectors to link ideas. Contrast sequences of enunciation.

4 Look at the pictures and answer the questions.

Ask students to analyze the pictures and questions on their own for a while. Then, get them in teams to have them discuss their thoughts. You can ask students to come up with a list of all the celebrations that they have at their school or maybe even in their communities, such as a parade for a local tradition. You could make a complete list together with the ideas from everyone in the class.

► Listen and mark (✓) what the anecdote is about. Then discuss the questions. 14



To make this activity easier, you can have them underline the key words in each of the statements and focus on these when listening. Play the track and give them some time to choose an answer. Then, you can have them check their answers with a classmate. Still in pairs, ask students to answer the questions at the bottom. For the first one, encourage them to come up with more words to describe these kinds of events or to talk about one they attended. Then, have them discuss their reasons for wanting or not to participate in an event like the one on the track. Elicit different opinions.

Language Awareness

Direct students' attention to the note in blue. Tell them that the information regarding time sequencers will be useful for the next activity and for sharing their own anecdotes.

5 Read some key events of María's anecdote and identify the purpose of the words in bold.

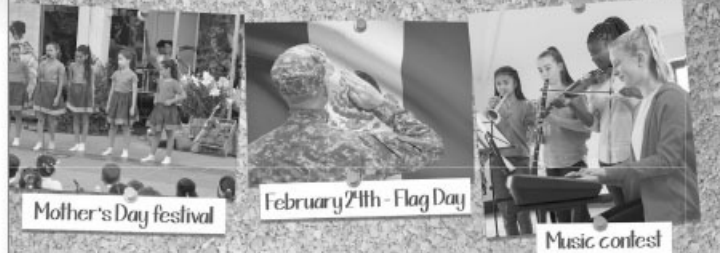
You can ask a volunteer to read the short paragraph for the class. Have students work in pairs to discuss how the words in bold work in the sentences. Refer them to the note in blue above if they need help.

► Mark (✓) the function of the words in bold.


Give students some time to mark the correct option. Check the answer together with the class. You might elicit some other words that have the same function, such as *next*, *afterwards*, *in the end*, etc.

Answer: They describe a sequence.

4 Look at the pictures and answer the questions.



1. What dates or occasions do you celebrate at school?
2. Do you usually have festivals?

► Listen and mark (✓) what the anecdote is about. Then discuss the questions.  14

1. Students gave each other presents.
 2. They participated in a music contest.
 3. They organized a craft exhibition.
- Do you think this type of events are interesting, exciting, challenging, etc.?
• Would you like to participate in one?

When sharing an anecdote or participating in a conversation we use time sequencers. We use time sequencers to say in what order or when things happen.

When: introduces the first of two actions. / First: introduces the first of a series of actions (2 or more) / After: introduces the second of two actions. / Then: signals that a new event is being described. / Finally: marks the end of an event or a progression of actions.

5 Read some key events of María's anecdote and identify the purpose of the words in bold.

We worked really hard. **First**, we bought or borrowed some instruments. Then we chose the name for our band, and finally we started rehearsing.

► Mark (✓) the function of the words in bold.

- They connect ideas. They describe a sequence. They show time.

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Unit 7



Time to Read! The Anne of My Dreams pp. 75-78

We recommend asking students which famous person they would like to interview. They are going to read about a dream about an interview with Anne Frank, a famous girl from the past. You could ask them if they know what important historical event occurred when Anne Frank was alive (World War II). Consider reading page 75 out loud and eliciting why they think the author says Anne's story is "sad, scary and beautiful." Students then read pages 76 to 78 of the story.

- ▶ Predict what you think happened the day of the contest. 🗣️
- ▶ Listen and check your predictions. Say what happened and how María felt. 🎧 15
- ▶ Look at the extract from María's anecdote. Say what the purpose of the underlined words is. 📖

We were very nervous, but we really wanted to win, so we decided to start with a song that was very popular at the time. Then I realized everyone was looking at me, and I just froze...

When telling an anecdote we use words such as *like*, *and*, *but*, or *so* to join two parts of sentences. These words can be used to give more information, give reasons, give results or give alternatives.

Product Step 1 🗣️

In this unit, you will have a conversation to share an anecdote. Think of an anecdote you would like to share with a classmate. Complete the chart with the details.

Event/occasion	When	Key events	Additional details (feelings, people involved, place, etc.)

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Term 2

happened. Tell the class that they will check who got it right in the next activity.

- ▶ Listen and check your predictions. Say what happened and how María felt. 🎧 15

Play the track and ask students to focus on what happened and on María's feelings. Play the track again if you think it is necessary. Ask some students to share their answers. Then, you could ask the class: *How would you feel participating in a music contest? Would you be nervous, excited, scared, etc.? Why?*

- ▶ Look at the extract from María's anecdote. Say what the purpose of the underlined words is. 📖

Direct students to the speech bubble. Ask a volunteer to read the fragment aloud. Have students discuss in pairs or small teams what they think the underlined words are for. To make this clearer, you can ask another student to read the same extract, only this time omitting the underlined words.

Language Awareness

Tell students that it is always important to link ideas using connectors; otherwise, one might end up sounding like a robot! Encourage them to read the explanation of these connectors in the note in blue. You might further ask them to identify the function of these words, for example, you could ask them which word offers an alternative (*or*), etc.

Teaching Guidelines

Anticipate general sense and main ideas. Analyze use of connectors to link ideas. Include details in main ideas, specifying time, place, and way in which the events occurred.

Poster 7 🗣️

Direct them to the different questions there that should be answered when telling an anecdote. You might have a volunteer give you a quick example of an anecdote answering all these questions. Alternatively, you can use the poster to set Activity 6: you could ask students to answer those questions based on María's anecdote on page 62 to recapitulate and predict the details of what might have happened the day of the contest.

6 Predict what you think happened the day of the contest. 🗣️

Organize the class in pairs. Give them some minutes to discuss the possible outcomes of the music contest María participated in. At the end of the activity, you could have some students share their predictions and ask the class to vote for the one they think was most likely to have

Further Practice 🗣️

Before students work on the first step of the Product, you can ask them to take turns saying María's anecdote. This will help them build some confidence when sharing personal information (as in this case they're not sharing any of their own) and feel more comfortable. This can be particularly helpful if you have shy students.

Product Step 1 🗣️

This is a great moment for your students to begin working on the unit's product, since they already have the bases to identify the components of an anecdote. Remind them that for the product, they will be having a conversation in which they share an anecdote of their own, so they can start thinking about the one they would like to use. Invite them to think of all the details they would like to include when sharing their anecdote; they can use the chart for this purpose. If they cannot decide on an anecdote yet, allow them to fill in the chart with a few options.

Teaching Guidelines

Value the effect caused by non-verbal language. Analyze choice of expressions and repertoires used. Ask questions to get more information and check understanding. Use strategies to give the floor to others.

How Am I Doing?



Have students work in pairs to peer-assess their progress and understanding of the unit's contents so far. Encourage them to not only answer the questions with a *yes* or *no*, but rather showing why they answered that way, for instance, by providing examples or giving definitions.

7 Listen to the anecdote and read along.



Tell the class that they will be listening to an anecdote as they follow along in their books. Before you play the track, encourage students to check the Glossary to look up the meaning of the highlighted words. Play the track and have students read the conversation. You might ask some volunteers to role play the dialogue placing emphasis on their pronunciation and intonation. You could also ask some comprehension questions to check that everyone understood the details of the conversation.

► Observe the phrases in bold. Underline them using the color code.

Invite students to work with a classmate for this part of the activity. Have them identify all the phrases in bold in the conversation and underline them according to the part of a conversation in which they are used. Check the answers as a group. You can then encourage students to share other phrases that they know to start a conversation, keep it going, or end it.

► Discuss the questions as a class.



Ask two students to read the questions. Elicit some answers from the class. Remind them to justify their thoughts. You can encourage them to keep discussing by asking: *Is the tone of voice important to keep the interest of the listener in an anecdote? How else can you keep your listener's attention?*

How Am I Doing?

Discuss the questions.

1. Can you identify an anecdote in a conversation?
2. Is it important to keep a logical sequence to describe events? Why?

7 Listen to the anecdote and read along.

Bill: Hey, Tom!

Tom: Hi, Bill!

Bill: I heard you made the soccer team. Congratulations!

Tom: Thanks, Bill! I've already played my first game.

Bill: Really? When?

Tom: Last weekend.

Bill: How was it?

Tom: It was fantastic. My whole family came to watch. I was pretty nervous, but I guess we all were.

Bill: Oh, so what happened?

Tom: John scored the first goal, and then we all started to feel better. I even scored a goal at the end.

Bill: And did you win?

Tom: Yes! And what about you? Are you still in the science club?

Bill: Yes, but I'm also going to try out for the chess team. Oh, I have a class!

Tom: Me, too. Bye!

Bill: See you later, Tom!

Term 2



► Observe the phrases in bold. Underline them using the color code.

- Starting a conversation
- Keeping a conversation going
- Ending a conversation

► Discuss the questions as a class.

1. How does Tom sound when telling his anecdote?
2. What's Bill's reaction? Is he interested, excited, indifferent?



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Time to Read! The Anne of My Dreams pp. 79-81

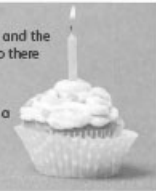
You could have students answer the following questions before continuing the story: *Who was Hitler? Who were the Nazis and who did they persecute? Why did Anne and her sister have to leave school? Students should read pages 79 to 81. Anne was now living in the Annex. You might want to ask what life for Anne and her family was like there. Students can discuss in groups what they think about Anne's life in the Annex and how she must have felt. They can talk about how writing a diary helped her feel less lonely.*

It can be difficult to keep a conversation going. Even if you understand what the other person is saying, you may not know how to answer or ask for more information. Here are some useful phrases you can use when it's your turn to speak.

Greeting	Showing interest in what the person is saying	Showing How you feel about what you hear
Hello / Hi / What's up? / How are you? / Fine, thanks. And you? / Not bad.	Right / Sure / Really? / Lucky you!	How awful! / You are joking! / Oh, no! / What a pity! / That sounds great! / Oh, fantastic!
Give an opinion when asked	Looking for words	Ending a conversation
Sorry? I didn't get that. / I'm sorry, could you repeat that? / I really don't understand.	Well, let's see... / Ok / So, what I was saying... / Um.	Bye now. / I have to run! / Talk to you later / I'll call you later.

8 Read the conversation and discuss with a classmate what the anecdote is about. 

OSCAR: Sam, what are you going to do on your birthday?
 SAM: I don't know yet. I want to do something different from last year.
 OSCAR: What did you do last year?
 SAM: I had a party at my cousin's house.
 OSCAR: Really? Was it good?
 SAM: Not really. It was boring, and the power went out for an hour so there was no music.
 OSCAR: You're joking.
 SAM: No, I'm telling you. After a while everybody left!
 OSCAR: What a pity!



- ▶ Look back at the dialogue and underline the information you can change to make up a new anecdote.
- ▶ Practice your conversation with your classmates. Remember you can use useful phrases to show interest.

Product Step 2

In Step 1 you chose an anecdote to share with your classmate. Now, prepare a list of questions you may ask your classmate during the conversation when sharing anecdotes. The questions or phrases you learned will help you keep the conversation going.

Unit 7 65

Teaching Guidelines

Ask questions about how the ideas and people can be represented in different ways. Analyze choice of expressions and repertoires used. Ask questions to get more information and check understanding. Use strategies to emphasize the meaning.

Language Awareness

Direct students to the chart with different phrases to use in a conversation, particularly when sharing or listening to anecdotes. Let them know that it is important to be respectful and show interest in what the other person is saying. Asking further questions shows that the listener is paying attention and cares about what is being said. They can also share how they feel about what they hear by using expressions to show surprise, empathy, etc. Ask some volunteers to read the contents of the chart and elicit more examples for each box.

8 Read the conversation and discuss with a classmate what the anecdote is about.



Ask students to read the anecdote individually. Remind them to check their Glossary to look up the

meaning of the highlighted word. Then, have them share with a partner the information they got from the text. You can encourage them to discuss not only what it was about, but also how they people in the conversation felt and what expressions they used to show this.

▶ Look back at the dialogue and underline the information you can change to make up a new anecdote.

Have students keep working in pairs to underline the details or expressions that could be changed in the dialogue to make up a new anecdote. Let them realize that they can even modify the event. Invite them to come up with ideas to replace the things they underlined.

▶ Practice your conversation with your classmate. Remember you can use useful phrases to show interest.

Once students have decided what they want to change in the conversation above, encourage them to practice talking about this new anecdote with their partner. Instead of reading their conversation, invite them to try to make it flow naturally, using the expressions they have already seen to keep it going. You can have some volunteers come to the front and share their conversations with the whole class, which can then give constructive feedback.

Product Step 2

After having done Step 1 of the product, students will be more familiar with the kind of information that they are going to share and, therefore, the one they will be listening to as well. For this part of the product, encourage students to think of questions that they could ask their partners to show interest in what they are saying. Remind them that they might want to know more details or how their classmate felt while the event he or she describes happened. Invite them to go through the unit to get some ideas of what they could ask. Once they have their lists of questions ready, you might ask them to share them and complement them with ideas from their classmates.

Teaching Guidelines

Anticipate general sense and main ideas. Analyze use of connectors to link ideas. Compose statements and sort them into a sequence. Include details in main ideas, specifying time, place, and way in which the events occurred

Poster 7

Ask students to remind you of the contents of Poster 7 and display it for the class. Let them know that it is important to tell anecdotes in the correct verb tense; otherwise, the story might become confusing. Draw students' attention on the question *When?* and ask: *What do all these possibilities have in common?* Elicit that all anecdotes happen in the past, so that is the tense they should be using. Give a time setting and ask random students to share an anecdote with the class of something that happened then. For example, if you say *last month*, a student might say: *Last month I had an English test and got a 10!*

9 Listen to an anecdote and complete the mind map. Then compare with a classmate.

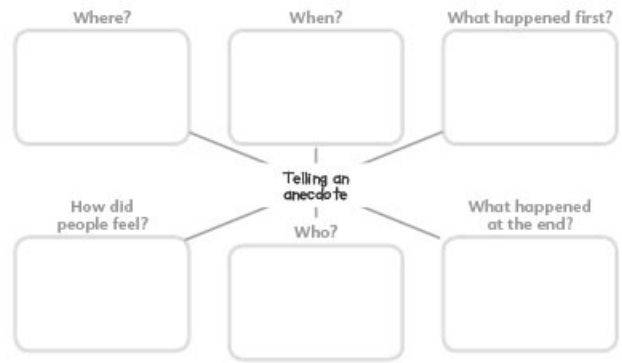


Ask students to look at the mind map carefully to know the information they are going to need to fill it in. Have them realize that these questions are quite similar from the ones on Poster 7. You could play the track once and have them get together in pairs to complement each other's mind maps. Alternatively, you can play the track twice so that everyone gets a chance to fill in their own maps and only then compare these with a partner. To check, you could draw the map on the board for students to come to it and fill it there.

Language Awareness

Invite students to read the information in blue. Elicit the importance of knowing how to conjugate verbs in the simple past to share an anecdote. To practice these, you might do a game-like, yet meaningful, activity in which you say a verb in simple form and encourage students to share a very brief anecdotal sentence with it, for which they will have to use the past. For example, if you say *eat*, students can say something like *Last weekend, I ate two whole hamburgers and felt terrible afterwards!* You can throw a small ball to a student for him/her to answer and throw the ball again to someone who will have to use the same verb. After three or four students have participated, you can change the verb.

9 Listen to an anecdote and complete the mind map. Then compare with a classmate. 17



As you know, an anecdote is an account of an event that has already happened. When we tell anecdotes, we usually narrate them in the past. The simple past allows us to describe actions that took place at a specific time in the past.

► Look at the extracts from the conversation in Activity 9. Then identify and underline the past events of the anecdote.

After we went to bed, in the middle of the night, Lisa woke me up. She told me she could hear footsteps.

We were terrified, but finally we told each other to be brave and check it out. We took a flashlight and opened the door.

We laughed a lot and then went back to bed. But we had to get up just a few hours later to pack, so we hardly slept that night.

Product Step 3

Look back at Step 1. Organize the information of your anecdote in a mind map, like the one in Activity 9. Remember to include the relevant past events and words to connect ideas.

► Look at the extracts from the conversation in Activity 9. Then identify and underline the past events of the anecdote.

Before starting this activity, you could ask students what they remember from the anecdote in Activity 9. After they share some ideas, have them read the extracts from the conversation. You can ask them to work individually and then check with a partner if they underlined all the past events mentioned there. Do not forget to direct them to their Glossary in case they want to look up the meaning of the highlighted words.

Product Step 3

Tell students that they are closer to presenting their products, so they should organize their anecdotes better. For this purpose, encourage them to go back to the chart they completed in Step 1. If they had not decided on an anecdote yet, tell them that now is the moment to choose one. Based on the information they wrote on the chart, encourage them to create a mind map similar to the one in Activity 9 on this page. Yet, do not limit their creativity! Encourage them to add other categories to their maps if they wish. Monitor to check that they are using the appropriate verbs and linking words in their mind maps.

Product Step 4



- Review the information from Step 3.
- Get ready for the conversation to share your anecdote with your classmate.
- Remember to look at the questions you prepared in Step 2.
- Work with your classmate and carry out your conversation.



Self-evaluation

In this *observation guide*, write what your classmate said when sharing his or her anecdote.

Classmate's name: _____

My classmate's anecdote was about: _____

When did my classmate's anecdote happen? _____

The phrase he/she used to start the anecdote was: _____

My classmate used the sequence words: _____

The phrase(s) he/she used to keep the conversation going were: _____

The phrase(s) he/she used when he/she didn't understand were: _____

To show how he/she felt, he/she said: _____

He/She ended the conversation with the phrase: _____

He/She can improve on: _____

If you had trouble identifying what the anecdote was about or the expressions your classmate used, you could ask him or her to help you review them once more. Going over the unit again is also a good option.

If your classmate had troubles sharing the anecdote correctly or using the correct expressions, you could help him or her this time. Don't forget that you can also ask your teacher to help both of you.

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Self-evaluation

The observation guide that is part of this self-evaluation activity will help students realize the strengths and areas of opportunity that their partners have when carrying out a conversation, which will also help them reflect on their own. Furthermore, students will become aware of how much of a good listener they are. They should fill the guide with the information provided by their classmates. If they are unable to answer something, remind them that they are already familiar with some expressions to ask for clarification or repetition. At the end, have students read the recommendations below. The idea is that students help each other improve by sharing constructive feedback.



Time to Read! *The Anne of My Dreams* pp. 82-86

Before reading, you could ask if anyone knows what happened to Anne Frank. Students then read pages 82 to 85 and see if they were right. We suggest that you ask students to form groups and answer the following questions: *Do you think that Anne was brave? Does anyone in the class keep a diary? What do you do when you feel sad, scared or lonely?* One member of each group could write down the responses and report them back to the rest of the class. Finally, you could ask students to read the After Reading task on page 86 and keep a diary for two weeks. They could report back to the class about how easy or hard it was and whether they would like to continue.

Assessment

Remember that you can use Assessment 7 on page T108 to assess your students' performance in this unit.

Term Assessment

Now you can also use Assessment Term 2 on pages T116-T119 to assess students' performance in this term.

Teaching Guidelines

Include details in main ideas, specifying time, place, and way in which the events occurred. Ask questions to get more information and check understanding. Use strategies to give the floor to others. Generate alternatives to share identical experiences to different people. Express personal experiences using direct and indirect speech.

Product Step 4



Have students gather all the information they have compiled throughout the unit to present their products. Set the class in pairs or have them choose the person they want to work with. Motivate shy students to participate; make them feel that your class is a safe place. Once the pairs are ready, encourage students to begin their conversations, using the expressions they have learned and the anecdote they chose in Step 3. Remind them to take a look at the list of questions they wrote in Step 2 in order to keep the conversation going, show interest, and obtain more details from their partners' anecdotes.

Term 3: Unit 8

Comparing Cultural Aspects

Environment: Literary and Ludic

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

Communicative Activities: Understanding oneself and others

Achievements: Review short literary essays. Review and understand general meaning, main ideas, and details of literary essays. Describe and compare cultural aspects.

Product: A comparative chart

Reader: *Market Day*

The first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will follow several steps to make a comparative chart to describe and compare cultural aspects. In order to spark interest in the topic, you might want to ask them some questions such as:

1. Have you ever visited another country? If you haven't, would you like to?
2. Which countries do you know? Would you like to visit any?
3. How are these countries you mentioned similar or different to Mexico?

1 Read the title of the essay and predict what it is about.

In order for students to use their previous knowledge to recognize the topic and purpose of the text, direct their attention to the flags pictured in the text. Ask them if they know which countries those flags represent. Then have them look at the title of the text and have them guess what they think the text will be about. As they read, have them focus on the labels (*introduction, body, conclusion*) and have them discuss what each one is. Remind them to look up any highlighted words in the Glossary on page 100.

► **Read the essay and check your predictions. Then discuss the questions and justify the answers.**

Give students some time to read the text. Walk around and monitor if necessary. You can also have

Unit 8

Comparing Cultural Aspects

Environment: Literary and Ludic

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


Communicative Activities: Understanding oneself and others

Product: A comparative chart

Reader: *Market Day*

Achievements:

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

1 Read the title of the essay and predict what it is about. 

Two Countries Divided by a Common Language

Introduction

A first glance, it might seem that the US and the UK have a lot in common: they share a language and several centuries of history. However, after almost 250 years apart, each of the cultures has become unique. Let me tell you about my experience. I am American, and I came to live in England with my family two years ago because my father started working at London University. It was surprising to discover that there are a lot of cultural differences.

Body

The first thing I noticed was the language. On one hand they speak the same language, on the other hand, their accents differ and they use different words from us. For example, they don't say *elevator*, they say *lift*, a *taxi* is a *cab* and *French fries* are *chips* (and *chips* are *crisps*!). Some people say that British English is more elegant and polite, but they would be surprised to discover that there are many different accents in the UK – people in the North of England sound very different from people in the South, and people from Scotland are almost impossible for me to understand!

In the UK, they drive on the left side of the road. It is quite strange for those not used to it, and can be dangerous when crossing the road. Always remember that the traffic comes from the other direction!

Another thing is the sports. They call *soccer* football and it makes much more sense – you kick the ball with your foot! They play rugby (I got on the team last week!) and cricket, but that is more boring than anything.

And finally, the TV shows are great! They have stuff from all over the world – unlike us who love our American shows the most!

Conclusion

As you can see, even though both countries share the same language, they are actually quite different.

► Read the essay and check your predictions. Then discuss the questions and justify the answers.

1. What is the topic the author discusses in the essay?
2. What's the author's tone: funny or serious?
3. What kind of information can you find in the first paragraph?
4. What aspects are discussed in the body of the essay?
5. Do you agree with the author's conclusion?

68 Unit 8

students take turns reading different sections. Then check the questions together as a class. Monitor their comprehension by asking several students the answer to the same question. You can also encourage them to reread the text if they didn't understand some parts.

Answers: 1. Cultural differences between the US and UK; 2. Serious; 3. A glance at the topic of the text; 4. Key differences between the two cultures; 5. Answers will vary.

2 Look at the comparative chart and discuss the questions.

TOPIC	THE UNITED STATES	THE UK
Sports	soccer	football, rugby, cricket
Driving	on the right side of the road	on the left side of the road
TV	just American shows	shows from all over the world
Language	English	English

- Does it include all the information from the essay?
 - Does it include facts, opinions or both?
 - Is the author's opinion mentioned?
 - Is the information clearly organized?
- ▶ Listen to two students presenting the comparative chart in Activity 2 and discuss the questions.
- Do students read the information from the chart exactly as it is?
 - Do they give their opinion about any of the aspects?
 - Do they present the information in order?

How Much Do I Know?

Discuss the questions.

- Have you ever read an essay?
- What was it about?
- Have you written a comparative chart?
- Do you think comparative charts can help you summarize information?

Time to Read!

In this unit, you will read a text called *Market Day*. Amanda, a girl from Great Britain, gets lost in La Merced. Jorge, a Mexican boy, helps her find her way to the hotel, and shows her about Mexican culture. Remember that you will see this icon that shows which pages we suggest you read along the unit.

Glossary Tip

Wrap up your knowledge! When your list of vocabulary has become long enough, you can create your own crossword in your notebook. That way, you will have the chance to have an entertaining review of all the new words you jotted down. Throughout this unit, there are some highlighted words that are defined in the Glossary at the back of the book.

Unit 8 69

2 Look at the comparative chart and discuss the questions.

Have students look at the chart and identify what it is. Let them know that in this case, the comparative chart is helping them analyze characteristics of various cultural aspects, but it can also be used for comparing and contrasting in general.

- ▶ Listen to two students presenting the comparative chart in Activity 2 and discuss the questions. 18

Go over the questions first. Play Track 18. Ask students which additional cultural aspects are different according to the audio, despite not being present in the comparative chart. Play the track again if necessary.

How Much Do I Know?



The idea of this section is to activate students' previous knowledge about the topic related to the Social Practice for this unit. It is a diagnostic evaluation for them to begin reflecting on how similar or different the habits presented in the texts and the ones in their country are. They also reflect on where they will be able to research the information that they don't know. You can also give them examples of the points listed if students are not familiar with them.



Time to Read! Market Day

In Unit 8, students will read a text called *Market Day*, which will help them analyze cultural differences between Mexico and England. You can have students reflect on the title and ask questions such as: *Do you think other countries have markets like Mexico?*

Glossary Tip

A suggested strategy is to create crossword puzzles with words students have seen throughout the course. That way, students will have the chance to not only have fun, but to review previous vocabulary and concepts. The highlighted words in this unit can be found in the Glossary on page 100.

Teaching Guidelines

Revise short literary essays. Use previous knowledge to recognize topic, purpose, and intended audience. Read and understand general meaning, main ideas and details of literary essays. Answer questions about cultural aspects.

Poster 8

Show Poster 8 and have students look at more examples of cultural aspects. Have them work in pairs and take turns describing what they see. They can also guess which countries each of these festivities take place in.

3 Read the essay about Japan and the United States. Identify the introduction, body, and conclusion.

On the board, write *Introduction*, *body*, and *conclusion*. Ask them to tell you what they are. If they don't remember, you can write the purpose of each section on the board. They can also look back at the essay on page 68. This will help students better understand literary essays. Have them read the text and look up any highlighted words in the Glossary on page 100. For fast finishers, you can have them compare the cultural aspects in the text to Mexico.

Answers: Intro: paragraph 1; Body: paragraph 2 and 3; Conclusion: paragraph 4.

► Look at the photos and mark (✓) the ones that best illustrate the essay.

Tell students that in order to make the content of an essay clearer, it is sometimes necessary to use images. This makes anticipating the topic of the text easier. Have them look at the images and decide which ones represent the contents of the essay best.

► Read the essay again and discuss the questions below.

Remind students that it's important to reread texts in order to improve their comprehension of them. Go over the questions listed with students. Then give them some time to read the text again. At the end, you can encourage them to share their questions as a class or write the answers in their notebooks.

3 Read the essay about Japan and the United States. Identify the introduction, body and conclusion.

Cultural Differences between Japan and the USA

Japan is one of the coolest destinations for Americans, but there are many differences between the USA and Japan that can cause culture shock. One example is formality. Japanese people are generally more formal and less friendly than Americans. For example, in America it is common for strangers to chat in an elevator and for waiters to ask about your day and how you are enjoying your food. In Japan, strangers don't usually talk to each other, and good service is formal and discrete. And in the USA it is important to leave a tip, but in Japan, people do not tip, it can even be an insult! Things can be different in the home, too. In the USA, it is very common for young people to move out of their parents' home when they finish school.

However, in Japan, people often live with their parents until they get married. One possible reason is that Japan is a collectivist culture, but the USA is more individualistic. In Japan, people generally find pride and happiness in the group they belong to, for example, their family, school, basketball team or the company they work for. This means that loyalty is important and is rewarded. In the USA, people find satisfaction in their own achievements and focus on their own goals and ambitions. They change jobs more often because it suits their own goals or plans. Of course, there are also many similarities between Japan and the USA; both are very modern countries with a lot of technology. And they share food, fashion and entertainment more and more.

► Look at the photos and mark (✓) the ones that best illustrate the essay.



► Read the essay again and discuss the questions below.

1. Why are Japanese considered to be more formal than Americans?
2. Do young people in both countries leave their parents' home at the same age? Why?
3. Which other aspects are contrasted in the essay? Which ones would you add?

Time to Read! Market Day pp. 87-91

Ask students whether their parents have ever taken them on a trip they didn't want to go on. Then you can ask these questions: *How did you feel? Did you complain about everything or were you open to experiencing new things?* Students should read pages 87 to 91. Invite students to discuss where Amanda was from, where she was, what her attitude was and what happened to her. You could even ask them if they have ever gotten lost in a strange place and how they felt.


Read about how you can form questions.

Yes / No Questions

- When we have questions that can be answered with a simple "yes" or "no", do not start with the person who does the action, start with the action instead. *Are you going to the parade?*
- When we have *can*, write it at the beginning of the sentence as well: *Can I come too?*

Wh- Questions

- When we have questions that cannot be answered with "yes" or "no", start with a question word (who, what, which, how, etc.): *When are you leaving? I'm leaving on Monday.*
- If the question word is at the beginning, we do not use *do*, *does* or *did* after the question word. *Who is coming to the parade? Which bus goes there? What happened?*

▶ Now, prepare two questions about other cultural aspects mentioned in the essay. 

1. _____
2. _____

▶ Take turns asking and answering the questions you prepared. 

▶ Reread the essay and check if your answers are complete and correct.

4 In small groups, talk about the cultural aspects mentioned in the essay on page 70 and compare them to Mexico. 

Product Step 1

In this unit, you will prepare a chart comparing cultural aspects in your country or different countries. Get together in teams. Decide on the cultural aspects about different countries or regions that you would like to know about. Here are some examples:


- *Artistic expressions *Language *Traditions *Cuisine *Sports *Costume and dress
- *Social organization *Etiquette

Write 5 questions about the cultural aspect you chose.


Check different sources of information to answer the questions and to take notes.

You could also go online and choose a cultural aspect from the links below to help you.

-  <https://www.adventureinyou.com/travel-tips/cultural-differences/>
- <https://www.whychristmas.com/cultures/>

▶ Now, prepare two questions about other cultural aspects mentioned in the essay. 


Students will now use the expressions they have learned to ask questions about cultural aspects. As they do this, walk around and help them if necessary. Have them refer back to the Language Awareness section or the phrases you wrote on the board for further practice.

▶ Take turns asking and answering the questions you prepared. 

Have students get in pairs. They will now ask and answer questions about cultural aspects. If they finish quickly, you can even have them ask questions about the other essay at the beginning of the unit.

▶ Reread the essay and check if your answers are complete and correct.

Students will now check their comprehension by rereading the essay. You can even have them point out where they found that information in the text.

4 In small groups, talk about the cultural aspects mentioned in the essay on page 70 and compare them to Mexico. 

Have students work with a few classmates. If they feel comfortable, they can try and imitate the comparative chart on page 69. If not, they can just talk about the differences between the countries – but remind them they will make a comparative chart with similar information.

Teaching Guidelines

Revise short literary essays. Reread information to check comprehension. Read and understand general meaning, main ideas and details of literary essays. Answer questions about cultural aspects.

Poster 8

Have students look at Poster 8 again. Have them get into pairs and talk about the cultural celebrations that exist in Mexico. Then they can look at the images in the poster and compare how these celebrations are similar or different from the ones they celebrate.

Language Awareness

Tell students that they will now ask and answer some questions about cultural aspects. In order to do this, it's important they know how to structure questions correctly. Review the two types of questions that can be asked using the *present simple*: Yes or no questions, and open questions. Review the information in the Language Awareness box with them. You can even write some different types of questions on the board and have them analyze the structure in groups.

Product Step 1

Students will now work in groups in order to start preparing their comparative chart. Refer them to the chart on page 69 as a model that they can use. You can also elicit different cultural aspects that are bound to be different in several countries. They can also follow the links provided to help them.



<https://www.adventureinyou.com/travel-tips/cultural-differences/>

<https://www.whychristmas.com/cultures/>

Teaching Guidelines

Revise short literary essays. Reread information to check comprehension. Read and understand general meaning, main ideas and details of literary essays. Create images from what has been read. Propose titles for descriptions. Describe and compare cultural aspects.

5 Read the following essay and propose a title for it.

Remind students that it's important for every essay to have a title. A title allows for the reader to use their previous knowledge in order to anticipate the content of the text. Have them read the text individually and look up the highlighted words in the Glossary on page 100. If students can't think of a name, refer them to the previous essays in the unit and how their titles reflect the content of the texts.

► Explain why you chose that title for the essay.



Students will now get in pairs. They should compare the titles they came up with – additionally, they can talk about which title they think is best, depending on how it reflects the main ideas and details of the text.

► Read the essay again and complete the mind map with a few notes.

Tell students that mind maps such as the one on this page can help them prepare a comparative chart. Go over the sections with them together and give them time to complete the mind map – then ask them how they could use this information to compare and contrast cultural aspects between the *Huichol* and *Olinalá*.

Time to Read! **Market Day** pp. 92-94

Students should read pages 92 to 94. You should ask a few comprehension questions to open the discussion: *Why didn't Amanda call her parents to come get her?* A: *She didn't have roaming on her cell phone and she didn't know the phone number of the hotel. Who helped her?* A: *A boy named Jorge. What did Jorge offer to do before taking her to the hotel?* A: *He offered to show her the market.*

5 Read the following essay and propose a title for it.  

Guerra en Guerrero
pp. 91-94


For many years, handicraft-making techniques have passed from generation to generation, helping to maintain different ways of expression. While some of them have remained somehow intact, there are others that have changed through the years to meet today's tastes and interests.

For instance, in Nayarit, Huichol yam paintings and bead work are made with symbols and designs that have been preserved through generations. They reflect their beliefs about the origin of the universe and the appearance of mankind. Additionally, they include their deities and rituals.

A long time ago, these handicrafts were made of raw materials like clay, shells and pigments, but nowadays

modern materials such as yarns and beads have replaced them.

On the other hand, Olinalá artisans work in the State of Guerrero. Famous for their wooden and clay crafts covered in lacquer, they have adapted their motifs in order to keep up with the interests of today's customers since most of the population's income depends on the sale of these handicrafts. People in Olinalá produce a wide variety of products such as chests, trays, and the famous small lacquered boxes, whose decorations are based on nature. In conclusion, the maintenance and changes to the handicrafts only make these pieces of work richer, since they include the world views of past and current generations.

► Explain why you chose that title for the essay. 

► Read the essay again and complete the mind map with a few notes.

	Huichol	Olinalá
Place of origin		
Kind of handicraft		
Material used		
Motifs		
Importance of the people who made them		

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Further Practice

You can write the words *Huichol* and *Olinalá* on the board. Ask students to think about the information they read in the essay on page 72. As a class, brainstorm what they remember about each handicraft and write on the board next to the corresponding word. Have them work in pairs afterwards. Each student should ask his or her classmate Wh-questions using the information on the board (*Where are Huichol handicrafts from? They are from Nayarit*). Remind students they can always go back and look for information in the essay if necessary.

Read the following sentences comparing cultural aspects.

- Huichol and Olinálá are both Mexican handicrafts.
- While Huichol uses yarn and beads, Olinálá artisans work with wood and clay.
- Their motifs can be very different. On the one hand, Huichol's handicrafts have been preserved through generations. On the other hand, Olinálá's have adapted their motifs to today's interests.

We use **both** when we want to express that two aspects have something in common.

We use **while** to contrast two different aspects at the same time.

We can also use **on the one hand** and **on the other hand** as a way of contrasting two different aspects as well. ("On the one hand" cannot be used alone, we always complete the comparison with "on the other hand." However, we can use "on the other hand" by itself.)

- 6 Now, describe and compare both types of handicrafts and write sentences using the information in the mind map on page 72.

- Describe the handicrafts in your town or region. Compare them with those mentioned in the essay in Activity 5.

How Am I Doing?

To check your progress so far, circle according to the scale.

- | | | | | |
|--|-------------------------------|-----------------------|----------------------------|---|
| 1 - No, I can't do it. | 2 - Yes, but with difficulty. | 3 - I'm almost there. | 4 - Yes, with no problems. | |
| 1. I can recognize the topic of an essay. | 1 | 2 | 3 | 4 |
| 2. I can understand the main ideas of an essay. | 1 | 2 | 3 | 4 |
| 3. I can ask and answer questions about the topic of an essay. | 1 | 2 | 3 | 4 |
| 4. I can describe and compare cultural aspects in different countries. | 1 | 2 | 3 | 4 |

If you still have doubts, look back at previous pages in this unit or ask your teacher.

own on the board in order for students to feel more comfortable writing their own examples. If you have any fast finishers, you can have them write examples about the other essays they have seen throughout the unit in order to compare even more cultural aspects.

- **Describe the handicrafts in your town or region. Compare them with those mentioned in the essay in Activity 5.**

Using the new language, students will now describe and compare cultural aspects. Have them work in pairs and walk around and monitor, correcting them when necessary and helping them check the proper forms in the Language Awareness box.

How Am I Doing?

This is a good moment for students to do the assessment task individually. This will let them see how much they have learned about describing cultural aspects and how much more they need to know before they are ready. In case they have questions, they can ask a classmate, you or go back to the previous pages in the unit to check.

Further Practice

You may tell students to work in pairs. Have them reread in turns the sentences they wrote in Activity 6 aloud. Each student then should say if the sentence is describing a similarity or a difference between the handicrafts (*Both handicrafts are Mexican. It is describing something they have in common. / While Huichol handicrafts reflect past beliefs, Olinálá handicrafts reflect modern motifs. It is describing two different aspects.*).

Teaching Guidelines

Contrast cultural aspects with those described in the text. Create statements to describe cultural aspects. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

Language Awareness

In order for students to successfully make a comparative chart about cultural aspects, they need to be aware of certain expressions they can use while they're presenting. Refer them to the Language Awareness box on page 73 and go over the information with them. You can even have them practice using the expressions with other essays they have seen throughout the unit – or even just compare everyday aspects, such as their classmates, teachers or neighborhoods.

- 6 Now, describe and compare both types of handicrafts and write sentences using the information in the mind map on page 72.

Using the new phrases they have learned, students will now write sentences to compare and contrast cultural aspects. You can write some examples of your

Teaching Guidelines

Contrast cultural aspects with those described in the text. Create statements to describe cultural aspects. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

A fun way to keep making comparisons and describing cultural aspects is to read information about different countries. If possible, bring magazines and articles so students can read them in order to get more information. If you can't, think of other things students are interested in. Write these topics on the board and have students come up with different ways to describe their similarities and differences.

Product Step 2

Students go back to the information they gathered in Product Step 1. Now, they will start to write sentences to compare and contrast cultural aspects about the places that they have chosen. Refer them back to page 73 in order for them to see which kinds of expressions they need to use. Walk around and check their progress. After that, have them look at the comparative chart at the bottom of page 74. If they do not have enough space, tell them they can make a similar one in their notebooks and complete it with the necessary information.

Time to Read! **Market Day** pp. 95-96

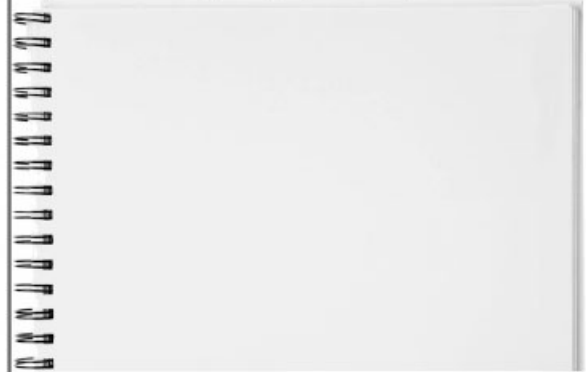
Students should finish the story. Invite them to compare Amanda's attitude at the beginning of the story with her attitude at the end. Then have students look back at the story and write down the comparisons Amanda makes between Mexico and Great Britain (England).

1. In Great Britain they don't have raspados.
2. In Great Britain the food isn't spicy. In Mexico they add chili to almost everything.
3. In Mexico there are many kinds of fruit, but in Great Britain there are very few.
4. In Great Britain the houses are cool and flowers last longer. In Mexico the houses are very warm so some people buy artificial flowers.
5. Jorge is very sweet and kind. The boys in England just stand and stare at girls.

Finally, ask students if they think Amanda would like to return to Mexico.

Product Step 2

In Step 1, you collected information about cultural aspects in different regions or countries. Now, write sentences describing and comparing the cultural aspects.



Use your sentences to prepare a comparative chart. You can use the one below as a model.

Cultural aspect	Country or region	Country or region
Language		
Dress		
Sports		
Traditional dance		

Further Practice

You can also have students practice making more comparative charts about different cultural aspects they have seen throughout the unit – or encourage them to make a chart about different towns, cities, or places that they know.

Product Step 3

You are ready to present your comparative chart. Follow the suggestions below:

- Check your chart (spelling, punctuation).
- Rehearse the expressions to compare and contrast.
- Take turns presenting.
- Remember to always be respectful when talking about other people's or country's traditions.
- If possible, bring something that represents one or both countries/regions.
- Give feedback to your classmates when they present their comparative chart.

Self-evaluation

Answer the *questionnaire* about your performance in this unit by marking (✓) the corresponding box.

How well can I...	I can't do it.	With some problems.	Well.	Very well.
1. recognize the topic of an essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. form questions about a cultural essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. answer questions about a cultural essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. propose a title for a cultural essay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. create a comparative chart about cultural aspects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. describe and compare cultural aspects between two regions or countries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Don't worry if you marked the boxes that correspond to "I can't do it" or "With some problems." Remember that learning is a process. You can always go back to some pages in your Student's Book for a revision, or ask your teacher for help.

Self-evaluation

It's time for students to think about what they have learned and which aspects they need to improve. In order to help students do this, ask them to evaluate their progress using the checklist. You can go over any information they might need help with, or refer them to the pages where they can find the information.

Assessment

Remember that you can use Assessment 8 on page T109 to assess students' performance of this unit.

Teaching Guidelines

Evaluate performance. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

Product Step 3

Students will now present their comparative chart. Remind them that the chart is not the only thing they have to do – they must also be prepared to present and talk about the information in the chart. Give them some time to prepare until they're finally ready to go up to the front of the class and present their chart. You can also provide feedback and give them comments about what they can improve in the future.

Term 3: Unit 9

Participating in a Round Table

Environment: Academic and Educational

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


Communicative Activities: Exchanges associated with specific purposes.

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

Product: A round table discussion

Reader: *Animal Rights Debate*

The table on this page aims to show students what they will be expected to achieve by the end of this unit. Keep them at ease by explaining that, throughout the unit, they will dig into the topic of civics and ethics education. You might want to go through the table with them or ask them to do it in pairs or small groups. Also, explain that for this unit, they will participate in a debate. Tell them they will learn how to participate in a debate step by step. Remind them they can use what they already learned about public speaking in Unit 5.

1 Look at the pictures and select which ones you think represent friendship. Compare with a classmate and justify your answer. 

To activate previous knowledge and introduce the topic, have students individually select the pictures they think represent friendship. Make sure they all understand what the word means. Then have them work in pairs to compare their selection and talk about their answers.

2 Read the article and identify two ideas you agree with, and two that you disagree with.



Explain that they are going to read an article about teen friendship. Ask them to carefully read it so that they can identify two ideas they agree with and two they disagree with. Have them mark them in the text or write them down in their notebooks.

Unit

9

Participating in a Round Table

Environment: Academic and Educational

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


Communicative Activities: Exchanges associated with specific purposes.

Product: A round table discussion


Reader: *Animal Rights Debate*

Achievements:

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

1 Look at the pictures and select which ones you think represent friendship. Compare with a classmate and justify your answer. 



2 Read the article and identify two ideas you agree with, and two that you disagree with. 

"A friend is one who knows us, but loves us anyway." - Jerome Cummings -

Teen Friendship

Friendships are very important during adolescence. Teen friendships help young people feel a sense of acceptance and belonging. Moreover, teenage relationships with peers develop compassion, caring and empathy. We also know that friendships can also have a negative side. But, most of all, they provide a wide range of benefits.

The Benefits of Teen Friendship

Social connections, such as teen friendship, promote positive benefits.

These include the following:

- Higher-functioning immune system
- Happier, more optimistic outlook

- Better self-esteem
- Longer life expectancy
- Lower rates of anxiety and depression
- Better cognitive function

How Long Does It Take to Make a Friend?

Why do we make friends with some people and not others? Scientists* studied how friendships develop. As a result, they discovered the key to how to make friends in high school—or in any situation. It's all about time.

- 50 hours of time together to move from acquaintance to casual friend
- 90 hours to go from casual friend to friend
- More than 200 hours before you can consider someone your close friend.

(Adapted from <https://www.newportacademy.com/resources/empowering-teens-teen-friendships/>)

*Hall, J. A. (2018). How many hours does it take to make a friend? *Journal of Social and Personal Relationships*. <https://doi.org/10.1177/0265407518761225>

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Unit 9

Poster 9

To activate previous knowledge, show students Poster 9 and ask them to discuss in groups what they think the pictures are about. Help them by saying they can review the Achievements list on the page to know what the pictures are about (civics, ethics education and even teen rights). After a few minutes, have them share their ideas in plenary. At this point, accept any answers, as the objective is to activate previous knowledge.

► Tell a classmate about the ideas you selected in the previous text. Use the phrases below to help you. 🗣️

I agree... I disagree with this because... I think...

▶ Listen to a round table discussion and answer the questions as a class. 🗣️ 19

1. Who is the moderator?
2. How many participants are there?
3. Do they all agree with each other?

▶ Listen to the participants' comments from the round table. Tell a classmate who you agree or disagree with. Explain why. 🗣️ 19

RAM: I think that friends love us sincerely if they accept the way we are. If they don't like the way we are, they're not our friends.

LINDA: Actually, I disagree. I think there are friends who love us even if they don't like some things about us. We need to be flexible and accept people as they are. As long as we respect each other, it's OK!

PABLO: I think Linda's right. Friendship is a relationship of trust and concern for each other's feelings. If you care about your friends, you respect them and accept them for what they are.

KARLA: I agree with Pablo. I think that a good friend loves you with all your good and bad qualities. But they don't need to ignore your weaknesses. Real friends can help you improve and become a better person.

CAMELA: I totally agree with Karla. You should help your friends correct their mistakes.

How Much Do I Know?
Answer the questions. 🗣️

1. Have you ever participated in a round table?
2. Why might people have round table discussions?
3. Which topics can you discuss if you participate in a round table?

Glossary Tip 📖
Sometimes you don't have much time to write the definition or an example of a word when you are in class. Once you found its meaning, write it next to words that are similar. For example, writing the words you already know like *happy*, *cheerful* and *joyful* next to the new word *delighted*. This will help you increase your range of vocabulary by associating new words to words you already know.

Time to Read!
In this unit, you will read a text called *Animal Rights Debate*, which includes information about the situation of animals in different contexts, such as the zoo or medical laboratories. In this text you will discuss points of view about animal rights. Remember that you will see this icon 🗣️ that shows which pages we suggest you read along the unit.

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Teaching Guidelines

Revise texts of Civics and Ethics Education and select information. Understand general sense and main ideas. Contrast personal points of view with main ideas of a text. Think about what you want to say and how to say it.

- Tell a classmate about the ideas you selected in the previous text. Use the phrases below to help you. 🗣️

Have students share in pairs the ideas they selected from the text in the previous page. Explain that there are ways to express agreement and disagreement. Read the phrases and give them some examples so they know how to use them with their own ideas. For example, *I agree with the idea that friendship helps teenagers feel accepted. I agree that friendships are beneficial. I don't agree with the idea that you need 200 hours to become close friends with someone. I think that it can happen in fewer hours as well.* Then explain that you can also say *I agree with you* or *I don't agree with you* in the conversation or discussion. Have them discuss their ideas.

3 Listen to a round table discussion and answer the questions as a class. 🗣️ 19

Have students read the questions. Since the track is long, you can play it all complete or you can pause it several times depending on the level of your students. You can discuss each answer a bit further to check comprehension: *What is the role of the moderator? In a debate, would you prefer to be moderator or participant? Why?* Use these and any additional questions to start expanding their knowledge of debates. This will help them in the product socialization.

- Listen the participants' comments from the round table. Tell a classmate who you agree or disagree with. Explain why. 🗣️ 19

For this activity you have the option of playing the track again or having students read the comments on their own to then agree or disagree with the opinion given. You can also model the activity by reading one comment aloud and then stating your position (whether you agree or disagree and why). Make sure students are clear about justifying their answers.

How Much Do I Know? 🗣️

To continue activating previous knowledge, and have students reflect on the topic so they can link it to their own lives, have students work in groups to discuss the three questions in the box. You can also do it in plenary. Have them reflect on the use of a round table discussion, as this will help them with their Product.

Time to Read! Animal Rights Debate

Take some time to introduce this unit's text in their Reader, *Animal Rights Debate*. Explain that the text includes information about the situation of animals in different contexts, such as the zoo or medical laboratories. Explain that they will have to pay special attention to different points of view about animal rights.

Glossary Tip

Explain that in this unit, the vocabulary strategy they should follow is writing down similar words. Write the word *delighted* on the board. Then, elicit similar words or give them synonyms (depending on the level of the class) and write them on the board: *happy*, *cheerful* and *joyful* next to the new word *delighted*. Explain that this strategy will help them increase their range of vocabulary by associating new words to words they already know.

Teaching Guidelines

Define purpose of finding information.

4 Read the text about round tables and decide if the information is clear enough. If not, ask your teacher.

Have students read the text about round tables individually. Remind them to look up the highlighted words in the Glossary. Help them with any other words they may not know or, if possible, provide printed or online dictionaries.

Poster 9

Show Poster 9 again and have students choose one of the pictures and topics. In pairs, they will prepare a very simple introduction, development and conclusion for the topic they chose. Praise their efforts, as the unit is just beginning, and give them feedback on how to improve their arguments and information. When possible, ask their classmates how they could improve, so they can reflect on it (not just accept your recommendations).

Product Step 1

Help students get into groups of five for their Product teams. Have each of the team members propose a topic for a round table discussion and then choose one to work with along the unit.

If possible, during Product Step 1, encourage students to visit the web page to learn more about social debate topics. The list will function as inspiration for the topic they have to choose. or they can also choose one topic from Poster 9.

Further Practice

You can ask students to share the topic of their round table discussion with the class. They can now start thinking about which sources they can use to find information about them. Additionally, you can make little note cards with topics on them so students can discuss and start getting comfortable with expressing their opinions about different topics.

4 Read the text about round tables and decide if the information is clear enough. If not, ask your teacher.

A round table is a form of discussion about a specific topic in which the participants have the opportunity to express their personal points of view and opinions equally. That means participants can freely interact with one another and discuss the topic. This form of discussion allows participants to keep the discussion moving. They can also give and receive feedback about their topic. A key role in a round table is the moderator, who is in charge of leading the discussion and making sure everyone gets a turn to speak.

A round table can be organized into three stages:

1. **Introduction.** The moderator introduces the topic, presents the participants and explains the rules (time each participant has to present, use of materials to support information given, etc).
2. **Development.** The participants present their opinion about the topic. The moderator guides them.
3. **Conclusion.** The participants present their conclusions. This is the closure of the round table.

In order to participate in a round table, you need to look for information about the topic of the round table. It is useful to write down questions about what you do not know about the topic and what you would like to know. You can look for information on the Internet, your school's library, books, newspapers or by interviewing people who know about the topic. The important thing is that the information you get is from a reliable source. Once you have gathered the information, you need to organize it. You can do it by using index cards to write notes or a notebook.

Product Step 1

Get together in groups of five. Each member will propose a topic they would like to talk about during a round table discussion. After every member has proposed, the group will decide on one topic to use for a round table discussion.

For additional ideas, visit the following link:

https://teens.love2know.com/High_School_Debate_Topics

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Unit 9



Time to Read! Animal Rights Debate pp. 97-99

Have students read the title of the text and close their books. Elicit their opinions about animal rights: *Do animals have rights? Why? What could those be?* At this point, do it just as a regular discussion, not a debate. Then have them read pages 97-99. Remind them to look at the Glossary at the bottom of each page for the meaning of the words in bold. Encourage them to ask you for the meaning of any other word and help them infer (if possible) from the context. Afterwards, have students discuss their opinions about what they read. Also ask, *What information in the text is new to you? Did you change your opinion after reading the beginning of the text?*

5 Read the text about teen friendship again and answer the questions.

Title: "A friend is one who knows us, but loves us anyway" - Jerome Cummings -

Teen Friendship

Friendships are very important during adolescence. Teen friendships help young people feel a sense of acceptance and belonging. Moreover, teenage relationships with peers develop compassion, caring and empathy. We also know that friendships can also have a negative side. But, most of all, they provide a wide range of benefits.

The Benefits of Teen Friendship

Social connections, such as teen friendship, promote positive benefits. These include the following:

- Higher-functioning immune system
- Happier, more optimistic outlook

• Better self-esteem
• Longer life expectancy
• Lower rates of anxiety and depression
• Better cognitive function

How Long Does it Take to Make a Friend?

Why do we make friends with some people and not others? Scientists studied how friendships develop. As a result, they discovered the key to how to make friends in high school—or in any situation, it's all about time:

- 60 hours of time together to move from acquaintance to casual friend
- 90 hours to go from casual friend to friend
- More than 200 hours before you can consider someone your close friend.

Source

Additional references

(Adapted from <https://www.newportacademy.com/resources/empowering-teens/teen-friendships/>)
*Hall, J.A. (2018). How many hours does it take to make a friend? *Journal of Social and Personal Relationships*, *https://doi.org/10.1177/0265407518761225*

1. What kind of text is it?
 2. Where is the information from?
 3. Do you think the information is reliable? Why?
 4. What other sources are mentioned?
 5. Where can you look for information about the same topic?
- ▶ Look at the questions below and say which of them are answered in the text. If possible, identify the information in the text.
1. What do friendships help young people feel?
 2. What are some negative effects of friendship?
 3. What are some benefits of friendship?
 4. How many best friends can you have?
- ▶ Talk to a classmate and say which other sources you can use to answer the missing questions. Justify your answers.

Product Step 2

In Step 1, you chose a topic for your discussion. Now, look for information about the topic. Prepare some notes in your notebook or on index cards to use them during the discussion. This will help you be an active participant in the round table discussion. Remember the sources where you can find information.

▶ Talk to a classmate and say which other sources you can use to answer the missing questions. Justify your answers.

Ask students to remember why reliable sources and information are important. Tell them to mention several reasons. Then have them work in pairs to discuss which other sources they can use to answer the missing questions. Ask them to justify their answers and explain the importance of reliable information also in their explanations or justifications.

Product Step 2

At this point, students are ready to look for information. Have them go back to Product Step 1 and recall the topic they chose. Then ask them to look for information about that topic on reliable sources and prepare notes in their notebooks or on index cards. Explain that this information they will be able to use during the discussion.

Further Practice

The text on this page talks about how there's a certain number of hours required for someone to be considered a friend. Ask students how they feel about this statement. In small groups, let them share and express their opinions in a similar way to a round table discussion. Additionally, you can also write other topics on the board for them to talk about in their groups. Some possible topics are: *You can only have one best friend. You should not criticize your friends. Friends are just as important as family.*

Teaching Guidelines

Revise texts of Civics and Ethics Education and select information. Locate adequate sources. Select, and register information that answers questions. Identify components involved in the textual organization. Understand general sense and main ideas.

5 Read the text about friendship again and answer the questions.

Tell students they are going to reread the text from page 76 about teen friendship. Ask them to read the questions before reading the text again. After they discuss the questions, talk to them about the importance of looking for reliable information and sources. As this may be a complex topic for students, help them arrive to their own conclusions and reflect on just how important it is for information to be reliable.

▶ Look at the questions below and say which of them are answered in the text. If possible, identify the information in the text.

Have students read the questions and decide which ones are answered in the text. Then have them answer the questions with the information in the text.

Teaching Guidelines

Revise texts of Civics and Ethics Education and select information. Select, and register information that answers questions.

6 Listen to the beginning of a round table discussion. Identify the following information.



Explain that they are now going to listen to the beginning of a round table discussion and that they have to identify specific information. Have them read the four questions individually. Play the track once or twice (as necessary depending on your students' needs) and have them take notes or write the answers in their notebooks. Remind them to check the Glossary at the end of the book for the highlighted words.

Language Awareness

Have students read the table in the Language Awareness section. Explain the need for a moderator in a debate: someone needs to moderate the discussion, establish the turns and give the floor. The moderator also makes sure everyone has a chance to speak. Clarify that the moderator needs to be polite at all times, no matter how heated the conversation is. So, encourage them to read the expressions in the table. This will be useful for everyone, but especially for the team member who will act as moderator in the socialization of the Product.

- ▶ In pairs, think of other phrases you can use at the beginning of a round table if you were a moderator.

To make sure everyone participates actively, have students work in pairs to think of other phrases the moderator can use at the beginning of a round table. Help them as necessary with words they need but may not know.

How Am I Doing?



Have students work in groups to discuss the four questions in the box. You can also do it in as a class. Have them reflect on what they will do with the information they have gathered as this will help them go over the next step of the Product.

6 Listen to the beginning of a round table discussion. Identify the following information.

1. How the moderator begins the round table.
2. The rules of a debate.
3. How he introduces the topic.
4. How he introduces information to trigger the discussion.



Moderator: Hi, everyone. Let's get started. As you know, my name is Michael Brandon, and I will be moderating this round table. To keep our discussion orderly I will ask you to make sure you are wearing your name tags all the time, and to raise your hand when you want to participate. Also remember that probably we all want to say something, so you won't have more than two minutes each time you speak. I will tell you when your time is up. So, as you know, the topic of our round table today is discussing if some behaviors are ethical or not. And for this purpose I would like to begin by sharing with you the results provided by Junior Achievement Worldwide, a nonprofit

organization, which asked several teens their opinion about lying, stealing and behaving violently. According to the study, many of them said that those behaviors are valid and possibly correct in some cases. In short, they think that some things can be wrong, but can also be okay depending on the circumstances.



How Am I Doing?

Discuss the questions.

1. What are the rules to participate in a round table?
2. What do I need to participate in a round table?
3. Where can you get information about a topic?
4. What do you do with the information you find?

In order to carry out a round table discussion, there needs to be a moderator. This is a person who guides the discussion to make sure everyone has a chance to speak. Below are some useful phrases that can be used when moderating a discussion.

Introducing yourself	Setting the rules of the discussion	Providing information about the topic
My name is...	I will ask you to...	The topic for our discussion is...
Allow me to introduce myself. I am...	Make sure that...	Today we will be talking about...
I will be moderating this round table.	For this discussion, you must...	I would like to start by sharing information about...

- ▶ In pairs, think of other phrases you can use at the beginning of a round table if you were a moderator.

Product Step 3

Work with your team. Write a phrase that shows the central argument of your discussion. Use the language you have learned to help you.

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Unit 9

Product Step 3

At this point, have them get into their Product teams and write one phrase that shows the central argument of the discussion. Encourage them to flip through the unit's pages, as well as check the Glossary, so the phrase is adequate. If possible, provide printed or online dictionaries.



Time to Read! Animal Rights Debate pp. 100-103

Have students read pages 100-103 in their Reader. At this time, encourage them to pay attention to the arguments in the text: *Are they just opinions? Do they present any facts? Where did they look for information?* Then, after students have answered the questions, have them reflect on which type of argument will be better and why (opinion vs. fact, reliable source vs. non-reliable source, etc.).

7 Listen to the second part of the round table discussion as you read along and answer the questions. 21

MICHAEL: What is your opinion? Yes, Cynthia, (1) would you like to begin?
 CYNTHIA: Yes, Hi, well... (2) In my opinion there are things that are always unethical, no matter what the circumstances. (3) For example, I think stealing is always wrong and the same with lying and behaving violently.
 MICHAEL: Yes, Dan.
 DAN: Hi. (4) I agree with Cynthia in that lying and acting violently are not correct. (5) However, I believe that circumstances sometimes justify those behaviors.
 MICHAEL: (6) Can you explain that?
 DAN: Sure. In some cases people who are extremely poor and do not have enough to eat may try to steal from a store. Or a boy or girl who is constantly bullied might end up by acting violently against their aggressors.
 MICHAEL: Yes, Helen.
 HELEN: Hi. Look, (7) I understand your point of view, Dan, but we have to understand that although we sometimes justify or understand certain behaviors, it does not make them ethical. For example, if you're being bullied or suffer from extreme poverty there are actions you should try before behaving unethically.
 MICHAEL: (8) Rachel, what is your opinion?
 RACHEL: I understand and partially agree with most of what has been said here so far, for example, the fact that there are behaviors that are unethical

and that sometimes circumstances push people to do wrong, extreme and inappropriate things. But I believe that the problem is not whether certain things are right or wrong, but what our society should do to create conditions in which those unethical behaviors are not necessary. I mean combating poverty and bullying for example.
 MICHAEL: Yes, Cynthia.
 CYNTHIA: (9) I think the point of discussion here is not what to do, but whether lying, stealing, etc., are right or wrong. And in my opinion they are always wrong.
 MICHAEL: James, (10) you want to say something.
 JAMES: Yes, Hi, everyone. I would like to ask a question. What about lying? Is lying always wrong? What if we lie to someone in order to not make someone feel bad about something?
 CYNTHIA: Like what?
 JAMES: For example, a friend is wearing something he thinks looks good on him, but you don't like it. In order not to hurt your friend's feelings, you lie and tell him you like it too. Or if someone is ill and something bad has happened that you know will make that person worse if he learns about it. Wouldn't you tell a lie if the person asked you? And would it be wrong?
 MICHAEL: Dan?
 DAN: I agree with James. There are instances in which lying may not be bad.
 RACHEL: I think so, too.

- How many participants are there?
- What is the moderator's attitude throughout the discussion?
- How do the participants sound: enthusiastic, bored, aggressive, polite, indifferent, etc.?

▶ Look at the underlined phrases and decide which of them are used to moderate, agree and disagree. Then look at the phrases on the next page to check your answers.

Product Step 4

Get together with your team and decide on who the moderator will be. He or she should prepare a list of questions to begin the discussion and keep it going. The rest of the team should decide if they are for or against the argument you chose in Step 3. Write notes to help you.

▶ Look at the underlined phrases and decide which of them are used to moderate, agree and disagree. Then look at the phrases on the next page to check your answers.

Have students go back to the text and reread the underlined phrases in pairs. Ask them to draw a three-column chart in their notebooks and classify the expressions according to whether they are used to moderate, to agree or to disagree. If time allows, have groups of two pairs discuss their choices, and then have them check their answers on the next page.

Product Step 4

Have students get into their Product teams and assign roles and positions. First, have them decide who the moderator will be. The moderator should prepare a list of questions to begin the discussion and keep it going. Tell this student in each group to review the expressions on page 80 and the additional phrases they wrote in their notebooks. Next have the rest of the team decide if they are for or against the argument they chose in Step 3. They should then write notes to help them in the defense of their position. Some students might find this difficult, so help them as needed.

To finish the class, tell students to bring all the information they have been researching about their topic to the next class. They could also bring a list of questions about the round table discussion, so that you can help answer them.

Time to Read! **Animal Rights Debate**
pp. 104

Have students read the second debate in the text, on page 104. Ask them to choose the most convincing argument to them and to think about why it is so convincing. Have them share their ideas with a partner. Tell them reflecting on how others present their arguments will definitely help them improve their own arguments in the Product discussion.

Teaching Guidelines

Revise texts of Civics and Ethics Education and select information. Select, and register information that answers questions. Think about what you want to say and how to say it.

7 Listen to the second part of the round table discussion as you read along and answer the questions. 21

Explain that they are going to listen to the second part of the round table discussion. Have them read the three questions and play the track once or twice (depending on your students' needs) as they read along. At the end, discuss the participants' attitudes and have students reflect on the importance of attitude in a discussion and when talking to other people in life in general. Help them realize that a positive attitude will be always better than a negative one, no matter the situation.

Teaching Guidelines

Understand general sense and main ideas. Think about what you want to say and how to say it.

Write some statements related to civics and ethics on the board. Have volunteers from each team take turns expressing their opinions for or against. If time allows, have classmates agree or disagree. This time, you can be the moderator yourself so that they have a model for the Product discussion.

Language Awareness

Check with students if they need to review the expressions in the table or if they understood when they read them for the activity on the previous page. Then have them read the second part of the Language Awareness section about conclusions. Read the questions with them and brainstorm other possible questions they might find interesting. Add them to a list on the board and have them copy them in their notebooks so they can later apply the questions to their own socialization of the Product at the end of the unit.

8 Listen to the last page of the round table discussion as you read along and answer the questions. 22

Explain they are going to listen to the final part of the round table discussion, and that they will have to complete the sentences the moderator mentions at the end as well as discuss if there are any clear conclusions. Have them read the three sentences and the two questions. Then play the track once or twice. To complete the sentences, encourage students to go back to the discussion in Activity 7.

Product Step 5

Tell students they are almost ready for their round table discussion. Have students review the information they collected in their notes to make sure it is enough to defend their position (for or against). Help them as necessary.

During your round table discussion, you will need to use expressions to agree, disagree, and to keep the conversation going. The chart below has some useful expressions.

Agreeing	Disagreeing	Keeping a conversation going
I agree with you.	I don't agree.	Would you like to begin?
I concur.	I disagree.	Can you explain that?
We're on the same page.	I'm not sure about that.	What is your opinion?
		You want to say something.

Once you finish your round table discussion, it's important to be able to reach a conclusion. Ask yourselves the following questions.

- What was said during the debate? What did everyone say?
- How many opinions did you hear? Which was the most common?
- Did everyone have the same point of view at the end, or were there still different opinions?

8 Listen to the last page of the round table discussion as you read along and answer the questions.

MICHAEL: Okay guys. I would like to recap what we have discussed so far. Please write notes by completing the following sentences with what you think are the results of the discussion:

1. Most of us agree that...
2. However, some believe that...and
3. Almost everybody thinks that...

1. Are there any clear conclusions?
2. How would you complete the sentences the moderator mentions at the end? Look back at the discussion in Activity 7.

Product Step 5

You're almost ready for your round table discussion. Work on your own and look back at your notes about the topic and the questions you prepared. Make sure you have collected enough information so you can participate actively in the discussion.

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Further Practice

If you'd like to give students more practice with sharing their points of view and round table discussions, have them discuss the topic of the Reader - animal rights. You can divide them into groups or have one large class discussion. Be sure to assign a moderator so they can have the full experience. Additionally, you can invite students to propose their own topics for discussion.



Time to Read! Animal Rights Debate pp. 105–107

Have them read pages 105-107, which present another debate, this time about the use of animals in laboratory testing. Before they read, ask them to share their ideas about the topic in groups. Then give them some minutes to read. Next, have them discuss the ideas in the text and tell their team members of their opinion has changed after reading the arguments and why. Do the *After Reading* activity if time allows, or you can do it after they have socialized the Product so they can better defend their positions regarding animal rights and the use of animals to test cosmetics and medicines, and so they can think about conclusions, too.

Product Step 6



You are now ready to have your round table discussion. Follow the suggestions below.

1. Verify the information you collected.
2. Keep your notes ready in case you need them, but don't read directly from them.
3. Get into teams and carry out the discussion. Remember to participate actively and encourage other students to do so!

Self-evaluation

Read and mark (✓) the boxes that correspond to your performance throughout the unit.

- I can find information in texts or other sources.
- I can share my points of view about texts and other topics.
- I know how a round table discussion is held.
- I participated actively in the round table discussion.
- I was able to share my points of view during the round table discussion.
- I can use expressions to agree or disagree.
- I can use expressions to keep a conversation going.
- I can identify expressions that a moderator uses during a round table discussion.

If you left some boxes unmarked, check your notes from the unit and compare them with a classmate. Ask your classmates to help you with any information you didn't understand. You can also make a study group with more classmates to help each other review.

Self-evaluation

As part of the ongoing evaluation, it is time for students to think about what they have learned. This is an individual and personal evaluation to help students realize what they did and can do, and also what they have to work on in the future. Explain that if any boxes are left unmarked, they should check the notes from the unit and compare them with a classmate. Tell them that they should get together with a classmate that can help them with any information they did not understand. Encourage them to also form study groups.

To finish up the unit, students could take this opportunity to express how they feel about the topics their classmates discussed and if they would like to have another round table discussion about another topic. If you consider it necessary, you can talk about this unit's value one more time and ask students why they think it is important to be a good citizen.

Assessment

Remember that you can use Assessment 9 on page T110 to assess students' performance of this unit.

Teaching Guidelines

Discuss points of view by participating in a round table.

Spend a few minutes reviewing students' materials and answering their questions about the Product.

Product Step 6



Explain that now students will have to socialize their product and show everything they learned, step by step, along the pages of this unit. Give them some advice from this page and help any team, especially the first teams to do the discussion, as it may be more difficult for them. Encourage all students in each team to participate, and remind their classmates of giving respectful feedback at the end of each discussion (only after a warm round of applause).

Term 3: Unit 10

Making Complaints

Environment: Family and Community

Social Practice: Express complaints about a product.

Communicative Activities: Exchanges associated with the environment

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

Product: Making a complaint

Reader: *Surprise!*

The objective of the first two pages of the unit is to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will read about and listen to people making complaints about a product or service they purchased.

The second page features a sample dialogue similar to the one students will prepare for the unit's Product. As the unit progresses, they will become more and more familiar with the vocabulary and other tools they will need to make an effective complaint.

1 Listen and say what kind of conversations are taking place. Discuss with a classmate and give reasons for your answer. 23

Draw students' attention to the pictures in activity 1 and ask them what they think the audio is about and how they know. *It is about unhappy customers. The body language of the people in the pictures shows that they are annoyed.*

Play Track 23 so students can listen to the conversations. then have them form pairs and discuss what the dialogues are about.

► Listen again and answer the questions.

Invite students to continue working with the same classmate. Play the audio again and have them answer the questions. It would be a good idea to have them write their answers in their notebook or a least make a few notes. Go over each question in class and encourage pairs to share their answers. Remember to ask the rest of the class whether or not they agree. Answers may vary in the way they are stated since students should always be encouraged to express their opinions in their own words.


Unit 10

Making Complaints

Environment: Environment: Family and Community

Social Practice: Express complaints about a product.
Communicative Activities: Exchanges associated with the environment
Product: Making a complaint
Reader: *Surprise!*

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


1 Listen and say what kind of conversations are taking place. Discuss with a classmate and give reasons for your answer.  23



► Listen again and answer the questions.

1. What is the woman in Conversation 1 complaining about?
2. What is wrong with the customer's product in Conversation 2?
3. How does the customer in Conversation 3 sound?
4. Are the speakers talking to each other in person, or on the phone?

How Much Do I Know?

Answer the questions. 

1. Have you ever complained about a product?
2. Have you ever complained about a service?
3. What is the best way to complain about something?

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Answers: Possible answers: 1. The woman contracted Internet service a week ago, but still doesn't have it. 2. It doesn't work. 3. Very angry. 4. Conversation 1-on the phone. Conversations 2 and 3 –in person.

How Much Do I Know?

This is a diagnostic evaluation and is meant to encourage students to reflect on how much they know about the topic of the unit. Students should do the activity individually and then share their conclusions with the rest of the class.

2 Read and listen to someone complaining about a product. Identify the following parts of the conversation.   24

Greeting Reason to complain Solution and closing

SALESPERSON: Good morning. How can I help you?

HUMBERTO: Good morning. Last month I bought a pair of tennis shoes from your online catalog and you sent me a different style. Twice! I got upset, so I decided to complain in person! I'd like a refund!

SALESPERSON: I understand, but our company policy does not permit refunds as you can see from this receipt.

HUMBERTO: I see. However, I think I deserve some compensation for this.

SALESPERSON: Let me talk to my supervisor to see what we can do.

SUPERVISOR: Good morning, sir. I apologize for this situation. Unfortunately, the company policy does not allow refunds.

HUMBERTO: Yes, your colleague told me that.

SUPERVISOR: I can give you the style you ordered online right now. And to compensate for the inconvenience, I can offer you a 40% discount on your next purchase with us. Is that okay?


HUMBERTO: That's fantastic! Thank you.

► Answer these questions about the dialogue.

1. How did Humberto sound when he arrived?
2. How was the supervisor's attitude?
3. How did Humberto feel with the solution the supervisor gave him?



Time to Read!

In this unit, you will read a text called *Surprise!* Natalia bought online a book for her father's birthday. When the book arrives, Natalia is very upset. This text will help you express complaints about a product. Remember that you will see this icon  that shows which pages we suggest you read along the unit.

Glossary Tip

Be careful! If one of the words in this unit sounds similar to a word you know in your first language, look it up in a dictionary to check that they mean the same thing. Sometimes words across languages might sound similar, but they have completely different meanings! Remember that the highlighted words you find along this unit are defined in the back of the book in the Glossary.

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Next, divide the group into pairs. Play the audio again and have them identify the parts of the conversation. Check in class by calling on several pairs to share their answers.

► Answer these questions about the dialogue.

Have students continue working with the same classmate. Read the questions out loud to make sure they are clear. Then ask pairs to answer the questions and correct them together in class. The answers may vary in wording but students should understand and express the attitudes and behavior of the supervisor and Humberto.

Answers: Possible answers: 1. Humberto was very annoyed/angry. 2. The supervisor was polite, but firm about the no refund policy. 3. Humberto was very pleased with the solution.






Time to Read! Surprise!

This is a fiction story about an online purchase that led to an unpleasant surprise. The story gives a good example of what you can do when you do not receive the item you paid for. It also shows how being polite can lead to more a satisfactory solution. This story will be very helpful for students as they work on the unit's Product.

Teaching Guidelines

Listen and review complaints about products. Analyze topic and purpose. Contrast attitudes adopted by interlocutors. Classify, by their meaning, expressions to convey emotions when speaking. Clarify the meaning of words. Compare expressions to propose solutions.

To start the class, encourage students to talk about the things they buy most often and where and how they buy them (online, at stores, using catalogues, etc.). Then ask if they have ever had any problems with an item they bought and what they did about it: *Did you write a letter of complaint? Did you call on the phone or go back to the store? Did you return the item to the store? Did you ask for a refund?*

2 Read and listen to someone complaining about a product. Identify the following parts of the conversation.   24 

Before beginning, encourage students to look up the highlighted words in the Glossary on page 102. Then play Track 24 and invite them to follow along in their book. You might want to ask a few comprehension questions like: *where does the dialogue take place? What product is Humberto complaining about? What is his complaint?*

Glossary Tip

Remind students that the Glossary Tips are meant to help them identify, understand and remember new vocabulary. This tip explains to students that although a word in English may be similar to one in their language, it doesn't necessarily have the same meaning. One example you could use is the word *table (mesa)* which is similar to *tabla (board)*. Tell them that when in doubt it is a good idea to look up the word in the Glossary or in a dictionary.

Further Practice Poster 10

To provide students with some useful practice and wrap up this class, you can display Poster 10 and ask students to take turns describing what they see and imagining possible place, situation, etc. Then, you can ask them to come up with a complaint for one of the pictures.

Teaching Guidelines

Detect ways to adjust the action of speaking and listening to complaints. Analyze topic and purpose. Value the effect of modality of communication. Detect ways to adjust the action of speaking and listening. Establish motive or reason for a complaint. Compare expressions to propose solutions.

Time to Read! **Surprise!** pp. 109-111

Students should read pages 109 to 111 to discover what the “surprise” was. Once they finish reading, you could ask a few comprehension questions: *What were Natalia and her mother talking about? What present did she order? What book arrived?*

3 Listen to four people complaining about a product. Write *F* for face-to-face or *P* for phone. 25

Explain to students that they will listen to four people complaining about something they bought. They should listen to decide if each conversation took place on the phone or face-to-face (in person in the store). Play Track 25 once or twice and have students write *F* or *P* in the boxes to indicate if each person is complaining on the phone or in person. Then correct as a class.

Answers: F, P, P, F

► Discuss the following the questions.

Divide the class into pairs and have them discuss and answer the questions. You may find it helpful to play the audio again. Pairs should decide which method was more effective and got better results. Answers may differ so students should feel free to express their opinions. Call on different pairs to give their answers but allow other students to say whether or not they agree.

Language Awareness

Complaints can be either oral or written; oral complaints can be face-to-face or on the phone. Read the chart together and make sure students understand the advantages and disadvantages of each one. You might want to ask which method they would choose. Ask if they think there are other factors that might influence their choice such as *distance to the store or office, traffic, how the item was purchased, what type of item it is*. Allow them to use their imagination to come up with other relevant conditions that could influence their decision. You might also ask if the language they use could differ and how important they think body

3 Listen to four people complaining about a product. Write *F* for face-to-face or *P* for phone. 25



The product stopped working after a few days.

The product was broken or damaged.

The product has not arrived.

The wrong product was sent.

► Discuss the following the questions.

1. What was the most effective way of communication? Why?
2. What are the advantages and disadvantages of each one?


As you will see throughout this unit, there are different modalities of communication. When you make an oral complaint, you can either do it face-to-face or on the phone. Each modality has its advantages and disadvantages.

	Advantages	Disadvantages
Face-to-face	<ul style="list-style-type: none">• You can use body language to get your point across more clearly.• It is harder to refuse to help a customer in person.	<ul style="list-style-type: none">• If you're shy, it can be difficult to talk face-to-face.• The person they want or need to talk to is not there.
On the phone	<ul style="list-style-type: none">• It is quicker since you do not have to waste time getting there.• You can talk to anyone no matter where you are.	<ul style="list-style-type: none">• Your message can be misinterpreted if the other person can't see you.• There might be technical difficulties with the call.

 To learn more about face-to-face communication strategies, go to: <https://www.speakconfidentenglish.com/making-complaints/>

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language and facial expressions are to getting their point across.

 To learn more about face-to-face communication strategies, go to: <https://www.speakconfidentenglish.com/making-complaints/>

Encourage students to visit the website above and learn more about how to make complaints politely. They can find tips to help them with their Product.

4 Read and listen to the extracts from two of the complaints in Activity 3. Then do the tasks below. 26

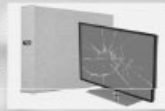
I'm calling about a cell phone that I just bought. The screen is broken, so I need to return it. I am very disappointed.

I bought a camera, but it doesn't work (...). I brought it here for repairs two days ago, and your colleague said it was repaired, but it's still not working. I would like a refund.

1. Identify the reasons for the complaints.
2. Observe how the customers expressed their problem.

5 Read the voice message from customer service. Then look at the images and tell a classmate what you would say to complain. Use the phrases from Activity 4 as a model.

"Thanks for calling customer service. Unfortunately, we cannot take your call right now. Please let us know about your problem and leave your contact information after the tone. We will get back to you as soon as possible." (beep)



There might be different reasons for complaining about a product. Here are some examples:

Delivery	Food	Items you buy
<ul style="list-style-type: none"> • The product arrived too late. • I got the wrong item. • The food was cold when I received it at home. • The battery charger was not in the box. 	<ul style="list-style-type: none"> • There was an insect in my soup. • The coffee/tea was cold. • This is the worst cake ever! • I told you I was allergic to almonds and you included them! 	<ul style="list-style-type: none"> • The battery charger is broken. • The coffee maker doesn't heat water. • The heel of the boot broke off after the first use.

Product Step 1

So far, you have heard and read expressions we use to complain about a product. Choose a classmate to work with. Think of a situation in which you would have to express a complaint. Make a list of possible reasons for complaining about the product.

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5 Read the voice message from customer service. Then look at the images and tell a classmate what you would say to complain. Use the phrases from Activity 4 as a model.

Before starting, encourage students to look up the highlighted word in the Glossary on page 102. Then have students read the customer service voice message. Ask students if they have ever gotten a voice message and how it made them feel. Also, ask them if they found it easy to leave a message. Encourage them to think of some important tips for leaving a message and write them on the board. These could include: *State the problem clearly and concisely. Be brief. Be sure to give your name and contact information. Be polite.* You might also ask them if they are more likely to receive a quick and positive response if they are polite.

Next, ask students to form pairs and choose one of the products pictured to complain about. Have them give each other feedback about how to improve their complaint. Walk around the classroom helping out as needed.

Language Awareness

There are many different reasons for complaining about a product or service. The Language Awareness box lists a few examples of statements that could be used to complain effectively. Invite volunteers to read the examples out loud in class. This is a good opportunity to check pronunciation and oral reading skills. You could also encourage students to add more examples of their own. Remind them that these phrases and sentences will be helpful in preparing their Product.

Teaching Guidelines

Analyze topic and purpose. Contrast attitudes adopted by interlocutors. Infer general sense. Establish motive or reason for a complaint. Classify, by their meaning, expressions to convey emotions.

Poster 10

Display Poster 10 and call on students to say what is happening in each of the photos. Then cover the poster. Have them form teams and write down the as many pictures as they can remember. The team that remembers the most is the winner.

4 Read and listen to the extracts from two of the complaints in Activity 3. Then do the tasks below. 26

Divide the class into pairs and have them read the extracts from two of the complaints they heard in Activity 3. Ask them to try to remember which complaint each one is from before playing the audio. Then ask them if they can recall how each customer presented his or her complaint. Give them time to discuss and do the tasks. Then Play Track 26 again so they can check their answers and modify them if necessary.

Further Practice

Before students work on the Product Step on this page, you can ask them to choose one of the contexts in the Language Awareness section: delivery, food or items you buy. Then, ask them to choose a possible situation they can complain about. Next, ask them to improvise a conversation in pairs to complain about a product. You can ask them to pretend it's a phone conversation (if applicable) or if it's face to face to then use proper body language and gestures. Go around the classroom and monitor them. You can help them with unknown vocabulary and/or suggestions to sound more realistic.

Product Step 1

If time permits, conduct a brief review of expressions they have heard and read in complaints so far. Then invite students to choose a classmate to work with on the Product. Encourage them to try working with a different partner. Next, tell them to decide upon a product and think of possible reasons to complain about it.

Teaching Guidelines

Infer general sense. Establish motive or reason for a complaint. Classify expressions to convey emotions when speaking. Contrast attitudes adopted by interlocutors. Choose relevant repertoire of words and expressions to raise complaints. Contrast attitudes adopted by interlocutors. Establish motive or reason for a complaint. Compare expressions to propose solutions.



Time to Read! **Surprise!** pp. 112-116

Students should read pages 112 to 116. Read the e-mails Natalia wrote on page 116 out loud. You could ask students if they think Natalia's complaint was polite and why they think that is important.

Language Awareness


Before going over the chart, encourage students to look up the highlighted word in the Glossary on page 102. Then refer them back to discussions about the importance of being polite. Draw their attention to the Language Awareness chart and explain that it contains ways to state a complaint that are both polite and impolite. Read each polite expression and its corresponding rude expression out loud. As an alternative, different students could say and act out each one. Once again, stress how politeness can create good will. If time permits, have students form groups and practice the expressions.

6 Read a complaint from Activity 3. Then do the tasks below.

Remind students that the following is a complaint they heard in Activity 3. Have them form pairs and do the tasks below the conversation. They should discuss the salesperson's attitude and the effect it probably had on the customer. Have them talk about what they would do if they received that treatment and if they would ever buy anything in that store again. Next, have them replace the underlined sentences using the phrases from the chart.

- ▶ **Role-play the new dialogue with a classmate and reflect on the customer's responses. Do they match the sentences you replaced? Do you need to change them?**

Next, have pairs role-play the new dialogue. Explain that the customer's answers might not correspond to what the salesperson says. If that is the case, have them make the necessary changes. Once their dialogue works, invite them to perform it in front of the class.

No matter whether you are the customer or the service provider, it is important to be polite. Politeness is expressed through phrases that are not offensive or aggressive. Observe the phrases below and notice how you can express the same idea in two different ways. 

Polite

How can I help you?
I'd like a refund.
What seems to be the problem?
I'm afraid we're out of stock.
I'm sorry to say this, but the coffee is of poor quality.
Thank you for shopping with us. Have a nice evening.
I apologize for this situation.
May I have a look at the receipt?
Let me talk to my supervisor to see what we can do.

Impolite

What do you want?
I want my money back now!
So? / And?
We don't have any.
This is the worst coffee ever!
See you.
Not my problem.
Your receipt.
Not my problem.

6 Read a complaint from Activity 3. Then do the tasks below.

CUSTOMER: Excuse me. Can you help me?

SALESPERSON: Morning, welcome to Video Planet. What do you want?

CUSTOMER: Morning, I recently bought a video game from your online catalogue.

SALESPERSON: So?

CUSTOMER: So? Well... you sent me the wrong game!

SALESPERSON: Well, that's not my problem.

CUSTOMER: Excuse me!

SALESPERSON: Yeah, you bought it online, so make your complaint online.



1. Say whether the salesperson was polite or impolite. Explain why.
2. Reflect on the effect the salesperson's answers had on the customer.
3. Replace the underlined phrases. Use the sentences from the chart above as a model.

- ▶ Role-play the new dialogue with a classmate and reflect on the customer's responses. Do they match the sentences you replaced? Do you need to change them?

7 Remember that body language helps you transmit your attitude more clearly. Analyze the photos below and describe each person's body language and attitude.



► Choose one of the situations above and role-play an exchange between the customer and the salesperson. Think about the body language that would accompany their interaction. Then perform the dialogues.

Product Step 2

Get together with your classmate and look back at the phrases they wrote to complain about a product in Product Step 1. Then create a chart with expressions you may use to complain about that product. Remember to use polite phrases. Once you have your phrases, think of possible body language you could use.

How Am I Doing?

- Discuss the questions.
1. Do you find it difficult to make complaints?
 2. Which is the best way to make a complaint? Why?
 3. Is it better to be polite or impolite when you complain about a product? Why?

Teaching Guidelines

Contrast attitudes adopted by interlocutors. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Classify, by their meaning, expressions to convey emotions when speaking.

Poster 10

Display poster 10 again and ask students to form teams. This time ask each team to choose a photo and make up a dialogue about it. Have them perform their dialogues for the class.

7 Remember that body language helps you transmit your attitude more clearly. Analyze the photos below and describe each person's body language and attitude.

Bring up again the importance of facial expressions and body language to transmit a message more effectively. Then invite students to study the photos on their own and make notes about the body language and facial expressions of the people in each picture. Ask: *Do they look annoyed, cheerful, enthusiastic, bored, interested, attentive or rude?*

► Choose one of the situations above and role-play an exchange between the customer and the salesperson. Think about the body language that would accompany their interaction. Then perform the dialogues.

Divide the class into pairs at this time and have them choose one of the situations above and write a dialogue. Have them decide what body language should accompany their dialogue. Give them time to write and practice their dialogue a few times. Finally, invite them to perform it in front of the class. Have the class provide feedback about whether or not the body language and facial expressions went with what they said.

Product Step 2

Have students work with a classmate. Tell them to look back at the phrases they wrote to complain about a product in Step 1 and make a chart with expressions they could use to complain about the product they chose. This would also be a good time for them to think about what body language they will use.

How Am I Doing?

This is a good time for students to do a mid-unit evaluation. This will help them assess the progress they have made so far in the unit. They can work on it with the other members of their Product team.

Further Practice Poster 10

To provide students with some more useful practice making complaints, you can display Poster 10 and ask them to choose any of the situations portrayed to improvise a conversation and complain about the given product/service. Alternatively, you can ask students to choose a second situation from those in Activity 7 and role-play an exchange between the customer and the salesperson. Remind students of the conventions they have seen so far and the use of body language. While students work in pairs, you can go around the classroom to monitor their work and assist them whenever necessary.

Teaching Guidelines

Establish motive or reason for a complaint. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Express complaints and make adjustments to improve fluency. Express motive or reason and create expressions to propose solutions.

Time to Read! **Surprise!** pp. 117-120

Before students read the last pages of the story, we recommend inviting them to predict its outcome. After reading, students can say whether their predictions were correct or not. Then you could divide the class into pairs and have students read the After Reading task on page 120. They should discuss questions and write an e-mail to complain about a product or service.

8 Listen and read along. Focus your attention on how the salesperson and the customer sound. 27

Before starting, encourage students to look up the highlighted word in the Glossary. Then explain that they will listen to an audio about a man complaining about a coffee maker. Call on different students to read the dialogue out loud. Then play Track 27 and have them listen and follow along. Ask them to pay special attention to the tone of voice used by the customer and the salesperson.

► Identify the emotions expressed in the underlined sentences. Justify your answers.

Draw students' attention to the underlined sentences and have them identify the emotions they express. It might be a good idea to play the audio again so they can listen to the tone of voice used by the speakers.

9 Listen to some phrases where different emotions are expressed. Repeat them trying to imitate the same tone. Add suitable body language when you say them. 28

Before playing the track, invite students to look up the highlighted word in the Glossary on page 102. Next, play Track 28 and ask students to listen to phrases in the speech bubbles and pay special attention to the emotions expressed. Have them form pairs and read the texts in the speech bubbles to each other using the same tone and adding appropriate body language. Walk around the classroom listening to the exchanges and correcting pronunciation when necessary.

8 Listen and read along. Focus your attention on how the salesperson and the customer sound. 27

SALESPERSON: Good morning, sir. How can I help you?
CUSTOMER: Good morning. I'd like to exchange this coffee maker, please.
SALESPERSON: What's the problem?
CUSTOMER: It doesn't heat water. The coffee is cold all the time.
SALESPERSON: Can I see the receipt for your purchase, please?
CUSTOMER: I'm afraid I don't have it. But I'm sure you can help me solve this problem.
SALESPERSON: Without your receipt, I can't do anything. I'm sorry.
CUSTOMER: Unbelievable!
SALESPERSON: I wish I could help you. I can't do anything without a receipt.
CUSTOMER: This is annoying! I would like you to exchange it, please.
SALESPERSON: I understand how you feel, sir.
CUSTOMER: No, you don't. I'm really disappointed.
SALESPERSON: Let me call the manager. We'll see what we can do. Hold on.
CUSTOMER: Certainly. You know what? This is making me angry. I don't want to exchange the coffee maker anymore. I want a refund.
SALESPERSON: OK, sir. We can give you a refund. Just fill out this form, please.
CUSTOMER: Now, that's what I call good customer service.
SALESPERSON: Sorry about the inconvenience, sir.
CUSTOMER: That's OK. Thank you.

► Identify the emotions expressed in the underlined sentences. Justify your answers.

9 Listen to some phrases where different emotions are expressed. Repeat them trying to imitate the same tone. Add suitable body language when you say them. 28

Good afternoon.
Welcome to Harry's Store.

I said I want my money back!
I don't want a replacement!

Here you are. I brought this extra pair in case you want to see a different option.

Oh, there aren't many people before us. We should be out very quickly.

Product Step 3

Now it is your turn to prepare your dialogue about the complaint you have chosen and prepared. Remember that you may use the different dialogues you have listened to throughout this unit as a model for your own complaint. Work with your classmate, choose your role and prepare your dialogue. Follow the suggestions below.

If you're the salesperson...	If you're the customer...
<ul style="list-style-type: none">• Greet your customer.• Listen to the complaint.• Answer to the problem.• Propose a solution or explain if there is nothing you can do.	<ul style="list-style-type: none">• Greet the salesperson.• Express your complaint.• Try to get a solution to your complaint.• If you don't get a convincing response, keep trying.• Try to reach an agreement at the end.

Product Step 3

Have students work with their Product pair. It's time for them to prepare their final dialogue. They should use the dialogues from the unit as models. Tell them to choose their roles (*salesperson or customer*) and write the dialogue. Read the suggestions in the chart out loud to make sure students understand everything.

Product Step 4

You are ready to perform your dialogue about a complaint. Work with your classmate and follow the suggestions below.





- Rehearse your dialogue.
- Remember to use the appropriate tone and body language.
- Take turns performing your dialogue as a class or with other pairs of students.
- After each performance, give your classmates feedback.

Self-evaluation

Ask a classmate how he or she feels about what he or she learned in this unit. Mark (✓) his or her answers in this *Interview*.

How do you feel about...



How do you feel about...				
1. Identifying the parts of a conversation about complaints?				
2. Identifying the modalities of communication to make complaints?				
3. Identifying the reasons for complaining about a product?				
4. using polite expressions in a conversation about complaints?				
5. using impolite expressions in a conversation about complaints?				
6. proposing solutions to the complaint about a product?				
7. choosing the appropriate body language for making a complaint about a product?				

If your classmate answered only with a few faces with sunglasses, help him or her with the topics he or she had more problems with. You can also ask your teacher for help, as well as checking the unit again together.

Unit 10 91

Product Step 4

Tell students that the time has come for them to present their dialogue. Give pairs time to rehearse by reading the lines several times. Be sure they add the appropriate tone of voice and body language for each statement.

Self-evaluation

This unit's Self-evaluation is a peer interview. Explain to students that they can use the chart to ask their classmate how he or she feels about the abilities and activities mentioned. Have students form pairs or small groups and interview each other. This will help them identify their strengths and weaknesses.

Assessment

Remember that you can use Assessment 10 on page T111 to assess students' performance in this unit.

Term Assessment

Now you can also use Assessment Term 3 on pages T120-T123 to assess students' performance in this term.

Teaching Guidelines

Establish motive or reason for a complaint. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Express complaints and make adjustments to improve fluency. Express motive or reason and create expressions to propose solutions.

Write a few sentences or phrases on one side of the board an number them, for example: 1. *Unbelievable!* 2. *It's snowing!* 3. *What a day!* 4. *I just got grades.* On the other side of the board write a list of emotions with letters: a. *sad*, b. *excited*, c. *angry*, d. *worried*. Explain that you will tell a combination of a number and a letter. They should say the phrase using a tone of voice that expresses the corresponding emotion. Call out 1b, 2a, etc. This will help them realize how the tone of voice can change the emotion the phrase transmits.



Glossary

Unit 1

page 6

environment *n.*- the natural features of a place: its weather, the type of soil, plants that grow in it: *Many public service announcements remind us that pollution is bad for the environment.*



health *n.*- the general condition of the body: *Doing exercise is good for a person's health.*

page 7

call a person names *idiom.*- to use unpleasant words to describe someone in order to insult or upset them: *The other kids used to call Sarah names and she felt sad.*

harm *v.*- to cause hurt, injury, or damage to someone or something: *He would never intentionally harm his dog.*

spread *v.*- to cause something to become known by many people: *He was spreading lies about her.*

unkind *adj.*- nasty, unpleasant, or cruel: *She is very unkind to other people.*

page 8

depict *v.*- to represent something with the help of pictures: *The painting depicted poverty and sadness.*

page 11

considerate *adj.*- thinking about the rights and feelings of other people: *He is always considerate of other people's feelings.*





Unit 2

page 17

gesture *n.*- movement of your body that shows or emphasizes an idea or a feeling: *The audience criticized the actor's lack of gestures during the play.*

posture *n.*- the way in which your body is positioned when you are sitting or standing: *Months ago, Sarah attended theater school and she learned there how to transmit emotions through her posture.*

page 20

bean *n.*- a seed that is eaten as a vegetable and that comes from any one of many different kinds of climbing plants: *Unfortunately, the actress dropped a jar full of beans in the middle of the scenario.*



foolish *adj.*- having or showing a lack of good sense or judgment: *It would be foolish to ignore the cleverness in Federico García Lorca's work.*

kick *v.*- to hit someone or something with your foot: *The mother explained her kid that the actors had not kicked each other. It was all part of acting.*

marry *v.*- to become the husband or wife of someone: *All Romeo wanted was to marry the young and beautiful Julieta to spend the rest of their life together.*

molasses *n.*- a thick, brown, sweet liquid that is made from raw sugar: *His aunt sent him a box of molasses cookies the day his play was premiered.*



punch *v.*- to hit someone or something hard with your fist: *Pretending to punch another person on stage is the hardest part of a play for an actor.*

trick *v.*- to deceive someone in order to get something from them or to make them do something: *The theater company was sued for tricking costumers into believing the tickets had a discount while the price never changed.*

unguarded *adj.*- not protected or watched over: *The usher left the door unguarded and some people filtered to the play *Les Misérables* without paying for their tickets.*

page 23

hunter *n.*- a person who hunts wild animals: *The company specified that the actor chosen for the role of the hunter had to be tall and with a thick beard.*

rug *n.*- a piece of thick, heavy material that is used to cover usually a section of a floor: *Rugs are not normally used as part of the scenography to avoid accidents.*

stuck *adj.*- impossible or unable to move from a particular position: *The young actor was desperate because he felt he was stuck in small roles of villains in every play he acted.*



Glossary

Unit 3

page 26

gas valve *n.*- a mechanical device that controls the flow of gas by opening and closing: *They turned off the main gas valve before the lava reached their house.*



jug *n.*- a large, deep container with a narrow opening and a handle: *The jug fell off the table and broke as the earthquake intensified.*

page 27

appliances *n.*- a machine that is powered by electricity and that is used in people's houses to perform a particular job: *All kitchen, such as the oven, were out of service after the earthquake as safety measures.*

floodwaters *n.*- water that covers an area during a flood: *Many people were forced out of their homes by floodwaters.*

nonperishable *adj.*- able to be stored for a long time before being eaten or used: *The students collected nonperishable food to donate to the people affected by the tsunami.*

page 28

advisory *n.*- a report that gives information or a warning about something: *We heard a weather advisory saying that heavy rains are expected tonight.*

hose *n.*- a long, usually rubber tube that liquids or gases can flow through: *She was watering her garden with a hose when she heard the fire alarm.*



pan *n.*- a usually shallow and open metal container that has a handle and that is used for cooking or baking: *Tom put the frying pan on the stove.*

soap up *v.*- to rub soap over or into someone or something: *In case of a flood, soap up your hand after touching any object that was covered by water.*



page 31

lung *n.*- either one of the two organs that people and animals use to breathe air: *Avoid breathing the smoke during a wildland fire in order to keep your lungs healthy.*

Unit 4 page 36

argue *v.*- to disagree with someone in words, often in an angry way: *Their neighbors argued with each other all the time.*

fear *n.*- an unpleasant emotion caused by being aware of danger: *He was trembling with fear.*

researcher *n.*- someone who studies a subject in detail in order to discover new facts or test new ideas: *The researchers found that the use of smart phones is on the rise.*

revealed *v.*- to make (something) known: *The researchers revealed the results of their studies on smart phones.*

widespread *adj.*- common over a wide area or among many people: *There is widespread interest among teenagers in the use of new technologies.*

page 40

former *adj.*- used to say what someone or something was in the past: *The former researcher told the newspaper she had received a prize for her investigation.*

homeless *adj.*- having no place to live: *A homeless man found money on the street, but he returned it to its owner.*

increase *n.*- the act of becoming larger or of making something larger or greater in size, amount, number, etc.: *There is an alarming increase in animal deaths around the world.*

injury *n.*- a wound or damage to part of your body caused by an accident or attack: *The hunters caused a serious injury to a rhino in a natural reserve.*



nowhere *adv.*- not in or at any place: *The hunters who hurt the rhino were nowhere to be found.*

shelter *n.*- a place that provides food and protection for people or animals that need assistance: *There are many shelters for elephants in danger.*

sinister *adj.*- looking likely to cause something bad, harmful, or dangerous to happen: *The hunters looked sinister.*

sliced *adj.*- a thin piece of food that is cut from something larger: *Sliced pizza is easier to eat, but it is not healthy.*



touching *adj.*- making you feel pity, sympathy, sadness etc: *The story of the injured animal had a touching ending.*

page 41

canned food *n. ph.*- preserved in a metal or glass container: *Canned food is easy to carry around, but not very healthy.*



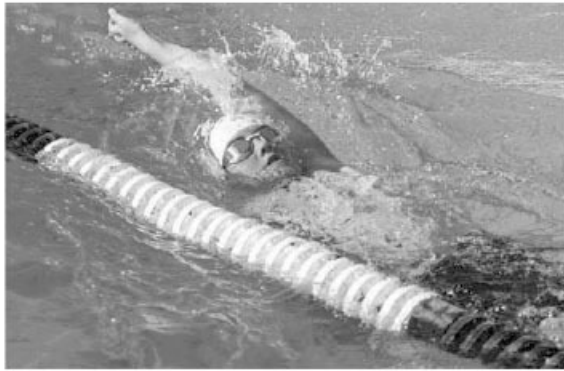
volunteer *n.*- able to be stored for a long time before being eaten or used: *Many volunteers are helping endangered animals.*



Glossary

Unit 5
page 44

backstroke *n.*- a way of swimming in which a person floats in the water facing upward while kicking the legs and rotating the arms: *She got into the pool and began to do the backstroke.*



cheek *n.*- the part of the face that is below the eye and to the side of the nose and mouth: *His cheeks turned red as soon as he realized there was a large audience outside.*



cupboard *n.*- a piece of furniture used for storage that has doors and contains shelves: *Two cupboards were needed to store all the food the movie staff required during the production.*



fly *n.*- a small insect that has two wings: *The buzz of a fly makes Rob feel extremely irritated.*

poetry stand *n.*- a poetry contest where people have individual turns to read out loud a poem: *The first time Karen took part of a poetry stand, she got very nervous because of the audience.*

thought *n.*- an idea, plan, opinion, picture, etc., that is formed in your mind: *A sudden thought occurred to her in the middle of her monologue and decided to change the script immediately.*



page 46

hint *n.*- a small piece of information that helps you guess an answer or do something more easily: *Her face gave me a hint of what she was thinking.*

page 48

backstage *n.*- behind the stage of a theater: *After the show, we went backstage to meet the comedian.*

page 49

find out *v.*- to learn something by an effort: *I'd like to find out more about the school's comedy workshop.*

move *v.*- to go to a different place to live: *My mother is a theater actress, so we've had to move twice this year.*



Unit 6 page 52

device *n.*- an object, machine, or piece of equipment that has been made for some special purpose: The store sells TVs, VCRs and other electronic devices.

mirror *n.*- a piece of glass that reflects images: *He saw his reflection in the mirror.*

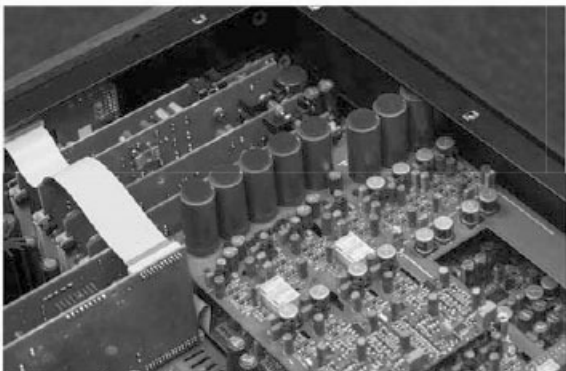


point *v.*- to cause the front or tip of (something) to be turned toward someone or something: *They pointed their microphones in my direction.*

pulse *n.*- an amount of sound, light or electricity that continues for a very short time: *Scientists investigate the light pulses from a distant star.*

page 55

circuit board *n.*- a thing rigid board containing an electric circuit: *Suddenly, the circuit board stopped working and the computer broke down.*



pattern *n.*- the regular way in which something happens, develops or is done: *The instructions seemed to follow a set pattern.*

push *v.*- to use force to move (someone or something) forward or away from you: *Push the button to turn on the computer.*

screen *n.*- the part of a television or computer that you look at when you are using it: *Her picture appeared on the TV screen.*



store *v.*- to put things away and keep them until you need them: *The solar panels store energy.*

page 57

spin *v.*- to turn or cause someone or something to turn around repeatedly: *The airplane's propellers were spinning.*

suck *v.*- to pull someone or something with great power and force into or out of a particular place: *The fan sucks smoke from the air.*



Glossary

Unit 7 page 62

borrow *v.*- to take and use (something that belongs to someone else) for a period of time before returning it: *Can I borrow your camera?*

craft *n.*- object made by skillful use of the hands: *The store sells crafts from around the world.*

page 63

freeze *v.*- to stop moving suddenly and stay completely still and quiet: *She freezes whenever the teacher asks her a difficult question.*

page 64

chess *n.*- a game for two players in which each player moves 16 pieces across a board and tries to place the opponent's king in a position from which it cannot escape: *They meet often to play chess.*



pretty *adv.*- to some degree or extent but not very or extremely: *The house was pretty big.*

score *v.*- to get points, goals, runs, etc., in a game or contest: *He scored twice in the game.*

page 65

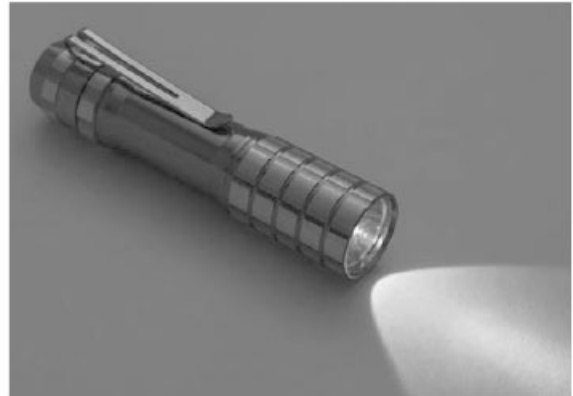
pity *n.*- something that causes sadness or disappointment: *It's a pity you can't go.*

power *n.*- the electricity that people use: *We lost power during the storm.*



page 66

flashlight *n.*- a small electric light that can be carried in your hand and that runs on batteries: *Flashlights are very useful when the power goes out.*



footsteps *n.*- the sound of a foot making a step: *We could hear the approaching footsteps.*



hardly *adv.*- almost not: *I can hardly believe it!*



Unit 8
page 68

cricket *n.*- a game between two teams of 11 players in which players try to get points by hitting a ball and running between two sets of three sticks: *He likes to spend summer weekends watching cricket.*



glance *n.*- a quick look: *I took a glance at the newspaper this morning.*

page 70

collectivist *adj.*- that makes emphasis on collective rather than on individual action or identity: *Collectivist people care more about society.*

culture shock *n.*- a feeling of confusion, doubt or nervousness caused by being in a place (such as a foreign country) that is very different from what you are used to: *Foreign students often experience culture shock when they first come to the U.S.*

individualistic *adj.*- that seeks independent course in thought or action: *An individualistic person refuses to do what everyone else is doing.*

tip *n.*- an extra amount of money that you give to someone (such as a waitress or waiter) who performs a service for you: *I gave the waitress a generous tip.*



page 72

belief *n.*- an idea that you believe to be true, especially one that forms part of a system of ideas: *Many ancient cultures still keep their beliefs.*

chest *n.*- a container (such as a box or case) for holding things or moving them from place to place: *My grandmother has a large wooden chest in her closet.*

deity *n.*- a god or goddess: *There were many deities in ancient Greece.*

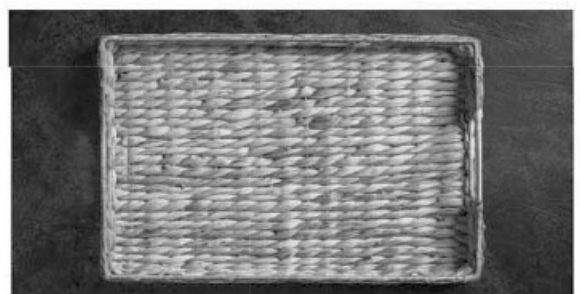
handicraft *n.*- something that someone has made in a skillful way using their hands: *I bought a beautiful handicraft when I visited Oaxaca.*



lacquered *adj.*- covered with a liquid that forms a hard shiny surface: *That lacquered table looks very shiny.*

motif *n.*- an idea, subject or image that is regularly repeated and developed in a book, film, work of art etc: *The motif of creation is very common in ancient cultures.*

tray *n.*- a thin, flat, and often rectangular piece of plastic, metal, wood, etc., that has a low rim and that is used for carrying things: *She carried the tray of food to our table.*





Glossary

Unit 9 page 76

acquaintance *n.*- someone who is known but who is not a close friend: *She ran into an old acquaintance at the grocery store.*

belonging *n.*- a feeling that you are happy and comfortable somewhere: *I always felt a sense of belonging among my friends.*

develop *v.*- to gradually begin to have (something): *He developed a close relationship with her.*

outlook *n.*- the way that a person thinks about things: *The students all seemed to have the same outlook.*

peer *n.*- a person who belongs to the same age group or social group as someone else: *American children did less well in math than their peers in Japan.*



page 78

feedback *n.*- helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.: *He asked for some feedback from his friends to become a better person.*

gather *v.*- to choose and collect (things): *She has been gathering books for a collection.*

reliable *adj.*- likely to be true or correct: *It's a rumor, but I heard it from a reliable source.*

page 80

behavior *n.*- the way a person or animal acts or behaves: *I'm surprised by her bad behavior toward her friends.*

name tag *n.*- a piece of paper, cloth, plastic, or metal that has a person's name written on it and that is attached to the person's clothing: *She handed out name tags for people to wear at the debate.*



nonprofit *adj.*- not existing or done for the purpose of making a profit: *Schools don't pay sales tax on supplies because they have nonprofit status.*

steal *v.*- to take (something that does not belong to you) in a way that is wrong or illegal: *Someone stole my bicycle!*

trigger *v.*- to cause (something) to start or happen: *His action triggered an incredible response from the government.*

page 82

recap *v.*- to give a brief summary of what has been done or said before: *At the end of the program, the announcer recapped the day's news.*



Unit 10

page 85

allow v.- to permit (something): *They don't allow smoking in this store.*

compensation n.- something that is done or given to make up for damage, trouble, etc.: *She received compensation from the store for the damage caused to his product.*

deserve v.- used to say that someone or something should or should not have or be given something: *She deserves a better product than this one.*

policy n.- a way of doing something that has been officially agreed and chosen by a political party, a business, or another organization: *The company has adopted a strict no-smoking policy.*

purchase n.- something you buy: *She paid for her purchase and left.*

receipt n.- a piece of paper that you are given which shows that you have paid for something: *Keep your receipt in case you want to bring your product back.*



refund n.- an amount of money that is given back to you if you are not satisfied with the goods or services that you have paid for: *Return your product within 14 days for a full refund.*

upset adj.- angry or unhappy: *I was feeling upset by the whole shopping experience.*

page 87

almond n.- a nut that has a sweet flavor: *I don't like almonds.*



page 88

stock n.- the supply of goods available for sale in a store.: *The product you are looking for is out of stock.*

page 90

form n.- a document with blank spaces for filling in information: *Just complete the form and return it, please.*



replacement n.- when you get something that is newer or better than the one you had before: *We need a replacement for our old vacuum cleaner.*

Name: _____

1 Complete each sentence with one of the words in the box. _____ / 4

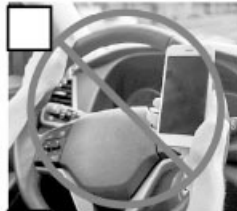
don't could should shouldn't

Tips for Losing Weight

1. If you want to lose weight, I think you _____ eat healthy food.
2. You _____ also try to do more exercise.
3. In my opinion, you _____ drink a lot of soda.
4. Why _____ you ask your friends to help you?

2 Match each graphic with the advice it illustrates. _____ / 6

1. Drink water every day
2. Eat healthy food
3. Don't text and drive
4. Exercise
5. Don't litter
6. Save water



3 Read the text and answer the questions. _____ / 5

Texting when you're using your cellphone is extremely dangerous. Many young people think this is not a problem, but they should know the consequences. James Brock was driving his car when he decided to send a message to his girlfriend. He sent her a picture and she replied: "That's hilarious!" Unfortunately, James didn't see the car in front of him. He crashed his car and hurt his leg. When he arrived at the hospital, his parents were very angry. They asked him how he was feeling, and James responded, "my leg is killing me!" "I'm sorry, but that's what happens when you text and drive," his mom told him.

1. What is the text about? _____
2. Is this text aimed at young people or adults? _____
3. Did James's girlfriend think the picture was funny? _____
4. Why did James crash his car? _____
5. What did James mean when he said his leg was "killing" him? _____

1 Unscramble the questions about the play. Then answer them. _____ / 10


THE MOUSE AND THE LION Adapted from Aesop's Fable

KID MOUSE: (*sounds to someone offstage*)
Mom, I'm so hungry. Let's go find some food
in the jungle.

MOM MOUSE: (*calls from offstage*) You go, sweetie,
I'm busy. But watch out for the other
animals. They may be hungry, too!

KID MOUSE: OK, Mom! (*sets off foraging*)
Ah, there are some sunflower seeds.

I'll eat a few and then take some
home. (*starts eating*)

LION: Roar! (*appears on stage*)

KID MOUSE: Argh! Who's that?

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

KID MOUSE: Well, you're
in luck! There are lots of
sunflower seeds here.

LION: Sunflower seeds?

I'm the king of the jungle.
I don't eat sunflower seeds.

KID MOUSE: (*worried*) Gulp!
So what do you eat?

LION: Anything that moves, including mice!

KID MOUSE: But I am so small. You won't even
know I'm in your stomach!

LION: Better than nothing!

KID MOUSE: Please, Lion. I promise, if you save
me, I'll make it up to you some day.

LION: (*laughs, pauses, then laughs again*) Ha, ha, ha.
You, Mouse? Help me, Lion? (*laughs again*)
That's the best laugh I've had in ages. Just for
that I'll let you go...

KID MOUSE: Oh, thank you, Lion. Sunflower
seed?

LION: Roar! (*Kid Mouse runs offstage.*)

1. go / Mouse / where / ? / food / to find / did

Question: _____

Answer: _____

2. why / the mother / ? / did / tell / Mouse / to watch out

Question: _____

Answer: _____

3. spare / Mouse's life / Why / Lion / did / ?

Question: _____

Answer: _____

4. help / ? / Lion think / could / Mouse / did / him

Question: _____

Answer: _____

5. does / What / ? / Lion / normally eat

Question: _____

Answer: _____

1 Number the signs. _____ / 5



- | | |
|--------------------------------------|---------------------------------------|
| 1. Do not use the elevator. | 4. Use the stairs. |
| 2. Take cover under a table or desk. | 5. Call your local emergency service. |
| 3. Help disabled people if you can. | |

2 Match the beginning of each sentence with its ending. _____ / 5

- | | |
|------------------------|--------------------------------------|
| 1. Drop | _____ with your hands. |
| 2. Cover your face | _____ the agreed-upon meeting place. |
| 3. Get away from glass | _____ push. |
| 4. Don't | _____ and objects that might fall. |
| 5. Try to go to | _____ to the ground. |

3 Use the prompts to write what to do in case of a bee sting. _____ / 5

1. stinger first remove

2. thoroughly area wash then

3. sting scratch not

4. spot cold compress apply

5. skin 15 minutes leave compress

Name: _____

Assessment 4

1 Read and number each headline with the type of news that it represents. _____ / 5

1. Politics
2. Sports
3. Arts
4. Environment
5. Technology

Temperatures at an all-time high

Da Vinci Expo in town for the weekend

Local senator runs for president

Showdown between Germany and Brazil

New smartphone to be announced next month

Mason Ramsey: The Newest Internet Sensation

In March 2018, 11-year-old Mason Ramsey was caught on camera singing "Lovesick Blues" in a popular supermarket. Although Mason had sung in public before, this occasion was special.

Within a few days, videos of his performance got over 25 million views. As a result of his newfound fame, Ramsey made an appearance on the Ellen DeGeneres Show. He told Ellen his dream was to perform for a big audience one day.

Mason went on to perform at the famous Coachella festival in April 2018. Later that month, he signed a record deal and released his first song, "Famous." It has 17 million views so far, and that number is constantly increasing.

Adapted from <http://time.com/5225039/walmart-yodeling-boy-video-goes-viral/>

2 Read and match the parts of the sentences. _____ / 5

- | | |
|--|---|
| 1. Before March 2018, Mason had | _____ experienced a quick rise to fame |
| 2. After singing at the supermarket he | _____ released his first song. |
| 3. Mason told Ellen that he | _____ been singing for some time. |
| 4. After playing at Coachella he | _____ continues to grow in popularity. |
| 5. His song | _____ wanted to play at a big festival. |

1 Read the monologue and answer the questions. _____ / 5

I'm very excited! My favorite band is coming to town and the concert is tonight. I've been waiting for this moment for years. I'm going with my best friend, Leslie. She and I are big fans of theirs. We normally listen to them together on the bus when we ride home after school, sharing a pair of earphones – one in her ear, the other in mine. In that moment, we are just two girls listening to their favorite band.

I'm currently sitting in my last class, waiting for the final bell to go off. When it finally does, I'm going to run out of here and go home. Leslie will catch up with me there, so we can get ready together. I'm a little worried, though, because my room is a mess. There's so much junk on the floor. I don't want her to see that. I'll feel embarrassed if she does!

This concert is very special to me because it's my first one! Yes, I know what you're thinking: "You're 12 years old and you've never gone to a concert?" Well, that's just how it is. That's what makes it even better. My first time will be with my best friend, seeing my favorite band in the world. I think I'm going to cry tears of joy when the singer comes out to the stage!

1. Is the writer a girl or a boy? _____
2. How do you know? _____
3. What type of monologue is this? _____
4. How do you know? _____
5. What is the topic of the monologue? _____

2 Classify the following types of body language when giving a monologue. _____ / 5

open arms fidget with an object jiggle legs make eye contact smile fold arms
use facial expressions look down leave long silences use fillers

GOOD	BAD

Name: _____

1 Read the text and circle *T* (True) or *F* (False). _____ / 5

How do cellphone cameras work?

If you have an old camera, then you know they have many components. The most important one is film. After you put it inside your camera, you can start taking pictures. When you take a picture, the light records an image on the film. When the film is full, you need to take it to be developed so you can see all the photos that you took. This requires a long chemical process in order to take the film and make it into a real photograph.

Cellphone cameras are very different. They don't use film. Instead, digital cameras are equipped with an image sensor. This sensor captures rays of light and turns them into electrical signals. When the image sensor detects the picture, it turns the information into millions of tiny pixels. The sensor then analyzes the color of each pixel and turns it into a number. All of these numbers are processed by your phone so that they can display the final product: a nice selfie that you took with your friends.

Having pictures stored in numeric form is very useful! You can do all kinds of things, such as uploading them to your favorite website or easily sharing an image with your friends and family. This would be a lot harder if cellphones used film – you'd have to make a physical copy every time!



- | | | |
|--|---|---|
| 1. Creating pictures with an old camera is a simple process. | T | F |
| 2. Cellphone cameras use film. | T | F |
| 3. Both old and new cameras still use light to work. | T | F |
| 4. Image sensors turn information into numbers and pixels. | T | F |
| 5. Images saved in numeric form have many uses. | T | F |

2 Look at the words from the text and match them with their definitions. _____ / 5

- | | |
|------------|---|
| 1. film | _____ To put something on a website. |
| 2. develop | _____ To save or keep. |
| 3. pixel | _____ A roll of plastic that is sensitive to light. |
| 4. store | _____ To reveal images. |
| 5. upload | _____ A very small square on a screen. |

Name: _____

1 Use the expressions in the box to respond. _____ / 5

Yeah, sure. Congratulations! That's terrible! You're joking! Wow, that's great!


1. Anna didn't come yesterday because she broke her arm. _____
2. The concert was great! I got to meet the singer! _____
3. Could you help Darren with his homework, please? _____
4. James found the shoe he lost two years ago. Can you believe it? _____
5. I passed all my classes with good grades! _____

2 Number the lines of the conversation in order. _____ / 5

- | | |
|---|--|
| <p><u>1</u> Hello, Diane.</p> <p>____ You're joking.</p> <p>____ Yes, I did.</p> <p>____ Hi, Alice.</p> <p>____ I heard you started a new school this year!</p> <p>____ And do you like it?</p> | <p>____ Yeah, I like it a lot.</p> <p>____ Not really. But I'm sure I'll make more soon.</p> <p><u>12</u> Right. Bye now.</p> <p>____ That's great. Well... talk to you later.</p> <p>____ Do you have any friends now?</p> <p>____ Of course I'm joking! I have a lot of friends.</p> |
|---|--|

3 Circle the correct verb tense in each italic pair. _____ / 5

<p>I grew up in a big city. We <i>used to spend / spent</i> our vacations at the beach, but I don't think I had ever seen a forest. So I was thrilled when my cousins from the north <i>used to invite / invited</i> me on a camping trip one summer. My uncle Bob and my two cousins picked me up at the bus station and off we went to the mountains. When we arrived, we <i>used to unpack / unpacked</i> the car and set up camp. I pretty much <i>had stood /</i></p>	<p><i>stood</i> around feeling foolish since I had no idea how to put up a tent or anything else. Finally, everything was done and we decided to go hiking. I <i>was proudly putting / proudly put</i> on my brand new hiking boots</p>	<p>and off we went up the mountain. I didn't realize you have to break boots in before hiking. My feet were so sore and full of blisters that I had to spend the next three days sitting around the camp.</p>
--	---	---



Name: _____

1 Read the text and circle T (True) or F (False). _____ / 5

What makes something Mexican and something else completely British? How is culture defined? I have been to both Mexico and the UK and believe that culture is not only expressed through the art, theater and music of a country, but through the society's attitudes, beliefs, food, annual public holidays and special events. Culture defines a country and breathes color and life into a place, illustrating what makes the country uniquely itself.

Overall, the culture of Mexico and of the UK can be summed up in their values, customs and beliefs, which are shown through their annual celebrations, food, art, religion and

ways of living over a period of time. While Mexico celebrates the Day of the Dead, the UK celebrates Halloween, just as Christmas presents are opened early in the morning of Christmas Day in Britain, but on January 6th (Epiphany) in Mexico. Our rituals and the way we do things as a country define our culture. Appreciation of both worlds is vital to truly absorb and learn about a new place unlike your own.



- | | | |
|---|---|---|
| 1. The author believes that Mexican and British culture are similar. | T | F |
| 2. The author has visited both places. | T | F |
| 3. In Mexico people open presents on the morning of Christmas Day. | T | F |
| 4. British people celebrate the Day of the Dead. | T | F |
| 5. The author believes that our rituals and customs define our culture. | T | F |

2 Unscramble the sentences and questions. _____ / 5

- when / celebrate / Christmas / ? / do / they _____
- presents / open / children / on January 6th _____
- the UK / Christmas cards / common / are / in _____
- is / the / celebration / ? / when _____
- typical meal / for / turkey / a / Christmas / is _____

3 Match the words with their definitions. _____ / 5

- | | |
|----------------|--|
| 1. Leprechauns | _____ To represent or demonstrate. |
| 2. Parades | _____ Large groups of people. |
| 3. Crowds | _____ Mythical Irish creatures who wear green. |
| 4. Halt | _____ People marching in a public place. |
| 5. Depict | _____ To stop. |

Name: _____

1 Read and complete the text using the words from the box. _____ / 5

job afford however look after day off

Rasheed lives in New York. After school, he has to stay home and _____ his siblings while his mother works. They can't _____ a bigger place, so they live in a one-bedroom apartment. He wishes his mom would have a _____ so they could spend more time together. _____, Rasheed studies hard so that one day he can have a good _____ and help his family. There are many students like Rasheed all over the world. People should appreciate what they have and help those who have less.



2 Complete the sentences logically. _____ / 5

1. If it rains tonight, _____
2. If parents paid more attention to their kids, _____
3. If I have free time this weekend, _____
4. If I found a wallet on the ground, _____
5. If you don't study, _____

3 Circle the correct option in each sentence. _____ / 5

1. He doesn't want to go to school *why / because* some kids bully him.
2. Bullies are aggressive *and / but* disrespectful.
3. *Despite / Although* he is tall and strong, some classmates bully him.
4. Talk to your parents *however / if* you are bullied at school.
5. Bullying will not stop *because / unless* school authorities do something about it.

1 Write the correct complaint under each picture. _____ / 5

- ① The food is not good ② Waiting too long ③ The phone doesn't work
④ Not the right size ⑤ It's too hot

**2 Circle the correct option in each italic pair. _____ / 5**

SALES CLERK: Good morning, how can I help you?

SANDRA: Hi, I'd like to make a *complain* / *complaint*.

SALES CLERK: Oh no, what's the matter?

SANDRA: The shoes I bought are the wrong style. The left shoe is different than the other shoe!

SALES CLERK: I'm sorry about that. Do you have your *receipt* / *coupon*?

SANDRA: No, I seem to have lost it somewhere. Can you still give me my money back?

SALES CLERK: Unfortunately, our store *offer* / *policy* doesn't allow us to give *refunds* / *colleagues* if you don't have it.

SANDRA: This is ridiculous! Let me speak to your supervisor. I *would like* / *demand* better service than this!

3 Match the beginning of each sentence with its ending. _____ / 5

- | | |
|---------------------------------------|--|
| 1. Sorry, I can't give you | _____ that you lost my order! |
| 2. Could I speak to | _____ a discount on your next purchase! |
| 3. I can't believe | _____ a full refund, only a replacement. |
| 4. That's why I demand | _____ your manager? |
| 5. If you buy today, we can offer you | _____ a free replacement! |

Name: _____

Assessment Term 1 (1-4)

Part 1 Vocabulary (____ / 15)

Circle the correct option, A, B or C.

1. A ... person loves their job.
A friendly
B passionate
C order
2. I feel ... because I don't have any friends.
A down
B happy
C hope
3. Math is a ... subject for me. It's difficult to understand.
A easy
B sad
C hard
4. People run wearing ...
A sneakers.
B sandals.
C slippers.
5. Please ... your toys with Sam.
A share
B play
C give
6. People who like the nighttime are ...
A dark people.
B evenings.
C night owls.
7. This is the best ... of my life.
A worry
B hope
C stage
8. He needs to ... better habits.
A develop
B do
C share
9. I don't want more food! I've had ...
A enough.
B very.
C full.
10. Don't ... about the exam.
A rest
B try
C worry
11. It's hard to pay attention if you have not ...
A shared.
B rested.
C developed.
12. She doesn't like that sound. It's ...
A irritating.
B funny.
C worry.
13. ... means that you feel sick and tired.
A Broken heart
B Under the weather
C Eat a horse
14. My shoes are ... , so I want to take them off.
A comfortable
B under the weather
C killing me
15. Elephants weigh a ...
A toothpick.
B ton.
C car.

Name: _____

Assessment Term 1 (1-4)

Part 2 Grammar (____ / 15)

Write the words in the correct order.

1. concert / When / ? / was / the

2. couldn't / said / She / come / she / . /

3. he / ? / did / famous / become / How

4. have / I / studying / been / here / years / . /
2 / for

5. think / you / What / did / ? / movie / the / of

Circle the correct option, A, B or C.

6. I told him I ... never seen it before.

- A did
- B was
- C had

7. What did you ... at the restaurant?

- A ate
- B eat
- C eaten

8. She ... me the truth.

- A told
- B said
- C say

9. He said he ... happy to be there.

- A was
- B were
- C are

10. Where did the accident ... ?

- A happened
- B happens
- C happen

11. ... did he get to school? Did he come by car
or by bus?

- A How
- B When
- C Where

Write the correct word in each space.

both neither because whereas

12. _____ my father and brother have
brown hair. They look very similar!

13. I'm tired _____ I didn't sleep well
last night.

14. This shirt is expensive, _____ this one is
much cheaper.

15. _____ my sister nor my mother likes
broccoli. They hate it.

Name: _____

Assessment Term 1 (1-4)

Part 3 Reading (____ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

Hamlet and The Lion King

Last week I was watching *The Lion King* at home and I noticed that it had many similarities with Shakespeare's famous play *Hamlet*. Although *Hamlet* was written sometime in the year 1600, it bears many similarities to the movie. In *The Lion King*, Simba has an uncle named Scar, who is jealous of his brother. Scar kills Simba's dad in order to achieve his goal of being king. Hamlet, Shakespeare's character, also has an uncle (named Claudius) who thinks about killing his brother to become king.

Another similarity is that both Simba and Hamlet are forced to leave their home. Simba has to leave because Scar tells him it was his fault that his father died. Hamlet also has to leave his home in Denmark and travel to England. Both of them also meet good friends along the way. While in exile, Simba meets Timon and Pumbaa. Hamlet only has one close friend, however. His name is Horatio, and he helps him on several occasions.

In the end, both of them come back to their homes and take revenge on their evil uncles. Simba fights with Scar, who dies at the hands of the hyenas. Hamlet returns and kills his uncle, but with the help of a sword.

I think it's nice to know the works that inspired famous movies. I like reading Shakespeare's plays, but I'd rather watch *The Lion King*! It's much more entertaining.

1. "Hamlet" was written around the year 1600.
A Right B Wrong C Doesn't say
2. The play's author is Shakespeare.
A Right B Wrong C Doesn't say
3. "The Lion King" is a popular kid's movie.
A Right B Wrong C Doesn't say

4. Hamlet lived in Germany.
A Right B Wrong C Doesn't say
5. Both the uncles are named "Scar."
A Right B Wrong C Doesn't say

Circle the correct option, A, B, or C.

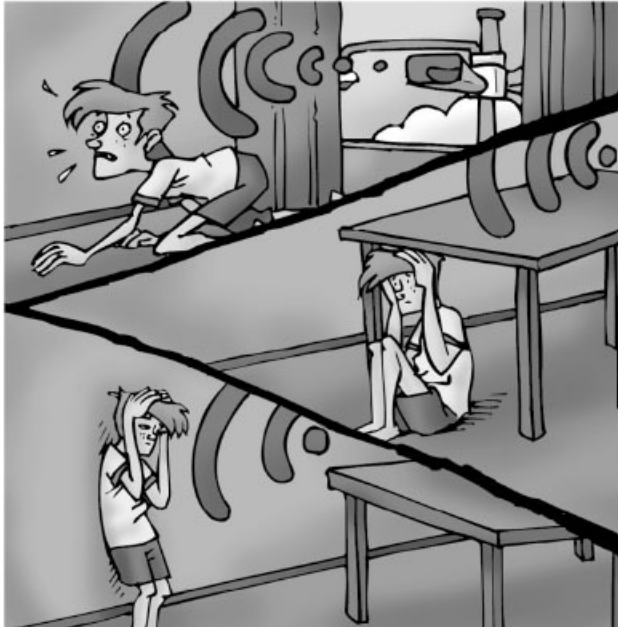
6. Where was the writer of the text watching the movie?
A At her house.
B At a friend's house.
C At the cinema.
7. What surprised her about the movie?
A The director.
B The story.
C The title.
8. Which aspect of the two stories is different?
A The main character's return to his home.
B The main events that happen in the story.
C The number of friends the main character has.
9. How does the writer feel at the end?
A She's angry that ideas were copied.
B She's bored with both the movie and the book.
C She appreciates knowing more about both.
10. How does the writer feel about Shakespeare's plays?
A She doesn't like them.
B She likes them but prefers watching movies.
C She thinks they're better than movies.

Name: _____

Assessment Term 1 (1-4)

Part 4 Writing (____ / 10)

1. Make a list of things that people need to do in case of an earthquake.
2. Write your ideas as instructions.
3. If you wish, you can use the pictures below to help you with ideas.



Part 5 Speaking (____ / 10)

With a classmate, you are going to talk about what to do during one of the situations below. Choose the most important instructions that apply to the situation you select.

Topics:

- A What to do for a broken limb
- B What to do in case of fire
- C How to treat a bee sting

Tips:

1. Write down your ideas.
2. Draw a picture with your classmate to represent the steps.
3. Make eye contact with your classmates and teacher.

Preparation time: 10 minutes.

Name: _____

Assessment Term 2 (5-7)

Part 1 Vocabulary (____ / 15)

Complete the words.

1. This is what you do with a button:
p _____.
2. A microwave _____ up your food.
3. This is what happens to ice cream in the sun it:
m _____.
4. This computer has a large
s _____.
5. Cellphones make many sounds, but they can also v _____.

Circle the correct option, A, B or C.

6. If you put your confidence in someone, it's because you ... them.
A fear
B trust
C spin
7. When ringtones or bells make a loud sound, they ...
A go off.
B energy.
C boost.
8. Eating well in the morning gives your brain a ...
A screen.
B boost.
C press.
9. Machines require ... to operate.
A billions
B waves
C energy
10. The motor causes the fan to ...
A spin.
B energy.
C press.

Write the correct word in each space.

junk	candles	costume
makeup	scary	

11. I didn't like that movie. It was very _____.
12. Did you see her monkey _____?
It was very realistic.
13. If you want to decorate your face, you can put on _____.
14. When there's no light, people use _____.
15. I have to clean the house before the Halloween party. There's a lot of _____.

Name: _____

Assessment Term 2 (5-7)

Part 2 Grammar (____ / 15)

Write the words in the correct order.

1. We / store / the / Mom / to / with / went / .

2. to / love / band / this / love / I / . / used

3. don't / New / cameras / . / batteries / use

4. you / here / ? / around / live / Do

5. work / cellphones / ? / do / How

Circle the correct option, A, B or C.

6. This cellphone ... new technology.

- A use
- B uses
- C have

7. Where does he ... ?

- A works
- B working
- C work

8. This place ... to be bigger.

- A used
- B use
- C uses

9. We ... a lot at the restaurant.

- A ate
- B eats
- C eaten

10. She used to ... in the USA.

- A lived
- B live
- C living

11. Where ... the party?

- A did
- B happened
- C was

Write the correct question words.

12. Q: _____ do you live?

A: In Mexico City.

13. Q: _____ is her name?

A: Laura.

14. Q: _____ time did you use to wake up?

A: I used to wake up at 7am.

15. Q: _____ did you arrive late?

A: I'm sorry. There was a lot of traffic.

Name: _____

Assessment Term 2 (5-7)

Part 3 Reading (____ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

WILL: Hey Rachel! Guess what happened to me yesterday!

RACHEL: What?

WILL: Well, I was walking home from school and I found a wallet on the street.

RACHEL: Really? Did you take the money?

WILL: Of course not. You know that wouldn't be right!

RACHEL: You know I'm just joking. What did you do, then!

WILL: I looked through it to see if there was an ID or anything. Luckily, the person had some business cards in his wallet. I asked my dad to call the number on them so we could get in touch with the owner.

RACHEL: Wow, how nice of you, Will!

WILL: Yeah, my dad and I met the man at a coffee shop near here to give him back his wallet.

RACHEL: I bet he was really happy.

WILL: Yes, he was. And that's not the end of the story! He was so happy that I had returned his wallet that he bought me my favorite drink at the coffee shop.

RACHEL: Geez, I wish I could find a wallet on the street one of these days. Anyway, we need to hurry up and finish eating. Our lunch break is almost over, and we have to go back to class.

1. This conversation takes place at Will and Rachel's school.
A Right B Wrong C Doesn't say
2. The wallet was old.
A Right B Wrong C Doesn't say
3. Rachel wanted Will to keep the money.
A Right B Wrong C Doesn't say

4. Will didn't tell his father about the wallet.
A Right B Wrong C Doesn't say
5. Will and Rachel will look for lost wallets later.
A Right B Wrong C Doesn't say

Circle the correct option, A, B or C, to complete the mini conversations.

6. I forgot my favorite sweater at a restaurant!
A I'm so sorry to hear that.
B Well, let's see.
C Not bad.
7. How was your trip to the mountains?
A Sure, I can go with you.
B Great! But I'm really tired.
C So, what are you going to do?
8. She's having a party at her house and asked me to invite you.
A Oh, so what happened?
B That's terrible!
C Really? When?
9. Can you help me with this assignment?
A Of course, hang on.
B What about you?
C How nice of you!
10. How do you feel today, Rachel?
A How awful.
B What a pity!
C Not bad.

Name: _____

Assessment Term 2 (5-7)

Part 4 Writing (____ / 10)

Think about what you did last weekend. Write an email to your best friend describing your activities to him or her.

New Message



Recipients

My last weekend

Sans Serif



B

I

U

A



Part 5 Speaking (____ / 10)

Think about one of your favorite characters (e.g. superheroes, characters in a film, TV series characters). Give a short monologue that reveals more about his / her personality.

Present your monologue to your classmates and see if they can guess who your character is.

Preparation time: 10 minutes.

Name: _____

Assessment Term 3 (8-10)

Part 1 Vocabulary (____ / 15)

Complete the words.

1. A p _____ is a type of rule or regulation.
2. A c _____ gives you a discount at a store or restaurant.
3. A r _____ is when the store returns your money.
4. A c _____ shops at a store.
5. A r _____ is a sheet of paper that serves as proof of your purchase.

Circle the correct option, A, B or C.

6. I'd like to return these shoes, please.
They're ...
A furious.
B upset.
C damaged.
7. I'm sorry, ma'am. I'm afraid I can't give you your money ...
A refund.
B return.
C back.
8. I'm very disappointed with the service.
I'd like to speak to your ...
A boss.
B colleague.
C friend.
9. The restaurant doesn't ... us to bring food from outside.
A sell
B allow
C complain

10. Can I make you another ... ?
How about 30%?
A refund
B customer
C offer
11. They were given some ... for their bad experience at the restaurant.
A compensation
B receipts
C damages
12. Let me introduce you to my ... , John.
He also works here in the store.
A customer
B chum
C colleague
13. She was ... that she'd had to wait so long at the bank.
A complaint
B furious
C damaged
14. Hello, I'm calling to ... about the service.
A complain
B complaint
C comply
15. The customer who was ... got a free drink.
A upset
B refund
C colleague

Name: _____

Assessment Term 3 (8-10)

Part 2 Grammar (____ / 15)

Write the words in the correct order.

1. agree / the / teacher / . / with / don't / I

2. too / . / so / I / think

3. I'm / to / interrupt / . / sorry

4. , / In / nice / my / opinion / . / it's

5. Most / us / of / that / right / he's / believe / .

Circle the correct option, A, B or C.

6. If you ... study, you might not pass.

A hadn't
B isn't
C don't

7. If we ... more bikes, the city would be cleaner.

A using
B used
C uses

8. If I see my idol at the concert, I ... scream.

A will
B can
C do

9. If it ... tonight, the picnic will be cancelled.

A rained
B will rain
C rains

10. If everyone had wings, we could ... anywhere.

A flew
B fly
C will fly

Write the correct word in each space.

despite although unless
however because

11. She's saving money _____ she wants to buy a new computer.

12. _____ being sick, he still came to class.

13. _____ it was raining, we still went to the park.

14. Dad said he wouldn't buy me ice cream _____ I got a 9 on my test.

15. This is my favorite food. _____, it's not very healthy.

Name: _____

Assessment Term 3 (8-10)

Part 3 Reading (____ / 10)

Read and circle *Right*, *Wrong* or *Doesn't say*.

Helping Others

Kyle Bradley is no ordinary kid. At just 12 years old, he's helping hundreds of people who are in need of clothes. Kyle got the idea to donate when he noticed that his younger brother was growing very quickly and often needed to buy new clothes. He realized that young kids only wear their clothes for a short time because they're in constant development. What fits them one year might not fit them the next! Instead of keeping them in a closet forever, Kyle believes those clothes should be given to other kids who can't afford to buy new clothes all the time. Kyle asked his classmates if they had any clothes they didn't wear anymore. Fortunately, many of them did. Kyle took the clothes to an organization called Goodwill, which takes in donations of old clothes and sells them at a very cheap price. For just a very small amount of money, people can buy a lot of clothes. After he saw that many people were interested in helping, Kyle started going to other schools in his area and donating those clothes too. Thanks to Kyle, many people without access to expensive clothes can now buy them without having to spend so much money.

1. Kyle lives in a dangerous place.
A Right B Wrong C Doesn't say
2. Kyle's brother told him to donate clothes.
A Right B Wrong C Doesn't say
3. Goodwill gives people clothes for free.
A Right B Wrong C Doesn't say
4. Goodwill sells toys.
A Right B Wrong C Doesn't say
5. Kyle buys clothes from other schools.
A Right B Wrong C Doesn't say

Circle the correct option, A, B or C, to complete the mini conversations.

6. Hello, I'd like to make a complaint.
A Where's the boss?
B What seems to be the problem?
C I'm disappointed.
7. I deserve some compensation for this.
A What's your policy?
B Would you like to see our clothes section?
C Let me speak to my supervisor and see what we can do.
8. The shirt I bought is ripped.
A What do you want?
B Would you like a replacement?
C Welcome to our store.
9. Hello, I'd like a refund.
A Do you have your receipt?
B That's terrible!
C I feel so upset.
10. Could you send it by express delivery?
A We don't allow refunds.
B Of course, I'll send it right away.
C Let me apologize.

Name: _____

Assessment Term 3 (8-10)

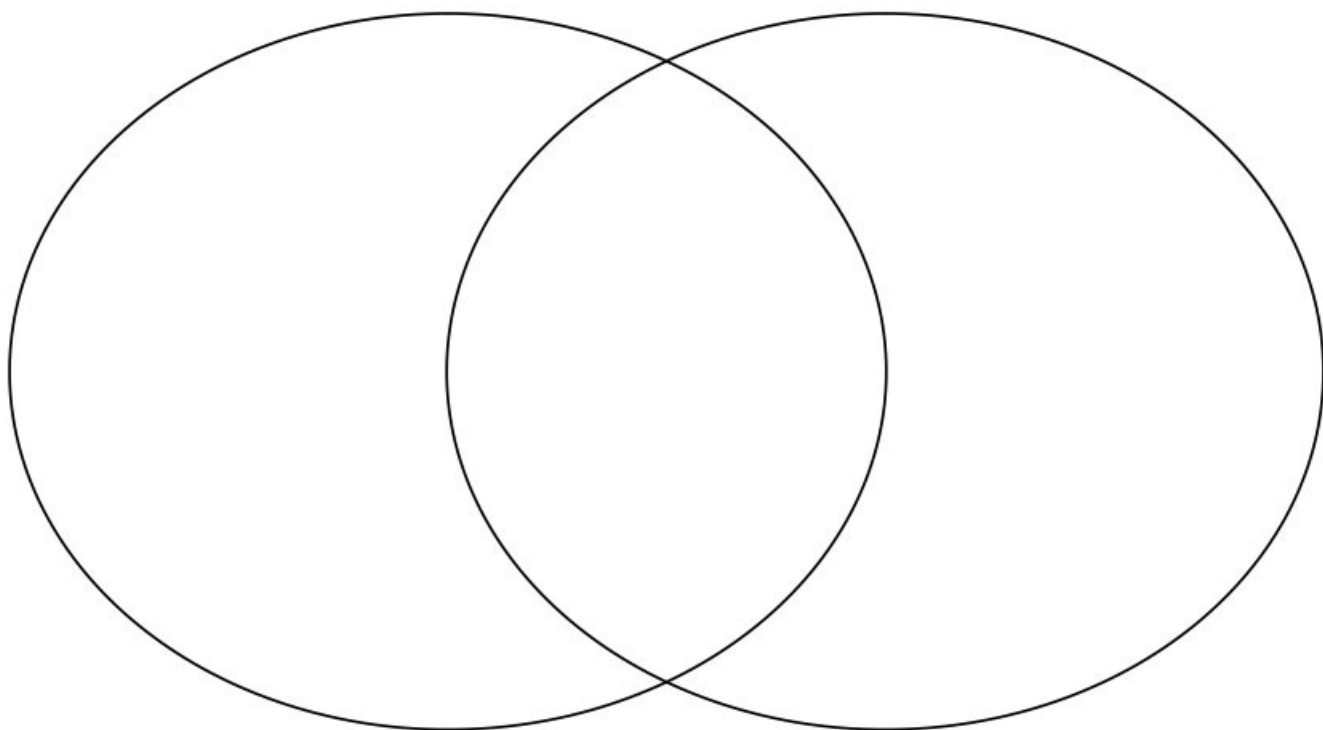
Part 4 Writing (____ / 10)

Choose two different places that you know (countries, states, towns, etc). Then use the Venn diagram to fill in information about the two places. Finally, write a paragraph describing similarities and differences between both countries.

Place 1 _____

Place 2 _____

Both



Part 5 Speaking (____ / 10)

You are going to have a round table discussion with your classmates about one of the topics in the list below. Remember the basic expressions used to give your opinion about something. Make sure to give your point of view, but also let your classmates speak!

Topics:

- A How can we help children who don't go to school?
- B What would happen if parents paid more attention to their children?
- C Should children under the age of 12 have cellphones?

Preparation time: 10 minutes.

Answer Key – Term Assessments

Assessment Term 1

Part 1 Vocabulary (15 points)

1. B
2. A
3. C
4. A
5. A
6. C
7. C
8. A
9. A
10. C
11. B
12. A
13. B
14. C
15. B

Part 2 Grammar (15 points)

1. When was the concert?
2. She said she couldn't come.
3. How did he become famous?
4. I have been studying here for 2 years.
5. What did you think of the movie?
6. C
7. B
8. A
9. A
10. C
11. A
12. Both
13. because
14. whereas
15. Neither

Part 3 Reading (10 points)

1. A
2. A
3. C
4. B
5. B
6. A
7. B
8. C
9. C
10. B

Part 4 Writing (10)

Answers will vary. Students should write a list of steps to follow in case of an earthquake. Check that imperatives are used correctly. Review spelling, grammar, and coherence.

Part 5 Speaking (10)

Answers will vary. Check that students use suitable expressions to discuss the steps they need to follow.

Assessment Term 2

Part 1 Vocabulary (15 points)

1. press
2. heats
3. melts
4. screen
5. vibrate
6. B
7. A
8. B
9. C
10. A
11. scary
12. costume
13. makeup
14. candles
15. junk

Part 2 Grammar (15 points)

1. We went to the store with Mom.
2. I used to love this band.
3. New cameras don't use batteries.
4. Do you live around here?
5. How do cellphones work?
6. B
7. C
8. A
9. A
10. B
11. C
12. Where
13. What
14. What
15. Why

Answer Key – Term Assessments

Part 3 Reading (10 points)

1. A
2. C
3. B
4. B
5. C
6. A
7. B
8. C
9. A
10. C

Part 4 Writing (10 points)

Answers will vary: Students write an email to their friend explaining what they did over the weekend. They should include a variety of activities written in the simple past tense. Review spelling, grammar, and coherence.

Part 5 Speaking (10 points)

Answers will vary: Students will give a short monologue that describes a famous character or personality. They should be given some time to prepare their monologue. Have their classmates guess who they're talking about.

Assessment Term 3

Part 1 Vocabulary (15 points)

1. policy
2. coupon
3. refund
4. customer
5. receipt
6. C
7. C
8. A
9. B
10. C
11. A
12. C
13. B
14. A
15. A

Part 2 Grammar (15 points)

1. I don't agree with the teacher.
2. I think so too.
3. I'm sorry to interrupt.
4. In my opinion, it's nice.
5. Most of us believe that he's right.
6. C
7. B
8. A
9. C
10. B
11. because
12. Despite
13. Although
14. unless
15. However

Part 3 Reading (10 points)

1. C
2. B
3. B
4. C
5. B
6. B
7. C
8. B
9. A
10. B

Part 4 Writing (10 points)

Answers will vary: Students will write a paragraph describing similarities and differences between two countries. They should include cultural aspects, such as food and customs. Review spelling, grammar, and coherence.

Part 5 Speaking (10)

Answers will vary: Students will have a round table discussion about one of the three topics on the list. They should use expressions that convey their points of view and allow them to respond to others' opinions.

Unit 1

TRACK 1

NARRATOR: Have you seen a bully at your school? He or she might make fun of someone, frighten or even physically harm the person. Other kinds of bullying are harder to see, like spreading unkind rumors or calling a person names. The good news is that you can help! If you see any of these problems, don't ignore them! Tell a teacher or counselor right away. Together we can make a difference!

TRACK 2

1. Fact. People around the world use over 500 billion plastic bags a year.
Fact. 13,000-15,000 pieces of plastic are thrown into the ocean every day.
Fact. Plastic causes the death of approximately 100,000 sea creatures a year. Plastic. It kills.
2. I was 12 when someone called me a pig. My mom said my weight was perfect, but I didn't like my body. I hated what I saw in a mirror. I started to eat less and less. I counted calories in everything. I lost 5 kilos and my parents were worried. I lost 10 and they were panicking. But I couldn't stop. I wanted to weigh 50 kilos and then 45 kilos. I was never slim enough... It took me years to recover. I am lucky. Remember - you are more important than this number.
3. In the summer, the days are hot. Inside your car, the temperature can rise really quickly.
When it is 21.1 degrees outside, the temperature in the car gets to 31.6 degrees in ten minutes and goes up to 40 degrees in half an hour. Don't ever leave your pet in a locked car. Don't cook your dog!

TRACK 3

STUDENT: Hey! Wake up, the teacher is coming!

TEACHER: Mr. Ramírez, wake up! This is no place to sleep!

NARRATOR: Has this happened to you? Can't stay awake in class? Don't worry, you are not the only one. Teenagers don't feel sleepy until late at night, so when the alarm wakes you up, you're tired. What can you do to sleep better? Here are some tips to help you: What if you avoid drinking soda and coffee? Coffee has a substance called caffeine, which keeps you awake. You shouldn't watch TV before going to bed either. It emits a blue light that makes it difficult to fall asleep. You could also take a shower, put your pajamas on or read 30 minutes before to prepare your mind for sleeping. Remember, sleep more at night, sleep less in class!

TRACK 4

1. This is no place to sleep!
2. Has this happened to you?
3. Don't worry, you are not the only one.
4. What can you do to sleep better?
5. Remember, sleep more at night, sleep less in class!

TRACK 5

GIRL: Okay, so we've prepared a public service announcement for our community about litter on the streets and how this affects everybody during the rainy season. This is our poster. Please, have a look.

BOY: And we've also prepared a campaign. Listen to our PSA with some special effects. Ahem, ahem.

GIRL: Oh, no! Not again!

BOY: What happened?

GIRL: Look, the drains got clogged again. People threw garbage everywhere and, after last night's rain, it is impossible to walk.

BOY: We can do something about it. Let me think. Oh, I have an idea! Let's all help and pick up the garbage at least once a week. What do you think?

GIRL: Good idea! And we can ask our neighbors to help. We should all look after our streets and drains.

BOY: Then, we could all live better! Let's start today!

GIRL: Thanks, that's all from us.

Unit 2

TRACK 6

NARRATOR: *(Okay, are we ready all ready to read the play? Let's begin. Ahem.... It's night. Naz is on his hands and knees outside his house under a streetlamp.)*

NAZ: Where could it be? Where could it be?!

NEIGHBOR 1: What are you doing, Naz?

NAZ: I'm looking for something.

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

NAZ: My key.

NEIGHBOR 1: Let me help.

NAZ: Thank you, that's very kind.

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

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

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

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

NARRATOR: *(The three continue searching. Before long, Naz's wife comes home from work.)*

NAZ'S WIFE: What are you doing?

NEIGHBORS: We're looking for Naz's key.

NAZ'S WIFE: Is this true, Naz? Have you lost your key?

NAZ: Yes, dear.

NAZ'S WIFE: Where did you lose it?

NAZ: In the house.

NEIGHBOR 1: In the house?

NEIGHBOR 2: Then why are we looking outside?

NAZ: Because there is more light out here!

NAZ'S WIFE: Ugh. You're such a fool!

TRACK 7

"Coyote and Rabbit". Adapted from a Traditional Native American Tale.

(Son and Mother are standing beside their bean field.)

SON: Mother! Mother! Just look at our field! Rabbit has been eating the beans again. Soon there will be none left! What are we going to do?

MOTHER: Don't worry, Son. I know just how to stop him. First, take this doll and cover it with molasses. Then leave it by the side of the field and we'll hide behind this tree.

(Son covers the doll with molasses and they both hide. Before long, Rabbit appears on stage.)

RABBIT: Aha! Those foolish humans have left their beans unguarded again. It's time for my lunch! *(Rabbit goes toward the field but falls over the doll and gets one foot stuck.)*

RABBIT: Let go, Doll, or I'll hit you! *(waits for a reply but doesn't get one)* Let go I say! *(hits doll and gets his hand stuck)* Let go of my hand and foot, or I'll punch and kick you! *(receives no reply so punches and kicks the doll, and becomes completely stuck)* *(Mother and Son appear from behind the tree.)*

MOTHER: Now we've caught you, Rabbit!

SON: And you'll taste delicious with all those beans inside you!

MOTHER: Put Rabbit in a bag, and let's collect some wood for a fire. *(Son and Mother leave Rabbit in the bag at the front of the stage and exit. Coyote appears on stage.)*

RABBIT: Who's that walking by?

COYOTE: It is I, Coyote. Is that you, Rabbit? What are you doing in that bag?

RABBIT: The old woman put me in this bag because she wants me to marry her daughter.

COYOTE: Really?

RABBIT: Yes, but I'm small and ugly, and her daughter is tall and beautiful.

COYOTE: Yes, she's much too good for you.

RABBIT: Why don't you marry her instead? You are strong and handsome, and you'd make a much better husband than I.

COYOTE: Of course, I will.

RABBIT: Help me out of the bag and take my place. *(Coyote unties the bag and lets Rabbit out. Coyote then gets in the bag and Rabbit ties it up.)*

COYOTE: Now go away quickly before the old woman comes back. *(to self)* Stupid Rabbit! *(Rabbit exits. Son and Mother enter stage with wood in their arms and start to make a fire.)*

SON: Ah, what a delicious dinner we're going to have!

COYOTE: *(wriggles a little in bag; aside to audience)* Dinner?

MOTHER: Yes, I'm so hungry. OK, the fire's ready. Son, open the bag and we'll cook Rabbit!

COYOTE: *(aside to audience)* Fire? *(Son opens bag, Coyote jumps out and runs away.)*

SON: *(gets a shock)* Mercy me!

COYOTE: *(runs offstage shouting)* Rabbit! Rabbit! You tricked me. I'll get you for this!

TRACK 8

1. Don't worry, Son.
2. Let go, Doll, or I'll hit you!
3. Who's that walking by?
4. What are you doing in that bag?

5. Help me out of the bag.
6. She's much too good for you.
7. I'm so hungry.
8. I'll get you for this!

Unit 5

TRACK 9

"My best friend". I am Hazel and something horrible happened to me at school this morning. It was so awful! Don't bother asking me about that. Really, if I have to think about it, I'll just get so upset... I won't talk about it or I may just break down and cry.

Well, I'll just give you a hint; it's about that traitor, liar, bad friend Leslie; she drives me nuts!

On the one hand, she acts like she's my best friend. We sit together at lunch every day and we are always supporting each other in the most difficult situations; oh, but I was obviously wrong to put my trust in her. She knows it's my thing to be the class clown. I'm the funny one! Doesn't she know that? Of course she does!

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

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

I'm never ever for as long as I live, even if I live to be 100, ever going to talk to Leslie again!

Oh! It's Leslie. Hello...

What?! You got backstage tickets to Ed Sheeran? Get out! Of course I would love to go with you! Oh my gosh, I'm so excited! Leslie is the best friend one could ever have! Ed Sheeran!

TRACK 10

"My best friend".

I am Hazel and something horrible happened to me at school this morning. It was so awful!

Don't bother asking me about that. Really, if I have to think about it, I'll just get so upset... I won't talk about it or I may just break down and cry.

Well, I'll just give you a hint; it's about that traitor, liar, bad friend Leslie; she drives me nuts!

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TRACK 11

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Oh! It's Leslie. Hello...

What?! You got backstage tickets to Ed Sheeran? Get out! Of course I would love to go with you! Oh my gosh, I'm so excited! Leslie is the best friend one could ever have! Ed Sheeran!

TRACK 12

Well, I'll just give you a hint... she acts like she's my best friend... oh, but I was obviously wrong to put my trust in her. I mean, listen to this joke... Well... Leslie stole my joke and told it to a group of third graders.

Unit 7

TRACK 13

ALAN: Hello...

SARA: Hi, Alan, it's Sara.

ALAN: Hey, Sara, how are you?

SARA: Fine, thanks. I'm just calling to wish you happy birthday!

ALAN: Hmm... Thanks, but my birthday was last week...

SARA: Oh, I'm so sorry! Anyway, did you have a good time?

ALAN: Yeah, great! First, at school, the whole class sang "Happy Birthday." They bought a cake and we went to the school cafeteria to eat it. And Christi and Tim gave me presents. She gave me a rock CD, and he gave me a video game.

SARA: Wow!

ALAN: Yes! And we had a really great night, as well. My best friend, Nicky, organized a surprise party for me at his house. We had a big pizza and danced for hours.

SARA: Well, that sounds great.

And I'm really sorry that I didn't remember...

ALAN: No problem, Sara, there's always next year!

TRACK 14

ANA: Maria, what are we going to do for this year's festival?

MARIA: I think we should do something similar to what we did at my last school.

ANA: What was that exactly?

MARIA: We organized a craft exhibition and a music contest.

ANA: Really? That sounds great!

MARIA: Yes, it was fantastic. Before that we used to have sports contests every year, but we wanted to do something different.

ANA: So what did you do?

MARIA: I entered the music contest. My friends and I decided to form a band.

ANA: Wow! What kind of music did you play?

MARIA: Rock. We worked really hard. First, we bought and borrowed some instruments. Then we chose the name for our band, and finally we started rehearsing.

ANA: What was the name of your band?

MARIA: Children of the Rock. We used to rehearse every afternoon after class. I was the lead singer...

TRACK 15

ANA: And what happened the day of the contest?

MARIA: We were very nervous, but we really wanted to win, so we decided to start with a song that was very popular at the time. Then I realized everyone was looking at me, and I just froze. I couldn't sing or even make a sound!

ANA: Oh!

MARIA: I know! I just stood there with my mouth open.

ANA: Oh no! What happened next?

MARIA: Cindy and Luis, the other two members of the band, started singing. That helped me, and I managed to sing along, but I was very embarrassed. I was sure we were going to lose!

ANA: And did you?

MARIA: Well, we came in second! Not bad, huh?

TRACK 16

BILL: Hey, Tom!

TOM: Hi, Bill!

BILL: I heard you made the soccer team. Congratulations!

TOM: Thanks, Bill! I've already played my first game.

BILL: Really? When?

TOM: Last weekend.

BILL: How was it?

TOM: It was fantastic. My whole family came to watch. I was pretty nervous, but I guess we all were.

BILL: Oh, so what happened?

TOM: John scored the first goal, and then we all started to feel better. I even scored a goal at the end.

BILL: And did you win?

TOM: Yes! And what about you? Are you still in the science club?

BILL: Yes, but I'm also going to try out for the chess team.

Oh, I have a class!

TOM: Me, too. Bye!

BILL: See you later, Tom!

TRACK 17

JENNY: Hi, Mike, how are you doing?

MIKE: Fine, Jenny, and you?

JENNY: Great! I just got back from summer camp.

MIKE: How was it?

JENNY: I had an amazing time. We went rock climbing and did a treasure hunt.

MIKE: Sounds like you really enjoyed it.

Unit 8

TRACK 18

MARK: Hello. I'm Mark and this is Robert. We read an essay about an American who went to live in the UK. He talks about the differences he found between the two countries. We're going to present a comparative chart that we did based on the information in the essay. Robert, would you like to begin?

ROBERT: Thank you, Mark. Well, we found out many interesting things. In our comparative chart, we included cultural aspects about sports, driving, TV and language. Talking about sports, in the US they play football, not soccer. In the UK, they play rugby, which is very similar to American football that is played in the US. I like both sports. Cricket is also very popular in the UK. I tried to watch a game on the Internet and I agree that it is very boring. Your turn, Mark.

MARK: OK, we also learned that in the UK they drive on the left side of the road. You need to be careful when crossing a street and check if you have to look right or left. Americans say that Brits drive on the "wrong" side of the road. Another aspect that we included is entertainment. While the British watch TV shows from many different countries, Americans prefer to watch their own shows. I personally enjoy watching American TV shows. What about you, Robert?

ROBERT: I also enjoy watching American TV shows. Now, the last cultural aspect we would like to present to you is language. It's funny that both countries share the same language, but they have differences. For example, the British say lift not elevator, a taxi is a cab, French fries are chips and chips are crisps! Some people like the American accent and some the British accent, but there are also many different accents in the UK and in the US. I personally think that the important thing is that people understand what you are saying.

JENNY: I did, and something very funny happened the last night.

MIKE: Tell me.

JENNY: We sat around a bonfire on the beach, and everyone started telling scary stories. After we went to bed, in the middle of the night, Lisa woke me up. She told me she could hear footsteps.

MIKE: She heard footsteps?

JENNY: She said she did, but I didn't hear anything, so I told her to go back to bed. Just a few seconds later, we both heard footsteps—very close to the door! We shouted, "Who's there?" But nobody answered.

MIKE: What did you do?

JENNY: We were terrified, but finally we told each other to be brave and check it out. We took a flashlight and opened the door.

MIKE: And...?

JENNY: You won't believe it! Right when there was a gust of wind, a branch of a palm tree hit the door of the cabin. It sounded like real footsteps! We laughed a lot and then went back to bed. But we had to get up just a few hours later to pack, so we hardly slept that night.

MIKE: And all because of a tree branch!

Unit 9

TRACK 19

TEACHER: OK, class. Let's get ready. Please be quiet and remember to listen to your classmates and respect everyone's points of view. As you all know, the topic of our round table is friendship. I'd like to begin with this phrase by Jerome Cummings. Please listen carefully and then we'll discuss what you think. "A friend is one who knows us but loves us anyway." TEACHER: Class, remember to take turns. Who wants to start? Raise your hand, please.

RALPH: Me!

TEACHER: OK, Ralph. What do you think?

RALPH: I think that friends love us sincerely if they accept the way we are. If they don't like the way we are, they're not our friends.

TEACHER: Linda, you raised your hand. Do you agree with Ralph?

LINDA: Actually, I disagree. I think there are friends who love us even if they don't like some things about us. We need to be flexible and accept people as they are. As long as we respect each other, it's OK!

TEACHER: Thank you, Linda. Yes, Pablo. What's your opinion?

PABLO: I think Linda's right. Friendship is a relationship of trust and concern for each other's feelings. If you care about your friends, you respect them and accept them for what they are.

TEACHER: OK, Pablo. Thanks. Karla, what do you think?

KARLA: I agree with Pablo. I think that a good friend loves you with all your good and bad qualities. But they don't need to ignore your weaknesses. Real friends can help you improve and become a better person.

TEACHER: Good point, Karla. Thank you. Camila?

CAMILA: I totally agree with Karla. You should help your friends correct their mistakes.

TEACHER: Thanks, everyone. That was a great discussion!

TRACK 20

MICHAEL: Hi, everyone. Let's get started. As you know, my name is Michael Brandon, and I will be moderating this round table. To keep our discussion orderly I will ask you to make sure you are wearing your name tags all the time, and to raise your hand when you want to participate. Also remember that probably we all want to say something, so you won't have more than two minutes each time you speak. I will tell you when your time is up. So, as you know, the topic of our round table today is discussing if some behaviors are ethical or not. And for this purpose I would like to begin by sharing with you the results provided by Junior Achievement

Worldwide, a non-profit organization, which asked several teens their opinion about lying, stealing and behaving violently. According to the study, many of them said that those behaviors are valid and possibly correct in some cases. In short, they think that some things can be wrong, but can also be okay depending on the circumstances.

TRACK 21

MICHAEL: What is your opinion? Yes, Cynthia, would you like to begin?

CYNTHIA: Yes. Hi, well... In my opinion there are things that are always unethical, no matter what the circumstances. For example, I think stealing is always wrong and the same with lying and behaving violently.

MICHAEL: Yes, Dan.

DAN: Hi. I agree with Cynthia in that lying and acting violently are not correct. However, I believe that circumstances sometimes justify those behaviors.

MICHAEL: Can you explain that?

DAN: Sure. In some cases people who are extremely poor and do not have enough to eat may try to steal from a store. Or a boy or girl who is constantly bullied might end up by acting violently against their aggressors.

MICHAEL: Yes, Helen.

HELEN: Hi. Look, I understand your point of view, Dan, but we have to understand that although we sometimes justify or understand certain behaviors, it does not make them ethical. For example, if you're being bullied or suffer from extreme poverty there are actions you should try before behaving unethically.

MICHAEL: Rachel, what is your opinion?

RACHEL: I understand and partially agree with most of what has been said here so far, for example, the fact that there are behaviors that are unethical and that sometimes circumstances push people to do wrong, extreme and inappropriate things. But I believe that the problem is not whether certain things are right or wrong, but what our society should do to create conditions in which those unethical behaviors are not necessary. I mean combating poverty and bullying for example.

MICHAEL: Yes, Cynthia.

CYNTHIA: I think the point of discussion here is not what to do, but whether lying, stealing, etc., are right or wrong. And in my opinion they are always wrong.

MICHAEL: James, you want to say something.

JAMES: Yes. Hi, everyone. I would like to ask a question. What about lying? Is lying always wrong?

What if we lie to someone in order to not make someone feel bad about something?

CYNTHIA: Like what?

JAMES: For example, a friend is wearing something he thinks looks good on him, but you don't like it. In order not to hurt your friend's feelings, you lie and tell him you like it too. Or if someone is ill and something bad has happened that you know will make that person worse if he learns about it. Wouldn't you tell a lie if the person asked you? And would it be wrong?

MICHAEL: Dan?

DAN: I agree with James. There are instances in which lying may not be bad.

RACHEL: I think so, too.

TRACK 22

MICHAEL: Okay guys. I would like to recap what we have discussed so far. Please write notes by completing the following sentences with what you think are the results of the discussion: 1. Most of us agree that... 2. However, some believe that... and. 3. Almost everybody thinks that...

Unit 10

TRACK 23

1. CUSTOMER: I need to speak with your supervisor. It's been a week and I still don't have Internet service!

ASSISTANT: Hold on a second, please.

CUSTOMER: I've been on hold for 40 minutes!

2. ASSISTANT: Good morning, madam. How can I help you?

CUSTOMER: Well, you see, I bought this yesterday, but it is not working at all. No matter what I do it just doesn't work.

ASSISTANT: Well, you see, that model is not very good...

3. CUSTOMER: I want to talk to the supervisor, please!

ASSISTANT: What's the problem, sir, how can I help you?

CUSTOMER: I bought this shirt last week, and look at it!

TRACK 24

SALESPERSON: Good morning. How can I help you?

HUMBERTO: Good morning. Last month I bought a pair of tennis shoes from your online catalog and you sent me a different style. Twice! I got really upset, so I decided to complain in person! I'd like a refund!

SALESPERSON: I understand, but our company policy does not permit refunds, as you can see from this receipt.

HUMBERTO: I see. However, I think I deserve some compensation for this.

SALESPERSON: Let me talk to my supervisor to see what we can do.

SUPERVISOR: Good morning, sir. I apologize for this situation. Unfortunately, the company policy does not allow refunds.

HUMBERTO: Yes, your colleague told me that.

SUPERVISOR: I can give you the style you ordered online right now. And to compensate for the inconvenience, I can offer you a 40% discount on your next purchase with us. Is that okay?

HUMBERTO: That's fantastic! Thank you.

TRACK 25

1. SALESPERSON: Good afternoon, sir. Welcome to Bolt Electronics. How may I help you?

CUSTOMER: I bought a camera, but it doesn't work.

SALESPERSON: I see. Come this way... May I have a look at the receipt?

CUSTOMER: I don't have the receipt with me. I think I threw it away.

SALESPERSON: You don't have the receipt? Could you tell me what happened, please?

CUSTOMER: I bought this camera two weeks ago and it has already stopped working twice. I brought it here for repairs two days ago and your colleague said it was repaired, but it's still not working. I would like a refund.

SALESPERSON: I'm so sorry for this, sir. Under the terms of your warranty, we cannot give you a refund because we need evidence of purchase.

CUSTOMER: Unbelievable! Can I talk to your supervisor?

2. **CALL CENTER ASSISTANT:** Hello, this is customer support, Sue speaking.

CUSTOMER: Good morning! I'm calling about a cellphone that I just bought.

CALL CENTER ASSISTANT: I see. What seems to be the problem?

CUSTOMER: It's damaged! The screen is broken, so I'll need to return it. I'm very disappointed because it was a gift for my son's birthday, and now I don't have a present for him.

CALL CENTER ASSISTANT: I understand how you feel. Please give me the reference number and let me see if we can send you a replacement by express delivery.

CUSTOMER: Oh, that would be great! Thanks. The reference number is...

3. **VOICE RECORDED ON ANSWERING MACHINE:** Thanks for calling the complaints department of BookArt bookshop. Unfortunately, we cannot take your call. Please let us know about your problem after the tone.

CUSTOMER: Er...er... My name is Jane Evans and er... I am calling to say I still haven't received the books I ordered from your website over three weeks ago. I called this number last week and a colleague of yours told me that they would arrive by Monday. Well, it's Wednesday now, and there's still no sign of them. Can you please check that my order has been sent? Thank you.

4. **CUSTOMER:** Excuse me. Can you help me?

SALESPERSON: Morning. Welcome to Video Planet. What do you want?

CUSTOMER: Morning. I recently bought a video game from your online catalogue.

SALESPERSON: So?

CUSTOMER: So? Well... you sent me the wrong game!

SALESPERSON: Well, that's not my problem.

CUSTOMER: Excuse me?!

SALESPERSON: You bought it online, so make your complaint online.

TRACK 26

I'm calling about a cell phone that I just bought. The screen is broken, so I need to return it. I am very disappointed.

I bought a camera, but it doesn't work. I brought it here for repairs two days ago, and your colleague said it was repaired, but it's still not working. I would like a refund.

TRACK 27

SALESPERSON: Good morning, sir. How can I help you?

CUSTOMER: Good morning. I'd like to exchange this coffee maker, please.

SALESPERSON: What's the problem?

CUSTOMER: It doesn't heat water. The coffee is cold all the time.

SALESPERSON: Can I see the receipt for your purchase, please?

CUSTOMER: I'm afraid I don't have it. But I'm sure you can help me solve this problem.

SALESPERSON: Without your receipt, I can't do anything. I'm sorry.

CUSTOMER: Unbelievable!

SALESPERSON: I wish I could help you. I can't do anything without a receipt.

CUSTOMER: This is annoying! I would like you to exchange it, please.

SALESPERSON: I understand how you feel, sir.

CUSTOMER: No, you don't. I'm really disappointed.

SALESPERSON: Let me call the manager. We'll see what we can do. Hold on.

CUSTOMER: Certainly. You know what? This is making me angry. I don't want to exchange the coffee maker anymore. I want a refund.

SALESPERSON: OK, sir. We can give you a refund. Just fill out this form, please.

CUSTOMER: Now, that's what I call good customer service.

SALESPERSON: Sorry about the inconvenience, sir.

CUSTOMER: That's OK. Thank you.

TRACK 28

a. Good afternoon. Welcome to Harry's Store.

b. I said I want my money back! I don't want a replacement!

c. Here you are. I brought this extra pair in case you want to see a different option.

d. Oh, there aren't many people before us. We should be out very quickly.