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Beats! Activity Book Secondary 

Beats! ³ Secondary

Activity Book



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Beats! 3

Secondary
Activity Book



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Welcome to Beats!

This series is a fun way of learning English in which your interests and needs have been highly considered. By the way, did you know that today English is the language mostly used in science, technology, the arts, communication, sports, recreation and global business?

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

- ▶ Beats! has specially been designed to help you relate what you are taught to your own lives. You will learn about other cultures, listen to interesting conversations and read engaging stories. You will be able to discover, practice and learn how to discuss about your favorite topics in English, how to express your opinions, how to prepare for and give school presentations and how to use different sources of information in English to obtain information of your interest.
- ▶ You will also be involved in the creation of fun, motivating products that will allow you to collect evidence of what you've learned and evaluate your progress.
- ▶ And remember, learning a language is a process and to ensure success you should try the following tips:
 1. Take one step at a time, keep going, and don't give up.
 2. Don't be afraid of making mistakes. Mistakes are a natural part of the process of learning.
 3. Participate actively in all the activities.
 4. Try to use English as much as possible. If you practice you will learn faster.
 5. Ask for help when necessary. Your classmates or your teacher will help you out.

Raise your hand when something is not clear. There are no silly questions when studying a foreign language.

We are sure you will enjoy this book and we wish you, the best of luck!

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Meet Your Book



→ **DISCOVER** - This section appears at the beginning of each step in the unit. It aims at activating your previous knowledge about the topic of the unit.



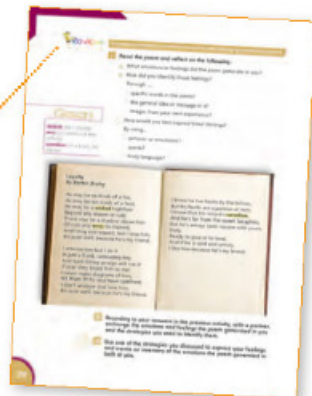
→ **THINK AND DO** - This two-page section is for you to explore models and practice strategies towards the elaboration of your final unit product.



→ **CREATE** - Each unit includes three "CREATE" sections which correspond to the three steps in each unit. Here you will work in a collaborative way and use your creative and social skills to elaborate the final product.



→ **SHOW TIME** - In this section you will revise the work done in the previous Create sessions and present your final product to the class.



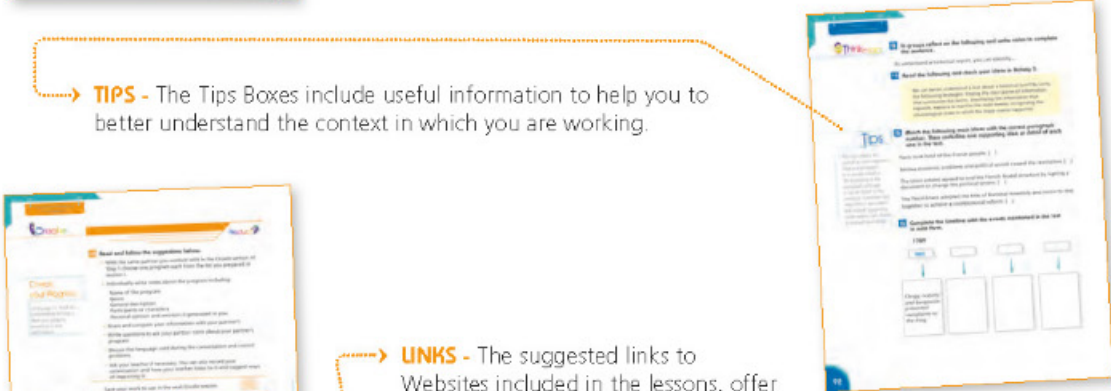
→ **REVIEW** - These pages contain extra practice to consolidate the main points you learned in each unit.



→ **GLOSSARY** - Throughout the units, you will find Glossary boxes with key words that will help you understand the vocabulary in the written and oral texts. The glossary box shows the meaning according to the context the word is presented in.



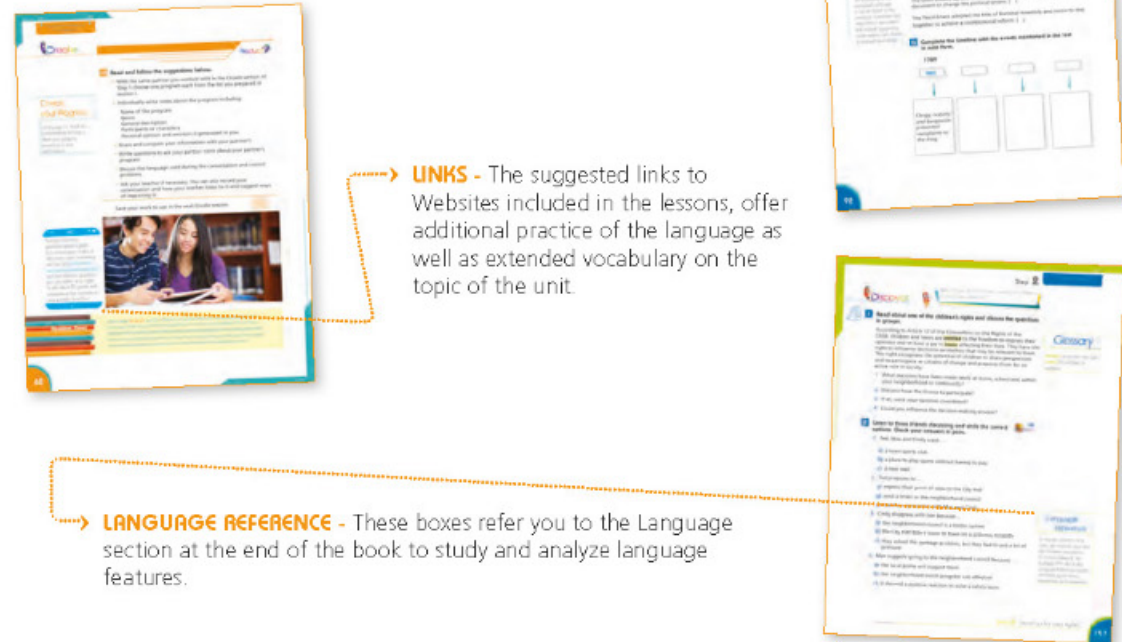
→ **EVALUATION AND REFLECTION** - These two pages are for you to assess your learning performance and achievements.



→ **TIPS** - The Tips Boxes include useful information to help you to better understand the context in which you are working.



→ **LINKS** - The suggested links to Websites included in the lessons, offer additional practice of the language as well as extended vocabulary on the topic of the unit.



→ **LANGUAGE REFERENCE** - These boxes refer you to the Language section at the end of the book to study and analyze language features.

Meet Your Book



READER'S BOOK - This book is a collection of fiction and non-fiction texts. They include the social practices of each unit in interesting and enjoyable texts that have also been recorded for you to listen to, learn correct pronunciation and practice it.



AUDIO + FIXED IMAGES Cd - This component includes all the audios for the listening activities and a set of 30 images that illustrate words or situations in the book.

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



Group and teamwork, where you and your classmates work as a whole group or make smaller ones.



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



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



Product sessions, where you and your teammates build in 4 different steps a final and specific product to present and apply what you learned so far.



Portfolio

A **portfolio** is a folder or similar for you to collect your written work during each unit as evidence of your learning progress.

Unit 1

Cultural Habits around the World

Step 1

- Negotiate the topic of a conversation.
- Exchange propositions and opinions.

In this unit you will analyze models and practice strategies in order to have a conversation about cultural habits of your choice.



What is the difference between culture and education?



I What do you understand by the term 'cultural habits'? Discuss with a partner, make notes with your ideas and examples. Then, listen and compare your notes with the ideas and examples in the audio.



II Now that you know what a cultural habit is, brainstorm some examples from your country in small groups.



III In pairs, discuss the cultural aspect and country represented in each picture.

Reading Time!

You can start reading about one of the cultural habits on this page in your Reader, page 5.





Glossary

research: (n) a detailed study of materials and sources, especially in order to discover information, establish facts and reach new conclusions.

(v) to study a subject in detail, in order to discover new information or understand the subject better.

customs: (n) something you usually do.

beliefs: (n) what people think is true or exists.

4 Get together with another pair and share and compare the ideas you and your partner had in activity 2.

5 In small groups, discuss and order the steps to negotiate the topic of a conversation about a cultural habit, according to your experience.

___ start a conversation and say what you want to talk about

___ reach an agreement

___ listen to other people's suggestions and check you understand them

___ suggest a topic and give reasons for your choice

6 Listen to the conversation and match the expressions used with their function. 

- | | |
|---------------------|--------------------------------|
| 1. Hey+ (name) | ___ and ___ suggesting. |
| 2. Shall we ...? | ___ checking understanding. |
| 3. Do you mean ...? | ___ initiating a conversation. |
| 4. Like ... | ___ giving examples. |
| 5. Let's ... | |



7 Listen to the second part of Julia and Mark's conversation and complete the information. 

Mark's suggestion: _____

Reason for his choice: _____

Julia's objection: _____

Julia's suggestion: _____

Reason: _____

Mark and Julia's final agreement: _____



8 In small groups, discuss and answer the questions.

1. What expression does Julia use to find out if Mark has any ideas?
2. How does she express that she does not entirely agree with Mark's suggestion?
3. What language does Julia use to express her suggestion?
4. How does Mark indicate that he has understood Julia's opinion?

9 Discuss which of the steps you ordered in Activity 3 Julia and Mark used in their negotiation.



10 Use your own ideas and the expressions in activity 5 to complete the following conversation.

1.
A: What shall we talk about? _____?

B: No, not really. What about you?

A: I have some ideas.

2.
A: _____ John? He might help us.

B: Sounds good. Let's call him.

3.
A: I like your idea but we need something more original.

B: _____. Let's think of something else.

4.
A: How about talking about Christmas traditions in different countries?

B: _____ don't you think other groups are going to choose the same topic?



11 Check your answers by acting out the exchanges in pairs and sharing with other pairs. Pay attention to the tone and intonation of your voice to convey your desired effects.



12 Discuss with your partner.

1. Do you consider Julia and Mark's suggestions interesting?
2. Which of the topics would you choose to talk or learn more about? Why?
3. What do you know about those topics?

When discussing a topic, some of the words you use are action words (verbs). There is a list of verbs on pages 189-192 from where you can choose the ones you need to enrich your discussion. Watch out on the tenses you may need.



Check your Progress

Go to page 23. Read the achievements for Step 1. Mark your progress according to your performance.

Tips

When surfing the net, use these tips to assure working with reliable and true sites:

- Try to find out more about the writer or author.
 - The domain tells you the kind of information you can find in it:
.com = commercial
.edu = educational
.mil = military
.gov = government
.org = nonprofit
 - The publishing dates are very important.
 - Links included in information from a site, show credibility.
- You can use different evaluating tools to make your work reliable. An example is Evaluating Web Sources – Berkeley.edu

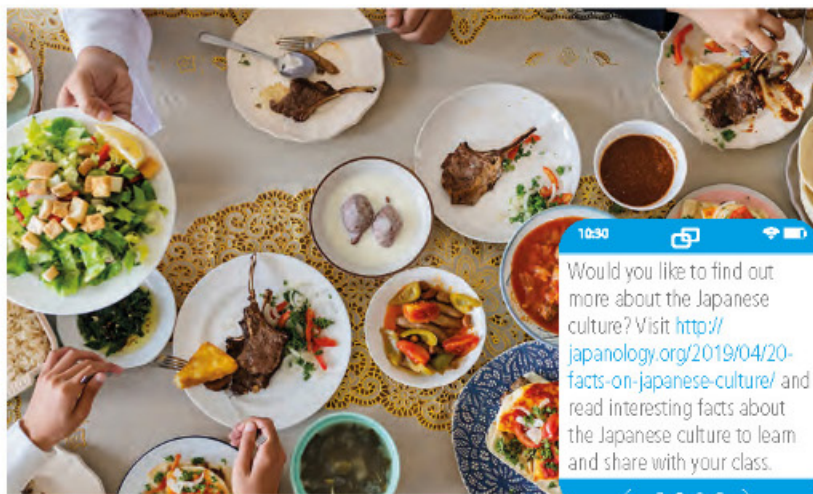
Reading Time!

After reading pages 5-9 in your Reader, discuss the following questions in groups: What do you think the word iconic in the title refers to? Had you heard of the Japanese Tea Ceremony before? Is there a ritual in our country that involves the preparation of something to drink? Are there any utensils mentioned in the reading similar to some used in our country?

Read and follow the suggestions below.

- › Work in groups. Decide the number of teammates.
- › Exchange ideas with your classmates on cultural habits you might be interested in talking about and give reasons for your choices. Use expressions from the lesson to initiate, suggest, and provide examples (activities 4 and 7).
- › In collaboration with your teammates, write out a list of the expressions you all used.
- › Negotiate with your team, choose the two or three habits you talked about and agree on which you all consider the most interesting.
- › Finally, do some research on the cultural habits you all chose, make notes and bring them next Step.

Save your work to use in the next Step.



How do children usually learn about the cultural habits of their country or community?

Step 2

- Exchange propositions and opinions to start a conversation.
- Formulate and answer questions to deepen a conversation.



Look at the pictures and discuss how you think they relate to each other.



1



2



3



4



In groups, discuss the questions. Then share your knowledge and ideas with the rest of the class.

1. What do you know about the cultural traditions in the pictures?
2. What would you like to know about them?

Language Reference

When we describe something (e.g. a cultural habit) we sometimes use the Present Simple Tense to provide facts. To read more about the Present Simple Tense go to page 169 in the Language Reference section.



Language Reference

To read about how to form questions you can go to the Language Reference section on page 169.

Glossary

handwriting: (n) a person's style of writing done with a pen or pencil.
battlefield: (n) a place where a battle is fought.
sculpture: (n) the art of forming solid objects out of a material such as wood, clay, metal, or stone.
temper: (n) mood or emotional states.
shells: (n) the hard outer covering of something, especially nuts, eggs, and some animals.

Reading Time!

Read pages 10-12 and identify which of the aspects in Activity 3 are mentioned.

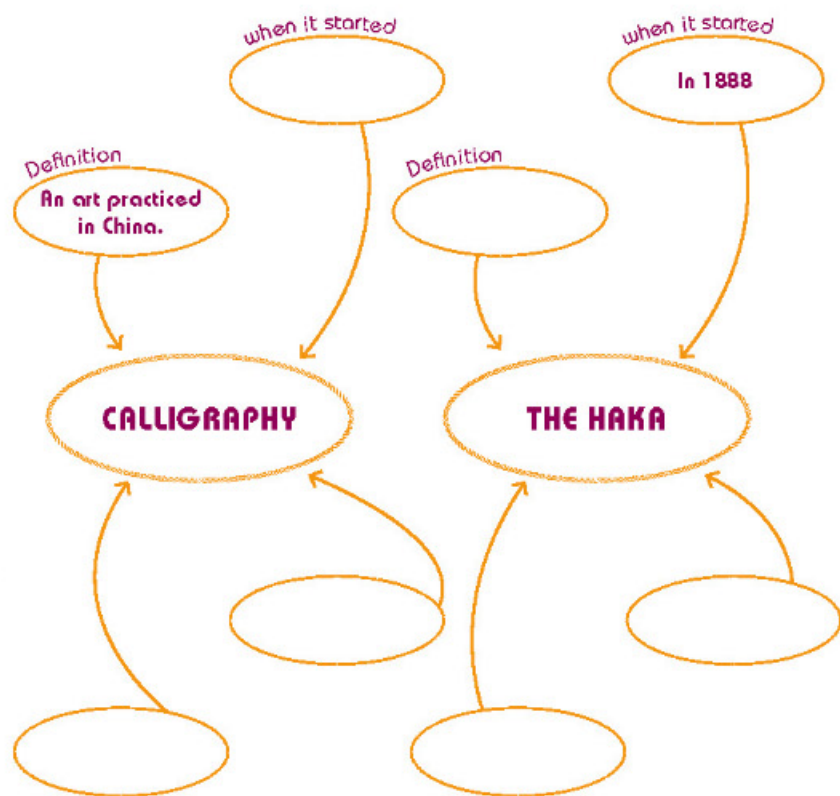
E Work in pairs. Read two of the aspects that are usually included in the description of a cultural habit and discuss and add two more.

what it is
when it started

L Listen to the conversation and check which of the aspects in Activity 3 are mentioned.



E Listen again and complete the mind map with the missing titles and information.



E Listen again and use the mind map to write some questions you would like to ask a partner about the topics in the conversation. Use the first question as an example. Then exchange them and see if you can obtain all the answers.

1. What is calligraphy? _____
2. _____
3. _____
4. _____
5. _____

7 Look at the code below, read Mark's words and reflect on the difference between facts and opinions.

Facts – things that are true and can be proved

Opinions: ideas based on feelings and beliefs

'Calligraphy is an art practiced in China which consists of producing beautiful handwriting. Many people view it as a form of art as valuable painting, sculpture or even poetry. The practice of calligraphy is also believed to improve people's temper and promote well-being.'

E Now, listen to the extract of the conversation where Julia describes The Haka dance and make notes of the facts and opinions given. Discuss your information with your partner.



E Research about one of the traditions on page 13 activity 1 and make notes in your notebook. Then, ask questions to a partner to find out about his/her research.

Cultural aspect discussed: _____

My questions	My classmate's answers

Language Reference

When we talk about facts and express opinions, we usually mix tenses. Go to page 169 in the Language Reference section and review the use of present and past tenses to improve the way you speak.

Tips

It is important to understand the difference between the terms *fact* and *opinion*. **Fact** is something based on observation and considered true (something that can be proved) whereas **opinion** is an assumption or a belief (something that cannot be proved).



Check your Progress

Go to page 23. Read the achievements for Step 2. Mark your progress according to your performance.

- E** Work with your teammates from the Create session in Step 1 and...
- › Use the notes from your research to create a mind map.
 - › Prepare questions to ask the members of your group about the cultural habit they researched. You can look at the model questions in activity 4 and information in the Language Reference.
- _____
- _____
- _____
- _____
- › Ask each other questions and provide as much detailed information about your cultural habit as possible, including facts and opinions.
 - › Show your group pictures, charts or any other visual information you consider useful to illustrate your information.

Save your work to use in the next Step.



Reading Time!

Now that you have read about the tea ceremony in Japan, discuss the following questions in groups: What did you like best about the ceremony? Would you like to recreate the Japanese Tea ceremony with a group of friends? Do you think doing things respectfully and with concentration is beneficial? Why?

Step 3

Use strategies to keep and end conversations about cultural habits.



What crafts are part of the culture of your country or region?



I Look at the pictures and answer the questions with your predictions.

1. Who are the speakers in the picture? _____

2. What might they be talking about? _____

3. What might part of the conversation be like? _____



E Listen to the conversation and check your predictions. Then discuss with a partner what you have learned.



06



E Listen to the conversation again and use your previous knowledge to discuss what purposes from the box each expression indicates.

1. Why don't we ask ...?
2. You mentioned that ..., but you did not say ...?
3. Well guys, I'll see you around.
4. It's a bird with thin legs and a long neck .
5. Sure. But before we go on ...

- | | |
|--|--|
| a. Detect information gaps in the participation of others. | c. End an informal conversation cordially. |
| b. Explain the characteristics of something. | d. Interrupt politely. |
| | e. Make a suggestion |

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____



E With a partner take turns being speaker B and finish the following exchanges with expressions from activity 3.

1. A: I'm not sure about the meaning of battlefield.
B: I'm not sure either. _____
2. A: We have to go now. The teacher is waiting for us.
B: _____
3. What is a kilt like?

4. Let's continue with the work.
B: Sure. But _____
5. A: Today calligraphy is practiced in many countries and is believed to help people relax.
B: _____ but _____ ?



E Read the following extracts from the conversation with your partner and discuss and underline the words that were used to describe the words 'tradition' and 'birds'.

'Origami is an old Japanese tradition.'

'Cranes are beautiful tall birds.'



Now discuss the following questions.

Which adjective expresses an opinion? _____

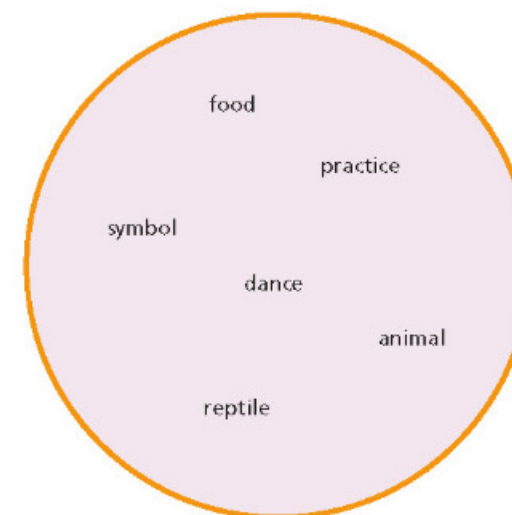
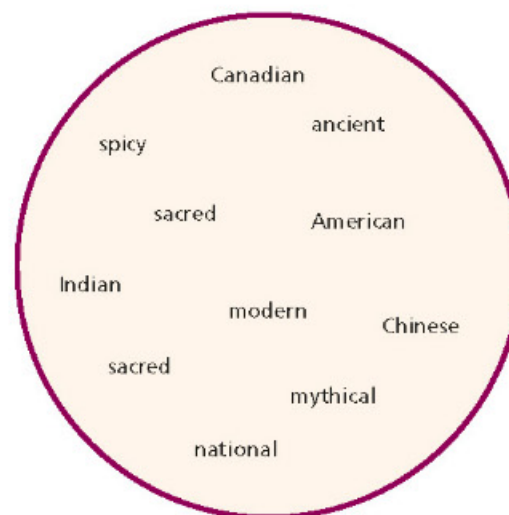
Which one indicates a nationality? _____

Which one indicates a physical characteristic? _____

Which one describes an age? _____

Reflect on the order of the adjectives in the sentences above and use the adjectives and nouns in the boxes to describe the following cultural aspects.

- | | | |
|----------------|--------------|---------------------|
| <i>hip hop</i> | <i>curry</i> | <i>maple leaves</i> |
| <i>dragon</i> | <i>cows</i> | <i>acupuncture</i> |



E Think of three more cultural aspects to discuss with your partner and then with the class. Use adjectives to describe them.

Reading Time!

Read pages 13-16 and identify the adjectives you think describe the English tea ceremony.

Language Reference

You can read more about the order of adjectives, on page 169 of the Language Reference section and use them to improve the way you describe things.

Check your Progress

Go to page 23. Read the achievements for Step 3. Mark your progress according to your performance.

- 7 Get together with your teammates from the Create sessions in Steps 1 and 2 and...**
- › Make a list of all the expressions you have seen in the unit and their purposes.
 - › Each, choose one of the cultural aspects you have discussed.
 - › Get together with another group.
 - › Have a conversation to discuss the cultural aspects each has chosen and make sure you...
 - Initiate your conversation properly.
 - Discuss the characteristics of the cultural aspects.
 - Ask and answer questions about them, detect information gaps and deal with them.
 - End your conversation politely and cordially. (Remember to look at pages 10, 11 and 19 for model expressions to use during your conversation).
 - › Work back with your Final product group and discuss the outcome of your conversations, the problems or doubts that you had, look for solutions and make notes.

Keep your notes for the Final Product Presentation.



Having a conversation about cultural habits

It is time to present your Final Product to the class: a conversation about cultural habits.

Before the presentation:

- › Get together with your group and go over all your notes from previous sessions.
- › Decide if you want to act out a conversation with your group and discuss the cultural aspects you worked with during the unit or work with another group and have a spontaneous conversation in which both exchange information about the cultural aspects you researched.

During the conversation:

- › Make sure you include language to initiate, develop and end your conversation, ask questions and provide opinions about your and your partner's information.
- › Remember to pay attention to your voice, body gestures and facial expressions to convey the desired effects.
- › While listening to your classmates' conversations, show respect and make notes of comments or questions you might want to make at the end.

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



Check your Progress

Evaluate your performance during the presentation of the final product in the Show Time section. Then, evaluate yourself individually as you answer the Value Scale on page 24. Share your result with your teacher.



Read pages 17 and 18 from the Reader's Book and discuss in groups: Can you mention how to prepare a typical punch or drink from your country? What ingredients do you need? What are the steps to prepare it? When and how do people drink it? Is there any particular habit in your family's hometown, that you would like to share with your group? Surf the net for more info on cultural habits. Before you continue with the next unit, visit the Language Reference section on page 169 to clarify, review, and reinforce the language learned in this unit.

Reading Time!



I Work in pairs, student A reads Text A and Student B reads Text B.

Text A

Halloween is a holiday that is celebrated annually on the night of October 31. It originated in Ireland, and is celebrated in quite a few countries including Ireland itself, the United States, Canada, the United Kingdom, Japan, New Zealand, Australia, Sweden among others. It is celebrated in a variety of ways and activities like trick-or-treating where children knock on neighborhood doors in search of candy. If they receive no candy at a particular house they play a trick on the people who live there like coloring the house's peephole with eyeliner. Other activities are ghost tours, bonfires, costume parties, "haunted house" tours, carving pumpkins (Jack-o-lanterns) and reading or watching scary stories or movies.

Text B
Day of the Dead (known as *Día de Muertos* in Spanish) is celebrated in Mexico on the 1st and 2nd of November. The Mesoamerican indigenous peoples (*Olmecs, Aztecs, Zapotecs, etc.*) started this tradition around 3,000 years ago. On this holiday, Mexicans remember and honor their deceased loved ones. It's not a gloomy occasion, but a festive and colorful holiday. Mexicans visit cemeteries, decorate the graves and spend time there, in the presence of their deceased friends and family members. They also make elaborate decorated altars (called *ofrendas*) in their homes to welcome the spirits. Altars usually include photos of their dead loved ones; bread and other loved ones favorite foods, sugar skulls, flowers, saint images and candles among other things.



E You are going to discuss about the cultural habits you have read. Follow the steps:

1. Reflect on how you are going to start your discussion. Check the language you used in this unit to do it.
2. Take turns describing the aspects of the cultural habit you read about.
3. Reflect on the aspects or details you want to know more about, and take turns asking and answering the corresponding questions. Use the example questions in this unit as models.
4. Think of how you are going to close the conversation, using language from this unit.

Reflection

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (X) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Step 1

- ▶ Identify different cultural habits and the countries they belong to.
- ▶ Identify expressions to start a conversation, check understanding, give examples.

Step 2

- ▶ Identify facts and opinions when describing a cultural habit.
- ▶ Ask questions about a cultural habit.

Step 3

- ▶ Identify and express feelings generated in a conversation.
- ▶ Take turns to express myself with courtesy and show respect for others as we exchange ideas.

Show time

During the presentation of the final product, I...

- ▶ participated actively.
- ▶ found interesting information to discuss.
- ▶ expressed facts and personal opinions clearly and in an organized way.
- ▶ promoted respect and collaboration among the members of my team.

Read the emotions in the box. Circle the ones which describe how you feel with the result you obtained in your assessment.

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- ▶ Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____
 Date: _____ Grade _____

Evaluation Instrument - Value Scale

1 Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now I am able to...	Always	Usually	Sometimes	Never
Step 1 • negotiate the topic of a conversation about cultural habits.				
• exchange propositions and opinions.				
Step 2 • exchange propositions and opinions.				
• formulate and answer questions to go deeper in the conversation.				
Step 3 • use strategies to keep and end conversations.				

Unit 2

Fun with Poems

Step 1

Select and explore poems

In this unit you will analyze models and practice strategies in order to create an inventory of emotions.



What is a poem?

10:30

You may want to find out information about how to read a poem. You can use the following website for information:

<https://writing.wisc.edu/Handbook/ReadingPoetry.html>

1 Listen to, read and enjoy the poems below.

1 Nothing Gold Can Stay

Nature's first green is gold, A
 Her hardest hue to hold. A
 Her early leaf's a flower; B
 But only so an hour. B
 Then leaf subsides to leaf, C
 So Eden sank to grief, C
 So dawn goes down to day D
 Nothing gold can stay. D
By Robert Frost

2 Nursery Rhyme

Jack and Jill went up the hill A
 To fetch a pail of water B
 Jack fell down and broke his crown C
 And Jill went tumbling after. B

4 Limerick

There was an Old Man with a beard, A
 Who said, 'It is just as I feared! A
 Two Owls and a Hen, B
 Four Larks and a Wren, B
 Have all built their nests in my beard!' A
By Edward Lear

3 There is a tide in the affairs of men.
 Which, taken at the flood, leads on to fortune;
 Omitted, all the voyage of their life
 Is bound in shallows and in miseries.
 On such a full sea are we now afloat,
 And we must take the current when it serves,
 Or lose our ventures.
By William Shakespeare

2 Discuss the questions in groups.

- Which poem from Activity 1 do you like the most?
- Why did you like it? You understood most of the words? You liked the rhyme? You liked the message?
- Which poem did you find difficult to understand?
- Why was it difficult? there were many unfamiliar words? you didn't understand the general meaning? it was difficult to identify the poet's emotions and feelings?



3 Now discuss how the poems are similar or different. Consider the aspects listed.

- It is a nonsense poem.
- They are ideal for young children.
- They have a message.
- They use examples of nature to express their thoughts.
- They are humorous.



4 Work with a classmate. Have fun reading the poem you like out loud.

Glossary

hue: (n) color
subsides: (v) becomes less strong
grief: (n) sadness
lark: (n) a small, brown bird
pail: (n) a bucket
tumbling: (v) to fall suddenly and roll over and over without stopping
tide: (n) a rise and fall of the sea



Reading Time!

Now, read pages 19-23 and discuss the following in pairs.

What is the poem about? Who are the main characters? What words in the poem refer to where the story takes place?

5 Go back to poem 1 in Activity 1 and follow these steps.

- › Read the poem slowly (read it out loud if possible)
- › Identify who narrates the poem
- › Try to put the poem into your own words. (look up unfamiliar words in a dictionary if necessary).
- › Try to identify the main idea of the poem.

6 Get together in small groups and discuss the following.

- › The message of the poem
- › The words the poet uses as examples of things that do not last long.

7 Study and discuss the letters (A, B, C, D) that show the rhyme patterns of the final words in the lines of poems 1, 2 and 4. How are the patterns similar or different?

- › Now, mark the rhyme patterns in the poems below.

Glossary

wrath: (adj) strong anger
foe: (n) an enemy
deceitful: (n) to give a dishonest impression

Language Reference

To learn about basic vocabulary related to emotions you can read the information on page 171.

A Poison Tree (By William Blake)	Limerick (by Edward Lear)
I was angry with my friend: —	There was an Old Man of the West, —
I told my wrath , my wrath did end. —	Who never could get any rest; —
I was angry with my foe : —	So they set him to spin on his nose
I told it not, my wrath did grow. —	and his chin. —
And I watered it in fears —	Which cured that Old Man of the West. —
Night and morning with my tears; —	
And I sunned it with smiles, —	
And with soft deceitful wiles. —	

8 Work with a classmate. Take turns reading the poems aloud so that you can enjoy their rhyme.

9 Read these two poems and reflect on the aspects below.

10 Get together in groups and discuss your ideas.

11 Read the poems again and use the words from the box to describe how you think the poet feels in each poem.

depressed excited grateful happy tired



12 Work in pairs and think of one or two more emotions related to each poem.

13 Read the poem and complete the information below. Underline the keywords that justify your answers.

Topic: _____

Setting: _____

Message: _____

Remember there is a list of verbs found on pages 189-192 where you can choose the ones you may need to enrich your discussions or written production.

Glossary

hoe: (n) a garden tool with a long handle and a short blade used to remove weeds and break up the surface of the ground.
plod: (v) to walk taking slow steps.

A Time to talk (by Robert Frost)

When a friend calls to me from the road
 And slows his horse to a meaning walk,
 I don't stand still and look around
 On all the hills I haven't hoed,
 And shout from where I am, What is it?
 No, not as there is a time to talk.
 I thrust my **hoe** in the mellow ground,
 Blade-end up and five feet tall,
 And **plod**: I go up to the stone wall
 For a friendly visit.

A
B
C
A
D
B
C
E
E
D



14 Read a classmate's interpretation of the poem and discuss if you agree or disagree with it.

'The speaker values spending some time with a friend more highly than finishing his work, which, after all, will still be there after the opportunity to talk with his friend has passed.'





Check your Progress

Go to page 39. Read the achievements for Step 1. Mark your progress according to your performance.

15 Read and follow the suggestions below.

- Form teams of three students.
- Choose three poems from the lesson.
- Use the chart below to summarize your feelings about them. Use feelings from the lesson or any others of your choice. Use a dictionary if necessary.

Name/ Type of poem	General opinion	Emotion (s)
1.		
2.		
3.		

Save your work. You will use it again in Step 2.



Reading Time!

Read pages 19 to 23 again and discuss the following questions in groups: Is the story real? What do you think were Nokomis feelings for Hiawatha? How do you know? Why do you think Nokomis called Hiawatha my little owlet?

Step 2

- Understand general sense, main ideas and some details in poems.
- Share emotions and reactions.



What are the differences between poems and narratives?



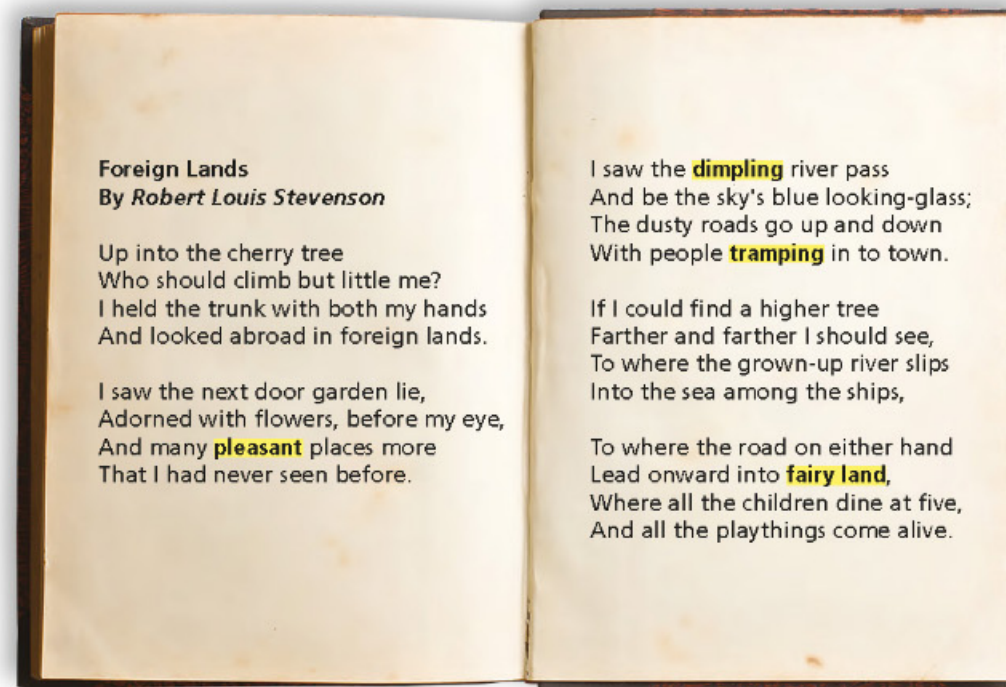
1 Discuss in pairs.

- Do you have any memories of climbing a tree?
- How did you feel?
- ✳ Choose words from the box or others from your choice to describe your feelings.

joyful	cheerful	pleased
bored	depressed	excited
sad	energetic	surprised
excited	nostalgic	curious

Glossary

pleasant: (adj.) enjoyable, attractive
dimpling: (adj.) marked with dimples (indentation on a surface, like little holes or waves)
tramping: (v) walking
fairy land: (n) the places where imaginary creatures (fairies) live.



Foreign Lands By Robert Louis Stevenson

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad in foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many **pleasant** places more
That I had never seen before.

I saw the **dimpling** river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people **tramping** in to town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,

To where the road on either hand
Lead onward into **fairy land**,
Where all the children dine at five,
And all the playthings come alive.



E Read the poem and use at least three words from the box in Activity 1 to identify the emotions the poet feels. Support your answers with lines from the poem.

E Compare your answers in pairs.

E Read and listen to this poem and discuss how the things the poet saw made him feel.

There
by Rodney Bennett

If I could climb the garden wall
I'd see an elm tree green and tall.
If I could climb the green elm tree,
A grand and **grassy hill** I'd see.
If I could climb the grassy hill,
I'd see a mountain larger still.
If I could climb the mountain steep,
I'd see the ocean broad and deep
With great ships sailing from the bay
To **foreign** countries far away.

Glossary

grassy: (adj.) covered with grass.

hill: (n) an area of land that is higher than the surrounding land.

foreign: (adj.) that are not your own.

E Create a mental image that generates strong positive or negative emotions in you and write your own 4 to 6 line poem starting with the first line of Bennett's poem.

Language Reference

To increase your vocabulary about feelings, go to page 171 and choose the feelings or emotions to answer questions in activity 4 and write your poem in activity 5.

E Use the questions below to interview a classmate and learn about his or her poem and his or her feelings while writing it. Make notes of your classmate's answers.



What would you see if you could climb...?
How would seeing that make you feel?

I would see a zoo with animals in cages behind bars.
I would feel really sad.





Check your Progress

Go to page 39. Read the achievements for Step 2. Mark your progress according to your performance.

7 Read and follow the suggestions below.

Work with your teammates from the Create section in Step 1. Use the model to share the notes you took in activity 6 and make a list of the feelings mentioned.

What feelings do you have in your list and what caused them?

The first feeling I have in my list is sadness. When climbing the garden wall my classmate saw a zoo with animals in cages behind bars. But then she saw a man rescue a stray dog on the street and that made her feel comforted.



Student 1	
Feelings	Causes
Student 2	
Feelings	Causes
Student 3	
Feelings	Causes

Save your work. You will use it later on in Step 3.



Reading Time!

Read pages 24 to 26 from the Reader's Book and discuss in groups: What things did Hiawatha learn from Nokomis? How are they different from the things children who live in cities learn? What is the song Hiawatha learnt about? What things Hiawatha learnt would you like to learn? learnt about? Have you chosen any poem or reading from the site we recommended on page 28? What was it about? Share your opinion about it with everyone in your class.

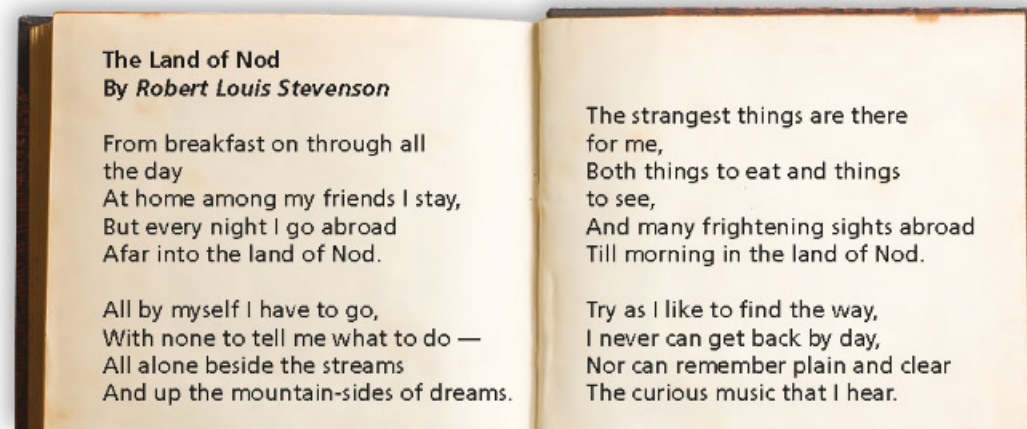
Step 3

Write sentences based on words and expressions that communicate moods.



What poem have you liked most so far? What do you imagine when you read it?

1 Read this other poem by Robert Louis Stevenson and say what you think the Land of Nod is.




2 Work with a classmate. Complete the mind map about the poem. Then compare your answers with those of another pair.





E Decide which information in the diagram is clearly expressed in the poem and which is suggested but not directly stated.

L Discuss the feelings the poet has in each world and make notes.

E Listen to two friends discussing the poem and complete the words they used to express how they felt about some of the ideas in it. 

Angie: '_____ to read that not only me finds routines boring and the world of dreams fascinating.'

Mark: '_____ with the way he describes dreams.'

'Also, _____ the way he describes when during the day, you want to go back to a dream you had but you can't.

E Discuss and order the paragraph the two friends wrote.

Comments on the poem *The Land of Nod* by Robert Louis Stevenson

- _____ We agree with his feelings that the real world can be ordinary and boring at times and that the world of dreams is unpredictable, exciting and different.
- _____ 1. We both enjoyed reading the poem very much.
- _____ We liked the way the poet describes and contrasts two different worlds: the real world and the world of dreams.
- _____ In summary, we had a lot of fun reading such a clear and amusing description of the world of dreams.

Go to pages 189-192 and browse through the list of verbs to choose the ones you may need to express in a better way when talking to others.



7 Read the second poem the students have to work on. Discuss it with a classmate and write a few sentences with your comments and feelings.

A little dog angel
By Holly Mary Holland
(1876-1925/Ontario-Canada)

High up in the courts of Heaven today
A little dog angel waits;
With the other angels he will not play,
But sits alone at the gates;
"For I know that my master will come," says he,
"And when he comes he will call for me."

He sees the Spirits that pass him by
As they hurry to the Throne,
And he watches them with a wistful eye
As he sits at the gates alone.
"For I know my master will come for me
If only I just wait patiently."

And his master, far on the earth below,
As he sits in his easy chair,
Forgets sometimes, and he whistles low
For the dog that is not there.
And the little dog angel cocks his ears
And dreams that his master's call he hears.

And I know, when at last his master waits,
Outside in the dark and cold,
For the hand of Death to open the gates
That lead to these courts of gold,
The little dog angel's eager bark
Will comfort his soul in the shivering dark.



E Exchange and compare your paragraph with that of another pair.



Check your Progress

Go to page 39. Read the achievements for Step 3. Mark your progress according to your performance.

Read and follow the suggestions below.

- Make a list of the feelings and emotions you have gathered so far and what poems in the unit they are related to.
- Think of how you want to group or organize them: Alphabetically, in glossary form (word + meaning), etc.

Positive	Negative	Pleasant	Unpleasant

10:30

Help yourself and others decide on the format you'd like to present your information. Visit these sites and get ideas!

http://www.bbc.co.uk/schools/gcsebitesize/drama/galleries/expressionrev_print.shtml

<https://es.scribd.com/document/155666518/01-Feelings-Inventory-CNVC>

- Decide on the format you are going to use to present your information (mind map, lists, chart, gallery of drawings or photos, etc.).
- Create your inventory. Check spelling and punctuation.
- Choose a poem or poem lines from different poems that describe the feelings or emotions included in the inventory.
- Practice reading the poem or the poem lines and describe the feelings they are related to.

Reading Time!

Read pages 27 to 29 from the Reader's Book and discuss in groups: What questions did Hiawatha ask Nokomis? What of her answers did you like best? How did they make you feel? Were you ever puzzled about things from nature when you were a child? Did you get any answers to your questions?



Make an inventory of emotions

It is time to present your Final Product to the class: an inventory of emotions.

Before the presentation:

- Review the inventory you prepared in session III and make final adjustments.
- Decide on how you are going to divide your participation during the presentation (who is going to introduce the presentation, explain how you organized the inventory, read the poem(s) and or lines, answer questions from the class, etc.).
- Rehearse presenting the inventory: Practice your part in front of your team members for them to give you feedback.

During the presentation:

Pay attention to body posture, gestures and voice to create the desired effects.

Congratulations! Your work during this unit is important evidence of how well you are doing at learning and communicating in English. Save all your written work from the unit in your Portfolio.



Read pages 30 to 32 from the Reader's Book and discuss in groups: How useful do you think were the things Hiawatha learnt? What was his relationship with his surroundings and the animals in it? How did Hiawatha's life change after he left the village? Before you continue with the next unit, visit the Language Reference section on page 171 to clarify, review, and reinforce the language learned in this unit.



Check your Progress

Evaluate your performance during the presentation of the final product in the Show Time section. Then, answer the self-evaluation card on page 40 to check your performance. Do this individually and share your comments with your teacher and classmates.

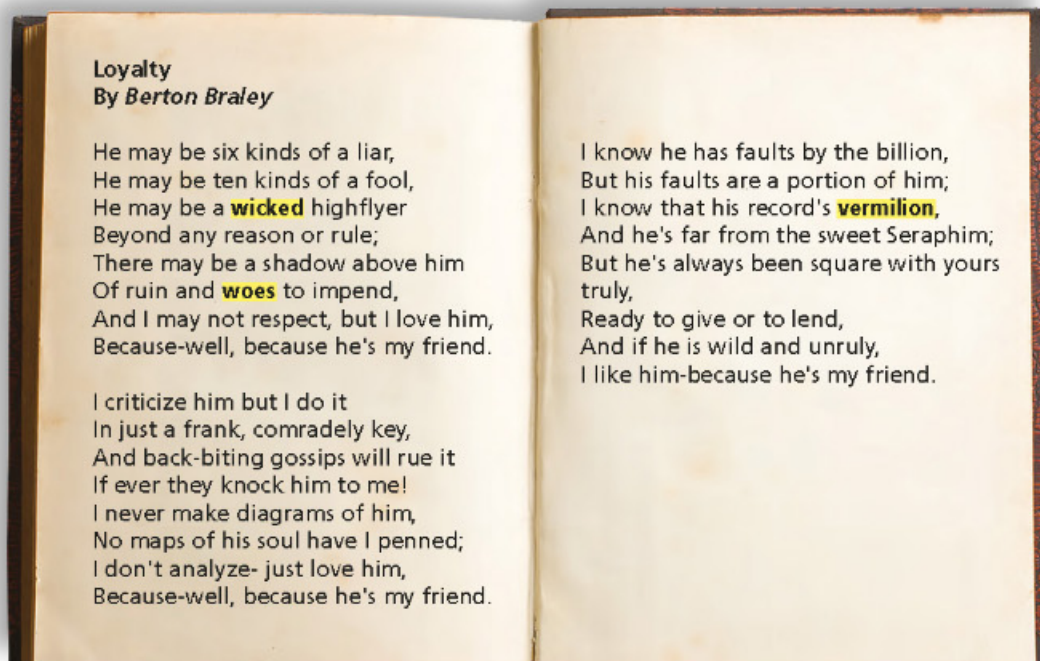
Reading Time!

Glossary

wicked: (adj.): very bad

woes: (pl. n.): condition of deep suffering

vermilion: (n): a bright, red pigment



1 Read the poem and reflect on the following:

a. What emotions or feelings did the poem generate in you?

b. How did you identify those feelings?

Through

- > specific words in the poem?
- > the general idea or message in it?
- > images from your own experience?

c. How would you best express those feelings?

By using...

- > pictures or emoticons?
- > words?
- > body language?

2 According to your answers in the previous activity, with a partner, exchange the emotions and feelings the poem generated in you and the strategies you used to identify them.



3 Use one of the strategies you discussed to express your feelings and create an inventory of the emotions the poem generated in both of you.

Reflection

Let's reflect! Follow the instructions to assess your learning progress.

Step 1

- > Name three things that help you understand a poem.
- > Write the rhyme pattern of a four-line poem in which the first and third lines rhyme.

Step 2

- > Write examples of two positive and two negative emotions generated by a poem.

Step 3

- > Write two sentences expressing your emotions about a poem in this unit.

Show time

Write checks or crosses according to your performance. During the presentation of the final product, I...

- > participated actively.
- > expressed my opinions and feelings when exploring and selecting poems
- > performed my part successfully when presenting the Final Product.
- > used appropriate volume, tone of voice, and body language to convey feelings and emotions
- > promoted respect and collaboration among the members of my team

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

I feel

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

Co-evaluation

- > Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____

Date: _____ Grade _____

Evaluation Instrument - Self-evaluation card

I Complete the self-evaluation card with your comments.

Unit _____	Name of the Unit _____
New unit related vocabulary that I learned:	
New expressions I can now use:	
Things I did well:	
Things I had difficulties in:	
Things I still need to practice more:	
My overall participation in class:	
How I felt working with my classmates:	

Unit 3

A Science Fair

Step 1

Selects instruction manuals and values their content and structure.

In this unit you will analyze different models and practice strategies in order to write instructions for a scientific experiment.



Why is science important?

Glossary

pots: (pl. n.) a container, usually round.
funnel: (n) an object with a wide round opening at the top, and a narrow tube at the bottom used for pouring liquids into containers.
seeds: (pl. n.) a small, round, or oval object produced by a plant and from which a new plant can grow.




1 Discuss in pairs. Which of the following latest scientific discoveries do you think is the most important? Why?

- Initiative to grow organs and regenerate human tissue.
- Scientists discovered an alien planet that's the best candidate for life.
- Scientists found a new continent under the sea in the South Pacific.

2 Look at the instructions for two scientific experiments, A and B, and answer the question.

In your opinion, which set of instructions is easier to read? Consider the following elements: the way the information is arranged, (paragraph vs list), the use of pictures and the use of graphic elements (bullets, pictures, or numbers).

A		B	
Materials		Materials	
2 plant pots with garden soil one package of plant seeds	2 spray bottles with water lemon juice	plastic bottle vinegar small balloon	funnel teaspoon of baking soda
<p>Place several seeds in soil. Label one pot "acid" and the other one "normal". Water both pots and put them under direct sunlight. Water each pot until each plant has a sprout with leaves. Choose one spray bottle and add lemon juice (5 drops of lemon juice per one liter of water). Water each plant as usual and then spray each plant with the acid mix or normal water as labeled. On the 14th day measure both plants and compare their aspect.</p>		 <ul style="list-style-type: none"> First, fill the bottle halfway with vinegar and stretch the balloon as if you were to blow it up. Then, use the funnel to put the baking soda inside the balloon and shake it gently until all the baking soda goes to the bottom. Next, stretch the opening of the balloon until it's completely over the opening of the bottle. After that, lift the rest of the balloon so that the baking soda falls into the vinegar. Finally, watch the balloon inflate! 	

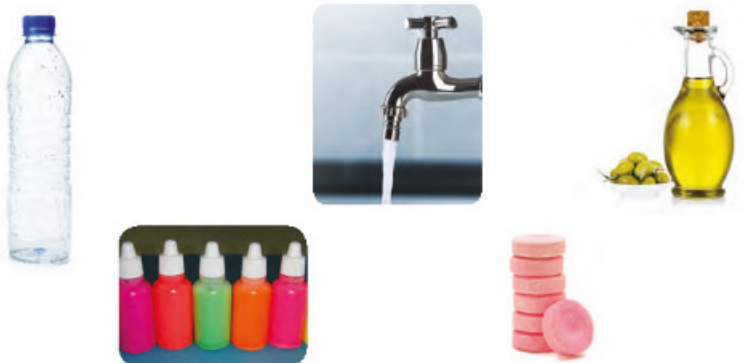


E Look at the set of instructions of experiment B and discuss the questions in pairs.

1. How many sections is the text divided into?
2. What graphic element is used to list the materials?
3. How are the instructions listed, by using sequential words (first, then, etc.) or by using numbers?
4. What is the purpose of the pictures?



L Look at the materials to perform an experiment and discuss in pairs what you think the purpose may be.



Tips

Remember that graphic elements are not only pictures, but also tables, charts, bullets, graphs, etc. that help you not only to predict a text but to understand its content as well.

Glossary

bubbling: (v) producing bubbles, balls formed of air surrounded by liquid that float in the air.

tip: (v) to move so that one side is higher than another side.

shake it: (v) to move up and down in short, quick movements.

E Read and number the instructions below in the correct order. Then listen to check your answers.  10

- _____ Break the antacid tablet into smaller pieces and add one piece at a time.
- _____ Add water to the neck of the bottle, leaving a little space between the water line and the top of the bottle.
- _____ Once the **bubbling** stops, replace the bottle cap.
- _____ Add 10 drops of food coloring to the bottle.
- _____ Fill the plastic bottle $\frac{3}{4}$ full with vegetable oil.
- _____ **Tip** the bottle back and forth and **shake it**. Watch the reaction.

E Read the instructions again and label the materials in activity 5.

7 Check (✓) the objective(s) of the experiment.

- To explore the relationship between oil and water in terms of density _____
- To observe colored bubbles _____
- To observe a chemical reaction between an acid and a base _____
- To color a liquid _____



Produce




E Read and follow the suggestions below.

- Get together in teams. Brainstorm experiments you have done at school, read about or watched. Find information in books, encyclopedias, and on the Web.

I watched a very interesting experiment on the Internet. It was about...

- Make a list of the ones you consider interesting and original and choose one.
- Write down the materials you need to perform the experiment. Make sure they are easily available.

Materials
1 plastic bottle
1 cup of vinegar

Save your work to use in the next Step. 



Read pages 33 to 36 from the Reader's Book and discuss in groups: What is the difference between a science demonstration and a science experiment? How many stages does the scientific method have and what are their names? Which of the elements analyzed in Activity 3 are present in the instructions for the first scientific experiment in this chapter?

Check your Progress

Go to page 53. Answer the questions for Step 1 to check your learning achievements.

Reading Time!



How do science experiments influence our lives?

- 1** Reflect and number the elements to understand a set of instructions according to their importance. Discuss and justify your answers in groups.

- _____ verbs that express the actions to be followed (*put, mix, etc.*)
- _____ pictures to illustrate the steps
- _____ sequential words to understand the order of the actions (*first, then...*)
- _____ bulleted or numbered list of materials
- _____ words that indicate how the actions are performed (*quickly, easily...*)
- _____ quantifiers and their abbreviations
- _____ pictures of the materials (*5 ml*)

- 2** Read and complete the instructions and explanations with the verbs in the box.

pour spread leave keep stretch fill add



Making slime

1. Fill one small cup with water and add a spoonful of the Borax powder. **Stir** it gently, without force. Then set it to be used later on.
2. _____ the other small cup with about 1 in. (2.5 cm) of the glue.
3. Add three tablespoons (20 ml) of water to the glue and stir.
4. _____ a few drops of the food coloring and mix until the mixture is fully colored.
5. _____ one tablespoon of the Borax solution you made earlier and stir well. Watch the slime form.
6. _____ it for about 30 sec and then pull it off the spoon and play with it!
7. _____ your **slime** in a plastic bag and close it tightly when you are not playing with it.

Explanation: This polymer has qualities of both a solid and a liquid. Solid molecules are tight together while liquid molecules _____ out and break apart. Polymer molecules _____ and bend like chains.

- 3** Look at the pictures and identify the missing materials.

Glossary

stir: (v) to mix by moving an object such as a spoon in a circular pattern.

slime: (n) a smooth, sticky liquid substance.

Language Reference

Usually, when we write or talk using instructions, we refer to the Imperative form of verbs; they may sound like giving orders but they are actually indicating an instruction to follow. Go to pages 172 and 173 to read more on how to use the Imperative form when giving instructions.



- 4** Work in pairs. Read these strategies to infer the meaning of unfamiliar words and use them to guess what the words in bold in the phrases below mean.

Context clues, for instance, explanations and definitions included in a text or giving examples may help you understand new words. Identifying the part of speech the unfamiliar word is, can also help you to notice if the word refers to an action, a quality or a thing, for example.

Stir it **gently**, without force.

Set is **aside**, to be used later on.

Mix **thoroughly** until the mixture is fully colored.

Polymer molecules stretch and **bend** like chains.

- 5** Discuss and compare your answers with another pair. Try to identify which of the strategies in the box you used in each case. **6** Reflect on the following questions in small groups.

1. Why is it important to put the steps for an experiment in the correct order?
2. What techniques can we use in order to show the correct sequence of the steps? Think about language and graphic elements.
3. What words do you know that express sequence?

- 6** Identify and underline the words that show the sequence of steps in the set of instructions below.

If you want, you can add about 10 drops of food coloring into the water for better visual results. This is optional.

Finally, watch how the candle goes out and the water level inside the glass rises. It's like magic!

After that, invert a tall glass and lower it slowly and vertically so that it covers the candle completely.

First, fill the soup plate with water to about 1 inch deep.

Next, place and light a candle in the middle of the plate. Check the water is at least an inch below the top of the candle.

- 7** Follow the picture sequence to rewrite the instructions in the correct order in your notebook.



- 8** Discuss the question.

Did the strategies in tasks 6 and 7 helped you? How?



Check your Progress

Go to page 53. Answer the questions for Step 2 to check your learning achievements.

Work with your teammates from the Create session in Step 1 and...

- › Take out the list of materials from the previous Create session. Check the list is complete.
- › Write the sequence of instructions to perform the experiment in the correct order (activity 9, page 47). Decide whether to use cardinal numbers, bullets or sequence words to list them.
- › Check all the steps are included so that the experiment can be done. You can add some words like *carefully*, *gently*, *quickly*, to give detailed information on how to perform the actions. You should make your instructions clear and easy to understand.

Save your work. You will use it in the next step.



Reading Time!

Read pages 37 to 40 from the Reader's Book and discuss in groups: Can you explain how the tabletop hovercraft works? How is the closed loop circuit formed in the electric motor? Why does the coil spin?

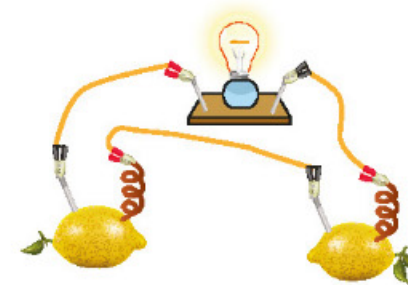


What do you think the most important step in an experiment is?



Look at the picture and discuss the questions in pairs.

1. Have you tried this experiment?
2. What do you think the lemon does?
3. Can you guess how it does it?



Read the instructions to perform the experiment and answer the questions below in groups.

- › Roll and **squeeze** two lemons because this releases the juice inside.
 - › Cut two **slits** about ½ inch deep in each of two lemons. If the skin is thick, make the insertion deeper until the fruit is exposed.
 - › Insert a 4-inch piece of **copper** wire into one slit and a galvanized **nail** (a nail covered in zinc) into the other slit of each lemon.
 - › Now, attach an alligator clip wire to each end of each piece of wire.
 - › Attach one end of the first wire to the nail in the first lemon. Attach the other end of this wire to the negative (–) terminal of a 1.5 v min light bulb.
 - › Connect a second wire from the copper wire in the second lemon to the positive (+) terminal of the light bulb.
 - › Finally, using a third wire, connect the nail in the second lemon to the copper wire in the first lemon.
1. Why do you have to roll the lemons?
 2. How many slits do you have to cut in each lemon?
 3. What do you have to put into each slit?
 4. Where do you have to attach the first alligator clip wire?
 5. Which bulb terminal is the nail wire connected to?
 6. Which bulb terminal is the copper wire connected to?
 7. What is the third wire used for?

Glossary

squeeze: (v) to press something firmly.

slits: (pl. n.) a straight, narrow cut or opening in something.

copper: (n) a reddish, brown metal.

nail: (n) a thin piece of metal with one pointed end and one flat end.

10:30



Was this experiment easy? Did you ever think you could generate electricity by simply using lemons? Find out more about this experiment in the following site:

<https://www.education.com/science-fair/article/lemon-power/>

Or watch a video at:
<https://www.youtube.com/watch?v=GhbuhT1GDpl>





Match the question words with the underlined parts of the sentences below.

where what how many which what for how

Roll and squeeze two lemons because this releases the juice inside.

(_____)

Cut two slits about ½ inch deep in each of two lemons.

(_____)

Attach an alligator clip wire to each end of each piece of wire.

(_____)

Attach an end of this wire to the negative (-) terminal of a 1.5 v min light bulb.

(_____)

Insert a 4-inch piece of copper wire into one slit. (_____)



Work in pairs. Use the words in parentheses to ask questions about the missing information in the instructions below. Follow the example.

A Foamy Mountain

First, pour (*How much...?*) 20 vol. hydrogen peroxide into a plastic bottle.

Then, add 8 drops of (*What ...?*) into the bottle.

Next, add 1 tablespoon of liquid dish soap into the bottle.

After that, combine 3 tablespoons of warm water with 1 tablespoon of dry **yeast** in (*Where ...?*) and mix for about (*How long...?*).

Finally, pour the yeast water mixture into the bottle and watch the **foaminess**. Notice how the bottle got warm because (*Why...?*).

1. *How much hydrogen peroxide do I pour?*
2. What do _____?
3. Where _____?
4. How long _____?
5. Why _____?

Match the questions with the correct answers.

- [] For 30 sec.
- [] Food coloring.
- [] A small cup.
- [] Because it is an exothermic reaction. It releases heat.
- [] ¾ cup

Glossary

yeast: (n) a white substance used for making bread rise.

foaminess: (adj) covered with a lot of bubbles together on the surface of a liquid.



Look at the pictures and write additional instructions about the same experiment with the clue words below.



irritate skin / eyes / safety goggles

1



multicolor effect / several colors

2



after dish soap / swish around / mix

3



place / washable surface

4



funnel / easier to pour

5

1. _____
2. _____
3. _____
4. _____
5. _____



Work in pairs. Read both sets of instructions and decide which ones to include in your own version and in what order. Write them down adding, changing, or substituting information to make the procedure clear. Use sequence words, bullets, or numbers to order them.



Check spelling and punctuation and write a final version in your notebook.



Check your Progress

Go to page 53. Answer the questions for Step 3 to check your learning achievements

Work with your teammates from the Create session in Step 2 and...

- › Take out your instructions to perform a scientific experiment.
- › Go over your text. Make any necessary changes, such as adding, eliminating, or substituting information. (activity 7, page 49).
- › Check spelling and punctuation and write a final edited version. Remember to include the materials you listed in a separate section.
- › You can add pictures if you wish to illustrate each step or /and the final result. If you want to, you can also add an explanation at the end, stating the scientific principles behind your experiment. It's optional.

Save your work. You will use it in the Show Time section.



10:30

Why is the temperature so important when we talk about the density of water? Find out more interesting information about this topic in the following site:
https://www.usgs.gov/special-topic/water-science-school/science/water-density?qt-science_center_objects=0#qt-science_center_objects

Reading Time!

Read pages 41 to 43 from the Reader's Book and discuss in groups: What did you find out about the density of water? Why is it easier to float in the ocean than in a swimming pool?



A Scientific Experiment



During this unit you worked with your classmates to write the instructions to perform a scientific experiment. Now it's time to present it to the class.

- › Get together with your teammates and take out the final edited version of your scientific experiment. Go over it to make sure it is complete and correctly written.
- › Present the experiment to the class. Decide whether you want to read it aloud or just explain what it is about. Listen to other teams respectfully.

I think we can read the written instructions.

We can also explain what the experiment is about before reading it.

- › As an optional activity, you can actually perform the experiment in your class and have a science fair. If you wish to do so, remember to mention the materials you are going to use and to explain each step while doing the experiment.

We are going to use a teaspoon of baking powder, 50 ml of

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



Read pages 44 to 46 from the Reader's Book and discuss in groups: Would you like to try the fog tornado? Which of the experiments in this chapter do you like the most? Why? Before you continue with the next unit, visit the Language Reference section on pages 172 and 173 to clarify, review, and reinforce the language in this unit.

Reading Time!

Check your Progress

Go to page 53. Evaluate your performance during the presentation of the final product in the Show Time section. Then, as in previous units, answer the questionnaire on page 54 individually. Share your grade with your teacher and check if you need help in any particular area.


Review



Writing Instructions for a scientific experiment

I Look at the picture of an experiment and underline its purpose.

1. Checking the properties of paper.
2. Testing static electricity.
3. Understanding the power of air.

E  Work in groups. Reflect on the strategies needed to write a set of instructions for a scientific experiment and number them in the correct order.

- _____ insert additional instructions in the correct places.
- _____ list the materials
- _____ edit your text
- _____ number the main instructions to perform the experiment.



E Use the strategies above in the correct sequence to write a set of instructions for the experiment in the picture.

- Rub the balloon not less than 10 seconds.
- Count the number of dots on the balloon and register the data.
- Move the balloon back and forth while over the candle.

Glossary

punch: (v) to make holes in something with a special piece of equipment.

boundaries: (pl. n.) an edge or limit of something.

Instructions usually start with an action word. If you need verbs that you may not remember to express or write instructions, consult the list of verbs found on pages 189-192 and choose the ones you need.

3 Spread the dots over the square.

Hold the balloon above the middle of the taped square until the dots stop jumping onto the bottom of the balloon.

1 **Punch** 100 dots from a sheet of paper.

Light the candle and hold the balloon above the flame for some seconds. The ions from the flame eliminate any static charge left in the balloon.

4 Blow up a balloon and rub it against a woolen sock.

Measure out a 6-inch square on a table and mark its **boundaries** with masking tape.

6 Place all the dots back in the taped square.

- › hole puncher
- › construction paper
- › ruler
- › masking tape
- › balloon
- › woolen sock
- › candle

Reflection

Let's reflect! Answer the questions to check your learning achievements.

Step 1

- › What are the textual and graphic components included in a set of instructions for an experiment?
- › What words can help you express the sequence of actions?

Step 2

- › What do you find difficult, if any, about writing instructions for an experiment?
- › How did you infer the meaning of new words? Check the appropriate items.
 - By identifying the part of speech _____
 - By explanations or examples included in the text _____
 - Other (explain) _____
- › What abbreviations did you learn?

Step 3

- › Was it easy to ask questions about the missing information in a set of instructions? If not, what was difficult about it?
- › Did you incorporate changes in your first draft to improve the text? If so, what changes did you make?

Show time

During the presentation of the final product, ...

- › did you participate actively?
- › did you research to find interesting science experiments?
- › collaborate to make a list of the materials needed?
- › did you contribute to the writing of a draft and a final version of the instructions?
- › did you promote respect and collaboration?

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

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- › Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name: _____ LN _____
 Date: _____ Grade _____

Evaluation Instrument - Questionnaire

I Complete this chart together with your teacher. Use the code below to assess your performance and work out the final grade.

Aspects to be evaluated	Self-evaluation	My teacher's evaluation	Co-evaluation (agreed grade)
Step 1 Select instruction manuals and values their content and structure.			
Step 2 Interpret instructions.			
Step 3 Write instructions.			
Edit instructions.			
Participation in class.			
Collaborative attitude.			
Quality of completed work.			
Total			

1 = needs improvement
 2 = satisfactory

3 = good
 4 = excellent

Unit 4

TV Shows And Emotions

Step 1

- Identify genres.
- Interpret general sense and details.

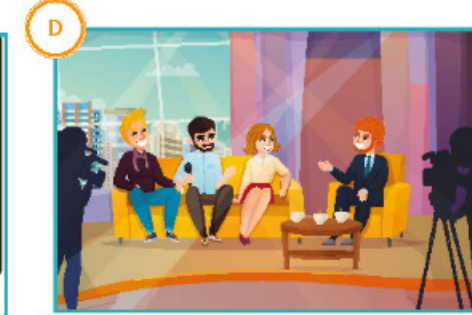
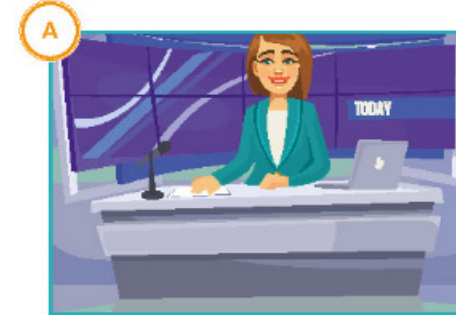
In this unit you will study models and participate in interviews about TV programs to discuss the reactions and emotions they generated in you and your classmates.



What TV shows do you watch?

I In small groups discuss what TV program each picture shows and what genre it represents.

sports news sitcom cartoons talk show documentary



II Now discuss which of the programs above you watch, who you usually watch them with and how they make you feel.



Reading Time!

You can now start reading about some of the TV genres mentioned in Activity 4. Read pages 47- 50 from the Reader's Book and discuss the following questions: What TV series or programs did you like watching when you were a primary school student? What similarities or differences do you think there are between the lives of the characters in the series Happy Days and your and your friends' lives now?

E Listen to the following program extracts and discuss what program in the pictures on the previous page each refers to.

- Then listen again and discuss which program each description refers to.
 - a) Speakers use formal language. _____ and _____
 - b) The speaker uses more informal language. _____
 - c) The speaker uses different speaking rates (faster or more slowly) and voice tones to show excitement. _____
 - d) Music is used to introduce the program. _____
 - e) You can hear a live audience in the background. _____
 - f) The speaker uses pauses while talking to describe actions. _____

L Research, discuss and write definitions for each of the TV genres below.

1. News: _____

2. Documentary: _____

3. Cartoon: _____

4. Talk show: _____

5. Sitcom: _____

6. Talent Show: _____

7. _____ : _____

8. _____ : _____



E Discuss the questions.

Which genre or genres on the previous page are more appropriate for young children?
Which genre or genres are more suitable for adolescents and young adults?
Which genre or genres are appropriate for people who like nature?

E Look at the TV screen below and discuss what type of program it shows. Then use the definitions IN THE GLOSSARY to label the different elements on the screen.



7 Discuss in small groups.

1. Do you find **tickers** and **subtitles** useful?
2. How much do you use them?
3. Which programs do you watch the most?

Language Reference

To express ideas we can use formal or informal language. To learn more on how and when to use these and other characteristics of the language when communicating with others, go to page 174 in the Language Reference section.

Glossary

anchorman/woman: (n) is the person who presents a television or radio program, especially a news program.
tickers: (pl. n.) a narrow area that shows information across the top or bottom of a television screen.
sub-titles: text version of a program's dialog, overlaid on the screen for the hearing impaired or for when the speakers are unclear or are speaking in a foreign language.



Check your Progress

Go to page 69. Read the achievements for Step 1. Mark your progress according to your performance.

Read and follow the suggestions below.

- Form pairs or small groups for Your Final product.
- Propose different TV program genres you would like to discuss along with names of programs that represent those genres.
- Make a list.

Save your work to use in the next Final Product session.



19:30

TV programs have different elements such as episodes, casts and others. To learn and increase this type of vocabulary, visit <https://quizlet.com/18963620/tv-vocabulary-flash-cards/> and then share with others what you learned.

Do you need some action words to be more fluent and talk about TV programs? Remember to consult the list of verbs on pages 189-192

Step 2

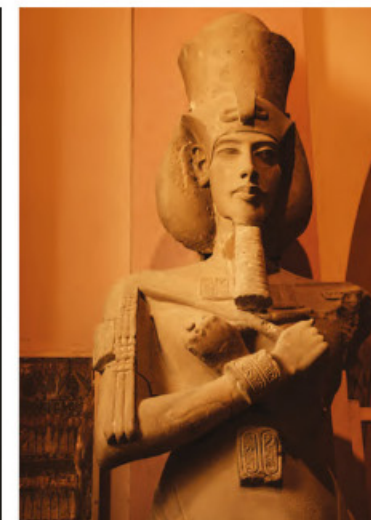
Write notes about emotions and reactions to participate in an exchange of views.



What can TV shows teach us?



1 Look at the two scenes and discuss what type of TV genre they are from.



In Step 1, you learned about the different genres we can find and watch on TV. How is a documentary different from a News broadcast or from a Talk show? Discuss with your classmates and go back to page 55 to check what you wrote about each genre and make your discussion more interesting.

2 Look at the title and scene from a TV documentary. Read the definition in the Glossary and predict how they may relate to the pictures above.

Tutankhamen's **Bloodline**



Glossary

bloodline: (n) a person's bloodline is their ancestors over many generations, and the characteristics they are believed to have inherited from these ancestors.



3 Write the reason(s) that support your answer and share them with a classmate.



4 **Complete the following statement.**
Watching documentaries is _____ because _____.

5 **Share your statements in small groups.**

6 **Listen to a conversation and discuss:** **12**

- ▶ type of communication used.
- ▶ participants and relationship between the speakers.
- ▶ topic of conversation.
- ▶ program genre.

7 **Listen to the conversation again, write down examples of the following elements in it and share them with your partner:**

an explanation of a term: _____
 technical or specialized information: _____
 speakers' emotions: _____
 speakers' opinions: _____

8 **Write down the questions Nora asked Jack about the content of the program and the emotions it generated in him.**

1. _____
2. _____
3. _____
4. _____
5. _____

9 **Compare your questions with those of a classmate and correct them, if necessary. Then listen to the conversation one more time to check.**

10 **Individually make notes of the following information:**

Name(s) of TV documentaries you have watched.
 One you liked or remember information about the opinion and emotions it generated.

Glossary

tomb: (n) a structure or underground room where someone, is buried.

sarcophagus: (n) a large container in which a dead body was placed in ancient times.

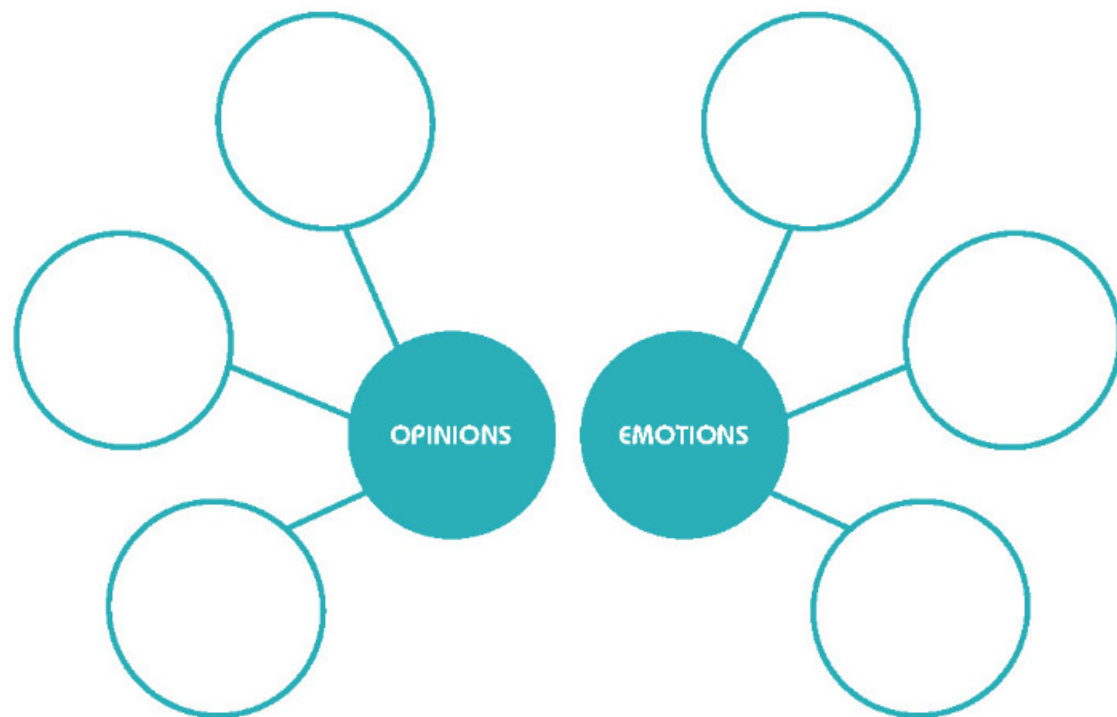
scanner: (n) a machine used to examine things by using a beam of light, sound, or x-rays.

Tips

Remember that when using verbs in a conversation, these can be regular and/or irregular. If you need some irregular verbs to express yourself and you can't remember them, go to pages 191-192 and find the ones you need to express your ideas.

11 **Interview a classmate and ask him or her questions to find out as much as possible about the content of documentaries he or she watched and his or her opinion about them. Write notes.**

12 **In small groups take turns sharing the information you learnt from your classmates. Then complete the diagram with the emotions and opinions mentioned.**



Language Reference

If you need to check on emotions you can go back and review them on page 171.

Check your Progress

Go to page 69. Read the achievements for Step 2. Mark your progress according to your performance.

Read and follow the suggestions below.

- › With the same partner you worked with in the Create section of Step 1 choose one program each from the list you prepared in session 1.
- › Individually write notes about the program including
 - Name of the program
 - Genre
 - General description
 - Participants or characters
 - Personal opinion and emotion it generated in you.
- › Share and compare your information with your partner's.
- › Write questions to ask your partner more about your partner's program.
- › Discuss the language used during the conversation and correct problems.
- › Ask your teacher if necessary. You can also record your conversation and have your teacher listen to it and suggest ways of improving it.

Save your work to use in the next Create session.



Reading Time!

Read pages 51 to 54 from the Reader's Book and discuss the following questions in groups: What do you think makes the series in the review different from many animated TV cartoons today? What was/were the element(s) in the series you think make it fun and attractive? What things from the past do you think would be worth using or having again to avoid some of the problems of the modern world?



Look and describe the pictures. Say in what ways they are similar or different.



Say what picture the following sentences refer to.

1. Someone's opinions or **statements** will probably be used later. _____
2. One of the speakers prepares his or her part **beforehand** and asks most of the questions. _____
3. Both speakers ask and answer questions and react to each other's comments. _____
4. The interaction is usually more spontaneous and unpredictable. _____



Use what you already know about TV genres and discuss with a partner which one uses more questions or interviews as its main content. Why does this happen? Do you watch any of these programs? Why or why not? If you need to review these concepts go back to page 55.



Listen to the dialog and discuss the following questions.



1. Which picture illustrates the conversation?
2. What is the general topic discussed?
3. What role does each speaker play?
4. What is the tone of the conversation? (formal, informal, friendly, tense, relaxed, cordial, distant).

Glossary

statements: (pl. n.) declaration or report of opinions or facts.
beforehand: (adv.) in anticipation or in advance.



E Listen to the interview again and discuss the purpose of the following stages. Then write some words used by the speakers at each stage. 13

Introduction: _____

Development: _____

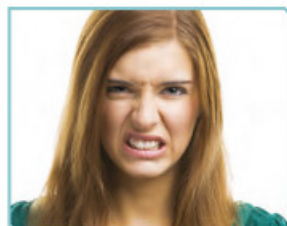
Closing: _____

E Write as many questions as you remember Tina uses during the interview. Share the questions with your partner and then listen to check. 14

- ▶ 'Well, Rob I think that's all. I hope I didn't take too much of your time.'
- ▶ 'I'm doing a survey for a school project ... Do you mind if I ask you some questions?'
- ▶ 'Let's see ... I love to watch movies I've seen and liked several times.'

1. _____
2. _____
3. _____
4. _____
5. _____

7 Label the pictures with emotions mentioned during the interview.



E Write the sentences from the conversation that were used to express the emotions above.

E Read Bob's words when describing the scene of the football match aloud and adjust volume, and intonation to reflect his emotions. Then listen to Rob's words and compare both versions. 15

Rob: *It was exciting and dramatic at the same time. Everything was decided in the last two penalties. I was really nervous when Bates from the Sparks missed his penalty and it was Davies' last turn to shoot! Oh my God! When Davies scored the final goal I jumped out of my seat and started shouting 'We're the champions, we're the champions. I was so thrilled! We had never been champions before. Can you imagine how I felt?'*

10 Read the following two sentences from the conversation and underline the parts which describe a reaction to an event and circle the parts which describe the causes.

When Davies scored the final goal, I jumped out of my seat and started shouting 'we're the champions, we're the champions'.

Every time I see the scene where Kylo Ren kills his father, I feel disgusted, disappointed, and frustrated.

11 Create sentences similar to the ones in activity 10 to express personal reactions or feelings caused by situations related to any of the following TV events.

- | | |
|-----------------------------|---|
| a boxing match | movie with a happy ending |
| your favorite singer's show | the defeat of your favorite team/player |



12 Share your information in pairs or small groups and use appropriate facial expressions.

Language Reference

Using the correct intonation when asking questions and / or expressing opinions can make communication more interesting. Go to page 174 and read about intonation, intonation rules and how using them correctly, makes a great difference when talking to others.



Check your Progress

Go to page 69. Read the achievements for Step 3. Mark your progress according to your performance.

Read and follow the suggestions below.

- With your partner from the previous Create sections read the notes and questions you prepared about the TV programs you selected during Session II. You can also listen to the conversation you had during Session II if you recorded it.
- Use that material to plan two interviews about each other's programs. Make sure the interview scripts include an introduction, a development and a closing.
- While answering your partner's questions include emotions related vocabulary to express the feelings and reactions the programs or their parts generated.
- Practice acting out your interviews paying attention to the intonation, pace and volume of your words as well as the facial expressions that go with them.

Keep your notes for the Show Time Session



Reading Time!

Read pages 55 to 58 from the Reader's Book and discuss the following questions in groups: Which of the 11 episodes would you like to watch the most? Why? Which do you think contains information you know little about? How useful do you think it is watching nature and animal related documentaries?



Interview about reactions and emotions caused by a TV program.



It is time to present your Final Product to the class: an interview about a TV program.

Before the presentation:

- Get together with your partner and go over all your notes from previous sessions.
- Decide if you want to act out the interview you prepared with your Final Product partner, or interview a new classmate and have a more spontaneous conversation.

During the interview:

- Make sure you include language to initiate, develop and end the interview, ask questions give answers and explain emotions and provide opinions according to your role during the interview (interviewer or interviewee).
- Remember to pay attention to your voice, body gestures and facial expressions to convey the desired effects.
- While listening to your classmate's interviews, show respect and make notes of comments or questions you might want to make at the end.

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



Check your Progress

Go to page 69. Read statements in Step 3 and mark your progress according to your performance in the Show Time section. Then, fill out the Control card on page 70 individually and see how much you've progressed. Share your grade with your teacher.



Read pages 59 and 60 from the Reader's Book and discuss in groups: What makes the sitcom attractive according to the blogger? Do you like watching series which feature unreal situations or prefer those with situations you can relate to? Which of the TV oldies reviewed would you be most interested in watching? Why? Before you continue with the next unit, visit the Grammar Reference section on page 174 to clarify, review, and reinforce the grammar learned in this unit.

Reading Time!



Participating in interviews about TV programs to discuss generated reactions and emotions.

1 **Work in pairs. Read the strategies to carry out an interview about the emotions and opinions generated by a TV program. Reflect on who uses them and label the boxes with the words *Interviewer* and *Interviewee* accordingly.**

1. Describe program characteristics
2. Give opinion
3. Express feelings and emotions about the program.
4. Answer questions

5. Start the interview and explain its topic and purpose.
6. Ask general questions about the topic.
7. Ask specific questions to obtain detailed information
8. Close the interview

2 **Read and complete the interview with the missing questions. Use language from the previous lessons.**

Boy: Hi! _____ about a TV sitcom? It's for a school project. [____]
 Girl: Of course not. Go ahead.
 Boy: _____ 'School Bonds'? [____]
 Girl: Sure! Everybody has. It is a wonderful, hilarious sitcom. It's really good, I never miss an episode. [____] [____]
 Boy: _____ ?
 Girl: Loui Julianni, definitely! He's so handsome! [____]
 Boy: What makes him handsome? [____]
 Girl: His eyes and his smile.
 Boy: _____ ?
 Girl: A character I don't like ... Well, Ashley is not very popular, is she? She's always boasting about her father's money. I get angry with her at times. But she's not a bad girl after all. It's just her personality. [____]
 Boy: And _____ about the program?
 Girl: Change? Er... perhaps the ads. Sometimes you cannot enjoy the program and lose track of what is happening because of so many ads interrupting it. It really annoys me.
 Boy: I see you point. Well, thank you very much for all your answers. [____]
 Girl: No problem. I love being interviewed.

3 **Identify the strategies in Activity 1 in the conversation below and write the corresponding numbers.**



4 **Act out the interview in pairs. Pay attention to voice volume, pace and intonation as well as body language to express your emotions.**

Reflection

Let's reflect! Follow the instructions to assess your progress in this unit.

Step 1

- ▶ Mention different TV program genres.
- ▶ Name TV programs with the following characteristics:
 - The use of formal language.
 - The use of informal language.
 - Celebrities are invited.

Step 2

- ▶ Give your opinion about a program you like and one you dislike.

Step 3

- ▶ Mention... expressions to initiate and close an interview feelings and emotions generated by a TV program

Show time

During the presentation of the final product, I was able to ...

- ▶ participate actively.
- ▶ ask and respond questions related to the topic of TV programs.
- ▶ describe emotions, reactions and provide personal opinions clearly
- ▶ use appropriate voice volume, tone of voice, and tone to convey my emotions.
- ▶ use appropriate body language.
- ▶ promote respect and collaboration.

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

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- ▶ Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____
 Date: _____ Grade _____

Unit Evaluation Instrument – Control Card

1 Evaluate your progress. Write what you learned and practiced and describe your performance. Then write comments about what you need to work more on.

Step 1	What I learned and practiced	My performance	What I need to work more on.
Step 1			
Step 2			
Step 3			
Step 4			

Unit 5

Stretch Your Mind!

Step 1

Select an enigmatic event from the past.

In this unit you will analyze different models and practice strategies to produce an inventory of enigmas to play a game.



How can you exercise your brain?

1 Discuss in pairs.

Which of the games below have you played?

Do you play brain games? If so, which one do you like the most?



2 Read the definition of a riddle and the examples below and try to solve them in groups. Then listen and check your answers.



A riddle is a puzzle to be solved. There are two types of riddles: a conundrum which is a question, statement or poem that is a trick that describes something in a difficult and confusing way and has a clever or funny answer, and an enigma which is a problem that requires careful thinking to solve it.

1. What is so fragile, that when you name it, it breaks?

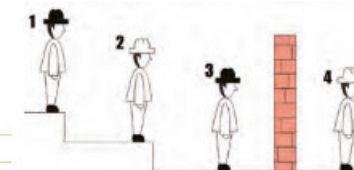
2. Flat as a leaf,
 round as a ring,
 I have two eyes,
 but can't see a thing.

3. Four prisoners were given the opportunity to be free if just one of them could work out the answer to a simple logic riddle. The prisoners were lined up as shown in the picture. They were all facing the same direction. The wall separated the fourth man from the rest. Prisoner 1 could see prisoner 2 and 3. Prisoner 2 could see prisoner 3, and prisoners 3 and 4 couldn't see anyone.

They were told that there were four hats, two white and two black, but they didn't know what color hat they were wearing. The guard told them to shout out the color of their own hat as soon as they knew the answer. They were not allowed to turn around, move, talk to each other, or take their hats off. Which prisoner shouted first and what did he say?

10:30

Riddles are a wonderful way to train your brain, practice the language you already know and have fun at the same time. Visit this link and see how many riddles you can solve before you see the answer: <https://icebreakerideas.com/riddles-for-kids/>





17

Language Reference

When we want to express doubt or possibility at answering something, e.g. a riddle, we use modals: maybe, could, may and others. Go to page 175 and read more on how to use these modals.

Now that you have experienced using the Language Reference section for other units, feel free and comfortable to go back and check on previous information to reinforce or clarify whatever you may need.

18

Glossary

enigma: (n.) something hard to understand or explain / A mysterious person.

- E** Listen to a riddle Tim and Anne are trying to solve and number the pictures in the correct order. Then work out the solution with a partner.



- L** Listen and check your answers.

- E** Read this **enigma** from Anne's book and insert the phrases in the box in the correct places in the text. Check your answers in pairs and then try to solve it.

- a) was dressed in blue and the other one in red
- b) a fierce dragon
- c) identical big, wooden doors
- d) an enchanted castle
- e) a strong, tall guard

Mike was trying to escape from 1) ____ castle. He had killed 2) ____ jumped over a fire, and now when he thought he had made it, he found two 3) ____ one next to the other. He heard a voice saying: "One of these doors leads to life, the other one leads to death." There was 4) ____ standing in front of each one. One guard 5) _____. The voice continued, "One of these guards always tells the truth, but the other one always tells lies. Unfortunately, you don't know who is who. You can ask just one question to one of the guards to choose the correct door. Good luck Mike". Mike thought for a while, then he went up to one guard and asked a question. He listened to his answer, opened the correct door and escaped from the castle. What question did Mike ask?



- E** Listen to Tim and Anne and answer the questions in pairs.

19

- Why is it that asking the questions: *Which door leads to life?* or *Is this a castle?* doesn't help?
- What does Anne say about the type of question that Mike must have asked?
- What question did Anne propose? Does it solve the problem? How?



- 7** Individually, match the questions Tim asks with Anne's answers about an enigma.

20

Whodunit?

One afternoon, Mrs Taylor heard a loud crash of broken glass in the living room. She ran into the room and found her beautiful blue vase broken. She was furious!

Tim's questions	Anne's answers
1. How was the vase broken?	Jason said that Jim didn't kick the ball and he was sure that Jeremy did. ____
2. Who could have done it?	One boy lied in both statements and two boys told the truth. ____
3. What did Jason say?	Jeremy swore that Jim was the one who broke the vase. He said he knew this for sure because Jason definitely wasn't playing soccer in the house. ____
4. What did Jim say?	It was smashed into pieces. Among the broken pieces she saw a soccer ball. ____
5. What did Jeremy say?	One of Mrs Taylor's children: Jason, Jim, or Jeremy. ____
6. What are the clues?	Jim was certain that Jeremy was innocent. He also mentioned he hadn't done his homework. ____

- E** Work in pairs again. Have you figured out who did it? Listen and check your answers.

- E** Discuss in pairs.

- Which riddle from this part of the unit was the most difficult? Why? Number them according to the degree of difficulty (1: least difficult - 4 - Most difficult).
- Which one did you like the most? Why? Get together with another pair and share your answers.

Glossary

swear: (v) to promise or say firmly you are telling the truth.

vase: (n) a container for holding flowers or for decoration.

blame: (v) to say someone did something wrong or is responsible for something bad happening.



Check your Progress

Go to page 85. Read the achievement for Step 1. Evaluate your performance according to the scale provided.

Read and follow the suggestions below.

1. Get together in teams of six. Do some research to find enigmas about past events; you can browse the web, ask friends, or get a book of riddles. Choose the ones you like the most.
2. Make a list of your favorite ones and write the reasons why you chose each of them. You can also classify them according to the degree of difficulty. (activity 9, page 73).
3. Write the enigmas as short notes for now, just so you remember the ones you chose. You can add some details to describe things or people better as you did in activity 5 page 72.

Save your work. You will use it again on the next step.



10:30

There are many enigmas to be solved and riddles to learn from. Can you answer this one? Who said this famous phrase? "A riddle wrapped up in an enigma". To find out about these and other famous phrases visit: <https://www.phrases.org.uk/meanings/31000.html>



Reading Time!

Read pages 61-65 from the *Reader's Book* and discuss in groups: What is the name of the gigantic stone statues on the Eastern Island? What are some of the unanswered questions about the statues? What is the latest discovery made in the Great Pyramid of Giza? How are scientists planning to get more information?

Step 2

- Describe enigmatic events from the past



What riddles or mind games do you know?



1 Work in pairs. Solve these riddles. Unscramble the words to check your answers.

If I have it, I don't share it. If I share it, I don't have it. What is it?

What has roots as nobody sees,

Is taller than trees,

Up, up it goes

And yet never grows?

streecs aumnotin



2 Reflect in small groups:

Which of the following things you don't have to include when describing an enigma?

- › Say where the situation takes places and who the characters are.
- › Give the answer to the mystery.
- › State what the mystery to solve is.
- › Include clues.
- › State what the events are.
- › Add details.

3 Discuss and number the elements above in the logical order.

4 Read this enigma and complete the table.

Jim, who was an explorer, was walking across the desert, when he saw a huge **diff** ahead.

As he **approached** it, he noticed a dead man lying at the bottom of the cliff. The curious thing was that the man was wearing only underwear and he was holding a **straw** of hay . How do you think he died? How do you think he got there?

Glossary

diff: (n) a high area of rock with a very steep side.
approached: (past. n.) to come near or nearer to something or someone.
straw: (n) the dried yellow stems of crop such as wheat.

<input type="radio"/> Characters	
<input type="radio"/> Setting	
<input type="radio"/> Events	
<input type="radio"/> Clues	
<input type="radio"/> Mystery to be solved	



Language Reference

Remember you can use Wh-question words to ask about something that happened in the past. To review how to do this, go to page 175 and read the section on questions and past tense verbs. If you need irregular verbs, check pages 191-192 for help.

E Work in groups. Discuss questions you would ask to get more clues to solve the enigma. Look at the Language Reference box with useful information.

_____ ?
 _____ ?
 _____ ?
 _____ ?

E Read some more clues to solve the enigma and check whether your questions in Activity 4 were answered.

The man was in some kind of vehicle before he died.
 Jim was not connected to the man's death.
 The man died to save two men.
 He fell from height.

7 Number the pictures in the correct order to solve the enigma.



E Take turns explaining what happened. Use the words in the box.

hot air balloon draw straws losing altitude shortest straw
 crash into cliff throw sand bags and clothes jump out



E Read this summary of an enigma, then in pairs ask questions to find out the details below:

Emma was home alone. She heard a noise and then footsteps. A man **grabbed** her from behind. Suddenly, the phone rang. The man told her she could answer but **threatened** her not to say that she was in danger. Emma picked up the phone.

"Hi, Emma. Are you still studying for tomorrow's exam?" said Claire.

"Hi Claire. Yes, I am. Thanks for the call. Remember those science notes I gave you last week? Well, I really need them back. It would be a great help to me. It's an emergency so if you could return them to me tomorrow it would be great. Please hurry in finding them. I need to continue studying now."

Then she said good-bye and hung up. Suddenly they heard police sirens. Emma ran out and saw the man being arrested. "Clever girls," said one policeman.

What had happened? How did the police know that Emma was in danger?

- The reason why she was alone.
Why was _____ ?
- The moment of the day when the event happened.
When _____ ?
- Emma's activity at that moment.
What _____ ?
- The purpose of the man.
Why _____ ?
- The man's actions when he heard the police sirens.
What _____ ?
- The person who arrived with the police.
Who _____ ?



E Work in pairs. Take turns asking the questions above and choosing the correct answers.

At night. There was a storm outside. ____
 Her friend Claire. ____
 She was studying in her bedroom because she had an exam the next day. ____
 He ran to the nearest window and jumped out. ____
 The man was a thief. He wanted money. ____
 Her parents were eating out with some friends. ____

11 Rewrite the enigma including the details you found out in your notebook. Then try to solve it.

12 Listen to check your answers. 21

Glossary

grabbed: (past. v.) to take hold of someone suddenly and roughly
threatened: (past. v.) to tell someone that you will kill or hurt them or cause problems if they do not do what you want

10:30

Do you like to write ideas? Try out writing a riddle and having fun as you ask others for the answer. Visit <https://literaryterms.net/when-and-how-to-write-a-riddle/> to find out how to write riddles and when to use them.

Remember that verbs or action words make your communication more interesting and fun. Find lots of verbs or the ones you may need on pages 189-192. Be careful with the tense you need to express yourself correctly.



Check your Progress

Go to page 85. Read the achievements for Step 2. Evaluate your performance according to the scale provided.

Work with your teammates from the Create session in Step 1 and ...

- Take out your list with notes of the enigmas you chose.
- Develop your notes into a short text to describe the events in your enigmas. You can add some details. Make questions to ask for more information or details. Rewrite you enigmas including the additional information provided by the answers *Where was the man when he heard the noise? He was... What was the box like? Was it big?*
- Go over the texts with your teammates to make sure the enigmas are correctly written and include all the information needed to solve them.
- Write the answers to your enigmas on a separate sheet of paper.

Keep your enigmas and their answers to use in the following step.



10:30

Is the Mary Celeste mystery coming alive again? Visit <https://museumhack.com/mary-celeste/> and find out more interesting information on this mystery.



Step 3

Formulate hypotheses to guess enigmas that explain past events.



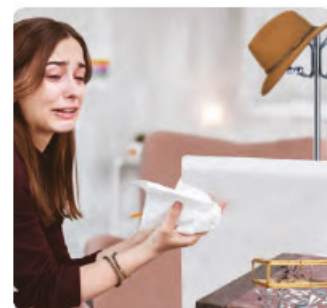
What strategies can you use to solve riddles or enigmas?



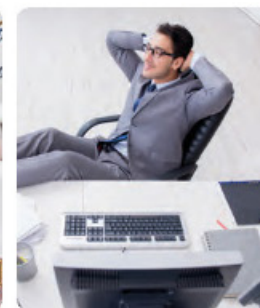
1 Discuss in pairs.

Do you like watching or reading detective stories? If so, have you ever been able to solve a mystery?

2 Read a dramatized version of The Egyptian Necklace mystery and match the scenes with the corresponding parts of the script.



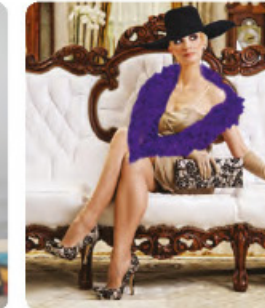
1



2



3



4

Sir. Thomas Carlyle, the president of the exclusive Explorer's Club, was the second suspect. The Club welcomed well known scientists and explorers, but he didn't want any new members. Sir. Thomas was talking to his wife on the phone when Sam was interrogating him.

"No, I haven't seen it, Jane," said Sir. Thomas. "Have you checked the closet? No... Yes, Ok. Bye," and he hang up.

"As I was saying detective Peterson, it's a pity a lovely woman like Lisa had lied about the authenticity of the necklace. It was fake."

Lisa was devastated, she had lost a precious object, a beautiful blue and gold Egyptian necklace from the 6th century BC. "It was a precious jewel of immense value, and they would have let me into the Explorers' Club. I kept it here, in a glass case and someone stole it last night," she told detective Sam Peterson.

Kate, a talented and very elegant woman who like Lisa wanted to be admitted to the club, was the third suspect. Sam went to her house to question her. She looked like she was going to a party. She was wearing a hat and a **boa**. She was furious. "Sir Thomas will not let me into the club. I have more degrees than any member there," she said. "I don't need to steal from Lisa, my competitor. However, to be the first new female member of the club and be recognized in history books, that would be something else," she said with a smile.

There were four suspects: Patrick, Lisa's young assistant, who was a college student and was lazy. He had taken the job because he was broke and wanted to earn some money during the summer. "I was here in Lisa's office, and I fell asleep. I woke up to the sound of broken glass, I was startled," he told Sam. "I looked through the window and saw a person with wings running across the backyard."

Glossary

boa: (n) a long, thin piece of clothing made of feathers worn around the neck.



22 **E** Caroline, Matthew and Joe are trying to solve the enigma. Listen and check the strategies they used to make hypotheses about the enigma.

- ▶ Clues.
- ▶ Common sense.

4 **E** Read these extracts from the conversation and label them with the strategies you checked in Activity 4. (Clue=C or CS= common sense)

Patrick said he had seen a person with wings running away. _____

Caroline thinks Sir Thomas could have done it because he didn't want any new members. _____

If he stole the necklace, Lisa wouldn't be admitted. _____

His wife had lost something and asked Sir Thomas about it. _____

5 **E** Listen to the conversation again and answer the questions in pairs.

1. What does Joe say to give an alternative to Caroline's opinion?

2. What does Caroline say to show she doesn't agree with Matthew?

3. How does Caroline express the possibility that Joe is correct?



23 **E** Work in small groups. Make deductions and express possibilities to solve the mystery. Agree or disagree with your classmates' deductions. Then listen and check the answer.

Patrick might have broken the case when ...

Kate could have stolen...

Maybe Lisa...

Language Reference

You can read more about making deductions about past events on page 175 of the Language Reference section.



7 **E** Read about this mysterious murder and complete the sentences below with your own ideas.

Detective Black **came across** a curious murder. The victim was shot dead. The case involved five people who all knew each other. But the documents did not say who the victim and the murderer were. Black solved the enigma with the following clues.

Clues:

- ▶ John was a tennis player. The day after the crime, he went away to play at a tournament.
- ▶ Dan moved to a city a year before the murder happened. He had lived all his life on a small island and worked as a fisherman.
- ▶ Steve worked as a model. A few days before the murder, he began posing for Bill who was painting his **portrait**.
- ▶ Alex went to the Antarctica soon after the murder to study marine life with other scientists.
- ▶ Bill was a famous painter. He finished Steve's portrait some days after the murder.
- ▶ A week before the crime, the murderer broke his leg.
- ▶ Steve and Alex had met for the first time 6 months before the crime.
- ▶ Alex and the killer knew each other since childhood. They lived in neighboring houses in a big city.

So, who killed who?

John couldn't have _____ because _____

Steve may have _____ because _____

Maybe Alex _____

If Steve _____ he wouldn't _____



5 **E** Play in two teams. Answer the following questions to decide the rules of play.

- 1) How many students will there be in each team?
- 2) How much time will you have to guess the answer?
- 3) What will the score be?

5 **E** Exchange ideas with your teammates to solve the enigma. Use expressions to make deductions about the past as in activities 5 and 6. Once the game is over, listen and check your answers.



Glossary

come across: (phrv) to find something by chance.

portrait: (n) a painting, photograph or drawing of a person

Tips

You can check irregular verbs forms on pages 191 and 192.



Check your Progress

Go to page 85. Read the achievements for Step 3. Evaluate your performance according to the scale provided.

Work with your classmates from the Create session in Step 2 and ...

- Take out your enigmas. Go over them to check they are correct. You can make changes if you want.
- Get together with another team and decide on the rules to play the game. Decide on how you'll take turns, the time limit to solve the enigmas, and the score.

Team A reads an enigma for team B to guess.

How much time should each team have to solve it?

Each team gets 5 points for each correct guess. What do you think?

- Draw a chart to assess your classmates' performance. Agree with the other team on the aspects you are going to evaluate. For example, if the person could express the ideas clearly, made deductions, expressed possibilities or impossibilities, and participated actively in the discussion, etc. Decide on a scale, for example, from 1 to 5 or 1 to 10. Write the evaluation aspects in a column on the left, and then add as many columns as players in the game.

Keep the enigmas, their answers, and the assessment table to use in the the Show Time session.



	Ana	Juan	Mario
Ideas expressed clearly			
Made deductions			
Expressed possibilities			



Reading Time!

Read pages 71-72 from the *Reader's Book* and discuss in groups: Why has the Antikythera mechanism intrigued scientists for so long? What are some of the things this device could do?



Game: Solve the enigma

You have learned to propose enigmas and solve them by asking questions and making hypotheses to identify possible solutions based on the evidence you have.

- Get together with your teammates and go over your enigmas. Make sure they are clear and that they include all the necessary details to solve them.
- Get together with the team you worked with in the previous session to agree on the rules to play.
- Play the game following the rules. Once the game is over use the scores to find out which team won the game.
- Complete the chart to assess your classmates' performances and provide positive feedback.

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



Check your Progress

Go to page 85. Evaluate your performance during the presentation of the final product the Show Time section. Then, solve the evaluation on page 86 individually. When finished, share your notes with your group and your grade with your teacher.



Read pages 73-74 from the *Reader's Book* and discuss in groups: What is the mystery about the Voynich manuscript? Has it been solved? Which of the enigmas presented in this chapter do you think is the most fascinating? Why? Before you continue with the next unit, visit the Language Reference section on page 175 to clarify, review and reinforce the language learned in this unit.

Reading Time!

Analyzing enigmas to include in an inventory.

Glossary

chest: (n) a strong box usually made of wood, used for storing things.

chopped: (past. v.) to cut something into pieces with a sharp object.

1 **Work in pairs. Reflect and make a list of the elements an enigma should have in your notebook. Compare your list with that of another pair.**

2 **Read the conversation and identify the elements from your list included in the enigma.**

Alan: Mr. Benson reported a robbery. His precious diamonds had been stolen.

Maggie: Where were the diamonds?

Alan: In Benson's mansion. When Inspector Williams entered the room where the diamonds had been, he noticed something curious about the room.

Maggie: What was curious about the room?

Alan: It didn't have corners, it was round.

Maggie: Who was in the room?

Alan: To the left there was a waiter, next to him a little beverage table with 5 glasses filled with **chopped** ice and some bottles, to the center there was a table with an open **chest** where the diamonds had been. To the right there was Mrs. Collins admiring a Renoir. Mr. Ryan was standing in front of a Picasso, and Mr. Seymour in front of Rembrandt. Mr. Benson was in the middle of the room next to the small chest. He explained that first he showed his guests the collection of diamonds in the chest and then they all went to admire his paintings. He added that they all had their backs to the chest. The waiter was chopping the ice and serving the glasses. Benson searched him, and he didn't have the diamonds.

Maggie: Did somebody leave the room?

Alan: No one left the room at any moment. Where were the diamonds and who was the thief?



3 **Work in pairs. Make some deductions and then complete the sentence below with your solution.**

The thief was _____ and the diamonds were _____.

4 **Get together with another pair and compare your solutions. Express your agreement or disagreement with your classmates' ideas. Then listen and check your answers.**



I rather think ...

It's possible that

I don't think...

Reflection

Write **VW** (very well), **W** (well), or **NW** (not well) in the boxes next to the achievements for each step. Discuss the ones you found difficult to accomplish with your classmates or ask your teacher for help.

Step 1

I can...

▶ analyze enigmas to solve them.

▶ identify details in the enigmas.

Step 2

I can...

▶ ask questions to get additional information about a past event.

▶ describe events and give additional details.

Step 3

I can...

▶ make hypotheses and deductions about past events to solve an enigma.

▶ exchange ideas, express possibility and agree or not with others when solving an enigma.

Show time

During the presentation of the final product, I...

▶ participated actively.

▶ proposed interesting enigmas.

▶ collaborated in the writing of enigmas.

▶ asked questions and made hypotheses to solve the enigmas.

▶ promoted respect and collaboration.

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

I feel

Happy

Excited

Angry

Disappointed

Sad

Interested

Curious

Co-evaluation

▶ Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____

Date: _____ Grade _____

Evaluation Instrument - Anecdotal Notes

I Choose an activity from this unit that you considered challenging and write some comments about it:

State ...

... why you considered it challenging or difficult.

... whether you worked on your own, in pairs, or in groups.

... what resources helped you to solve the activity.

... whether your partner(s) helped you clarify certain aspects.

... what you liked or not about the activity.

...any additional comments or observations you would like to make.

Unit 6

Historical Events

Step 1

- Select and review descriptions of historical events



What important historical events took place in your country?



I Discuss in pairs.

› What do you know about the people in the pictures?

› Where were they from?



II Read the title, look at the picture, and underline the correct option to complete the sentence.

The article is about the *habits / social organization / expansion* of the Vikings.

RAIDERS AND WARRIORS

The Norsemen were from Norway, Sweden, and Denmark. The word Viking comes from the Norse word "vikingr" and means "pirate". It applies to those Norsemen who, from the 8th to the 11th century CE, left their homelands in their longships with the purpose of raiding towns and cities.

The Viking *raids* started at Lindisfarne, a small island off the coast of northeast England in 793. They had an important cultural influence in Scotland, Britain, France, and Ireland. They founded Dublin, colonized Normandy in France, and established the area of the Danelaw in Britain. They *pillaged* churches and monasteries. These *pagan seafarers* also left their mark as raiders, traders, and settlers in many other coastal and inland regions in Europe. They reached the Byzantine Empire in the east, as well as parts of modern day Russia.



For several decades the Vikings made hit-and-run raids, but after some years they started to settle in different regions, as Erik the Red did when he moved from Iceland to Greenland, and from there the Vikings sailed west to be the first Europeans to reach North America and set up a community in Newfoundland.



III Read the article and answer the questions in pairs.

1. Who were the Vikings?
2. How long did their expansion last?
3. How do you think the people from the places they raided described them?



Tips

- You can infer the meaning of unfamiliar words by identifying the context or main topic of a text, reading the words before and after them, and by identifying the part of speech they are (nouns, adjectives, verbs, etc.).

Glossary

blacksmiths: (pl. n.) – a person who makes and repairs iron objects.

brewers: (pl. n.) – a person who makes beer.

weavers: (pl. n.) – a person who makes cloth.

forging: (v) – to heat metal until it is soft, then hit it with a hammer or pour it into a mould.

spear: (n) – a long weapon like a stick with one sharp end.

horn: (n) a hard part that grows from the head of some animals

crafts: (pl. n.) a traditional skill of making things by hand like jewelry and furniture

brooches: (pl. n.) pieces of jewelry with a pin at the back to fasten clothes

worshipped: (past. v.) to feel and show respect and love for a god

chieftains: (pl. n.) the leader or leaders of a tribe.

- Read another article about the Norsemen and write the subtitles below in the correct places.



Language and Arts

Technology

Religion

Society

Most Norsemen were farmers, but there were also **blacksmiths**, **brewers**, merchants, **weavers**, poets, musicians, craftsmen, and many other occupations.

There were three social classes: the nobles, the middle class and the slaves.

They enjoyed leisure time and played sports, board games, such as chess, and held festivals. Women had greater freedom and power than most European women at that time. They could inherit property and own their own businesses. Nevertheless, they could not choose their husband as marriages were arranged.

The Norsemen mastered the construction and sailing of longships. They also excelled at the art of weapon **forging**, such as swords, **spears**, javelins, axes, knives, shield, bows and arrows. They were very good at building techniques and skilled craftsmen who created a wide range of high quality goods, like leather boots and shoes, bone needles, and examples of cloth and wool found in Dublin.

Horn and bone **crafts**, pottery, ornaments, jewelry, and religious items prove that the Norsemen were well known for their art. They decorated weapons and armor.

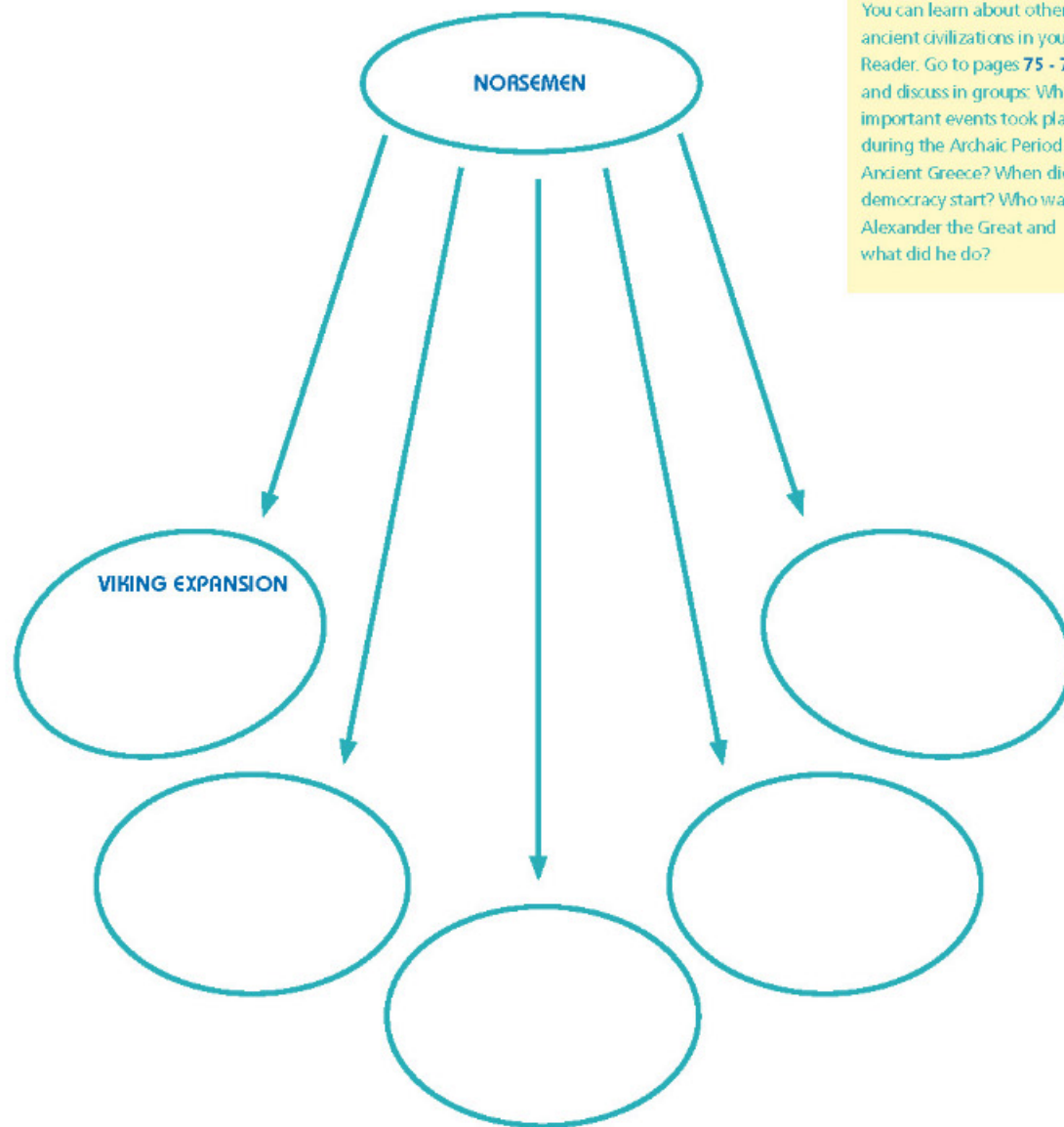
Sagas, which were stories about families, feuds, voyages, and battles were written in Old Norse language. The earliest inscriptions in Scandinavia, from the 2nd century CE, were written in the runic alphabet, mainly on stone, or on artifacts such as **brooches** and swords. Rune means secret or mystery. By the 9th century CE, Old Norse language was written in the roman alphabet.

They **worshipped** many gods, but Odin was the most important. He was the god of war, magic, and poetry. Thor was the god who ruled the skies, storms and thunder. They believed that warriors who died in battle would be lead into Valhalla, Odin's palace, by Valkyries. There they would feast and train for the last battle, Ragnaok, where the entire cosmos would be destroyed and give way to a new universe. **Chieftains** were placed on a ship and cremated. Gradually, after their conquests, Norsemen converted into Christianity.

- Underline unfamiliar words in the text on page 88. Then try to figure out their meaning in pairs. Check your answers in a dictionary.



- Work in pairs. Complete the mind map with information in note form from both articles in this step of the unit.



Reading Time!

You can learn about other ancient civilizations in your Reader. Go to pages 75 - 78 and discuss in groups: What important events took place during the Archaic Period in Ancient Greece? When did democracy start? Who was Alexander the Great and what did he do?



Tips

- You can infer the meaning of unfamiliar words by identifying the context or main topic of a text, reading the words before and after them, and by identifying the part of speech they are (nouns, adjectives, verbs, etc.).

Glossary

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Horn and bone **crafts**, pottery, ornaments, jewelry, and religious items prove that the Norsemen were well known for their art. They decorated weapons and armor.

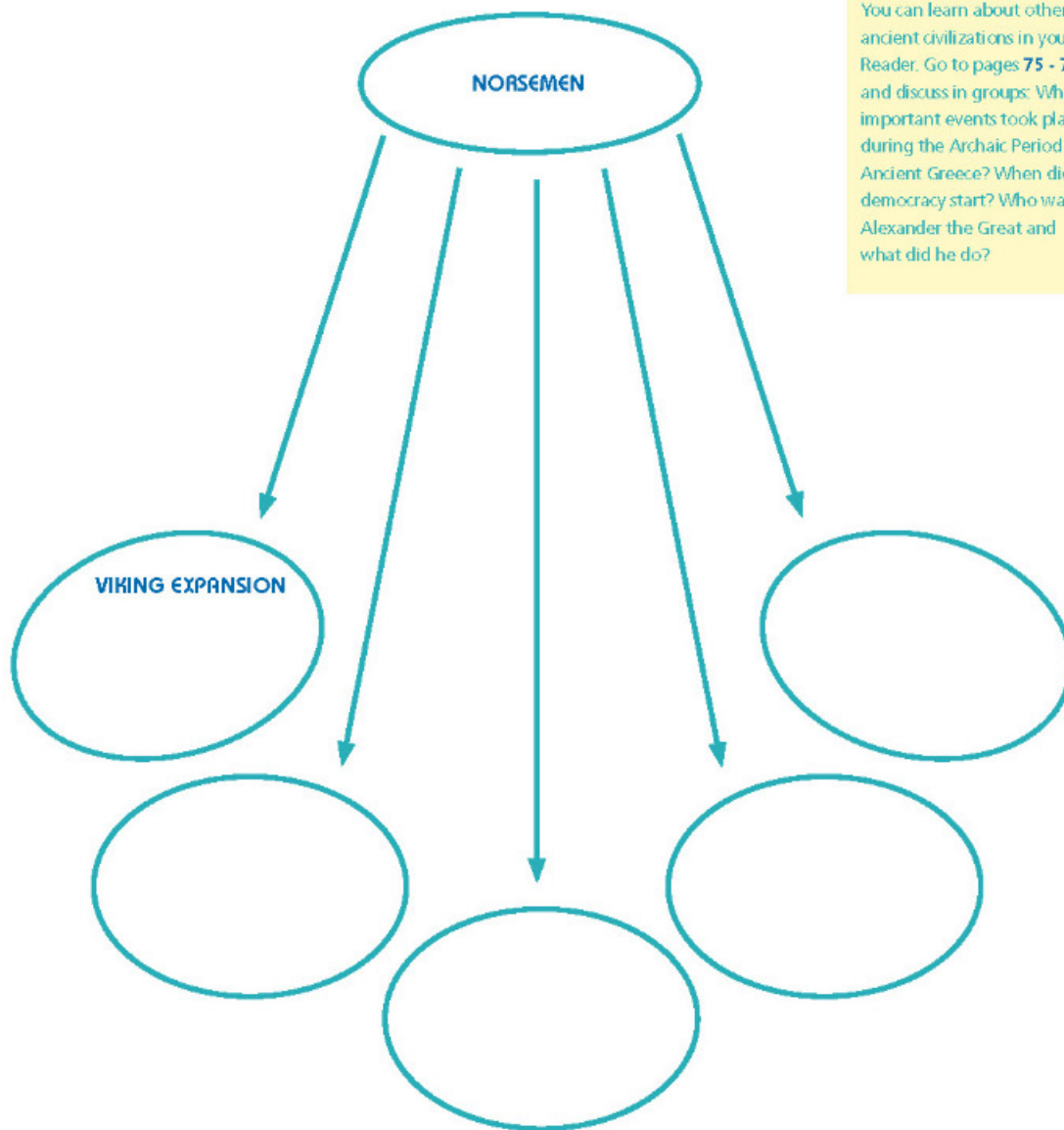
Sagas, which were stories about families, feuds, voyages, and battles were written in Old Norse language. The earliest inscriptions in Scandinavia, from the 2nd century CE, were written in the runic alphabet, mainly on stone, or on artifacts such as **brooches** and swords. Rune means secret or mystery. By the 9th century CE, Old Norse language was written in the roman alphabet.

They **worshipped** many gods, but Odin was the most important. He was the god of war, magic, and poetry. Thor was the god who ruled the skies, storms and thunder. They believed that warriors who died in battle would be lead into Valhalla, Odin's palace, by Valkyries. There they would feast and train for the last battle, Ragnaok, where the entire cosmos would be destroyed and give way to a new universe. **Chieftains** were placed on a ship and cremated. Gradually, after their conquests, Norsemen converted into Christianity.

- Underline unfamiliar words in the text on page 88. Then try to figure out their meaning in pairs. Check your answers in a dictionary.



- Work in pairs. Complete the mind map with information in note form from both articles in this step of the unit.



Reading Time!

You can learn about other ancient civilizations in your Reader. Go to pages 75 - 78 and discuss in groups: What important events took place during the Archaic Period in Ancient Greece? When did democracy start? Who was Alexander the Great and what did he do?



7 Read and follow the suggestions below.

- Brainstorm historical events you are interested in. Agree on one to write a report.

What if we write about World War II?

Let's make a list of possible topics

We could also write about the Industrial Revolution, what do you think?

- Do some research by surfing the web and collecting information from books and encyclopedias. Choose three or four reliable sources.
- Read the texts you chose and arrange the main information in a mind map, similar to the one you completed in activity 6.

Save your work. You will use it in the next step.



Check your Progress

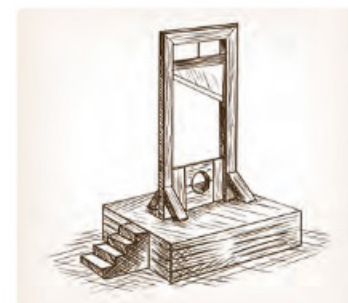
Go to page 101. Answer the questions in Step 1 to assess your learning performance.



What are your favorite historical events? Why do you like them?



- 1** Work in pairs. Look at the pictures and discuss what you know about the French Revolution.



- 2** Read this article, check your answers in activity 1, and underline the main topic of the text.

Liberty, Equality, Fraternity

[1] The Revolution of 1789 began as a popular movement to end the absolute rule of the monarch Louis XVI at a time when most of the people in France were hungry. The French government was bankrupt, and the king was a weak sovereign. A feudal aristocracy ruled over the peasants. During the last two decades the harvests had been poor, there had been a **drought**, and the price of bread was very high.

[2] The king summoned the Estates General, an assembly that represented the **clergy**, the nobility, and the bourgeoisie and **peasants**, to propose a tax raise. Each sector compiled a list of complaints to present to the king at Versailles, on May 5, 1789. As a result, the original purpose of the meeting changed, and it became clear that political and social reforms were needed. The Third Estate (bourgeoisie and peasants) wanted voting by head and not by sector, as they were more in number than the other two sectors combined. The king tried to close down the estates, so the Third Estate proclaimed themselves the National Assembly and took the Tennis Court Oath to promote a constitutional reform on June 20, 1789. On June 27, the king legalized the National Assembly.

[3] Parisians were afraid of a military coup. They mobilized and stormed the Bastille prison to get weapons on July 14, 1789, which is considered the event that started the French Revolution. Soon afterwards, peasants burned the homes of **tax** collectors and landlords. This period is known as the Great Fear.

[4] On August 4, the **clergy** and **nobles** gave up their privileges and abolished the *feudal structure* of France. The Assembly adopted the "Declaration of the Rights of Man and Citizen," a statement of democratic principles based on the political and philosophical ideas of Rousseau, on August 26. This document guaranteed the rights to liberty, prosperity, security, resistance to oppression, and freedom of speech, together with a representative government. But this did not end the Revolution which lasted for ten more years.

Glossary

drought: (n) a long period when there is little or no rain.

peasants: (pl. n.) a person who works the land, growing crops or keeping animals, and has very little education and a low social position.

tax: (n) money paid to the government that is based on your income.

clergy: (n) religious leaders, especially Christian priests, ministers etc.

The reign of Louis XVI

The beginning of the revolution

The consequences of the revolution



E In groups reflect on the following and write notes to complete the sentence.

To understand a historical report, you can identify.....

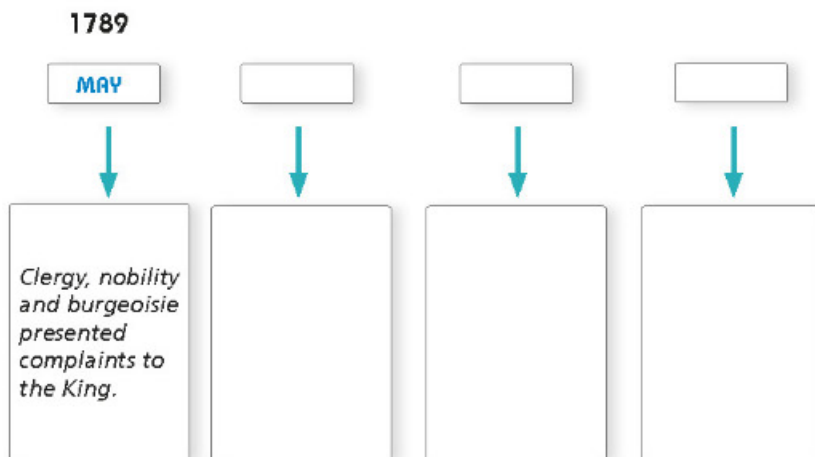
L Read the following and check your ideas in Activity 3.

We can better understand a text about a historical event by using the following strategies: finding the main pieces of information that summarize the event; identifying the information that expands, explains or clarifies the main events; recognizing the chronological order in which the major events happened.

E Match the following main ideas with the correct paragraph number. Then underline one supporting idea or detail of each one in the text.

- Panic took hold of the French people. []
- Serious economic problems and political unrest caused the revolution. []
- The three estates agreed to end the French feudal structure by signing a document to change the political system. []
- The Third Estate adopted the title of National Assembly and swore to stay together to achieve a constitutional reform. []

E Complete the timeline with the events mentioned in the text in note form.



7 Read the next part of the article about the French Revolution and complete the sentences in your own words to summarize the information with the main ideas.

In June 1791, Louis XVI tried to escape but was stopped and brought back to Paris. In September, France's first written constitution established a constitutional monarchy, in which the king had the veto power and appointed ministers. This did not satisfy radicals like Robespierre, Danton, and others who wanted a more republican form of government and to bring Louis XVI to trial.

In April 1792, the Legislative Assembly declared war on Austria and Prussia where French aristocrats had emigrated to ask for support. In August 1792 the king was arrested, and soon after that, the National Convention which replaced the Legislative Assembly, declared the abolition of monarchy and the establishment of the republic.

In January 1793 king Louis was condemned to death for high treason and executed by guillotine, the same as his wife, Marie Antoinette, some months later.

After the king's execution, the Reign of Terror began, a period in which thousands of suspected enemies were guillotined. Robespierre was at the head of the Committee of Public Safety until he was executed in July 1794. After his death a more moderate period came in which the French people revolted against the Reign of Terror.

In August 1795, the National Convention approved a new constitution with a bicameral legislature. The executive power would be a five-member Directory chosen by parliament. During the next four years, the country went through financial crisis, inefficiency and corruption. In November 1799, a popular young general, who later became the most powerful leader in European history **staged a coup** and **appointed** himself France's first consul. It was Napoleon. This event marked the end of the French Revolution.

1. The first written constitution established a constitutional monarchy, but _____.
2. In April 1792 France declared war on Austria and Prussia and _____.
3. The National Convention established the republic and the end _____.
4. King Louis XVI and his wife _____.
5. During the Reign of Terror _____.
6. The National Convention approved a new constitution with a Directory. The country _____.
7. In November 1799, Napoleon _____.



E Work in pairs. Draw a timeline in your notebook to show all the events in this second and last part of the French Revolution. Write the main ideas in note form.

Glossary

- appoint:** (v) to choose someone officially for a job or responsibility.
- staged:** (past. v.) to arrange or organize.
- coup:** (n) when a group of people takes control of a country, usually by means of military force.



Check your Progress

Go to page 101. Answer the questions in Step 2 to assess your learning performance.

Which words express the past, present or future of an action? Correct! Verbs. Remember to find the verb and the tense you may need as you browse through pages 189 to 192.

- E** Work with your teammates from the Create session in Step 1 and ...
- › Take out the information you gathered about the historical event you chose and your mind map.
 - › Read the texts, look at your mind map, and make sure you understand and identify the main ideas in each paragraph.
 - › Draw a timeline to include all the events in chronological order. Write the information related to each date in note form as you did in activity 6.

Save your work. You will use it in the next step.



Reading Time!

Read pages 79 to 81 from the Reader's Book and discuss in groups: What two important differences were there between the Western Roman Empire and the Eastern one? What are the possible causes for the fall of Rome? What were pope Urban II hopes when he asked the knights of Europe to go on the first Crusade?



Why is history important?

- I** Look at the picture and discuss the questions in pairs.
- › What does WWW stand for?
 - › How old is the invention of the web?
 - › Are the Internet and the WWW synonyms?
- E** Read this article, check your answers, and discuss what facts you find the most interesting or surprising.



http://www

www.blog.com

"This is for Everyone"

Users with computers connected to the Internet can access the WWW which is a global information space. It is a service that operates over the Internet. The Internet is a global network connecting millions of computers. The WWW was created in 1989, whereas the Internet is older.

Tim Berners-Lee is a British computer scientist. While studying at Oxford University, he built a computer with a processor and an old television. After he graduated, he worked as a software engineer at CERN, a particle physics laboratory in Switzerland. By 1988, the first direct IP connection between Europe and North America took place. At that time Berners-Lee discussed the possibility of a web-like system at CERN to share information by exploiting a technology called hypertext.

In 1989, Tim elaborated a document called "Information Management: A Proposal", that would later become the Web. Although it was never an official CERN project, Tim managed to devote time to develop his project working on a NeXT computer, created by Steve Jobs.

By 1990 Tim had created the three main technologies which are the foundation of the web: HTML (Hyper Text Markup Language), URI or URL (Uniform Resource Identifier), which is a kind of address for identifying each resource on the web, and HTTP (Hypertext Transfer Protocol) which allows for the retrieval on linked resources from across the Web. By the end of 1990, the first web page was served on the open internet.

In the 1990s, using a browser to view web pages and to move from one to another using hyperlinks became known as browsing or web surfing or navigating the Web.

When the Web began to grow, Tim's objective was that it could be used by anyone without paying a fee, "This is for everyone," he said. Together with other scientists he worked to make sure that CERN made the code available for everybody on a royalty-free basis. In 1993, the CERN put the WWW in the public domain. Today more than 4 billion people access the Web, about 54.4% of the total population on the planet. It was an invention that changed the world.



E Get together in groups and check all the correct options.

1. What is to paraphrase?
 - a) to copy information from a text
 - b) to express the same ideas as in a text but using different words
2. What strategies can you use to paraphrase?
 - a) use synonyms
 - b) divide complex sentences into simple ones or viceversa.
 - c) change the information

L Change each of these complex sentences into two simple ones.

1. The Web was created in 1989, whereas the Internet is older.

2. After he graduated, Tim Berners-Lee worked as an engineer at CERN, a particle physics laboratory in Switzerland.

S Compare and discuss your answers in pairs.

E Rewrite these sentences from the article using your own words and the ones in parentheses.

1. The web is a service that operates over the Internet. The Internet is a global network connecting millions of computers. (whereas)

2. At that time Berners-Lee discussed the possibility of a web-like system at CERN to share information by exploiting a technology called hypertext. (because)
 Berners -Lee wanted to create _____

3. In 1989, Tim elaborated a document called "Information Management: A Proposal" that would later become the web. (as a result).
 As a result _____

4. He worked to make sure that CERN made the code available for everybody on a royalty-free basis. In 1993, the CERN put the WWW in the public domain.
 When the CERN _____
 the code _____

Language Reference

You can read more about paraphrasing on page 176 of the Language Reference section.

7 Share and discuss your answers with a partner.

E In pairs brainstorm words you can use to connect ideas in a text. For example; *and, but,*

E Use the connectors in the box to complete these facts about the WWW.

no matter even though since although before

WWW facts

- › _____ Tim designed the Web to connect data, he had created another database and software project called ENQUIRE.
- › Mike Sendall, who was Berners- Lee's manager, allowed him to continue working on his project _____ he didn't feel very enthusiastic about it.
- › _____ many Web site addresses start with "www", it is not a requirement; it was just an early convention for users to recognize that someone was running a Web server.
- › It is universal. It can work with any form of data, on any computer, with any software, and in any language, _____ where the people live, or their cultural and political beliefs.
- › It is decentralized. Anyone can create a site _____ no permission is needed to post anything on the Web.
- › It is based on the principle of net neutrality which prohibits internet service providers to speed up, slow down, or block any content, application or websites.



E Work in pairs. Write a report about the creation of the WWW to be read by primary students. Follow the instructions:

- › Read both texts again and underline the information you want to include in your report.
- › Arrange it in the order you think appropriate and rewrite it in your own words as far as possible. Use synonyms and connectors.
- › Check language, spelling and punctuation, and write a final edited version.
- › Keep it simple and clear.

Language Reference

You can read more about connectors on page 176 of the Language Reference section.

Tips

We use ...

- a stop (.) at the end of a sentence.
- a comma (,) to separate words, groups and clauses in a series.
- a colon (:) to introduce a list or an explanation.
- an apostrophe (') to show possession or relationship (Tim's project).



Check your Progress

Go to page 101. Answer the questions in Step 3 to assess your learning performance.

II Work with your teammates from the Create session in Step 2 and ...

- ▶ Take out the texts you chose, the mind map, and the timeline. Go over all the information you have collected and decide which to include in your report.
- ▶ Paraphrase it by using synonyms, and linking or separating sentences. Then arrange the information in a logical order.
- ▶ Go over your draft text. Decide whether to add, take out, or reorganize the information as you did in activity 6 in this step of the unit.
- ▶ Write a final edited version. Check language and punctuation.

Save your work. You will use it the Show Time session.



Reading Time!

Read pages 82 to 84 from the Reader's Book and discuss in groups: Who was Genghis Khan and why did he become famous? How big was the Mongol Empire around the time of his death? Where did the bubonic plague, or Black Death start, and how many people died in Europe because of it?



A report of a historical event

During this unit you worked with your classmates to write a report of a historical event. Now it's time to present it to the class and create an anthology.

- ▶ Get together with your teammates and take out the final edited version of your report. Go over it to make sure it is complete and correctly written. You can add some pictures to illustrate it.
- ▶ Present your report to the class. Decide whether you want to read it aloud or just explain what it is about. Listen to other teams respectfully.

I think it's better to explain what it is about instead of....

We can also

- ▶ Collect all the reports in the class and arrange them in chronological order to create an anthology. If you wish you can bind them together and design a cover.

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



Remember, for extra help on finding verbs and their past tense form, consult pages 189-192.

Check your Progress

Go to page 102. Answer the questions in the Show Time section to assess your learning performance.



Read pages 85 to 88 from the Reader's Book and discuss in groups: How did Joan of Arc participate in this war and how did her life end? Can you mention some factors which led to the end of the Middle Ages? In your opinion, what historical event has been as important as the invention of the printing press?

Before you continue with the next unit, visit the Grammar Reference section on page 176 to clarify, review, and reinforce the grammar learned in this unit.

Reading Time!



Analyzing the strategies used to write a report about a historical event.

I Work in small groups. Reflect on and order the strategies you need to write a report about a historical event and complete the chart.

- › Add details to main facts
- › Edit your draft and write a final version
- › Arrange facts in chronological order
- › Write a first draft
- › Identify the main ideas

1.
2.
3.
4.
5.

E Read the final version of a historical report and underline the following elements based on the strategies in Activity 1. Use the color code below.

Main ideas Supporting details Chronological order markers.

The Rise and Fall of the Berlin Wall

At the end of World War II, the Allies divided Germany into four areas, the three zones occupied by the United States, Great Britain, and France formed West Germany, and the Soviet Union zone became East Germany. The same was done in its capital city, Berlin. This turned Germany into democracy (West) versus communism (East). As thousands of East Germans fled to West Berlin, on the night of August 12, 1961 a wall was built to stop people from crossing the border. It was made of concrete blocks and **barbed wire** on the top and was about 155 km long. From that year to 1989, thousands of East Germans managed to cross the border, and about 190 were killed in the escape attempt.

In 1989 the end of the communist system began: Gorbachev carried out reforms in the Soviet Union which had effects on other communist countries, especially Hungary and Poland where Solidarity, the first free **labor union**, had appeared in September 1980. In August 1989 Hungary opened the iron curtain to Austria and thousands of East Germans and Hungarians **fled** to Austria. It was the first mass exodus after the erection of the Berlin Wall. Mass demonstrations against the government in East Germany began by the end of September that year. East Germany's head of state, resigned in October 1989. On November 9, 1989 the East Berlin Communist Party announced that citizens of East Germany were free to cross the country's borders including West Berlin. Thousands of East and West Berliners **gathered** at checkpoints on both sides of the Wall. It was the fall of the Berlin Wall and a symbol of the end of the Cold War. Germany started the reunification process.

E Compare your answers with those of another pair.

Glossary

fled: (past, v.) to escape by running away.

barbed wire: (n) a type of strong wire with sharp points on it.

labor union: (n) an organization that represents the people who work in a particular industry, and discusses payment and working conditions with employers.

gather: (v) to come together in a group.

Reflection

Let's reflect! Answer the questions to assess your learning performance.

Step 1

- › How can you predict what a text is about?

- › What criteria do you follow to organize information in a mind map?

Step 2

- › How do you identify the main idea in a paragraph?

- › What graphic organizer allows you to classify events according to their chronological order?

Step 3

- › What strategies did you learn in this step to rewrite a text using your own words?

- › Why is it important to reread your text and create a final version?

Show time

During the presentation of the final product,

- › did you participate actively?
- › did you research in various sources to find information about a historical event? Which ones?
- › did you collaborate to create graphic resources to organize the information?
- › did you contribute to the writing of a draft and final version of the report?

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

I feel

Happy Excited Angry Disappointed Sad Interested Curious

Co-evaluation

- › Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____
 Date: _____ Grade _____

Unit Evaluation Instrument - Questionnaire

I Answer the questions to evaluate your performance.

1. Could you predict the content of a text by reading its title and looking at graphic elements?

2. What strategies did you learn to infer the meaning of unfamiliar words?

3. Could you identify the main ideas in a text and the ones that expand them?

4. How does a timeline help you to understand a text about a historical event?

5. What techniques did you learn to paraphrase a text?

6. What steps do you follow to summarize a text?

E Check the word that expresses your overall performance in this unit.

Excellent _____ Good _____ Borderline _____ Unsatisfactory _____

Unit 7

Unexpected Situations

Step 1

-Listen and value descriptions of unexpected situations in an oral exchange.



What is an unexpected situation?



I Describe the pictures below and discuss what they have in common.





Glossary

snorkeling: (n) the sport of swimming with a snorkel (a plastic breathing tube) and face mask.

rush: (v) do something very quickly.

lifeguards: (n) expert swimmers employed to rescue people who get into difficulty while swimming.

camera shutter: (n) the part of the camera which opens to allow light through the lens when you take a photograph.

- E** Describe the emotions of the characters in each photograph. You can use emotion words from the box.

excited	upset	surprised	scared
happy	angry	anxious	

- E** Answer the questions with a classmate.

1. Which situations are pleasant and which unpleasant? Why?

2. Have you or someone you know ever been in similar situations? Give details.

- L** In small groups reflect on how you know somebody is going to tell you about an unexpected event. Think about your own experience and include verbal and non-verbal elements. Make notes in your notebook.

- E** Listen to the first part of a conversation between two friends and identify the words that indicate that one of them is going to describe an unexpected event.



- E** Listen to the whole conversation, and say which photograph from the previous page describes the event. Give reasons for your answer.



- 7** Write phrases or expressions from the conversation that indicate the speakers' purposes below. Then listen to the conversation again and check.

1. that there was an unexpected event:

2. that one of the speakers thinks she knows what happened.

3. that one of the speakers wants to make sure she understood correctly.

4. that one of the speakers is really eager to know what happened.

5. that you can tell about someone's emotions by looking at his face.

- E** Check the emotions you think Martin felt while listening to Lauren's story.

anxious _____

thoughtful _____

impatient _____

curious _____

bored _____

sad _____

excited _____

- E** Reflect, discuss and answer.

How do you think Martin spoke when he felt each of the emotions you checked in Activity 8?

with a high or low tone of voice

quickly or slowly

with a loud or soft voice

- Listen to the conversation again and check your answers above.





II With a classmate act out the following conversation bits paying attention to the following speech patterns:

- › tone of your voice tone (high or low),
- › how fast you speak (quickly or slowly),
- › your voice volume (loud or soft).

1

Martin: Hmm... Let me guess. It rained.

Lauren: No, the weather was great all the time! It was Sam.

Martin: He got ill!

Lauren: Uh-uh. On the last day we were at the beach. Sam was snorkeling in the sea, not far from the coast. He was looking for little fish and I was standing at the shore.

Martin: And?

Lauren: Suddenly I saw him rush out of the water with the camera in his hand and his diving mask still on. He was shouting, RUN, RUN! I couldn't understand what was going on. I looked at the water and saw nothing.

2

Lauren: At first Sam was so shocked he could not explain anything. The only thing he could do was to point at his camera.

Martin: His camera?

Lauren: Yeah. He was going to use his new camera to take pictures underwater.

Martin: Don't keep me in suspense! Tell me what had happened. Come on!

Check your Progress

Go to page 117. Read the achievements for Step 1. Mark your progress according to your performance.

10:30

Unexpected or surprising events can make you feel many different emotions, do you know how to express surprise in English? Visit these web page to learn more about how to express and talk about surprising or unexpected events: <https://enjoy-english.com/blog/8-ways-to-express-surprise-in-english/>

Reading Time!

Read pages 89-91 and start reading a story about another unexpected event. Discuss the following questions in groups: Who do you think you are more similar to in personality Neil or Damon? Why do you think Neil and Damon are such good friends in spite of being so different? What do you think Neil is going to decide?

Step 2

Interpret general sense, main ideas, and some details when listening to a story.



What makes a story interesting?



I Look at the picture and say what emotions the two girls show. Then, discuss what might have caused them these emotions.



II Listen to the conversation and define in one sentence what the girls are talking about. Compare your sentence with a classmate's.



Topic: _____

III Write information to explain in more detail the idea expressed in the sentence above. Include information about:

- › where the events took place.
- › who participated in them.
- › how the actions developed
- › what emotions and attitudes were reflected.



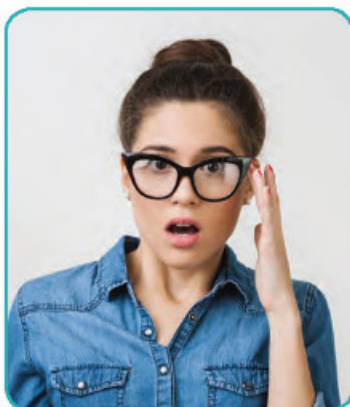
IV Share your information with your partner and find similarities and differences.

Glossary

pick: (n) a small, thin piece of plastic, metal, etc. that is held between the fingers and thumb and used for playing instruments such as the guitar.



E Listen to the conversation again, look at pictures and discuss what non-verbal language the speakers may have used during the conversation and when.



E Listen to the conversation again and discuss the purpose of the following expressions.

1. Don't tell me that...
2. Oh my!
3. You know ...
4. Let me get this right!
5. And that's not all!

Language Reference

You can learn useful expressions to express surprise on page 177.

7 Complete the conversation below with the expressions above. Then, act it out with a classmate to compare your answers. Pay attention to intonation and tone to convey the right emotions.

A: Guess what! This morning a woman dropped her wallet on the street. I picked it up and gave it to her. But she was very rude. She didn't even thank me.

B: _____ Did the woman just pick the wallet and left without even saying 'Thank you?'

A: Yes, _____ She looked inside the wallet and counted the money as to check that nothing was missing.

B: And _____ that you did not say anything!

A: No, I didn't. I was really shocked, _____, when you cannot even think of what to say?

B: _____

E Analyze the following extracts from Nora and Lindsay's conversation and discuss the questions.

... and said: 'I don't want to be a nuisance, but I was at your concert and it was terrific! I have all your music in my cell phone!'
... and asked him if he wanted a pick. He told him it was a souvenir from him.

1. What is the purpose of the two sentences?
2. In which extract does the speaker repeat the exact words used?
3. In which extract does the speaker rephrase the words used?
4. What punctuation marks do you use in each case?
5. In which situations do you think a speaker wants to use the exact words used?

E Write one or two sentences to describe an unexpected situation in your life. Then use the sentences to tell a classmate about it.



In groups of four students take turns telling the group members what your classmate told you. Use your classmates' exact words or rephrase what he said.



E Listen to the conversation one more time and make notes of the questions Lindsay asked during the conversation. Then use the questions and the expressions you analyzed in activity 6 to act out the conversation. Remember to use appropriate non-verbal language.



Check your Progress

Go to page 117. Read the achievements for Steps 1 and 2. Mark your progress according to your performance.

Tips

You may use the list of irregular verbs at the end of the book to look at the irregular past tense forms of some verbs you may want to use.

10:30

Sometimes it can be hard to come up with questions that can give you more information about a story or event. Visit <http://www.nonprofitcopywriter.com/interview-questions.html> to read some questions you can ask or adapt for your conversation.



II Read and follow the suggestions below.

At the end of this unit you are going to give an account of an unexpected situation in your lives.

- › Form teams of four students.
- › Individually, think of an unexpected situation in your life you would like to share with your teammates.
- › Write one or two sentences to describe it and share them with your team members.
- › Finally, choose one situation to use for the Unit Final Product (Show Time). consider how interesting, unusual, or funny it is.

Then...

- › The student whose situation was selected: write a description of the event.
- › The rest of the students: write possible questions you would like to ask him or her about it.
- › Take turns asking your classmate the questions you prepared and make notes of his or her answers. Correct each other's language during the activity (grammar, pronunciation and intonation of questions).
- › Think of how to initiate the conversation so that it sounds unexpected.
- › Make a list of the expressions you analyzed in activity 6 and have them ready to use during the conversation.
- › In pairs, act out a conversation about the event.

Save your work to use during the next Create session in Step 3.



Reading Time!

Read pages 92 to 95 from the Reader's Book and discuss the following questions in groups: What of the three activities Damon suggests to you consider more dangerous? Which do you think is more fun? What do you think is going to happen?



What do you need to know and do to tell a story?

I Answer the questions about the scene in the picture.

- › What time is it?
- › Where is it?
- › What problem is there?



E Listen to the beginning of a conversation, discuss the questions and give reasons for your answers.



- › Who are the speakers?
- › What means of communication do they use?
- › What is the tone of the conversation?



E Predict the rest of the conversation. Then listen and check.









4 Match the expressions with their meanings.

- a) Hi, buddy! _____ I don't believe you.
- b) How come? _____ Certainly
- c) Oh my! _____ It's really surprising
- d) You're kidding me! _____ Hi (informally)
- e) You bet! _____ Why or how did it happen?

5 Read Justin's description of the event and use the code below to mark the following information.

On Sunday, late in the evening, on our way home, our car stopped in the middle of the road because it did not have any gas.

-  the part of the sentence that indicates what the event was.
-  the parts of the sentence that say when the event happened.
-  the part of the sentence that says where it happened.
-  the part of the sentence that says why it happened.



6 Think of an event that happened to you recently. Write one sentence to describe it and include words to say when, where and why it happened. Pay attention to the order in which the words are used in the sentence above. Finally, talk to a classmate about it.

7 Answer some of the questions Thomas asked Justin to better understand his description.

1. Thomas: Did the car break down?
Justin: _____
2. Thomas: What was the hotel like?
Justin: _____
3. Thomas: What did the woman look like?
Justin: _____
4. Thomas: What did the sign say?
Justin: _____

Language Reference

For extra information on how to narrate an unexpected event, and how to ask for clarification go to page 177 in the Language Reference Section.

8 Plan and ask your partner questions to better understand the description he or she gave you in activity 6.

1. _____
2. _____
3. _____



9 Read the extract below and discuss what the words within quotations (" " ") refer to. Then complete the sentence to report Justin's words. Check your sentence with a classmate's.

Justin: ... she said 'Come with me.' Then my mother asked her: 'Who are you?' and the woman answered: 'Follow me.'

The woman told Justin's sister _____. Then his mother asked the woman _____ and the woman told _____.

10 Listen to Thomas telling his sister about Justin's story and check your work.



11 Work with a partner, reflect and complete the ideas below with words from the box.

reporting verbs	within quotation
-----------------	------------------

When you are describing a personal story you usually write the characters' words _____ to create an effect. When you are narrating somebody else's story you usually refer to the character's words using _____.



12 Listen to the complete conversation again. Pay attention to the voice volume, tone and intonation the speakers use. Then, act out the conversation in pairs using your own words.



13 Work with the same partner you worked with in activities 6 and 7 and use the situations and the questions and answers in them to act out two conversations.

Include the following elements:

An introduction. A description of the events. Questions and answers to clarify information. A closing.

14 Use the headings to evaluate your performance and discuss them with your partner.

Things I did right	Things I can improve

Act out the conversation again and make improvements.



Check your Progress

Go to page 117. Read the achievements for Step 3. Mark your progress according to your performance.

15 Read and follow the suggestions below.

- › With your teammates from the Create sections in Steps 1 and 2 review the material you prepared and discuss ways to improve it so that your conversation about an unexpected situation sounds spontaneous and natural. Check the following aspects:
- › that your introduction includes expressions to make your conversation sound cordial and informal.
- › that your description of the situation includes information about when, where and why the events happened.
- › that you vary the way you quote or report other people's words.
- › that you include some of the expressions in the lesson to show surprise, certainty, etc.
- › Practice acting out the conversation in pairs and correct each other's performance and look for ways of improve them.
- › Make notes of things you added or changed to bear in mind the day of the Presentation (Showtime).

Save your work to use during the Show Time session.



Reading Time!

Read pages 96 to 98 from the Reader's Book and discuss the following questions in groups: Who do you think did the best thing when seeing the bear? How do you think each of the boys think while the bear was sniffing? What do you think the bear did?



Give an account of an unexpected situation

It is time to present your Final Product to the class: A conversation about an account of an unexpected situation. Work with your Create section teammates and ...

Before the presentation...

- › Review the material from previous sessions and practice your conversations in pairs. Pay attention to your voice volume, tone, pronunciation and intonation. Check also your body language and facial expressions.

During the presentation ...

- › Form new groups of four students. Make sure that the groups that prepared the Final Product are all split into the different new groups.
- › Take turns telling your unexpected events to your group and reacting and asking questions about your classmates' situations.
- › Make sure you sound spontaneous and react naturally to your partner's words, instead of necessarily repeating the exact words you used during your practice.
- › If possible record your conversations to be able to share it with friend and family members afterwards and to reflect on your performance.

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



Check your Progress

Go to page 117. Evaluate your performance during the Show Time section. Then, complete the questionnaire on page 118 individually and see how much you've progressed. Share your results with your teacher.



Reading Time!

Read pages 99 to 102 from the Reader's Book and discuss in groups: Do you think Neil was right in getting angry with Damon? How would you have reacted? After reading the things to do in case of a bear encounter what things did the boys do wrong? Before you continue with the next unit, visit the Grammar Reference section on page 177 to clarify, review, and reinforce the grammar learned in this unit.



Analyzing strategies to tell others about unexpected situations.

I Work in groups. Reflect on and classify the following strategies to talk about an unexpected event, according to who uses them: Narrator (N) or listener (L).

- › state where, when and why the event happened and who was involved _____
- › ask for details _____
- › initiate the conversation _____
- › express surprise _____
- › report what someone did or said _____

II Complete the conversation with your own words.

Matt: _____

Chelsea: Nothing much. How about you? _____ to Mexico.

Matt: _____

Chelsea: Oh. Thank you!

Matt: It's a figure of a Mayan god. It's from Palenque.

Chelsea: It's beautiful. _____

Matt: Everything was OK except the flight back home.

Chelsea: _____

Matt: There was a big storm.

Chelsea: _____ while you were on the plane?

Matt: No, when I arrived at the airport, before boarding the plane.

Chelsea: _____

Matt: The flights were cancelled. I had to stay at the airport all night. There were lots of people sleeping on the floor. Fortunately the next morning I was able to take a flight back home.

Matt: _____?

Chelsea: Yea! I loved Palenque and the Mayan Riviera is really wonderful.

Matt: I hope to go there some day.

Chelsea: I'm planning to go back next year. We might go together.

Matt: _____

III Act out the conversation with a partner. Change the words you wrote, if necessary.

Reflection

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (X) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Step 1

- › Identify different unexpected events.
- › Recognize expressions in a conversation about an unexpected event used for the following purposes:
to indicate that there was an unexpected event.
to indicate you want to make a guess.
to check you understood something correctly.

Step 2

- › Identify non-verbal language to express feelings and reactions. Express when, what, where and why an event happened.
- › Recognize direct and reported speech. Ask questions to better understand a speaker's description of an event.

Step 3

- › Express when, what, where and why an event happened.
- › Ask questions to better understand a speaker's description of an event.

Show time

During the presentation of the final product, I...

- › participated actively when selecting and organizing materials.
- › was able to described unexpected situations clearly and with some details
- › performed my part successfully when presenting the Final Product
- › used appropriate volume, tone of voice, and body language to convey feelings and emotions
- › promoted respect and collaboration among the members of my team

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

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- › Share with your teammates the results of your evaluation in the Show Time Section section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____
 Date: _____ Grade _____

Unit Evaluation Instrument - Questionnaire

I Complete the following questionnaire to keep a record of the things you have learnt in this unit?

1. What new expressions from the unit do I remember and know how to use?

2. What things below did I do really well during the unit? (use checks ✓ or crosses ✗)

- > organize and express information. _____
- > ask or answer questions to clarify information _____
- > describe events saying when, where and why they happened _____

3. What things do I still need to work more on?

4. What activities did I like most?

5. How do I evaluate my overall performance?

Excellent _____ Good _____ Average _____ Not satisfactory _____

E Share the information in the questionnaire in small groups and help each other with the areas that you need reinforce.

Unit 8

Bookworms

Step 1

Select and review fantastic literature.

In this unit you will analyze models and practice strategies to create a comic book based on a fantasy story.



What superhero comics or stories talk the culture of your country?

I Read the definitions and match the pictures of suspense stories with the descriptions.

Fantasy is imaginative literature, often set in strange places with unusual characters and creatures and the use of magic.

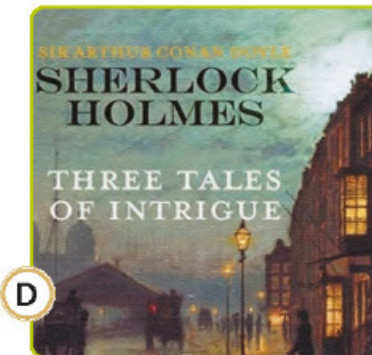
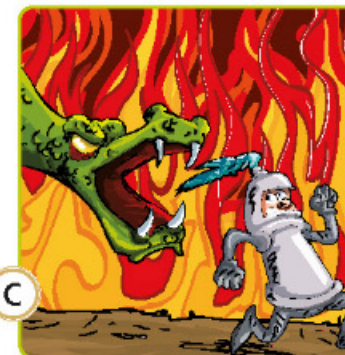
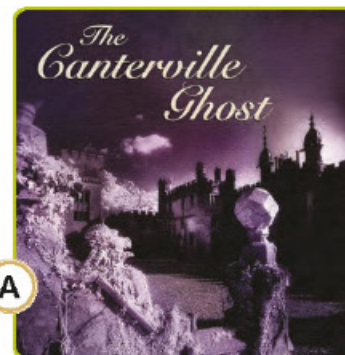
Suspense is the element in literature that makes the reader uncertain about the outcome.



E Answer the questions.

- _____ Which pictures belong to fantasy stories?
- _____ Which are part of a comic book?
- _____ Which belong to literature suitable for young children?

- _____ Which is not a fantasy story?
- _____ Which include the title and the author of the story?
- _____ Which belong to literature suitable for young adults or adults?





Read the following excerpts and decide what picture they relate to.

1. His manner was not effusive. It seldom was; but he was glad, I think, to see me. With hardly a word spoken, to see me. With eye, he waved me to an armchair, threw across his case of cigars, and indicated a spirit case and a **gasogene** in the corner. Then he stood before the fire and looked me over in his singular introspective fashion. "I think, Watson, that you have put on seven and a half pounds since I saw you," he remarked.

2. I must find the way to destroy this creature. Be careful, my friend. You're the bravest of knights but nobody who has ever fought it has come out alive. I will.

3. When Mr. Hiram B. Otis, the American Ambassador, bought the castle, every one told him he was doing a very foolish thing, as there was no doubt at all that the place was haunted. Even Lord Canterville, who was a man of the most **punctilious** honor, had felt it his duty to mention the fact to Mr. Otis and while discussing the terms of the sale he said "Perhaps I should mention that the castle is haunted by a ghost."

4. Now, let's see who laughs last, this time, Dark Crow. You'll pay for all your crimes. I'm going after you and I'll give you a taste of your own medicine. Ha, ha, ha! You? That's a good joke! You'll never catch me, Super Girl. Nobody has ever flown faster than me!

Glossary

gasogene: (n) a late Victorian device for producing carbonated water.
punctilious: (adj) very careful to behave correctly or to give attention to details.



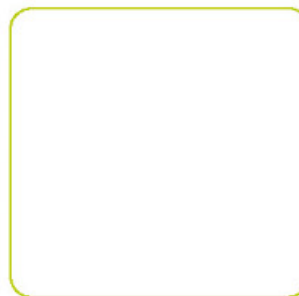
Discuss the language used in the excerpts.

- Which texts combine the writer's words with the characters' actual words?
- Which ones need pictures to understand the dialogues, the setting and the characters emotions?
- Which ones use quotation marks for the characters' words?
- Which ones should use speech bubbles for the characters words?

Read text 1 again and find and discuss the following information.

- Who narrates the story: _____
- Where the story takes place: _____
- What the character's personality is: _____
- How the narrator's physical appearance has changed: _____

Read text 4 and complete the scenes with the missing picture and the corresponding speech bubbles. Share your scenes in small groups.



Read the dialog again and discuss what characteristics from the box the characters reflect with their words.

determined arrogant menacing confident

Personality	
Super Girl	
Dark Crow	

Discuss in small groups.

- What other ghost or detective stories do you know?
- What stories have you read which include fantastic creatures?
- What are your favorite super heroes? What super powers do they have?



Check your Progress

Go to page 133. Read the achievements for Step 1. Mark your progress according to your performance.

Read and follow the suggestions below.

In this unit you will create a Comic Book that you will share with the rest of your class at the end of the unit.

Get started:

- Form teams of four students.
- Individually revise short fantasy or suspense stories and select one you like.
- Make notes about the title, the author and if possible the publisher of the story.
- Very briefly write one or two sentences to describe what the story is about.
- Decide what age group the story is suitable for.
- Then share your information with the members of your group.
- Decide which story you would like to use for your Show Time presentation.

Save your work. You will use it again when working in Step 2 of this Unit.



10:30 You can read some fantasy and suspense short stories on-line. For example you can visit <http://www.gutenberg.org/ebooks/search/?query=short+story>. You can even search other web pages for short stories to read!



Reading Time!

Read pages 103 to 106 from the Reader's Book and discuss the following questions in groups: Are there any towns in your country that are famous for their ghost stories and strange events that happen there? Can you say which descriptions are given in the story and what they refer to? Can you predict what is going to happen?

Step 2

- Read and understand main ideas and details in a story.
- Describe characters.



How do you know what the main idea of a story is?

1 Read the definitions below. Then read a summary of the story *The Canterville Ghost* and complete the information about it.

Main character(s): the characters where the action the story revolves around and follows.
Secondary characters: those characters who come and go and have a smaller role in the story.

The Otis family included Mr. Hiram B. Otis, an American Ambassador, Mrs. Otis described in the story as an attractive, **vivacious** middle-aged woman, their daughter Virginia, the twin boys described as **mischievous** and always ready to play tricks on people, and Washington a fair-haired young boy, the eldest son of the family. At the beginning of the story when Mr. Otis closed the deal and bought Canterville castle to Lord Canterville, a British nobleman, not one member of the Otis family believed there was a ghost in the castle when Lord Canterville told them about him. But shortly after they moved in none of them could deny the presence of Sir Simon, The Ghost. The family heard **clanking chains**, they witnessed re-appearing bloodstains on the carpet and saw apparitions in various forms such as the Headless Earl, the Suicide's Skeleton, and several others. But none of these scared the Otises at all and as Mr. Otis said "I come from America, a modern country where we have everything money can buy and noone believes in the supernatural." One night, when hearing the clanking noises, Mr. Otis, got out of bed and offered the ghost Tammy Rising Sun lubricator to oil his chains. Another day

when Mrs. Otis noticed a mysterious red mark on the carpet, she simply replied "I do not care for blood **stains** in the living room". When Mrs. Umney, the old housekeeper of the castle, always dressed in black, informed Mrs. Otis, that the blood stain was evidence of the ghost and could not be removed Washington suggested the stain could be removed with Pinkerton's Champion stain remover and Paragon detergent.

In spite of Sir Simon's attempts to appear in the most frightening guises, the family refused to get scared, and Sir Simon felt sad and and humiliated. Moreover, the twins succeeded in foiling him on several occasions. He fell victim of trip wires, butter slides, and falling buckets of water. Once he was even frightened by the sight of a fake ghost made by the twins.

The only member of the Otis family who understood the vulnerability of Sir Simon was Mr. Otis' beautiful, fifteen-year-old daughter Virginia. She would become his best ally. She was different from the rest of the family and Sir Simon recognized this fact. He told her that he had not slept in three hundred years and revealed to her the tragic tale of his wife, Lady Eleanor de Canterville.

Glossary

Main characters: _____

Secondary characters: _____

vivacious: (adj.) attractively energetic and enthusiastic.
chains: (pl. n.) rings usually made of metal that are connected together.
clanking: (adj.) making a short loud sound like that of metal objects hitting each other.
stains: (pl. n.) a dirty mark on something that is difficult to remove.
mischievous (adj.) behaving in a way that is slightly bad but not serious.

2 Share your information in pairs, and support your answers with reasons.



3 Write the name of the characters according to their description.

- _____ : The American Ambassador who moved into Canterville castle with his family.
- _____ : Mr. Otis' wife.
- _____ : The eldest son of the Otis family.
- _____ : Mr. and Mrs. Otis' daughter.
- _____ : The youngest of the four siblings of the Otis family.
- _____ : The housekeeper of Canterville Castle.
- _____ : The Canterville ghost.



4 Read the text again and find words that describe some of the characters above.

Name of character	Physical characteristics	Other characteristics



5 Read the extracts from the story and write details that expand them.

At the beginning of the story when Mr. Otis closed the deal and bought Canterville Castle to Lord Canterville, a British nobleman, not one member of the Otis family believed there was a ghost in the castle when Lord Canterville told them about him. But shortly after they moved in, none of them could deny the presence of Sir Simon (The Ghost).

Moreover, the twins who were over mischievous succeeded in foiling him on several occasions.



6 Share your text with a partner and provide each other with feedback to improve your work.



7 Discuss what part of the story each scene shows. Then match each bubble with the corresponding scene. Write words for the empty bubbles and check with a partner.

a

b On no! These boys again!

c The house is yours Mr. Otis. But remember there is a ghost!

d What's wrong? How can I help you?

e He-he! He's scared of our ghost!

e



1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

8 Find parts of the story where the actual words of the characters are reproduced.

1. _____
2. _____



9 Write sentences to describe your opinion about the story so far. Then share your sentences in small groups.

Language Reference

To read more about when and how to use the speakers' actual words or when to use reported words, you can read the information in the Language Reference section for this unit on page 178.



Check your Progress

Go to page 133. Read the achievements for Step 2. Mark your progress according to your performance.

Remember, when we talk about key actions we are referring to verbs (action words). Use the list of verbs on pages 189-192 to find or check on the one or ones you may need and the tense to communicate your ideas correctly.

Read and follow the suggestions below.

Work with your Create section teammates in Step 1 and ...

- Write a summary of the story you selected in Step 1. Use the summary of the story on page 123 as an example.
- Decide what the key actions or scenes in the story are and make a list.
- Individually make a list with the names of the characters and their main characteristics or skills.
- Compare your information and make a final chart.
- Write important words the characters may have used in the story and write them down.

Save your work. You will use it later on in the next Create section of Step 3.



Reading Time!

Read pages 107 to 109 from the Reader's Book and discuss the following questions in groups: How are all the characters described in the story different? Who is your favorite character so far? What do you think happened at the party?



What are the differences between a story and a comic strip?



I Read the last paragraph of the story (colored in blue), below, look at the picture and predict how the story finishes.



E Read the last part of the story, check your predictions and discuss how the ending made you feel.

[The ghost enters and sits on a chair. He is crying. Virginia walks in.]

Virginia: Why are you crying Sir Simon?

Sir Simon: I'm so unhappy and tired. I haven't slept for a long time, three hundred years to be precise. Please help me.

Virginia: But you have been wicked. You killed your wife!

Sir Simon: I had my reasons but I know that it was wrong. Her brothers captured me and starved me to death and that is why I became a ghost.

Virginia: That was really bad of them. How can I help you?

Sir Simon: There is an ancient **prophecy** that says that the ghost will be free and in peace only when a golden-haired child just like you will pray and cry for him. And that when he is free the old almond tree on the property will **bloom**.

Virginia: I'll help you.

Sir Simon: Okay but I must tell you that you must come with me to the chamber where I died and no person who has entered the chamber has ever come out alive.

Virginia: I'm not scared. Let's go.

[Virginia and Sir Simon exit together just as Mr. Otis, Mrs. Otis and the other children enter looking for Virginia.]

Mrs. Otis: Oh no! Where can that girl be!

Mr. Otis: She must be looking for the ghost.

[They hear a crash and Virginia enters].

Mrs. Otis: Virginia, dear, where have you been?

Virginia: I've been with the ghost. He's alright now. He is very sorry for all he's done.

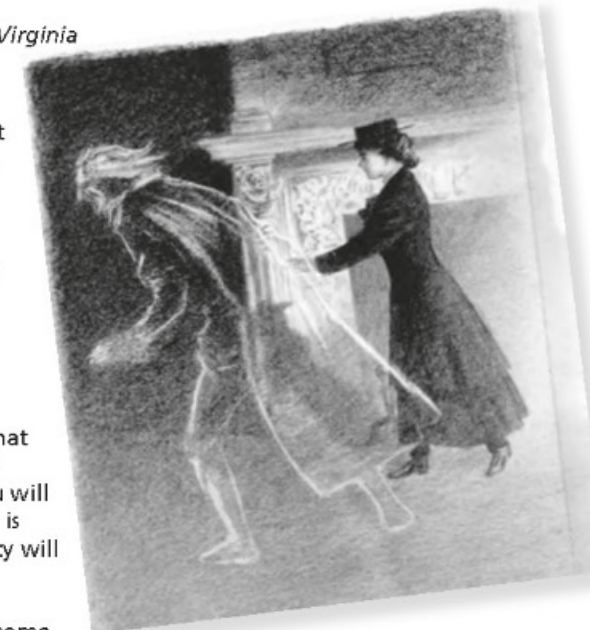
[Meanwhile, Lewis, one of the twins, was looking out of the window]

Lewis: Look the old almond tree is blooming!

Virginia: Yes Lewis. Sir Simon rests in peace at last.

Mrs. Otis: And what is that in your hands?

Virginia: It's a box of jewels. Sir Simon gave them to me. He was grateful because I helped him.



Glossary

prophecy: (n) a statement that tells what will happen in the future.

bloom: (v) of a plant or tree to produce flowers.



E Discuss with a classmate.

- › How is the format of this text different from the one in lesson 2?
- › What do the words within brackets [] refer to?
- › Which text type do you think includes more detailed information?
- › Which do you prefer to read? Why?

L Write notes to answer the questions. Then share your notes in small groups.

1. Why do you think Virginia decided to help Sir Simon, knowing that she had killed his wife?

2. Do you think Virginia was the girl the prophecy talked about? Why?

3. What symbol indicates that the ghost rests in peace at last?

4. What will the Otis family life will be like in the future?

E Listen to two students discussing their opinions about one of the characters in the last scene of story and discuss how much you agree or disagree with their ideas.



E Look at the example and write short paragraphs for each of the other characters.

Virginia: She was a kind beautiful girl with golden hair. She felt sorry for the ghost. She was also brave because she was not afraid of entering the chamber to help Sir Simon.

The ghost: _____

The twins: _____



7 Work in pairs or groups of three students. Choose the last part of the story to create a comic strip.

- › Decide on the number of panels you need.
- › Write the character's words for each panel.
- › Use the information of the physical aspects of the characters to draw and color the scenes.
- › Add the speech bubbles.

Characters in comics perform lots of actions. Remember to consult the list of verbs on pages 189-192 if you need help when writing a comic. Enjoy!



E Exchange your comic strip with those of other pairs or groups. Mark any grammar, spelling or punctuation mistakes you find.

- E** Discuss with the comic strip authors your notes and exchange respectful and constructive comments on your classmates' work suggesting ways of improving it if necessary.

Tips

For tips about how to create a comic strip you can read the information for this unit on page 176.



Check your Progress

Go to page 133. Read the achievements for Step 3. Mark your progress according to your performance.

Read and follow the suggestions below.

Work with your Create section teammates and ...

- Review the material in session II and use same steps you followed to create the comic strip about the Canterville Ghost to create a comic strip about your story. Make sure that ...
- you agree on what task(s) each member of the group is going to be in charge of before starting.
- your drawings represent the physical and personality characteristics of the characters as well as the actions in the story .
- that the speech bubbles are placed correctly to help the reader to follow the sequence of the story easily.
- your grammar, spelling and punctuation are correct.

Save your work to use during the Show Time session.



Reading Time!

Read pages 110 to 113 from the Reader's Book and discuss the following questions in groups: What do you think the people thought of the story Brom's told at the party? What is the Headless Horseman's purpose? What is Ichabod going to do?



Make Comic Book



It is time to present your Final Product to the class: A comic strip about a fantastic or suspense story you read.

Before the presentation...

- Review the material from the Create session in Step 3 and improve its design or correct the language in the speech bubbles, if necessary.
- Think of questions your classmates might ask about the comic strip and what you would answer.
- During the presentation...
- Display your comic strips in the classroom and take turns moving around to look at the other groups' comics and ask questions about them as well as answering questions about your own.
- After the presentation...
- Reflect on your presentation and write a few sentences describing your performance or another students' performance during the presentation. Then discuss your anecdote with your team members.

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



Read pages 114 to 116 from the Reader's Book and discuss in groups: What do you think happened to Ichabod? Did Brom have anything to do with the incident? Why did the people in the town stop worrying about Ichabod? How did you think of the story? What emotions and feelings did you have while reading it? Before you continue with the next unit, visit the Grammar Reference section on page 178 to clarify, review, and reinforce the grammar learned in this unit.

Check your Progress

Go to page 133. Evaluate your performance during the presentation of the final product in the Show Time session. Then, complete the chart on page 134 individually and see how much you've progressed. Share your results with your teacher.

Reading Time!



Creating a comic book based on a fantasy story.

- 1** **Work in pairs. Complete the list of strategies to create a comic book based on a fantasy story.**

- > _____
- > identify the main characters and their characteristics
- > write important words the characters may have used
- > divide the summary into the number of panels you need for your comic book.
- > _____
- > _____

- 2** **Read an extract from a James Bond story *The Man with the Golden Gun* and follow the strategies above to create a comic strip.**

James Bond got back to his hotel room late at night. His heart was still beating fast. It had been a very hard day. First he had been hiding in the sugar plantation for hours waiting for some armed men to stop chasing him. Then he had succeeded in jumping from the train on his way back just before it exploded!

Bond opened the window and breathed the fresh air with relief. He took a shower, went to bed and was fast asleep in no time. Suddenly he woke up. He listened. There was a noise coming from the window. Someone was moving behind the curtain. James Bond took his gun from under the pillow, got out of bed quietly and moved slowly along the wall toward the window. He pulled the curtain back with one quick movement. "Mary Goodnight!" Bond exclaimed. "What are you doing here?" "Please, help me in! I must tell you something," Mary whispered.

Bond put his gun down and helped her in through the open window.

"Shh!, Come" said Bond and led her to the bathroom. He closed the door, turned on the light and then the shower. "Now

Mary, tell me, what's the matter?" Bond asked.

"Today, after I left the office, I received a message from HQ. An important KGB agent, under the name of Hendricks, is staying in this hotel. He's looking for you."

"I know," said Bond. "So is a man called Scaramanga. Did HQ tell you if they have a physical description of me?" "No, they don't. They only have your name."

"Thank you, Mary. Now, you have to get out of here, quickly. Don't worry about me. I'll be fine."

"Alright, but please James be careful." Mary said.

"Of course, don't worry." said Bond. He turned off the shower, switched off the light and opened the bathroom door. "Now quickly!"

Suddenly a voice came from the darkness of the bedroom. "This is not your lucky day, Mr. Bond. Both of you, come here, and put your hands up!"

Scaramanga walked to the door and turned on the lights. His golden gun was pointing directly at James Bond.

Reflection

Reflection

Let's reflect! Write a check (✓) next to the achievements you accomplished at the end of each lesson. Cross out (X) the ones you didn't accomplish and discuss them with your classmates or ask your teacher for help.

Step 1

- > Identify different formats of suspense and fantasy stories.
- > Identify publication data.

Step 2

- > Identify characteristics of the characters in a story.
- > Recognize direct and reported speech.
- > Identify cultural differences expressed in a story.

Step 3

- > Write sentences to describe characters.
- > Create scenes for a comic strip based on a text.

Show time

During the Show Time presentation, I...

- > found an interesting story to talk about.
- > participated actively in the creation of the comic strip.
- > was able to answer questions during the exhibit of the comic strips.
- > promoted respect and collaboration during the preparation and presentation of the Final Product.
- > recorded interesting anecdotal information to share with my teammates.

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

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- > Share with your teammates the results of your evaluation during the Show Time presentation above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____
 Date: _____ Grade _____

Evaluation Instrument - Value Scale

1 Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now I am able to ...	Always	Usually	Sometimes	Never
> identify publication data (title, author, published) when reading fantastic or suspense stories.				
> understand general sense, main ideas and details of fantastic or suspense stories.				
> identify the verbs that indicate the actions and events in the story				
> Identify characters' features and write sentences to describe them.				
> Express personal reactions from texts.				
> Answer questions to describe characters.				

Unit 9

What Do You Think?

Step 1

- Revises a topic of interest in different sources
- Reads texts to understand the general meaning, main ideas and details.

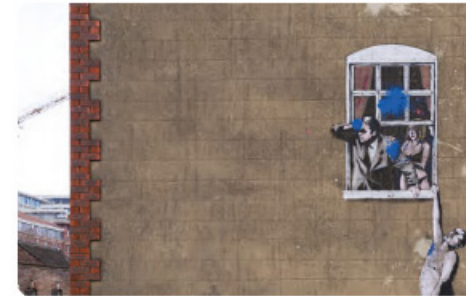


What is your favorite type of art?



1 Work in pairs. Discuss the questions.

Do you like any of these graffiti?
 Are there any graffiti in your town or neighborhood?
 What kind are they, drawings, paintings, or words and symbols?



2 Look at these sources of information and underline the titles that relate to the topic in activity 1.

THEARTSBLOG

The Magic of Poetry
by Louise Fox, July 17, 2019

Arts Education: Potential for Change
by Ted Baker, June 20, 2019

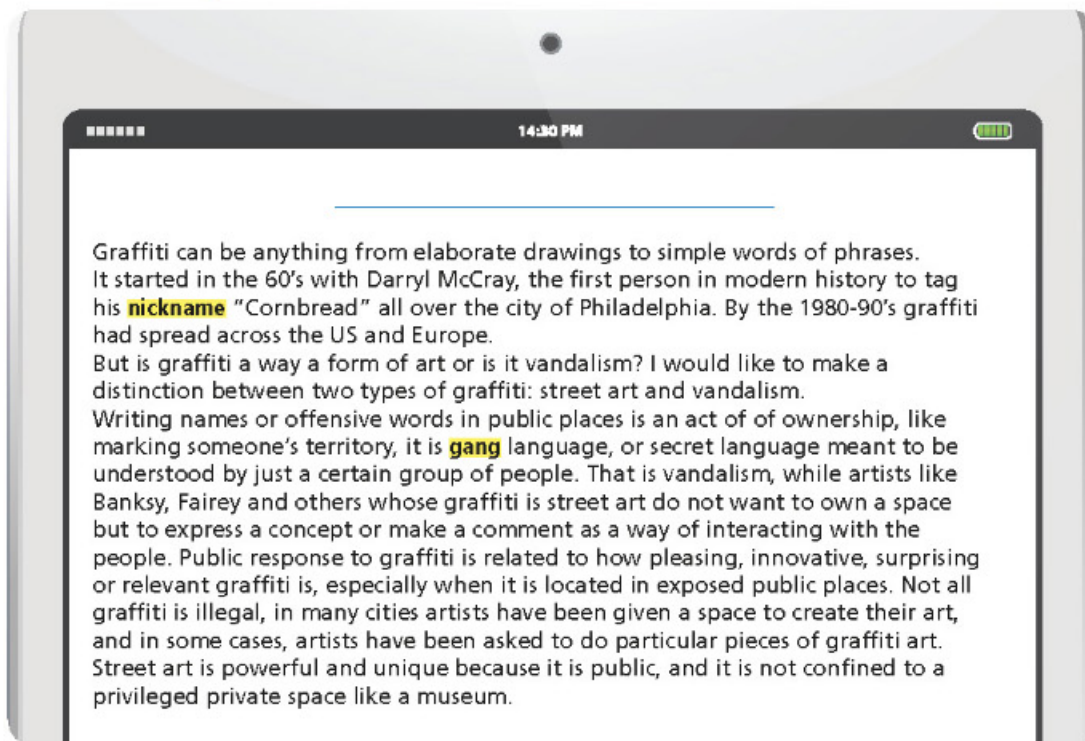
Street Art or Vandalism?
by Jon Donovan

The Imposing Sculptures that attract tourism
by Anne Jones, Apr 3, 2019

Arts & People	June-July	N 32
9		
Drums in Body and Soul		
12		
Banksy, or when graffiti becomes art		
16		
Social effects of Rap Music		
22		
Street Art for Sale		
26		
House, techno, garage, trance, and more		



E Read this post and write the correct title of the article from the ones in activity 2.



Glossary

nickname: (n) an informal name for someone
gang: (n) group of criminals

Language Reference

Expressing opinions, agreeing or disagreeing is a very common situation we face when talking to others. Go to pages 179-180 and increase your vocabulary learning expressions to use when giving opinions on a topic.

E Answer the questions in pairs.

1. What difference does the blogger make between different kinds of graffiti?
2. What's the author's opinion on the subject?

E In groups, reflect on the following.

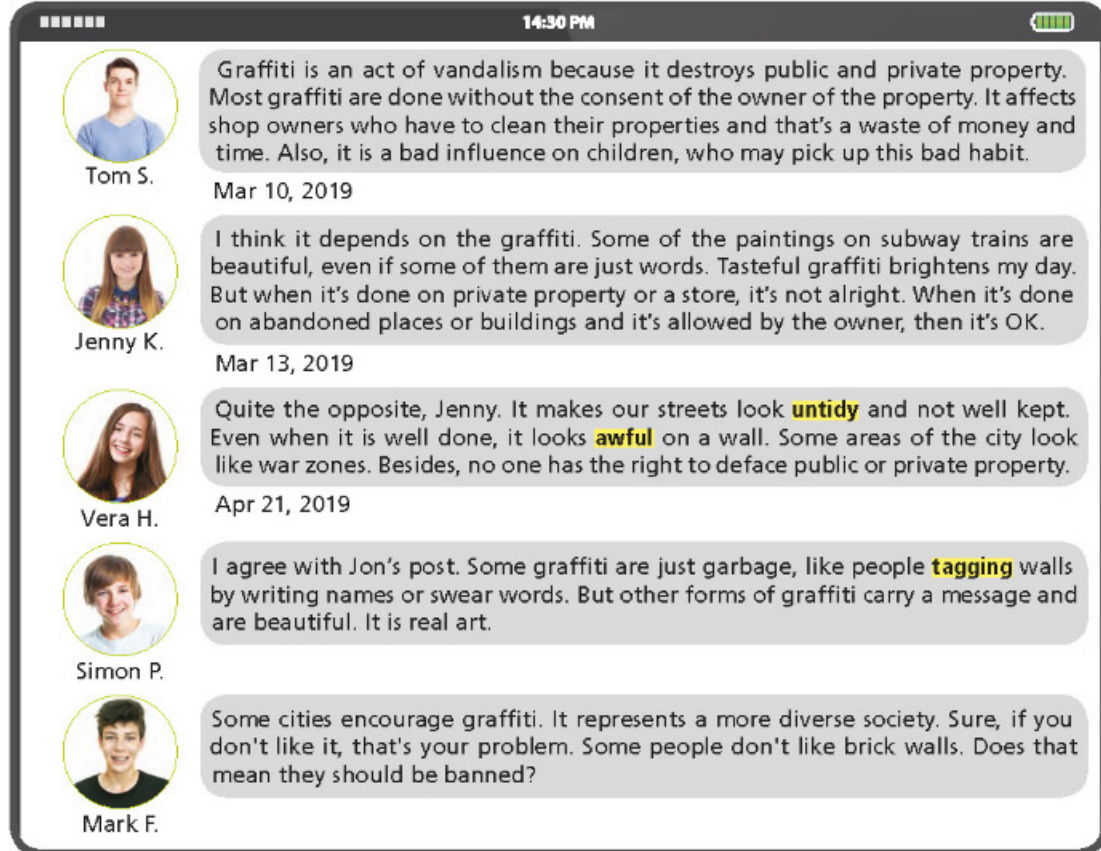
What do you understand by a *controversial topic*?

- ▶ A topic of conflicting opinion.
- ▶ A popular topic.
- ▶ A topic that everybody agrees about.
- ▶ A topic which includes polarized points of view.

E Discuss in small groups.

Do you think graffiti is a controversial topic? Why?

7 Read these bloggers' opinions and write F (in favor of) or A (against) graffiti next to each post. Then underline the arguments you agree with. Compare your answers in pairs.



E Complete the organizer summarizing the main arguments in favor and against graffiti in your notebooks. Include the information in the original post in activity 3.

Graffiti	
When graffiti expresses a concept or idea it is street art	

Glossary

tag: (v) to mark with a tag (= a graffiti artist's name used as their signature).
untidy: (adj) not arranged or organized properly.
awful: (adj) bad or unpleasant.



Product

Check your Progress

Go to page 149. Read the achievements for Step 1. Evaluate your performance according to the scale provided.

Read and follow the suggestions below.

- Get together in teams of six. Choose one of the fine arts (music, visual arts, theater, dance, literature, films) and brainstorm topics related to that art that may give rise to strong opinions. For example: *Is electronic music, "real" music? Which is better, cinema or theater? Is art popular or is it just for a few people?* You can research online and browse books, encyclopedias and magazines for additional ideas on possible topics. Make a list in your notebook and have a vote on one of them.

I think the topic about electronic music is interesting.

I think theater vs. cinema is a better topic. What do you say? Let's vote.

- Think of the question to trigger the debate.

Are DJs real musicians?

Can anyone be an abstract artist?

- Choose different sources of information that provide a wide range of opinions and points of view on the topic. Classify them in an organizer similar to the one in activity 8. You will use it in Step 2.



10:30



Do you like to read blogs? Have you read any art blogs? Try the following suggestion, it's great, interesting and fun!

<https://juxtapoz.com/>



Reading Time!

Read pages 117 to 122 from the Reader's Book and discuss in groups: What is your opinion? Is art just for a few, or is it for everyone? Why?

Do you like abstract paintings? Do you think the study carried out among art students and psychology students proves a point or not?

Step 2



What do you think makes something controversial?



1 Discuss the questions.

Look at the picture. What kind of music do you think it is? How do you know? Do you like it? Do you think this kind of music can have a negative effect on young people?

2 Read this article, and underline the ideas that support your point of view on the subject.

A Controversial Music Genre

by Jennifer Ryley

Hip hop and rap started in the 1980s. Teens are specially attracted to this music style. The lyrics talk about emotional **struggles** during adolescence and about financial struggles from the lower socioeconomic sectors of society. In Latin-American countries, reggaetón, which combines reggae and rap, has become very popular too. Due to their popularity they surely influence youth culture, but do they influence teens in a positive or negative way? Many people believe that rap music is only about crime, drugs, and sex, but it is not always like that. Even though these are common topics, there are some rappers like Macklemore whose lyrics are about family values. Some of the good aspects about rap music are that it entertains and talks about social **issues**. It brings people together from all races and backgrounds. I have seen many people become friends just because they share their love for rap. In the US, it makes people aware of discrimination issues as many rappers are African American. But, rap music usually degrades women. They are treated disrespectfully and reduced to objects. Unfortunately, there are very few women artists in this genre. Another bad influence is that it often glorifies criminal behavior and uses bad language. Because of this some parents who are worried about the messages **conveyed** by rap music have asked the music industry to label CDs with a warning. Many rap fans **claim** this is a form of artistic censorship. An American hip hop culture historian states that rap music can't be blamed for all the problems society has nowadays, but he also says that the impact of the most popular rappers nowadays cannot be denied and has contributed to add to the already existing problems. I think rap music affects adolescents for better or worse. The bad influence it may have can be minimized if teens also have other influences. Rap can reverse its negative image. Record companies should support and promote rappers with more positive messages and create a new reputation for this kind of music.



Glossary

struggles: (n) a set of mental fights. The plural of struggle.

issue: (n) a problem.
conveyed: (past. v.) to communicate ideas or feelings indirectly.

claim: (v) to say that something is true or is a fact even if there is no proof.



E Reflect and answer in small groups.

How do you support your point of view on something?

- a) Rephrasing your point of view.
- b) Stating reasons.
- c) Giving examples and explanations.
- d) Because many people have the same opinion.
- e) Offering factual evidence.

E Match some of the ideas in the article in activity 2 with their corresponding examples or explanations.

- | | |
|---|--|
| 1. Rap music brings people together. | They are treated disrespectfully and objectified. ____ |
| 2. Not all rap music is about crime, drugs and sex. | Record companies should promote rappers with positive messages. ____ |
| 3. It usually degrades women. | Parents have asked CDs to be labelled with a warning. ____ |
| 4. It glorifies crime and uses bad language. | Many people become friends because they share the love for rap. ____ |
| 5. Rap can reverse its negative image. | Macklemore lyrics are about family values. ____ |

E Look at how we can express the same idea in different ways. What changes? Share your ideas with a partner.

An American hip hop culture historian states that rap music *can't be blamed for all the problems society has nowadays*, but he also says that the *impact* of the most popular rappers nowadays cannot be denied and has *contributed to add to the already existing problems*.

According to an American hip hop culture historian, rap music *is not responsible for all the present problems in society*, however he thinks that the most famous rappers have a *strong effect* on youth that *has made things worse*.

E Work in pairs. Discuss and rewrite the following sentences using the words in parentheses.

1. Many people believe that rap music is only about crime, drugs, and sex, but it is not always like that. (Although / think / exceptions)

2. I think rap music affects adolescents for better or worse. (believe / impacts / teens / good or bad way)

3. Record companies should support and promote rappers with more positive messages and create a new reputation for this kind of music. (record company's duties / back up / encourage / artists / good / give prestige)

7 Read these other opinions and check (✓) the ones you agree with. Underline the examples, explanations or information that broadens the ideas.



Many lines in rap songs express dissatisfaction about the world in general. Suffering and pain are the common themes of rap artists. In my opinion, it isn't good for teens to listen to this kind of messages.

I don't believe any form of entertainment is harming our youth. It is up to parents to raise their own children and teach them. Blaming entertainment makes no sense.

Rap music is being played over and over again. I consider this is the most dangerous and critical part of listening to this kind of music. The minds of the young are vulnerable, they become hypnotized.

If teens are listening to rap and hip hop and feel the need to join a gang, it is not because of the music they listen to, but because of the troubled environment they live in, the lack of parental guidance, a failing school system, and no involvement at all!

I listened to rap music, the same as my brother and some of my cousins, and we are all soon to be college graduates. We are not violent or addicted to anything.

It seems to me rap artists have a social responsibility. Innocent minds can be easily corrupted. The exclusion of violence and the incorporation of meaningful words will make it more beneficial for society.

This proves that rap music does not always have negative effects on people.

E Complete the table with the expressions used to introduce an opinion or point of view.

Introducing opinions and points of view	<i>In my opinion</i> _____ _____ _____
---	---



E Look at the opinions you agree with in this lesson and organize the information to write your argument about the effects of rap music on youth in your notebook. Rewrite the sentences and add ideas or examples of your own. Then share your text with a classmate.

Do you like music? Is Hip hop the same kind of music as Rap? Visit <https://www.urbandictionary.com/define.php?term=Rap%2FHip-Hop> where you'll read about possible differences. Then, share and express your opinion. What do others think?



Remember, when expressing ideas, opinions or discussing topics, use actions words to make your communication more interesting for others to engage and participate. Revise the verbs you are using and the correct tenses using the list on pages 189-192.

Tips
Remember you can use linking words like *although*, *but*, *however* and others to connect ideas and synonyms when expressing someone else's ideas in your own words.

Language Reference
When we express the same idea in different ways, we call it Paraphrasing. To reinforce and review how to do this, go to page 180 in the Language Reference section.

Tips
Remember to introduce your opinions with some of the expressions in activity 7. When paraphrasing, you can use synonyms, add connectors, and change the sentence structure.



Check your Progress

Go to page 149. Read the achievements for Step 2. Evaluate your performance according to the scale provided.

Work with your teammates from the Create session in Step 1 and...

- Take out the information you gathered and the graphic organizer you made about the topic of debate.
- Identify the points of view you agree with. Rewrite the ideas using your own words. Introduce your opinions with suitable expressions like the ones you identified. Add explanations or examples to broaden the concepts.
- Organize your ideas and write a final edition of your personal point of view on the topic. Make sure it includes all your personal thoughts on the subject.

Save your work. You will use it in Step 3.



Reading Time!

Read pages 123 to 125 from the Reader's Book and discuss in groups: Is a graphic designer an artist? Why? Why not?



Why is it important to know how to give your opinion?

1 Discuss in groups.

Do you read comics?

If so, what do you enjoy most about them?

What are your favorite ones?

Do you think they should be taught in school?

If so, which ones would you recommend and why? If not, why not?



2 Listen to some students and answer the questions in pairs.

1. What are they debating about?

2. Why does one of the students prefer reading books?

3. What do most of the students agree on?



3 Work in pairs. Listen again and complete the chart with the students' main ideas. Follow the examples.

	Colin	Allison	Bob	Kate	Jim	Holly
You can learn many things from comics.		Superheroes are like modern gods				

10:30



There are art blogs and comic blogs, but do you know how art has influenced comics? Read about this fascinating topic at: <https://en.99designs.com.mx/blog/design-history-movements/history-of-comic-book-styles/>





4 Complete some extracts from the dialog with the phrases in the box. Check your answers in pairs.

What do you think Some neurological experiments have shown
 Exactly to summarize in addition to that Some people think
 Ah, do you mean that such as

... (1) _____ they have no educational value, but I think they do. Besides science you can learn lots of moral values too.

(2) _____ for example, superheroes can be the gods of a new mythology teaching us right from wrong? ...

...In comics you have pictures, there's no place for imagination.
 (3) _____ Kate?

...I think comics cannot replace real books, but there are some facts that cannot be denied, (4) _____ that comics can motivate teens or children who do not like reading to start doing it.

(5) _____! Also, I think they are useful when learning a second language. (6) _____ matching a picture with a text improves your memory.

(7) _____, we can learn writing, punctuation and grammar in our own language and in a second one. Also, they have characters, a plot, different settings, and a theme, so they can teach us literary concepts the same novels and short stories do.

...(8) _____ most of us seem to agree that comic books have a place in school, but could they be a substitute for books?



5 Work in pairs. Match the phrases in the box in activity 4 to their purpose.

- To back up an opinion: _____
- To sum up opinions: _____
- To clarify: _____
- To emphasize: _____
- To exemplify: _____
- To involve others in the conversation: _____
- To introduce a generalized opinion: _____
- To add information _____

Language Reference

You may learn more expressions to use in a debate on pages 179 and 180 of the Language Reference section.



6 Write your opinion on whether comics should be taught in school or not in your notebook. Give your reasons. You can rewrite some of the ideas in this lesson and add some of your own. Include some of the phrases in activity 4.



7 Work in groups of five. Have a debate on the topic. Use the information in your notebook and some of the expressions you learned in activity 5. You can record or video the discussion if you wish. Then write a summary of the main ideas.

Debate topic: Should comics be taught in school? Why / Why not?

To summarize, most / some / of us think that _____

because _____

8 Complete the table to assess each student's performance. Grade each aspect from 3 to 1.

Criteria	Students' names				
Organization and clarity					
Use of arguments (giving reasons to support ideas)					
Presentation style (tone of voice, clarity of expression)					
Total score					

3 = very good
2 = good
1 = fairly good

Tips

You can say: *Could you repeat that, please? Could you say that again, please? Do you mean that...?* to ask for repetition or clarification.



Check your Progress

Go to page 149. Read the achievements for Step 3. Evaluate your performance according to the scale provided.

Work with your teammates from the Create session in Step 2 and...

- Decide how you are going to evaluate each member's performance in the debate. Agree on the aspects to be assessed. You can use the table in activity 8 on page 145 as a guide and include some additional aspects to be evaluated, for example: if the person was persuasive, able to defend himself/herself, expressed weak/strong arguments, etc.
- Draw the table to show the level of performance and define the grade scale as you did in activity 8 on page 145.

Save your work. You will use it in the Show Time session.



10:30 You have read about blogs, different kinds of art, graphic designers, comics but, what about music? DJs are very creative people and an example of art in music. Look at what one needs to become a DJ, visit: <https://passionatedj.com/how-to-become-a-dj-ultimate-guide/>



Reading Time!

Read pages 126 and 127 from the Reader's Book and discuss in groups: Do you think a DJ is a real musician? Why? Why not?



A Debate

As you learned throughout this unit, some aspects of the fine arts may be controversial. During this unit you worked with your classmates to choose a topic to discuss in a debate and collected information to be able to write your own point of view. Now it's time to have your debate. This activity will help you to gain confidence when speaking in English. Pay attention and monitor the way you express your ideas and the way you use your body language. It will also help your fluency in the language.

- Get together with your teammates and take out the text with your own opinions about the topic.
- Take some minutes before the debate begins to check that the ideas in your text are clear. Remember to broaden the information with examples and explanations so that your arguments are persuasive and clear. Before you start, designate a coordinator, and decide the order in which you will speak and the minutes you will be allowed to speak.
I think we should have two minutes to express our ideas and then the person on our right gives her or his opinion.
- Sit together with your teammates to debate. Listen to them respectfully and use your text to express your opinions and exchange points of view. You can make a video recording of the debate and then play it for the rest of the class.
- After or during the debate, take out your evaluation instrument to grade your teammates' performance. Then share your results with your team to provide your classmates with feedback.

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



Read pages 128 to 130 from the Reader's Book and discuss in groups: Have you read a story and then watched its film, or vice versa? If so, which one was better? If you haven't, would you like to do it? Why? Why not. Before you continue with the next unit, visit the Language Reference section on pages 179 and 180 to clarify and reinforce the language learned in this unit.



Check your Progress

Go to page 149. Evaluate your performance during the presentation of the final product in the Show Time section. Then, solve the evaluation on page 150 individually. When finished, share your grade with your teacher.



10:50 What makes a book become a film? Visit: <https://www.oprahmag.com/entertainment/books/g25451497/books-made-into-movies-2019/> and find out about books, films, authors and movie makers. Enjoy as you learn!

Reading Time!

I Work in groups. Reflect on the following strategies to participate in a debate about one of the fine arts and number them in the logical order.

- ▶ choose the points of view you agree with. _____
- ▶ identify a controversial aspect in one of the fine arts to debate about 1
- ▶ express your point of view using your own words _____
- ▶ write notes to use while debating _____
- ▶ read opinions in favor and against the topic. _____
- ▶ think of arguments and examples that support your point of view. _____

II You are a blogger in TheArtsBlog from Step 1. Read the opinions about graffiti you agree with and underlined on page 137 and express them in your own words. Add examples or evidence to support them. Make some notes on the lines below.



III Share your point of view in small groups.

Reflection

Let's reflect! Write VW (very well), W (well), or NW (not well) in the boxes next to the achievements for each step. Discuss the ones you found difficult to accomplish with your classmates or ask your teacher for help.

Step 1

I can...

- ▶ revise and choose texts about controversial topics related to art
- ▶ recognize arguments in favor or against a topic

Step 2

I can...

- ▶ identify key ideas, their examples and explanations
- ▶ paraphrase ideas

Step 3

I can...

- ▶ identify ways to emphasize and clarify ideas and to back up and sum opinions
- ▶ express personal opinions with reasons to support them

Show time

During the presentation of the final product, I...

- ▶ participated actively.
- ▶ found interesting information to argue in favor or against a topic of discussion.
- ▶ express my opinions clearly and in favor or against a topic of discussion.
- ▶ used appropriate volume, tone of voice, and body language to convey feelings and emotions
- ▶ tried to be persuasive.

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

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- ▶ Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name: _____ UN _____
 Date: _____ Grade _____

Unit Evaluation Instrument – Descriptive Values Scale

- I** Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now I am able to...	Always	Usually	Sometimes	Never
1. research a debate topic using different sources of information.				
2. understand the main ideas and details in a text.				
3. classify arguments in favor and against a certain topic or idea.				
4. paraphrase information that broadens and exemplifies my point of view on a topic.				
5. use expressions to express my opinions, clarify or emphasize my points of view and to involve others in a conversation.				
6. give feedback to assess my classmates' participation in a debate.				

- II** Use the results to decide which aspects you still need to work more on or ask for help.

- In this unit you will analyze different models and practice strategies in order to discuss specific actions to address youth rights.



What are human rights?



- I** Work in pairs. Read these rights of children and adolescents and discuss: What other rights do you know? Check answers with another pair.

- Right to adequate food and healthcare.
- Right to quality education at no cost.
- Right to protection.
- Right to enjoy free time, rest, play and enjoy cultural, artistic and sports activities.



- II** Read the information below and discuss: Which of the rights above do you think child labor affects? How can it affect them? Write down your ideas in your notebook.

There are about 168 million children aged 5 to 17 in child labor around the world. According to a report issued by the INEGI in 2016, 8 out of 100 children and adolescents under 18 work in Mexico. That amounts to almost 2.5 million. Many teens under 16 work more hours than allowed by law.



Read this online article and discuss the question in pairs.

www.blog.com

The International Labor Organization (ILO) defines child labor as “work that **deprives** children of their childhood, their potential and their dignity, and that is **harmful** to physical and mental development.”

Not all countries agree on what kind of work is considered “child labor”. Aspects such as the child’s age, the type and hours of work, and the working conditions are **taken into account**. Is it the same to work at a shop owned by your family as to work long hours in a factory? In 2016, Parliament in India approved a law that allows children under 14 to work for family businesses or help their families in farming activities. It also allows teens aged 14 to 18 to work in other occupations as well, except in dangerous ones. How can we make sure that these jobs are not also heavy work which deprive children and teens of school and free time? Are all forms of work negative for kids’ development?

Most countries have laws against child labor. But children and teens continue to work. So, are laws the only solution? Apparently not. What is the controversial aspect about child labor?



Glossary

harmful: (adj) that causes physical or other injury or damage.

take into account: (expr.) to consider

deprive: (v) to take something necessary away from someone



4 Listen to Bill and Kate discussing and answer the questions. 36

1. What does Bill say about kids and teens working in family businesses?

2. What is Kate’s opinion?

3. What is the most common reason for children and teens to work?

4. Why prohibiting child labor at textile factories didn’t solve the problem?

5. What is Bill’s opinion on child labor? Why?

10:30

Do you know what child labor really means? How can we help finish with child labor? Read and learn more about this topic at: <https://data.unicef.org/topic/child-protection/child-labour/> then, express your opinion with more knowledge to back up your thoughts.

5 Write your opinion about kids and teens working. What kind of work is child labor, and what isn’t? Are there some jobs kids and teens could do, or should all types of work be prohibited? Give reasons to support your answers. Share them with a classmate. Use some of the words and expressions in the box.

I think /don’t think I consider because the reason is

Language Reference

You can read about connectors to link ideas on page 181 of the Language Reference section.

- E** Read this other article on the web and underline three ways to stop child labor you think would be the most effective.

Glossary

ban: (v) to forbid, prohibit.

wages: (n) the money earned by an employee, when paid for the hours worked.

scholarship: (n) an amount of money given by a school to pay for the studies of a person.

awareness: (v) knowledge or understanding of a situation.

Child labor is still a problem in the 21st century. Companies employ children and teens and make them work long hours, sometimes in dangerous conditions, for a very low payment and no rights. Government, NGOs, and people's actions can help solve the problem.

Laws should **ban** child labor and also state clearly the number of hours teenagers are allowed to work and the **wages** they should be paid.

We should all be mindful consumers by researching the companies we buy products from to check they do not use child labor to produce their products.

Improving education is a must. Schools should provide free meals and give **scholarships** to students who need money. Donating to charities that support children and teens with low income families, and /or volunteering at non-profit organizations to defend human rights can also be helpful.

Organizing events and campaigns at our school and in our community to raise **awareness** of the problem is important too. Media is a powerful way to communicate ideas to a large number of people. Expressing our thoughts on social media and writing columns in local newspapers and magazines are useful ways to express our thoughts and make people aware of the problem.

We can all be the change.



- 7** Write the reasons for your choices. Then compare your ideas in groups.

Written communication is as important as when you communicate orally. Remember to use verbs in the correct tense when exchanging ideas with others because this is the key to convey meaning to others.



Check your Progress

Go to page 167. Answer the questions to assess your learning achievements.

E Read and follow the suggestions below.

- › Get together in teams of six. Do some research on adolescents' rights. You can surf the web and browse books and encyclopedias to find information. You can also visit this page <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx> to know about the Convention on the Right of the Child.
- › Choose some rights you want to discuss about and make a list on a sheet of paper. You can choose any of the rights listed in activity 1 on page 151 or others.
- › Point out controversial aspects that may arise from the rights you chose, as in activity 2 on page 151. In order to spot the controversy, ask questions like: *Does this mean that adolescents can...?* or *What is meant by?* *What actions could?* etc. Make a chart that includes the rights you chose in 2, and their corresponding aspects that can generate disagreement or discussion.

Save your work. You will use it in the next step.



10:30

Why is Human Rights so important? Is there a right for teenagers to protest about something? Is it good to protest? Read more about Human Rights and find out about the right to protest at: <https://www.trtworld.com/perspectives/right-to-protest-at-forefront-of-human-rights-day-32059>



Reading Time!

Read pages 131 to 134 from the Reader's Book and discuss in groups: What suggestion does Paul make for teens to be heard? Do you have student meetings at school? If not, would you like to have them? What topics do you think need to be discussed at school?

Step 2

- Assume a posture



Why do you think children have rights different to the rights of adults?



I Read about one of the children's rights and discuss the questions in groups.

According to Article 12 of the Convention on the Rights of the Child, children and teens are **entitled** to the freedom to express their opinions and to have a say in **issues** affecting their lives. They have the right to influence decisions on matters that may be relevant to them. This right recognizes the potential of children to share perspectives and to participate as citizens of change and prepares them for an active role in society.

1. What decisions have been made lately at home, school and within your neighborhood or community?
2. Did you have the chance to participate?
3. If so, were your opinions considered?
4. Could you influence the decision-making process?

E Listen to three friends discussing and circle the correct options. Check your answers in pairs.



1. Ted, Max and Cindy want ...
 - a) a news sports club.
 - b) a place to play sports without having to pay.
 - c) a new mall.
2. Ted proposes to ...
 - a) express their point of view to the City Hall.
 - b) send a letter to the neighborhood council.
 - c) reach an agreement with Max and Cindy.
3. Cindy disagrees with him because...
 - a) the neighborhood council is a better option.
 - b) the City Hall didn't listen to them on a previous occasion.
 - c) they solved the garbage problem, but they had to put a lot of pressure.
4. Max suggests going to the neighborhood council because ...
 - a) the local police will support them.
 - b) the neighborhood watch program was effective.
 - c) it showed a positive reaction to solve a safety issue.

Glossary

entitle: (v) to have the right
issues: (pl. n.) a subject or problem

Language Reference

To express opinions on a topic, we connect ideas and use different expressions to convey meaning. Go to pages 181-182 in the Language Reference section and learn about these expressions and connectors.



E Read this part of the conversation and underline the sentences expressing opinions in one color and the facts that support them in another one. Check your answers in pairs.

Cindy: It's not a good idea Ted. When we had that garbage problem some time ago, even though we sent them a letter and an e-mail asking them for more trash cans they didn't answer, so the problem continued.

Max: What about talking to the people in the neighborhood council, first? I'm sure they are going to support us. Do you remember last year our families complained because although there were some police cars patrolling the neighborhood, there were still many burglaries? Well, the council took action by starting a neighborhood watch program that worked together with the police and as a result there was less crime.

L Match the words with their function. Then circle another example of each one in the conversation above.

- What if ...? to express consequence
- Even though to make a suggestion or proposal
- As a result to express a contrast

E Read and complete the next part of the discussion with the words in the box. Then listen and check.  38

so that What about however You're right Let's

Cindy: Wait, wait...we can't send an e-mail just the three of us. It's not representative of all the kids and teens in the neighborhood. _____ do a survey, _____ all of us have a say in this matter.

Max: I don't think that's the best way. It will take us a long time. _____ social media? It's faster to get in touch, at least with all the people in the neighborhood we know.

Ted: _____. Let's make this proposal at school too! Most of the kids in this neighborhood go to our school.

Cindy: Great. That would cover great part of the area, _____, there are still some kids who live here, but don't go to our school.

Max: Well, those we will have to go door to door...we can start tomorrow by...

Glossary

burglaries: (n) a set of crimes of illegally entering a building and stealing things

E Work in pairs. Complete this chart with all the proposals Ted, Max, and Cindy discussed and the arguments in favor or against them.

Topic: building a public sports facility instead of a mall

Who to address	Reason(s) why / why not
City Hall	wasn't helpful in the past
Ways to do it	Reason(s) why / why not

7 You have the same situation in your neighborhood. Think of possible actions you could take to be heard. Write your ideas on the lines below. If possible, give evidence to support them.

Tips

You can make a proposal by saying *Let's imagine that...*, *What would happen if...?* *Why don't we...?*

To contrast ideas, you can use words such as: *although*, *but*, *while*, *whereas*, *among others*.

To express the consequences or result of something you can use: *consequently*, *therefore*, *then*, *so*, etc.

E Work in pairs and compare your ideas.



Check your Progress

Go to page 167. Answer the questions in Step 2 to assess your learning achievements

Work with your teammates from the Create session in Step 1 and...

- Look at the rights and controversial aspects you listed in the previous session and think of possible situations where you would like your rights to be taken into account, as in the situation in activity 2 on page 157. Decide in groups, what situation or what controversial aspect you are going to discuss.

I think we should discuss our right to participate in....

Or we could discuss ...

- Do some research on the topic and then write your personal point of view stating the actions you think are the best to attend your right. Make sure you add evidence to support your ideas as in activities 6 and 7 on page 159.

Save your work. You will use it in the next Step.



Reading Time!

Read pages 135 to 137 from the Reader's Book and discuss in groups: What was the purpose of the UN project carried out in Brazil? What were some of the activities? What were some of the results achieved? Do you know of any similar project in your country?

Step 3

Express counter-arguments and defend own posture during a discussion



What can you do to make your community a better place?

1 Discuss in pairs.

What do you think are the negative impacts of violence and aggressive behavior; for the person who experiences it, and for the one who exercises it?

2 Check (✓) the consequences you think both, violent people and people who suffer violence may experience. Compare your answers in pairs.

physical injuries ____

problems at home and at school ____

loneliness ____

lose love and respect of friends and family ____

isolation ____

depression, and /or anxiety ____

3 Listen to some students discussing and answer the questions.



- What problem are they talking about? _____
- What example does Joanna mention? _____
- Why do teachers find it difficult to stop the problem according to Kevin? _____
- What right does Brenda mention? _____
- What does Joanna propose? _____

4 Listen, read and underline the argument Mike gives and two counter-arguments. Discuss in pairs:

- Are the counter-arguments supported by evidence?
- Do they make Mike change his mind?

Mike: I think the school must show zero tolerance to violence.

Brenda: When you say zero tolerance do you mean for example, suspending or expelling students?

Mike: Yes, exactly.

Joanna: I don't think that's the best way to solve the problem. Studies show that "the three strikes and you're out" policy has done more harm than good. Sometimes it may even make matters worse.

Kevin: At my cousin's school they carried out a program called Safe Schools and as a result, bullying and violence decreased. It was a whole school approach; all the students took part, not only the violent ones.

Mike: Well, maybe you're right, perhaps punishing single students isn't the best way, a long-term program involving the whole school could be the solution.

Joanna: I think that we can participate in any program we propose. For example, one to promote respect, and help teachers and staff to develop school policies.

Glossary

counter-argument: (n) an argument against another argument or idea
isolation: (n) being alone especially when this makes you feel unhappy.



Language Reference

Remember that using the correct expressions and terms when giving an opinion makes a great difference in communicating with others. Go to pages 181-182 and review or choose expressions you may need to give your opinion on different topics.

- E** Work in pairs. Complete this summary of the discussion with sentences from the conversation in Activity 4.

Mike makes a proposal and Brenda asks for clarification by asking _____?

Joanna disagrees with Mike by saying _____ and gives evidence to support her answer.

Kevin makes another proposal and Mike changes his initial point of view by saying _____.

Joanna expresses her wish to be part of the solution when she says _____ and then gives an example.

- E** Read and complete the last part of the conversation in pairs. Use some of the expressions in Activity 5. Then compare your answers with another pair.

Kevin: Why don't we have classroom meetings to discuss this problem for a start?

Brenda: (*disagrees*) _____

Joanna: I read an online article that mentioned school ambassadors. Students are trained to notice cases of bullying and are taught friendly actions to respond.

Kevin: (*asks for clarification*) _____?

Joanna: Yes, that's the interesting part. The program gives students skills to speak up and take effective actions when they notice bullying.

Kevin: (*changes his initial point of view*) _____

Brenda: What about teachers and the rest of the school staff?

Joanna: They are part of the program too and support us.

Mike: (*agrees*) _____

Brenda: (*suggests talking to the principal*) _____

- 7** Read this leaflet with some ideas on how to prevent and stop bullying and check (✓) the ones you think are the best.

Stop Bullying! Take action now by...

- ▶ creating a school safety committee formed by parents, students and teachers.
- ▶ improving school **facilities** to avoid risk areas where there is no adult supervision.
- ▶ training school staff to enforce school rules and **policies** and giving them a set of action to implement the moment they detect a bullying or violent situation.
- ▶ including rules and policies in everyday interactions. Teachers and students discuss rules in class.
- ▶ designing a reporting system to report rule violations so that students face consequences when rules are broken.
- ▶ carrying out anonymous surveys to assess bullying and violence and detect its frequency and types, the places where violent situations usually take place, and attitudes adopted.
- ▶ implementing group treatment for students who bully.
- ▶ involving the students who bully in making amends or repairing the situation.

Glossary

facilities: (n) buildings, equipment and services provided for people to use
policies: (n) a set of ideas or a plan of what to do in particular situations agreed on by an organization, a group of people, a government, or a political party

- E** Write some arguments to support the ideas you checked above.



- E** Work in groups. Discuss about the best approach to stop violence and bullying at school. Use suitable expressions to clarify doubts, express your agreement or disagreement and change your point of view if appropriate.

Tips

You can use expressions such as: *Are you sure that...? Do you really think...?* to question others' arguments or ideas. You can say: *I think I don't get it... What do you mean when you say...?* to clarify ideas and concepts.



Check your Progress

Go to page 167. Answer the questions in Step 3 to assess your learning achievements.

Work with your teammates from the Create session in Step 2 and ...

- Take out the sheet of paper where you wrote your opinion on the right to be discussed.
- Exchange papers with your teammates to read their opinions. Then draw an organizer that includes the opinions in favor and against your own.
- Make some notes on the reasons why you don't agree with other teammates' opinions and points of view to present your counter-arguments, as in activity 4 on page 161. Include evidence that supports your ideas.

Save your work. You will use it in the Show Time session.



Reading Time!

Read pages 138 to 141 from the Reader's Book and discuss in groups: Which of the ways the teens mention you think would be the most effective to address health issues? Are there any health topics related to teens you think should be addressed in your country? Which ones? What steps would you take to promote changes?



A Discussion

During this unit you worked with your classmates discussing several actions and points of view to respect children and teens' rights. Now it's time to have your discussion. This activity will help you to gain confidence when speaking in English and will also help your fluency in the language.

- Get together with your teammates and take out the sheets of paper with your points of view on the topic you chose, and the organizer with notes on your teammates ideas and the reasons why you agree or not with them.
- Take some minutes before the discussion begins and go over your notes to make sure they include all the information you want to point out. Before you start, agree on the order in which you will speak.
- Sit together with your teammates to discuss. Listen to them respectfully and use your text to express your opinions and exchange points of view. State whether you agree or disagree with them and remember to give evidence to support your opinions. You can make a video recording of the discussion and then play it for the rest of the class.

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



Read pages 142 to 144 from the Reader's Book and discuss in groups: What was the UN project Zoe mentioned about? What was its purpose and its achievements? What organizations are there in your country that deal with teen related topic? Do adolescents have the chance to participate in decision making processes? If not, what do you think you could do to promote participation? Before you continue with the next unit, visit the Grammar Reference section on pages 181 and 182 to clarify, review, and reinforce the grammar learned in this unit.



Check your Progress

Go to page 167. Evaluate your performance during the presentation of the final product in the Show Time session. Then, solve the evaluation on page 168 individually. When finished, share your grade with your teacher. Exchange ideas and opinions on what you've learned in this unit and course.

Reading Time!



Discussing specific actions to address youth rights.

I Work in small groups. Read these statements related to actions that protect some of the children and teens' rights and choose one to discuss. Then, underline the correct options to identify the strategies you need to prepare for and have a discussion.

After school programs with technology, science, arts and sports activities reduce the risk of young people to get involved in drugs and participate in gang activities.

The only way to stop child labor is to provide subsidies to poor families so that children and teens do not need to help their families.

There should be associations in every community to provide teens with opportunities and support to talk about problems that affect them.

Getting ready for the discussion:

- How can you learn about the topic you chose?
 - by doing research
 - by asking people's opinions
- How can you form your opinion?
 - by repeating somebody's opinion
 - by analyzing opinions in favor and against
- How can you support your opinion?
 - by being emphatic
 - by giving reasons and examples
- Why is it important to make some notes before the discussion?
 - to be ready to express your ideas when needed
 - to show them to the other members when discussing

While discussing:

- Why is it important to agree on the order you will speak and take turns?
 - to give some participants more time to speak
 - to give everyone the chance to speak in an orderly manner
- Why is it important to offer counterarguments?
 - to show agreement
 - to express disagreement

E Do some research about the topic you chose in Activity 1 and use the strategies you underlined to get ready to discuss.

E  Work in your groups and have a short discussion.

Congratulations! You are practically finishing your school year and have learned a lot. We invite you to keep on learning and using English in every possible way you can because you are prepared, but remember... "Practice makes perfect". Come back to your books to review and reinforce what you already know to improve your ways of communication. When in doubt, you can always check the Language Reference and the list of verbs in pages 169-192 to improve your communication! Go for it! You can do it! Keep up and improve your English every time you can!

Reflection

Let's reflect! Answer the questions to assess your learning achievements.

Step 1

- What is an example of a controversial aspect related to youth rights?

- What are some words you can use to express your opinion about something and to give reasons?

Step 2

- Why do you think opinions should be supported by facts or evidence?

- What expressions can you use to make suggestions and proposals?

Step 3

- What are some useful expressions to ask for clarification and to question others' ideas?

- Why is it important to present your ideas supported by strong evidence?

Show time

During the presentation of the final product,

- did you participate actively?
- were your arguments supported by evidence?
- did you reflect on other people's points of view?
- did you present counter-arguments to support your initial ideas?
- did you promote respect and collaboration?

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

I feel

Happy	Excited	Angry	Disappointed	Sad	Interested	Curious
-------	---------	-------	--------------	-----	------------	---------

Co-evaluation

- Share with your teammates the results of your evaluation in the Show Time section above and discuss ways of working more effectively as a team in order to improve your performance in future presentations.

Name _____ LN _____
Date: _____ Grade _____

Evaluation Instrument - Descriptive Valuation Scale

- I** Read each of the achievements for this unit in the column on the left, and check (✓) the column that corresponds to your performance.

Now, I am able to...	Always	Usually	Sometimes	Never
1. identify controversial aspects about teens' rights				
2. present my position on a topic				
3. support my points of view with reasons and defend my ideas in a debate				
4. differentiate opinions from facts.				
5. use expressions to make proposals, contrast ideas and express the consequences of something.				
6. use expressions to clarify information, agree and disagree with someone and change my point of view.				

Unit 1

Order of adjectives

Adjective order is the order in which two or more adjectives appear in front of a noun phrase.

They must appear in the following particular order:

determiner - a, an, her, five, many, much, several, etc.

opinion - pretty, ugly, smart, cheap, etc.

size - big, fat, thin, tall, large, small, etc.

shape - circle, square, tall, short, etc.

age - old, young 10 years, a year, a week, new, etc.

color - yellow, green, pink, etc.

origin - American, English, Asian, Middle Eastern, African, European, Chinese, etc.

material - cotton, wood, plastic, cloth, glass, gold, etc.

purpose/qualifier - hat box, sleeping bag, computer table, safe island, football field, etc.

The Simple Present Tense

We can use the simple present tense to describe, state facts and express opinions about something (e.g. a cultural habit).

Calligraphy **is** an art practiced in China which **consists** of producing beautiful handwriting.

Many people **view** it as a form of art as valuable as painting, sculpture or even poetry.

We form the present tense using the base form of the infinitive (without TO).

In general, we add 'S' in the third person.

The spelling for the verb in the third person differs depending on the ending of that verb:

FOR VERBS THAT END IN -O, -CH, -SH, -SS, -X, OR -Z WE

ADD -ES IN THE THIRD PERSON.

go - goes catch - catches wash - washes kiss - kisses fix - fixes buzz - buzzes

FOR VERBS THAT END IN A CONSONANT + Y, WE REMOVE THE Y AND ADD -IES.

marry - marries study - studies carry - carries worry - worries

FOR VERBS THAT END IN A VOWEL + Y, WE JUST ADD -S.

play - plays enjoy - enjoys say - says

Forming Questions

You can form most of the Wh-questions in different tenses in English using the following word order:

Question word + Auxiliary verb + Subject + Main verb

Examples:

What do you know about this cultural habit?

When did they practice of calligraphy?

Yes/No questions follow the same word order without the question word.

Simple Past

It is used to talk about or describe things that happened or existed before now. We also use to state facts and express opinions about past events.

The Haka tradition **originated** in 1888 in New Zealand.

The Maoris **performed** the Haka in the battlefield. It **was** mainly a war dance.

I think Maoris **had** a very original war tradition.

To construct sentences using these tenses, do the following:

For regular verbs, add ed or d to the base form: You played soccer yesterday.

For the negative form, add did not/didn't after the subject and before the main verb: You didn't play yesterday.

Remember that English also has irregular verbs and you can find a list of these verbs at the end of your book.

Unit 2

Emotions are identified as positive, negative or neutral. "Positive" emotions, lead to more creative thinking and are beneficial at solving problems that require restructuring, inductive reasoning, breaking conventional thinking, and making connections between seemingly unrelated concepts (Palfai and Salovey, 1993).

Nonetheless, the emotions identified as "negative", especially those associated to sadness, are very helpful at detecting errors, at working on systematic attention of information, deductive reasoning and problem solving all of which require to process information in a logical way (Salovey and Mayer, 1990, Salovey et al., 1993, and Extremera and Fernández-Berrocal).

It should be made clear that the emotions identified as "negative" are not "bad" emotions and, as pointed out in the Universe of Emotions, regardless, their location –either at the top as positive or at the bottom as negative (anger, fear, sadness)–, positive and negative are considered concepts of polarity or opposition and not "good" or "bad".



Unit 3

Imperative form when giving or writing instructions

- We use the imperative form to give or write orders, instructions or directions in English.

Put the water in the bottle.

Turn left and go straight on.

- We also use the imperative form to give a warning or advice.

Watch out! *The water is hot!*

Be careful!

- To build the imperative form, we use the infinitive of the verb without "to":

Put the plant on top.

Sit down!

- To use the imperative in a negative form, put do not or don't before the verb.

Don't eat that!

Do not walk on the grass.

Giving instructions using imperatives

You often see the imperative form in instruction manuals or when someone tells you how to do something.

We also include sequencing words to show the steps in the process. For example, **first**, **second**, and **finally**.

Simple instructions to plant a seed

First, put the piece of cotton inside the jar and wet it. Be careful not to soak the cotton.

Second, put the bean on the wet cotton inside the jar.

Then, sit the jar next to a window to receive sunlight and air.

Finally, check on how the bean grows every three days and register the information in your notebook.

You can also use words such as: **then**, **after that**, **after**, **last**, **at the end**, instead of first, second, etc.

When one gives instructions, we can use different expressions such as:

Remember to check on the bean every three days.

Be careful not to soak the cotton with water.

Try to sit the jar next to a window.

It's important to register your findings in your notebook.

Useful verbs for instructions

Turn on / switch on = activate power or electricity: *First, turn on the light.*

Turn off / switch off = deactivate power or electricity: *Turn off the laptop when you leave.*

Take off / remove = detach something from another thing: *Remove the lid from the jar before putting in the cotton.*

Check / make sure = be sure about something: *Check how the plant is growing.*

Plug in = connect to the electricity: *Plug the cel phone in.*

Put back / replace: *Replace the jar after having a plant that doesn't fit anymore"*

Unit 4

Types of Language

We use formal language in situations that involve people we do not know.

We use informal language in situations that involve people we know well. It is more causal and spontaneous.

Feedback

Feedback is information about reactions to a person's performance of a task, a product, etc. It is used as a basis for improvement. Feedback can help you and your classmates learn more efficiently.

Feedback is not just about correcting errors, feedback should also help the person realize when they've used language properly or effectively and how they have managed to communicate what they wanted.

Intonation

It is the rise and fall of your voice when you speak. In other words, it is the variation in the pitch level or tone of voice. In English, stress and rhythm is also part of intonation. Intonation conveys differences of meaning, e.g. surprise, doubt, excitement, etc. Intonation has a grammatical function, it lets you figure out the difference between one type of sentence from another, this means, for example, that intonation can let you know if someone is asking a question or stating a fact. Without proper intonation, our audience won't be interested in what we are saying because our voice will sound flat and boring. Without intonation, it is impossible to understand the speaker's feelings or attitude.

Intonation Rules for Questions

Questions that begin with a question word (what, where, when, how much, which etc.) have a final falling intonation. The voice goes down.

Questions that begin with an auxiliary verb (would, can, may, do, does, etc.) have a final rising intonation. The voice goes up.

Remember...

English language doesn't use accents as we do in Spanish. Therefore, intonation is one of the most precious characteristics when using oral language. Always use your tone, intonation and stress to convey meaning and feelings just as you do with your body language.

Unit 5

Questions in simple past

Did you have fun with your friends?

Where did you go for your last holiday?

What did you watch on TV last night?

Use 'did' and the verb, but don't change the verb to the past form!

Did you have a nice weekend?

What did you learn at school yesterday?

When did you see the film?

Be careful!

We usually add time words at the end.

Did you play a game yesterday?

What did you have for dinner last night?

Did you visit Learn English Kids last week?

Modals – Deduction in the past

We can use modals to express how certain we are about events in the past, and to speculate about the past.

Modals to make deductions in the past, are formed by a modal verb (could / couldn't, may / may not, might, must, can / can't + the perfect infinitive (have + past participle of the verb).

We use must + perfect infinitive to express we feel sure about something in the past, for example:

He must have taken the car to work, the keys are not here.

We use might, may or could with the perfect infinitive to express we think something was possible, but we are not sure, for example:

She should be here now. She may have been delayed by a traffic jam.

You could have left your books at school.

He might have misunderstood me; my French is not very good.

We use can't + perfect infinitive to say we feel sure that something did not happen in the past.

He can't have attended the meeting, he was away on vacation.

Unit 6

Paraphrasing

Paraphrasing is using your own words to express someone else's ideas. The ideas and meaning of the original source must be maintained.

To paraphrase you can read the original text a couple of times until you are sure you understand it. Then, without looking at the original text, try to write the main ideas in your own words. Don't say anything the original text doesn't say. Try to use the same order of ideas. When you find unfamiliar words, try to understand the sense in which the writer uses the words. Use synonyms to express the same concept with another word. Sometimes you can also change one complex sentence into two simple sentences or combine two simple ones in a complex one. Compare your paraphrase with the original source to make sure you say the same things but with your own words. Don't forget to include a citation for the source of the information. You must give credit to the original author.

Connectors

Connectors are words that combine two words, phrases or sentences together. Look at the following sentences. Then, read more information about these connectors.

- I couldn't go **because** I spent the weekend on my grandma's farm.
- We had some sausages and hamburgers and **on top of that**, a delicious chocolate cake.
- **Although** the weather was not very warm, we all jumped inside the pool!
- The water was cold, **but** we didn't want to get out.
- **Actually**, we stayed there quite a while.

We use the connector **on top of that** to express addition.

We use the connectors **but** and **although** to show contrast.

We use the connector **actually** to emphasize something.

We use the connector **because** to express the reason for something.

Unit 7

Expressing surprise

There are several expressions in English we can use to express surprise or to thank someone who surprises you. Some of them are the following:

Wow, I can't believe it. This is great!

I had no idea. I am so excited!

This is such a nice surprise, thanks so much for this.

Unbelievable, I never expected it.

Wow, this is great, I appreciate this.

Oh my gosh, this is wild, I didn't have a clue about this.

Wow, how awesome is this?! I was completely surprised.

You guys are great, thanks for all of this.

How to narrate an unexpected event

There are three main elements:

- The situation: Give a brief background of the the situation you were in.
- The actions: Explain what steps you and the other participants in the situation took.
- The results: Highlight the outcome of the event and what emotions it generated in the participants.

Asking for clarification

Sometimes it happens that we don't understand a conversation clearly enough and we need to ask for clarification. However, using the question word What, could sound kind of rude and we should know other ways to ask for clarification.

The following, are some expressions you can use:

- Sorry?
- What was that?
- What did you say?
- Can you repeat, please?
- Come again?
- Pardon?
- I didn't get it / catch it. Can you repeat, please?

Unit 8

Direct vs. Indirect or Reported Speech

	DIRECT SPEECH	INDIRECT SPEECH
Meaning	Direct speech means a direct discourse, that uses the actual words of the speaker.	Indirect speech refers to indirect discourse that reports what a person said, in a person's own words.
Usage	When we repeat the original words of a person.	When we use our own words for reporting what other person says.
Quotation Marks	It usually uses quotation marks. But we don't use them when they are within a speech bubble.	It does not use quotation marks and the reported words are usually preceded by the words <i>said</i> , <i>told</i> .

General rules for changing Direct Speech to Indirect Speech

DIRECT SPEECH	INDIRECT SPEECH
Simple Present Tense: He said, "I feel great."	Simple Past Tense: He said that he felt great.
Present Perfect Tense: The teacher said, "I have written the example on the board."	Past Perfect Tense: The teacher said that she had written the example on the board."
Present Continuous Tense: Rahul said, "I am going to the gym."	Past Continuous Tense: Rahul said that he was going to the gym.
Simple Past Tense: My mother said to me, "You watched YouTube all night."	Past Perfect Tense: My mom said to me that you had watched YouTube all night.

Create a comic

The first step is to have something to tell. Come up with characters and a series of events.

Think about the things that can happen to your character or characters.

Then, arrange the events and write a simple script. Write a sentence to describe each event.

Next, turn your sentences into pictures. You can use a ruler to make panels. You can use squares and rectangles. Use speech bubbles to include your characters' dialogs.

Unit 9

Expressing opinions

Whenever we have to say our opinion, and to express our agreement or disagreement with someone, either when negotiating or simple chatting with friends, it is important to show we have listened, understood and appreciated other people's points of view, and it is always a good idea to justify your opinions, giving reasons.

Here are some useful expressions

In my opinion...

Speaking for myself...

I (strongly) believe that...

I really feel that...

If you ask me...

Some people say that...

Many/Most people think/believe that...

Everybody knows that...

According to...

Checking understanding

Do you know what I mean?

Does it make sense?

I don't know if I'm explaining it correctly.

Explaining things better

What I mean is...

What I'm trying to say is that...

Asking for an opinion

What's your idea (on...)?

What do you think about it?

Do you agree with that?

Is that what you think?

Have you got an opinion about it?

How do you feel about it?

Agreeing

Of course.

You're absolutely right.

I think so too.

That's a (very) good point.

That's exactly what I think.

That's true.

I couldn't agree more.

Disagreeing politely

Sorry, I don't agree with you.

I don't see it that way.

That's partly true but...

I see your point but...

I'm sorry to disagree with you but...

Yes, but don't you think...?

On the contrary...

Well, I'm not so sure about that.

Sorry, I think that's wrong.

Yeah, but the problem is that...

Well, I think it's not as simple as that.

Paraphrasing

Paraphrasing is using your own words to express someone else's ideas. The ideas and meaning of the original source must be maintained.

To paraphrase you can read the original text a couple of times until you are sure you understand it. Then, without looking at the original text, try to write the main ideas in your own words.

Don't say anything the original text doesn't say. Try to use the same order of ideas.

When you find unfamiliar words, try to understand the sense in which the writer uses the words. Compare your paraphrase with the original source to make sure you say the same things but with your own words. If the wording is too similar to the original, then it is considered plagiarism. Don't forget to include a citation for the source of the information. You must give credit to the original author.

Unit 10

Expressions To Ask For Points Of View, Question Stands Or Clarify Confusion.

Asking for points of view:

What did/do you think of ...

Questioning stands: Why do you say that?,

Don't you think that ...?,

What about...?

Clarifying confusion:

What I mean is that ...,

For instance ...,

Let me show you...

Connectors

Connectors are useful words or expressions to organize our ideas and thoughts in a more logical and understandable way.

To express cause and give reasons

because of

I cancelled the trip *because of* the bad weather.

thanks to

Thanks to a promotion, my salary has doubled.

in view of

In view of this, we have to change our strategies.

To express contrast

but

I like the idea, *but* it seems impractical.

although

Although she was tired, she continued working.

despite / in spite of

Despite the storm, they decided to leave the house.

on the other hand

On the other hand, the people were very concerned

on the contrary

On the contrary, I would think they are not responsible for that.

instead of

People send emails *instead of* letters.

However

However, a lot of money has been invested in new programs.

To express addition

as well as

I will invite my friends *as well as* my family.

also

The printer can *also* scan documents.

besides

It is too late to go now, *besides*, I feel tired.

what is more

Remember this, and *what's more*, get it right.

on top of that

I got up late, and *on top of that*, I arrived late for work.

To exemplify

such as

He has many good qualities, *such as* kindness and wit.

for example

Baking a cake, *for example*, is easy.

Graphic Organizers

Venn diagram:

Draw two overlapping circles, one circle for each item you want to compare or contrast. Write the traits the items or ideas have in common in the center, where the circles overlap. On the areas where they don't overlap, you can write the things that make them different.

Chart:

Decide what you want to focus on when you compare the items or ideas. On the left side of the chart list the criteria. Across the top, write the names of the items you are going to compare. One box per item for each element you want to compare or contrast. Fill the boxes and then survey what you have discovered.



Track List

These page includes as you can see the tracks that belong to each one of the readings you have in your Reader's book. Enjoy it!

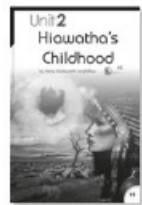
UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
Track 2	Track 7	Track 10	Track 11	Track 16
Track 3	Track 8		Track 12	Track 17
Track 4	Track 9		Track 13	Track 18
Track 5			Track 14	Track 19
Track 6			Track 15	Track 20
				Track 21
				Track 22
				Track 23
				Track 24
				Track 25

UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10
Track 26	Track 28	Track 34	Track 35	Track 36
Track 27	Track 29			Track 37
	Track 30			Track 38
	Track 31			Track 39
	Track 32			Track 40
	Track 33			

Reader's



Track 41 • P5 - 18
Two Iconic Tea Ceremonies



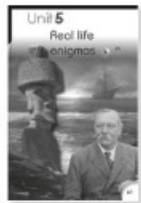
Track 42 • P19 - 32
Hiawatha's Childhood



Track 43 • P33 - 46
Science Everywhere!



Track 44 • P47 - 60
TV Oldies



Track 45 • P61 - 74
Real Life Enigmas



Track 46 • P75 - 88
Ancient Greece, the fall of Rome, and the Middle Ages



Track 47 • P89 - 102
An unexpected Encounter



Track 48 • P103 - 116
The Legend of Sleepy Hollow



Track 49 • P117 - 130
Debating.com



Track 50 • P131 - 144
Let's Discuss Our Rights

Book Suggestions

- * The Cambridge encyclopedia of language. Cambridge University Press.
- * Merriam-Webster's Collegiate Dictionary (11th ed.) (2005).
- * Murphy, R. (2005). English Grammar in Use. Cambridge: Cambridge University Press.
- * Green, A. (2012) Language Functions Revisited. Cambridge University Press.
- * Murphy, R. Smalzer, W. (2014) Grammar in Use. Intermediate. Cambridge University Press.
- * Vernon, Shelly Ann (2019) ESL Plays and Skits for Teens: Short RolePlays & Conversational Dialogues for Teens Learning English. Nielsen
- * Crichton, Jonathan & Koster, Pieter (2015) English Made Easy Volume One: A New ESL Approach: Learning English Through Pictures. Turtle Publishing - Revised Edition.
- * Grammar Workbook Team, (2015) Grammar Workbook. CreateSpace Independent Publishing Platform; Workbook edition.
- * Woods, Geraldine (2017) English Grammar for Dummies (2017). For Dummies 3rd. edition.
- * Bear, Donald R; Invernizzi, Marcia (2020). Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (6th Edition) Pearson.
- * Palfai & Salovey (1993) The Influence of Depressed and Elated Mood on Deductive and Inductive Reasoning (Volume:13 issue:1, page(s): 57-71)Yale University, New Haven, Connecticut.
- * Extremera & Fernández-Berrocal (2005)Emotional Intelligence and emotional education from Mayer and Salovey's model (Salovey & Mayer,1990 & Salovey et al., 1993) Universidad de Málaga.
- * Kahan, Susan B (2018) PSS For Phonics: Position in a Syllable Determines Sounds & Spelling Create Space Independent Publishing Platform; 1st edition.

Unit 1

- <https://www.better-fundraising-ideas.com/bake-sale-recipes.html>
- <https://www.signugenius.com/school/school-fundraising-ideas.cfm>
- <http://japanology.org/2019/04/20-facts-on-japanese-culture/>
- <https://family.lovetoknow.com/family-values/mexican-family-culture>
- <https://www.wikihow.tech/Start-a-Blog-on-Blogger>
- <https://www.collinsdictionary.com/dictionary/english/quintessential>
- <https://www.merriam-webster.com/dictionary/quintessential>

Unit 2

<http://www.sparknotes.com/lit/pygmalion/summary/>
<https://www.cliffsnotes.com/literature/r/romeo-and-juliet/romeo-and-juliet-at-a-glance>
<http://classics.mit.edu/Euripides/alcestis.html>
<http://www.inspiration.com/visual-learning/graphic-organizers>
<https://www.poets.org/poetsorg/text/how-read-poem-0>
<https://writing.wisc.edu/Handbook/ReadingPoetry.html>
<https://www.poetryfoundation.org/collections/144560/native-american-poetry-and-culture>
<https://www.powerpoetry.org/actions/7-tips-writing-short-poems>
http://www.bbc.co.uk/schools/gcsebitesize/drama/galleries/expressionrev_print.shtml
<http://humanemotionschart.com/>
<https://es.scribd.com/document/155666518/01-Feelings-inventory-CNVC>
<https://poets.org/poetry-teens>

Unit 3

<http://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies>
<https://www.thoughtco.com/bubble-science-603925>
<https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biology-and-the-scientific-method/a/the-science-of-biology>
<https://www.rookieparenting.com/rising-water-experiment/>
<https://www.nationalgeographic.com/science/2019/12/top-20-scientific-discoveries-of-decade-2010s/>
<https://www.education.com/science-fair/article/lemon-power/>
<https://www.rookieparenting.com/lemon-powered-light/>

Or watch a video at:

<https://www.youtube.com/watch?v=GhbuhT1GDpl>
<https://www.thoughtco.com/what-is-the-density-of-water-609413>
https://www.usgs.gov/special-topic/water-science-school/science/water-density?qt-science_center_objects=0#qt-science_center_objects

Unit 4

<http://www.klientsoltech.com/importance-of-newspaper-in-our-daily-life/>
<https://www.thoughtco.com/inverted-pyramid-composition-1691082>
<https://es.slideshare.net/Barney1995/tabloid-vs-broadsheet-15605398>
<https://www.esolcourses.com/content/topics/tv/tv-show-genres.html>
<https://quizlet.com/18963620/tv-vocabulary-flash-cards/>
<https://www.thevisualhouse.in/blog/features-of-documentary-film-that-achieve-right-effect>
<http://iteslj.org/questions/television.html>

Unit 5

<https://literaryterms.net/monologue/>
<https://www.britannica.com/art/monologue>
<https://icebreakerideas.com/riddles-for-kids/>
<https://www.phrases.org.uk/meanings/31000.html>
<https://literaryterms.net/when-and-how-to-write-a-riddle/>
<https://examples.yourdictionary.com/examples-of-riddles.html>
<https://museumhack.com/mary-celeste/>
<https://www.hitbullseye.com/Logical-Reasoning-Puzzles.php>
<https://www.learning-mind.com/5-greatest-unsolved-enigmas-of-humanity/>

Unit 6

<http://examples.yourdictionary.com/examples-of-anecdotes.html>

Unit 7

<https://www.livescience.com/49106-simple-machines.html>
<https://www.explainthatstuff.com/toolsmachines.html>
http://idahoptv.org/sciencetrek/topics/simple_machines/facts.cfm

Unit 8

<https://www.skillsyouneed.com/ips/effective-complaints.html>
<https://www.skillsyouneed.com/ips/communication-skills.html>

Unit 9

- <https://www.telegraph.co.uk/travel/destinations/europe/italy/veneto/venice/articles/what-to-see-do-visit-venice-carnival/>
- <http://www.spiritualityrm.com/temazcal>
- <https://discovermexicopark.com/alebrijes/>
- <https://juxtapoz.com/>
- <https://www.artistsnetwork.com/watch-learn/>
- <https://www.urbandictionary.com/define.php?term=Rap%2FHip-Hop>
- <https://catmediatheagency.com/graphic-artist-vs-graphic-designer/>
- <https://en.99designs.com.mx/blog/design-history-movements/history-of-comic-book-styles/>
- <https://www.nytimes.com/2018/05/17/learning/what-have-you-learned-from-comics.html>
- <https://passionatedj.com/how-to-become-a-dj-ultimate-guide/>

Unit 10

- <http://www.differencebetween.net/language/difference-between-rights-and-responsibilities/>
- <https://soapboxie.com/social-issues/Teaching-Moral-Values-in-School-A-Necessary-Part-of-the-Curriculum>
- <https://www.secureteen.com/crime-safety/civic-responsibilities-of-teens-walking-the-talk/>
- <https://data.unicef.org/topic/child-protection/child-labour/>
- <https://www.trtworld.com/perspectives/right-to-protest-at-forefront-of-human-rights-day-32059>
- <https://www.vocabulary.d/Lists/Opinions.htm>
- <https://www.centralmexicoyouthfund.org/home.html>
- <https://kidshealth.org/en/teens/expert-bullying.html>
- <https://www.nhs.uk/live-well/eat-well/healthy-eating-for-teens/>

Irregular Verbs



Every time you use an irregular verb, write a check (✓) next to it or highlight it so that next time you need to revise the list, you can go over the ones you've used before and see which verbs are the ones you use more frequently.

English, as any other language includes verbs or action words. Most of English verbs are irregular and it is impossible to avoid using them when communicating with others. The following list includes only irregular verbs to help you learn them and remind you they are irregular because each verb has its own way of forming a Past simple or Past participle form.

Infinitive	Simple Past	Past Participle
arise	arose	arisen
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet/betted	bet/betted
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk



Infinitive	Simple Past	Past Participle
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let



Infinitive	Simple Past	Past Participle
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank/shrunk	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sow	sowed	sown/sowed

Infinitive	Simple Past	Past Participle
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
sting	stung	stung
stink	stank/stunk	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn

