

3

@ccess

Student's Book

Hi!

Hello!



editorial
edebé
Iluminar la mente para abrir el corazón

Ma. del Rocío Vargas Ortega
Ana Maurer Tolson
Israel Urióstegui Figueroa



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA





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El Cuaderno de actividades que tienes en tus manos es el resultado del esfuerzo que realizan el gobierno federal, los gobiernos estatales, las maestras y los maestros para garantizar que todas las niñas, los niños y los adolescentes que cursan la educación básica en nuestro país cuenten con materiales educativos para construir su aprendizaje, y con ello alcanzar una educación de excelencia.

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En el marco de la Nueva Escuela Mexicana, la equidad y la calidad son premisas de la educación. Este libro ha sido seleccionado por los docentes de tu escuela, de entre las distintas opciones que la Secretaría de Educación Pública pone a su disposición y forma parte de los materiales educativos que se ofrecen para que, con el trabajo diario de maestras, maestros, autoridades y familias, alcances el máximo logro de aprendizaje y el fortalecimiento de los lazos entre tu escuela y tu comunidad.

Este libro ya es tuyo; es un regalo del pueblo de México para ti.
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@ccess 3

Student's Book

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DISTRIBUCIÓN GRATUITA
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Dear student,

The book you hold in your hands was thought of for you: a teenager who knows and uses his or her mother tongue for different purposes, such as talking about cultural habits in different countries, reading poems, writing instructions to make a simple experiment, exchanging emotions and reactions to a TV show, or writing agreements or disagreements to participate in a debate about the arts, among others.

All these experiences and the knowledge you have about your mother tongue are also required to communicate in English. Thus, **@ccess 3** gives you the chance to make your own decisions, along with your teacher and classmates, while planning and making language products, such as a comic strip, a set of instructions, and an oral testimony, all using English. This way, your opinions and proposals are considered at all stages of the process. In **@ccess 3**, you decide on the topic, purpose and addressee of the proposed language products.

Unlike other books, in **@ccess 3**, you will find the answers, explanations and advice to develop the collective and individual activities. These all allow you to use English to produce the language products in each of the ten practices in this book.

As you become familiar with this book, you will realize that using English to make language products, with your classmates and teacher, is what allows you to learn it. Communication in English is established when you ask and answer questions, when problems arise and get resolved, as well as when proposals, compliments or criticism are listened to and given.

While writing this book, we were thinking about you and how to support you, so that English is useful not only in school, but also outside in the world. Our intention is for you to meet and communicate with other people, maybe even in other countries, in English. We hope this book is a tool for exploring other ways of seeing, feeling and living in this world of ours.

We hope that using this book is as rewarding an experience for you as it was for us to write it.

The authors

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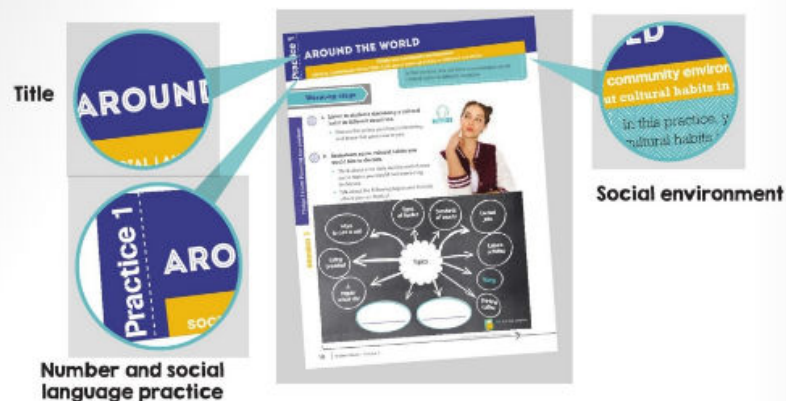
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How to use @ccess 3

Look at the description of the elements in this book.

Beginning a practice

At the beginning of each practice, you will find a page with: the consecutive number of the social practice of the language, its title and the social environment to which it belongs.



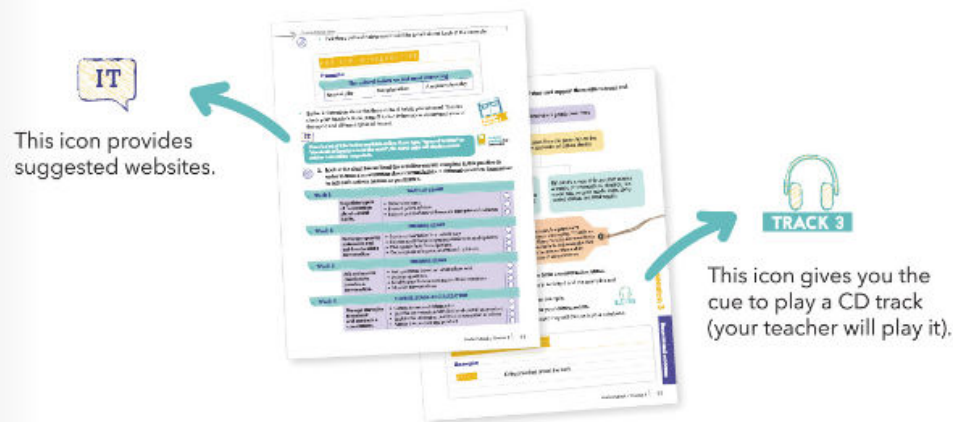
Working modes

While interacting in a practice, there will be moments when you will collaborate with others, and some in which you will be on your own. Pay attention to the icons to distinguish the different working modes.



Multimedia resources

Throughout the activities, you will find two multimedia resources with different icons:

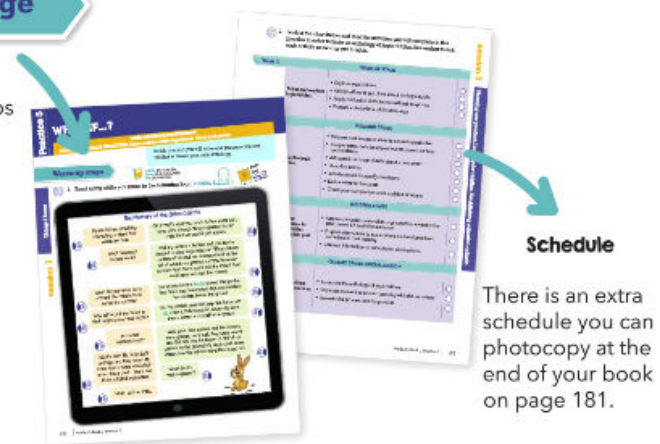


Activity sequence

Activities in practices are numbered and organized in a three-stage sequence that allows the elaboration of a language product:

Warm-up stage

Warm-up stage: where you will find a schedule with steps and activities to develop a language product.



Building stage

Building stage: This is the longest stage. In it, you will find:

- 12. Read the p Reader's Bo
- 13. With your t noderstan

Activities or actions to complete the steps for elaborating a language product.



Checkpoint: A space to assess your strengths and detect what needs to be reinforced.

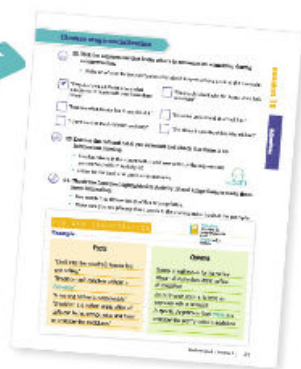


- 15. Reread th
- Highli
- W-

For our: Oral or written presentations that the language product consists of. A photocopyable *For our product* format is also included at the end of this book page 182. You can adapt or use it for any of the practices you'll work on.

Closure stage-socialization

Closure stage-socialization: in which you share your language product. You'll also assess the product and your performance in this stage.



Language product (final version).

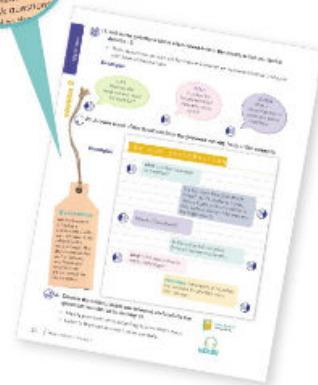
Activities to share and circulate language product.



- Not yet
- Sometimes
- Most of the time
- Always

Information boxes

Remember: A section with information you already know, but that should be taken into account when carrying out some activities.



Being Through Language

Being through language: A section with information about behaviors and attitudes that foster communication.



How did it go?: In this stage you assess your personal and team development.

Cross References



This icon leads you to work in your Reader's Book.



This icon indicates you to check a word in the Glossary section.

The translation of difficult words is represented by this icon.



AROUND THE WORLD

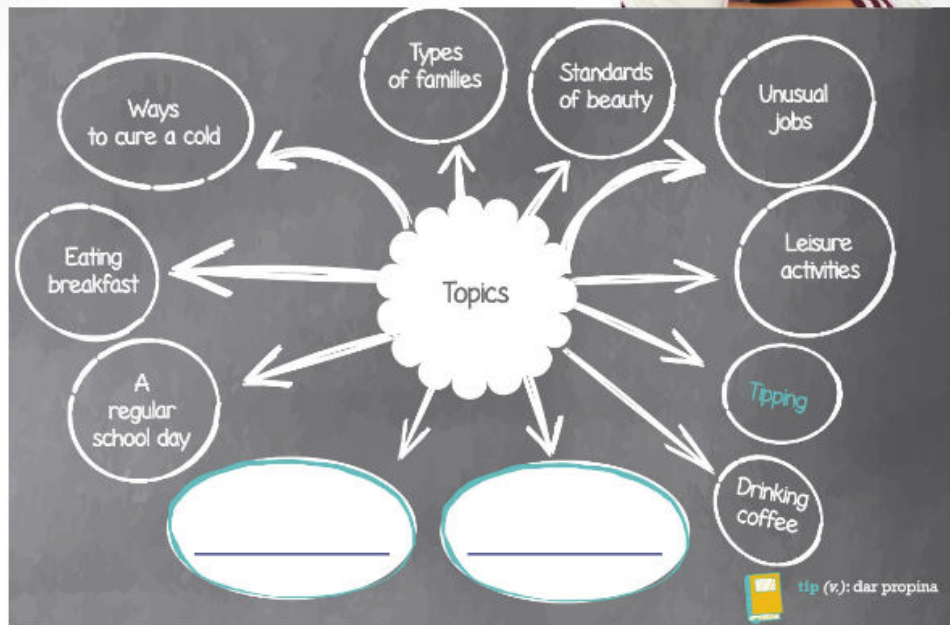
Family and community environment

SOCIAL LANGUAGE PRACTICE: Talk about cultural habits in different countries.

In this practice, you will have a conversation about cultural habits in different countries.

Warm-up stage

-  Listen to students discussing a cultural habit in different countries.
 - Discuss the points you found interesting and those that were new to you.
-  Brainstorm some cultural habits you would like to discuss.
 - Think about your daily routine and choose some topics you would find interesting to discuss.
 - Talk about the following topics and include others you can think of.



Continue this activity on the next page

Continue Activity 2 below



- Pick three cultural habits you would like to talk about. Look at the example.

FOR OUR CONVERSATION

Example:

The cultural habits we find most interesting

Unusual jobs

Eating breakfast

A regular school day


- Gather information about the three cultural habits you selected. You can check your Reader's Book, page 5 to find information about food around the world and different types of houses.



IT

There's a lot of information available online. If you type, "types of families" or "standards of beauty around the world", the search engine will display several articles from online magazines.



-  Look at the chart below. Read the activities you will complete in this practice in order to have a conversation about cultural habits in different countries. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	
Negotiate topics of conversation about cultural habits.	<ul style="list-style-type: none"> Determine topic. Present points of view. Support points of view with reasons, examples and evidence. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	
Exchange opening statements and opinions to start a conversation.	<ul style="list-style-type: none"> Start a conversation in a natural way. Express and interpret opening statements and opinions. Distinguish facts from opinions. Exchange opening statements and opinions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	
Ask and answer questions to broaden a conversation.	<ul style="list-style-type: none"> Ask questions based on what others said. Answer questions. Modify questions according to others' reactions. Monitor conversations. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	
Manage strategies to maintain and conclude a conversation.	<ul style="list-style-type: none"> Detect absence of information. End the conversation with kind and cordial expressions. Explain the strategies used in a conversation to others. Assess the process and product. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4. Read the information you gathered about the cultural habits you selected in Activity 2.
- Write points of view about each habit in your notebook.
 - Determine if they are pros (✓) or cons (✗). Look at the example. Complete the other two topics.

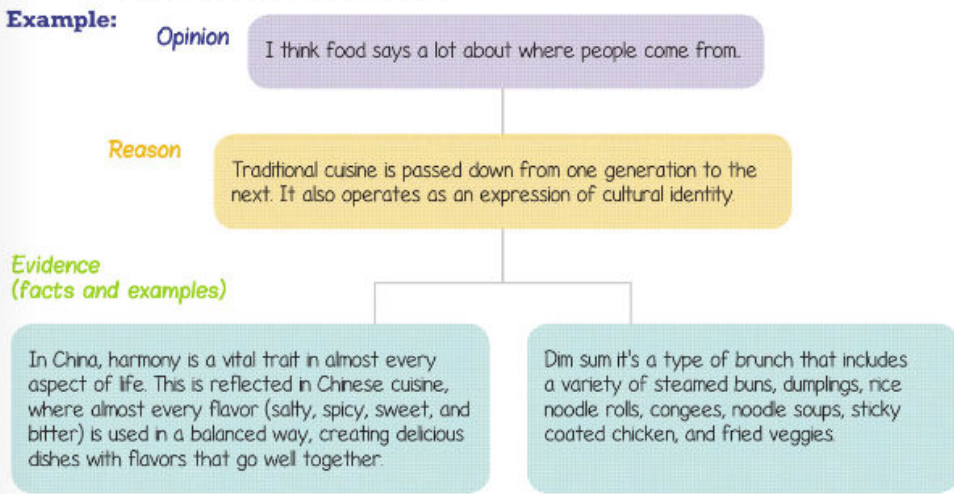
Example:

Points of view		
Unusual jobs	Eating breakfast	A regular school day
✓ I feel there are a lot of strange jobs.	✓ I think it's a very common habit of people around the world.	✓ There are different ways of organizing a school day.
✗ I believe that few people can relate to these jobs.	✓ I believe a lot of people like to talk about food.	✗ It's not that interesting, as some people don't like to talk about school.
✓ I find that these jobs satisfy demands of the country in which they exist.	✓ In Mexico, we believe everyone eats eggs in the morning, but that's not true.	✗ Days are varied in primary school, but I feel middle school is basically the same every day.

Remember
Strong points of view make good conversations, but statements that can be proved true must be supported by facts to be effective. Reasons and evidence are examples of ways to convince others about an opinion.



5. Make a diagram with each point of view and support them with reasons and evidence. Look at the example.



Remember

A reason explains why a person has a particular opinion. In a persuasive discussion, the person will usually explain each reason. Just saying, "Food is an expression of cultural identity," is not convincing. There must be some evidence in order to believe the reason. Evidence is the specific facts and examples that illustrate the reason. Facts are statements that can be proven true and an example is an event that shows one specific instance of an occurrence.

6. Discuss the best cultural habit to have a conversation about.
- Use the points of view you wrote in Activity 4 and the examples and evidence from Activity 5.
 - Listen to the track and use it as an example.
7. Vote to pick the cultural habit for your conversation.
- Write down the teams and the topic they will discuss in your notebook. Look at the example.



FOR OUR CONVERSATION


Example:

TEAM 1 Eating breakfast around the world

8. Reread the information you gathered in Activity 3 about the cultural habit you selected.

- Identify a couple of words you don't know the meaning of.
- Find out their meaning using contextual clues. Look at the example.

Example:



This Is What Breakfast Looks Like Around the World

When it comes to **breakfast**, we might be partial to avocado toast or a sprinkle-covered, glazed doughnut, but the international breakfast scene is giving our traditional morning meals some serious competition. For Americans, **hot soups** and **cold cuts** may seem like a strange way to start the day at first, but there's no better way to get a taste for a country than to **chow down** as the locals do. In the next **link** you will see how to start the day off right in 13 different countries.

Unknown expression: breakfast → *Contextual clues: hot soups, cold cuts, chow down*

Unknown expression: chow down

Contextual Clues	
Step 1: Look for contextual clues. These are the words and phrases that surround the word you don't know.	"soups", "cold cuts", "start the day"
Step 2: Guess what the unknown word means using the contextual clues.	Contextual clues allow us to understand that the writer is talking about food (i.e. soups and cold cuts). Also ties the food to the expression "start the day", so she is referring to having breakfast. People eat food during breakfast. So maybe <i>chow down</i> is an informal expression that means <i>eat</i> .
Step 3: Check your definition by inserting it in place of the unknown word and see if it makes sense.	"For Americans, hot soups and cold cuts may seem like a strange way to start the day at first, but there's no better way to get a taste for a country than to <i>eat</i> as the locals do."

- Gather a few conversations about cultural habits and select one to use throughout this practice. Look at the examples on page 15.

Building stage

9. Circle the lines below that start each conversation. Look at the example.

Conversation 1	Conversation 2	Conversation 3
<p>ALE: What are you reading? It looks interesting.</p> <p>ISAAC: I'm reading about wedding traditions around the world and there are a few that are quite fascinating.</p> <p>ALE: Really? Tell me more.</p> <p>ISAAC: Well, it turns out that couples in Congo are forbidden to smile on their wedding day.</p> <p>ALE: How come?</p> <p>ISAAC: I don't know yet, but I'll tell you as soon as I find out.</p>	<p>IRI: Japan, China, Vietnam and Myanmar.</p> <p>TEO: So, it's mostly Asian countries.</p> <p>IRI: Did you know that in some countries people have soup for breakfast?</p> <p>TEO: What? I didn't know that. What countries do that?</p> <p>IRI: Yes, but we actually have soup for breakfast sometimes...</p> <p>TEO: You're right! In Mexico we have pozole and pancita.</p>	<p>SON: I found an article about different types of houses.</p> <p>MOM: Oh, that sounds interesting!</p> <p>SON: It is! I learned that some people live in igloos, caves, or floating boats.</p> <p>MOM: Wow! Do you have any pictures? I want to see them.</p> <p>SON: Mom, remember that I was reading about cultural habits?</p> <p>MOM: Oh, yes. What have you found out?</p>

10. Listen to the tracks and decide which conversation starts naturally. Explain why you think that is so. Look at the example.



Track	Does it start naturally?	Why?
4	Yes	The conversation starts with a boy asking a partner about what he is reading. It seems that they are in the same room and he is interested in the book or magazine he is holding. That's why he asks about it. It's natural because it's a normal way to start talking about something.
5		
6		

Continue this activity on the next page

- Listen to the conversation you selected in Activity 8 and determine if it starts naturally. Explain why.

11. Listen to the first part of the conversation and follow it using the transcript below.



- Pay attention to how the interlocutor introduces the opening statements.
- Read the conversation you selected in Activity 7 and highlight the opening statements. Look at the example.

Example:

Opening statements

TEO: Hey! I read about a strange topic.

PAOLA: Really? What is it?

TEO: Well, you're never going to believe it. people's sleeping habits around the world.

REGINA: What?! I can't believe it. Did you read an article in the newspaper?

TEO: Yes, I read it last Saturday. Or was it Sunday? Yes, it was on Sunday because it was in the magazine you get with the newspaper on Sundays. Anyway, I read it and found it fascinating, so I did some research online.

REGINA: Oh, OK. I started it but couldn't finish it. From what I read, it looked interesting.

TEO: Yes, because one would think that everybody sleeps at night and there's not much difference between countries, but it turns out that there are traditions regarding sleep, as well.

12. Think about different ways of introducing an opening statement in a conversation.

- Start a conversation and adjust it according to the situation. Look at the example.

FOR OUR CONVERSATION

Example:

Opening statements

Talk about a known fact	"Hey, remember that we were reading about cultural habits in English? Well, I just found out that there are lots of different types of breakfasts around the world"
Bring up a previous conversation	"I was thinking about what we were talking about the other day, and I still can't believe that having eggs for breakfast is not very common. So, I did some research and"
Mention where you found out about it	"I was listening to a radio program on Saturday and they were talking about breakfast in different countries. It was very interesting because."

13. Go back to Activity 11 and listen to the first part of the conversation again.

- Tick ✓ the expressions that could also fit in the conversation. Look at the example.

<input checked="" type="checkbox"/> "I read it last Saturday... I mean, Sunday ."	<input type="checkbox"/> "I read it on Saturday... No, on Sunday ."
<input type="checkbox"/> "I read it... I don't remember the day, but it was last week."	<input type="checkbox"/> "Mmm, I can't remember if I read it on Saturday or Sunday."

- Start a conversation using each of the opening statements you wrote in Activity 12 and improvise a little.
- Use the expressions above if you need to while improvising.
- Listen to the track and use it as an example.

14. Listen to the track and pay attention to how the interlocutors present facts and opinions.

- Scan your conversation and make a chart with the facts and opinions presented. Look at the example.

Example:

TRACK 2

Facts	Opinions
In Spain, stores close for three hours in the afternoon so the salespeople can have lunch and a nap.	Stores should be open all day, so people can buy things.
Most stores close from 2:00 to 5:00 pm.	I feel that's a waste of time.

- Discuss how you were able to distinguish the facts from the interlocutors' opinions.
- Listen to the track and use it as an example of how to do it.



Remember

Opinions are impossible to prove because they are a person's judgment. Phrases such as "I believe", "I think" or "I feel" indicate an opinion. Telling others what should be done is another clue that an opinion is being expressed. Judgment words such as best, worst, greatest and prettiest maybe clues that a statement is an opinion.

FOR OUR DIALOGUE

15. Reread the information about the cultural habit you selected in Activity 7.
- Highlight some facts to use during your conversation.
 - Write an opinion that is supported by the facts you selected. Look at the example taken from the articles in your Reader's Book.

Example:

OPINION:

Coffee is the favorite drink for countries that have a sweet breakfast (pastries, jam, yogurt with nuts and honey, muesli, etc.)



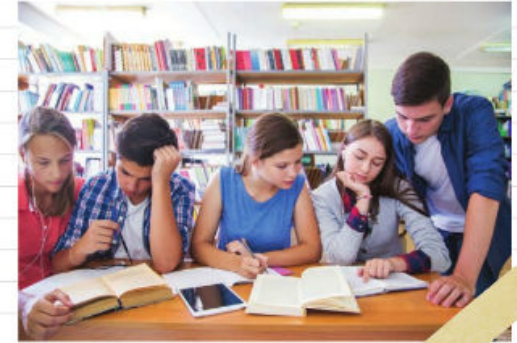
CHECKPOINT

16. Assess your conversation and tick what best describes your work up to this time. Have a look at page 9 and remember that the circles represent the progress you have made so far: Not yet, Sometimes, Most of the time, Always.
- Copy the chart in your notebook, make one for each of the other teams, and provide some feedback.

• Did we start a conversation in a natural way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• Did we express and interpret ideas and opinions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• Did we distinguish facts from opinions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• Did we exchange points of view and opinions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• Did we stay on topic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
• Observations: _____				

17. Listen to a conversation you selected and pay attention to the parts where people interrupt each other.

- Decide if the person interrupting is doing it appropriately and in a timely manner.
- If there are no interruptions, role-play the conversation and interrupt someone.
- Complete the chart after the role-play. Look at the example.



Track 2: Sleeping habits		
Why did the person interrupt?	Because she thought the other person's opinion of napping was extreme.	
Was it appropriate?	Yes, because she feels strongly about napping. It seems that she loves it.	
Do you have any comments?	I think the interruption was OK because it stayed on topic and didn't change the course of the conversation.	

18. Exchange some opening statements and opinions about the cultural habit you selected in Activity 7.
- Consider what you discussed in Activity 13 and the facts you highlighted in Activity 15.
 - Listen to the track and use it as an example.
 - Present your conversation to the rest of the class and, if possible, to your family and community.



19. Ask some questions about what others said in the conversation you had in Activity 17.
- Think about how you can ask for more information or rephrase what he or she just said. Look at the example.

Example:

LUIS:
What was the most common food for breakfast?

PAOLA:
Is coffee the favorite breakfast drink around the world?

REGINA:
What is more common: a sweet or a savory breakfast?

20. Answer some of the questions from the previous activity. Look at the example.

FOR OUR CONVERSATION

Example:

What countries have eggs for breakfast?

The US, Costa Rica, Scandinavia, Poland, the UK, Australia, Turkey, Greece, Egypt, and some places in Asia, such as Vietnam, Myanmar and the Philippines do.

Where is Scandinavia?

It's the region that comprises Denmark, Norway and Sweden.

What is the most common way to make eggs?

Hard-boiled. The majority of countries that eat them for breakfast make them this way.

Remember
While someone is having a conversation with you, ask questions related to the topic at hand. This demonstrates that you're listening and forces you to remain an active part of the conversation.

21. Discuss the cultural habit you selected and include the questions you shared in Activity 19.
- Modify your comments according to how others react.
 - Listen to the track and use it as an example.

hard-boiled (adj.): duro

TRACK 10

Closure stage-socialization

22. Tick the expressions that invite others to comment on something during a conversation.
- Write an next to the expressions that invite others. Look at the example.

<input checked="" type="checkbox"/> "Why don't we ask Pedro about what people eat in Guatemala. He's been there twice."	<input type="checkbox"/> "We should check with Mr. Jones, since he's American."
<input type="checkbox"/> "Let's see what Jessica has to say about it."	<input type="checkbox"/> "He won't understand, don't ask him."
<input type="checkbox"/> "I don't want to check this with anybody."	<input type="checkbox"/> "She doesn't care about this, why ask her?"

23. Discuss the cultural habit you selected and check that there is no information missing.
- Involve others in the conversation and use some of the expressions you worked with in Activity 22.
 - Listen to the track and use it as an example.

TRACK 11

24. Check the facts you highlighted in Activity 15 and adapt them to make them more interesting.
- Use words that determine qualities or proprieties.
 - Make sure you are placing these words in the correct order. Look at the example.

FOR OUR CONVERSATION

Example:

Facts

"Don't miss the country's famous tea and coffee."

"Breakfast isn't complete without a flat-white."

"A morning coffee is indispensable."

"Breakfast is a rather simple affair of café con leche, orange juice, and toast or croissant-like medialunas."

Opinions

Turkey is well known for its coffee. Almost all Australians drink coffee at breakfast.

An old French habit is to have an espresso with a croissant.

A specific Argentinian food staple is a croissant-like pastry called a medialuna.

flat-white (n.): tipo de preparación de café
staple (adj.): básico

25. Exchange opinions about how to end your conversation. Look at the example.

What can we conclude about our conversation about breakfast around the world?

We also noticed that there are some countries that have savory dishes for breakfast, and others would rather eat something sweet.

I had a great time discussing this with you!

Well, now we know that eggs are a favorite and lots of countries prefer them hard-boiled.

We should get together another time to talk about a different topic.

Yes, definitely.

- Discuss the end of your conversation and adapt some of the expressions above, if you need to.

 **savory** (adj.): salado

26. Have a conversation about the cultural habit you selected in Activity 7.

- Include the opening statement in Activity 12, the facts and opinions in Activity 15, the questions in Activity 19, the answers in Activity 20 and the ending in Activity 25.

27. Explain the strategies you used in the conversation.

- Use the following tips, if you need them:

- Making eye contact during the conversation
- Nodding your head while listening.
- Using facial expressions to show interest in the conversation.
- Stating opinions.
- Starting a conversation with an opening statement.
- Asking clarifying questions to show you're listening.
- Adapting your questions according to what others said.
- Supporting opinions with facts!
- Ending the conversation in a kind way.

How did it go?

28. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment

- I speak easily, quickly and with few pauses.
- I check the relevance of information to a specific purpose.
- I understand what the interlocutor wants to say.
- I have a clear idea of the interlocutor's point of view.
- I modify questions according to others' reactions.

Product

29. How do we assess the following aspects of our conversation?

Having a conversation

- Did we determine the topic?
- Did we start a conversation in a natural way?
- Did we express and interpret opening statements and opinions?
- Did we distinguish facts from opinions?
- Did we exchange opening statements and opinions?
- Did I end the conversation with kind and cordial expressions?

30. What is your team's global impression of their performance in this practice?

Team assessment

- Did we respect our agreements?
- Did we divide the tasks so that everyone had something to do?
- Did we pay attention during others' turn to speak?
- Did we participate in the conversation?
- What aspects can we improve as a team?

 We have arrived at the end of this practice.

WORDS YOU FEEL

Ludic and literary environment

SOCIAL LANGUAGE PRACTICE: Read poems.

In this practice, you will learn to recognize the emotions provoked by reading poems.

Warm-up stage



alone (adj.): solo
sorrow (n.): tristeza

1. Read the following poem silently.

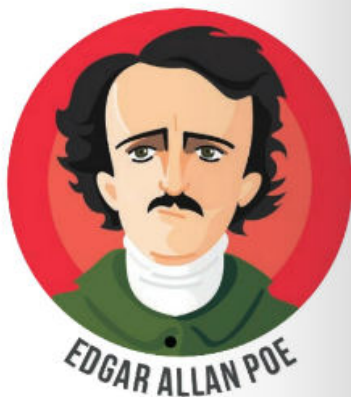
Alone

By Edgar Allan Poe

From childhood's hour I have not been
As others were; I have not seen
As others saw; I could not bring
My passions from a common spring.
From the same source I have not taken
My **sorrow**; I could not awaken
My heart to joy at the same tone;
And all I loved, I loved **alone**.
Then -in my childhood, in the dawn
Of a most stormy life- was drawn
From every depth of good and ill.

The mystery which binds me still:
From the torrent, or the fountain,
From the red cliff of the mountain,
From the sun that round me rolled
In its autumn tint of gold,
From the lightning in the sky
As it passed me flying by,
From the thunder and the storm,
And the cloud that took the form
(When the rest of Heaven was blue)
Of a demon in my view.

Source: <https://bit.ly/3coS45a>



2. Identify the words and expressions you don't know. Clarify their meaning with the help of the teacher and the rest of the group.



Being Through Language

▶ Let yourself to be carried away by the reading and the images it creates and the impression the poem leaves you with.



3. Listen to the reading of the poem on the CD. Think about the answers to the following questions.

- What do you think about the poem?
- What is it about?
- Why do you think the title is "Alone"?



TRACK 12



4. Share the emotions you felt when reading the poem. Look at the example.



The poem made me think about feelings I've had. For example, when it says, "I could not awaken, my heart to joy at the same tone," I remember times I've felt under the weather.

There are parts I really liked, for example, the verse, "In its autumn tint of gold," although I felt a little bit sad.





5. Look at the chart below and read the activities you will complete in this practice in order to make a dictionary of emotions, which we will call an emotionary. Remember to tick each activity as soon as you finish it.

Week 1		WARM-UP STAGE	
Select and explore poems.	<ul style="list-style-type: none"> Read poems and identify prior knowledge. Identify emotions provoked by the poems. Learn how to read poems aloud. 	<input type="checkbox"/>	<input type="checkbox"/>
Week 2		BUILDING STAGE	
Understand general meaning, main ideas, and some details.	<ul style="list-style-type: none"> Read poems and share strategies for understanding texts. Identify rhythm and homophones in verses. Infer main ideas, based on details. Share one's own emotions and value those of others. 	<input type="checkbox"/>	<input type="checkbox"/>
Week 3		BUILDING STAGE	
Describe moods.	<ul style="list-style-type: none"> Ask questions based on what others said. Answer questions. Modify questions according to others' reactions. Monitor conversations. 	<input type="checkbox"/>	<input type="checkbox"/>
Week 4		CLOSURE STAGE-SOCIALIZATION	
Compose paragraphs.	<ul style="list-style-type: none"> Compose sentences to describe moods. Organize sentences into paragraphs to describe moods. 	<input type="checkbox"/>	<input type="checkbox"/>
Assess the process and the product.	<ul style="list-style-type: none"> Organize an event to present and read the emotionary aloud. 	<input type="checkbox"/>	<input type="checkbox"/>

- For the next session, bring some poems to read in class.
- You may use poems from the Reader's Book if needed.



Reader's Book pages 15-18

IT

We suggest you search these websites which have poems and newspaper articles about poetry.
<https://goo.gl/FsXxTk>
<https://goo.gl/dN5NAz>



6. Brainstorm everything you know about poetry. Make a collage with poems, songs, authors, etc. Use magazines and illustrations.



7. Listen to the following poems and read along.



TRACKS 13, 14 and 15



TRACK 13

Life is Filled with Magic by Emile Pinet

Navigating oceans of **pain**,
love flounders on depression's shore.
And yet time helps **heal** broken hearts,
so that they don't hurt anymore.

Anchored in hope dreams are salvaged,
and cleansed of all **lingering** shame.
And fantasies fully restored,
reignite passion's dormant flame.

An indescribable feeling,
love enters your heart like a dream.
And once inside your hurting soul,
your self-esteem rises like cream.

As a wave of joy surges forth,
euphoria engulfs your heart.
For life's once more filled with magic,
and all your **fears** quickly depart.

Source: Emile J. Pinet, *Fragmented Feelings*



pain (n.): dolor
heal (v.): sanar
fear (n.): miedo
linger (v.): quedarse

Remember

English, as any other language, has changed throughout the history. At the beginning of the 17th century, there used to be a difference when addressing a person, depending on formality. *Thou* was used for addressing someone informally and you was used for formal address. *Thou* used special verbs (for example, art, owest, wanderest, growest) and, eventually, it disappeared.



Reader's Book pages 15-18

- For the next session, bring some poems to read in class.
- You may use poems from the Reader's Book if needed.

Continue this activity on the next page

Sonnet 18 By William Shakespeare



Shall I compare thee to a Summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And Summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And off' is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd:
But thy eternal Summer shall not fade

Nor lose possession of that fair thou owest;
Nor shall Death brag thou wanderest
in his shade, When in eternal lines to
time thou growest:
So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee.

Source: <https://bit.ly/2w1lCKv>



Dirty Face By Shel Silverstein



Where did you get such a **dirty** face,
My darling dirty-faced child?
I got it from crawling along in the dirt
And biting two buttons off Jeremy's shirt.
I got it from **chewing** the roots of a rose
And digging for clams in the yard with my nose.
I got it from peeking into a dark cave
And painting myself like a Navajo brave.
I got it from playing with **coal** in the bin
And signing my name in cement with my chin.
I got it from rolling around on the rug
And giving the horrible dog a big hug.
I got it from finding a lost silver mine
And eating sweet blackberries right off the vine.
I got it from ice cream and **wrestling** and tears
And from having more fun than you've had in years.

Source: <https://bit.ly/3bejcDL>



dirty (adj.):
sucio
chew (v):
masticar
coal (n.):
carbón
wrestle (v):
luchar

- Choose one of the poems you listened to and show the class how you read it aloud.

8. Write in your notebook the title of the poems you read and the emotion which, in your opinion, they provoke. Look at the example.

Example:

POEM	EMOTION
Life is Filled with Magic	Euphoria
Sonnet 18	Passion
Dirty Face	Nostalgia

9. Read the poems you brought to class and choose the ones that will be in your emotionary. After reading the poems, answer the following questions.

- a) Which was your favorite?
b) What did you feel while reading it?
c) What images would you use to describe the emotions?



a) _____

b) _____

c) _____

Building stage

10. Reread the poem *Dirty Face* from Activity 7 and establish implicit information from the verses in the first **stanza**. Look at the example.

Example:

implicit (adj.): implícito/a; que está sugerido aunque no aparece expresado
implicitamente
stanza (n.): estrofa

POEM DIRTY FACE	IMPLICIT INFORMATION
Where did you get such a dirty face,	The question has to do with outdoor activities, which are usually performed in open spaces, such as the ones children or teenagers frequent.
My darling dirty-faced child?	
I got it from crawling along in the dirt And biting two buttons off Jeremy's shirt.	

11. With your teacher's help, reread the poems in Activity 7 and list the words that appear most frequently in the chart below. Look at the example.

Frequent words

Life is Filled with
Magic

Sonnet 18

Dirty Face

Example:
and



12. Read the poems you brought to class or those in your Reader's Book, pages 15-18.
13. Explain the strategies you used to understand the poems. Look at the example.



14. Reread the poems from Activity 7.

- Clap or use an instrument (e.g. a drum) to demonstrate the rhythm in each of them.
- Compare the rhythm of the poems and share your opinion about the emotions it **conveys**. Look at the example.



lullaby (n.): canción de cuna
convey (v): transmitir

Remember

You could use the strategies from Activities 10 and 11 to understand the poems you brought to class, focusing on frequent words or trying to understand implicit information.



15. Listen to the following poem and follow along with your book.



- Discuss the meaning of the poem and answer the following questions:
Who needs to hear this poem? How do those people feel? Look at the example.

Example:

As Much as You Think by Edgar Guest

accomplish (v): llevar a cabo
failure (n.): fracaso

You can do as much as you think you can,
But you'll never accomplish more;
If you're afraid of yourself, young man,
There's little for you in store.
For failure comes from the inside first,
It's there, if we only knew it;
And you can win, though you face the worst,
If you feel that you're going to do it!

Remember
A homophone is a word that is pronounced the same as another word but differs in meaning and may differ in spelling.

- Read the Remember, exchange opinions about which words are homophones in the previous text and decide if it is possible to find differences between their pronunciation. Look at the example.

FOR OUR EMOTIONARY



16. Reread the poems you brought to class or those from your Reader's Book, pages 15-18, aloud.

- With your teacher's help, use the tips for rhythm and pronunciation from Activities 14 and 15 to improve your reading aloud.
- Exchange opinions about the poems you read and make a diagram in your notebook with the emotions they caused you to experience. Look at the example.

Example:



17. Read the following situations and decide...

- what poem from Activity 7 suits each one? Who is it addressed to?

Situation	Poem	Addressee
a. A young man's grandfather died.	Alone	A young man who feels deep pain
b. A girl just graduated from high school at the top of her class.		
c. An old lady watching a sunset.		
d. A couple is getting married soon.		

FOR OUR EMOTIONARY



18. Choose from the poems you brought in for Activity 5 or from those in your Reader's Book.

- Make a chart to write down the possible addressees of the poems you are going to use in your emotionary. Look at the example.

Example:

TITLE	AUTHOR	POSSIBLE ADDRESSEE
A Poison Tree	William Blake	A person who has had a disagreement with someone.

Continue this activity on the next page



- Discuss which format best suits the emotionary. Have a look at the examples below and circle the one you like the most.



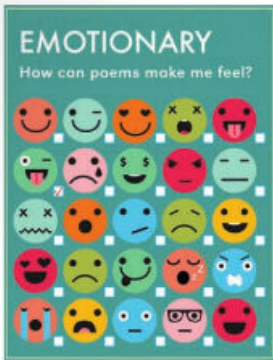
Accordion Book



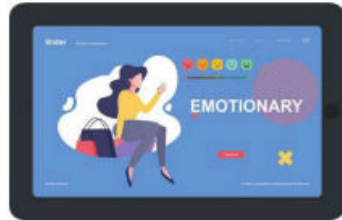
Booklet



Brochure



Poster



Digital presentation

Remember

Look for a poetry recital in your town or city and try to attend. If there isn't one, remember that songs are a kind of poetry, so you can go to a concert and see how the singer performs.

19. It is time to make some decisions regarding the emotionary. After discussing the details below, complete the chart. Look at the example.

FOR OUR EMOTIONARY	
Example:	
Purpose: To convey the emotions we felt	Purpose:
Format: Brochure	Format:
Number of poems: 5	Number of poem:

20. Choose a poem from the ones you gathered and follow the instructions.
- Share the poem and determine how the content is organized. Consider the information in the Remember.
 - Analyze the similarities and differences in your verses and stanzas.
21. Exchange opinions about the emotions or ideas that the poet wants to transmit, that is, the main ideas in each poem. Write them in your notebook. Look at the example.

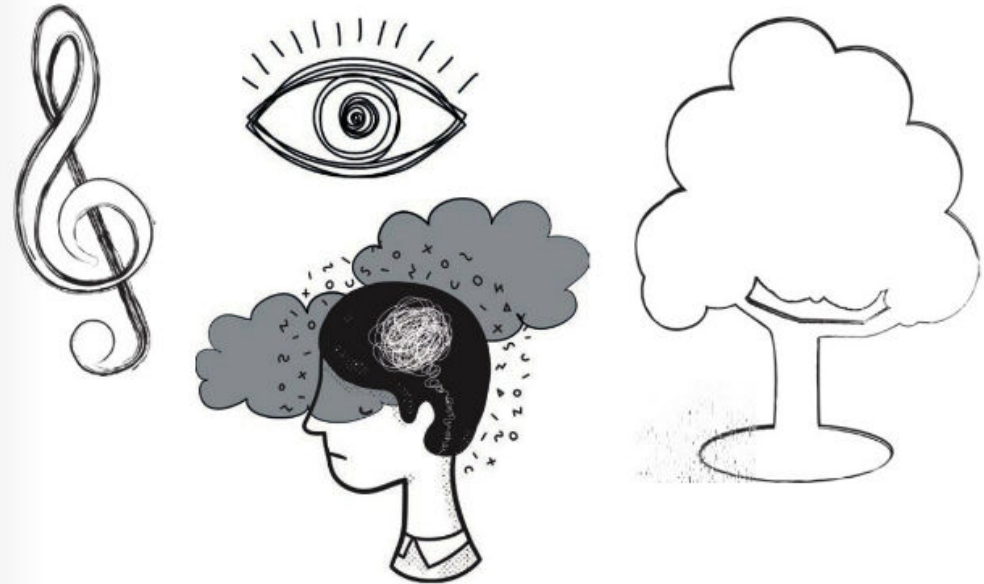
Remember

A stanza is a grouped set of verses within a poem, usually set apart from other stanzas by a blank line or indentation.

FOR OUR EMOTIONARY	
Example:	
POEM	MAIN IDEA
A Poison Tree	Anger grows if there is no dialogue with a person you have already had problems with.

22. With your teacher's help, discuss the main idea of the poem and follow the instruction.

- Suggest the best silhouette to represent the main idea of the poem. For example:



Continue this activity on the next page

- Write the verses of the poem in your notebook following the chosen silhouette. Make sure there are no missing verses. Look at the example.

Example:

A Poison Tree, from Reader's Book



A
Poison Tree
by William Blake

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.
And I watered it in tears,
Night and morning with my tears;
And I sunned it with smiles,
And with soft deceitful wiles,
And it grew both day and night,
Till it bore an apple bright,
And my foe beheld it shine,
And he knew that it was mine,
And he knew that it was mine,
And into my garden stole
When the night had veiled the sky;
In the morning glad I see
My foe outstretched
beneath the tree.



Remember

We use a reflexive pronoun when we want to refer back to the subject of the sentence. Reflexive pronouns end in "-self" (singular) or "-selves" (plural). For example: myself / yourself / himself, herself, itself / ourselves / yourselves / themselves.



- Decide which poems you will include in your emotionary, read them and trace the silhouettes representing their main ideas.

23. Listen to the poem *A Poison Tree*, by William Blake, and follow the reading in your Reader's Book, page 15. Pay attention to how it makes you feel.

CHECKPOINT

24. Tick the answer that most applies to you to assess your performance so far. After this activity, you will be able to check what you need to work on.

When reading poems...

- a) I recognize the emotions they make me feel.
- b) I evoke images that help me recognize my feelings.
- c) I understand what they are about.
- d) I use the appropriate rhythm and pronunciation.

	Yes	Sometimes	No
a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Circle the feelings and emotions that appear in the poems of your emotionary.

- Look at the list below to help you find them.

sadness	fury	discouragement	pain
disappointment	frustration	euphoria	worry
anxiety	anger	jealousy	depression
shame	regret	happiness	in love
tenderness	hurt	gratitude	love
madness	tranquility	boredom	preoccupation
passion	peace	joy	wrath
excitement	scared	exhaustion	calm
gladness	deceit	astonishment	amazement
fear	hope	loneliness	stress
sickness	fright	surprise	luck
tiredness	desolation	overwhelmed	hate
pity			

disappointment (n.): decepción
shame (n.): vergüenza
regret (v.): lamentar
deceit (v.): engañar
jealousy (n.): celos
loneliness (n.): soledad
discouragement (n.): desaliento
fright (n.): miedo
overwhelm (v.): agobiar



26. Check your poems for your emotionary and do the following:

- List the emotions they make you feel. Go back to Activity 25 if you are unsure.
- Illustrate the feelings with an image or drawing. Look at the example.

FOR OUR EMOTIONARY

Example:

POEM	EMOTIONS	ILLUSTRATIONS
A Poison Tree	fury	

EMOTIONS

fright	astonishment	desolation

27. Listen to the poem *A Poison Tree*, by William Blake, again and follow the reading in your Reader's Book, page 15.



- Write sentences to express how the poem makes you feel. Look at the example.

Example:

- Being sad is not good but being furious is worse.
-
-
-
-



Remember

As we have seen, adjectives describe qualities of nouns. These may vary in degree or intensity. For example: we use **comparative adjectives** to mark differences between two objects: "Being sad is not good but being furious is worse."

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality, compared to a group of objects: "I've heard it in the chilliest land."

wrath (n.): ira



28. Read the sentences you wrote in the previous activity. Ask questions that help you recognize how your favorite poems make you feel and write that in your notebook.

- Read the questions, discuss your answers, reach an agreement and write it in your notebook. Look at the example.



29. Read the poems for your emotionary, then, follow the instructions.

- Write the title of each poem.
- Formulate questions to identify what you feel. If you are unsure, go back to the previous activity.
- Write the answers. Look at the example.

FOR OUR EMOTIONARY

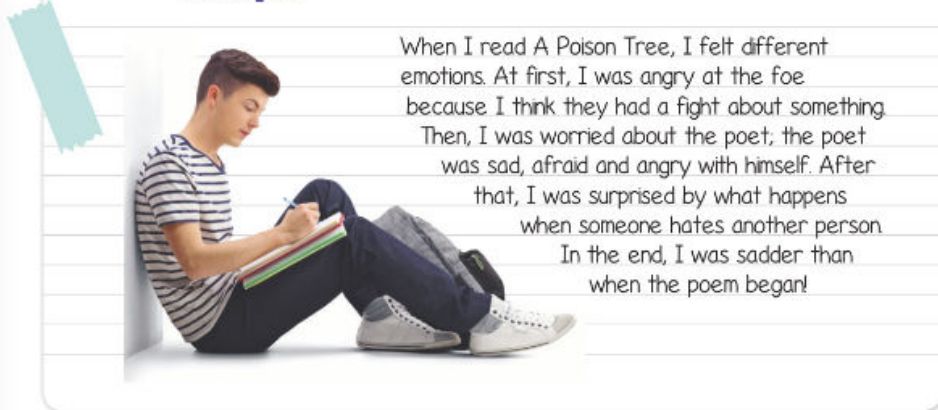
Example:

TITLE	QUESTION	ANSWER
A Poison Tree	How did the poem make you feel?	I felt the same emotions as the poet because something similar has happened to me.

30. Describe what you felt when you read your favorite poem and do the following:

- Read the answers to the questions you wrote in the previous activity.
- Analyze the way you described your feelings and add some adjectives to intensify or limit them. Check the Remember about adjectives in Activity 27, if needed.
- Turn the answers into sentences using the reflexive pronouns you worked with in Activity 22 to form paragraphs. Look at the example.

Example:



CHECKPOINT

31. Reflect on your performance through the practice tick what best describes your work up to this time.

- a) I read poems aloud and silently with confidence.
- b) I reflected on life, values and feelings while reading and rereading poems.
- c) I made connections between explicit and implicit information while reading poems.
- d) I described moods.
- e) What can I improve upon? _____

Closure stage-socialization

32. Gather the poems for your emotionary and do the following:

- Check the emotions and illustrations in Activity 26.
- Use the paragraph you wrote in Activity 30, in which you describe the feelings and emotions provoked by each poem.
- Try adding words written in capitals and exclamation points and check what happens.

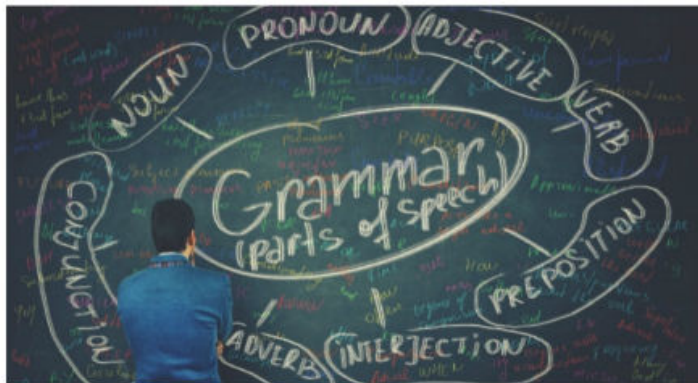


33. Read the paragraphs you wrote in Activity 30 and do the following:

- Check in which cases the names of things or people are repeated.
- Replace the repeated names with relative pronouns. Look at the example:

In I was worried about the poet. The poet was sad, afraid and angry with himself. The word poet appears twice.

We can replace it with this: I was worried about the poet who was sad, afraid and angry with himself.



34. Do the following with your teacher's help.

- Read the paragraph you wrote in Activity 30.
- Include sentences like the ones you wrote in Activity 33 to enrich each paragraph. Look at the example.

FOR OUR EMOTIONARY

A POISON TREE

When I read *A Poison Tree*, I felt different emotions. At first, I was **ANGRY** at the foe **who** argued with the poet. Then I was **WORRIED** about the poet, **who** was afraid. After that, I was **SURPRISED** by what happens when someone hates another person. In the end, I was not **HAPPY** with the result, **which** made me feel sadder than when the poem began!

35. Exchange the poems and paragraphs that will appear in the emotionary that you will publish with another team. Then, follow the instructions.

- Pay attention to punctuation and use of capital letters.
- Mark the mistakes you find.
- Return the poems and the paragraphs to the other team and show them the ones they should correct to provide and receive some feedback.



36. Write the final version of the emotionary using the format you decided in Activity 18.

- Take care of every single part of the emotionary: text, pictures, diagrams, etc.
- Check them once again before doing the final version of your product.



37. Organize an event to present the emotionaries.

- Invite other classes to read the emotionaries.
- Read the poems out loud and tell the audience how they made you feel.
- Donate the "emotionaries" to the school library, so other students can use them.
- If you have one, paste a photograph of the event in your notebook.



How did it go?

38. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment	• I state the main idea of a text and provide details from the text to defend my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• I link ideas both stated and implied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• I can tell when an author is trying to make me think about something from their point of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• I summarize what is being said about the subject in a short sentence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Product

39. How do I assess the following aspects of my emotionary?

Making an emotionary	• Did I read the poems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Did I understand them thoroughly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Did they reflect my emotions clearly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Did I express my feelings in the paragraphs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Were the paragraphs related to the poems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. What is the team's global impression of their performance in this practice?

Team assessment	• Did we respect our agreements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Did we use an appropriate format for the emotionary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Did we divide the tasks, so everyone worked?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Did we share the emotionary with the school community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	• Did we share the emotionary with the school community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



We have arrived at the end of this practice.

NECESSITY IS THE MOTHER OF INVENTION

Academic and educational environment

SOCIAL LANGUAGE PRACTICE: Interpret and write instructions to carry out a simple experiment.

In this practice, you will learn to write instructions to carry out simple scientific experiments.

Warm-up stage

1. Imagine you are in a place like the one in the image. Then, answer the questions.



- Why do flowers have different colors and shapes?
- About what kinds of things can you ask questions for which science has answers?
- Ask questions about them. Look at the example.

QUESTIONS

Example:

- › How does climate change affect plants?
- › Can plants get diseases? Can they be treated?
- › Why do some plants need direct sunlight and others do not?

2. With your teacher's guidance, go over the questions you asked.

- Choose the ones you think are the most interesting to answer. If necessary, ask your science teacher.

Remember
Scientific curiosity is questioning everything that seems fixed and unchanging. It is about being **amazed** by what we think is obvious.

amazed (adj.):
asombrado/a

3. Look at the chart below. Read the activities you will complete in this practice in order to write a set of instructions. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	
Explore and choose sets of instructions.	<ul style="list-style-type: none"> • Check distribution and use of textual and graphic components. • Identify topic and purpose. • Establish criteria to choose sets of instructions. • Choose sets of instructions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	
Read chosen experiments and interpret their content.	<ul style="list-style-type: none"> • Read instructions. • Predict general meaning. • Link abbreviations with their meanings. • Follow instructions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	
Write instructions.	<ul style="list-style-type: none"> • Ask questions about procedures to complete sentences. • Complete and write simple and complex sentences. • Organize steps into a sequence, according to procedure. • Show strategies to compose instructions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	
Edit drafts to compose a final version of the set of instructions.	<ul style="list-style-type: none"> • Check sentence order. • Remove, add, and/or change information to improve sets of instructions. • Check spelling and punctuation. • Write the final version. • Adapt sets of instructions according to addressee. • Compile and socialize the instructions with an album. • Assess the process and the product. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

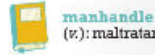
4. Look at the following set of instructions for performing an experiment.
- Then, with your teacher's help, find an example of...



- Circle in your example the graphic component and draw a square around the textual one.

Continue this activity on the next page

- Find the section to which each post-it refers in the text. Draw an arrow to link them. Look at the example.
- Discuss: ¿Do you think this was the best way to arrange the set of instructions? ¿Why?



Static-powered figures

This shows in an orderly and detailed manner how to do the experiment.

MATERIALS

- * Tissue paper
- * One balloon
- * Scissors
- * Hair (preferably your own or other person's, you may use animal hair, provided you don't **manhandle** the animal)

This gives additional information about what the experiment proves.

PROCEDURE

- 1 Draw a figure on the tissue. If it's a 2-ply tissue, you should separate them carefully, so you don't tear them
- 2 Cut the figure and place it on an even surface.
- 3 Inflate the balloon and tie it off.
- 4 Rub the hair quickly on the balloon for at least 10 seconds (be careful, because it may burst)
- 5 Slowly move the balloon close to the tissue figure. If the balloon has been charged with enough static electricity, the figure will float towards it. With some practice, you may even make the figure dance.

This lists the things needed for doing the experiment

Tip: Well-charged, the balloon can move the tissue figure from several centimeters away.

Why does the figure float towards the balloon?

When you rub the hair against the balloon, negatively-charged electrons gather on the balloon's outer surface. These electrons have enough electrical charge to attract light, positively-charged objects, such as figure made of tissue.

Source: <https://goo.gl/MPndCv>

Example:
These are images that expand the information in each step of the instructions or show the materials needed

These are graphic marks used to distinguish the steps in the instructions and to present the materials.

This is a catchy expression that draws the reader's attention and summarizes the information of the experiment.

These are short expressions that divide the experiment into sections.

- 5. Exchange opinions about the number of steps, how they are shown and how they are organized. Look at the example. Then, listen to the track.**



Example:

It has five steps, one tip and a Questions and Answers section

Yes, look. One, and two, three...

Indeed, the numbers indicate which step goes first and which follow.

Right, each step goes after a cardinal number.

Thus, the numbers are used to organize the steps.

Of course, so instructions are organized as a series of steps.



- 6. Propose an experiment to write your set of instructions for and do the following:**

- Decide the steps your set of instructions and describe each one. If you need to review them, go to page 48.
- Write a short description of each part in your own words.

FOR OUR SET OF INSTRUCTIONS

Parts of a set of instructions



Example:

- 1 Title
- 2 Materials
- 3.
- 4.
- 5.
- 6

- » The name of the experiment.
- » A list of what you need to **carry out** the experiment.



7. Using the previous activity as an example, make a design proposal for your set of instructions.

- Establish the space needed for the sections, including text.
- Decide on the graphic and textual elements for each section.
- Write down your decisions in your notebook. Look at the example.

FOR OUR SET OF INSTRUCTIONS

Example:

Static-powered figures

SECTION	SPACE NEEDED	GRAPHIC AND TEXT ELEMENTS
<ul style="list-style-type: none"> • Materials • Procedure • Explanation 	<ul style="list-style-type: none"> • One quarter of the page • Half of the page • One quarter of the page 	<ul style="list-style-type: none"> • Subtitle • Bullet Points • Subtitle Numbers • Images • Subtitle



8. Establish criteria to choose the experiment you will use to write a set of instructions. Look at the example.

Example:

Selection criteria

It should...

- be interesting to secondary school students.
- not be dangerous.
- have materials that are easy to get.
- allow for doing the experiment inside and outside the school.



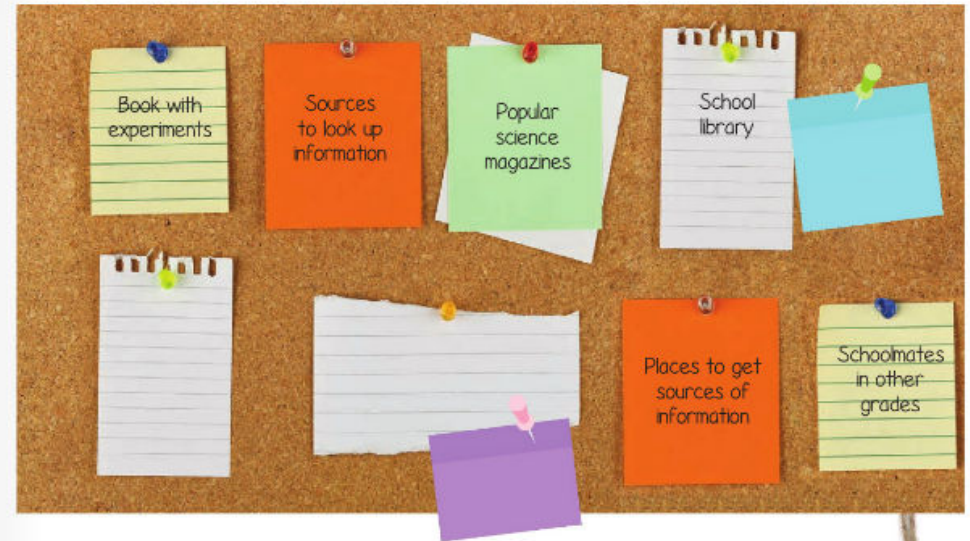
9. With your teacher's help, brainstorm some oral and written sources with simple experiments.

- Use the criteria you established in the previous activity to streamline your options.
- Define which sources would be the most suitable to find experiments.
- Make proposals about the places where those sources are available and write them in the blanks.
- Take the questions you asked in Activity 2 into account. Look at the example.

Continue this activity on the next page

Continue Activity 9 below

Example:



- Find sets of instructions for simple experiments and take them to class. If they're not available to you (or if you choose to do so), you may use the ones in your Reader's Book.



10. Choose an experiment from the sources you found using the criteria you defined in Activity 8.

- Identify its purpose.
- Decide on addressees for whom the experiment may be useful and choose one.
- Make a chart in your notebook and register the purpose and addressee. Look at the example.

Remember

These days English is the language of science, because scientists share their findings in this language.

FOR OUR SET OF INSTRUCTIONS

Example:

Purpose of the experiment:

» Discover how sunlight and shadow have an effect on the temperature in our house.

Addressee:

» Secondary school students interested in taking care of the environment.

Building stage

11. Read the title of your set of instructions (either the one you chose or one from your Reader's Book). Look at the images and answer the following question.

- What is the experiment about? Listen to the example on Track 20.



Example:



12. Read the full set of instructions for the experiment you chose.

- Exchange opinions about the experiments and check if the answers you gave were right. Listen to the example on Track 21 and follow along with the text below.

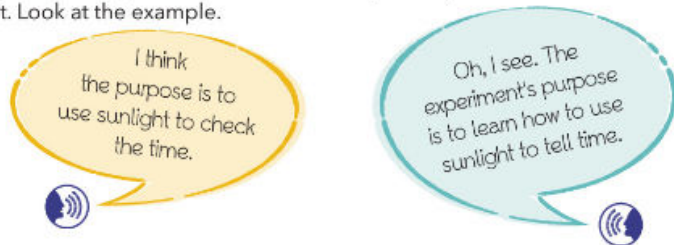


Example:



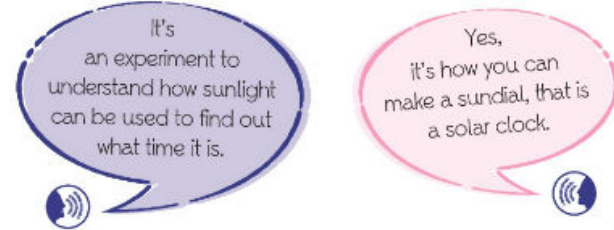
13. With your teacher's help, write expressions to comment on the purpose of the experiment.

- Check the repertoire of words used in your expressions and talk about it. Look at the example.

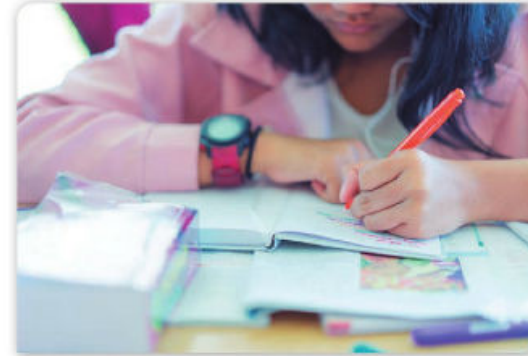


14. Based on your list of words and expressions, establish the general meaning of the set of instructions you read. Look at the example.

Example:



15. Write the list of materials that you need for the experiment in your notebook. If necessary, use abbreviations.



Remember
In the US, in everyday life, people use imperial measurements (gallon, quart, ounce, pound, foot, mile) instead of the metric system. Consider that you may need to convert the measurements to be understandable to your addressee.



16. To check whether your instructions will be understood, choose a classmate to read the steps from your set of instructions aloud while another classmate makes a drawing depicting them. Listen to the example and follow along with the text below.



Example:

Reader

- *Select a suitable, safe outdoor site.*
- *Locate an object at the site that casts a narrow shadow.*

Drawing depicting the step

17. Read the following instructions.

- Check if the underlined verb is used appropriately. If not, make the correction. Look at the example.

Instruction

Correction

Example:

• The object needing to be short enough for participants to measuring its height.

• The object needs to be short enough for participants to measure its height.

a. If nothing is available in the outdoor area, to set a broom or yardstick in a coffee can full of gravel or sand.

a. If nothing is available in the outdoor area, _____ a broom or yardstick in a coffee can full of gravel or sand.

b. You can pounding a sturdy stake into the ground or set a clean plunger on the pavement.

b. You can _____ a sturdy stake into the ground, or _____ a clean plunger on the pavement.

Remember

Imperatives usually go at the beginning of an instruction. Infinitives go after a modal verb or indicate a purpose, and a gerund is used to express how or when an action should be done.



18. Identify the way actions are expressed in the instructions you are working with.

- Make a chart in your notebook and classify the actions you identify. Look at the example.

FOR OUR SET OF INSTRUCTIONS			
Ways to express actions			
SIMPLE PRESENT	IMPERATIVE	GERUND	INFINITIVE
• needs	• set	• working	• to measure

19. With your teacher's help, check how instructions are made more precise. Look at the example.

Example:

INSTRUCTION	RESOURCES FOR PRECISION
1. Select a suitable, safe outdoor site.	> They add the adjectives suitable and safe outdoor before site.

20. Copy the steps of the set of instructions in your notebook and do the following:

- Place a slash / between the phrases.
- Select the word or punctuation mark linking the sentences. Look at the example.

Example:

Select a suitable, safe outdoor site. / Locate an object at the site that casts a narrow shadow. / The object needs to be short enough for participants / to measure its height. / If nothing is available in the outdoor area, / set a broom or yardstick in a coffee can full of gravel or sand, / or pound a sturdy stake into the ground, / set a clean plunger on the pavement.

CHECKPOINT

21. It's time to check your performance up to this point. Make a chart in your notebook like the one shown below. Include the most important learning events you've had up to this point, as well as your feelings, what you have learned and what you could improve. Look at the example.

Example:

Some reflections on my progress			
Event	Feelings	What I learned	What I can improve
Reading the set of instructions in the activity book	I was excited because I like science and it was a good chance to learn about it in English	I managed to really understand how different sets of instructions incorporate their text and images	I can make more effort towards participating with my teammates

26. Check Activities 17, 18 and 19 in which you learned to write the steps of a set of instructions. Write sentences with the steps for your set of instructions in your notebook. Look at the example.

- Write the steps for your set of instructions in your notebook. Look at the example.

FOR OUR SET OF INSTRUCTIONS

Example:

Steps for the set of instructions "Moving spiral"

- 1 Draw a spiral on the blue sheet of paper, making sure that the circles don't touch each other.
- 2 Use scissors to gently cut out the spiral
- 3 Hold the stick with the clothespin in the upright position, so it does not move.
- 4 Put the candle on the clothespin and next to the stick
- 5 Carefully insert the smallest part of the spiral in the tip of the wooden stick, making sure it does not break

27. With your partner, check and comment on which steps have simple sentences, which are complex, and why. Look at the example.

Sentences	Type	Reason
1. Draw a spiral on the blue sheet of paper, making sure that the circles don't touch each other.	Complex	It has more than two verbs, because it refers to two situations, drawing the spiral and the fact that the circles of the spiral should not touch each other.

28. Exchange opinions about how to organize the steps of the instructions. Organize the steps. Look at the example while listening to Track 24.

The first step should be "draw the spiral".

Agreed. Then, the second one should be "cut out the spiral".

Remember
Simple sentences are those that are comprised of one verb, and complex those that are comprised of two or more verbs.

22. Exchange opinions about the experiment you will choose for your set of instructions and its addressee. Look at the example. Then, listen to the complete conversation.



23. Brainstorm some possible titles for the instructions to carry out the experiment you chose. Look at the example.

Example:



- Choose a suitable title for your set of instructions and write it down in your notebook. Look at the example.

FOR OUR SET OF INSTRUCTIONS

Example:

Title: Moving spiral

- As you are going to work on an album that includes all the set of instructions, think about short titles that keep similar length and style.

24. Write questions about how the experiment is carried out in order to write your instructions. Look at the example.

QUESTIONS

- What should the first step be?
- How big should the stick be?
- Can we use a metal clothespin?
- What may happen if the candle is not small?

Example:

FOR OUR SET OF INSTRUCTIONS

Material

1 sheet of blue paper	1 wooden clothespin
1 long wooden stick	1 small candle

25. List in your notebook the materials needed to carry out the experiment. Look at the example.

Closure stage-socialization

29. Write the first draft of your set of instructions. If necessary, review the activities you have done so far.

- Write the title you established in Activity 23.
- Add the list of materials from Activity 25.
- Make a clean copy of the organized steps from the previous activity.
- Check spelling and punctuation, especially that of abbreviations. If needed, go back to Activity 15.
- Draw the steps and materials, as shown in Activity 16 and in the examples at the beginning of this practice.

30. Remove, add, and/or change information, as well as the order of the steps, to improve your set of instructions. Look at the example.

- If you have any questions, check how to make the instructions more precise in Activity 19 and how to link sentences using either words or punctuation in Activity 20.
- Check which sentences should be written as simple sentences and which should be complex. If you are unsure of how to do this, check the sentences you wrote down in Activity 27.
- If you want to be sure your instructions are complete, check whether they answer the questions you asked in Activity 24.

Example:

FOR OUR SET OF INSTRUCTIONS

1 Draw a spiral on the blue sheet of paper, making sure that the circles don't touch each other.

Draw a spiral, making sure that the circles don't touch each other.

2 Use scissors to gently cut out the spiral.

Cut out the spiral.

31. Compose the final version of your instructions, incorporating the changes you made in the previous activity.

- Check the graphic and textual arrangement decisions you made in Activity 7. Look at the example.
- Think about a kind of booklet in which you would like to put your instructions.

Continue this activity on the next page

Continues Activity 31 below

FOR OUR SET OF INSTRUCTIONS

Moving spiral

MATERIALS

- 1 sheet of colored paper



- 1 wooden stick (25-30 cm)



- 1 clothespin

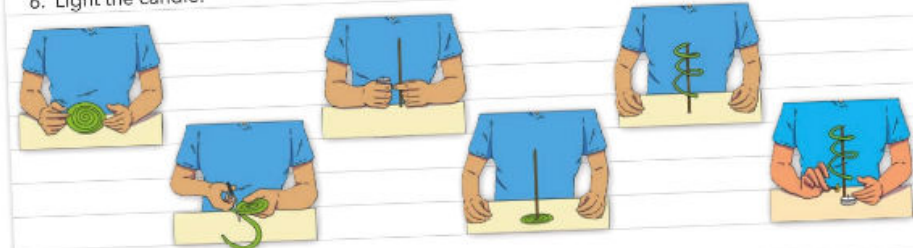


- 1 small candle



PROCEDURE

1. Draw a spiral, making sure that the circles don't touch each other.
2. Cut out the spiral.
3. Hold the stick with the clothespin in the upright position.
4. Put the candle on the clothespin and next to the stick.
5. Insert the smallest part of the spiral in the tip of the wooden stick.
6. Light the candle.



32. Decide what type of album you will use to publish and socialize your sets of instructions. Keep in mind that it is the final product of this social practice. Look at the examples.



- Comment on the advantages and disadvantages of each type of album and choose one.
- Discuss the materials needed to construct it and agree on how to get them. If you have difficulty getting the materials, choose another type of album. Look at the example.

tie-knot
(adv.): amarrado con nudo
bind
(v.): engargolar / encuadernar
posterboard
(n.): cartulina
yarn
(n.): estambre

Example:

I liked the design of the **tie-knot** album.

But you can lose the leaves easily and experiments may get lost.

It would be better to **bind** it.

Ok, so we'll need **posterboard** and **yarn**.

Here, at school, we have posterboard in various colors and I'll bring the yarn.

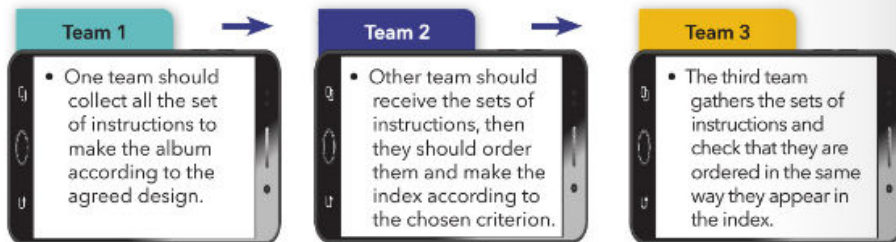
33. With your teacher's guidance, make the following index in your notebook.

- **General Index**
- **Name Index**
- **Subject Index**

Remember

The table of contents (or index) should show the page number on which each experiment is located.

34. Distribute the tasks between teams to get the album done. Look at the example.



How did it go?

35. Propose a day and a time to deliver your album to the addressee.

36. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment				
I identify the purpose and function of each part of the text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use my knowledge of text form, purpose, structure, organization and language features to assist when reading and completing tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to interpret the meaning of words through context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. What is your partner's global impression about your work on the set of instructions?

Partner Assessment	Aspects to improve				
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. How do we assess the following aspects of our album of instructions?

Creating An Album Of Experiments	Product				
I can write simple and complex sentences to create sequences of instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was there an adequate link between images and text in each experiment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. What is your teammates' global impression about your performance in this practice?

Team Assessment	Aspects to improve				
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We have arrived at the end of this practice.

RUNNING THE SHOW

Family and community environment

SOCIAL LANGUAGE PRACTICE: Exchange emotions and reactions caused by a television program.

In this practice, you will learn to participate in an interview where you will share the emotions, reactions and impressions provoked by a TV program.

Warm-up stage

1. Brainstorm everything you know about television (e.g. TV shows, actors and actresses, channels, etc.). Use magazines and illustrations to make a collage on your notebook. Look at the example.

Example:

Channel	Cartoons	Camera
Simulcast	Soap operas	Sitcoms
Director	Documentaries	Cable TV
Prime time	Season finales	Angle
Producer	Smart TV	Advertisements
Pay-per-view	Script	Morning shows
Football games	Talk shows	News programs

2. Tell a friend if you have a favorite TV show from an English-speaking country.
 - Write your name in the second column and your friend's name in the third.
 - Complete the chart with the information you discussed. If you need more space, make a similar chart in your notebook.

	NAME :	NAME :
Favorite TV show		
It's about...		
Has your partner watched it? If so, what were her / his reactions? If not, would she / he be willing to watch it?		

simulcast
(n.): transmisión simultánea
sitcoms
(n.): comedia de situaciones

Remember
Mass media such as radio, newspapers and television, as well as digital platforms that distribute this content, reach a wide audience. There are many channels and types of shows for varied audiences, such as cartoons, soap operas, news programs, science and nature documentaries, **sitcoms**, etc.

Continue this activity on the next page

Continues Activity 2 below

3. Look at the chart below. Read the activities you will complete in this practice in order to participate in an oral interview. Remember to tick each activity as soon as you finish it.

IT
You can search multiple websites where you'll find TV programs. Some of them have a trial period, so you can watch it for free for some 48 hours (or even more) without payment.

Week 1	WARM-UP STAGE	
Explore and select a television program.	<ul style="list-style-type: none"> • Establish genre, topic, purpose, and addressee. • Identify non-verbal language, attitudes of interlocutors and visual and sound effects. • Compare function and purpose of visual resources. • Identify setting(s) or place(s) and roles of participants. • Point out speech register. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	
Understand general meaning and some details.	<ul style="list-style-type: none"> • Clarify the meaning of words and understand technical information. • Reflect on the links between actions, images, dialogues, and sound effects. • Identify function of pauses, rhythm and intonation. • Share hypotheses about general meaning. • Note the main ideas and the information that explains them. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	
Compose notes about emotions and reactions for an interview.	<ul style="list-style-type: none"> • Formulate and answer questions about content and the emotions it causes. • Notice similarities and differences between first language and English. • Write sentences expressing emotions and reactions produced by the program. • Identify English grammar features. • Link sentences to talk about emotions and their causes. • Check that sentences are understood. • Determine turns and length of participation and practice the expression of emotions and reactions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	
Share emotions and reactions in an interview.	<ul style="list-style-type: none"> • Have interviews. • Adopt stances and gestures to show emotions. • Share emotions and reactions. • Assess process and product. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4. Check the schedule of your favorite TV channel.

- Identify the genre of the programs that are broadcast and write them down in your notebook. Look at the example.

Example:

CHANNEL 11. (MEXICO, PUBLIC TELEVISION)

Genres		
Political program	Game show	Music program
Movie	Documentary	Health
Cooking show	Entertainment	Series
Sports program	Talk show	Teen show

Remember

TV genres are categories which classify programs according to the conventions they follow (such as participants, topics, settings, length, etc.).

- Remember to use the images in your CD to practice a little bit more.

5. Compare the genres you wrote down in the previous activity. Exchange opinions about the similarities and differences between the channels. Look at the example.

Example:

Your channel and mine have similar genres, as entertainment, movies, sports, cooking shows, game shows and series.

Yes, although, on my channel, I find there are fewer genres, because it is not a public channel.



- If you have difficulty getting TV programs, you can find a few transcripts in your Reader's Book. If you have the chance, open the referenced sources of the readings, this way you will be able to watch and listen to them. You may also check the posters related to this practice in the CD.

6. Describe your favorite TV program (from Activity 2) or a segment of it and answer the following questions:

- Write your answers to the questions in your notebook.

• For whom is it intended?

• What is its purpose?

Continue this activity on the next page

Continue Activity 6 below

- Add the title and topic you discussed in Activity 2. Look at the example.

FOR OUR INTERVIEW

Example:

TV segment and show:	Chinese New Year. Celebrations Begin in China
Topic:	TV News broadcast Chinese New Year celebrations
Category or genre:	Cultural
Purpose:	To inform people about the New Year celebrations in China
Addressee:	Teenagers and adults

7. Based on the TV shows discussed in Activity 2, and with your teacher's help, exchange opinions about the visual resources used, the settings and the roles of the people appearing onscreen. Listen to the program and the commentaries on the tracks.



Example:

They use banners to show which event they are referring to: "Chinese New Year Celebrations Begin in China".

They use credits to put the name of people appearing onscreen and where they are from.

8. According to the program you mentioned in Activity 2, do the following:

- Check what the participants say (at least two of them) and how they say it.
- Make a chart to write notes about the way they talk. Look at the example.

FOR OUR INTERVIEW

Example:

COMPARATIVE CHART

REPORTER	SUN XIANTANG, BEIJING RESIDENT
He uses verbs such as "gathered" and "accompany", she's speaking formally while she's presenting the information.	He uses contractions in several cases. He also used an expression to shout when he said, "The crowds are great!" I think he's with his friends, so he's talking in a light-hearted tone.

9. Comment on your partner's and your own strengths in understanding what each participant said. Now, comment on what was the most complex to understand.

Remember

Speech register refers to the way we adapt language according to the situation and people we interact with. In mass media, presenters and hosts will usually be formal (clear pronunciation, conventional grammar) while people appearing on screen (or actors) will have their own particularities of pronunciation and grammar.

Building stage

10. Listen to track 27 while you look at the following images. Then, follow the strategies.



- Listen once and identify the first interviewee, the second interviewee, and the first girl interviewed. In order to do this, pay attention to the volume, intonation, and speed used.
- Listen again and circle the non-verbal language and the attitudes that best describe the characters according to the listening.
- Comment on the attitudes of the interlocutors of the TV program you watched. In order to do this, answer questions such as: What tone did they use? Are they angry, kind, excited?
- Based on the attitudes you discussed, assume the role of the interviewers and use appropriate non-verbal language. Remember to use the images on your CD to practice a little bit more. Look at the example.

Example:

Lunar New Year Celebrations Begin in China

Non-verbal language



First interviewee

Attitudes of interlocutors



Second interviewee



First girl interviewed



Continue this activity on the next page

Continue Activity 10 below



- Exchange opinions about the use of captions and montage of images and other visual effects in the TV program and the use of the music, applause, steps and other sound effects. Look at the example.

Example:

Visual effects

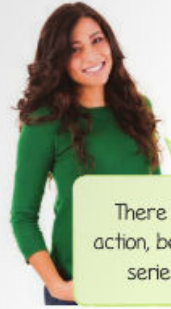


Sound effects



11. Get together with another team and share the details of your favorite TV show.

- Discuss the relationship between actions, images, dialogues and sound effects. Listen to the full example on Track 28.



Example:

There is not that much action, because it's mainly a series of interviews.

Right, on the other hand, there are lots of dialogues because the reporter gives them the chance to speak and they explain the different situations.



12. Listen to the audio from the TV program *Chinese New Year. Celebrations Begin in China*. With your teacher's help, do the following:

- Tick the spaces where you think there should be a pause. Look at the example.

Example:

Presenter

And today is February 16th, 2018! All around China
 Over a billion people are now celebrating the beginning of the
 Year of the Earth Dog! Our reporter Mark Spitz Has the
 following chronicle.

- Compare the rhythm each participant used to speak. Look at the example.

Example:

CHINESE INTERVIEWEES

When I hear the Chinese men speaking in English, I can hear everything clearly.

FIRST WOMAN INTERVIEWED

On the other hand, the rhythm of the first woman interviewed makes difficult to understand some of the things she says.

Continue this activity on the next page

- Exchange impressions about the intonation of the expressions they use. Look at the example.

Example:

When the presenter says, "The Year of the Earth Dog," her voice sounds a little more emphatic.

I also noticed there is a pause, but the voice keeps steady when the reporter says, "In the capital Beijing, celebrations began with huge crowds."

Remember

Intonation varies depending on the rise and fall of the pitch of certain words within a sentence. For example, in exclamative sentences, the intonation falls at the end of the sentence. When we link sentences, the first part remains unchanged.

13. Exchange opinions about what the message is in the TV show you are working with, that is, the general meaning. Keep in mind the images of the scenes, the attitudes of interviewee, the genre and the topic of the TV show you worked with in Activities 2 and 6. Look at the example.

FOUR OUR INTERVIEW

Example:

General meaning

So, they mention something about the Dance of the Lion, that should be the general meaning.	No, it was mentioned just once, and they mentioned other things.
So, was the general meaning about the things the non-Chinese people did?	But what about the two interviewees at the beginning? They were Chinese and talking about their experiences.
If I remember my notes, the topic of the TV show is the Chinese New Year celebrations.	That's it. The general meaning is that Chinese people are celebrating the festivities and the different events they have.
But how are they celebrating?	Oh, they have different events in which they participate and celebrate.
Ok. So that's the general meaning?	Right on target.

14. Watch the TV program again and do the following:

- Clarify the meaning of words and expressions using the clues from the context.
- Ask questions and exchange opinions about what is happening in the scenes, the people that are there, what they are doing, where they are, how they are related, etc.
- Discuss what the message of each scene is. Write the main ideas of the scenes and the information that describes each one in a table. Look at the example.

Continue this activity on the next page

FOR OUR INTERVIEW

Example:

Chinese New Year Celebrations Begin in China

MAIN IDEA	EXTRA INFORMATION THAT EXEMPLIFIES AND EXPLAINS
The Chinese New Year is the most important festival for Chinese people.	<ul style="list-style-type: none"> • They do the Chinese Lion Dance to frighten away evil spirits and bring luck for the New Year • Fireworks are important, too • In northern China, they eat dumplings, while in southern China, they eat rice cakes.
People come to visit.	<ul style="list-style-type: none"> • It is a time for family reunions. • Chinese people's children who live abroad come to visit their relatives • Tourists usually gather at the Chaoyang International Festival
This year will be the Year of the Dog.	<ul style="list-style-type: none"> • People are dressed in red all around the city. • Couplets with slogans and poems are pasted on or tacked to doors. • Others are ready to go to the Longtan Fair.

15. Do the same with your TV show in your notebook. If you don't have the transcript, watch it again to check what words you don't understand.
16. Listen to the interviews about the Chinese New Year. Try to identify where Jocelyn, the penultimate interviewed girl, and Kathy, the last one, are from. Write the name below the flag.



17. With your teacher's help, identify grammatical differences between British and American variants in your TV program.

Example:

I heard the British girl saying "We shall also go to Macau where I have some friends I studied with at university." I remember in first grade we learnt about the verb form shall

Yes, that is a British form of speaking about the future. Another difference is "at university" because American people would say "in university".

Remember

There are some differences in English grammar; for example, future with shall is a British English feature. Also, some prepositions may change (as in the example). There are also some fixed expressions (idioms) which are only used in one variant.

CHECKPOINT

18. It's time to check your performance up to this point. Tick the answer you consider to be appropriate for expressing how you are progressing in this practice.

- I can establish genre, topic, purpose and addressee.
- I can identify settings and participants' roles.
- I can make hypotheses about the general meaning of a TV program.
- I can distinguish between main ideas and the information that broadens, exemplifies, or explains them.
- I notice some differences between American and British English.
- What can I improve upon? _____



Being Through Language

It is important to set clear objectives based on what you can already do so that you can improve.

19. Read the information you wrote before and do the following:

- Ask questions about how you reacted to each scene and write them in your notebook. Look at the example.

FOR OUR INTERVIEW

Example:

List of questions

- What did you love about the program?
- What did you not like about the program?
- What did you feel about the content?
- Were those your only reactions and impressions?
- Do you think you learned something by watching this TV show?
- What can be done to improve the program?

20. Exchange opinions about how to answer the questions about the first scene to express reactions and feelings. Look at the example.

How can I say that I loved that part where there's a lion dancing?

I think you can say this "I would have liked to watch more of the Lion Dance and more about the first person in the store."

I like that. And what do you think of this sentence? "They do the Chinese Lion Dance to frighten away evils spirits."

It's a good idea, but we must remember that in English, unlike Spanish, adjectives don't change if the noun is singular or plural.

You're right! I should say "evil spirits", right?

Exactly.

21. Write sentences in your notebook about how you can include an idea that explains what caused that reaction or emotion and then discuss. Look at the example.

How can I convey how the Chinese Lion Dance made me feel?

Let's see, what details do you remember the most?

The music, of course, and the dancing too... the colors... it was all very energetic.

What do you think about writing something like: "The music of the Chinese Dance of the Lion is incredible and the dance is really spectacular.?"

Yes! And I can add "So, music and dance, combined with the colors and the festive atmosphere, create a very energetic sensation."



22. Review the descriptions in Activity 13 and choose information you can add to your sentences to explain what caused your reactions. Look at the example.

Example:

POEM	EMOTION
Main idea	<ul style="list-style-type: none"> The Chinese New Year is the most important festival for Chinese people.
Emotional reaction	<ul style="list-style-type: none"> The atmosphere in this festival is very joyful and welcoming.
Information that exemplifies and explains	<ul style="list-style-type: none"> To celebrate Chinese New Year people gather, do the Chinese Lion Dance and launch a lot of fireworks. In the north of China, they prepare dumplings. In the south of China, they enjoy rice cakes.

23. Review the statements you wrote in the previous activities and discuss how you can link them together to form an opinion about the scenes in the TV show. Look at the example.

What can we do to combine the sentences in our answers and explain how we feel?

We can use the word "because" to convey our impression.

Yes. We can also take advantage of connectives and pronouns, to avoid repeating words.

Food was also very important. I think we should use some adjectives to highlight it. Let's write some questions and answers.

Example

1. What do you think about the Chinese New Year celebration?
The Chinese New Year is the most important festival for Chinese people. The atmosphere of this festival is very joyful and welcoming.

2. Why do you have that impression?
Because to celebrate it, people gather, do the Chinese Lion Dance, place street decorations and launch a lot of fireworks.

3. Is there any other aspect of the program that interested you?
Yes! Let's not forget the food. In the north of China they prepare delicious dumplings, while in the south of China they enjoy scrumptious rice cakes.

24. Review the questions and answers you composed in the previous activity to practice how to say them. Do the following:

- Discuss if volume, intonation, and speed allow the intervention to be understood, heard well, and maintain the interlocutor's interest.
- Verify that the pronunciation is correct.



25. Exchange your opinions with other classmates and share suggestions that help improve them. Look at the example.

Example:

Did you like the way I asked the questions when we were practicing them?

Yes, you did a good job, but I think you should slow down a bit. You said the questions very fast and it wasn't the right intonation. I know we were practicing for a while but using the appropriate intonation will make the questions sound more natural.

Oh, got it. I have some feedback for you, too.

Oh, great!

When you were answering the second question you got stuck at the beginning and it took you some time to start back up again.

Yes, I got lost. What should I do if that happens again?

You could say "So, let me see..." and then continue with the rest. That will buy you some time.

Ok, good. Maybe I can also emphasize that list of things with some gestures, like counting each item on my fingers, so each thing they do during this celebration is highlighted.

That sounds good!

Closure stage-socialization

26. To prepare your interview, do the following:

- Check the title, topic (Activity 2), the purpose and genre of the program you watched in Activity 6 and discuss how you will describe it.
- Describe the general meaning you discussed in Activity 12.
- Ask the questions and answers you prepared in Activities 20-24. Look at the example.

Example:

Well, how do we begin?

Well, I can start by saying: "Let's talk about a program called Chinese New Year Celebrations Begin in China." Then, I'll give a brief description about what it is about, as well as the genre and purpose. "In this news report about the Chinese New Year, we have some impressions to share."

Yes, then I can add a little bit about the purpose: "Yes, it was a really interesting report for the whole audience."

And then I can answer: "Well, the coverage in this TV program was about Chinese people celebrating the festivities and the different events they have in the New Year."

Perfect, so that's our start and we can develop what we prepared. Then I can ask the first question: "what was the main issue dealt with in this program?"

Then I can continue with the follow-up questions.



27. Fine-tune your roles of interviewer and interviewee. In order to do so:

- **Hone** the intonation in questions and answers. Listen to the example on Track 29.
- Control your volume and speed. Listen to the example on Track 30.
- Use resources such as *umm, er, or you know*, when you need time to think. Listen to the example on Track 31.



28. Practice your interview. Follow the recommendations for non-verbal language and gestures shown in the box below.

- If you are unsure of what gestures to use, ask your teacher to display the poster with non-verbal language suitable for interviews, which is included with the CD.

hone (v): afinar
nod (v): asentir



Remember

Expressions such as *umm, er or you know* are called fillers (since they fill in an intervention when there is hesitation).

NON-VERBAL LANGUAGE FOR INTERVIEWS. SOME RECOMMENDATIONS

01	• Make eye contact.	04	• Keep your feet on the floor and your back against the back of the chair.
02	• Smile and nod when the interviewer is talking, but not all the time.	05	• Stay calm.
03	• If you are the interviewee, lean forward a little towards the interviewer.	06	• Try to keep your hands relaxed, using assertive but polite movements when you're asking a question or answering one.

29. Carry out the interviews. Consider the adjustments you made in the previous activity and practice them.



- Be ready to improvise a few questions and to change the order in which you prepared them.
- If you need to, listen to the full interview on Track 32.

How did it go?

30. Read each line carefully. Tick the box that best describes your work in this practice.



Individual assessment

- I am able to speculate on the reasons why the director of the program chose to represent a person a certain way.
- I can interpret why a scene is depicted in a particular way.
- I come up with other possible reactions from the people in the program.
- I analyze the details that contribute to the portrayal of each scene in a certain way.

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Product

31. How do we assess the following aspects of our interviews?



Carrying Out An Interview

- Did we include all the questions we had prepared?
- Were our questions clear for the interviewee?
- Were we able to speak fluently, adjusting volume and speed?
- Did we use fillers (uhm, eh) when needed?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. What is your team's global impression about their performance in this practice?



Team Assessment

- Did we divide the tasks, so everyone had something to do?
- Did we pay attention during others' turn to speak?
- What aspects can we improve as a team?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



We have arrived at the end of this practice.


WHAT IF...?

Ludic and literary environment

SOCIAL LANGUAGE PRACTICE: Guess and formulate hypotheses about past events.

In this practice you will solve and propose different riddles to create your own anthology.

Warm-up stage

 **riddle** (n.): acertijo
fence (n.): cerca, valla
dig (n.): excavar



 **depth**
ripe
Glossary on page 182



1. Read along while you listen to the following logic **riddle**. **TRACK 33**

The Mystery of the Bitten Carrots

Please tell me something interesting, a story that makes me think

OK, if that's what you want. A few years ago, some very strange things happened to my uncle that we cannot yet explain

What happened to your uncle?

Well, my uncle is a farmer and one day he decided to plant vegetables on fifteen square meters of his land. He cleaned almost all the soil of weeds and planted carrots. However, he knew that there were rabbits around that could come and eat the carrots.

What did your uncle do to prevent the rabbits from eating the carrots?

He installed a wire **fence** around the garden. The fence was two meters high and reached two meters below the ground.

Why did he put the fence at that height and at that depth?

So, the rabbits could not jump the fence nor **dig** under it. Rabbits never, never dig more than a meter and a half underground.

And what happened next?

Well, some time passed, and the carrots were growing very well, they were almost ripe. But one day, he began to find bitten carrots on the ground. My uncle could never explain how the rabbit had gotten in and out.

Rabbits don't fly, they don't do magic and they never dig more than a meter and a half under the ground. There has to be a logical explanation.

What do you think happened?

Mmm. Let me think.



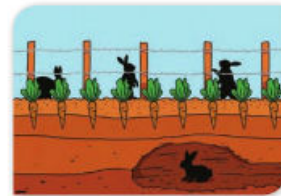
Remember

These kinds of riddles are strange situations in which you are given a little information that takes you to a mystery and then you must imagine the answer or the explanation. Logic riddles are also called lateral thinking puzzles or riddles. Obviously, they do not contain enough information for the solver to uncover the solution easily. An important part of the process is asking questions.

 **teleportation** (n.): teletransportación

2. Read the riddle again and propose questions that give you clues to solve the mystery.
- Share your questions with the class and try to find the answers.
 - Consider that you're looking for clues. If you have the answer, wait for the next exercise.
3. Look at the following illustration and try to deduce the answer to the mystery.

If the rabbit could not jump the fence...



...and couldn't go under it either...

I know it! The only logical answer is that the rabbit...

- Do you already have the answer? Share it with the whole class.

4. Listen and read along with the following logic riddle. **TRACK 34**

The Teleportation of My Cousin

Two years ago, I visited my cousin Hector for the weekend. It was the first time I had visited Mexico City. He was in his second year of high school. We had a lot of fun on Saturday and Sunday: we visited museums, department stores and went to watch our favorite team playing a football game.

I was going to leave on Monday afternoon. My cousin asked me to go to his school with him before going home. So, on Monday morning we took the subway and got off at the closest station to his school. Outside the station, my cousin said:

"Let's go have breakfast, Octavio. There is a taquería nearby that makes the best tacos in the area and it's on our way to school."

Continue this activity on the next page

We walked four blocks and arrived at the place. The tacos were really good. Then, we walked another five blocks, we arrived at the school and, before saying goodbye, my cousin asked me if I remembered how to get back to the subway station. Of course, I remembered it.

Then, I walked back to the subway station exactly through the same streets we had traveled before. I walked fast and did not stop for a second. However, when I got to the subway station, there was my cousin.

"Hello, Octavio! My first class was cancelled and I came walking back to look for you. Do you want to play a game of basketball with me and my friends?"

Hector was very calm, he was not **sweating** nor was he breathing hard. I was very confused.

Yes, but ... how did you get here before me? Did you take a taxi or a bus?

My cousin just laughed.

Ha, ha, ha, no, not at all. Come with me, I'll show you how I did it.

unexpected (adj.): inesperado/a
sweat (v): sudar

Remember

Lateral thinking is the ability to think in a creative way. You have to use your inspiration, imagination and intelligence to solve problems by looking at them from **unexpected** perspectives.



5. Based on the puzzle you just read, consider the following explanations. Decide which is the most logical, mark it with a ✓ and in your notebook justify your choice.

a) Hector is lying. Actually, he did take a taxi.

b) Octavio didn't know the city and took the only road he knew. Hector, who did know the city, took the shortest route to get from the school to the subway.

c) Hector walks faster than Octavio.

6. Comment on if you have had experiences similar to the previous riddle.

- If one of them seems interesting to the whole team, write it down in your notebook; you will use it in later activities.
- Riddles are also used in Literature. Use the image from your CD to get to know a famous one.

7. Look at the chart below and read the activities you will complete in this practice in order to make an anthology of logic riddles. Remember to tick each activity as soon as you finish it.

Week 1		WARM-UP STAGE	
Select and explore logic riddles.	<ul style="list-style-type: none"> • Explore logic riddles. • Ask questions to get clues about the logic riddle. • Apply deduction skills for recreational purposes. • Propose criteria for a riddle anthology. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Week 2		BUILDING STAGE	
Describe logic riddles.	<ul style="list-style-type: none"> • Propose past events or ideas to create logic riddles. • Analyze characteristics of past events, based on facts and evidence. • Ask questions to get details about a past event. • Describe events. • Include details to specify conditions. • Define rules for the game. • Check your own performance and that of others. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Week 3		BUILDING STAGE	
Propose hypotheses to solve riddles that explain past events.	<ul style="list-style-type: none"> • Assume probable causes that originate from events in the past, based on available evidence. • Propose alternatives to assumptions and evaluate them according to their viability. • Connect information to consolidate assumptions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Week 4		CLOSURE STAGE-SOCIALIZATION	
Share emotions and reactions in an interview.	<ul style="list-style-type: none"> • Compose the anthology of logic riddles. • Organize an event to present and play with the anthology. • Evaluate the process and the product. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

8. Look for logic riddles in the school library, in your Reader's Book or on websites and bring them to class.



think twice
(phr.): repensar
open-minded (adj.):
de mente abierta

IT

You can find logic puzzles on the following pages:

- <http://goo.gl/XwKweh>
- <http://goo.gl/xyGQkt>
- <http://goo.gl/eQY1eg>

9. Review the riddles that you brought to class and propose criteria to select those that will be part of your anthology. Look at the example.

Remember

These kinds of riddles teach you to **think twice** about your assumptions in any situation. You need to be **open-minded**, flexible and creative in your questioning and able to put together different clues and pieces of information.

FOR OUR ANTHOLOGY

Example:

SELECTION CRITERIA

- Interesting
- Challenging
- Length: between 30 and 60 words

The RIDDLES should be:

- Variety of topics
- Funny
- Striking

Building stage

10. Go back to the personal anecdotes that you proposed in Activity 6. Look at the example.

Example:

The story of how my aunt met my uncle is very interesting



11. Ask questions to get information about each other's personal anecdotes.

- Answer the questions and include some details. Look at the example.

Continue this activity on the next page

Questions and Answers

Q: Why is it so interesting?

A: Because she met him on a stormy night, in a very complicated situation

Q: In what sense was it a complicated situation?

A: My uncle was at a bus stop and next to him were a very sick man and my aunt's best friend. The three of them were waiting for the bus. And all three needed help right then and there.

Q: Did your aunt already know your uncle at that time?

A: No, but as soon as she saw him at the bus stop, it was love at first sight.

Q: When did it happen?

A: When my aunt was studying at the university.

Q: She got the three of them in her car, right?

A: It wasn't possible. My aunt's car only had two seats

Q: What did your aunt do to solve the problem?

A: Well, she got out of the car and asked her friend to drive the sick man home. So, my aunt had the opportunity to talk to my uncle for the first time. Her friend returned minutes later and then my aunt took her friend and then my uncle to their respective homes. Brilliant, right?



12. Decide on how to organize the answers and what they will need to become paragraphs.

We should begin by writing that your aunt was a university student.

Wait a second! We should write that it was a stormy night and that she was driving.

Then, we can explain the situation.

And then we should write she saw the three people at the bus stop.

Yeah! Otherwise, the story does not make sense. What else?

Ok. And then we can ask a question just after explaining the situation, so as not to give away the solution.

13. Using the answers from Activity 11 and the decisions you made in the previous activity, write the description as a riddle.

- Be careful not to reveal the answer to the riddle. Look at the example.

FOR OUR ANTHOLOGY

DESCRIPTION

suddenly (adv.):
de pronto, de repente

Example:

When My Aunt Met My Uncle

All this happened a few years ago, when my aunt was studying at the university. My aunt Marion finished her classes and got into her car. It was a stormy night, with a lot of wind. She was driving when, **suddenly**, she saw three people protecting themselves from the rain at a bus stop. First, she recognized her best friend, who had once saved her life. Next to her was an old man who looked very ill. The third person was a young man, who would later be my uncle: love at first sight. My aunt had a very serious problem and just a few seconds to make a decision. She wanted to help the old man, her friend, and also meet the young man. An important detail my aunt's car was a two-seater, and could only accommodate one more person. Anyway, my aunt Marion got everything she wanted, how do you think she did it?

14. With your teacher's help, brainstorm questions to define the rules for the riddle game. Look at the example.

- Be careful not to reveal the answer to the riddle. Look at the example.
- Write in the blanks two more questions in the chart.

FOR OUR ANTHOLOGY

QUESTIONS TO DESIGN THE RULES OF THE GAME

Will the riddles be presented in one go, or one at a time?	Are we going to read the riddles or listen to them?
How will each team take their turn?	Can we ask questions? How many? Any kind of questions?



Continue this activity on the next page

- Based on your questions, write the rules for the riddle game.

FOR OUR ANTHOLOGY

RULES FOR THE RIDDLE GAME

Example:

- Each team will present five written riddles.
- Each team will try to solve five riddles.
- You have five minutes to solve each one.
- The teams can't solve their own riddles
- The teacher will distribute five riddles per team

CHECKPOINT

15. Read each line carefully. Answer *yes*, *almost*, *with help* or *no* to describe your progress up to this point. Add a recommendation for performing better.

	Me	My partner	Recommendations
• I propose questions to solve logic riddles.			
• I offer solutions to solve logic riddles.			
• I justify my proposed solutions to logic riddles.			
• I look for and share logic riddles with my team.			

16. Gather all the riddles that you chose in Activities 8 and 9 and do the following:

- Choose the ones that you will use in the game.

Original version of the riddle

Seven pieces of coal, a scarf, a pair of gloves, a hat and a carrot were lying on a hill near a remote house. Nobody put them on the grass, but there is a logical reason why they were there. What is it?

17. Decide what information must be known and what isn't necessary and exchange opinions.

18. Decide what kinds of details will be needed to make the riddles more interesting and where they should be included. Read the transcript below Activity 19 while you listen to Track 35.



19. Expand the riddle, considering the details you discussed in the previous activity. Look at the example.

The original version is very simple and boring, why don't we put in more details?	I agree, it doesn't seem like a very interesting riddle at the moment.
I think it would be better if we composed a little story for this riddle and we added a title.	But we must be careful, that the story is not too long and respects the rules we agreed on.
We should put a policeman in as a character. It adds a touch of mystery. We should add some details about what the policeman said and did.	Then we can add something about the person who saw the pieces of coal and stuff on the ground. And we can say he lives alone.

Example:

Adapted version

Last Days of Winter

A man who lives alone was returning home after a business trip. In front of his door were lying seven pieces of coal, a scarf, a pair of gloves, a hat and a carrot. The man thought that maybe someone had entered his house, so he called a policeman who was passing by.

The policeman listened to the man, looked at the things on the ground and smiled. Then, he said:

Don't worry. There is no one in your house, I'm completely sure. Nobody did it.

What did the police officer deduce?

20. Exchange opinions of how to make assumptions about past events. Read the transcript below while listening to Track 36.



Example:

Who could have brought all those things there? It could have been a group of squirrels.	I don't know. Maybe it's more logical that it was the result of human actions.
Maybe a homeless person forgot those things there.	Mmm... I think that, a few days before, the policeman had wanted to make a bonfire there and now he is lying.

21. Propose alternatives to the assumptions you made in the previous activity.



- Comment on whether the alternatives are plausible or not. Read the transcript below while listening to Track 37.

Could it have been some squirrels?	The idea that squirrels could have done it is very funny, but it is not a logical solution. If squirrels had done it, they should have seen the tracks.
Moreover, squirrels do not use scarves, hats or gloves. I rather think that this is the result of human actions.	In the riddle, the policeman says that nobody put the things there, that eliminates the homeless person and the policeman himself. Although we can't discard the possibility that the policeman might be lying.

Remember

Two common strategies to discuss alternatives are conditional sentences, specifically those that use modals in perfect tense (e.g. *If squirrels had done it, they should have seen the tracks*); and concessive sentences (e.g. *Although we can't discard the possibility that the policeman might be lying.*)

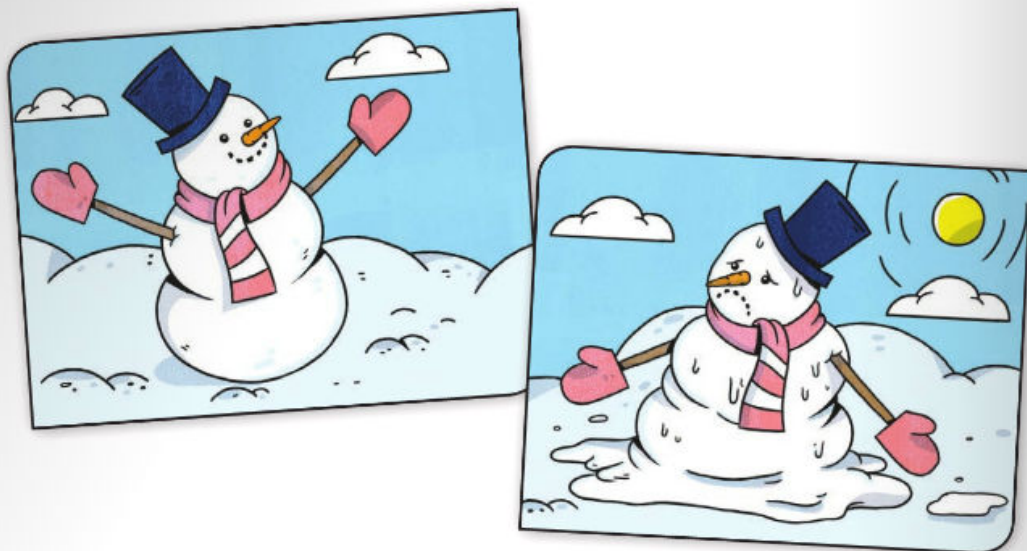
Remember

There are different strategies for making assumptions: you can use modals in past tense (e.g. *It could have been a group of squirrels*), you may use adverbs (e.g. *Maybe, it's more logical...*), or expressions using verbs with meanings related to thought and supposition (*I think that, a few days before...*).



22. Listen to track 38.

- Link the details from the information offered by the riddle and your assumptions. Share your conclusions.



23. To start the game, gather what you have worked on so far. With your teacher's help, do the following activities.

- Gather the riddles you wrote in Activity 13, the ones you gathered in Activity 16 and the expanded ones from Activity 19.
- Review the rules of the game that you defined in Activity 14.
- Begin the game, considering that you will need to make assumptions, propose alternatives, assess whether they are plausible or not, and link the details to give the solutions. If you have any questions, check back to Activities 20, 21 and 22.



24. Listen to Track 39.

- Exchange opinions about which riddles will be included in your anthology. Read the transcript below while listening to Track 39.



I think we should first divide the riddles by categories: from the easiest to the most difficult.

That's a good idea. And then we choose between three and five riddles per category.



It's important to write an introduction and design the index and the answer section.

And what do you think if after each riddle we also include some of the questions that helped us solve it?



25. Propose the characteristics that each section will have: font (sizes and color), margins, line spacing, etc.

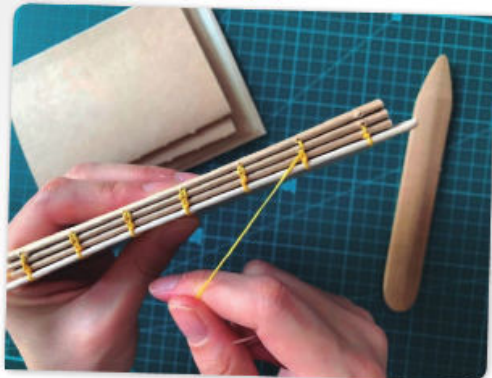
- Decide who will be responsible for developing the different parts of the anthology (index, cover).
- Define who will illustrate the riddles.



Closure stage-socialization

26. Build several volumes of the anthology.

- Include the riddles you decided on in Activity 24.
- Include the parts with the design you established in Activity 25.



27. Organize an event to present and play with the anthologies.



extant (adj.):
existente

Being Through Language

▮ Riddles, jokes, language puzzles and language games in general are one of the many ways in which we use language to entertain ourselves and others. Some of them are particular to each language, one of the reasons to foster the use and preservation of all **extant** languages.

How did it go?

28. Read each line carefully. Tick the box that best describes your work in this practice.



Individual assessment

- I am able to discuss information that is stated in a text.
- I challenge and discuss the validity, accuracy and credibility of content in a text.
- I check the clues provided and I question the details.



Partner Assessment

29. What is your partner's global impression about your performance while playing with logic riddles, and making your anthology?

Aspects to improve



Creating an anthology of logic riddles

30. How do we assess the following aspects of our anthology?

- Did our anthology offer presentation, index, riddles and answer sections?
- Did we respect the design agreements when preparing the anthology?
- Did we include illustrations in our anthology?



Team Assessment

31. What is your teammates' global impression about your performance in this practice?

Aspects to improve



We have arrived at the end of this practice.

AS TIME GOES BY

Academic and educational environment

SOCIAL LANGUAGE PRACTICE: Write a short report about a historical event.

In this practice, you will write a short report about a historical event.

Warm-up stage

1. Reflect on the answers to the following questions:
 - a) What historic events in Mexico have you heard of?
 - b) Why is it important to know about them?
 - c) How do you feel about the conquest of Mexico?
2. Look at the images. Write the name of the event below the picture. Remember your History classes.



3. Share what you know about these historical events. Listen to the example on Track 40.
4. Comment on which historical events interest you the most from Mexico's history or from world history.
 - a) Write a list of the historical events you chose in your notebook.
 - b) Define who is expected to read your historical report.

Continue this activity on the next page

Continues Activity 4 below

- c) Read the list and explain the reasons for your choices. Look at the example.

FOR OUR REPORT

Example:

LIST OF HISTORICAL EVENTS

1. Second World War

2. The conquest of Mexico

3. The fall of the Berlin Wall

REASONS

It shaped events all around the world in the second half of the 20th century.

In my opinion, it is the most important event in Mexico's history. It led to the conquest of the Americas.

It changed the political conditions established at the end of the Second World War.

5. Look at the chart below. Read the activities you will complete in this practice in order to write a short report about a historical event. Remember to tick each activity as soon as you finish it.



Week 1

WARM-UP STAGE

Select and explore descriptions of historical events.

- Anticipate content based on graphic and textual elements.
- Contrast topic, purpose and addressee.
- Compare ways of describing past actions.



Week 2

BUILDING STAGE

Understand the content of historical texts.

- Read historical texts and identify new terms.
- Point out information about key events.
- Formulate questions to distinguish between main ideas and secondary ideas.
- Identify chronological order and meaning of a text.



Week 3

BUILDING STAGE

Write short reports.

- Write simple and complex sentences paraphrasing main ideas.
- Complete concept maps with information that broadens main ideas.
- Rewrite sentences to include more information.
- Emphasize and qualify ideas in a text and determine the order of key events on a timeline.
- Group sentences which give similar information to form paragraphs.



Week 4

CLOSURE STAGE-SOCIALIZATION

Edit reports.

- Read to check punctuation and spelling.
- Add, remove, change and/or reorganize information to improve texts.
- Assess the process and product.



► Share proposals to create unity within the group to foster an environment of cordiality and to work without prejudices.

6. Look for different texts on the historical topic you chose and do the following activities.

- Explore the texts and identify their components.
- Determine the resources that are employed to highlight the title and the subtitles.
 - Listen to the example on Track 41.

It is a narration that contains a historical report. I read many dates and places.

It is organized in segments that contain paragraphs.

Every section has a subtitle in bold letters.

So, there is a title and subtitles as well as paragraphs.

The title is also in bold letters, and they are bigger than the others.

I see the subtitles have numbers, but the size of the letters is the same as in the paragraphs.

Remember

The elements of a text and the way they are shown on the page give you valuable information to help you understand the general meaning.

7. Check the texts again. Identify how past actions are stated. Write them down in your notebook. Look at the example.

FOR OUR REPORT

Example:

Ways to state past actions

First case	Spaniards set foot on the island of San Juan de Ulúa in 1519.
Second case	Runners had already given word of the event to Moctezuma.
Third case	The conquest would never have happened if it were not for some previous events.



Building stage

9. Read the texts you chose and complete the following activities.

- Underline the terms and expressions you are unfamiliar with or that you are unsure of their meaning.
- Identify new terms and expressions and exchange opinions about how they link with the ones you already know. Look at example below and listen to Track 42.

I know some jobs such as "soldier", so we can list jobs.

I agree. Let's write soldier and sailor. This last one is new to me and means "marinero".

We can also write ships or boats, and we can write "galleons".

I suggest we write transports, since we can include others besides water transports.

10. Classify terms according to their meaning and write them in your notebook. Look at the example.

Example:

New terms classification

Action	Transport	Jobs
Reckoning	Galleons	Sailors

11. Reflect on the answer to the following question. What is the text about?

- With your teacher's help, check the texts you explored in Activity 6 and answer the question. Look at the example.



This text is about historical events that happened during the Mexican Revolution.

And this one narrates events that took place during Mexico's Independence.

CHECKPOINT

8. Discuss the cases you wrote down in the previous activity.
- Use this time to verify your progress when speaking in English.
 - Ask your teacher for feedback in order to improve.

12. Listen to Track 43 and pay attention to how interlocutors express their own perspective on a historic event.



In my opinion, the fact that the Spaniards were truly convinced that they were superior to the Aztecs, made the conquest of the Aztec Empire possible.

I think that the knowledge the Spaniards had about their beliefs was a key factor in the conquest.

I do agree with that, because Cortés took advantage of Moctezuma's belief that he was Quetzalcoatl.

Well, that is true, but we have to acknowledge the technological superiority of the Spaniards, for instance, they had firearms.

Remember
Other useful expressions for inserting opinions are I'd rather say..., Don't you think that..., If I may add...

- Share different perspectives on the historic event you chose. If needed, ask your teacher to play the track again and read the **Remember** box.

13. With your teacher's help, formulate questions to distinguish between main and secondary ideas. Listen again the Track 43.



- Share your views on the historical event you are working on. Share your opinions and come to an agreement. Write it down in your notebook.
- From the above, establish the general meaning of the text.

14. Write the questions from Activity 13 in your notebook and use them later to make a timeline. Look at the example.

FOR OUR REPORT

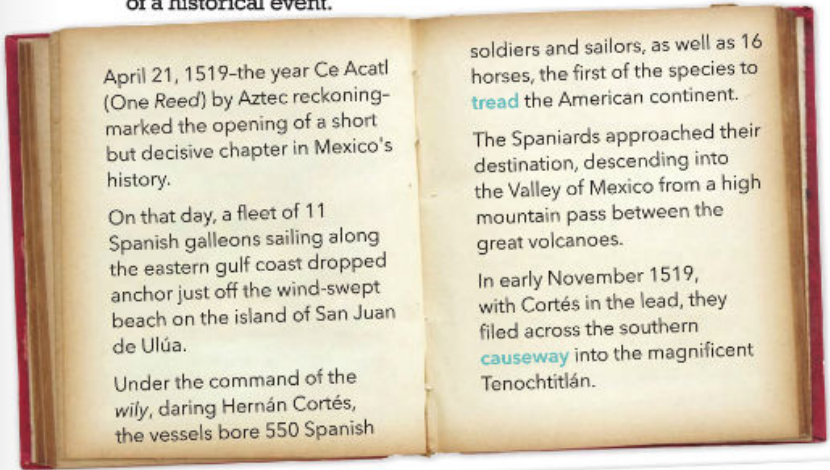
Example:

Questions

- When did Cortés arrive in Mesoamerica?
- Did Cortés travel to Tenochtitlán in the same year he arrived in Mesoamerica?
- Were the Spaniards able to conquer Tenochtitlán by themselves?
- Who killed Moctezuma, Cortés and the Spaniards, or the Aztecs?
- Had the Tlaxcalans known the real intentions of Cortés, do you think they would have helped him anyway?

Remember
BE, DO, and HAVE used as auxiliaries help you to make declarative, negative and interrogative sentences: "**Did** Cortés conquer the Aztecs all by himself?" (**DO**) "**Were** the Spaniards capable of reaching Tenochtitlán...?" (**BE**) "**Had** the Tlaxcalans known the real intentions of Cortés...?" (**HAVE**)

15. Read the texts you brought again. Underline the key events of your historical event or write them in your notebook. Look at the example of a historical event.



tread (v.): pisar
causeway (n.): calzada

read wily (v.): leer
Glossary on page 187

FOR OUR REPORT

Example:

Key events of the conquest of Mexico

- April 21, 1519 On that day, a fleet of 11 Spanish galleons sailing along the eastern gulf coast dropped anchor just off the wind-swept beach on the island of San Juan de Ulúa.
- In early November 1519, with Cortés in the lead, they filed across the southern causeway into the magnificent Tenochtitlán.

16. Look at the key events you identified and comment on if you all agree on them.

- Define the chronological order of the key events based on the questions you wrote in Activity 13.
- Make a timeline in your notebook and put the events in chronological order.

FOR OUR REPORT

Example:

Key events of Mexico's Conquest



- Exchange your timeline with a classmate and review them together to adjust them while listening to the track.



CHECKPOINT

17. Ask for and offer a classmate a phrase that describes his or her work up to this point.

- Write both phrases in your notebook. Look at the example.

Example:

Checkpoint Phrase

My partner	"Roberto is doing fine, but he is sometimes easily distracted"
Me	"I do my part, but I need to choose the information I'm looking for better."

18. Get the texts you brought and do the following activities.

- Divide the key events you registered on the timeline in Activity 16.
- Explore the texts to find information that broadens, exemplifies or comments on each historical event.
- Read the fragment where you can find such information. Choose the information you need and write it on your timeline. Look at the example.

FOR OUR REPORT

Example:

First Event 1519

Arrival of Hernán Cortés to the Mexican coast

"April 21, 1519 the year Ce Acatl (One Reed) by Aztec reckoning a fleet of 11 Spanish galleons sailing along the eastern gulf coast dropped anchor just off the wind-swept beach on the island of San Juan de Ulúa."

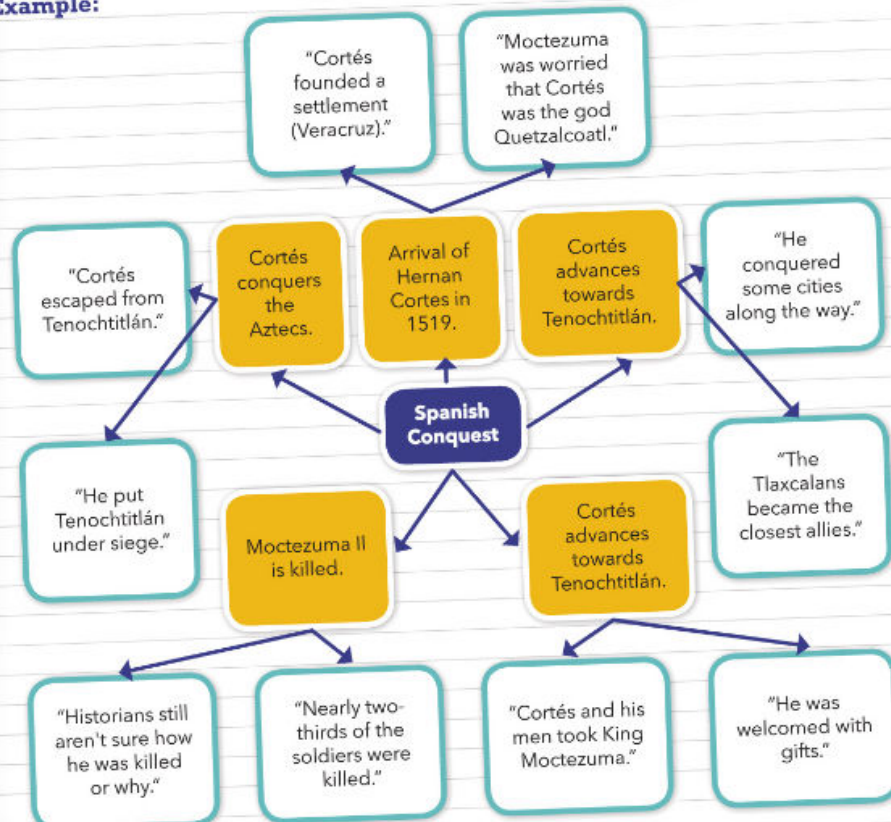


19. Make a mind map with the main developments of the historical event you registered on your timeline.

- Establish how you are going to use the information you got from the sources to elaborate on the flow chart, so that it contains contributions from every team member.
- Complete the mind map with the information you chose from the previous activity. Look at the example.

FOR OUR REPORT

Example:



Remember

Respect other teams' viewpoint on historical events. Respect is essential to foster learning in class.

20. Look at the key events on your mind map and do the following activities:

- In your own words, write sentences for every key event in your notebook. Decide if you need one or more actions in each sentence.
- Look back at the timeline you made in Activity 16 to help you out.
- Use your notes from Activity 7 to check different ways of stating past actions. Look at the example.

FOR OUR REPORT

Example:

- Cortés landed on the Mexican coast in 1519
- Cortés began to march towards Tenochtitlán

Remember

Simple sentences are those that are comprised of one verb, and complex are those that are comprised of two or more.

21. Use the sentences you wrote in Activity 20 to include information that broadens, exemplifies or clarifies the key or main events. Look at the example.

FOR OUR REPORT

Example:

Cortés began to march inland towards the city of Tenochtitlán

- Use the timeline you made in Activity 16 to put the sentences in chronological order.

22. With your teacher's help, check for ways to clarify and emphasize the sentences you wrote in the previous activity.

- Take a look at the information in bold, as well the Remember box, so you can understand how this is done. Look at the example.

Example:

Clarifying Information

- Cortés began to march towards Tenochtitlán.
- Cortés conquered some cities.
- Cortés made alliances to defeat the Aztecs.



"Cortés began to march **inland** towards the city of Tenochtitlán, the **capital of the Empire**, conquering some cities along the way and making alliances to defeat the Aztecs"

Emphasizing information and making it more nuanced

- When Cortés arrived in Tenochtitlán he was received as a god.
- Cortés was received with great banquets and gifts.



"When Cortés entered Tenochtitlán, the rulers of the city gave him **a big welcome**, with great banquets and gifts, **but they were not sure if he was a god or not.**"



23. Group the sentences that give similar information to form paragraphs.

- Use your mind map (Activity 19) to check the information that belongs in each paragraph.
- Use connectives to link ideas and adverbs to add important information. Look at the example.

FOR OUR REPORT

Example:

Spanish conquistador Hernán Cortés landed **with** his men on the Mexican coast in April 1519. Moctezuma Xocoyotzin sent Cortés gifts **to** welcome them. **Although** he did not trust Cortés, he was **also** worried that Cortés was the god Quetzalcoatl. **According to** myth, Quetzalcoatl would come to Earth as a man and Cortés, **coincidentally**, had arrived on Quetzalcoatl's birthday.

24. Read to check punctuation and spelling. Look at the example.

FOR OUR REPORT

Example:

Spanish conquistador Hernan Cortés and his men landed on the Mexican coast on April of 1519. Moctezuma II sent Cortés gifts of gold and chocolate **to** welcome the Spanish. **[.] [A]**although Moctezuma II did not trust Cortés, he was **also** **worried** that Cortés was the **aztec** **Aztec** god Quetzalcoatl. **[.]****According** to myth, Quetzalcoatl would come to Earth as a man and Cortés, **coincidentally**, had arrived on Quetzalcoatl's birthday.

25. Assemble your historical report with the sentences you composed in the previous activities.

- You can add subtitles to your paragraphs, considering the divisions you made in your timeline (Activity 16). Look at the example.

Example:

Subtitles

Cortés advances towards Tenochtitlán

Cortés began to march inland towards the city of Tenochtitlán, the **capital of the Empire**, conquering some cities along the way and making some alliances to defeat the Aztecs. Tlaxcalans became his closest allies.

Moctezuma II tried to hinder Cortés from arriving in Tenochtitlán, but Cortés continued his march. He destroyed the Aztec religious city of Cholula on his way.

Cortés arrives in Tenochtitlán

When Cortés finally arrived in Tenochtitlán, he was welcomed with gifts. Moctezuma still thought Cortés might be a god. Eventually tensions mounted between the two sides and a fight broke out. *Some of his men* took Moctezuma captive.

Continue this activity on the next page

Moctezuma II is killed

At some point during Moctezuma's captivity, he was killed. Historians still aren't sure how he was killed or why, but after he died the Spanish soldiers tried to flee from Tenochtitlán. However, they were attacked and nearly two-thirds of them were killed.

26. With your teacher's help, look at the difference in verb tenses between the subtitles and the paragraphs.

- a) Why are they written in different tenses?
- b) What is the best option to write about historical events?

27. Interchange your first drafts with other teams to receive feedback.

- a) Read them aloud, so you can make sure you understand them.
- b) Suggest adding, deleting, changing and reorganizing information to improve the historical reports. Look at the example.

I suggest you put the sentence about the alliances Cortes made at the end of this paragraph to make it clearer.

Cortés allied with some of the local nations such as the Totonac and the Tlaxcalans. He brought along an indigenous woman named Doña Marina who worked as his interpreter and who is the origin of the word *malinchista*.

You may also want to get rid of the information about *malinchista* I think it is unnecessary information

Remember
The double genitive is built with the preposition of and the possessive form of a noun or pronoun, as in the example some of his men. This can help you to avoid repeating information and to talk about a part of a group.

Closure stage-socialization

28. Check, with your partner, if your register is appropriate for the addressee you established in Activity 4.

- Change the words and expressions if necessary. Listen to the example on Track 45.



FOR OUR REPORT

Example:

	Changing register
Cortés ran away from Tenochtitlán with some of his men. He put together a large force of natives to fight the Aztecs. He came back to Tenochtitlán and put it under siege.	Cortés managed to escape from Tenochtitlán with some of his men. He gathered a large force of natives to fight the Aztecs. He returned to Tenochtitlán and put it under siege.

29. Write the final version of your historical report, considering the changes made in previous activities. Look at the example.

FOR OUR REPORT

Example:

FINAL VERSION

Aztec Empire. Spanish Conquest

Arrival of Hernan Cortés
Spanish conquistador Hernán Cortés landed with his men on the Mexican coast in April 1519. Moctezuma Xocoyotzin sent Cortés gifts to welcome them. Although he did not trust Cortés, he was also worried that Cortés was the god Quetzalcoatl. According to myth, Quetzalcoatl would come to Earth as a man and Cortés, coincidentally, had arrived on Quetzalcoatl's birthday. Cortés came with 500 men, 16 horses, and cannons. He began to get to know the natives. He brought along an indigenous woman named Doña Marina who worked as his interpreter. Cortés allied with some of the local nations such as the Totonac and the Tlaxcalans.

Remember
Usually two-word verbs (e.g. ran away, put together, came back) have a lower register than one-word verbs (e.g. escape, gathered, returned).

Continue this activity on the next page

hinder from
(v) obstaculizar

Cortés advances towards Tenochtitlán

Cortés began to march inland towards the city of Tenochtitlán, the capital of the Empire, conquering some cities along the way and making some alliances to defeat the Aztecs. Tlaxcalans became his closest allies. Moctezuma II tried to hinder Cortés from arriving in Tenochtitlán, but Cortés continued his march. He destroyed the Aztec religious city of Cholula on his way.

Cortés arrives in Tenochtitlán

When Cortés finally arrived in Tenochtitlán he was welcomed with gifts. Moctezuma still thought Cortés might be a god. Eventually tensions mounted between the two sides and a fight broke out. Some of his men took Moctezuma captive.

Moctezuma II is killed

At some point during Moctezuma's captivity, he was killed. Historians still aren't sure how he was killed or why, but after he died the Spanish soldiers tried to flee from Tenochtitlán. However, they were attacked and nearly two-thirds of them were killed.

Cortés conquers the Aztecs

Cortés managed to escape with some of his men from Tenochtitlán. He gathered a large force of natives to fight the Aztecs. He returned to Tenochtitlán and put it under siege. Three months later, he finally got hold of the city, ending the Aztec Empire.



Source: <https://goo.gl/sgEap2>

30. Decide where and when you will present your historical report to the addressees you established.

- Establish the place and time for each team to present its work.



How did it go?

31. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment	• I write an introduction that classifies and generalizes information essential to the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I organize information into paragraphs that link cohesively in a logical order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I use connectives that organize the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I summarize the information presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. What is your partner's global impression of your presentation of the historical report?

Partner Assessment	Aspects to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. How do we assess the following aspects of our report?

Writing a historical report	• Is our report of adequate length?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Is it well-organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Is the report interesting to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. What is your teammates' global impression about your performance in this practice?

Team Assessment	Aspects to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



We have arrived at the end of this practice.

SAY YOUR PIECE

Family and community environment

SOCIAL LANGUAGE PRACTICE: Discuss concrete actions to address youth rights.

In this practice, you will learn to offer arguments and counter-arguments during a discussion addressing a concrete situation related to youth rights.

Warm-up stage

1. Reflect on the following questions and write the answers below. Look at the example.

FOR OUR DISCUSSION


What are your thoughts about the freedom of opinion and expression as a right?

Example:

I think that, in a democracy, freedom of expression is essential.

Do you think that people who criticize what you think and do have a right to do so?

What arguments can you **wield** to support your opinion?

 **wield** (v): esgrimir.

2. Listen to Track 46. Compare your and your partner's answers with the ones on the track.



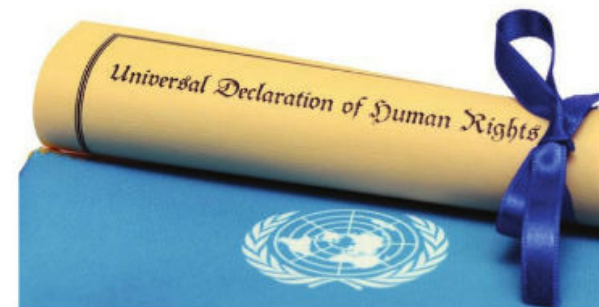
3. Look at the chart below. Read the activities you will complete in this practice in order to have a discussion. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	
Explore human and youth rights.	<ul style="list-style-type: none"> Read about human and youth rights. Establish controversies. Assess reasons for controversies. Build an approach of one's own. Justify opinions, giving reasons. Offer and receive feedback. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	
Offer initial approaches.	<ul style="list-style-type: none"> Make tentative propositions. Distinguish fact from opinion in one's own and others' arguments. Use comparative and contrastive expressions and expressions representing consequence in one's own arguments. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	
Offer counter-arguments and defend a stance in a discussion.	<ul style="list-style-type: none"> Analyze facts, examples and data supporting one's own and others' arguments. Ask for or demand clarification. Convey agreement or disagreement. Question evidence supporting others' arguments. Restate stances and verify points of view based on others' proposals. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	
Edit agreements and/or disagreements.	<ul style="list-style-type: none"> Explain strategies for participating in a discussion. Assess process and product. 	<input type="checkbox"/> <input type="checkbox"/>

- Find various sources with information about human rights. Bring them to class to work with them in the following sessions.

IT

You can check the Universal Declaration of Human Rights at the following link:
[http:// goo.gl/Xdmh3f](http://goo.gl/Xdmh3f)





4. Read the list of Human Rights in your Reader's Book.

- Answer the following questions.

- Who was the Declaration of Human Rights written for?
- What is the purpose of these Human Rights?



5. Comment on the rights you are interested in for your discussion and explain why. Look at the example below and listen to it in full on Track 47.

Example:

I propose that we discuss the right to free movement in and out of the country.

Really? Why?



6. Look for information about the rights you discussed in the previous activity.

- Have a look at the charts below. They explain how to find and choose the best sources to do research for your debate.

FOR OUR DISCUSSION

Example:

Resource	Article 13 ^o	Article 19 ^o
Composito. Manual on Human Rights Education for Children http://www.eycb.coe.int/composito/chapter_6/pdf/1pdf	Right to free movement 1. You have the right to come and go as you wish within your country. 2. You have the right to leave your country to go to another one, and you should be able to return to your country if you want.	Freedom of opinion and information You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any means.

Continue this activity on the next page

- Domains on the Web and their meaning:
A) edu: Educational C) org: Nonprofit organizations
B) gov: Governmental D) com: Commercial or individual



2. Books: Printed Sources

1. They must have a copyright page that gives the date of publication and the name of the author(s) and publisher(s).
2. Trustworthy printed sources always have an index that lists the topics mentioned in the book, as well as the pages on which they can be found.
3. Factual sources may also include an appendix that provides additional information on the topics dealt with in the book.
4. Informative printed sources usually have a glossary that defines, in alphabetical order, complex terms and technical words employed in the book.
5. Credible printed sources also include a reference section that lists the sources used to write the book.

7. Look for information about the human rights you selected and do the following:


- Choose information useful for supporting your points in a discussion and write it down in your notebook.
- Record the source you got the information from. Look at the example.

FOR OUR DISCUSSION

Example:

Resource	Article 13 ^o	Article 19 ^o
Composito. Manual on Human Rights Education for Children http://www.eycb.coe.int/composito/chapter_6/pdf/1pdf	Right to free movement 1. You have the right to come and go as you wish within your country. 2. You have the right to leave your country to go to another one, and you should be able to return to your country if you want.	Freedom of opinion and information You have the right to hold and express your own opinions. You should be able to share your opinions with others, including people from other countries, through any means.

Continue this activity on the next page

Resource	Article 13°	Article 19°
<p>UN http://www.un.org/en/universal-declaration-human-rights/</p> <p> regardless (adv.): sin importar</p>	<p>1 Everyone has the right to freedom of movement and residence within the borders of each State.</p> <p>2 Everyone has the right to leave any country, including his own, and to return to his country.</p>	<p>Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.</p>

8. Choose one of the rights you have been working with and, with your teacher's help, do the following.
- Describe a case to which the right is related and write it in your notebook. Look at the example.

FOR OUR DISCUSSION

Example:

Article 19: Freedom of opinion and information

CASE 11

Lorena, 15, wrote a piece for the school newspaper censuring teacher SJ for his constant tardiness. This teacher complained to the principal, who told Lorena that if she didn't suppress that criticism, her work would not be published



- Share and write down the questions you have about the case you described.

9. Exchange points of view about the reasons people involved can take the course of action they did in the case you described. Listen to the full example on Track 48.

I consider Lorena to be right in writing about the teacher's tardiness, because it has a negative impact on his students' education.

Yes, that's true. I also think she has the right to have this issue in the school newspaper.

I agree it is important to criticize the teacher about this problem; I don't believe that Lorena should publish it in the newspaper.

Well, I think that if the teacher is always late, Lorena should not be impeded from publishing her criticism in the school newspaper.

10. Check how the opinions from the previous activity are composed.

- Write the result of that analysis in your notebook. Look at the example.

How to build a point of view

I consider Lorena to be right in writing about the teacher's tardiness because it has a negative impact on his students' education.

Opinion:

I consider Lorena to be right in writing about the teacher's tardiness..

Connective:

because...

Reason:

it has a negative impact on his students' education.

11. Based on the previous activities, do the following.

- Check the information about the human right in the case you described.
- Write the reasons that, in your opinion, the participants in the situation described agree or disagree in your notebook. Look at the example.

Example:

People involved	Reasons
Lorena (student)	She wants to write an article in the school newspaper about how SJ's tardiness affects his students, so everyone can change their opinion about having free time when a teacher does not arrive or arrives late.
SJ (teacher)	He does not agree with the story being published in the school newspaper, because he is not tardy on purpose.
School administration	It considers that tardiness is not an issue to be dealt with by the students, but by the administration.

12. Exchange opinions about the reasons you wrote down in the previous activity.

- Choose one and write it in your notebook. Look at the example.

Example:

FOR OUR DISCUSSION	
OPINION:	REASONS:
If the school administration does not allow Lorena to publish her article, her right to free speech will be affected.	<ol style="list-style-type: none"> According to Article 19 of the Universal Declaration of Human Rights, freedom of speech is a universal right we all should have. Freedom of speech is backed up by our constitution. We all have the right to share information, opinions and ideas without fear of punishment.

free speech
(n.): libre expresión

13. Present the case you described in Activity 8 and your opinions and reasons for supporting it to the class.

- Ask for and give critical but positive feedback to improve the approach or the reasons given. Look at the example.

I think your opinion would be better if you said, "Publish information about teachers' tardiness," instead of just saying, "Publish information"

I believe the reasons are well-stated and they support the opinion.

14. Choose the human right you are interested in discussing and exchange opinions about it. Look at the example.

I am interested in discussing the right to free movement in and out of a country.

I agree, because migration is currently a hot issue.

15. Listen to Track 49 and establish which speakers state an opinion and which an assessment based on facts.

- Determine how many speakers you hear on the track.
- Discuss which speaker states an opinion, which presents an opinion and a fact, and which gives just a fact. Explain your reasoning. Look at the example.



Continue this activity on the next page



I think the first speaker is giving an opinion.

Yes, she states an opinion because Article 13 of the Universal Declaration of Human Rights does not say that a country must allow entry to a foreigner.

16. Read the below argument and do the following.

- Identify the concepts and expressions you don't understand.
- Pay attention to the information that comes before and after those concepts and expressions.
- Discuss what their meaning may be. If necessary, use a dictionary.
- Exchange opinions on why the underlined parts are pieces of evidence.

Argument 1

Although the right to free movement is a fundamental right acknowledged by the Universal Declaration of Human Rights (1948) in Articles 131, 132 y 141, countries treat migrants differently according to the reasons they leave their country. For example, international, documented migrants can move around freely, while displaced, undocumented or political refugees can't.

17. Repeat the previous activity with the next paragraphs.

- Read the paragraphs aloud.
- Make sure you understand the meaning of concepts and expressions.
- Now you must underline the pieces of evidence.

Argument 2

To say that migrants make nationals of a country lose their jobs is false, as shown by statistics and experience. The Organization for Economic Co-Operation and Development shows how migration helps the economy, since migrants participate, by their spending, in the economic development of the country they arrive in.

Continue this activity on the next page

Distinguishing opinion and fact

session 6

Argument 3

To say that migrants benefit unlawfully from social welfare programs is not precise, since documented foreigners have the right to take advantage of the same aid nationals from a country receive, as they pay taxes. However, undocumented migrants also pay taxes and do not receive any benefits.

- With your teacher's help, share your answers from this activity with the class and exchange positive feedback to improve your performance.
18. Based on the human right you chose in Activity 8, and the opinions from Activity 9, do the following to compose an argument.
- Write an opinion about the right you chose in your notebook. Look at the example.

Example:

Governments should respect and foster respect for everyone's rights.

- Think about the reasons for your opinion and join them using a connective. Look at the example.

Governments should respect and foster respect for everyone's rights because to have a just, free and unified world, everyone's participation is necessary.

- Check the information you recorded in Activity 7 to look for evidence supporting your opinions and add it to your reasons. Look at the example.

Example:

FOR OUR DISCUSSION

Governments should respect and foster respect for everyone's rights because to have a just, free and unified world, everyone's participation is necessary. The 1993 Vienna Declaration signed by 171 countries states that governments have the obligation "to develop and encourage respect for human rights and fundamental freedoms for all"

19. Read the following expressions used to present an argument in a discussion. Add others you know.

Expressions for presenting an argument

In my opinion...
Let's think for a moment...
I must admit that...

What would happen if...
I share the idea that...
I disagree because...

I do agree with...
I wouldn't say that; in fact...
I think that this opinion...

- Comment on the expressions and choose the ones you will use for your arguments.

20. Think about and share expressions indicating if an opinion is for or against a certain issue in a discussion.

- Complete the chart with those expressions.
- Say the phrases that indicate if an opinion is for or against an issue out loud.

FOR OUR DISCUSSION

EXPRESSIONS TO SHOW AGREEMENT

EXPRESSIONS TO SHOW DISAGREEMENT

- I agree when you propose...
- There might be another way to do it, why don't we...

CHECKPOINT

21. Underline the option that best describes your and your partner's performance while interacting with others in English.

My oral English is:

I use new vocabulary.

I can maintain a conversation.

I can state and justify an opinion.

I use the appropriate volume, speed, tone and emphasis.

Continue this activity on the next page

My partner's oral English is:

Not So Good Good Very good Doing really well

22. Discuss the meaning of the following expressions.

in order to

As...as

although

- Listen to Track 49 again and, with your teacher's help, analyze which expressions can be introduced with the connectives shown above.



I think that when they say, "so they can live there," you can say "although".

Although? I don't think that fits there.

Ahh! Yes, you can use "in order to," but you have to use the verb directly afterwards.

That's right, because "in order to" shows the purpose of granting asylum.

- Write three expressions that you would use to talk about the rights of young people in the following chart.

Speaker	Expressions to talk about youth rights
First	
Second	
Third	

23. Analyze what kind of evidence (data, fact or example) supports the arguments you composed in Activity 18. Look at the example.

Example:

FOR OUR DISCUSSION

ANALYZING DATA, FACT AND EXAMPLES

The 1993 Vienna Declaration was signed by one hundred seventy-one countries who said States have the responsibility "to develop and encourage respect for human rights and fundamental freedoms for all"

Piece of data

In the Vienna Declaration, it is also said that all of us have the responsibility to foster human rights and freedoms.

Fact

The problem is that human rights are not always respected. For example, the right of free movement to enter the US or Europe is not always respected for undocumented people.

Example

24. Question the evidence for the arguments you don't agree with.

- Ask questions, acknowledging them or providing new evidence. Look at the example.

Are you sure? What would happen if people enter undocumented? The right to free movement established in Article 13 of the Universal Declaration of Human Rights does not force any country to accept them as residents of that country.

Well, they might not have documents, but countries must listen to the reasons why they left their country and treat them respectfully and with dignity.

How did it go?

29. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment	I use the appropriate definition of words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I look up words in the dictionary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I summarize the main ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I provide a conclusion that accurately identifies the main points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What is your partner's global impression about your performance in the discussion?

Partner assessment	Aspects to improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. How do I assess the following aspects of our discussion?

Discussion about youth rights	Product	I can give arguments to support my opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		I can present my ideas briefly and clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		I can take turns to speak amicably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. What is your teammates' global impression about your performance in this practice?

Team Assessment	Aspects to improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We have arrived at the end of this practice.

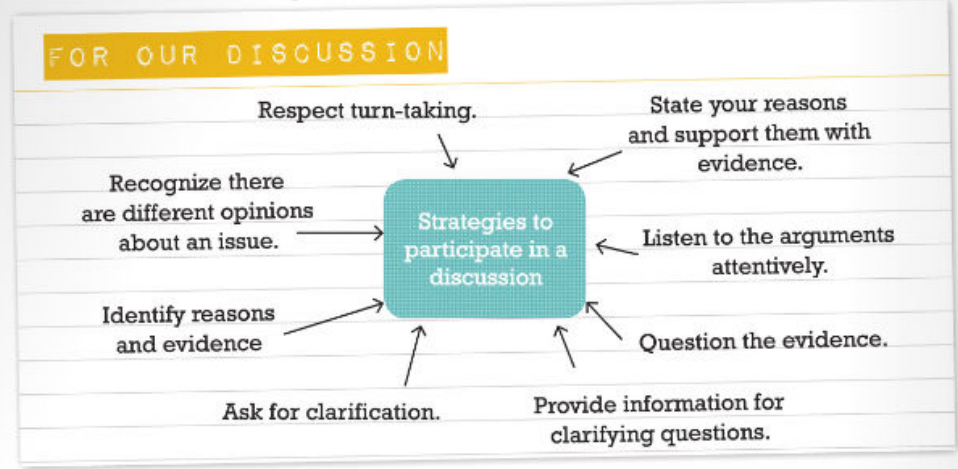
25. Ask questions or demand clarification.

- Restate your argument to clarify it. Look at the example.

When you say "undocumented", do you mean migrants are criminals?

No, that might not be the best example. I think that the issue is that a person has to leave her or his country due to economic, social or political problems. This would not happen if their government protected everyone's rights.

26. With your teacher's help, brainstorm strategies you can use in a discussion. Look at the example.



Closure stage-socialization

27. Establish how the discussion will be organized.

- Decide on the allotted time for each intervention and the order of participation for the discussion.
- Establish if there will be a person in charge of having participants **cede** their turn to speak.
- Define the rules needed to perform the discussion.



IT

You can hold your discussion in manifold ways. Ask your teacher to recommend you some webpages where you can find appropriate videos that show you how to prepare a debate.

28. Hold the discussion.

- Remember to put in practice what you learned in Activities 22, 23 and 24 as well as to follow what you agreed on Activity 27.

FEAR IS IN BOOKS

Ludic and literary environment

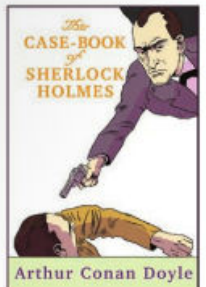
SOCIAL LANGUAGE PRACTICE: Read fantasy or suspense literature to evaluate cultural differences.

In this practice, you will read fantasy or suspense literature to create a comic strip.

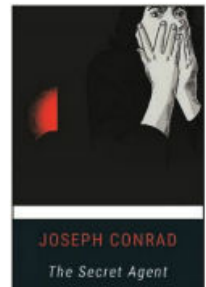
Warm-up stage

1. Have a look at the following book covers.

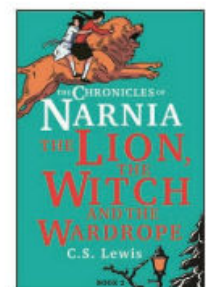
- Write if you think the book is about fantasy or suspense under each image. Look at the example.



Arthur Conan Doyle



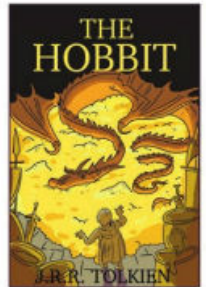
JOSEPH CONRAD
The Secret Agent



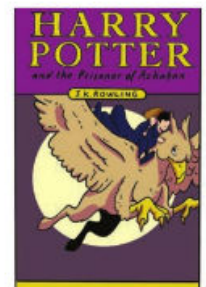
Fantasy



THE RAVEN
EDGAR ALLAN POE



J.R.R. TOLKIEN



J.K. ROWLING

Remember

Mystery and suspense are interrelated. The author exposes the same information in the mystery narrative that a detective might know to his readers. In a suspense narrative, on the other hand, the protagonist gradually becomes aware of the peril and dangers, which readers already know. Secondly, in a mystery, a major event such as a murder or robbery happens first and then the protagonist solves it, whereas in a suspense story, a major event occurs at the end.



2. In order to define your comic strip's genre, analyze the elements on the book covers and do the following.

- Pay attention to the elements on the book covers and determine the topic, purpose and addressee. Look at the example of two book covers.

Remember

Fantasy is a literary genre in which a plot cannot occur in the real world. Its overall theme and setting involve a combination of technology, architecture and language, which sometimes resemble the European medieval ages. The most interesting thing about fantasies is that their plot involves witches, sorcerers, mythical and animal creatures talking like humans, and other things that never happen in real life.



TRACK 50

- Listen to the track and check if you noticed the same elements. Reread the Remember section on this page and the previous one to find out more about literary genres.
- Read one of the stories in the Reader's Book, locate the elements you analyzed in the previous activity and explain them.





3. Look at the chart below. Read the activities you will complete in this practice in order to read fantasy or suspense literature to create a comic strip. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	
Select and explore narratives.	<ul style="list-style-type: none"> Identify publication data (title, author, publishing house, etc.). Contrast topic, purpose and addressee. Notice textual organizational patterns. Select a narrative to create a comic strip. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	
Read narratives and understand the general meaning, main ideas, and details.	<ul style="list-style-type: none"> Use different comprehension strategies (re-reading, self-questioning, etc.). Use strategies to understand actions. Identify main, secondary, and/or incidental character(s). Indicate details (attitudes, behaviors, etc.). Identify direct and indirect speech. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	
Describe characters.	<ul style="list-style-type: none"> Express personal reactions to texts. Contrast repertoires of words and expressions. Select adjectives and adverbs to describe characters. Listen to opinions of others to identify different interpretations. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	
Complete and write sentences about actions and characteristics of characters.	<ul style="list-style-type: none"> Describe physical features, abilities, and actions of characters. Answer questions about characters. Form paragraphs. Assess the process and product. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- Go to your Reader's Book, and read *The Speckled Band*, by Arthur Conan Doyle.
- Gather suspense or fantasy literature and bring it to class to work with throughout the practice. You can use the short story in your Reader's Book, page 64.



4. Read the books and short stories you brought to class and choose one for your comic strip.
- Identify the title, author, publishing house, city and year in which it was published. Look at the example.

Continue Activity 4 below

Example:

title: THE HOBBIT

author: J.R.R. TOLKIEN

publishing house: PARROT BOOKS

year: 1990

place: England

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 PARROT BOOKS
 Published by the Parrot Group
 Parrot Books Ltd, 30 Strand, London WC2R 2EL, England
 Parrot Putnam Inc, 1003 Hudson Street, New York, New York 100, USA
 Parrot Books Australia Ltd, 115 Camberwell Road, Camberwell, Victoria 30 25, Australia
 Parrot Books Canada Ltd, 15 Alcorn Avenue, Toronto, Ontario, Canada M80
 Parrot Books India (P) Ltd, 12 Community Centre, Parkside Park, New Delhi - 110 02, India
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 Parrot Books (South Africa) (Pty) Ltd, 28 Sandee Avenue, Rosebank 2025, South Africa
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 www.parrot.com
 The collection first published by Doubleday & Company Inc, 1990
 Published in Parrot Books 1991
 Released with a new Forward 2009
 3
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 Except in the United States of America, this book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or under other than the conditions in which it is published and without similar condition including the condition being imposed on the subsequent purchaser
 ISBN: 978-0-141-40202-2



5. Look at the comic books below and determine the addressee for each one.

- Describe the elements in each cover according with the titles. Look at the example.

Colors in the cover: Pastel colors

Type of font: Classics Illustrated

Type of place: Wonderland

Type of characters: Alice, King, Queen, White Rabbit, etc.

Main character: Alice

Where do the creatures come from? Wonderland

Genre: Adventure

Type of font: BLAFFING NEW ADVENTURES SHERLOCK HOLMES

Who is the character in the background? Sherlock Holmes

What is he doing? Reading a book

Colors in the cover: Dark colors

Continue this activity on the next page

Continue this activity on the next page

- Listen to the track and check your answers.
- Add any elements you didn't take into consideration the first time.
- Discuss the differences you found, taking into account what you talked about in Activity 2.
- Use your CD images to practice this strategy a little bit more.



6. Make a list of important details to consider when thinking about the addressee of your comic strip.

- Consider what you discussed in Activity 5. Look at the example.

Example:

FOR OUR COMIC STRIP

Details to consider when identifying the addressee

- Key words (for example, wonderland or adventures)

7. Complete a chart like the one below in your notebook.

- Include the title and author of the book you selected and write the references with the data you found in Activity 4.
- Determine the purpose and addressee, according to what you discussed in Activity 5.

Example:

FOR OUR COMIC STRIP

Title	The Speckled Band
Author	Arthur Conan Doyle
Purpose	Create a comic strip based on a classic short story about the famous detective, Sherlock Holmes.
Addressee	People who enjoy suspense stories in which a mystery is solved
Reference	Doyle, Arthur Conan (2009). The Complete Parrot Sherlock Holmes. London: Penguin Group

Building stage

flanks (n.): flanco
crowd (n.): multitud
jostled (v): empujado

8. Read the story below and number in the left column the paragraphs according to what happened first, second and last.

The Appointment in Samarra
 (as retold by W. Somerset Maugham, 1933)

	She looked at me and made a <i>threatening</i> gesture. Now, lend me your horse, and I will ride away from this city and avoid my fate. I will go to Samarra and there, Death will not find me. The merchant lent him his horse, and the servant mounted it, and he dug his <i>spurs</i> in its <i>flanks</i> and, as fast as the horse could gallop, he went.
	Then, the merchant went down to the market place and he saw me standing in the <i>crowd</i> and he came to me and said: Why did you make a threatening gesture to my servant when you saw him this morning? That was not a threatening gesture, I said, it was only a start of surprise. I was <i>astonished</i> to see him in Bagdad, for I had an appointment with him tonight in Samarra.
	There was a merchant in Bagdad who sent his servant to market to buy provisions and, in a little while, the servant came back, white and trembling, and said, Master, just now when I was in the marketplace I was <i>jostled</i> by a woman in the crowd and when I turned I saw it was Death that jostled me.

Source: <https://goo.gl/qjzwJt>



- Discuss how you were able to organize the story.
- Listen to Track 52 and use it as an example.



9. Exchange opinions about the parts you think structure a story. Look at the example.

- Think about when we meet the characters, what obstacles they must overcome, and if they succeed or not. Look at the example.



10. Reread the story you selected in Activity 7.

- Identify the three parts of the structure: exposition, conflict, and resolution.
- Copy the next chart in your notebook and decide who is going to work on each section. Look at the example.

Continue this activity on the next page

FOR OUR COMIC STRIP

Example:

Structure	Reasons	Conflict	Resolution
Sections or paragraphs	1 Helen's Story	2 Holmes and Watson Visit the House	3 Death in the Night
People in charge	Laura and Rosa	Jesús, Felipe and Lorena	Carlos and Toño

11. Exchange stories with another team. You should give them the short story you selected in Activity 7 and they should give you theirs.

- Analyze the exposition and look for clues in the text, like what the story is about, who the main characters are and what you think might happen.
- Try to find out the meaning of words you don't know by paying attention to the context. Look at the example.



The Speckled Band, by Arthur Conan Doyle (retold by Clare West)

Helen's Story

Narrator

My name is Dr Watson and I am going to tell you about a difficult case when I was still living at my friend Sherlock Holmes's flat in Baker Street in London. Very early one morning, a young woman, dressed in black, came to see us. She looked tired and unhappy, and her face was very white. 'I'm afraid! Afraid of death, Mr Holmes!' she cried. 'Please help me! I'm not thirty yet and look at my grey hair! I'm so afraid!'

Main character

Mystery to solve

'Just sit down and tell us your story,' said Holmes kindly. 'My name is Helen Stoner,' she began, 'and I live with my stepfather, Dr Grimesby Roylott, near a village in the country. His family was once very rich, but they had no money when my stepfather was born. So he studied to be a doctor, and went out to India. He met and married my mother there, when my sister Julia and I were very young. Our father was dead, you see.'

Why is she worried?

She looks like an old lady

'Your mother had some money, perhaps?' asked Sherlock Holmes.

What does it mean?

Main character

'Oh yes, mother had a lot of money, so my stepfather wasn't poor anymore.'

Clue to the meaning of "stepfather"

Continue this activity on the next page

- Pick a volunteer to read the story and comment on it while he is reading.
- Listen to the track and use it as an example.



12. Choose an extract from the story you selected in Activity 7.

- Read and identify the sound effects, the actions and the lines of the characters.
- Determine the effect the narrator provokes in the addressee. Look at the example.

Example:

sound

actions

lines

'I couldn't sleep that night. It was a very stormy night with a lot of wind and rain. Suddenly I heard a woman's scream. It was my sister's voice. I ran into the corridor, and just then I heard a whistle, and a minute later the sound of falling metal. I didn't know what it was. I ran to my sister's door. She opened it and fell to the ground. Her face was white and afraid, and she was crying. "Help me, help me, Helen, I'm ill, I'm dying!" I put my arms around her, and she cried out in a terrible voice: "Oh my God, Helen! It was the band! The speckled band!" She wanted to say more, but she couldn't. I called my stepfather, who tried to help her, but we could do nothing. And so my dear, dear sister died.'

Conclusion I believe the effect provoked in the reader is of fear. The sound effects are quite scary, nature replicates what is going on in the house. The storm evokes frightening sounds (whistle, scream, cries) and the night reflects the inability to understand what is going on, just like Helen can't understand what happened to her sister.

- Recreate the scene and do a dramatic reading to the rest of the class.
- Include the sounds, the actions and lines you just highlighted.

Remember

Mystery and suspense are interrelated. The author exposes the same information in the mystery narrative that a detective might know to his readers. In a suspense narrative, on the other hand, the protagonist gradually becomes aware of the peril and dangers, which readers already know. Secondly, in a mystery, a major event such as a murder or robbery happens first and then the protagonist solves it, whereas in a suspense story, a major event occurs at the end.

**13. Determine which characters and how many of them are in the story you selected to create your comic strip.**

- Ask and answer questions that allow you to recognize the characters' characteristics, such as looks, personality traits, actions and movements they make. Look at the example.

Example:**Questions and answers about characters**

- What characters appear in the story?
Holmes, Watson, Helen, Roylott, Mother, Julia, Gypsies, Fiancé, Husband
- What does Holmes look like?
He wears a cape and hat and uses a pipe and a magnifying glass.
- How can you describe Watson?
He gets nervous and is very kind.

**Remember**

These questions are meant to help you determine the types of characters in a story. Normally, more rounded characters have the main role, and the ones we don't know much about are incidental. Every story is different, but these questions might help you identify the types of characters in a story.

Continue this activity on the next page

Continue Activity 13 below

- Use the chart to determine the main characters in the story, which characters serve a supporting role, and which are incidental.
- Defend your answers and opinions in order to reach an agreement.
- Listen to the track and use it as an example.

**TRACK 54****14. Reread the story you selected and do the following. Keep in mind that you need them for your comic strip.**

- Determine the main, secondary and incidental characters.
- Locate the parts of the story in which the narrator speaks and determine which character acts on it.

Example:**15. Scan the story you selected and highlight the words and expressions that describe the characters.**

- Locate the parts of the story in which the author talks about the characters' attitudes, behaviors or personality traits, as well as information about their appearance. Look at the example.

Example:

appearance

attitudes

Very early one morning, a young woman, dressed in black, came to see us. She looked tired and unhappy, and her face was very white. 'I'm afraid! Afraid of death, Mr Holmes!' she cried. 'Please help me! I'm not thirty yet and look at my grey hair! I'm so afraid! {}' I have been very lonely without my sister, but a month ago a dear friend asked me to marry him.

Remember

Adjectives are words that describe or modify other words, making your writing and speaking much more specific, and a whole lot more interesting. Words like *young*, *black*, and *afraid* are *descriptive*, and they are all examples of adjectives. Because adjectives are used to identify or quantify individual people and unique things, they are usually positioned before the noun or pronoun that they modify. Some sentences contain multiple adjectives.



16. Have students make a sketch of the characters in their comic strip. They should keep in mind what they look like, their attitudes, the behaviors and personality traits they located before. Look at the example.

Example:

Character:	Helen Stoner
- young ✓	
- black clothes ✓	
- tired	
- unhappy	
- pale ✓	
- grey hair ✓	



17. Determine the lines you are going to include in the final version of your comic strip and do the following.

- Locate what the narrator and the characters say in the story. Go back to Activity 14 if you need to review this.

direct speech	indirect speech
<u>"When did she die?" asked Sherlock Holmes.</u>	
<u>'She died two years ago, and that's why I'm here</u>	
<u>We never met anybody in the country, but sometimes</u>	
<u>we visited some of my family who live near London. There</u>	
<u>Julia met a young man who asked to marry her.</u>	
<u>My stepfather agreed, but soon after this she died' by</u>	
<u>171 countries states that governments have the obligation</u>	
<u>to develop and encourage respect for human rights and</u>	
<u>fundamental freedoms for all'</u>	

Remember

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words. We may be reporting something that's being said now or telling someone later about a previous conversation.

Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Quotation marks are not used. For example, She said, "I saw him." (direct speech) = She said that she had seen him. (indirect speech).

- Have students write both the characters' and narrator's dialogs in their notebook. These dialogs will be included in the final version of their comic strip. Look at the example.

FOR OUR COMIC STRIP

Narrator's lines	Characters' lines
Julia met a young man who asked to marry her.	The young man asked Julia, "Will you marry me?" "Yes, I will" she responded
My stepfather agreed, but soon after this she died	When my stepfather heard the news, he told Julia, "I agree to your marriage."
I called my stepfather, who tried to help her, but we could do nothing	Stepfather, come immediately! I called when Julia fell to the ground



- Discuss why you need these statements in direct speech, instead of indirect.

CHECKPOINT



18. Read each line carefully. Tick the box that best describes your work up to this point.

- a) I can identify publication data.
- b) I can contrast topic, purpose and addressee.
- c) I notice textual organizational patterns.
- d) I can select a narrative to create a comic strip.
- e) I can use different comprehension strategies.
- f) I can identify main, secondary, and incidental characters.
- g) I can identify direct and indirect speech.

19. Identify the events that happen in the story you selected.

- Number them in chronological order, 1 for what happened first, 2 for what followed, and so on. Look at the example.

Example:

'My name is Helen Stoner,' she began, 'and I live with my stepfather, Dr Grimesby Roylott, near a village in the country. His family was once very rich, but they had no money when my stepfather was born. So he studied to be a doctor, and went out to India. He met and married my mother there, when my sister Julia and I were very young. Our father was dead, you see.'

'Your mother had some money, perhaps?' asked Sherlock Holmes.

'Oh yes, mother had a lot of money, so my stepfather wasn't poor anymore.'

'Tell me more about him, Miss Stoner,' said Holmes.

'Well, he's a violent man. In India he once got angry with his Indian servant and killed him! He had to go to prison because of that, and then we all came back to England. Mother died in an accident eight years ago. So my stepfather got all her money, but if Julia or I marry, he must pay us £250 every year.'

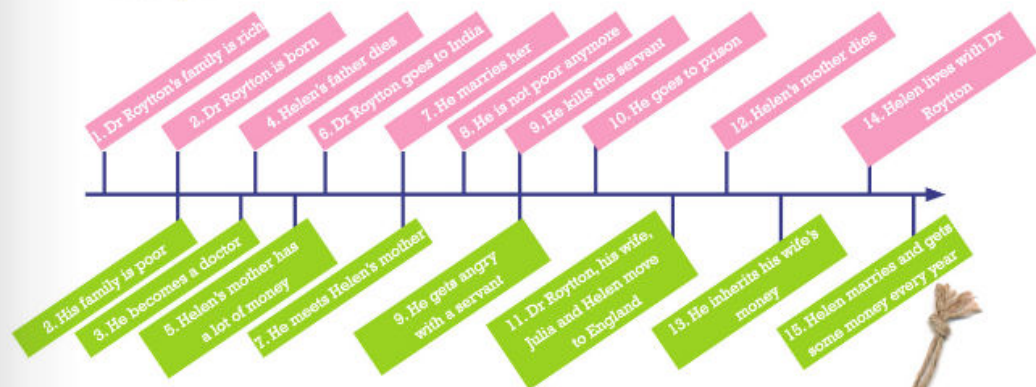
- Share what you think about the story you selected.

Remember

Both present perfect and past perfect talk about something that happened before a point in time. In the **present perfect**, our reference point is the present. In the **past perfect**, our reference point is in the past. We use present perfect to talk about an action that started in the past and **continues to the present** ("I have been very lonely without my sister.") or an action that happened **before now** ("My stepfather has agreed to my marriage."). However, we use past perfect to talk about an action that happened **before a time** in the past ("When my stepfather was born, his family had lost all their money.").

20. Decide the order of the events in the final version of your comic strip. To do this, make a timeline with the events from the story you are working with. Look at the example.

Example:



21. Determine what is going to happen in each panel of the comic strip.

- Consider the structure in Activity 10, the events in Activity 19 and the timeline in Activity 20. Look at the example.

Example:

FOR OUR COMIC STRIP

List of actions	
Exposition. 1. Helen's Story	
Panel 1 - Watson was living at Sherlock Holmes's flat on Baker Street in London. - He woke up and found Holmes standing next to his bed. - Holmes told him about a young woman who had a new case for them.	Panel 2 - Watson and Holmes greet the woman. - She asked if Sherlock Holmes could help her. - Holmes pointed out the fact that she comes from the countryside, based on her outfit.
Panel 3 - Holmes explained how he was able to deduce this.	Panel 4 - Holmes asked why she was there. - Helen began to tell her story.

Remember

We can use the -ing form of the verb as a noun ("It's for calling a servant.") or as an adjective ("I heard the sound of falling metal." "That also is interesting.")



22. Discuss a plan to make the final version of your comic strip. Keep in mind what you did in the previous activity and do the following:

- Use the conversation you just listened to and do the following:
- Exchange opinions about the reaction you want to provoke in the addressee and the sound effects you can include to achieve that.



- Consider the key information necessary to maintain the mystery.
- Talk about the purpose of clues in the comic strip and suggest some changes you may make.



23. Describe the panels of the first draft of your comic strip.

- Bear in mind the illustrations you drew in Activity 16.
- Listen to track. It is about one team of students describing their panels.



24. Check the description of the panel you did in the previous activity, ask questions to detect the missing information that you should include. Look at the example.

- Consider the description you listened to in Activity 23. Look at the example below.
- Listen to the track about how some students introduce these questions in a conversation.



FOR OUR COMIC STRIP

Example:

What does Watson look like?

What is Watson wearing?

In this panel, Watson is waking up and Mr Holmes is standing right next to him. It is very early in the morning. In the second panel, they are both in the living room and there's a young woman dressed in black. She looks tired and unhappy, and her face is very white. Holmes greets her and tells her that he is aware that she has traveled a long way to meet with them.

What does Holmes look like?

What is Holmes wearing?

25. Write a first draft of your comic strip.

- Include words that provide details about the characters and situations in each panel.
- Focus on the text and not on the illustrations. You can make a rough draft for now. Look at the example.

FOR OUR COMIC STRIP

NARRATOR: At the time of this story, I was still living at my friend Sherlock Holmes' flat on Baker Street in London. One day, **very early** in the morning, I woke up and found him standing **there**, right next to my bed. I blinked in some surprise, for it was only 7:15. He was **fully** dressed and I was **still** in my pajamas. He told me about a woman who had come to see us.



Remember

Adverbs help define verbs, adjectives or other adverbs. For example, it's not the same saying "in the morning" / "early in the morning" / "very early in the morning". In the first case we refer to the time from sunrise to noon. The second narrows it down to the first part of the morning. The last expression specifies that it was an unusual time, since it includes the word very. Usually, adverbs answer questions such as where?, when?, how?, how often? or how long?, to what extent? or how much?

26. Check the first draft you did in Activity 23 and decide if you need to delete or add any information.

- Consider the answers to the questions in Activity 24.
- Write the paragraphs for the narrator and the characters' dialogues.
- Determine which information will be in the text and which in the illustrations. Look at the example.

Continue this activity on the next page

Example:

FOR OUR COMIC STRIP

Panel 1

NARRATOR: At the time of this story, I was still living at my friend Sherlock Holmes' flat on Baker Street in London. One day, very early in the morning, I woke up and found him standing there, right next to my bed. I blinked in some surprise, for it was only 7:15. He was fully dressed and I was still in my pajamas. He told me about a woman who had come to see us.

SHERLOCK HOLMES: Sorry to get you up so early, Watson, but there is a young lady waiting for us in the living room. If she has an interesting case for me, you might want to follow it from the beginning.

WATSON: I would not miss it for anything!!!

Closure stage-socialization

27. Check the text you wrote in the panels and do the following.

- Use strategies such as these:
 - Identify misspelled words, for example: those missing one letter or an apostrophe, those that do not start with a capital letter even though they are a proper noun, those that the handwriting is unintelligible, etc.
 - Cross out redundant information that repeats an idea or is not pertinent.
 - Add punctuation marks where needed, for example: a period to separate two ideas, commas to order items in a list, a colon to introduce an example, etc.





28. Prepare the final version of your comic strip.

- Color the illustrations and include the paragraphs you just checked.
- Remember that what the narrator says must appear in rectangles, and the dialogues for the characters in speech bubbles. Look at the example.

FOR OUR COMIC STRIP

Example:



Visit the link to read a comic book version of "The Speckled Band": <https://goo.gl/a34QhD>



29. Organize a reading session of the comic strips.

- Decide if you are going to donate them to the school library, show them to the rest of the school community or keep them in the classroom.

How did it go?



30. Read each line carefully. Tick the box that best describes your work in this practice.



Individual assessment

- I can tell where and when the story happens.
- I analyze the setting of different scenes.
- I identify adjectives that describe characters.
- I describe all the characters and their traits.
- I describe events in order.
- I include all relevant details.

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



31. How do we assess the following aspects of our comic strip?



Making a comic strip

- Did we select a relevant narrative?
- Did we adapt the story accurately?
- Did we write brief descriptions of the characters?
- Did we illustrate the comic strip appropriately?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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32. What is your team's global impression about their performance in this practice?



Team assessment

- Did we respect our agreements?
- Did we divide the tasks, so everyone had something to do?
- Did we pay attention during others' turn to speak?
- What aspects can we improve as a team?
- We have arrived at the end of this practice.

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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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We have arrived at the end of this practice.

WHAT IS ART AND WHO SAYS SO?

Academic and educational environment

SOCIAL LANGUAGE PRACTICE: Write agreements and disagreements to participate in a debate about fine arts.

In this practice, you will write agreements and disagreements to participate in a debate about fine arts.

Warm-up stage

1. Select a fine art and think about some controversial topics to discuss in your debate.
 - Reflect on the following questions and answer them in your notebook. Look at the example.

FOR OUR DEBATE

wield (v): esgrimir, utilizar, usar, emplear

Example:

Fine art	Music
Can you think of any controversial topics regarding fine arts?	<ul style="list-style-type: none"> - Composing and performing with a computer vs instruments - Illegal downloading - Record companies making too much money off the artists' work
Which topic generates the most discussion at school?	Composing and performing with a computer vs. instruments, because some people believe a computer is just a machine and does not provoke the same feelings in listeners as a musical instrument.
What argument can you wield to defend your opinion?	All good music is able to connect with people, regardless of where it comes from or how it came about.

- Complete the table with your own information.

FOR OUR DEBATE

Example:

Fine art	Music
Can you think of any controversial topics regarding fine arts?	

Continue this activity on the next page

Continue Activity 1 below

Which topic generates the most discussion at school?

Blank space for writing an answer.

What argument can you **wield** to defend your opinion?

Blank space for writing an answer.



2. Listen to the track and follow along using the transcript below.



- Underline the expressions that complement what others said and circle the ones that encourage them to participate. Look at the examples.

ERIC: What topic should we discuss in the debate? Can you think of anything interesting?

DAVID: I think we should talk about illegal downloading.

PAULA: I don't agree. There's not much to say about it. It is illegal. That's it.

What do you think, María?

MARÍA: It sounds like a good idea because lots of people do it and that's why it might be interesting, but it's not right.

ERIC: OK, then what about the fact that record companies are making too much money off the artists' work?

DAVID: I don't think that's fair, but I can't say much more. I don't know how the industry works or what companies do to promote an album. It's a relevant topic and I like that you suggested it, but we don't work in the industry, so we'll find it difficult to discuss.

PAULA: Yes, you're right. Let's talk about making music using a computer instead of traditional instruments.

MARÍA: Oh, yes! That could be a heated discussion. Do you like that topic, Eric?

ERIC: I do! I agree that we could have an important discussion about this, as some people don't think that computer-made music can have the same quality or merit as music made with instruments.

DAVID: Yes, that's a great idea! However, there are lots of artists making good music with computers, robots, and other stuff. Because good music is good music, regardless where it came from, or how it came about.

PAULA: OK, good!

- Discuss your answers to the questions in Activity 1.
- Remember that you should work with people that have different opinions on the topic.
- Compliment others and encourage them to participate.

3. Look at the chart below. Read the activities you will complete in this practice in order to write agreements and disagreements to participate in a debate. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	
Explore a topic of interest in different sources.	<ul style="list-style-type: none"> Scan and select texts with controversial topics about art. Recognize text organization and graphic components. Detect what issues are going to be discussed. Determine one's own position on the topic. 	○ ○ ○ ○
Week 2	BUILDING STAGE	
Read texts and understand the general meaning, main ideas, and details.	<ul style="list-style-type: none"> Identify key ideas in favor of or against one's position. Establish connections between one's own position and information in favor of or against it. Highlight information in favor of or against one's own position. Exchange points of view about texts. 	○ ○ ○ ○
Week 3	BUILDING STAGE	
Analyze agreements and disagreements about a topic to write arguments.	<ul style="list-style-type: none"> Select information to write agreements or disagreements. Organize information in favor of or against someone's position. Paraphrase information to explain arguments. Link sentences in paragraphs. 	○ ○ ○ ○
Week 4	CLOSURE STAGE-SOCIALIZATION	
Complete and write sentences about actions and characteristics of characters.	<ul style="list-style-type: none"> Involve others in the debate. Ask others to clarify or repeat something. Provide feedback and summarize comments. Assess the process and product. 	○ ○ ○ ○

- Gather various sources with information about the topic you selected in Activity 1 and bring them to class. There are a few in your Reader's Book.

4. Determine the topic, purpose and addressee for your debate.

- Consider what you discussed in Activity 2. Look at the example.



FOR OUR DEBATE

Example:

TOPIC: Composing and performing music with a computer instead of using instruments.

PURPOSE: To discuss if computer-made music can provoke the same feelings as music made with traditional instruments.

POSSIBLE ADDRESSEES: The school community, especially people interested in music.

Continue this activity on the next page

- Complete the table with your own information.

FOR OUR DEBATE

TOPIC:

PURPOSE:

POSSIBLE ADDRESSEES:

5. Scan the different sources you gathered in Activity 3 and confirm how you know they are reliable.



PAULA: This online newspaper has different articles and a big team of journalists.

MARÍA: According to this information, we can tell the author knows about the topic thoroughly.

ERIC: The text doesn't have any mistakes and the layout is easy to read.





6. Discuss the elements that help you choose the best sources.

- Use the following tips during the discussion.

Tips for choosing sources when doing research	
Online resources	Printed resources
<ul style="list-style-type: none"> Are set by authoritative organizations such as universities, government agencies, museums or well-known magazines. Have been updated recently. You can verify that at the end of the home page. Are objective. They present more than one side of the subject and focus on facts. Are well designed, easy to read and there are no spelling or grammar mistakes. 	<ul style="list-style-type: none"> Have a copyright page that gives the date of publication, name of the author and publisher. Have a table of contents. May include an appendix with additional information. Have a glossary with complex terms and technical words employed in the book. Include a bibliography that lists the sources employed to write the book.

- Keep the reliably-sourced information that you selected in Activity 3 at hand.



7. Explore the texts you selected and do the following:

- Check the graphic components: photos, charts, diagrams, panels and colors.

Remember

Text organization refers to how a text is organized to help readers follow and understand the information presented. Both of the following texts have the same type of text structure: description. The first one features a detailed **description** of computer music to give the reader a mental picture, and the second describes, in general, Beethoven's major accomplishments in life.



Continue this activity on the next page

- Exchange opinions about the Remember and analyze how the information is organized in the texts you are working with, including columns, paragraphs, lists, etc.
- Read the title, subtitles, highlighted parts and locate keywords to decide if the information is related to the topic for the debate you determined in Activity 4. Have a look at the example.
- Make sure to read texts with contrasting opinions about the topic you selected before and take notes in your notebook.

Portrait of Beethoven

**Ludwig van Beethoven Biography**

Pianist, Composer (c. 1770-1827)



Key word about the type of text this is

Facts about his life

QUICK FACTS

NAME
Ludwig van Beethoven

OCCUPATION
Pianist, Composer

BIRTH DATE
c. December 16, 1770

DEATH DATE
March 26, 1827

DID YOU KNOW?
Beethoven's father was an alcoholic who beat his son into practicing music.

DID YOU KNOW?
Many of Beethoven's most accomplished works were created during the time he was deaf.

PLACE OF BIRTH
Bonn, Germany

PLACE OF DEATH
Vienna, Austria

Ludwig van Beethoven was a German composer and the predominant musical figure in the transitional period between the Classical and Romantic eras.

Who Was Ludwig van Beethoven?

Ludwig van Beethoven (December 16, 1770 to March 26, 1827) was a German pianist and composer. Many people consider him to be one of the greatest musical geniuses of all time. His legacy has decisively influenced music, since his innovative compositions combined vocals and instruments, widening the scope of sonata, symphony, concerto and quartet. He is the crucial transitional figure connecting the Classical and Romantic ages of Western music.

Some of Beethoven's most important works were composed during the last 10 years of his life, when he was struggling with deafness. He died at the age of 56.

- Discuss which texts are useful to your debate and use the notes you wrote before.
- Listen to the track and use it as an example.



8. Reread the information you selected in Activity 7 do the following:
- Discuss what the author's point of view is in each of the texts you are working with.
 - Comment on the points and whether you agree or disagree with the author.
 - Identify the reasons, that is, the facts or data provided by the authors in the texts you are working with, to explain whether you agree with them or not. Don't forget to take notes.
9. Exchange points of view and share the reasons why you agree or disagree with them. Look at the example.

PAULA: I think we have too many issues on our list and some of them should be deleted. What do you think?

MARIA: Yes, I agree. I don't think we should delete them completely, but they could be merged.

ERIC: OK. Maybe we can cross off "Can computers displace traditional instruments to make music?" because we can talk about it while we are discussing "Are computers musical instruments?"

DAVID: Yes, let's do that. I think "Does computer music have the same quality as music made with traditional instruments?" Should include "Which has more merit: the skills required to make computer music or the ones needed to play traditional instruments?" and "Are people less interested in playing traditional instruments?"

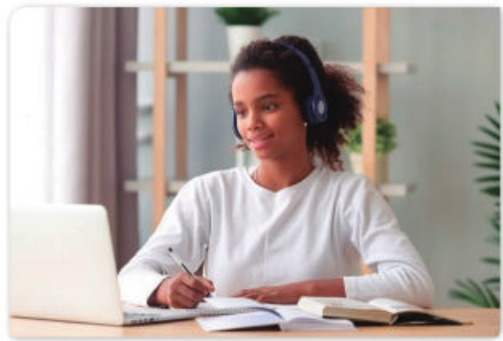
PAULA: OK, so let's cross those off the list, as well.

MARIA: What about the last one: "Does computer music provoke the same feelings in people as music made with traditional instruments?"

ERIC: I believe we should keep it. So, we have three main issues to discuss: if computers are considered musical instruments, the skills in play while making music, and the effect it has on people.

DAVID: Great! I think we're covered.

- You can listen to the previous example on the track.



displace (v):
desplazar



10. Check the notes you took before and do the following:
- Decide which points you are going to discuss during the debate and write them in your notebook. Look at the example.

		cheat (v): hacer trampa
		Issues to discuss
		Opinions
1	Are computers musical instruments?	<ul style="list-style-type: none"> • Yes, because people can create good music with them. • No, because people cheat if they use a machine to copy sounds.
2	Does computer music have the same quality as music made with traditional instruments?	<ul style="list-style-type: none"> • Yes, because good music is good music no matter where it came from. • No, because computer music sounds fake.
3	Does computer music provoke the same feelings in people as music made with traditional instruments?	<ul style="list-style-type: none"> • Yes, because people connect with it deeply. • No, because it was made with a machine that does not portray the emotions of the musician.

- Exchange opinions about which points you agree with and which you don't.
- Check the facts and data you worked with in Activity 8 and use them to write the reasons why you agree with each point or not.



11. Think about your position on the topic you selected in Activity 4.

- Summarize the opinions from Activity 9 that you identify with and provide reasons as to why you chose them. Look at the example.

FOR OUR DEBATE

Example:

MY POSITION ON THIS TOPIC:

I believe that computer music is a new type of music and it needs to be recognized as such. Musicians must have a lot of skill to be able to compose with a computer and if the result is good, people will be able to connect with it. Good music is good music no matter where it came from.

- Complete the chart with your own information.

FOR OUR DEBATE

MY POSITION ON THIS TOPIC:



12. Reread the texts you selected in Activity 7 and highlight some key ideas in favor of and against your position. Look at the example.

Example:

ARE VIRTUAL INSTRUMENTS AND MUSICAL SOFTWARE SOLUTIONS A THREAT TO CLASSICAL INSTRUMENTS?

Posted by Melissa

Music is changing. That's easy enough for anyone to recognize, most people over a certain age have noticed the rise of electronic music with mixed emotions. Even older musicians and fans can remember the rising popularity of electric music. The truth of the matter is that music has always been changing. If music didn't then, we would still be making music by slamming sticks against rocks and logs. But that doesn't mean that changes can't be criticized, though it does encourage some humility.

If you turn on the radio, you'll notice that more and more music is made using virtual instruments or highly distorted using music software. That's what we're talking about, music made with computers versus music made with wind, percussion, and strings. Even if the instruments use electricity, we'll still consider them classical, since even the most devoted fan of the acoustic guitar will sooner play an electric guitar than use a computer program that recreates the guitar sound without using a single string.

Electronic music is on the rise, but will it replace classical instruments? The short answer is no, and even electronic musicians will tell you this. The long answer is more complicated.

Source: <https://bit.ly/2VCbBbd>

THE ADVANTAGES OF CLASSICAL INSTRUMENTS

The lines are blurred between virtual instruments and acoustic instruments. Most popular music today is produced completely with computers or with the assistance of computers. So what advantages do classical instruments offer?

We touched on the first reason already, classical instruments are tactile. Even the most sophisticated acoustic instruments make music based on the oldest methods of music making. There's air blowing through tubes, percussion causing air to vibrate, and strings being vibrated to release sounds. Clarinets, drums, and cellos all harken back to the days when humans made music with reeds, hollow logs, and vines. To touch these instruments is to rest your hands on musical history, producing music in the same basic manner that your ancient ancestors once did. This is a raw, visceral appeal that tugs at our heartstrings even before we learn any of this history.

There is also the social nature of classical instruments. True, electronic musicians can get together and collaborate. But if you look at popular electronic musicians you'll notice that they often perform alone, or if they do collaborate they provide all the instrumentation while someone else does the vocals. This is a completely legitimate way to make music, but it takes something away from the collaboration process. When you learn a classic instrument, you understand that you can't do everything yourself. A rock band isn't the same if it's just a guitarist or just a drummer, it takes different musicians coming together to create something bigger than themselves.

Key idea in favor

Key idea against

13. Classify the ideas in favor of and against the topic that you highlighted in Activity 12.

- Consider the position you decided on in Activity 11.
- Rewrite the ideas using the English variant you prefer. If, for example, something is written in British English, but you feel more comfortable using American English, adapt the statement to the American variant. Look at the example.

FOR OUR DEBATE

Example:

IDEAS IN FAVOR:

- Music has evolved over time. Technology is present in every aspect of our life.
- Very few people can distinguish between a recorded traditional instrument and a decent computer emulation of those instruments.
- Computer-based sound can produce as many nuances as a competent performer could want.
- Some people like the computer kind of sound in music. They exaggerate it to sound "fake".



Continue this activity on the next page

IDEAS AGAINST

- Before more people learned how to play an instrument. Now they would rather use a computer.
- The social component is lost with computer music, as most electronic musicians perform alone.
- The human element is lost in computer music, since it uses electronic algorithms.
- The vocals in pop music are so computer-manipulated that the voice loses its humanity.



Remember

There are some differences between American and British variants of English. One of them is that there are two possible ways to conjugate the verb *learn* in past and past participle: *learned* / *learnt*. Both are acceptable, but *learned* is used in both British English and American English, while *learnt* is much more common in British English.

14. Go to your Reader's Book, and read the extract from an online forum about computer music and comment on which ideas are in favor of it and which are against.

- Explain how you can recognize that they are for or against. Look at the example.

Example:

Taylor Jones
Feb 17, 2018

In my opinion, very few people can't distinguish between a recorded traditional instrument and a decent, today's "industry standard" computer emulation of those instruments. On the other hand, the vocals in pop music are so computer-manipulated and altered that the voice loses its humanity.

Some people even like the computer kind of sound in music, now everybody is exaggerating the fake quality of the sound because of that and also because they just don't care enough to mimic real instruments anymore, or even a voice, for that matter.

I believe it's **against**, because she also states that an "altered voice loses its humanity".

I think this is an opinion **in favor** of computer music, because she says nobody can tell the difference between traditional instruments and computer emulation.



15. Write some expressions that introduce an opinion and to agree or disagree with something.

- Check your Reader's Book, to find a few and think of others.
- Discuss which expressions you can include in your points of view. Look at the example.

Example:

DAVID: There are several expressions we can use depending on what we think about the arguments.
PAULA: At the beginning, to introduce an opinion, we can simply start with "I think..." and then state our point of view.
MARÍA: Yes, then to agree with something we can say "I fully support the fact that..." or, if everyone believes it, we can even use "We can all agree with..." and then state the arguments.
ERIC: Great. If there's something we don't agree with we can say "This is not true because..." followed by a fact.

- Discuss the ideas in favor of and against what you wrote in Activity 13 and use the expressions above to let others know if you agree with them or not.
- Listen to the track and use it as an example.



16. Check the ideas in favor of and against that you wrote in Activity 13 and do the following:

- Determine how the students feel about the text they are commenting on.
- Underline the statements that provide clues to decide if the text is good or not.
- Exchange opinions about what conclusion you can reach. Look at the example.

PAULA: Music has always been changing and, if technology is present in all aspects of our lives, it is going to be present in music, too.
MARÍA: Exactly, and computers don't replace traditional instruments; they're a new expressive tool in themselves.
ERIC: Ok, but the social component is lost with computer music: most DJs perform alone. They should compose and perform with other musicians.
DAVID: Yes, I agree, but we can say that computer made music can be as good as music made with traditional instruments.
PAULA: Totally.

- Write a short conclusion about their conversation.

Conclusion

- Exchange opinions about the texts you selected in Activity 7.
- Consider the issues you wrote about in Activity 10 to check if there is any missing information.
- Think about what you discussed in Activity 15 and decide if you need any more ideas in favor of or against the topic for your debate.
- Listen to the track for an example of a conversation of ideas in favor and against.



TRACK 62

Remember

At the bottom of the card with the information you researched, you must include the references with the details of the source where you got the information. Write down the author or editor, date, title and publication information.

17. Make some cards with the information you have about the topic you are going to discuss.

- Consider the ideas you highlighted in Activity 12 and how you classified them in Activity 13.
- Think about the conversation you had in Activity 16 and include some new information.
- Write the reference so that you know where the information comes from. Look at the example.

FOR OUR DEBATE



stuff (n.):
cosas

CARDS WITH
INFORMATION

There is an electronic musician named Richard D. James who is working with robots that play traditional instruments and he records them. In an interview, he stated, "I've been doing loads of electro-mechanical stuff with drum robots and things like that. I've got four MIDI pipe organs and a Disklavier-controlled piano and computer-controlled percussion."

REFERENCE:

Sherburne, P. (2014, August) A conversation with Aphex Twin. Pitchfork. Source: <https://goo.gl/nJeC6j>



MIDI
Glossary on
page 182

CHECKPOINT

18. Read each line carefully. Tick the box that best describes your work up to this point.

I can scan and select texts about controversial topics concerning art.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can recognize textual organization and graphic components.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can detect what is going to be discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can determine someone's position on a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify ideas in favor of or against someone's position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can establish connections between someone's position and information in favor of or against it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can highlight information in favor of or against someone's position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can exchange points of view about texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Reread the cards you wrote in Activity 17 and choose the information you will use to write the arguments.

- Include all the information from previous activities that support your point of view.
- Consider the issues and points of view from Activity 10 and your position on the topic from Activity 11. Look at the example.

FOR OUR DEBATE

Issue:

1. Are computers musical instruments?

Opinion:

Yes, because people can create good music with them.

Continue this activity on the next page

Information:

- Remember**
When using another person's ideas or words, you should include an in-text citation to the original work. To reference an in-text citation, you must write, in parentheses, the last name of the author, the year it was published, and the page number at the end of the quote if you are using a printed source, for example, (Sherburne, 2014). Here, we do not include the page number because it is from an online magazine. If you do not know the date an online article was published, write n.d. after the author.
- keyboard (n.):** teclado
- Music has evolved over time. If technology is present in most aspects of our lives, it is going to be present in music, as well.
 - *Computer-based sound is so versatile nowadays; it can produce as many subtle nuances as a competent performer could want. It depends on the skill of the person behind the computer* (Riera, 2015).
 - There is an electronic musician named Richard D. James who is working with robots that play traditional instruments and he records it. In an interview he stated, "I've been doing loads of electro-mechanical stuff with drum robots and things like that. I've got four MIDI pipe organs and a Disklavier-controlled piano and computer-controlled percussion" (Sherburne, 2014).
 - *Electronic musicians create music using principles and terminology developed in the classical world. Creating electronic music often requires the use of controllers that look and operate like keyboards, so many of the best electronic musicians can also play the piano* (Melissa, nd). The two forms of music making complement each other.
 - *Music is crafted not by computers and other musical instruments used but by the person who uses them. And the effort and vibe the musician puts into creating that music is evident with every beat and harmony in play.* ("Are Computers Musical Instruments?", 2017).



20. Check the information you wrote in the previous activity and do the following:



TRACK 63

- Read each paragraph, determine in which order you are going to present them and number them. Look at the example.

- Listen to the example on the track.
- Write the paragraphs in the order you established before in your notebook.

- Music has always been changing. If technology is present in most aspects of our lives, it is going to be present in music, as well.
- *Electronic musicians create music using principles and terminology developed in the classical world. Creating electronic music often requires the use of controllers that look and operate like keyboards, so many of the best electronic musicians can also play the piano* (Melissa, nd). The two ways of making music complement each other.

Continue this activity on the next page

- There is an electronic musician called Robert D. James that is working with robots that play traditional instruments and he records it. In an interview he stated, "I've been doing loads of electro-mechanical stuff with drum robots and things like that. I've got four MIDI pipe organs and a Disklavier controlled piano and computer-controlled percussion" (Sherburne, 2014).
- *Computer-based sound is so versatile nowadays; it can produce as many subtle nuances as a competent performer could want. It depends on the skill of the person behind the computer* (Riera, 2015).
- *Music is crafted not by computers and other musical instruments used but by the person who uses them. And the effort and vibe the musician puts out in creating that music shows with every beat and harmony in play.* ("Are Computers Musical Instruments?", 2017).



21. Read the paragraphs you just put in order and do the following:

- Choose the expression that best suits each argument from the boxes below. Look at the example.
- Exchange proposals that help expressing arguments. Look at the example.

Example:

We can all agree with the fact that... because

I don't agree with what you said because

I feel the same way, as

I am afraid that

That's true

That's just it!

I believe that

You are right

- Propose expressions that emphasize the arguments in favor and against. Look at the example.

Example:

- The computer doesn't replace traditional instruments. The computer is a new expressive tool
- Musicians believe they can play all the instruments using only the computer. They perform alone and the social component is lost with computer music.

- Include the expressions in the paragraphs to start composing your arguments. Look at the example.

- People argue that the social component is lost with computer music, as most electronic musicians perform alone.
- They believe they can play all the instruments using only the computer.
- I agree with this, and I will love to see DJs composing and performing with their peers.

Continue this activity on the next page

- 1) Expression that introduces a point of view arguing against computer music.
- 2) Explanation that supports what was already stated.
- 3) Pronoun that replaces the word "musicians"
- 4) Sentences that agree with the point of view against the topic, and a comment about it.

- Check if the arguments above have all the elements needed.
- Underline the expression with the personal stance, circle the connector and write a) next to the explanation. Look at the example.

Example:

We can all agree with the fact that music has evolved over time because if technology is present in most aspects of our lives, it is going to be present in music, as well.

Remember

When building a point of view, follow this formula: personal stance + connective + explanation. The personal stance implies deciding who subscribes to it; personal subject pronouns (I, you, he, she, it, we, they) are used to indicate who is responsible for such a view. The connective links the personal stance with the explanation, which elaborates on why the person thinks this way.



22. Write a few sentences to express your point of view.

- Use the discussion in Activity 21 as an example.



23. Check the quotes in the paragraphs you are working with and, with the teacher's help, exchange opinions about how to explain information in your own words, that is, how to paraphrase it. Look at the example.

Example:

If we use passive voice the focus will be on the devices instead of on the people manipulating them

computers can be used

We can all agree with the fact that music has evolved over time because if technology is present in most aspects of our lives, it is going to be present in music, as well. We can use computers as musical instruments if people are manipulating them to make sound for a musical purpose. The computer doesn't replace a traditional instrument, it's a new expressive tool. It depends on the skill of the person with the computer. ^{in itself}

The reflexive pronoun emphasizes the fact that we are referring back to the computer.

By shortening the statement we make sure that we don't lose the addressee's attention.



24. Based on the previous activities, rewrite the paragraphs with the paraphrased information and the expressions that emphasize or downplay the arguments. Look at the example.

- With the teacher's help, write the paraphrased parts in your notebook using synonyms in order to avoid repeating words and connectives to link ideas.

1) We can all agree with the fact that music has always been changing 2) because if technology is present in most aspects of our lives, it is going to be present in music, as well. 3) Therefore, computers can be used as musical instruments if people are manipulating them to make sound for a musical purpose. The computer doesn't replace traditional instruments; it's a new expressive tool 4) in itself. It depends on the person's skill behind the device. 5) However, some believe that musicians cheat as they use a machine to make sounds. 6) This is not true because "computer based sound is so versatile nowadays" (Riera, 2014). 7) I understand this is why people argue that the social component is lost with computer music, as most electronic musicians perform alone. They believe they can play all the instruments using only the computer. I agree with this, and I will love to see DJs composing and performing with their peers. 8) I think they should work on this particular aspect.

- 1) Expression to emphasize an obvious fact
- 2) Connective to introduce an explanation
- 3) Connective that introduces a consequence followed by passive voice to focus on the devices, not the users
- 4) Reflexive pronoun to refer back to the computer
- 5) Connective to state an opinion against computer music followed by a provocative sentence.
- 6) Expression to introduce a counter argument
- 7) The speaker places herself before another point of view against the topic
- 8) Sentence agreeing with the counter argument

- Do the final version of your arguments in cards. Remember to include the paraphrased information and the expressions to emphasize or downplay the arguments.

Remember

We use a reflexive pronoun when we want to refer back to the subject of the sentence. Reflexive pronouns end in "-self" (singular) or "-selves" (plural): myself / yourself / himself, herself, itself / ourselves / yourselves / themselves. For example, "I find myself on an early-morning flight to London to meet up with Richard D. James at a hotel near Charing Cross." or "Your brain has to reconfigure itself in order to deal with the new sound."

Remember

A list of key synonyms for your topic will help you to paraphrase more fluently.

Closure stage-socialization



25. Listen to the track, pay attention to the way the interlocutors speak and do the following:



TRACK 64

- Exchange opinions about which expressions are provocative and which are neutral.
- Discuss which interlocutors involve others and offer to clarify or ask others to clarify something.

DAVID: Which expressions from the track are provocative?

PAULA: I think that saying DJs "cheat" because the "copy" sound is to simplify what they actually do and to confront people who may think otherwise.

MARÍA: Totally. The person who replies to that statement also uses a provocative phrase: "quite the opposite" to emphasize that she disagrees.

ERIC: Ok, I get it. Another provocative sentence is "you must admit that not everyone can make good music".

DAVID: Exactly. I think we can all agree with that statement but the speaker wants to provoke a specific reaction from the interlocutor with the word "must".

PAULA: What about the neutral expressions?

MARÍA: There are several, like "What do you think about this?" because it's just inviting others to participate.

ERIC: I agree. I also find "I didn't know this" a neutral expression, since she's recognizing something that she thought was different.

DAVID: "Good music is good music, no matter where it comes from" works as neutral because everyone agrees with that statement.

PAULA: Exactly, it's the same with "that is just what I think", because the next interlocutor agrees with what the previous one just said.



26. Based on the previous activity, make some notes on the cards you made in Activity 24 to highlight the following:

- Arguments that should be clarified or repeated.
- Provocative and neutral expressions. Ideas that should be emphasized or reinforced.

The computer doesn't replace traditional instruments; it's a new expressive tool in itself. **1)** It depends on the person's skill behind the device. However, some believe that musicians cheat as they use a machine to **2)** copy sounds. This is not true because "computer based sound is so versatile nowadays; **3)** it can produce as many subtle nuances as a competent performer could want" (Riera, 2014).

- 1) This elaborates on the first statement, since it explains the type of user who can work with this "expressive tool".
- 2) Word that replaces the verb "make" to emphasize the metaphor about cheating. This new verb has a pejorative meaning that causes a stronger reaction on the interlocutors.
- 3) This explains what kinds of sounds can be made with computer music.



27. To organize a debate, exchange opinions about the following:

- Time to present arguments and debate them.
- Turns for each participant.
- Person responsible for moderating and controlling times and turns.
- Person responsible for summarizing conclusions at the end of the debate.
- Look at the example.

MARÍA: How can we organize our debate?

ERIC: We can start with how much time we have for the debate in total and then divide it in turns, so everyone can participate.

DAVID: Yes, let's do that. I guess half an hour is enough for the whole discussion.

PAULA: I agree. Then we can have five-minute interventions so everyone has the same amount of time to talk.

MARÍA: Right. So, first the moderator will introduce the topic and the participants.

ERIC: Ok, then we present the first argument in favour of computer music.

DAVID: Then the participants can refute it with their arguments against and so on.

PAULA: Ok, we can take two turns for arguments in favor and two for arguments against. We have 5 minutes left.

MARÍA: Exactly. Those will be for conclusions.



28. Listen to the track and write a ✓ next to the expressions that show agreement with a comment and put an ✗ if they show disagreement. Look at the example.

MODERATOR: Are computers musical instruments?

ERIC: Yes, because people can create good music with them. I **reckon** that manipulating a device to make sound for a musical purpose makes it a musical instrument; computers can be musical instruments, too.

DAVID: **Exactly!** Besides, we can all agree with the fact that music has been evolving, because if technology is present in most aspects of our lives, it is going to be present in music, as well.



reckon (r):
considerar



TRACK 64

PABLO _____, but I believe these "musicians" are cheating, as they use the computer to copy sounds.

PAULA _____. They are making much more. As a person on an online forum said, "Computer-based sound is so versatile nowadays; it can produce as many subtle nuances as a competent performer could want."

MODERATOR OK, OK. Can you provide examples of the work electronic musicians are doing right now?

MARÍA _____ There is a DJ called Robert D. James who is working with robots that play traditional instruments and he records them. In an interview with Pitchfork, the magazine, he stated that he has been doing electro-mechanical music with drum robots. He also records the sounds made with MIDI pipe organs, a Disklavier-controlled piano and computer-controlled percussion (Sherburne, 2014).

MODERATOR What do you think about this?


CLARA I didn't know all of the work that is involved in making music this way. I thought it was just an amateur job. However, you must admit that not everyone can make good music.

DAVID Oh, _____ Good music is good music, no matter where it comes from.

PAULA _____ The result depends on the skill of the person making the music. It doesn't matter if he uses a traditional instrument, a computer, or both.

PABLO _____

How did it go?

 30. Read each line carefully. Tick the box that best describes your work in this practice.



Individual assessment

• I reread the arguments to identify what punctuation marks can be used to emphasize them.



• I use punctuation effectively to enhance comprehension and oral reading.




• I use non-verbal language to stress arguments.



• I keep other participants interested with compelling arguments, gestures, volume and pace.



Product

 31. How do we assess the following aspects of our debate?



Our debate

• Did we involve others in the debate?



• Did we ask others to clarify or repeat something?



• Did we summarize comments?



- Discuss the topic you selected in Activity 4 and use the final version of the arguments you wrote in Activity 27.
- Use appropriate phrases to emphasize if you agree with an opinion or give nuance to your disagreement.
- Come to a consensus on the topic at the end of the debate.



29. Hold the debate and use the final version of the arguments you wrote in Activity 27.

- Involve others so they can share their points of view.
- Use some of the following expressions, in case you need them, to reach a conclusion.
- Summarize everyone's points of view and reach a conclusion.
- Record the debate.
- Listen to the track and use it as an example.



TRACK 65

Involving others	Neutral language	Clarifying information
How do you feel about...?	Some people are forgetting that...	Can you elaborate?
Do you agree?	I feel frustrated when...	Do you have any examples?
What's your take on this?	It might help...	Could you repeat that?



32. What is your team's global impression about their performance in this practice?



Team assessment

• Did we respect our agreements?



• Did we divide the tasks, so everyone had something to do?



• Did we pay attention during others' turn to speak?



• What aspects can we improve as a team?

 We have arrived at the end of this practice.

GUESS WHAT HAPPENED

Family and community environment
SOCIAL LANGUAGE PRACTICE: Interpret and offer descriptions of unexpected situations in a conversation.

In this practice, you will give an oral testimony and describe an unexpected situations in a conversation.

Warm-up stage

1. Go to your Reader's Book, page 77 and read Malala's Yousafzai's biography.



IT

Look for some videos about Malala's story. You can also check this link to know more about her: <https://goo.gl/i5UWbE>



2. Listen to Malala's testimonies and follow along with your Reader's Book, pages 79-82.

- Write the name of the track next the medium in which each story might have appeared.
- Listen to Malala's testimony and follow along with your Reader's Book.



World News

KARACHI, Pakistan
 On Tuesday, masked Taliban gunmen answered Ms. Yousafzai's courage with bullets, singling out the 14-year-old on a bus filled with terrified schoolchildren, then shooting her in the head and neck. Two other girls were also wounded in the attack. All three survived, but late on Tuesday doctors said



that Ms. Yousafzai was in critical condition at a hospital in Peshawar, with a bullet possibly lodged close to her brain.



POSTCARD

Dear Moniba This is a postcard of the Red Mosque in Islamabad. It's beautiful. There was an incident on the ride back. When our bus hit a pothole my brother, who had been asleep, jerked awake. Was that a bomb blast? he asked. It sounded terrible!

Continue this activity on the next page

Continue Activity 2 below

News

Last week took place the annual speech competition at Swat's municipal auditorium, whose topic was "Honesty is the best policy". Moniba won the first prize, and Malala was awarded with the second. Both girls attend first grade of secondary.



3. Think about the titles you filled in before and complete the chart below with the appropriate information from this boxes.

to inform the school community about the contest

speech competition

to tell a friend about the trip

postcard

attack

Islamabad

school newspaper

Pakistan

	The Speech Competition	The Attack	The Trip to Islamabad
Publication		international newspaper	
Topic			trip
Setting	Mingora		
Purpose		To tell the world about Malala's attack	



4. Look at the chart below. Read the activities you will complete in this practice in order to describe an unexpected situation in a conversation. Remember to tick each activity as soon as you finish it.



Week 1		WARM-UP STAGE	
Listen to and explore descriptions of unexpected situations shared in an oral exchange.	<ul style="list-style-type: none"> Identify topic, purpose, and addressee. Distinguish attitudes and emotions. Understand acoustic features. 	<input type="checkbox"/>	<input type="checkbox"/>
Week 2		BUILDING STAGE	
Interpret general meaning, main ideas, and details.	<ul style="list-style-type: none"> Identify ways to describe unexpected situations and clarify meaning of words. Identify main ideas and information that broadens, exemplifies, or explains them. Formulate questions to understand descriptions. Identify strategies used to rephrase ideas, adjust volume and speed, and negotiate meaning. Enunciation. 	<input type="checkbox"/>	<input type="checkbox"/>
Week 3		BUILDING STAGE	
Describe unexpected events.	<ul style="list-style-type: none"> Write sentences to describe unexpected situations. Add details to main ideas. Change direct speech into indirect speech, and vice versa. Adjust speed, rhythm, diction, and intonation. Use strategies to influence meaning. Use strategies to restore a failed conversation. Produce spontaneous descriptions of unexpected situations. 	<input type="checkbox"/>	<input type="checkbox"/>
Week 4		CLOSURE STAGE-SOCIALIZATION	
Participate in a conversation to describe unexpected situations.	<ul style="list-style-type: none"> Maintain an oral exchange with the support of non-verbal language. Assess the process and the product. 	<input type="checkbox"/>	<input type="checkbox"/>



- Look for some testimonies of unexpected situations to use throughout this practice. There are plenty of resources online, or you can use the ones in your Reader's Book, which are situations that happened to Malala when she was a schoolgirl in Pakistan.



5. Choose a testimony and draw a short comic strip about it.
- Include the setting and some sound effects. Look at the example of Malala's testimony about her trip to Islamabad.

Example:

The Trip to Islamabad



6. Reread the testimony you selected and imagine the person's facial expressions while telling it.
- Draw the emoji that best describes the emotions in each line. Look at the example.

The Speech Competition

	It was OK.		I kept losing my place as my shaking hands danced in my shaking hands, but as I ended I looked up at Father.
	Yes, she did. She was very composed and her speech was more emotional and poetic than mine, though mine might have had the better message.		He was smiling.



Continue this activity on the next page

	I was very nervous. I was trembling with fear.		When the judges announced the results at the end, Moniba had won. I came in second. It didn't matter. I was used to being top of my class.
	I remembered what Father had said about taking a deep breath before starting, but then I saw that all eyes were on me and I rushed through.		Thanks!  breath (n.): respiro

- Role-play the testimony you selected and include the appropriate body language and expressions.
- Use the emojis you just drew to remind yourself of how to react on each line of the dialogue.



Reader's Book page 79



TRACK 66

7. Listen to the audio, follow along in your Reader's Book, page 79, and underline there the changes in intonation with different colors.

- Highlight some words to indicate emphasis.
- Pay attention to rhythm and speed. Look at the example.

Example:

ATAL: Were you nervous? ↑

MALALA I was **very** nervous. I was trembling with fear.

ATAL: Were you nervous because Grandfather went to see you? ↑
He was very excited.

MALALA Yes, I knew he really wanted me to win the competition, which made me even **more** nervous.

Remember

In English, you can state negative sentences with one word. In the following example, you can form the negative with *didn't* or with *none*. "There were another eight or nine boys and girls, but I *didn't* know any of them / I knew *none* of them."

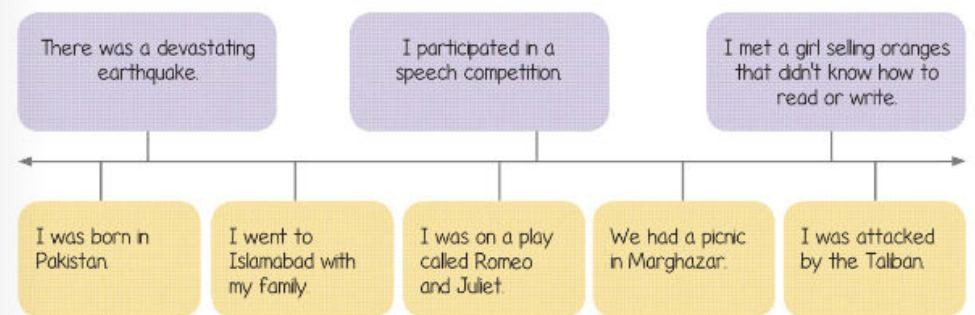
- Role-play the testimony you selected and include the changes in intonation.

8. Think about some stories of unexpected situations that describe an emotion.

- Ask your friends and family for stories they remember about you. You can also check photos, letters or journals.
- Draw a timeline of your life and include the unexpected situations that have happened to you. Look at the example.

Continue this activity on the next page

Malala's timeline



- Choose one of the events from your timeline to talk about in the conversation about unexpected situations.
- Circle the details that best describe the event you chose.



Remember

Ask yourself if you remember all the details about the event you selected. If you don't, you won't be able to portray a full image of it. You must also consider how you feel about it. If you feel embarrassed, you might not want to talk about it.

9. Complete a chart in your notebook with the information about the story you are going to share.

- Look at the example of one of Malala's testimonies.

FOR OUR ORAL TESTIMONY

Example:

TOPIC	My experience in the 2005 Kashmir earthquake
SETTING	My village, in Swat Valley
ADDRESSEE	The school community
PURPOSE	To share how I was affected by one of the most devastating earthquakes in Pakistan in recent years

Remember

To find a topic you are interested in, try brainstorming some ideas or grouping ideas together. Then, limit the topic. For example, if Malala decided to talk about the 2005 Kashmir earthquake, she had to include lots of different parts, such as causes, effects, affected areas, how the society reacted, among others. However, by limiting it to "My reaction to the 2005 Kashmir earthquake", she is able to cover the topic in a short conversation.

Building stage

10. Determine the general meaning of your story, with your teacher's help.

- Include all the details you circled in Activity 8 and the information from the chart in Activity 9.
- Look at the example below that has the details in italics.

FOR OUR ORAL TESTIMONY

Example:

I am going to share my testimony about the 2005 earthquake that occurred in the region of Kashmir WITH the SCHOOL COMMUNITY, what my classmates and I did at the moment, how I felt and what happened in the following days.

Remember

To determine the purpose of the testimony, think about why are you going to disclose it. Do you want to provide information, entertain people, or express yourself? For example, since you are going to have the oral testimony with the school community, they might already know the main details about the earthquake, but they don't know how you felt or what happened at home.

11. Go to back to Activity 5 and reread the comic strip bullet. You will differentiate the main ideas from those that are not.

- Identify the four numbers in the panels and match them with the main ideas presented in this chart.
- Identify the other four ideas that only describe details. Write a letter D next to them. Look at the examples.

The Trip to Islamabad			
1.	We were on the bus on our way back from Islamabad.	D.	The radio was playing some music.
	The tire exploded with a loud bang!		My brother was sleeping.
	I was telling my dad what I had liked about the trip.		The bus hit a pothole .
	My brother thought it was a bomb blast.		My mom calmed my brother down.

- Write the main ideas for your oral testimony.

FOR OUR ORAL TESTIMONY

Example:

- One day, our desks started to tremble and **shake**.
- We ran outside and **gathered** around our teachers.
- Afterwards, we were all sent home.
- It took a while for us to realize how bad it was.
- We started to collect money and donations to help people.

shake (v):
temblar
gather (v):
rounir
pothole (n):
bache

12. Organize the main ideas in a flowchart, according to what happened first, what followed and what happened last. Look at the example.

FOR OUR ORAL TESTIMONY

Example:



Remember

To identify the difference between a main idea and a detail, look for the action. For example, what is more important: that the radio was playing some music or that Malala and her family were on the bus coming home from vacation? In this case, the main idea is that the family was riding the bus, since this allows us to know the setting of the story.



13. Check the flowchart in Activity 12 and think about the questions that could appear in the conversation about the 2005 Kashmir earthquake.

- Tick the ones that would suit the oral testimony. Look at the example.

The Trip to Islamabad			
	What did you do afterwards?		What happened next?
	Did you start to sing and dance?		Were you scared?
	Are you used to earthquakes?	✓	How bad was the earthquake?
	Were you happy about it?		Did you do something to help the refugees?

- Determine which questions from the box suit the conversation and write them in your notebook.

Remember

Flowcharts are graphic organizers that allow you to see the main events in chronological order. They do not include details, as these will be added later.



14. Look the chart below. There are two stories. Each one have two ways to narrate aloud. Listen the four tracks to compare them.

a. Tick the best track for each story and explain why you selected it.

b. Pay attention to rhythm, speed and intonation.



TRACKS
69 to 72

Example:

Testimonies	Testimonies		Why
The Speech Competition	69	70	
The Trip to Islamabad	71	72	



15. Listen to the tracks and follow along, using the transcripts below.

- Decide which questions and phrases from the box would be appropriate to include.
- Write the number of the question or phrase in the appropriate parenthesis in the transcript below. Look at the example.



TRACKS
69 to 72

Continue this activity on the next page

Continue Activity 15 below

Example:

1	What did you say?	4	Pardon?	7	Speak more slowly, please.
2	Can you elaborate on that subject?	5	I didn't understand that, can you backtrack a little?	8	Can you explain what that is?
3	Could you repeat that a little louder?	6	What do you mean by that?	9	Excuse me?

Track 69

There was a public speaking competition and Moniba, my friend, and I both decided to enter. She spoke well (4). She did a good job, but I was so nervous before the speech, I was trembling with fear. I remembered what my father had said about taking a deep breath before starting, but then I saw that all eyes were on me and I rushed through () I rushed through. I kept losing my place as the pages danced in my shaking hands, but as I ended I looked up at my father. He was smiling () He was smiling. When the judges announced the results, Moniba had won. I came in second.

Track 72

On our way back from Islamabad, our bus hit a pothole. () It's a hole on the ground. It sounded like an explosion. My brother Khushal, who had been asleep, jerked awake. "Was that a bomb blast?" he asked () That was the fear that filled our daily lives. Any small disturbance or noise could be a bomb or gunfire. () I mean that we were so scared, that we were worried all the time about everything.

- Role-play the oral testimony you selected and include the appropriate features.



16. Check the oral testimony you selected and identify a couple of words you don't know the meaning of.

damage (n.):
daño

- Find out their meaning using contextual clues. Look at the example.

Example:

Unknown word:	pothole
Step 1: Look for contextual clues. These are the words and phrases that surround the word you don't know.	"way back", "bus", "tire", "explosion"
Step 2: Guess what the unknown word means using the contextual clues.	The tire exploded because the bus hit a pothole on the highway. I know that tires can be damaged when they hit holes in the ground."
Step 3: Check your definition by inserting it in place of the unknown word and see if it makes sense.	"On our way back from Islamabad, our bus hit a hole in the ground. It sounded like an explosion."

CHECKPOINT

17. Tell your story and pay attention to how others react to it.

- Provide your partner with feedback and adjust the testimony to be sure everything is understood.

Remember

There are two types of details you can include in an oral testimony. **Action details** indicate what happened and what people commented. For example, "It was October and I was in primary school when the earthquake happened." **Sensory details** describe what you saw, heard, tasted, felt and smelled. For example, "The aftershocks kept coming all afternoon, so we remained very scared."

18. Decide the order of your oral testimony and organize the information in a flowchart.

- Use the main ideas and the questions from Activities 11, 12 and 13 and include some details. Look at the example.

FOR OUR ORAL TESTIMONY

One day, our desks started to tremble and shake.

- It was October.
- I was in primary school.
- All the boys and girls yelled, "Earthquake!"

aftershocks
landslides
power
Glossary on page 182

We ran outside and gathered around our teachers.

- That's what we were taught to do.
- All the buildings around us seemed to be shaking and the rumbling didn't stop.
- Most of us were crying and our teachers were praying.

Afterwards, we were all sent home.

- What did you do afterwards?
- Our mother was relieved to see us and hugged us.
- Were you scared?
- The aftershocks kept coming all afternoon, so we remained very scared.

It took a while for us to realize how bad it was.

- Entire villages had been turned to dust.
- Landslides blocked access to the worst-affected parts.
- All the phones and power lines were down.

We ran outside and gathered around our teachers.

- Did you do something to help the refugees?
- My father went to everybody he knew, asking for donations of food, clothing and money.
- I helped my mother collect blankets.

19. Organize the main ideas, details and questions in an oral testimony.

- Take the flowchart from Activity 18 as an example.
- Answer the questions to provide more details. Look at the example.

FOR OUR ORAL TESTIMONY

Interlocutor

Draft 1

MALALA: One day in October, our desks started to tremble and shake. I was in primary school. All the boys and girls yelled, "Earthquake!" We ran outside and gathered around our teachers, as this is what we were taught to do. All the buildings around us seemed to be shaking and the rumbling didn't stop. Most of us were crying and our teachers were praying.

FRIEND: What did you do afterwards?

MALALA: We were all sent home. Our mother was **relieved** to see us and hugged us.

FRIEND: Were you scared?

MALALA: Yes, because the aftershocks kept coming all afternoon. It took us a while to realize how bad it was. Entire villages had been turned to dust. Landslides blocked access to the worst affected parts. All the phones and power lines were down.

FRIEND: Did you do something to help the refugees?

MALALA: We started to collect money and donations to help people. My father went to everybody he knew, asking for donations of food, clothing and money. I helped my mother collect **blankets**.

relieved
(adj.): aliviada
blanket (n.):
cobija



Remember

It's easier for other people to understand the information when it's presented in a logical order. To organize the main ideas, consider what others need to know first, second and so on.

20. Adjust the draft you just made to add some more details.

- Discuss what you imply with each newly added phrase to provoke a specific effect on the addressee. Look at the example.

Continue this activity on the next page

With this phrase Malala wants to highlight the fact, that in secondary, students must attend same-sex school



We can infer that she knew something was not right, and that this earthquake was quite severe.



One fine October when I was still in primary schools our desks started to tremble and shake. Our classes were still mixed at that age, and all the boys and girls yelled "Earthquake!" We ran outside as we had been taught to do. All the children gathered around our teachers as chicks swarm to a mother hen. Swat lies on a geological fault line and we often have earthquakes, but this felt different. All the building around us seemed to be shaking and the rumbling didn't stop.

By saying this, she clarifies that in her school they were prepared and knew the safest actions in case of an earthquake.



Remember

Since this is a conversation, the style is informal. However, if Malala was addressing a big audience during the Nobel Prize ceremony, the register would be much more formal, and she would be very careful to use grammatically standard forms.

FOR OUR ORAL TESTIMONY

FRIEND: Do you remember the 2005 Kashmir earthquake?

MALALA: Yes, I do! How could I forget?!

FRIEND: Where were you?

MALALA: At school I remember that one fine day in October, when I was still in primary school, our desks started to tremble and shake. Our classes were still mixed at that age, and all the boys and girls yelled, "Earthquake!" We ran outside as we had been taught to do. All the children gathered around our teachers, like chicks swarm to a mother hen.

FRIEND: Are you used to earthquakes?

Continue this activity on the next page

MALALA: Yes, we are, because Swat lies on a geological fault line and we often have earthquakes, but this felt different. All the buildings around us seemed to be shaking and the rumbling didn't stop.

FRIEND: So, you knew it would be more severe than other earthquakes.

MALALA: Well, I guess I did, even though it took me a while to realize how bad it was.

FRIEND: What did you do afterwards?

MALALA: Once the shaking had stopped, we were all sent home. We found our mother sitting on a chair. She was relieved to see us and hugged us, tears streaming down her face. But the aftershocks kept coming all afternoon, so we remained very scared.



- Role-play the conversation and try not to look at the chart.
- Improvise, but have it close by so you can check what goes next if you get stuck.



22. Read the extracts from Malala's oral testimony about the 2005 Kashmir earthquake in the chart below.

- Write a new version for each, using direct or indirect speech. Look at the example.

Example:

Original version	New version
All the boys and girls yelled, "Earthquake!"	
Miss Rubi told us to stop crying and to stay calm.	
My father asked the neighbors for donations of food, clothing or money.	My father asked the neighbors, "Do you have donations of food, clothing or money?"

Remember

Direct speech. When we use it in writing, we place the words spoken between quotation marks (" ") and there is no change in the words said. **Indirect speech** normally changes the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Quotation marks are not used → She said, "I saw him." (direct speech) = She said that she had seen him (indirect speech).

- Read both versions in the previous chart aloud and discuss if the general meaning changes.
- Check your oral testimony and decide if you need to include something using direct or indirect speech.





23. Perform the following sentences for the rest of the team.

- Pay attention to the reporting verb in *italics* in each sentence.

a	All the boys and girls <i>yelled</i> , "Earthquake!"	All the boys and girls <i>whispered</i> , "Earthquake!"	All the boys and girls <i>stated</i> , "Earthquake!"
b	Miss Rubi <i>said</i> , "Stop crying and stay calm."	Miss Rubi <i>giggled</i> , "Stop crying and stay calm."	Miss Rubi <i>threatened</i> , "Stop crying and stay calm."
c	My father <i>asked</i> the neighbors, "Do you have donations of food, clothing or money?"	My father <i>demande</i> d of the neighbors, "Do you have donations of food, clothing or money?"	My father <i>begged</i> the neighbors, "Do you have donations of food, clothing or money?"



- Discuss what happens when the reporting verb changes.
- Reread your oral testimony and pay attention to the reporting verbs. Consider changing them, using synonyms to have a better effect on the addressee.



24. Check the new version of your oral testimony and add some extra details.

- Look at the example below with the added information in *italics*.

Example:

FOR OUR ORAL TESTIMONY

FRIEND: Were you able to understand the devastation the earthquake caused?

MALALA: We saw the effects of the earthquake on the TV news and it was overwhelming.

FRIEND: What did they show?

MALALA: Entire villages had been turned to dust. Landslides blocked access to the worst affected parts and all the phones and power lines were down. Around three and a half million people had lost their homes. Roads, bridges, water and power had all gone.

FRIEND: Did you do something to help?

MALALA: Yes, we started raising money at school in the following days. Everyone brought what they could. My father went to everybody he knew, asking for donations of food, clothing and money. I helped my mother collect blankets.



25. Practice your oral testimony without aids.

- Improvise and use strategies to reformulate ideas you don't remember. Look at the example.

Example:



- 26. Practice your oral testimony and use the correct rhythm, speed, and pronunciation.
- 27. Check your written oral testimony using the chart.

Questions	Suggestions	Techniques to improve it
1. Does the opening question allow the interlocutor to describe an unexpected situation?	Underline the opening question.	If necessary, add an opening question or adapt the one you already have.
2. Does the oral testimony provide enough details to allow the addressee to understand the situation?	Circle the phrases that answer the following questions: what, to whom, when and where the situation occurred.	If necessary, include more information using these questions.
3. Are the action details organized in chronological order?	Number each detail and check that the numbers relate to the order in which everything happened.	If necessary, arrange the details in chronological order.
4. Do sensory details help the addressee to imagine how you felt?	Highlight the sensory details.	If necessary, include some sensory details near each action detail to describe what you saw, heard, tasted, felt or smelled.
5. Does the oral testimony mention why the unexpected situation impacted the person?	Add a cross where you explain how or why the unexpected situation is relevant.	If necessary, add some information to conclude the oral testimony and to talk about what makes it stand out.

- Apply the techniques suggested in the previous chart to improve your oral testimony.

- 28. Write the final version of the oral testimony.
 - Include the sentences in direct or indirect speech you wrote in Activity 22.
 - Add the final details you included in Activity 23.
 - Consider the revision you made in Activity 27.



TRACK 73

- 29. Give oral testimony about an unexpected situation.
 - Listen to the track with Malala's oral testimony to a friend about the 2005 Kashmir earthquake and follow along with your Reader's Book.
 - Pay attention to how she describes unexpected situations in a spontaneous way.
 - Use non-verbal language when giving your oral testimony.

- 30. Read each line carefully. Tick the box that best describes your work in this practice.



Individual assessment

- I keep appropriate eye contact with interlocutors at all times.
- I answer questions clearly and expand on information.
- I use strategies to restart a failed conversation.
- I provide general meaning, main ideas and details in order to give an oral testimony.
- I correct myself if I make a mistake.

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Product

- 31. How do we assess the following aspects of our oral testimony?



Giving an oral testimony

- Did I ask the appropriate questions?
- Did I answer them accordingly?
- Did I modulate my voice?
- Did I use body language?
- Was the conversation fluent?

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- 32. What is your partner's global impression about your performance in this practice?



Peer assessment

- Did we respect our agreements?
- Did we work together as a team?
- Did we do every stage of the process?
- Was the conversation natural?
- What aspects can we improve as a team?

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We have arrived at the end of this practice.

FOR OUR:

Schedule

Week 1	WARM-UP STAGE
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Week 2	BUILDING STAGE
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	<input type="checkbox"/>
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Week 3	BUILDING STAGE
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	<input type="checkbox"/>
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	<input type="checkbox"/>
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Week 4	CLOSURE STAGE-SOCIALIZATION
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Glossary

- aftershocks** (*n.*): smaller earthquakes which occur after a large earthquake. (Practice 10, page 172)
- argue** (*v.*): speak angrily; give reasons (for or against a proposal, proposition, etc.). (P 2, page 42)
- astonished** (*adj.*): filled with amazement; greatly surprised. (P 8, page 125)
- cede** (*v.*): allow someone else to have or own something; give up one's rights in; surrender formally. (P 7, page 118)
- depth** (*n.*): the distance from the top downward, from the surface inward, or from front to back. (P 5, page 78)
- foe** (*n.*): enemy, adversary. (P 2, page 36)
- landslides** (*n.*): the sliding of a mass of loosened rocks or earth down a hillside or slope. (P 10, page 172)
- MIDI** (*n.*): a computer system that allows you to record the output of a musical instrument such as an electric guitar or synthesizer, so that the recording is in a digital form. MIDI is an abbreviation for 'musical instrument digital interface'. (P 9, page 152)
- muesli** (*n.*): a breakfast cereal made from chopped nuts, dried fruit, and grains. (P 1, page 18)
- nuances** (*n.*): a small difference in sound, feeling, appearance, or meaning. (P 9, page 149)
- poison** (*n.*): a substance that harms or kills people or animals if they swallow it or absorb it. (P 2, page 36)
- power** (*n.*): ability to do, act, or produce. (P 10, page 172)
- rather** (*adv.*): more willingly; preferably; more exactly. (P 9, page 150)
- recorded** (*adj.*): put on tape or film so that it can be heard or viewed again later. (P 9, page 149)
- redundant** (*adj.*): more than enough; overabundant; excess; superfluous. (P 9, page 146)
- reed** (*n.*): any of various tall, slender grasses (esp. genus Phragmites), with plume like inflorescences, growing in wet or marshy land. (P 6, page 37)
- reliable** (*adj.*): that can be relied on; dependable; trustworthy. (P 9, page 180)
- ripe** (*adj.*): fully grown or developed; specif., ready to be harvested and used for food, as grain or fruit. (P 5, page 78)
- spurs** (*n.*): any of various pointed devices worn on the heel by the rider of a horse and used to urge the horse forward. (P 8, page 125)
- thee / thou** (*pron.*): him or her. (P 2, page 28)
- threatening** (*adj.*): someone's behavior as threatening when you think that they are trying to harm you. (P 8, page 125)
- track** (*n.*): a mark or series of marks or other discoverable evidence left by a person, animal, or thing that has passed, as a footprint, wheel rut, wake of a boat, etc. (P 5, page 87)
- under the weather** (*phr.*): If you say that you are under the weather, you mean that you feel slightly ill. (P 2, page 25)
- wily** (*adj.*): full of wiles; crafty; sly; astute. (P 6, page 37)
- within** (*adv.*): in or into the interior; on the inside; internally. (P 7, page 109)

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