



Student's
Book

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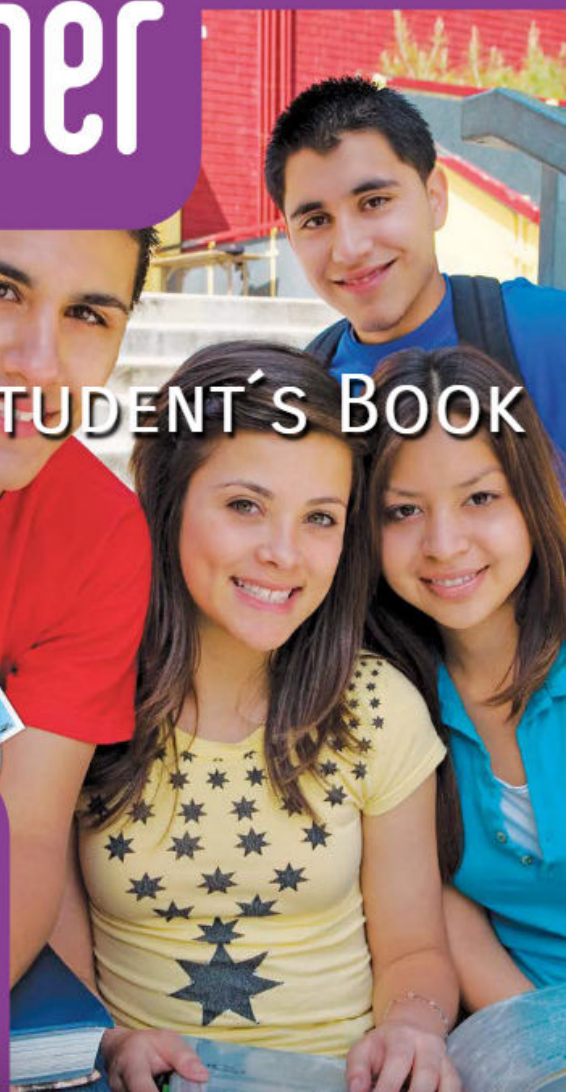
Come Together



COME TOGETHER 3 STUDENT'S BOOK

**Manuel
LUNA**

**Adriana
DEL PASO**



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



Estimada alumna, estimado alumno:

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

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

Este libro ya es tuyo; es un regalo del pueblo de México para ti.
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Welcome to *Come Together 3!*

Come Together is a secondary course that gives you the opportunity to interact with English in different contexts. Your Student's Book contains ten units divided into three blocks that flow into each other. Each block is intended to progressively take you from familiar situations and interactions to more complex practices.

Unit Walk-through

Each unit has 3 or 4 Learning Stages that help you get the skills you need to achieve the learning outcomes.

A variety of reading and listening materials as well as challenging activities are the tools you need to build up your learning process.

Glossary and Vocabulary

There is a wide variety of texts that include highlighted words and a dictionary icon. This icon will refer you to the Glossary at the end of the unit. The words in it are presented in a monolingual dictionary-like format like words in alphabetical order, explicit word categories (*v, n, adj, adv*, etc.), verbs in base form (not conjugated), and nouns in singular. The format of the words was made to help you get familiar with dictionary use skills which are vital for learning a new language.

Unit 6 Stage 1 Development

1. Work in pairs. Read the newspaper headline and discuss what you think happened.

EVENING NEWS

A man **wakes up** alone in locked bus!

2. Work in small groups. Listen to what happened in the station from the newspaper. Discuss what happened and answer the questions.

1. Where is the conversation taking place? How do you know?
2. Who is asking questions to Mr. López?
3. What is an unexpected situation for Mr. López? What happened that was surprising?

3. Work in pairs. Read an excerpt from the conversation in Exercise 2, and underline the sentence where you can find how Mr. López felt.

Journalist 2: How did you feel?
Mr. López: Oh, I was really startled!
I grabbed my suitcase and **ran** on the train. Well, I tried to open the bus door but it was locked.

4. Work in pairs. Talk about how you would feel if you got stuck on a bus.

A: I would be really angry. How could they forget about me!
B: I would be very nervous. I would be nervous to call.

For your Final Product

1. Think about a personal experience when something unexpected or surprising happened to you. Use the questions as a guide and make notes.

What happened? Why was it surprising? When and where did it happen?
Did anybody else know what was going on?

My Unexpected Situation	My Unexpected Situation
What and where it happened (a story involving my family and me) (at least 5 sentences)	What and where it happened
When it happened	When it happened
Who participated (my family and my close friends)	Who participated?

2. Listen to Mr. López talking about what happened with another person. Then work with a partner to compare the conversations on the one you just wrote.

1. Is it the same situation? Is it also a **lock-in** situation?
2. Which conversation is more personal, this one or the one with the reporter?
3. What differences are there between the way Mr. López speaks to his daughter and to the reporter? Is he more relaxed the second time he explains the same situation?
4. In which of the two conversations does Mr. López use informal expressions?

Conversations in more personal contexts with friends or family for example usually show more spontaneous feelings and use informal expressions. What a conversation is with someone people are in formal situations. Feelings are not so relaxed or personal, and the people use more formal expressions.

Ready and Community

For your Final Product activities are milestones that guide you through the necessary steps to complete the Final Products.

Skills and Language boxes help you understand some formal aspects of the language or provide advice and skills and strategies related to particular topics.

Ways to Reflect on Your Learning

Come Together offers several ways to keep track of your learning process and to reflect on your achievements and the aspects that you need to improve.

Opening

Learning Objectives:

1. Read to grasp the main idea and the details.
2. Read to understand the main idea and the details.
3. Read to understand the main idea and the details.

Skills:

1. Reading to understand the main idea and the details.
2. Reading to understand the main idea and the details.
3. Reading to understand the main idea and the details.

Assessment

Scenario Assessment:

1. Read to understand the main idea and the details.
2. Read to understand the main idea and the details.
3. Read to understand the main idea and the details.

Final Product:

1. Read to understand the main idea and the details.
2. Read to understand the main idea and the details.
3. Read to understand the main idea and the details.

Intermediate Assessment:

1. Read to understand the main idea and the details.
2. Read to understand the main idea and the details.
3. Read to understand the main idea and the details.

Assessment

Scenario Assessment:

1. Read to understand the main idea and the details.
2. Read to understand the main idea and the details.
3. Read to understand the main idea and the details.

Final Product:

1. Read to understand the main idea and the details.
2. Read to understand the main idea and the details.
3. Read to understand the main idea and the details.

Final Assessment:

1. Read to understand the main idea and the details.
2. Read to understand the main idea and the details.
3. Read to understand the main idea and the details.

Initial Assessment

Activate your previous knowledge and get familiar with the new challenges.

Intermediate Assessment


Assess and reflect about your progress after completing milestones in your progress.

Assessment

Evaluate your accomplishments and those of your peers at the end of each unit.


Features

Come Together 3 offers special features to help you through your learning process:

 This icon appears in activities where you have to discuss with your classmates.




This icon appears at several moments to suggest ways to use your Reader to extend your knowledge.

 Every time you see this Class CD icon, listen carefully to an audio track. Make sure you understand the activity before you listen.




The Skills and Language boxes highlight important information that helps you develop awareness to formal aspects of language, critical thinking, social abilities, and summarize learning points.




 When you see this glossary icon, use the glossary at the end of the unit to learn the new words highlighted in yellow.



When you see this icon, you will find a suggestion to use technology for further practice.


 This icon indicates exercises that can be included in your portfolio to keep evidence of your progress.

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Stage 2

Interpret general sense and some details.



Stage 3

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


Unit 1

Social Practice of the Language:
Exchange emotions and reactions caused by a television program.



Stage 4

Share emotions and reactions.



Stage 1

Examine television programs.

Social Learning Environment:
Family and Community

Communicative Activity:
Exchanges associated with media

Product:
Interview

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Unit 1 7

Opening

Let's start together

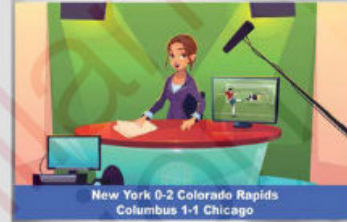
1 Work in pairs. Check (✓) the TV programs you like to watch. Feel free to add other options.



drama



reality show



sports



TV series



documentaries



cartoons

_____ _____

Initial Assessment

Read the sentences and write the words that best describe how you normally act (*always, usually, sometimes, never*).

- I _____ watch TV programs.
- I _____ talk about TV programs.
- My feelings _____ change when I watch TV programs.
- I _____ feel comfortable sharing my opinions and reactions in a conversation.
- I am _____ comfortable asking someone questions about their feelings.
- I have _____ participated in an interview.

Development

1 Work in pairs. Read the conversation and underline the TV genres that are mentioned. Then discuss the questions.

Julio: Hi Mónica! Why do you look so tired?

Mónica: Oh, hi, Julio! I went to bed really late last night because I was watching the *Chef Challenge* finals on TV.

Julio: By yourself?

Mónica: No. It is a family show for all ages. We really enjoy watching it together at home.

Julio: I have never watched that program. What is it about?

Mónica: It is a reality show where several contestants participate in cooking challenges. The winners get money to open their own restaurant. I watch it because it is exciting and I learn about cooking.

Julio: I see. I don't really like reality shows. I prefer to watch sports programs. I like to listen to expert sports anchors give their opinion about soccer and baseball games. I always watch *Sportex* on Channel 19.

Mónica: *Sportex* is good, but I prefer *On Sport* on Channel 42 because there are also anchorwomen, not only men, and as they talk you can read the tickers

Julio: Mmm, that's interesting. I'll watch it some time. Do you like watching series on TV? I love action series in English and action movies in Korean.

Mónica: Can you speak Korean? Wow! I didn't know.

Julio: I don't, but I read the subtitles.

Mónica: That's true. Foreign programs have subtitles. Even soap operas! But I don't like them. Too much drama! They make me feel sad. I prefer comedy programs. And you?

Julio: Me too! Comedy programs are the best! I like *Mr. X*. It makes me laugh a lot.

Mónica: Yeah, that show is really amusing. It has young actors because it is for teenagers. They speak just like us! By the way, do you like documentaries? I do.

Julio: Some of them, I guess. It depends on the subject. I like documentaries about traveling and other countries. But I think documentaries about nature are boring! Some are hard to understand because they use formal language. I have to confess that I love watching cartoons even though they are for children.

- Which type of programs does Mónica like? Why?
- Which type of programs does Julio like? Why?
- Do you know other TV genres?

Mónica likes *Chef Challenge* because she likes to learn about cooking.

Julio likes sports programs because he likes the opinions anchors give about soccer and baseball games.



2 Analyze the expressions from the descriptions of TV shows in Exercise 1 to complete the categories below. Add two more words for each category.

People

Age group

Elements

3 Read the conversation in Exercise 1 again and circle the expressions used to examine TV shows. Then work in small groups to classify them according to their use.

Stating Characteristics	Expressing Likes / Dislikes

4 Read the Skills box and discuss with a partner the purpose of each TV Show. Explain.

news TV series documentary drama reality show

TV programs have different purposes. Most of them aim to inform, educate, entertain, surprise, create controversy, criticize, etcetera. This is why they provoke different emotions and reactions in the audience.

Skills

For your Final Product

5 Think about your favorite program. Identify its genre, its purpose, and some basic characteristics. You are going to work with this program for the rest of the unit to prepare yourself for an interview.

*Name: The Adventures of Tina.
It is a situation comedy.
Genre: situation comedy.
Characteristics: It is about the everyday life of a regular teenager and the challenges she has to face. Its purpose is to entertain.*

Name: _____
Genre: _____
Purpose: _____
Characteristics: _____

Intermediate Assessment

6 Underline the option that best describes what you can do.

- I can identify different TV genres *very well / partially / with difficulty*.
- I can describe basic characteristics of a TV program *very well / partially / with difficulty*.
- I can identify the purpose of a TV program *very well / partially / with difficulty*.

7 If you need help, you can improve by reading TV program reviews in English-speaking magazines.

8 According to their language register, programs are classified in formal, neutral and informal. Read the definitions and the examples in the following chart and complete the information.

	Language Register		
	Formal	Consultative or Neutral	Casual or Informal
Definition	It is used in professional settings, like interviews. This register uses standard English. Slang is never used and contractions are rare.	It uses less formal standard English. The tone is respectful but may be more casual. Slang sometimes is used.	It is used with friends, coworkers, or family. Use of slang, contractions, and informal grammar is common.
Genre	<i>documentaries,</i> _____	<i>local news,</i> _____	<i>reality shows,</i> _____
Examples	_____	_____	_____

- 9 Work in pairs. Read the following TV programs briefs and discuss with your partner what the general sense of each program is and the language register you think people use in each program. Underline the details that support your decision.

My favorite TV program is a science program. There is an old professor who goes over the latest news related to science. He talks about all kinds of interesting topics from astronomic breakthroughs to the world of microbiology. He explains everything in a clear way, so you understand everything. There is a section in which the professor answers questions addressed by the audience. I really like watching this program!

My favorite TV program is a singing contest. Auditions are held in different cities to select the singers. The best ones sing in the show every week. They have to face different challenges like singing a duet with their idols. At the end of each program, the audience calls to vote for their favorite singer. The judges in the program vote too. The one who gets fewer votes has to leave the show. It is very exciting!

Language Register:

General sense:

Language Register:

General sense:

For your Final Product

- 10 Write a brief for the program you selected. Make sure you state the general sense and add some details to enrich your description.



My favorite TV program is called *The Adventures of Tina*. It is a situation comedy about the everyday life of a regular teenager and the challenges she has to face. I like it because it is a show for teenagers and because it is really fun!

Intermediate Assessment

- 11 Write *E* (Excellent), *W* (Well), or *NY* (Not Yet) for each of the statements below according to your performance.

- I can identify language register in a TV program. _____
- I can describe the general sense of a TV program. _____
- I can examine TV programs and identify several details. _____

- 12 If you answered *NY* get together with a partner who answered *E* and ask him or her for tips to improve.

Development

- 1 Work in pairs. Listen to a fragment of the TV program *The Adventures of Tina* and discuss what is happening, who is participating, and what their relationship is. Use the questions as a guide.

- Who is Tina talking to?
- Are they talking face to face?
- Why is Tina scared?

- 2 Work in groups. Now that you understand the general sense of the TV program, read the conversation and decide which sound effects and nonverbal language elements help transmit Tina's feelings.

Pablo: Hey, Sandy. I liked the program a lot. Did you like it too?

Sandy: Yes, I was very scared at the beginning. The girl looked **terrified**.

Pablo: I agree, and the sound of the storm and the noises outside her door were **scary**. I think the girl will find something terrible when she opens the door.

Sandy: True. The girl who plays Tina acts very well. The way she speaks transmits **fear**. And her expressions were so good! You could see fear all over her face.

Pablo: What do you think will happen to her? Do you have any theories?

Sandy: I don't know. I don't have any theories. I'm **anxious** to find out.



TV programs use different resources to achieve their purpose. Depending on the kind of program, they can use music, sounds, special effects, sceneries, props, etcetera. Actors' performance is also important to create a successful drama program.

Skills

- 3 Work in pairs. Read the following pairs of sentences? Do they mean the same? How are they different?

Pablo: Do you have any theories?
Sandy: I don't have any theories.

Pablo: Have you got any theories?
Sandy: No, I haven't got any theories.

English is spoken both in the US and in the UK. However, sometimes they use the language differently to express the same.
American English: *Do you have...?*
British English: *Have you got...?*

Language

- 4 Read and listen to the second part of the program *The Adventures of Tina*, and write the underlined sound effects and descriptions of nonverbal language below the function you think they have.

[door banging]

Tina: Oh no! I'm going to hide under my bed! (scared tone of voice).

Laura: Are you sure someone is outside your room? That's crazy. Maybe it is just the wind (more calmed tone of voice).

[sound of wind whistling]

Tina: Yes, yes. It is probably the wind. I will open the door very slowly (more calmed tone of voice).

[suspense music], [squeaky door hinge opening]

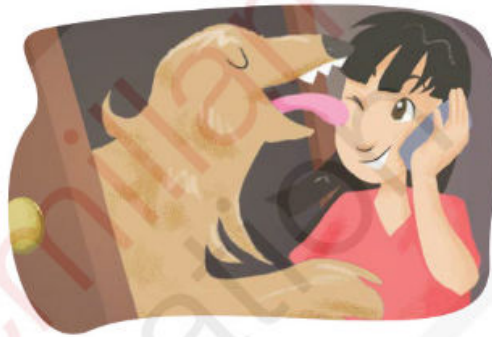
Laura: Don't be scared. Go for it!

Tina: Here we go.
(gulping and heart beating)

Tina: Danko! It's you! (relieved and happy tone of voice)
You scared me silly dog! [dog panting and barking]

[Background audience voices Awww!]

Narrator: Thanks for watching another episode of *The Adventures of Tina*.



They show Tina's feelings.

They show actions.

They create an atmosphere of suspense.

- 5 Work in pairs. Listen to the TV program fragment again. Figure out the meaning of the following words. Use the sound effects and the characters' tone of voice as clues to infer the meaning.

1 banging

3 relieved

2 squeaky

4 panting

- 6 Work in groups of three. Role-play the TV program scene in Exercise 4. Try to represent the nonverbal language and reproduce the sound effects. Reflect on how acting and sound effects have an impact on your appreciation of the program.

For your Final Product

- 7 Complete a notecard about your favorite TV program. Write the general sense of your program and the purpose of the resources that are used in it.

My favorite TV program is *The Adventures of Tina*.
The general sense of the program is to tell the story of a regular teenage girl and the problems and challenges she has to face.
Resources: They use very realistic sceneries, exciting music, and great acting.
Purpose: The sceneries represent Tina's house, her school, a big park and some other places. The music usually reflects Tina's mood. The actress who plays Tina expresses all kinds of emotions in a very natural way.

My favorite TV program is ...

Resources:

Purpose:

- 8 Work in small groups. With the information you wrote in your notecard, share your impressions about your favorite TV program.

A: In my program, the main actor makes silly faces and he's really funny.
B: In my program, there is music. It reflects how actors feel.
C: In my program, there are a lot of sound effects. There are exaggerated noises that are very funny.

Intermediate Assessment

- 9 Check (✓) the table with the answer that best describes your performance.

Concept	Very well	Well	Not well
I can identify the general sense in a TV program.			
I can identify the resources that a TV program uses.			
I can identify the purpose of sound effects in a TV program.			
I can interpret general sense and some details of a TV program.			

- 10 If you checked in the *Not well* column, get together with a partner who checked the *Very well* column and ask him / her to help you improve.

Development

- 1 Work in pairs. Read and listen to the interview about the TV program *The Adventures of Tina*. Then scan the text and circle words that describe feelings or reactions. Discuss which are positive and which are negative.

Paty: Can you answer some questions about a TV program?

Jason: Sure.

Paty: Do you like *The Adventures of Tina*?

Jason: Just a little. I believe some episodes are interesting, but others are **boring**.

Paty: Which episodes are boring?

Jason: I don't like the episodes with Tina's friend, Harry. I think he's **annoying**.

Paty: Which episodes do you like best?

Jason: In my opinion, the episodes with Tina's dog, Danko, are the best. They're entertaining.

I feel **disappointed** when Danko doesn't appear.

Paty: Do you like the episodes where Tina is at school?

Jason: Yes! I believe her adventures at school are **exciting**. And they make me laugh.



- 2 Classify the words you circled in Exercise 1 in the table.

Describing how people feel	Describing how something is

- 3 Read the Language box. Then work with a partner to make sentences about TV programs and how they make you feel. Use the sentence stems and the verbs from the box.

entertain interest captivate surprise amaze excite disappoint

- 1 This TV program is ...
2 I feel ... when I watch ...

You can transform action words (verbs) into descriptive words (adjectives). If you want to talk about yourself or your feelings, add the *-ed* ending (*I feel amused when I watch my favorite TV show*). If you want to talk about others or something outside yourself, add the *-ing* ending (*My favorite show is amusing*).

Language

I am interested in documentaries but reality shows are entertaining.

Documentaries are captivating and I feel bored when I watch the news.



- 4 Work in pairs. Go back to the interview in Exercise 1 and circle the expressions Jason uses to begin his opinions. Then use those expressions to start your sentences from Exercise 3 and share them with another pair.

You can use phrases like *I think*, *in my opinion*, and *I believe* to express your personal opinions and reactions caused by a TV program.

Skills

For your Final Product

- 5 Make a graphic organizer with the feelings and reactions that the TV program you selected provokes. Read the example.



6 Write some notes about your favorite TV program with the help of your organizer in Exercise 5.

My favorite TV program is *The Adventures of Tina*.
It's a comedy.
In my opinion, it's funny, entertaining, interesting, and realistic.
When I watch *The Adventures of Tina*, I feel entertained and inspired.



Intermediate Assessment

7 Circle the option that describes how well you did on each aspect of this stage.

	I did very well	I did well	I need help	Go to
Using adjectives with <i>-ed</i> and <i>-ing</i> endings to describe a TV program	I used many adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program.	I used some adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program.	I tried to use adjectives with <i>-ed</i> and <i>-ing</i> endings to describe my favorite TV program but I got confused.	Page 16, Exercise 3
Using expressions to give my opinion	I used expressions to give my opinion.	I used some expressions to give my opinion.	I didn't use expressions to give my opinion.	Page 17, Exercise 4
Describing feelings and reactions that a TV program provokes	I described the feelings and reactions TV programs provoke in me without looking at my notes.	I described the feelings and reactions TV programs provoke in me looking at my notes at times.	I described the feelings and reactions TV programs provoke in me only looking at my notes.	Page 17-18, Exercise 5 and 6

8 If you circled a statement in the third column, go to the Exercises in the fourth column to review that aspect.

Development

1 Work in groups. Find one opinion you mostly agree with in the conversation and one you mostly disagree with. Discuss your reasons.

Claudia: What's your favorite program?
Bruno: Hmm ... I guess *Vampire Teens*.
Claudia: Why is *Vampire Teens* your favorite program?
Bruno: It's really exciting. There's a lot of suspense.
Claudia: What's it about?
Bruno: It's about two groups of teenagers that are vampires, but one group is evil and the other one is good. Every episode is **captivating**! I never **miss** an episode.
Claudia: Do you like watching movies?
Bruno: No, I don't ... uh ... at least not on TV because movie channels have too many commercials. The interruptions are annoying. I get really frustrated.
Claudia: Do you like documentaries?
Bruno: Yes, I do ... you see ... for example, documentaries about wild animals are fascinating. You learn so much. I am always **amazed** by what some of these animals can do!



Claudia: What's your opinion about reality shows?
Bruno: I think some are inspiring like singing competitions. You see people **achieve** their dreams, but I don't like others.
Claudia: Why don't you like some reality shows?
Bruno: Well ... because they sometimes **humiliate** people and that's not nice.
Claudia: All that is very interesting.
 Thanks, Bruno.



A: I disagree with Bruno. He finds documentaries exciting and I think they are boring.
B: I agree with Bruno. Documentaries about wild animals are exciting and interesting.

- Now, listen to the interview from Exercise 1 and circle the expressions (pause fillers) that Bruno uses when he is thinking about his answers. Discuss with a partner the purpose of those expressions.
- Read the Skills box and listen to the conversation again paying attention to Bruno's tone of voice. Discuss in small groups which are Bruno's strong opinions.

Your tone of voice transmits emotions and you can use volume to help give intensity to those emotions. Raise your volume a little to express a strong opinion or emotion and keep a neutral volume when emotions are not too intense.

Skills

4 Work in pairs to role-play the conversation in Exercise 1. Decide who will be Bruno and who will be Claudia. Review the tips below before you start and try to follow them. When you finish, exchange roles.

- Remember to make a pause when there is a pause filler.
- Remember to raise your voice volume when opinions and reactions are strong. But don't shout!

A: Do you like watching movies?
B: No, I don't ... uh ... at least not on TV.

5 Go back to the conversation in Exercise 1 and underline the questions Claudia asked. Then answer the questions below and compare them with a partner.

1 Which questions ask for specific information? Write them down.

2 Which questions are used to check information? Write them down.

3 What makes questions different from affirmative and negative sentences?

6 Read the answers and write the questions.

1 _____

My favorite TV program is *The Book Club*.

2 _____

No, I don't like watching the news.

3 _____

The show is about a group of friends who read adventure books.

4 _____

The program takes place in a secondary school in Mexico City.

ICT Tips

If you want to practice more with question formation, go to:
<http://www.edutics.mx/5r8>
<http://www.edutics.mx/5rX>



For your Final Product

7 Think of questions you can ask to get information about favorite TV programs. Write the questions in the form.

Interview Form

Question 1:

Question 2:

Question 3:

Question 4:

8 Exchange your questions in groups and help each other correct them using the checklist below.

- they used the correct structure for questions
- they used a variety of *Wh-* and *Yes / No* questions
- their spelling is correct
- they used a question mark
- the questions are clear and concise



9 Work in pairs. Review your notes from previous steps and make sure you have all the tools to participate in an interview about TV programs.

Intermediate Assessment

10 Read the statements and check (✓) the option that describes your performance in this lesson.

My Achievements	With difficulty	With some help	Without fail
I know when to use a pause filler.			
I raised a little bit my voice to express a strong opinion.			
I formulated questions for an interview.			
I have the tools to participate in an interview about TV programs.			

11 If you did not do well in the achievements above, review Exercises 2, 3, 5, and 6. You can ask your teacher for guidance if you are still having difficulties.

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

achieve (v) – to succeed in doing or having what you planned or intended, usually after a lot of effort

amazed (adj) – very surprised

anchor (n) – someone who presents a television program

annoying (adj) – making you feel slightly angry or impatient

anxious (adj) – wanting something very much, especially when this makes you nervous, excited, or impatient

boring (adj) – not at all interesting, and making you feel impatient or dissatisfied

captivating (adj) – very interesting or attractive in a way that takes all your attention

challenge (n) – something that needs a lot of skill, energy, and determination to deal with or achieve

disappointed (adj) – unhappy because something that you hoped for did not happen

enjoy (v) – to get pleasure from something

exciting (adj) – interesting and full of action, especially when you do not know what is going to happen next

fear (n) – the feeling that you have when you are frightened

foreign (adj) – from another country, or in another country

humiliate (v) – to make someone feel very embarrassed and ashamed

miss (v) – to fail to be present for something, or to not be in a place when someone else is there

pant (v) – breathing very loudly with your mouth open, for example when you have been running or exercising

relieved (adj) – happy and relaxed because something bad has not happened or because a bad situation has ended

scary (adj) – making you feel frightened

squeaky (adj) – making a short high noise

terrified (adj) – extremely frightened

ticker (n) – the line of text that moves across the lower part of a screen in a TV program

You can use this space to make your own glossary with words from the unit.



Stage 1
Select instruction manuals and evaluate their content and structure.

Stage 2
Interpret instructions.

Stage 3
Write instructions.

Stage 4
Edit instructions.

Unit 2
Social Practice of the Language:
Interpret and write instructions to perform a simple experiment.

Social Learning Environment:
Academic and Educational

Communicative Activity:
Interpretation and follow-up of instructions

Product:
Instructions for an experiment

Opening

Let's start together

1 Work in groups. Discuss the questions.

- 1 Do you like to read instruction manuals or do you prefer to try and do things by yourself?
- 2 What type of information is included in instruction manuals or texts?
- 3 What experiment would you like to do?

Initial Assessment


In this unit you will write instructions to perform a simple experiment. Discuss in small groups the following questions.

- 1 Do you think it is easy or difficult to read an instruction manual in English? Why?
- 2 What elements do instruction manuals generally have?
- 3 Do you know reference material about experiments?
- 4 Do you think it is easy or difficult to write sentences in English? Why?
- 5 What mistakes can you correct when editing sentences in English?



Development

- 1 Work in pairs. Read the instructions for an experiment and find each of the elements in the list. What element is missing? Discuss.



Invisible Ink Experiment

Lemon juice and other acidic liquids can be used as invisible ink. If you write with any of them, you can't see what you wrote, but when you heat the invisible text the carbon compounds of the acidic liquid break down, the ink turns dark, and the written message can be read.

Materials:

- 3 cotton swabs
- 3 samples of acidic liquids (lemon juice, grapefruit juice, vinegar)
- 3 sheets of paper
- 1 lamp or candle

Instructions:

First, label each of the sheets of paper with the name of the liquid you will use on it. Second, use a cotton swab to write on each sheet of paper and use a different cotton swab for each liquid. Next, let the messages dry and notice if the text is visible. Finally, turn the lamp on or light the candle and hold each sheet of paper close to it.

Results:

In all three cases, the ink becomes invisible when it dries, but when heated, the message turns black and becomes visible.


Tips:

If you use a lamp, wait for the light bulb to heat. Don't place the paper too close or directly on the light bulb or candle because it could burn.

Conclusion:

Different acidic liquids work as invisible ink because they have carbon compounds that react to heat.

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- A list of things you need.
- Extra information to do the experiment correctly.
- The steps you need to follow in order.
- Information about what will happen and why.
- Pictures that illustrate each step.

- 2 Work in pairs. Look at the missing pictures for the experiment in Exercise 1 and discuss how they help to understand and do the experiment.

Invisible Ink Experiment

Procedure:

- A:** With the pictures I now understand what a cotton swab is.
B: I think I understand the order better.

Texts with instructions to perform experiments are better when they: explain the purpose of the experiment, tell us the materials we need, give steps to follow, explain the results and include pictures to help us understand the procedure and information.

Skills

- 3 Read the instructions fragment from the invisible ink experiment again. Circle all the words that are used instead of numbers to help you know the order of the steps.

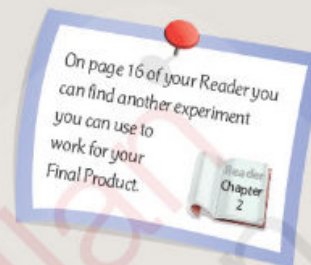
Instructions:
 First, label each of the sheets of paper with the name of the liquid you will use on it. Second, use a cotton swab to write on each sheet of paper and use a different cotton swab for each liquid. Next, let the messages dry and notice if the text is visible. Finally, turn the lamp on or light the candle and hold each sheet of paper close to it.

Remember that sequence words like *first*, *next*, and *finally* help us put ideas in order even if we don't use numbers.

Language

For your Final Product

- 4 Work in small groups to gather instruction manuals for experiments to choose one. You can use any of the experiments in this unit if you want.
- 5 In your groups, check which instruction manuals have the elements you identified in exercises 1 to 3 so that you can choose one that is helpful and clear. Use the list below as a guide.



- 1 The experiment has a list of materials we need.
- 2 The instructions use numbers or words to indicate the order of the steps.
- 3 There are explanations about the results and tips to do the experiment.
- 4 It has pictures that help understand the information.

- 6 Write your selected experiment and share with the class.

Our experiment: _____

Intermediate Assessment

- 7 Work in pairs. Can you name elements that can help you select an instruction manual that is clear and helpful? Make a list in your notebook.
- 8 Review Exercises 1 to 3 to check your list. If you are not sure what to put in your list get together with a partner who knows the answer and review the elements together.

- 1 Work in small groups. Look at the pictures and the names of sections in the text and discuss what you think the experiment is about.

Experiment with Density

Materials:

- A clean 1L plastic bottle
- 250 ml water (1 c approximately)
- 750 ml cooking oil (3 c approximately)
- 10 drops of food coloring
- An effervescent antacid tablet
- A flashlight



Oil is **lighter** than water, so it **rises** to the surface. The salt in the antacid tablet is heavier than water, and sinks to the bottom making the lava lamp work.

Instructions:

Step 1: First, **pour** the water into the bottle.



Step 2: Second, pour the oil into the bottle until it is almost full.



Step 3: Next, add ten drops of red food coloring slowly.



Step 4: Then, take half of the effervescent antacid tablet and drop it into the bottle.



Step 5: Finally, turn on the flashlight and place it under the bottle. Watch the red bubbles **float**.



Results:

- When you add the oil, it stays above the water because the water is denser and they don't mix.
- When you add the food coloring, it sinks to the bottom and it mixes with the water.
- When you add the effervescent antacid tablet, it drops to the bottom and dissolves in the water.
- When the tablet dissolves, it creates colored gas bubbles. These bubbles float to the top of the bottle.
- Now you have a lava lamp!



Conclusion:

The salt dissolves, and the oil returns to the top because of the different densities of the liquid, making a colorful show for your eyes.

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Reading quickly and noticing graphic elements can help you anticipate the general idea of a text.

Skills

- 2 Read the text again and circle all the words that you understand because they are similar to words in your mother tongue. Compare your words with a partner. Do you understand the text better now?

Another strategy to deduce the meaning of the text is finding words that are similar in your mother tongue.

Skills

- 3 Look at the list of materials from the instructions in Exercise 1 and discuss with a partner what you think the underlined letters mean.

Materials:

- A clean 1L plastic bottle
- 250 ml water (1 c approximately)
- 750 ml cooking oil (3c approximately)
- 10 drops of food coloring
- An effervescent antacid tablet
- A flashlight



Experiments require exact measurements. Measurement units are usually presented in abbreviations, so it is necessary to understand what these abbreviations represent. For example, *L* for liter or *tbsp.* for tablespoon. If you find measures in the English system, make sure you know the conversion in the metric system. (1 mile = 1.6 kilometers, for example).

Skills


ICT Tips

With a partner, think of key words you can write on a search engine to find out equivalences of English system measurements to metric system. For example, *inches* to *centimeters*. Share with the class if you learned something new. To practice using a conversion calculator, go to: <http://edutics.mx/5Rp>



For your Final Product

- 4 Take out the experiment you selected with your group. Read it and look for pictures and words similar to your mother tongue to help you understand it better. Discuss your doubts with your group.

5  Identify the necessary materials in the text of your experiment and make the list that you will include in your final product instructions. Use abbreviations.

Materials:

- A clean 1L plastic bottle
- 250 ml water (1c approximately)
- 750 ml cooking oil (3c approximately)
- 10 drops of food coloring
- A flashlight

Materials:

-
-
-
-
-
-



6 Work in pairs. Read the Results section of the density experiment again and answer the questions together.

Results:

- When you add the oil, it stays above the water because the water is denser and they don't mix.
- When you add the food coloring, it sinks to the bottom and it mixes with the water.
- When you add the effervescent antacid tablet, it drops to the bottom and dissolves in the water.
- When the tablet dissolves, it creates colored gas bubbles. These bubbles float to the top of the bottle. Now you have a lava lamp!


- 1 Each sentence expresses an action and its result. Tell each other each action and its result.
- 2 What word helps you express the relation between action and result?



For all the actions in instructions for experiments (*add, dissolve, pour, etc.*) there is an effect or result. Using *when* is a way to express this. Other possibilities are the words *if* (*If you add oil, it stays above the water.*), and *as a result*. Look for similar expressions in texts to find the results of actions.



For your Final Product

7  Identify actions and effects in the text of your experiment and make a list with the ideas you will need to express your results when you write your instructions.

Action: Hold the paper below a candle.

Effect: The heat reveals the written message.

Action	Effect

Intermediate Assessment

8 Underline the option that describes best how you interpret texts with instructions.

- 1 I use pictures and find words that are similar in my mother tongue.
 - a) Yes, and that helps me understand the meaning better when I read.
 - b) I pay attention to them, but I don't understand how that helps me.
 - c) I never pay attention to that.
 - 2 I know what an abbreviation is and what to do when I find one.
 - a) Yes, I understand their use and I look for those I don't understand.
 - b) I understand their use but I usually don't know what they mean.
 - c) I don't know what they are used for or what they mean.
 - 3 I understand the main actions and their results in instructions for experiments.
 - a) Yes, and that helps me understand the experiments I read.
 - b) I sometimes understand but it is difficult to do it without help.
 - c) I am not sure what an action and a result are.
- 9 If your answers in Exercise 8 are *b* or *c*, get together with a partner who answered *a* and see if he / she can help you. If you still have questions, ask your teacher what exercises from the lesson you can do again.





- 1 Read the instructions for an experiment. Identify what elements are in the text using the checklist below. Share your conclusions with a partner.

Fire Balloon Experiment

Materials:

- 1 large balloon
- Protective glasses
- A lighter
- A candle

Instructions:


- 1 First, put on your protective glasses to protect your eyes from pieces of balloon.
- 2 Second, take a balloon. **Blow it up** and **tie** the end with a knot.
- 3 Next, ask a partner to hold the balloon at arm's length.
- 4 Then use the lighter to light the candle.
- 5 After lighting the candle, hold it approximately 30 cm below the balloon.
- 6 Gradually reduce the distance until the balloon **pops**.

Results:
When the balloon warms up, it pops even if the flame does not touch it directly.


Conclusion:
Air expands when it is heated. The balloon pops because the air inside it expands and it does not have enough space.

Tips

- Make sure everybody near the experiment uses protective glasses.
- Before starting the experiment, **stretch** the balloons.
- **Blow out** the candle after each use.
- Pick up all the balloon pieces after finishing the experiment.

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- 1 The experiment has a list of materials.
- 2 There is information about the results of actions.
- 3 The instructions are written in sequence and use numbers or words to indicate it.
- 4 The pictures help understand the instructions.

- 2  Read and listen to the conversation. Discuss the purpose of the questions Pedro makes about the experiment.

Ana: I liked a lot the experiment I read.

Pedro: What's the purpose of the experiment?

Ana: Oh, it is an experiment to demonstrate that air expands with heat.

Pedro: Interesting! Show me the text. What sections does it have?

Ana: Look. There's a section with materials, a section with instructions, a section with the results, and another one with the conclusions. Oh, and there's an extra section with tips.

Pedro: What materials do you need to do the experiment?

Ana: Just two large balloons, a lighter, a candle, and protective glasses.

Pedro: How many steps are there in the instructions?

Ana: There are six steps in the instructions. The steps are really simple.

Pedro: Really? What do you do first?

Ana: Well, first you put on protective glasses to protect your eyes from pieces of the balloon that will pop.

Pedro: What are the next steps?

Ana: You have to blow up the balloon and tie the end. Then, another person holds the balloon and holds it at a safe distance. Next, another person has to light the candle and hold it near the balloon. Finally, you have to hold the candle as close as possible to the balloon without touching it and wait.

Pedro: What's the result of the experiment?

Ana: The balloon pops!

Pedro: Why does the balloon pop?


Ana: The conclusions explain that the flame heats the air inside the balloon. The air expands with heat and the balloon pops because air doesn't have enough space.

Pedro: How many pictures does the text have?

Ana: It has four pictures to help understand what you have to do.

Pedro: All right. I'm curious to see if the balloon really pops. Let's try to do it when we have a chance.

For your Final Product

- 3  Work in groups. Answer the questions about the experiment you are working with. This will help you define how you will organize your instructions and what steps to describe.

What is the purpose of the experiment?

What materials do you need to do the experiment?

How many steps are there in the instructions?

What do you do first?

What are the next steps?

What is the result?



4 Read the experiment in Exercise 1 again. Circle the words *and* and *because*. Answer the questions with a partner.

- 1 Which of the words you circled is used to add similar information in a sentence?
- 2 Which of the words you circled is used to explain the cause of something?

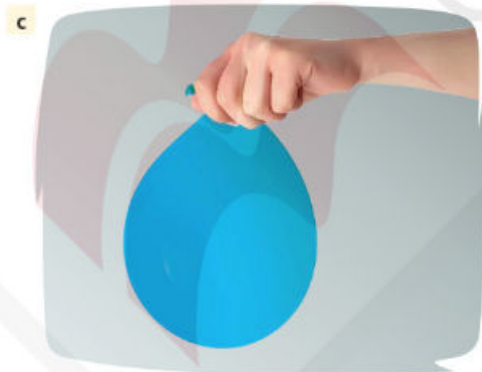
5 The pictures below illustrate the experiment in Exercise 1. In your own words, write sentences with instructions to explain each picture. Try to use *and* and *because*.



1 _____



2 Blow the balloon and tie the end.



3 _____



4 The balloon pops because ...

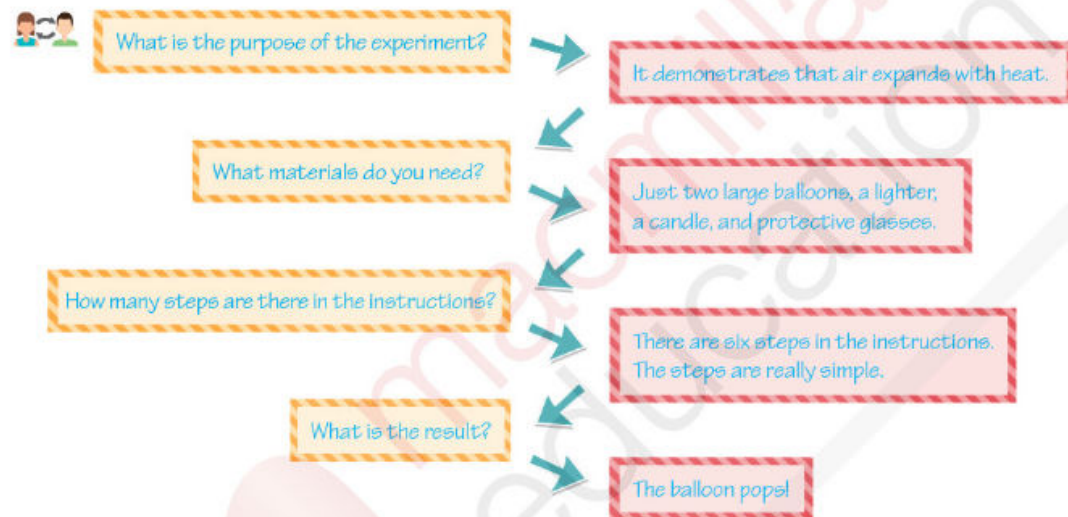
For your Final Product

6 Work in groups. Write sentences with instructions for your experiments with the help of your answers from Exercise 3. Include sentences with the actions and results in your table from Stage 2.

On page 20 of your Reader you can check an option on how to organize instructions for an experiment.

7 Use your sentences as a guide to help you write the instructions for your experiment on a sheet of paper. Add your list of materials from Stage 2.

8 Work in pairs. Use the questions in Exercise 2 as a model to ask each other questions about the instructions from Exercise 7. Make a note if you can't answer a question.



Notes _____

Intermediate Assessment

9 Check (✓) the statement that reflects your results from Exercise 8.

- 1 I have no notes. I answered all the questions because my instructions have all the necessary elements.
- 2 I have one or two notes because I forgot some things in my instructions.
- 3 I have three or more notes because I did not include many important things.

10 Your notes from Exercise 8 will help you identify what is missing in your instructions. Add what you didn't include.

Development

1 Read the text and check that all sentences end with a period (.) and begin with a capital letter. If not, make the necessary corrections.

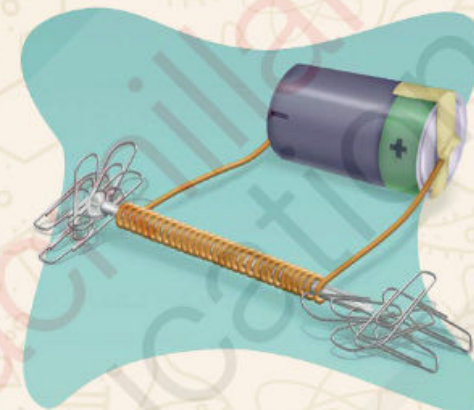
How to make an electromagnet

First, wrap the copper wire tightly around the screw and leave a tail of about 7 cm at each end. Cut off the extra wire with scissors.

Second, curl the ends of the tails to make tiny loops that can fit around the ends of the battery.

Next, attach one loop to the positive pole of the battery and the other loop to the negative pole to secure the loops to the battery. Use electrical tape.

Finally, to test your electromagnet, try to pick up paper clips, tacks, or other small metal objects with the wire-wrapped part of the screw. Try picking up several clips. Attempt at several distances and write down your observations.



After you write a text, it is very important to verify the spelling of words and check that all sentences end with a period and begin with a capital letter.

Skills


2 Work in pairs. Read the text in Exercise 1 again and answer the questions. Read the Skills box to check your answers.

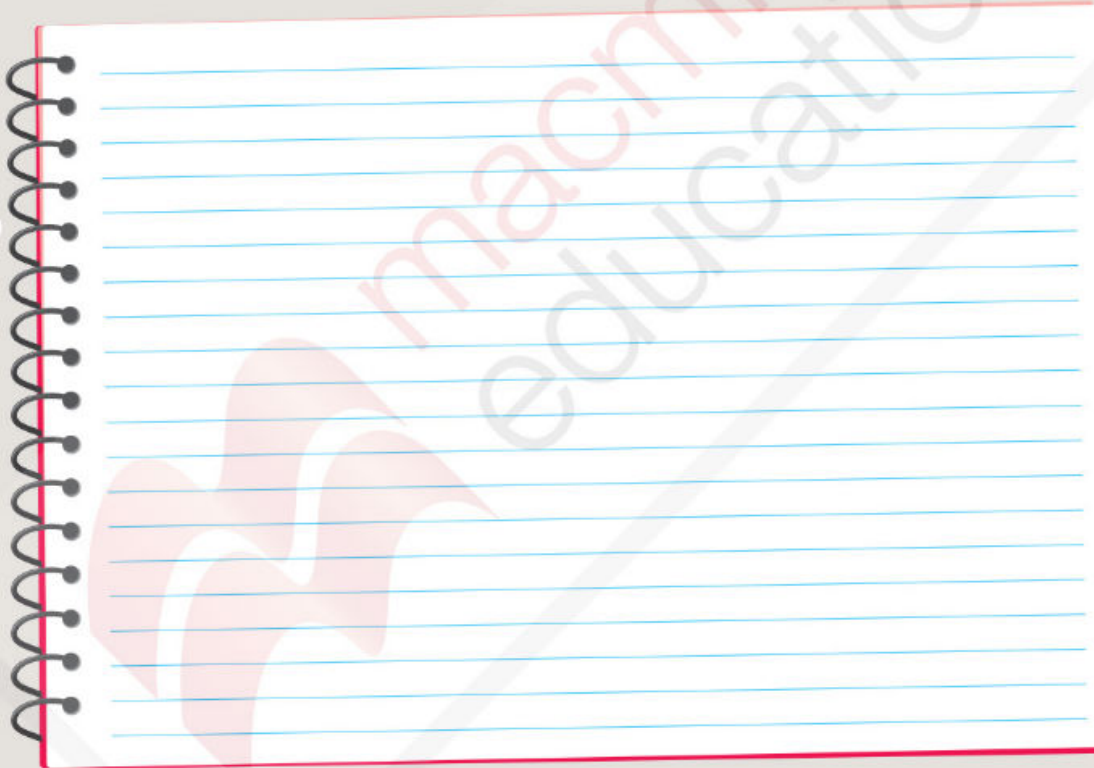
- 1 What punctuation mark goes after the words used to order steps (first, next, etc.)? _____
- 2 When do you need to start a new paragraph? _____

After the words we use to indicate the order of steps with instructions, we need to add a comma. When you write instructions, divide each step or topic by starting a new paragraph so that your ideas are clear.

Skills

For your Final Product

- 3 Take out your instructions from Stage 3 and check the spelling of the words you used with the help of your Glossary on page 43. If there are words that are not in the Glossary, ask your teacher for guidance.
- 4 Verify that you wrote the sentences in the correct order using words to indicate the sequence. Check the punctuation and correct it if necessary.
- 5  Write your corrected instructions and indicate what pictures you will add to illustrate them.




Intermediate Assessment

- 6 Explain to a partner what you learned about punctuation and capital letters to improve a text. If you are not sure of your answer, review Exercises 1 to 3.

Closure

Final Steps

- 1  Work in small groups. Share your instructions to give and receive feedback. Use the checklist below to help you evaluate your classmates' texts.

- | | | |
|---|---|--------------------------|
| 1 | The experiment has a list of materials. | <input type="checkbox"/> |
| 2 | The information is well organized in steps. | <input type="checkbox"/> |
| 3 | The instructions are written in sequence and use numbers or words to indicate it. | <input type="checkbox"/> |
| 4 | The selected pictures help to understand the instructions. | <input type="checkbox"/> |
| 5 | There are no spelling or punctuation mistakes. | <input type="checkbox"/> |

- 2  Use the feedback you received to make the necessary changes and improve your draft. Write your final version in your notebook. Add the pictures you decided previously.

Collect your evidence

- 3 In this unit you selected and read an instruction manual, you used it to plan and write your own instructions for an experiment, and you edited your instructions with the help of your classmates. Now you are ready to share your work.

Socialize

- 4 If possible, copy your instructions and pictures on construction paper. Present and explain your instructions to other classmates or the complete class. Display your work in the classroom.
- 5 Discuss as a class with your teacher. What could you do to make your instructions more adequate for children, teenagers, or adults?
- 6 Discuss in groups.
 - Did the pictures you used help the class understand the instructions for your experiment?
 - Did most of your classmates understand the steps you wrote to do the experiment?

Self-assessment

- 7 Read the sentences and underline those that describe the instructions to perform an experiment that you wrote for this unit.

- 1 My instructions are divided in sections that include materials, steps, and results.
- 2 My instructions were disorganized and did not have enough information.
- 3 My instructions have pictures that illustrate the steps to follow.
- 4 My instructions still need graphic elements and / or pictures to be more clear.

Assessment

Formative Assessment

1 Now that you have completed this unit, answer again the questions from the Opening. When you finish, compare your answers with those on page 26 and notice your progress.

- 1 Do you think it is easy or difficult to read an instruction manual in English? Why?
- 2 What elements do instruction manuals generally have?
- 3 Do you know reference material about experiments?
- 4 Do you think it is easy or difficult to write sentences in English? Why?
- 5 What mistakes can you correct when editing sentences in English?

Peer Assessment

2 With the help of a classmate you worked with during the unit, choose the answer that best describes you.

- 1 When others gave me feedback to improve,
 - a) I didn't like it and didn't use it.
 - b) I considered it and applied what was useful.
- 2 When I worked with partners,
 - a) I tried to participate actively.
 - b) I did most of the things alone.
- 3 When other classmates presented their instructions,
 - a) I listened and found things I could use.
 - b) I was a little bored.

To work better and learn more in collaboration with others, use feedback to improve and don't be offended by it. Also, participate in group activities as much as you can. If you listen attentively when others share their work, you can learn from them and practice respect.

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

attach (v) – to fasten or join one thing to another

blow out (v) – to extinguish with a short rush of breath

blow up (v) – to fill something with air or gas

burn (v) – to damage or destroy something with fire

copper (n) – a chemical element that is a red-brown metal. It is used especially for making wire or pipes

curl (v) – to form a curved or round shape

dry (v) – to remove the water from something by wiping it, heating it, or blowing air onto it

electrical tape (n) – a long thin band of plastic that is sticky on one side and is used for insulating electrical wires

float (v) – to rest or move slowly on the surface of a liquid and not sink

heat (v) – to make something hot

hold (v) – to carry something using your hands or arms

label (v) – to put a piece of paper or other material on an object to give information about it

light (v) – to make something start to burn

light (adj) – not weighing much

lighter (n) – a small container that produces a flame

loop (n) – round shape or curve made by a line curling back towards itself

pop (v) – to break open, apart, or into pieces usually from impact or from pressure from within

pour (v) – to make a liquid or substance flow out of a container that you are holding

rise (v) – that moves upward or to a higher position

screw (n) – a thin pointed piece of metal that is used for fastening one thing to another

stretch (v) – to pull something to make it longer or wider

tack (n) – a short pin with a large, round top that you can use to fix a piece of paper to a surface temporarily

tie (v) – to make a knot, usually using a piece of string or rope

wire (n) – a long thin piece of metal like a thread

wrap (v) – to cover something by putting something such as paper or cloth around it

You can use this space to make your own glossary with words from the unit.

Unit 3
Social Practice of the Language:
Read poems.

Stage 1
Select and review poems.

Stage 2
Understand general sense, main ideas, and some details.

Stage 3
Describe emotions.

Stage 4
Write sentences based on words and expressions that communicate emotions.

Social Learning Environment:
Recreational and Literary

Communicative Activity:
Literary expression

Product:
Inventory of emotions

Opening

Let's start together

1 Read and answer the questions in groups.

1 What poems have you read?




2 Do you know or like any other poems?

3 What is your favorite poem in your mother tongue?

Initial Assessment

In this unit you will create an inventory of emotions. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Read poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand ideas of poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe your emotions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share emotions with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 1  Work in pairs. Read and listen to the poems and discuss the questions.

Don't Quit


Unknown author

When things go wrong, as they often **will**,
When the road you're walking **seems** all up hill,
When the **funds** are low and **debts** are high,
And you want to smile, but you have to **sigh**.

When stress is pressing you down a bit,
Rest, if you must—but don't you **quit**.
Success is **failure** turned inside out—
The silver tint of the clouds of doubt.


♦ Great Poems of the World

And you never can tell how close you are,
It may be near when it seems quite far;
So stick to the fight when you're hardest hit,
It's when things seem worst that you mustn't quit.



Try Smiling


Anonymous



100 Happy Poems | 25

When the weather **suits** you not,
Try smiling.
When your coffee isn't hot,
Try smiling.
When your neighbors don't do right,
Or your relatives all fight,
Sure it's hard, but then you might
Try smiling.

Doesn't change the things, of course—
Just smiling.
But it cannot make them **worse**—
Just smiling.
And it seems to help your case,
Brightens up a **gloomy** place,
Then, it sort of rests your face—
Just smiling.


 p.61

- 1 What are the topics of the poems? Are they familiar or interesting for you?
- 2 Where can you find other poems that are interesting for you?
- 3 Who do you think would like to read these poems?

A poem is a piece of writing using beautiful language usually arranged in fixed lines or verses that have a particular rhythm (a beat, like in songs) and often rhyme (words that sound the same).

Language

For your Final Product

- 2  Look for poems you like in different sources (books, internet, if available, or your Reader). Try to find poems with the following characteristics:

- A poem has verses or fixed lines.
- A poem has rhythm (a beat like a song) and rhymes (similar sounds).
- A poem has an interesting topic.
- If possible, find poems with audios you can listen to while you read.


You can go to pages 35 and 36 in your Reader to find more examples of poems.



ICT Tips

Power Poetry is an online teen poetry community. You can visit it here: <http://www.edutics.mx/5rq> Read some poems out loud and discuss with your group if you can use them for your final product.



- 3  Read the Skills box and listen to the poem *Don't Quit* again. What emotions does the voice express? How does it express them (going fast, going slow, etc.)?


Poetry should not be read in a monotone voice. When you read a poem out loud, try to add some emotion by varying your tone. If part of the poem is sad, try reading it slowly. If it's very exciting, speed up a little and add spark to your voice.

Skills

- 4 Work in small groups. Take turns reading *Don't Quit* or *Try Smiling* out loud, varying the speed and tone of voice. Experiment expressing different emotions.



For your Final Product

- 5 Work in small groups. Review the poems you found about the topic you liked. You can read them out loud or, if possible, listen to them to find one that you prefer.
- 6  Work in pairs. Choose one poem to work with for the rest of the unit. Use the list below as a guide.

The poem we selected is *Try Smiling*. We like it because it is about being positive and it is not difficult to understand. We like the way it sounds because it is similar to a song. We feel happy when we read it.

The poem we selected is: _____

We like the topic.

We like the way it sounds.

It's not difficult to understand.

It transmits an emotion.

Intermediate Assessment

- 7 Work in pairs and check (✓) if now you can do this:

- I can review different aspects of a poem (topic, sounds, emotions).
- I can select a poem based on the aspects I reviewed.

- 8 If you need help to select your poem, you can go back to Exercises 2 and 3 to check the characteristics a poem should have.

Development

- 1 Work in small groups. Read the poem and answer the questions together.


Poems About Animals 17


The Eagle

by Alfred Lord Tennyson

I
He **clasps** the **crag** with **crooked** hands;
Close to the sun in **lonely** lands,
Ringed with the **azure** world, he stands.

II
The **wrinkled** sea **beneath** him **crawls**;
He watches from his mountain walls,
And like a **thunderbolt** he falls.



 p.61

- 1 What do you think this poem is about?
- 2 What words are familiar to you?
- 3 What elements and specific words in the poem help you understand it?

- 2 Read the poem in Exercise 1 again. Circle the pronouns (*I, you, he, she, it, we* and *they*) in the poem and make sure you understand what they refer to. Check with a partner.


To read a poem, first, pay attention to the title; it may tell you about the subject of the poem. Implicit ideas: not said directly, but can be inferred from the context. Explicit ideas: said or explained in a direct, clear way.

Skills

- 3 Work in pairs. Answer the questions to make sure you understand the main idea in the poem.

- 1 Who / what is the poem about?
- 2 What is he / she / it doing?
- 3 Where is he / she / it?
- 4 What does the title say about the poem?
- 5 What ideas are explicit in the poem?
- 6 What ideas are implicit in the poem?

For your Final Product


- 4  Read the poem you selected again. Answer questions similar to the ones in Exercise 3 to make sure you understand the main idea.
- 5 Share your questions and answers with your partner. Compare ideas.
- What is the poem about?
 - Where is the poem taking place?
 - What does the title tell you about the poem?
 - What information is explicit?
 - What information is implicit in the poem?

Intermediate Assessment

- 6 Check (✓) the sentence that describes your progress.

- I need help to understand the main idea in a poem.
- I can use questions to understand the main idea in a poem.
- I can use questions and other strategies I know in order to understand the main idea in a poem.
- I understand and I can help others understand the main idea in a poem.

- 7 If you need help finding the main idea of your poem, go back to the questions in Exercise 3. Work in small groups answering the questions.

- 8  Listen to the poem from Exercise 1. Read the skills box and write the groups of rhyming words that end with the same sound.


Group 1 (rhymes with *hands*):

Group 2 (rhymes with *crawls*):

Rhyming words end with the same sound. When you have rhyming words in a poem, you listen to the same sound several times. These rhyming sounds help poems sound like music.

Skills

- 9 Work in pairs. Discuss if all the words that end in the same sound have the same spelling in English.

- 10  Work in pairs. Listen to *The Eagle* again. Then take turns reading the poem out loud. Use an appropriate tone of voice and speed, according to the main idea of the poem. (If necessary, go back to Exercise 4 in Stage 1.) Make sure to pronounce the rhyming words correctly.

When you read a poem out loud, you should make sure you are speaking slowly enough so that your audience understands all the words you say. Remember to pause when there are commas, periods, and new verses. Try to change the volume and tone in your voice to make your audience experience emotions.

Skills



For your Final Product

- 11 In pairs, circle the rhyming words of the poem you chose. Read the words together, making sure they rhyme. Remember to pronounce the rhyming words correctly.

- Are there any repeated words?
- What sounds are repeated?
- Do the rhymes help the rhythm in the poem?

- 12 Take turns reading your poem out loud. Use the appropriate speed and tone of voice according to the main idea. Remember to read it as many times as necessary to express emotions in the poem.

- 13 Work in pairs. Read *The Eagle* again and look at the underlined words. Discuss what the underlined words make you imagine. You can use the glossary at the end of the unit if necessary.

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.



A: With "lonely lands" I imagine a desert.
B: With "azure", I think of the eagle in the sky.

Poems create images using descriptive words. That way, they invite you to imagine scenes, and they evoke emotions like joy, anger, nostalgia, etc.

Language

14 Work in small groups. Think about the eagle from the poem. Underline all the sentences in the list that reflect the images from the poem and share them with your partners.

- Nature is impressive.
- It is a peaceful place.
- It is scary to jump from a mountain.
- The eagle is lonely.

For your Final Product

15 Work in pairs. Look for descriptive words in the poem you chose to understand it better. Read the poem you chose again. Write a few sentences about what the descriptive words make you imagine.

When I read the poem, the words crooked, lonely and wrinkled make me imagine someone very old.



Intermediate Assessment

16 Circle the option that best describes your progress reading your poem.

- | | |
|---|---|
| <p>1 I can use strategies to understand the main idea of a poem</p> <p>a) Very well.</p> <p>b) With some help.</p> <p>c) With difficulty.</p> | <p>3 I can find some descriptive words to help me imagine scenes in the poem</p> <p>a) Very well.</p> <p>b) I can find them, but I can't imagine the scenes very well.</p> <p>c) I need a lot of help to do it.</p> |
| <p>2 I can read a poem and find words that rhyme</p> <p>a) Very easily.</p> <p>b) Only some words.</p> <p>c) I need a lot of help to do it.</p> | |

Development

1 Work in pairs. Read the poem and take turns using the strategies you applied in Stage 2, such as making questions, identifying rhyme, rhythm and descriptive words, to analyze the main idea and some details.

The Land of Nod by Robert Louis Stevenson



From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod.
All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.
The strangest things are these for me,
Both things to eat and things to see,

And many frightening sights abroad
Till morning in the land of Nod.
Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

Poems and More Poems

17



2 Work in groups. Read the conversation about the poem in Exercise 1 and identify the words used to describe emotions (the way they feel). Tell a partner how the poem makes you feel. Use Carlos and Rosa's conversation as a guide.

Carlos: Rosa, did you like the poem?

Rosa: Yes. I don't connect with poems all the time, but I understood this one well.

Carlos: Why did you connect with the poem?

Rosa: Well, because it is about dreams and we all dream, right? I know the experience and what it's like to dream.

Carlos: I agree. I imagined I was in the land of dreams. It was like a big field and I could feel the wind in my face. It was a pleasant feeling. It made me feel calmed and happy.

Rosa: That's great. But when the poem mentioned bad dreams I remembered a nightmare I had many times as a child. It was about a monster and it made me feel terrified.

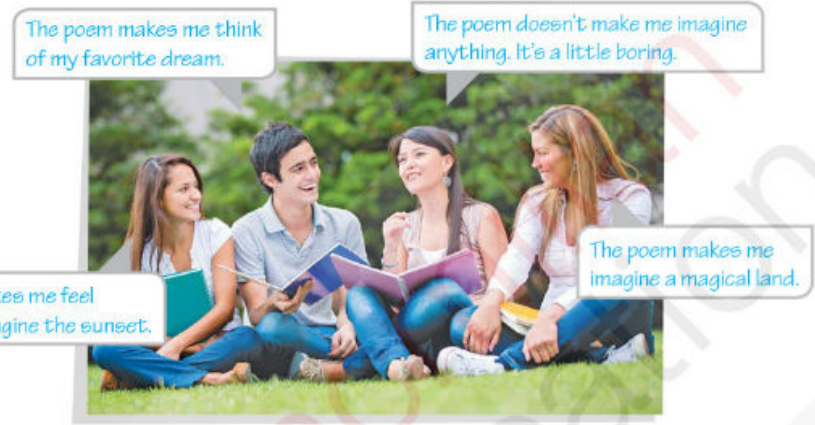
Carlos: I know. That makes me think of how anxious I feel when I want to wake up from a bad dream but I can't.

Rosa: And in the end, I felt nostalgic because when I have a nice dream I don't want to wake up. I open my eyes and want to go back to the dreams that make me feel happy or fascinated.

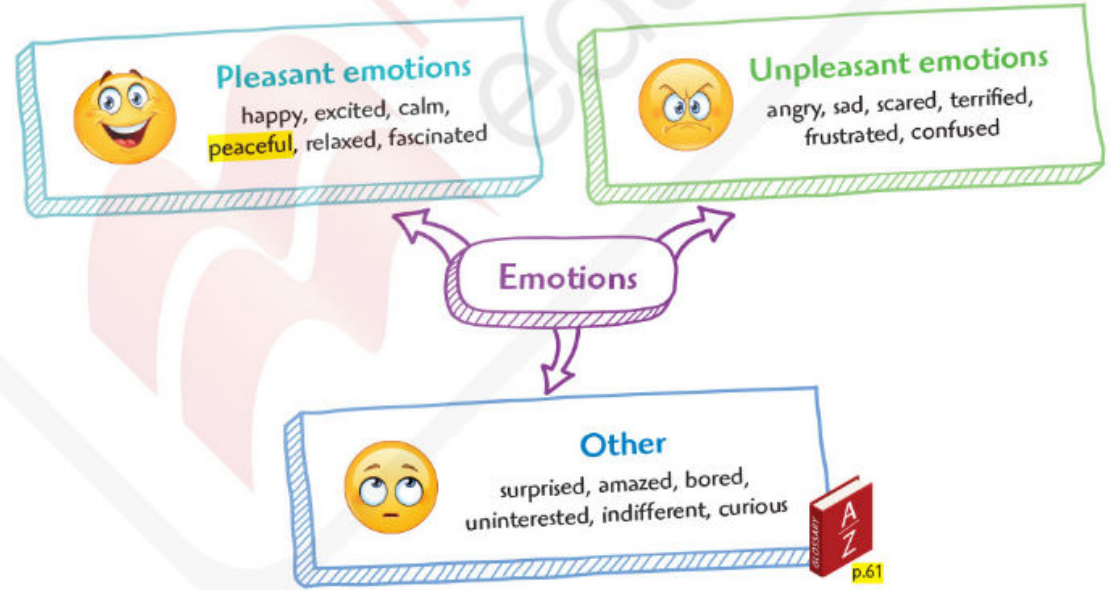
Carlos: It makes me remember a dream where I scored many goals in a soccer game! I was so excited! The poem makes me want to dream that again, but as the poem says, I can't. That makes me feel a little frustrated.



3 Work in small groups. Read the conversation in Exercise 2 again and review what Carlos imagined when he read the poem. Read the poem together and share the images that come to your mind when you read it.



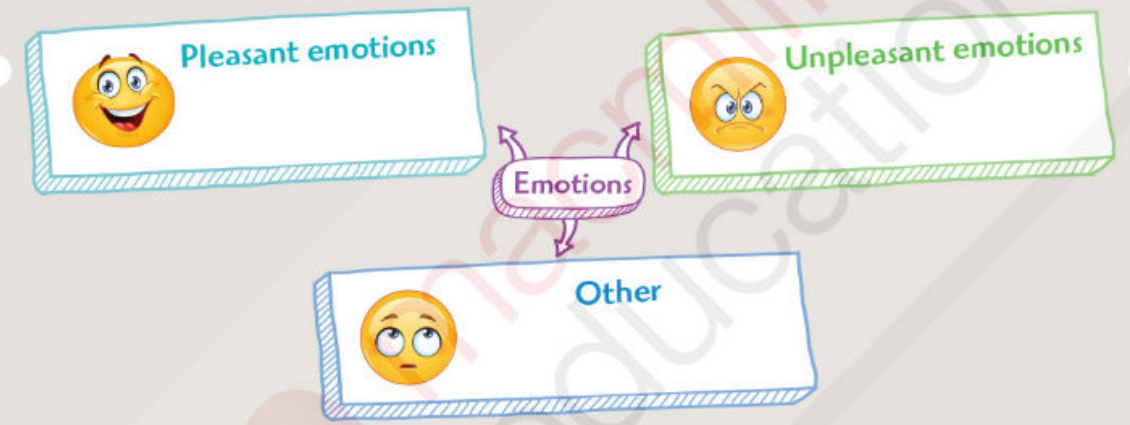
4 Work in small groups. Have a conversation about the emotions you experienced when you read the poem from Exercise 1. Were your feelings and reactions all the same? Why do you think that happens? Use the graphic organizer to remember words that can help you express your ideas.



Our reactions and feelings are very personal. No emotion is right or wrong, just different.

For your Final Product

- 5 Work in groups. Ask each other the questions to describe the emotions in the poems you chose and your reactions when you read them. Use the graphic organizer to remember words that can help you express your ideas.
- 1 What feelings are mentioned in the poem?
 - 2 What does the poem make you remember?
 - 3 What does the poem make you imagine?
 - 4 What does the poem make you feel?
 - 5 What does the poem make you think?
 - 6 What does the poem make you want to do?



Intermediate Assessment

6 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

	Not Sure	With Difficulty	Well Enough	Very Well
1 Did you describe what a poem makes you imagine?				
2 Did you describe what a poem makes you feel and remember?				
3 Did you ask others about their emotions?				
4 Did you respect your partners' feelings?				

7 If you need to remember how to express some emotions, go back to the graphic organizer in Exercise 4. Remember you can also use a dictionary, if possible.

Development

- 1 Read a student's sentences about the poem *The Land of Nod* from page 53. Circle the sentences that are about the main idea and details of the poem, and underline the sentences that describe emotions and reactions.

The Land of Nod

by Robert Louis Stevenson

From breakfast on through all the day
At home among my friends I stay,
But every night I go abroad
Afar into the land of Nod,
All by myself I have to go,
With none to tell me what to do—
All alone beside the streams
And up the mountain-sides of dreams.

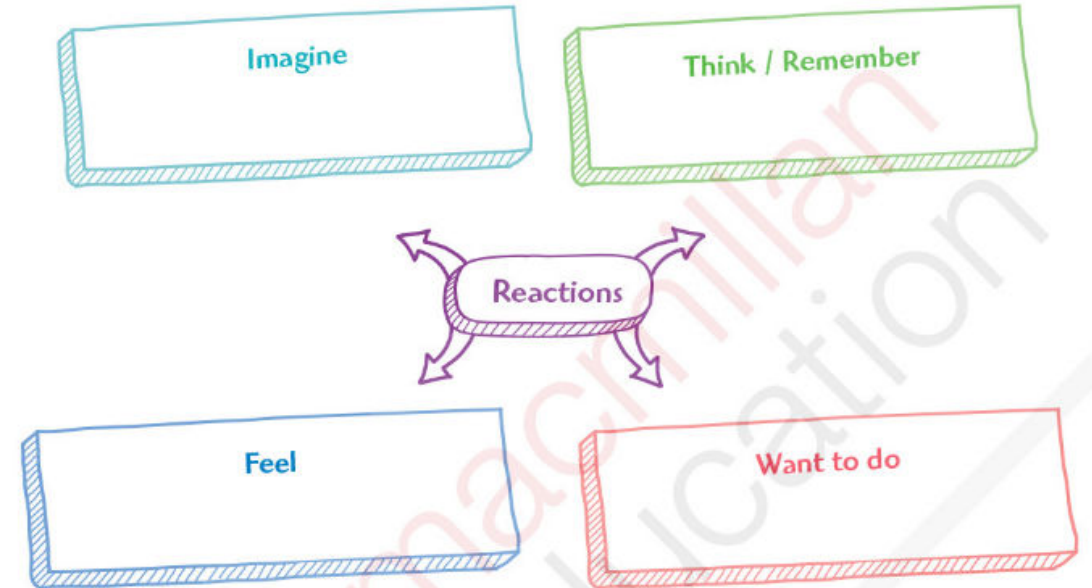
The strangest things are these for me,
Both things to eat and things to see,
And many frightening sights abroad
Till morning in the land of Nod.
Try as I like to find the way,
I never can get back by day,
Nor can remember plain and clear
The curious music that I hear.

The poem *The Land of Nod* is about dreaming. The poem mentions the land of dreams we visit every night. I imagine the land of dreams as a beautiful field where I can feel a nice breeze. I can see trees and dogs, my favorite animals. I feel peaceful and calm in that place. The poem makes me think of the times when I want to wake from a bad dream and I can't. The poem makes me remember my good dreams too, like one when I scored many goals in a game. The poem makes me feel nostalgic for dreams. It makes me want to have a good dream tonight!

- 2 From the sentences that you underlined in Exercise 1, find and write the expressions that help you in each case.

- 1 To express what you imagine: _____
- 2 To express what you think or remember: _____
- 3 To express what you feel: _____
- 4 To express what you want to do: _____

- 3 Use the expressions from Exercise 2 to write your own reactions to *The Land of Nod*. Share your ideas with a partner.

For your **Final Product**

- 4 Complete an inventory card about the poem you chose at the beginning of the unit. Use the model card below and what you practiced in Exercise 3 as a guide.

Emotions Inventory CardName of the poem: *The Land of Nod*Author: *Robert Louis Stevenson*Main idea of the poem: *The poem is about the dreamland that we visit when we fall sleep. A land full of strange things and places.*Descriptive words: *When I read the poem, I imagined I was in the land of dreams where I could see rivers, huge mountains, and some strange things.*Reactions: *I felt anxious when I read the part about nightmares. It also makes me remember a dream where I scored many goals in a soccer game! I was so excited! It made me want to dream again!*

Emotions Inventory Card

Name of the poem: _____

Author: _____

Main idea of the poem: _____

Descriptive words: _____

Reactions: _____

5 Share how your poem makes you feel in small groups.

Intermediate Assessment

6 Check (✓) what you can do now.

- I can mention the name and author of the poem I selected.
- I can write the main idea of the poem.
- I can mention some descriptive words that help me imagine scenes in the poem.
- I can write sentences to describe the emotions I feel when I react to a poem.

7 If you need to review main ideas and descriptive words, go back to Stage 2 with a partner and find strategies you can use.

8 If you need help describing your emotions, go back to Exercise 2 and try to use those expressions. Then check in small groups.

Closure

Final Steps

- 1 Share the inventory cards you wrote with your group. Highlight the emotions you experienced with your poems and talk about them.
- 2 Collect all your cards in a card file or a filing box to make an inventory of emotions. You can decorate it.



Collect your evidence

3 For this unit, you read poems and chose one you wanted to read. You discovered some characteristics in your poem to understand it better and you wrote and exchanged ideas about the emotions the poem caused in you. Now you are ready to make an inventory of emotions.

Socialize

- 4 Display your inventory of emotions in the classroom. Invite students from other classes to check your cards and give you their opinions.
- 5 Discuss in groups.
 - Did you enjoy reading poems? Why?
 - Did you discover something you didn't know about your partners when you described the feelings and reactions from the poems you read?

Self-assessment

6 Work with a partner to answer how well you developed your inventory of emotions.

My Final Product	I think	My partner thinks
I used language and vocabulary from the unit to express emotions about my poem.		
I carefully organized my emotions to create an inventory of emotions.		
I shared the emotions I experienced with my poems and talked about them.		

Assessment

Formative Assessment

1 Check (✓) the answer that best describes how well you ...

	I helped others do it.	I did it well.	I needed help.	I could not do it very well.
Read poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understood ideas of poems in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Described your emotions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared your emotions with others.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Now compare with your answers on page 45. Discuss in pairs your progress during this unit.

Peer Assessment

3 Answer if you accomplished the teamwork aspects below. Get together with classmates you worked with as a group during the unit and compare all your answers.

Teamwork	Yes	No
We shared emotions with others.	<input type="checkbox"/>	<input type="checkbox"/>
We gave constructive and respectful feedback.	<input type="checkbox"/>	<input type="checkbox"/>
We listened attentively and respectfully to the emotions of our partners.	<input type="checkbox"/>	<input type="checkbox"/>
We showed interest in the work of others.	<input type="checkbox"/>	<input type="checkbox"/>

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help. Write your notes.

• _____

• _____

• _____

• _____

• _____

• _____

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

abroad (adv) – in or to a foreign country

afar (adv) – at a distance

among (prep) – within a group

azure (adj) – bright blue

beneath (prep) – directly under something or at a lower level

brighten (v) – to start to have more color or light

clasp (v) – to hold someone or something tightly with your hand

crag (n) – a very steep rough part of a cliff or mountain

crawl (v) – to move along the ground on your hands and knees

crooked (adj) – not straight

debt (n) – amount of money that you owe

failure (n) – a lack of success in doing something

field (n) – a large area of land

frightening (adj) – making you feel afraid

fund (n) – money

gloomy (adj) – feeling sad and without hope

lonely (adj) – a lonely place is far from where people live, and not many people go there

nightmare (n) – a very frightening and unpleasant dream

nostalgic (adj) – remembering happy times in the past

peaceful (adj) – calm and quiet

quit (v) – to stop doing something

ringed (adj) – encircled or surrounded by something

seem (v) – to appear to be something, or to appear to have a particular quality

sigh (v) – to breathe out slowly making a long soft sound

stream (n) – small narrow river

suit (v) – to be convenient or appropriate for someone

thunderbolt (n) – a sound of thunder together with a single flash of lightning that hits something

will (aux v) – auxiliary verb used to express futurity

worse (adj) – more unpleasant or bad than something else or than before


wrinkled (adj) – having small lines or folds in it

You can use this space to make your own glossary with words from the unit.

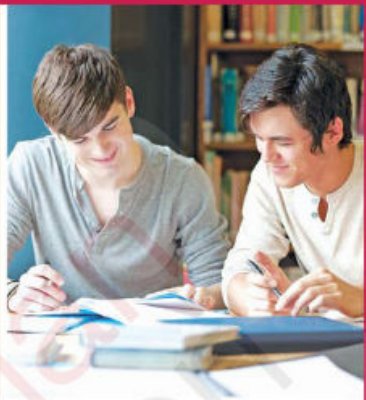
• _____

• _____

• _____



Stage 2
Understand the content of historical texts.



Stage 3
Write brief reports.

Stage 1
Select and review descriptions of historical events.

Stage 4
Edit reports.

Unit 4

Social Practice of the Language:
Write a brief report on a historical event.

Social Learning Environment:
Academic and Educational

Communicative Activity:
Search and selection of information

Product:
Brief Report on a Historical Event

Opening

Let's start together

- 1 Work in groups. Discuss the questions.



- 1 Do you think that history is important for humanity? Why?
- 2 Which historical periods are your favorite from your history class?
- 3 What means do people use to record historical events? Give some examples.

Initial Assessment

In this unit you will write a report on a historical event. Check (✓) your answers to the questions to know how well prepared you are.

Question	Answer 1	Answer 2	Answer 3
Do you know what a historical text is?	Not yet, I need to find out. <input type="checkbox"/>	I know some features of those texts. <input type="checkbox"/>	Yes, I am sure I do. <input type="checkbox"/>
Do you know the purpose of a historical text?	Not yet, I need to look it up. <input type="checkbox"/>	I think I know but I am not sure. <input type="checkbox"/>	Yes, I am sure I do. <input type="checkbox"/>
Can you write a historical text in English?	Not yet. But I will by the end of the unit. <input type="checkbox"/>	I could write it but I am not sure. <input type="checkbox"/>	Yes, I am sure I can. <input type="checkbox"/>

Development

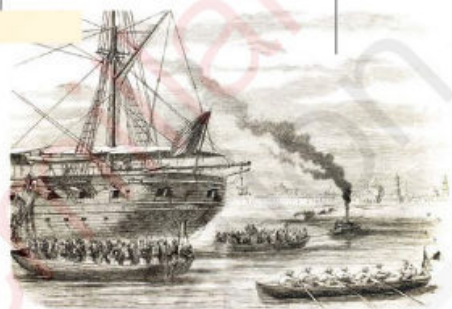
- 1 Look at the report on a historical event quickly and predict what it is about and discuss your opinion with a partner.

The First French Intervention in Mexico

Background: The Pastry War

by Alicia Juárez

During the 19th century, the French attacked Mexico two times. These two conflicts were later called "The French Interventions." The first French Intervention was short and did not have too many serious consequences. This first intervention happened in the first part of the 19th century. At that time, there were many French business owners living in Mexico, and they had many shops and restaurants, particularly in Mexico City.



The French fleet arriving in Veracruz.

In 1838, the French ambassador to Mexico presented President Bustamante with a **claim** of 600,000 pesos for **damages**. French citizens had suffered during the riots of 1828 in Mexico City. These riots were violent protests against the results of the presidential elections that had not been decided yet, and many businesses in Mexico City's Alameda were robbed and destroyed in the confusion. For example, when Bustamante was reading the claims, he found one made by a French baker. This baker said he had lost 60,000 pesos worth of pastries. Bustamante thought this was absurd and he did not pay the baker. As a result, on

April, 16, 1838, the French **fleet** from Martinique were ordered to block the port of Veracruz until an **agreement** was reached. This meant no ship could leave or arrive in the port.

The **blockade** had lasted seven months when the commander of the fleet added another 200,000 pesos on the claim to cover the **expenses** of the blockade; in addition, he ordered a bombardment of Veracruz. After the first bombardment, Bustamante agreed to pay the debt in full and the French fleet sailed away. Since then, historians have referred to this incident as the "Pastry War."

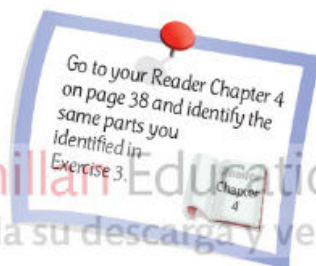


- 2 Now discuss the questions in small groups.

- Were your predictions correct? If not, what is the text about?
- Who is the author of this text?
- What do you think is the purpose of the text? To inform? To entertain? Both?
- Do you think the author used sources of information to write this text? Which sources do you think he or she used?

- 3 Go back to the text in Exercise 1 and label its parts with words from the box.

title image caption author subtitle picture



- 4 Read sentences from the text and discuss the questions.

During the 19th century, the French **attacked** Mexico two times.



French citizens **had suffered** during the riots of 1828 in Mexico City.

These riots were violent protests against the results of the presidential elections that **had not been decided** yet.

The blockade **had lasted** seven months **when** the commander of the fleet **added** another 200,000 pesos on the claim to cover the expenses of the blockade.

- Does the author use the same tense to talk about the historical event? _____
- Do you find this in your History books? _____
- Why do you think the author uses different times for the past? _____

- 5 Read the text again and number the events in order. Then work with a partner to retell what happened in the Pastry War, using your own words.

- ___ President Bustamante agreed to pay the debt in full and the French fleet sailed away.
- ___ The commander of the fleet ordered the bombardment of Veracruz.
- ___ The French ambassador in Mexico presented a claim of 600,000 pesos for damages suffered by French citizens.
- ___ The French fleet blocked the port of Veracruz.
- ___ President Bustamante thought that the claim made by a French baker was absurd and refused to pay it.

- 6 Now that you have ordered the events, place them on the timeline.



For your Final Product

7 Go back to the report on a historical event in Exercise 1 and in groups decide the main features of these type of texts.

- 1 Title
- 2 Pictures
- 3 Different past forms

Notice how these types of texts don't really have a beginning, middle, and end, or an introduction, body, and conclusion. Discuss with your groups which structure this type of text follow. You can search online or ask your teacher for help.

Skills



8 Discuss with your group which historical events interest you and choose one. You can use the suggestions below, if necessary.

Christopher Columbus' Voyage to America

Industrial Revolution

Constitution of 1917

World War I

Spanish Conquest

Revolution of 1910

French Revolution

Invention of the internet

World War II

ICT Tips

If none of these events seem interesting to you, you could use a search engine and look up "worldwide historical events" and find a website that can provide you with several options. To choose a reliable website for a purpose like this, you can make sure that the ending of the URL is .org, .gov, .edu because these sites are made by institutions. Try to avoid websites where people can make corrections to the texts. Can you think of any other strategies to make sure you chose a reliable website?



9 Look at the following sources of information and fill out the table with their pros and cons. Discuss in groups which source of information works best for you for your final product and suggest more, if necessary. Follow the example.

Internet		Magazines		Books	
Pros	Cons	Pros	Cons	Pros	Cons
There is a lot of information.	It's hard to tell if it's reliable.				

Asking someone		Newspapers		My Come Together Reader	
Pros	Cons	Pros	Cons	Pros	Cons

Intermediate Assessment

10 In small groups, answer the questions.

- 1 What graphic and textual elements can you review in a text before reading it? _____

- 2 How can you identify that a text is about a historical event? _____
- 3 What sources of information are useful to find texts about historical events? _____
- 4 Why is it important to evaluate the pros and cons of the different sources that you will be using? _____
- 5 What can you do not to plagiarize information? _____

ICT Tips

Be very careful when you are using information from a website. It is very easy to copy and paste and forget about quoting your source. Read about plagiarism here: <http://www.edutics.mx/5Rc>



11 In small groups, share your answers to Exercise 10 and decide what you can do to improve.

I need to improve _____
My plan is _____

- 1 Read another report on a historical event and underline all the words you don't know with a pencil.

Zaragoza defeats the French troops

How the Second French Intervention Began

By Antonio Macias

The Reformation War left Mexico unstable and in **debt**. Other countries had **lent** money to Mexico and the government did not have enough money to pay back; consequently, in July 1861 President Benito Juárez decided to stop paying it. Mexico owed to other countries. The affected countries were France, Britain, and Spain.

When Juárez announced a suspension on payment of **foreign** debts, Napoleon III, the emperor of France, organized a meeting in London between England, Spain, and France to discuss ideas to force the Mexican government to pay them. They met in London in October 1861 and signed a tripartite agreement. In this agreement they decided to go to Mexico with their troops and try to force Juárez to pay the debt. Napoleon III had a secret ambition. What did he really want? He wanted to invade Mexico, take down the government of Juárez, and **impose** an emperor to **rule** Mexico as a French territory. The French did not mention a word about this at the London meeting. The three countries had agreed to land their troops at Veracruz, but also to respect the **sovereignty** of Mexico. In December

1861, the tripartite European forces landed in Veracruz, but in 1862 the Spanish and British forces **withdrew** because they realized the French had greater ambitions.

Being the most powerful army in the world, the French stayed and were determined to invade Mexico. They advanced as far as Puebla. On May 5th, 1862, the Mexican army, which was commanded by General Ignacio Zaragoza, **defeated** the French in Puebla. On May 17th, 1862, the French went back to Veracruz to plan another attack. On September 1862, more French troops arrived in Mexico to help the invasion.



The French Army invading Puebla.



- 2 From the words you underlined, which of the words are very similar to words in your language? Classify them in the table. Use a dictionary to check your answers and erase them from Exercise 1.

Actions	decided – decidió, _____
People, governors, political terms	government – gobierno, _____
Names of Wars and other historical events	French Intervention – Intervención francesa, _____
Other words	consequently – consecuentemente, _____

- 3 Discuss as a class how helpful it was using cognates (words similar to your language) to guess the meaning of unknown words. What other strategies do you know? Write and use those strategies to guess the meaning of the words that are still underlined in Exercise 1.



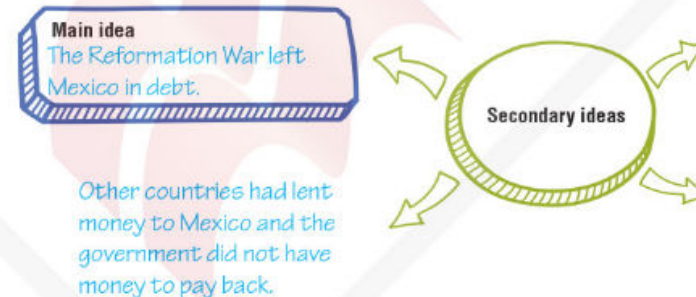
- 4 Read the first paragraph of the text in Exercise 1 and discuss with a classmate what it is about. Then answer the questions.

The Reformation War left Mexico unstable and in debt. Other countries had lent money to Mexico and the government did not have enough money to pay back; consequently, in July 1861 President Benito Juárez decided to stop paying it. Mexico owed to other countries. The affected countries were France, Britain, and Spain.

- Underline the word that is repeated, which is it? _____
- Does this word have to do with what the paragraph is about? _____
- Do the same with the other paragraphs. Does identifying the words that appear the most help you to know the main idea of a paragraph? _____

- 5 Look at the chart and discuss if the sentences are **True** or **False**.

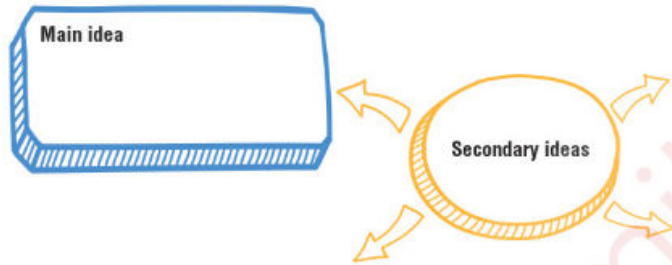
Paragraph 1



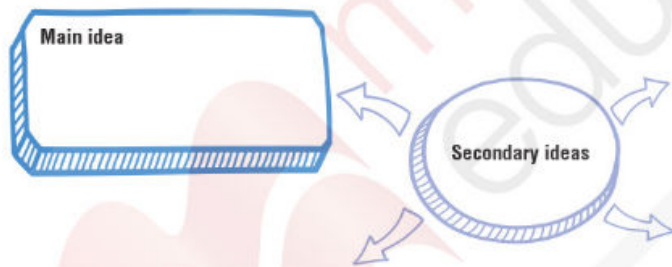
- Identifying the topic sentence (the first sentence of a paragraph) can help me identify the main idea of a well-written text. _____
- All the information that follows are secondary ideas that explain the main idea or give additional information. _____
- I can remove the main idea and the paragraph would work. _____
- I can remove own or two secondary ideas and the paragraph would work. _____

6 From the text, extract the main idea and secondary ideas of the other two paragraphs. Use Exercise 5 as a model.

Paragraph 2



Paragraph 3



7 Use information from Exercise 5 and 6 and answer the questions.

- 1 What is the text "Zaragoza defeats the French troops" about? _____
- 2 How does the analysis you did in Exercises 4, 5, and 6 help you know what the text is about? Discuss as a class other strategies and write them down. _____

For your Final Product

- 8 In groups, decide the strategies for unknown words that you will use when reading information in the source you chose on page 67, Exercise 9.
- 9 Read the topic you chose on page 66, Exercise 8 and use the information you listed on page 66, Exercise 7 to re-notice the elements you decided to include in your report. Then answer the questions about your brief report on a historical event.

- 1 What will be the title? _____
- 2 What subtitle will it have? _____
- 3 What are the main events that you want to include? _____
- 4 How many paragraphs would you need to include? _____
- 5 What will each paragraph be about? _____
- 6 Will you include a picture? _____
- 7 What will be the purpose of your report? _____
- 8 Who will it be addressed to? _____

As you are working on the planning of your text, it is important that you realize that planning is key to achieve creating a well-written text. You should devote more time to the planning stage than to the writing stage, since in this last stage you will only be following your plan carefully. So, make sure you have a clear idea.

Skills

Intermediate Assessment

- 10 Answer the questions in your notebook.
 - 1 How many strategies do you know to figure out meaning of words you don't know?
 - 2 How can you identify the main idea of a paragraph?
 - 3 What is the function of a topic sentence?
 - 4 What is the function of a secondary idea?
- 11 In groups, discuss your answers from Exercise 10 and discuss what you can do to improve. Then share your ideas as a class.

- 1 Work in pairs. Read the text and use the strategy you learned in previous exercises and discuss what the text is about.

The Second French Intervention in Mexico

The Final Years

By Antonio Macias

The French **reinforcement** troops that came finally defeated the Mexican army on May 31st, 1862. Juárez escaped to San Luis Potosí as soon as the battle ended. The Conservative Party was pleased with these events. They had not supported the liberal government and wanted to have a monarchy in Mexico. The Conservatives gladly offered the throne of Mexico to Maximilian of Habsburg. Maximilian was **proclaimed** the emperor of Mexico in 1864 with the support of Napoleon III.

The new government repeatedly tried to capture Juárez. As a consequence, Juárez hid in the north of the country from 1864 to 1865. During the conflict between Mexico and France, the USA was extremely busy with a Civil War (1861-1865). For this reason, the USA could not help Juárez stop the French invasion. In 1865 things started to change. Juárez began to have some successful battles against Maximilian's army and the Civil War in the USA ended. As soon as the Civil War ended, Juárez received support from the USA.

During the government of Maximilian, people in France were clearly unhappy about all the money Napoleon III was **spending** excessively to fight Juárez and keep the emperor in the throne. For this reason, in 1866 Napoleon III ordered his troops to retire from Mexico. Maximilian had no support and, as a consequence, his **troops** were defeated in 1867. A few months later, Maximilian was executed.



Painting of Benito Juárez



- 2 Underline all the dates you find and use the timeline to locate the events. Compare your timelines in groups and discuss, do you think that the author's main concern was to order the events chronologically?



For your Final Product

- 3 Work in groups. Using the information from the previous exercise, go to the source you chose on page 67, Exercise 9 and make notes including information that you think is important for your text. To know which notes will be helpful go back to page 71, Exercise 9.



- 4 Decide if you will order the events chronologically or if you will choose another method and explain why. If you consider it necessary, make a timeline and order the events.



- 5 Use the information from Exercises 3 and 4 and use the format below to write your draft.

Title: _____
Subtitle: _____
Author(s): _____

Main idea of the first paragraph: _____
Secondary ideas of the main one: _____

Main idea of the second paragraph: _____
Secondary ideas of the main one: _____

Main idea of the third paragraph: _____
Secondary ideas of the main one: _____

Picture or artwork: (Where will you get it from?) _____

Go back to page 65, activities 4, 5, and 6 and re-notice the verb tenses that the author used. Make sure that in your draft you are including the necessary tenses and that they match the structure on the mentioned activities. You could also analyze the models used in the report on page 72 or the one in your Reader, Chapter 4, page 38.

Language

- 6 Exchange books with another classmate and take turns giving each other feedback. Correct your draft from the previous exercise.

Receiving respectful feedback is a wonderful way to notice mistakes, and especially in the planning stage, it allows you to work more effectively towards your goal. When you provide feedback, make sure you are kind and you say something like "You could improve your text by adding an additional paragraph" and not something like "I don't like it" or "I don't understand it" because the information is not precise and it can also discourage your classmate.

Skills

- 7 Use your corrected draft from Exercise 6 and write your text.



Intermediate Assessment

- 8 Discuss the questions in small groups.

- 1 What is a draft and why is it important?
- 2 According to the feedback you received, what can you improve when writing a draft of a brief report on a historical event? _____

Development

- 1 Work in pairs. Read a student's report on a historical event and look at the checklist below. Check (✓) only the elements you can find in the report.

Christopher Columbus was one of the famous explorers of the 15th and 16th centuries. He was born in 1451 in Genoa, Italy in a family of tradesmen. Columbus started sailing at a young age. Magellan the explorer also started to sail when he was young. Columbus participated in several expeditions to Africa and an expedition into the Atlantic Ocean in 1476 that almost cost him his life. In his 40s (in 1492) Columbus left Spain in the *Santa Maria*, with the *Pinta* and the *Niña* alongside. After sailing for 36 days, Columbus and several crewmen set foot on an island (in the present day Bahamas) and they claimed it for Spain. They continued exploring the islands of Cuba and Hispaniola (now Haiti and the Dominican Republic) and met with the leaders of the native population. He died on May 20, 1506, still believing he had discovered a shorter route to Asia. He died before Magellan, who was also an important explorer that proved the globe was round. Magellan had a very interesting life, made many trips, and died in the Philippines.



- It has a title that predicts the content.
- The events described are ordered in sequence.
- There is a main topic and relevant supporting details.
- All the information is related to the same topic.

- 2 In groups, decide if the checklist in the previous exercise is enough to write a brief report on a historical event or if you could add more aspects to include.



- 3 Use the checklist you decided in the previous exercise and make all the necessary corrections to the text in Exercise 1.



- 4 Exchange notebooks with a classmate and take turns helping sure that your classmate followed the checklist he or she chose in Exercise 2.

Can you suggest a good title?

Let me think. I believe a good title is "Columbus, a Great Voyager." Could you help me find unrelated information in my paragraphs?



Sure, I think the information about Magellan is unnecessary.

- 5 Write a final version of the text and share it with your class.



For your Final Product

- 6 In groups, decide the checklist you will use to correct your report. Write it down.



As you are working on the proofreading stage of your final product, it is important that you bear in mind that succeeding in this stage allows you to hand in a very clean text that can communicate what you had in mind when you planned it. There are several aspects that you could consider for this stage such as: grammar, spelling, use of vocabulary (use synonyms to avoid repetitions), include connectors that can help you give your text consistency (Contrast: *however, although, even when, nevertheless; but* Addition: *also, in addition to, and, as well;* Consequence; *therefore, as a consequence, consequently, as a result, so.*) Choosing the right aspects to review will mark the difference between a text that can reach its purpose and one that can't.

Skills

- 7 Go back to the text on page 74, Exercise 7 and use the checklist you wrote to correct it. Write a final version.



- 8 Exchange your final text with another group and take turns marking and correcting the final details of your reports.

- 9 As a class, decide how you will share your reports.



I think we should post it on a blog.

I think that we should carry out an exhibition in the classroom.

Closure

Collect your evidence

- 1 In this unit you looked for texts about historical events and selected one. You read and understood it to extract all the information you needed to make a report. You wrote and edited a report, so now you are ready to share your work.

Socialize

- 2 As a class, share your brief report as you previously agreed. Make sure that you listen attentively to everyone or read all the reports with attention. You could bind the reports together and make an anthology after sharing them.

3 Discuss in groups.

- What did you learn from the information you read to write your report?
- Which of the things you learned to read and write reports can you use in other school subjects?
- What problems did you have to understand and write information?
- How can you improve when you write?

Self-assessment

- 4 Now that you have written a report on a historical event, work with a partner discussing the following statements. Answer: *always, sometimes, or never.*

My Final Product	Answer
I carefully selected the sources of information I used.	
I carefully organized the information in paragraphs to write my report on a historical event.	
I used language and vocabulary from the unit to write sentences for my report.	
I accepted the feedback I received to improve my report.	
I edited the information and wrote a good final version of my report.	
I shared my report with my class with enthusiasm.	

Assessment

Formative Assessment

- 1 Look at the assessment you did at the beginning. Check (✓) the answer the best suits your progress.

Question	Answer 1	Answer 2	Answer 3
Do you know what a historical text is?	<input type="checkbox"/> Not yet, I need to find out.	<input type="checkbox"/> I know some features of those texts.	<input type="checkbox"/> Yes, I am sure I do.
Do you know the purpose of a historical text?	<input type="checkbox"/> Not yet, I need to look it up.	<input type="checkbox"/> I think I know but I am not sure.	<input type="checkbox"/> Yes, I am sure I do.
Can you write a historical text in English?	<input type="checkbox"/> Not yet. But I will by the end of the unit.	<input type="checkbox"/> I could write it but I am not sure.	<input type="checkbox"/> Yes, I am sure I can.

- 2 Share your progress with your classmates and say what you still need to work on and how you plan to do it.

Peer Assessment

- 3 Get together with the classmates you worked with during the unit and discuss the sentences. Tell your classmates how you can all improve your teamwork performance.

- 1 We helped each other organize our ideas.
- 2 We listened attentively to our partners.
- 3 We offered constructive and respectful feedback.
- 4 We respected turns of participation when sharing our reports.

- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

agreement (n) – an arrangement or decision about what to do, made by two or more people, groups, or organizations

alongside (prep) – along the side of something, or close to the side of it

attack (v) – to use violence to harm, to cause damage
blockade (n) – an official action that is intended to prevent people or goods from moving from one place to another

century (n) – period of one hundred years

claim (n) – a demand for something due

damage (n) – physical harm caused to something so that it is broken, spoiled, or injured

debt (n) – an amount of money that you owe

defeat (v) – to win against someone in a game, fight, or election

expense (n) – an amount of money that you spend in order to buy or do something

fleet (n) – a group of vehicles, planes, ships, or trains, especially when they are owned by one organization, country, or person

foreign (adj) – from another country

impose (v) – to introduce something such as a new law or new system, and force people to accept it

lend (v) – to give someone something for a short time, expecting they will give it back to you later

population (n) – all the people who live in a particular area

proclaim (v) – to state something publicly

reinforcement (n) – the process of reinforcing something, to make it stronger

rule (v) – to govern a country or area

sovereignty (n) – the right to rule a country

spend (v) – to use money to pay for things

tradesman (n) – someone who sells goods or services

troop (n) – group of soldiers, especially in large numbers

withdraw (v) – to no longer take part in something or to stop someone or something from taking part

You can use this space to make your own glossary with words from the unit.



Stage 1
Choose a past event.

Stage 2
Describe enigmatic events.

Stage 3
Formulate hypotheses to guess riddles that explain past events.

Unit 5

Social Practice of the Language:
Guess and formulate hypotheses about past events.

Social Learning Environment:
Recreational and Literary

Communicative Activity:
Recreational expression

Product:
Enigma inventory

Macmillan Education
Prohibida su descarga y venta

Opening

Let's start together

1 Work as a class. What do you think happened in the pictures?



2 Discuss in groups.

- 1 Do you like to play games?
- 2 Do you know any games where you solve mysteries?

Initial Assessment

In this unit you will make an enigma inventory. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Ask questions to obtain information in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions about a past event in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play a game in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Development

1 Read the situations and discuss if you have experienced any of them. Share what they have in common.

a broken object

a person missing

a robbery

secret gifts

a mysterious package

a surprising accident



A: One time a vase broke in my house, but nobody knew who did it.

B: Someone sent me a secret letter. I didn't know who sent it.



2 Read the definition and work as a class, then discuss situations for a good enigma.

An enigma is a situation that is apparently inexplicable. It can be an entertaining game to propose an enigma to others for them to figure out the solution. The enigma can be an event in the past that includes evidence as clues to solve it.

Skills

A robbery is a classic enigma.

3 Read the checklist and check (✓) if your ideas meet the criteria from Exercise 2.

Criteria	Robbery	Idea 1:	Idea 2:
It's about the past.	✓		
It includes evidence (facts about it).	✓		
It's interesting for us.	✓		
We could propose a solution to the mystery.	✓		

For your Final Product

- 4 You will create your own enigma. You can get ideas from personal experiences, a book you read, a movie you saw, or an anecdote you heard. Use the checklist to choose the event.

Enigma:

Beto went to bed.
When he woke up, his cellphone was gone and the door was open.
Someone stole it!

My Enigma

- It's about the past.
- There is evidence.
- It's interesting for us.
- We could propose a solution to the mystery.

Intermediate Assessment

- 5 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

	Not Sure	Difficult	Good Enough	Very Well
1 Can you describe what an enigma is?				
2 Did you identify which situations could be enigmas?				
3 Did you choose a past event for an enigma?				


- 6 If you need help, you can improve your choice for an enigma by asking adults what enigmas they are familiar with from the past.

Development

- 1 Work in small groups. Read the text and discuss what it is about and if you think the enigma is interesting or not.

Enigmas, mysteries, and more. 37

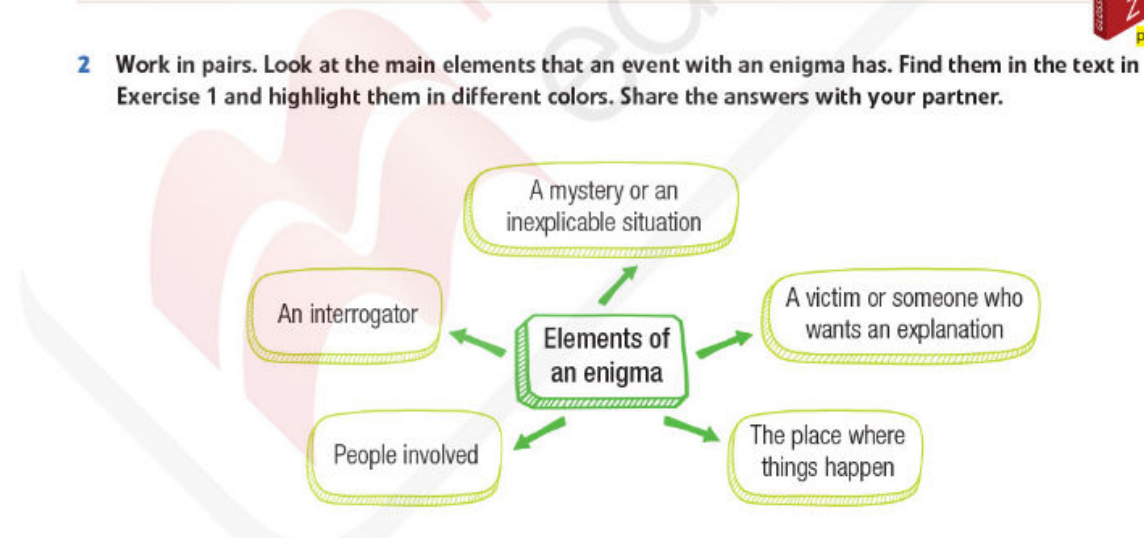
The Stolen Pearls



Lord and Lady Sotheby returned from a dinner party last night. When they arrived, Lord Sotheby went to his study to write a letter, and Lady Sotheby went upstairs to change. Lord Sotheby was writing the letter when he heard his wife scream. He ran upstairs as fast as he could. When he arrived, Lady Sotheby was sobbing and screaming, "I've been robbed! Someone stole my pearl necklace! I put it on my bedside table and just turned around for some seconds to grab my robe! And it was gone!" Lord Sotheby ran to the hall and phoned the police. They arrived really fast and the police chief interrogated all the people who were at the mansion when the robbery happened (a cook, a chauffeur, a maid, a butler and the Sotheby's son and daughter). The police were confused. According to Lady Sotheby, there were no sounds, nothing else was out of place, no footprints, nothing! The police did not know where to start because there were no clues. Who stole the pearls? That's the enigma today.



- 2 Work in pairs. Look at the main elements that an event with an enigma has. Find them in the text in Exercise 1 and highlight them in different colors. Share the answers with your partner.



- A: The mystery is who stole the pearls.
B: The interrogator is ...

For your Final Product

3 Write the elements for the situation of your enigma. Think of details that are important such as people, objects, places that involve the event.

Mysterious situation:	Stolen pearls	Mysterious situation:	
People involved:	Sotheby family, butler, cook, chauffer, maid	People involved:	
Interrogator:	Police	Place:	
Place:	Sotheby's house	Victim:	
Victim:	Lady Sotheby		

4 Read the interrogation of the police chief from the case of *The Stolen Pearls*. Then use Lady Sotheby's description and in pairs, draw conclusions about what happened with the situation.

Police: Lady Sotheby. I interrogated all the suspects. We searched the place, including the garden. We thought the butler was the thief, but we only found a diary under the ground where he dug.

Police: What did you do then?
Lady Sotheby: I got up and walked to the chair next to the window to grab my robe. I drew the curtains and looked out the window.

I need to ask more questions. Can you help me?
Lady Sotheby: Of course.
Police: What happened exactly?
Lady Sotheby: I entered my bedroom. Then I sat on my bed.

Police: How long were you at the window?
Lady Sotheby: A minute, more or less.
Police: When did you notice the necklace disappeared?
Lady Sotheby: As soon as I turned around. It wasn't there and I looked for it everywhere. I couldn't find it.

Police: Did you close the door behind you?
Lady Sotheby: Yes. I locked it with my key.
Police: What did you do next?
Lady Sotheby: I took off my necklace.
Police: Where did you put the necklace?
Lady Sotheby: On the bedside table.

Police: What did you do?
Lady Sotheby: I opened the door and screamed for help. In a minute everyone was here. Then, my husband called you.



You can find an example of how to draw conclusions on page 60 of the story in your Reader.

For drawing conclusions, think about what you already know about the situation, what you learn from the interrogation (people involved, place, events, etc.), the clues you can identify in the text (facts and details). Then analyze what you have and come up with a conclusion.



5 Work in groups. Read the conclusions from the police chief and discuss if you think they are possible or not according to the events in Exercise 4. Use your ideas from the previous activity.

- The thief was already in the room when Lady Sotheby came in.
- The thief took the necklace when Lady Sotheby was looking out the window.
- The thief hid in the room and slipped away during the confusion after Lady Sotheby screamed and opened the door.

A: I think the thief was already in the room. It is possible because Lady Sotheby locked the door behind her.
B: I agree with you. It is possible.

For your Final Product

6 Create clues and evidence for the situation of your enigma using the details from Exercise 3. Think of details that are important such as objects in the place, what people were doing, what people said, etc.

Clues and Evidence for my Enigma <ul style="list-style-type: none"> Pictures from security cameras. Questions from the interrogation. Answers from the interrogation. 	Clues and Evidence for my Enigma <hr/> <hr/> <hr/>
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7 Describe your enigma with the notes and clues from Exercises 3 and 6.

There was a robbery at the Sotheby house. Someone stole Lady Sotheby's pearls...

Intermediate Assessment

8 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

	Not Sure	Difficult	Good Enough	Very Well
1 Can you identify the element of an enigma?				
2 Can you create clues for your enigma?				
3 Can you describe an enigmatic event?				

9 You can improve describing and enigmatic event by adding details and practicing your delivery with a partner.

Development

- 1 Work in small groups. Share ideas about what you think happened in this scene below. Do you think this is the scene from *The Stolen Pearls*?



- A: I think there was an earthquake.
B: I think there was a fight.

When you are making guesses, as when you analyze enigmas, it is helpful to use words such as *maybe*, *probably*, and *perhaps*. Place them right before the verb or at the beginning of the idea.
Examples:
Perhaps, the thief was in the room.
The thief *probably* hid the painting inside the house.

Language

- 2 Listen to the interrogation of suspects from *The Stolen Pearls* and discuss which suspect committed the crime.

Suspects:
The Cook
The Maid
Pete Sotheby
Layla Sotheby
The **Chauffeur**
The Butler



- A: The chauffeur probably stole the pearls because he lied about where he was.
B: No! I think Pete Sotheby stole them. He didn't sound worried.

- 3 Work in groups. With the help of your description of the scene from Exercise 1 and the interrogation from Exercise 2, try to figure out the enigma of *The Stolen Pearls*. You can use the tips to help you.

Here are some tips to analyze events:

- Imagine the event step by step according to how it is described.
- Check if what you see in the scene corresponds to the actions you imagined.
- Make guesses based on what you know and see, not on ideas that you can't support.
- Exchange ideas to have many points of view.

Skills

- A: I don't think it's possible a thief broke a window from the outside.
B: Why do you say that?
A: Because there are no pieces of glass on the floor.
B: And someone could hear the glass breaking.

You can read about an enigma and its solution on page 60 of your Reader.



- 4 Work in groups. Read how the enigma *The Stolen Pearls* was solved. Compare with your solution and discuss if there were details you did not analyze or see.

First of all, the son and daughter were downstairs when their mother screamed. Second, the thief would have been upstairs. It is **strange** for the butler to walk the dog at night. Finally, the family doesn't even have a dog! The butler is trying to **cheat** us! He must be the thief!



ICT Tips

Visit the following website and test your attention to detail to solve different enigmas.
<http://www.edutics.mx/5rY>



For your Final Product

5 Think about the solution you want to give to your enigma.

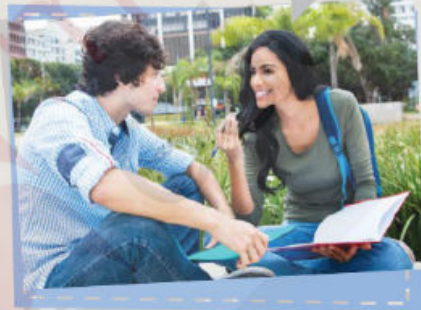
My Enigma's Solution

- The maid stole the pearls.

My Enigma's Solution

6 Describe your enigma with a partner. Write notes about your partner's enigma.

My enigma is about my cousin Beto.



Notes

- Beto went to bed and slept all night. The next morning, he woke up and he was in a different room.
- Beto didn't recognize the room.
- Beto was on the bed.
- Beto didn't have different clothes.
- Beto didn't have marks on his body, but his feet were dirty with mud.

Notes

For your Final Product

7 Work in pairs. Analyze the information you wrote in Exercise 6 and find possible questions with a different classmate.



- A: Where was Beto?
- B: On the bed.
- A: Did he have different clothes?
- B: No, he didn't.
- A: Did he have marks on his body?
- B: No, but his feet were dirty with mud.

My Questions

When you are solving enigmas, a method to find the solution is asking questions to get the details and circumstances. But remember, if you need details (place, time, duration) of an event, add a question word (*when, how long, what, where, etc.*) before the auxiliary. You can use these questions to ask for information to figure out an enigma.

Language

8 Use the information from your notes and answers in Exercises 6 and 7 to form your hypothesis and verify your guess with your partner.



- A: With all the clues I have, I think he was sleepwalking!
- B: You're right!

Intermediate Assessment

9 Work with your group. Discuss how you solved the enigma according to the table below.

We had problems finding a solution to the enigma.	We proposed a solution that was similar to the correct one.	Our solution was correct.
We did not consider all the evidence to solve the enigma.	We considered most of the evidence to solve the enigma.	We considered all the evidence to solve the enigma.
We made guesses that were not supported by evidence.	We made some guesses supported by the evidence.	All of our guesses were supported by evidence.

10 If you have problems finding the solution to any enigma, you can use more questions to find out more details and go over the information to make sure you did not miss any details.

Closure

Final Steps

- 1 **Work in pairs. To come up with the solution to the enigmas you exchanged during the unit, follow the instructions.**
 - 1 Take out your notes with information you obtained from the questions you made about your partner's enigma.
 - 2 Review what you know, analyze your facts, and propose a solution to the enigma.

Collect your evidence

- 2 **Now that you have collected your evidence, you are ready to get together and work with your class.**

Socialize

- 3 **Work as a class to play a game.**

- Prepare a card with your situation and enigma to solve. Write the solution on the back of the card.
- Put your cards in a box to have an enigma inventory of the class to play a guessing game. Decide how many questions can be asked and how much time the class will have to guess the enigma.
- The teacher can take out a random enigma from the box. The group that prepared that enigma will answer questions from the class. Try to figure out the solution all together.

- 4 **Discuss in groups.**

- 1 What was more enjoyable, to create an enigma or to solve one? Why?
- 2 What was entertaining about solving an enigma?
- 3 What was the most difficult thing about solving an enigma?

Self-assessment

- 5 **Now that you have created an inventory of enigmas, choose the option that best describes how you worked on your Final Product.**

- 1 Think about the way you presented your enigma to a partner.
 - a) I answered all the questions my partner asked because I planned the information well.
 - b) I could not answer all of the questions because my partner asked unexpected things.
 - c) I answered some questions, but I noticed I had not thought a lot of details to explain.
- 2 Think about the way you gathered information to solve your partner's enigma.
 - a) I asked enough questions to gather all the necessary information to solve the enigma and I took a lot of notes.
 - b) I asked several questions, but I forgot to ask some things and my notes were not very complete.
 - c) I asked some useful questions, but I did not make good notes and forgot some of the information.
- 3 Think about the solution to your partner's enigma that you proposed.
 - a) I analyzed the information very carefully and proposed a logical solution based on the facts.
 - b) I analyzed the information, but my solution was based more on imagination than logic.
 - c) I analyzed the information, but I did not check all the details.

Assessment

Formative Assessment

- 1 **Discuss the following aspects of your purpose again. Then check (✓) the answer that best describes what you can do now.**

	I helped others.	I did it well.	I needed help.	I could not do it very well.
Ask questions to obtain information in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions about a past event in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play a game in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 **Compare your answers from this table to the one you answered on page 82.**

Peer Assessment

- 3 **Work in groups. Answer the questions below according to how you worked in teams.**

- 1 Did you participate and give suggestions to solve others' enigma?
- 2 Did you take turns and listen to each other?
- 3 Did you accept and respect all the solutions to the enigmas?
- 4 Did you propose creative and original ideas?

- 4 **Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.**

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

broken (adj) – refers to an object that has been damaged and it is in two or more pieces

butler (n) – the most important male servant in a rich person’s house, whose job is to organize other servants

chauffeur (n) – someone whose job is to drive a person around in their car

cheat (v) – to behave dishonestly

dig (v) – to make a hole in earth or sand using your hands, a machine, or a tool, especially a shovel

draw (v) – to pull something across a space in order to close or open it

footprint (n) – a dirty mark made by a foot

grab (v) – to take hold of something

ground (n) – area of land

hall (n) – a long narrow passage inside a building with doors along it leading to rooms

locked (v) – past of *lock*, to fasten something such as a door or a container, usually with a key

maid (n) – a woman whose job is to clean rooms, serve meals, wash clothes, etc. in a house

missing (adj) – a person or object that are not where they should be, and you do not know where they are

package (n) – an object or set of objects wrapped in a box or in paper and sent or given to someone

robbery (n) – the crime of taking money or property illegally, often by using threats or violence

robe (n) – a bathrobe

scream (v) – to make a loud high cry because you are hurt, frightened, or excited

sobbing (v) – gerund of *sob*, to cry noisily while taking short breaths

steal (v) – to take something that belongs to someone else without permission

strange (adj) – unusual or unexpected, especially in a way that surprises or worries you

suspect (n) – someone who the police believe may have committed a crime

take off (v) – to remove something, especially a piece of clothing

thief (n) – someone who steals something

upstairs (n) – on an upper level of a building with stairs

vase (n) – a container for cut flowers

You can use this space to make your own glossary with words from the unit.



Stage 2

Interpret general sense, main ideas, and details.



Stage 1

Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.

Unit 6

Social Practice of the Language:

Interpret and provide descriptions of unexpected situations in a conversation.

Stage 3

Describe unexpected events.



Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with information of oneself and that of others

Product:
Oral testimony

Opening

Let's start together

1 Listen to the situations and check (✓) those that can surprise you.



Situation 1



Situation 2



Situation 3



Situation 4



Situation 5

2 Work in pairs. Share the most unexpected thing that has happened to you.

At home

At school

With a friend

Initial Assessment

In this unit you will share an oral testimony about an unexpected situation. Discuss in small groups the following aspects. Then check (✓) the answer that describes how well prepared you are at this point.

1 I find it difficult to ...

- describe an event in English.
- give details about an event in English.
- retell what other people told me in English.
- work collaboratively with a partner.

Development

1 Work in pairs. Read the newspaper headline and discuss what you think happened.

EVENING NEWS

A man **wakes up** alone in locked bus!



2 Work in small groups. Listen to what happened in the situation from the newspaper. Discuss what happened and answer the questions.

- 1 Where is the conversation taking place? How do you know?
- 2 Who is asking questions to Mr. López?
- 3 Was it an unexpected situation for Mr. López? What happened that was surprising?

3 Work in pairs. Read an excerpt from the conversation in Exercise 2, and underline the sentence where you can find how Mr. López felt.

Journalist 2: How did you feel?

Mr. López: Oh, I was really mortified! I grabbed my cellphone and **turned on** the light. Then I tried to open the bus door, but it was locked.



4 Work in pairs. Talk about how you would feel if you got stuck on a bus.

- A: I would be really angry. How could they forget about me?
B: I would be very scared. I wouldn't know who to call.

For your Final Product

5 Think about a personal experience when something unexpected or unpredictable happened to you. Use the questions as a guide and make notes.

What happened? Why was it unexpected?

When and where did it happen?

Did anybody you know participate?

My Unexpected Situation

What and where it happened: It was my birthday and my family and friends didn't say anything to me. I was feeling blue. When I got home, I opened the door, and a lot of people shouted "Surprise!" My family and friends organized a party for me.

When it happened: Last year.

Who participated: My family and my close friends.

My Unexpected Situation

What and where it happened:

When it happened:

Who participated:



6 Listen to Mr. López talking about what happened with another person. Then work with a partner to compare this conversation to the one you previously heard.

- 1 Is it the same situation? Is it also a face to face conversation?
- 2 Which conversation is more personal, this one or the one with the reporters?
- 3 What differences are there between the way Mr. López speaks to his daughter and to the reporters? Is his tone of voice the same? Does he express the same emotions?
- 4 In which of the two conversations does Mr. López use informal expressions?



Conversations in more personal contexts (with friends or family, for example) usually show more spontaneous feelings and use informal expressions. When a conversation is with unknown people or in formal situations, feelings are not so detailed or personal, and language has less informal expressions.



7 Work in pairs. Look at the underlined expressions in Conversation A. Find and circle the informal form of these expressions in Conversation B. Use your glossary if necessary. Then give examples of situations where you would use all these expressions.

Conversation A

Bus employee: Alright, everybody. You may ask Mr. López questions now.

Journalist 1: Good morning Mr. López. I'm Simon Little from the Evening News. Can you tell us what happened?

Mr. López: Well, I was on my way to Mexico City to see my daughter, but I don't like traveling, so I put my headphones on and fell asleep. I slept all the trip from Torreón to Mexico City and when I woke up the bus was dark and empty. I couldn't see anything.

Journalist 2: How did you feel?

Mr. López: Oh, I was really mortified! I grabbed my cellphone and turned on the light. Then, I tried to open the bus door, but it was locked.

Journalist 1: So what did you do then?

Mr. López: I phoned my daughter.

Journalist 2: Why did you decide to phone your daughter?

Mr. López: Well, I don't know anybody here in Mexico City and I had no other phone numbers.

Conversation B

Mr. López: Hello! Paty?

Paty: Dad! Where on earth are you? I've been worried sick.

Mr. López: I'm stuck on the bus.

Paty: What do you mean stuck? What bus?

Mr. López: The bus from Torreón. I took a nap and when I woke up I was all alone and it was so dark I couldn't see anything. I had to turn my cell lamp on. I was scared to death, and confused, and ...

Paty: I can't believe my ears! No one noticed you were there?! Have you tried to open a door?

Mr. López: Yes, but it's too stiff. I'm so nervous. I don't know what to do. If I have to wait here much longer I'm going to have a heart attack.

Paty: Calm down, dad. I'm right here. Did you call emergency services or the bus line?

Mr. López: I don't know any local numbers, my girl. Please make the calls and help me

get out of here! I'm so stressed!

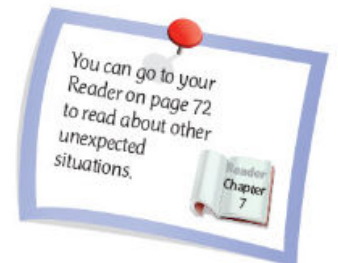
Paty: Don't worry daddy, I love you. I'm getting you out of this.



8 Read and listen to Conversation B again. Pay attention on how the tone of voice transmits feelings. Then discuss the questions in small groups.

- 1 When emotions are strong, is the tone of voice higher or lower?
- 2 When emotions are strong, is the speed faster or slower?

Emotions like excitement, stress, or fear are better expressed by using a high tone of voice and accelerating speed a little. Calmer emotions use a more neutral tone of voice and normal speed.



9 Work in pairs. Role-play Conversation B. Try to reflect the emotions with the correct tone of voice and speed.

For your Final Product

10 To prepare the unexpected situation you are going to share at the end of this unit, do the following:

You are going to share an experience with your partners, decide the tone and intention of your testimony.

- 1 Make a list of feelings and emotions related to your experience.
- 2 Add some notes about which are more important to stress with tone and volume.

- 1 My family and friends didn't say anything to me.
Emotions and Feelings: Disappointment, sadness
Notes: Low tone of voice, normal speed
- 2 I got home, opened the door, and a lot of people shouted "Surprise!"
Emotions and Feelings: Big surprise
Notes: High tone of voice, faster

1 _____

2 _____

11 Work in pairs. Share the emotions you identified for your unexpected situation and the way you plan to use your voice to transmit them.

Intermediate Assessment

12 Read the questions in the table and check (✓) the answer that best describes your performance.

	Not sure	With Difficulty	Well Enough	Very Well
Can you understand unexpected situations while listening to descriptions?				
Can you evaluate descriptions by comparing formal and informal conversations?				
Can you evaluate descriptions by identifying changes in tone of voice to transmit different feelings?				

13 If you need help evaluating descriptions of unexpected events, go back to Exercises 6 and 8 and do them again.

Development

1 Work in pairs. You are going to listen to a conversation about an unexpected situation. Use the pictures to try to predict what it is going to be about. Use the questions as a guide.



- 1 Where do you think it happened?
- 2 Who is going to tell the anecdote?
- 3 Is it going to use formal or informal expressions?

2 Work in small groups. Listen to the conversation only once and confirm your answers in Exercise 1. Complete the sentence with the general sense of the conversation.

The conversation is about _____

3 Read the Skills box. Then listen to the conversation again and write M (Main Idea) or D (Detail). Compare your answers with a partner.

- 1 Marco was at the bus stop. _____
- 2 Laura arrived. _____
- 3 Marco likes Laura. _____
- 4 Laura said "hello". _____
- 5 They decided to go to the market together. _____
- 6 The bus arrived. _____
- 7 Marco couldn't believe his luck. _____
- 8 Marco forgot his wallet. _____
- 9 Marco wanted to pay for Laura. _____
- 10 Laura lent Marco some money. _____



The main ideas are the principal events in a narration. Main ideas are reinforced by a series of details which support the main events. If you eliminate them, you still get the general sense of the narration.

Skills

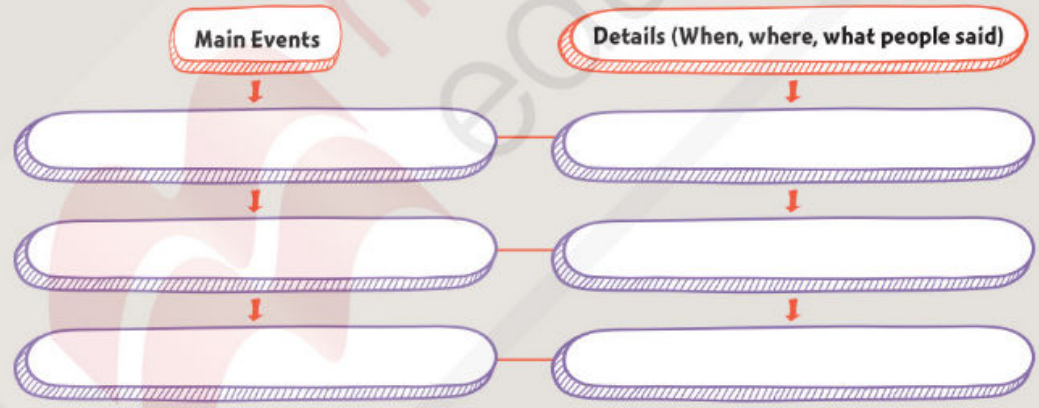
For your Final Product

4 Think about the unexpected situation you chose in the previous stage and complete the organizer below.

General sense: My birthday surprise party.



General sense:



Intermediate Assessment

- 5 Work in pairs. Can you state the general sense of an anecdote and classify main ideas and details?
- 6 Review Exercises 1 to 4 if you are not sure about your answer.

7 Work in pairs. Read the underlined phrases from the conversation between Marco and Lucy. Write them in the category they belong to. Then use some of them to talk about something that happened to you.

Marco: Let me tell you something really embarrassing that happened to me yesterday. I was standing at the bus stop waiting for the bus when Laura, the girl I like from school, arrived.

Lucy: How exciting! Did you talk?

Marco: Yes. She said hello and asked me how I was. I told her I was great. Then she asked where I was going. Next, I told her I was going to the market, and guess what ...

Lucy: What? I'm dying to know!

Marco: She said she was going there too, and we could go together! I couldn't believe my luck!

Lucy: And then what happened?

Marco: Then, the bus arrived, and we got on. I was looking for my wallet in my backpack when, suddenly, I realized I had left it home. Again, I couldn't believe my luck!

Lucy: Do you mean you lost your wallet?

Marco: No, I just forgot to put the wallet in my backpack. That never happens to me. I was frustrated! I wanted to pay for Laura's bus fare.

Lucy: Oh, Marco. That was terrible! What did you do?

Marco: Well, in the end, Laura told me not to worry and offered to lend me the money to pay for my bus fare. I was really embarrassed!



Anticipate the kind of experience it was.

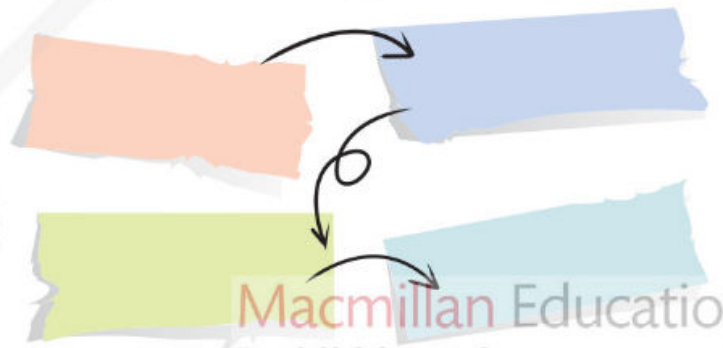
Help understand the order of events.

Announce that something unexpected happened.



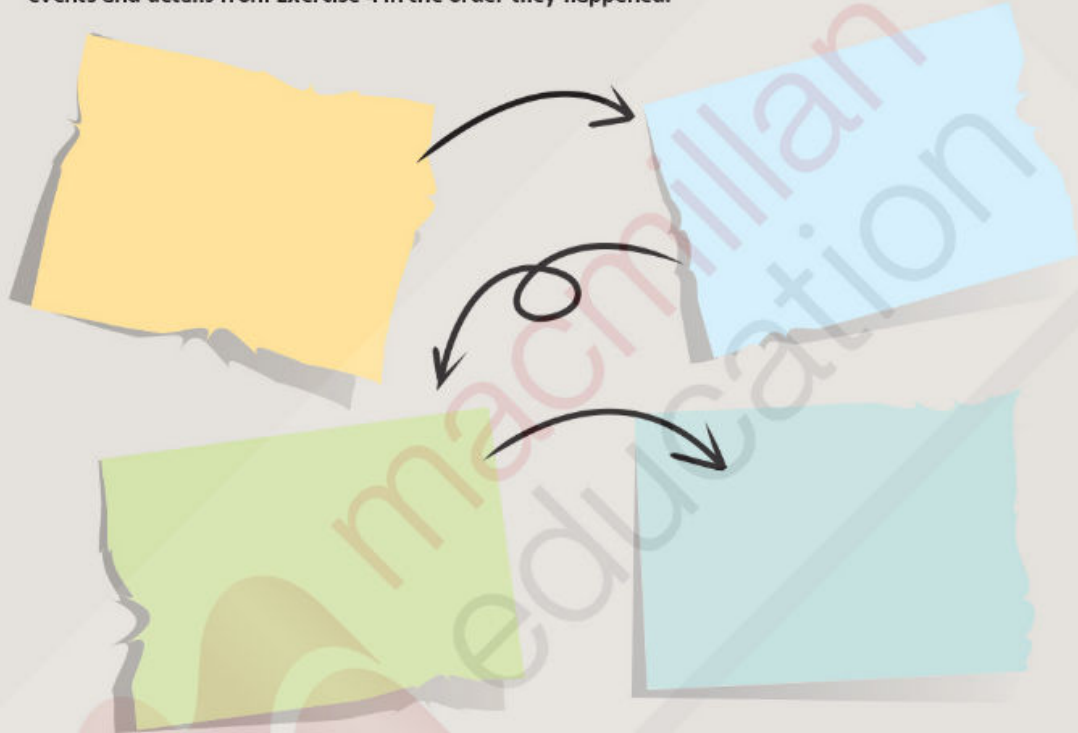
8 Work in pairs. Order the events in Marco's anecdote in the organizer. Discuss what helped you do the exercise.

Finally, Laura lent Marco some money. Then, they decided to go to the market together.
First, Marco met Laura at the bus stop by chance.
Next, Marco discovered he had left his wallet at home.



For your Final Product

9 Think about the unexpected situation you are going to share as Final Product. Order the main events and details from Exercise 4 in the order they happened.



10 Look for the sentences in the conversation that are equivalent to the ones below. Discuss in small groups the differences between the pairs of sentences.

- 1 "Hello, Marcol How are you?" _____
- 2 "I'm great, thank you." _____
- 3 "I'm going to the market." _____
- 4 "I'm going there too. We can go together." _____
- 5 "Don't worry. I can lend you the money." _____

The exact words we say are expressed in direct speech with quotation marks ("Hello, Marcol How are you?"). When we tell someone about a past event we share what people said using reported speech (She said hello and asked me how I was). Notice that in reported speech the present becomes past.

Language

For your Final Product

11 Think about what the people involved in your unexpected situation said. Write their exact words and transform the sentences so that you use those sentences in your narration. Follow the example.

Original Words	Reported Speech
I asked, "Is anybody home?"	I asked if anybody was home.

12 Work in pairs. Listen to a couple of lines from the conversation and follow the instructions.

- Discuss if you think they create suspense. What are the elements the speaker uses to do so?
- Practice with a partner reading out loud the conversation in Exercise 7. Try creating an effect of suspense using the elements you discussed.



For your Final Product

13 Work in pairs. Exchange your notes from Exercises 9 and 11. Give each other feedback and ideas to make your narration more interesting. Use the checklist below to evaluate your partner's notes.

- general sense is clear
- the main ideas are complete sentences
- details are necessary and add relevant information
- the sequence of events is well-defined
- the reported speech dialogs add emotion
- the reported dialogs are well-written

Hmmm... I think you're right. I'll say that the color of the balloons is my favorite color to make that detail more relevant.

I think the information about the color of the balloons in your surprise party is unnecessary.



14 Work with the same partner and define the moments where you could use expressions and nonverbal elements (pauses, tone of voice, etc.) to create suspense in your narration. Write that down.

Intermediate Assessment

15 Circle the statement that best describes how you worked in this stage according to the aspects in the table below.

Aspect	I did very well	I did well	I need help	Go to
Sequencing ideas	I ordered events in the correct order using sequencing words.	I ordered events in the correct order using a few sequencing words.	I didn't order events correctly, and I didn't use sequencing words.	Page 103, Exercise 8
Reporting dialogs	My reported dialogs add emotion to my narration and are well-written.	My reported dialogs add emotion to my narration, but I had to correct them.	My reported dialogs were not correct and made my narration difficult to understand.	Page 104, Exercise 10
Adding suspense	I know how to use nonverbal elements and expressions to add suspense to a narration.	I know the nonverbal elements and expressions to add suspense to a narration, but I hardly use them.	I don't know how to use the nonverbal elements and expressions to add suspense to a narration.	Page 105, Exercise 12

16 If you circled a statement in the third column, go to the exercises in the fourth column to review that aspect.

Development

1 Work in pairs. Listen to the conversation and discuss what the main ideas are and the details that add to them. Then share if something similar has ever happened to you.

A: One day when I was in third grade, I wore my school sweater inside out for a whole day!
B: Hahaha! That happened to me yesterday!

2 Work in pairs. Read the Skills box and role-play the conversation following the instructions below.

Silvia: Pam, let me tell you something totally unexpected that happened to me at school today.

Pam: Ok, let's hear it.

Silvia: I had a bad night and I **got up** late for school. And my mom made me feel very nervous. She told me to **hurry up** like ten times in five minutes.

Pam: How stressful!

Silvia: I got dressed in a minute and I obviously did not have time for breakfast. I **made it** to school **right on time**. Suddenly, I noticed everyone in class was ... I don't know the word ... I mean looking at me without taking their eyes off me.

Pam: Staring? Were many of your classmates staring at you?

Silvia: Yes! I looked at myself in the mirror to check if my face was clean and my hair well-combed. I looked fine. I was extremely confused and couldn't understand anything.

Pam: What happened then?

Silvia: Well, the whole morning I kept hearing a lot of whispering and caught many classmates ... staring at me. I was incredibly uncomfortable.

Pam: What happened next?

Silvia: At recess I sat down with Claudia. We were talking and, suddenly, she started laughing loudly. I asked her what was so funny and she pointed at my feet. I looked down, and guess what ...

Pam: What?

Silvia: I was in such a hurry this morning that I never noticed I had **put on** different right and left shoes! They were not a pair! They were not even alike! I was truly embarrassed!

Pam: Oh no! That's why everyone was staring at you!




- Take turns telling Silvia's anecdote.
- Student A will say Silvia's dialogs using synonyms for the nouns and adjectives. Student B will use nonverbal language to express Pam's reactions.
- Change roles.
- Student B will say Silvia's dialogs using descriptions for the verbs (*It's like ...*, *It's what you do when ...*, *It's similar to ...*). Student A will say Pam's dialogs changing his or her tone of voice to reflect strong emotions.



When you have a trouble remembering a word you need, you can use other words to describe it or you can slow down or use synonyms. For example, *It's like a ball, but it can float.*

Skills

For your Final Product

- 3  Work in pairs. Rehearse telling each other the unexpected situation you chose for the Final Product. Use the tips below.

Speaker

- Use a strong tone of voice for intense feelings.
- **Slow down** to create suspense after expressions like *suddenly* or *guess what*.
- Explain slowly with other words the terms you forget.



Listener

- Participate by asking questions such as: *What happened next? Then what happened? Why do you say that?*
- Use nonverbal language to react to what you hear.



A: Let me tell you something that happened to me last year. It was my birthday and no one remembered it. I was feeling blue.

B: Why do you say that?

A: Well, I received no birthday wishes during the day, but guess what ...

B: What happened?

A: I got home in the afternoon. I opened the door, and it was very silent. I asked if anyone was there and, suddenly, a bunch of people shouted "Happy Birthday!"

B: What happened next?

A: All my family and friends were there and we had a small party. In the end, they told me it was a plan to pretend they forgot my birthday to surprise me.

- 4 Take turns and give constructive feedback to your partner.

I think you really used a strong tone of voice when expressing intense feelings.

You can say that again but what I like the most is how you slowed down to create suspense.



Intermediate Assessment

- 5 Underline the option that best describes your progress describing unexpected events.

- 1 I can use strategies to express myself when I don't remember the exact word *very well* / *with some help* / *with difficulty*.
- 2 I can use expressions and nonverbal strategies to react to what I hear *very well* / *with some help* / *with difficulty*.

- 6 You can improve describing unexpected events by rehearsing with another partner and giving each other feedback.

Closure

Final Steps

- 1 Prepare yourself to share the oral testimony of your unexpected situation. Use the checklist below and review your story in your mind.

- Mention the events of your unexpected situation in sequence.
- Give details: time, place, what people said, your feelings.
- Raise your tone of voice to express strong emotions.
- Slow down for suspense with expressions like *suddenly* or *guess what*.
- Use synonyms and expressions to improvise when you don't know the exact words.

- 2 Work in small groups. Rehearse sharing your unexpected situation to prepare for a class presentation of oral testimonies. Take turns giving each other feedback on what to improve.

Collect your evidence

- 3 Go over the steps you have followed to prepare your Final Product throughout the unit and make sure you have all the tools to share your oral testimony.

Socialize

- 4 Work as a class. In turns, each of you will present your oral testimonies of a past unexpected situation for the whole class.
- 5 Listen respectfully to all the unexpected situations and make notes about what you like about the presentations of your classmates.
- 6 Share as a class some of the notes you made about the presentations.

Self-assessment

- 7 Discuss and answer if there's something you noticed in your classmates' work that you can use to improve.

My Final Product Performance	Very Well	Good Enough	I need help
My oral testimony followed a sequence and gave details (time, place, what people said, feelings).			
I raised my tone of voice to express strong emotions.			
I slowed down for suspense with expressions like <i>suddenly</i> or <i>guess what</i> .			
I used synonyms and expressions to improvise when I didn't know the exact words.			

Assessment

Formative Assessment

1 Discuss in small groups the following aspects. Then check (✓) the answer that describes how well prepared you are at this point.

- 1 I find it difficult to ...
- describe an event in English.
 - give details about an event in English.
 - retell what other people told me in English.
 - work collaboratively with a partner.

2 Now that you have finished this unit, answer the questions so you recognize those aspects where you need to improve. Share your answers in small groups.

- 1 Do you need help to make notes in English?
- 2 How well do you think you can identify feelings and emotions?
- 3 What should you include when you describe an unexpected situation?
- 4 What can you do to understand better when you listen to an oral testimony?
- 5 What can you do to improve your performance?

Peer Assessment

3 Get together with classmates you worked with as a group during the unit and describe together your teamwork performance. Discuss what you all need to improve.

- We took turns and listened to others attentively.
- We helped each other prepare for our presentation.
- We offered constructive and respectful feedback.
- We accepted and respected all the ideas and suggestions.

4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

calm down (v) – to stop feeling upset, angry or excited

can't believe my ears (phrase) – used for emphasizing that you are extremely surprised or angry about something

can't believe my luck (phrase) – to be very surprised and very pleased because something good has happened by chance

face to face (phrase) – meeting someone in the same place, in person

fall asleep (v) – to start to sleep

feel blue (idiom) – to feel sad

get on (v) – to go onto a bus, train or boat

get out (v) – to leave a closed vehicle, building, etc.

get up (v) – to get out of bed after sleeping

hurry up (v) – to do something more quickly

make it right on time (phrase) – to arrive at the expected or correct time

put on (v) – to move something you wear onto your body

slow down (v) – to be less active and relax more

turn on (v) – to make something start working

wake up (v) – to stop sleeping

where on earth (phrase) – used for adding emphasis to questions

worried sick (phrase) – extremely worried

you can say that again (idiom) – used to express strong agreement with what someone has said

You can use this space to make your own glossary with words from the unit.



Stage 2

Read narrative texts and understand general sense, main ideas, and details.



Stage 1

Select and review narrative texts.

Unit 7

Stage 3

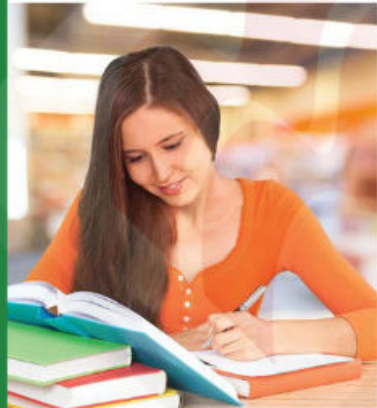
Describe characters.

Social Practice of the Language:

Read fantasy or suspense literature to evaluate cultural differences.

Stage 4

Write sentences based on words and expressions that communicate emotions.



Social Learning Environment:
Recreational and Literary

Communicative Activity:
Understanding oneself and others

Product:
Comic strip

Macmillan Education
Prohibida su descarga y venta

Opening

Let's start together

1 **Work in groups. Discuss and answer the questions.**

- 1 What differences are there between fantasy and suspense stories?
- 2 Which fantasy or suspense stories have you read?
- 3 What texts do you prefer to read?

Initial Assessment

In this unit you will make a comic strip based on a fantasy or suspense story. In the list there are some things you need to do so that you can make the comic. Underline those that describe you now.

- 1 Read fantasy and suspense stories in English.
 - a) I read them all the time.
 - b) I only read them in my mother tongue.
 - c) I never read stories.
- 2 Identify and describe characters and events in a story.
 - a) It is not difficult for me.
 - b) I can identify them but I need help to describe them.
 - c) I don't know what a character or an event is.
- 3 Plan a sequence of events.
 - a) Yes, I have done it before.
 - b) It is difficult, but I can do it with help.
 - c) I have never planned one.
- 4 Write simple dialog lines.
 - a) I think it's easy.
 - b) I need a lot of help.
 - c) I am sure I can't do it.



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Development

- 1 Read the covers of the book *Great Heroes* and look for the elements in the box on the covers of the book.

author title synopsis publishing house
author's biography year and place of publishing

back cover

Great Heroes is a fantasy novel by the young promising author Ixchel Gutiérrez. The protagonists are two best friends, Den Vok and Raster Iska, who acquire super powers. These brave teenagers had worked together to protect the city of Maxipolis for a long time. Thanks to them, Maxipolis was a safe city and a nice place to live in, until things started to change. The novel has been translated into several languages and turned into a popular comic series.

Great Heroes by Ixchel Gutiérrez



front cover

inside cover



Ixchel Gutiérrez is a young Mexican author who has acquired world fame with her first novel, *Great Heroes*. She is proud of her relationship with her friends, which is where she got the inspiration for her characters.

colophon

by Ixchel Gutiérrez
Editorial Amoxtlí © 2017
Printed in Mexico City, Mexico.



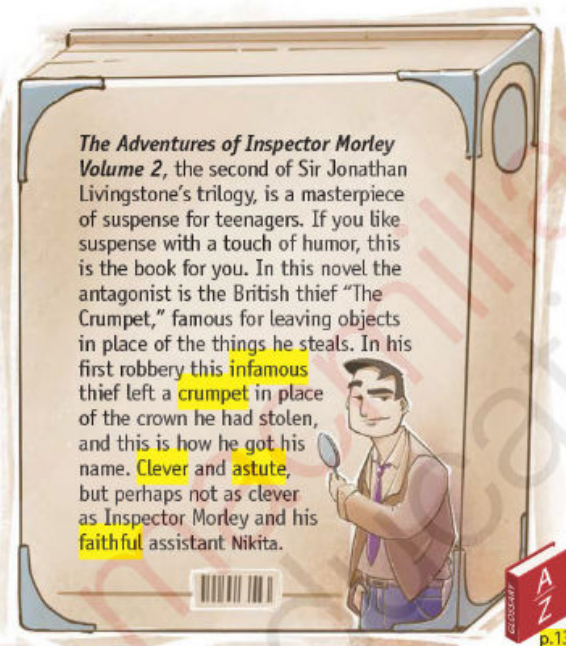
- 2 Work in pairs. Discuss if you ever check the elements identified in Exercise 1 when you want to select a book to read. Do you think they are useful?



A: I never see them!

B: I sometimes check the synopsis.

- 3 Read the back cover of the book *The Adventures of Inspector Morley*. Then, read the information in the Skills box and discuss the questions with a partner.



The Adventures of Inspector Morley Volume 2, the second of Sir Jonathan Livingstone's trilogy, is a masterpiece of suspense for teenagers. If you like suspense with a touch of humor, this is the book for you. In this novel the antagonist is the British thief "The Crumpet," famous for leaving objects in place of the things he steals. In his first robbery this infamous thief left a crumpet in place of the crown he had stolen, and this is how he got his name. Clever and astute, but perhaps not as clever as Inspector Morley and his faithful assistant Nikita.



- 1 Do you think this is an informative or a narrative text? Why?
- 2 Does reading a synopsis help you decide if it is a book you want to read? Why?

Informative texts give information about a topic like the history texts you read in Unit 4. Narrative texts tell stories for entertainment and artistic purposes, and they refer to fictional events and people (imaginary), while informative texts refer to people and events that really exist or existed.

Skills

- 4 Read again the synopsis on both book covers in Exercises 1 and 3. Then answer the questions with a partner.

- 1 In suspense stories, the reader feels curiosity and expectation to know what will happen. Which of the two books seems to be a story of suspense?
- 2 In fantasy stories, actions and characters are supernatural and situations are far from the real world. Which of the two books seems to be fantasy?

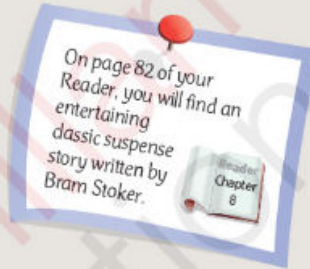
On the covers of physical books, you can find general information such as the type of text it is (informative, narrative, suspense, fantasy, etc.) and get a general idea about who the main characters are, where it takes place, and what it is about. Use them to help you select a text you need or want to read.

Skills


For your **Final Product**

5 With the help of book covers and their synopsis, choose a suspense or fantasy book you find interesting. If you can't use a library, choose one of the texts from this unit or use your Reader.

Title: _____
 Author: _____
 Publishing house: _____
 Year and place of publishing: _____
 Synopsis (What it will be about): _____



6 Work in small groups. Exchange the information about the books you found. Share ideas about each book and vote to select the one you like the most. If the book is too long, just choose a chapter or a fragment. Explain why you like it.

-  A: I prefer *Great Heroes* because I like books that are about superheroes.
 B: I think I want to work with *The Adventures of Inspector Morley* because I like to learn about other cultures.
 C: I agree. I think a story in another country could be more exciting.

The name of the story we chose is: _____

Intermediate Assessment

7 Check (✓) the statements that describe what you learned.

- 1 Next time I need to choose a book, I will know what to look for on the cover to see if it is a book I want or need.
- 2 I can tell if a text is narrative or informative.
- 3 I now have a general idea of what suspense and fantasy mean.

8 Work in pairs. Share your answers from Exercise 7 and review pages 114 and 115 if you need help. For extra practice to select stories, check other books you can get and look at the covers to find out the type of content it probably has.

Development

1 Work in small groups. Read the text and when you finish, discuss the questions below about the underlined words. Look up the words in the Glossary if necessary.

**Chapter II:
 The Finale**

- The Crumpet had eluded the authorities for a whole year and had not been caught yet. What's more, exactly a year had passed since the Crumpet's first robbery on December 31st. Since then, the Crumpet had already committed four thefts, leaving different objects at each site: the first one was a crumpet, and since then, the police gave the thief this alias. Then were left a scone, a bowler hat, and a teacup—all so terribly British. But this time, Inspector Morley and his faithful assistant Nikita were one step ahead. They made a plan to capture the Crumpet in the act. They had received a tip from Scotland Yard, the headquarters of the London police. Apparently, the Crumpet intended to strike again on New Year's Eve at Lord and Lady Byron's New Year's Eve party that gathered the wealthiest and most powerful people in Britain.
- There were hundreds of guests that evening all wearing costumes and masks, but more importantly, they were wearing their most expensive jewelry and accessories. There were guests dancing in the ballroom while others were chatting in the Grand Hall. Guessing where the Crumpet would strike was impossible, but Inspector Morley had a theory. He believed the Crumpet would not expose himself by robbing at the actual party and that, instead, he would try to steal Lady Byron's valuable tiara from her safe. The detective's plan was to hide with Nikita in the library, where the safe was, to wait for the Crumpet to show up. Inspector Morley was hiding behind the curtain while Nikita was hiding under the desk by the safe.
- The clock was announcing the end of the old year and the beginning of the new one when a short slim figure, dressed in black and wearing a mask climbed in through the library window. It was pitch-black, but Inspector Morley and Nikita were wearing special nighttime-vision eyeglasses. The thief walked up to the safe and was about to open it when Nikita jumped and started struggling with the robber. At that moment, Inspector Morley tapped the Crumpet on the shoulder and very politely exclaimed, "So sorry, old fellow." and proceeded to use the tip of his umbrella to spray the robber's eyes with pepper spray.
- The next day the newspaper headlines were all about the notorious Crumpet, but not about how Inspector Morley and Nikita had caught this infamous thief, but about the fact the Crumpet turned out to be a "she" and not a "he." To everyone's surprise, all these months, it had been a woman evading the authorities all along.



The Adventures of Inspector Morley



- Are the underlined objects common where you live? What objects do you think the robber would leave in a story set in Mexico?
- Do we have aristocratic titles like *Lord* and *Lady* in Mexico? Think of names these characters could have in a story set in Mexico.
- How do you call the local headquarters of the police?

Identifying places, names, and certain objects can help you know where the actions in the story take place and help you notice certain cultural aspects. This can help you understand and enjoy a text better.

For your Final Product

- 2 Read the story you selected in Stage 1. Identify the setting where the story you chose takes place. Is it real or imaginary? What cultural traits in the story (language, food, dressing, customs, beliefs, etc.) help you understand what kind of place it is? Complete the following information.

The story happens in _____
 Cultural traits described in the story: _____

- 3 Read again the story from Exercise 1 and put the number of the paragraph next to its description.

- 1 This paragraph describes the climax of the story. _____
- 2 This paragraph concludes the story with a twist. _____
- 3 This paragraph provides some background information. _____
- 4 This paragraph sets the scene. _____

The main characters appear during the most important events of the story. Incidental characters do not affect too much the main events and appear only once or occasionally. In narrative texts, there are usually some introduction parts that give background information or explain what happened before the main event. The most important events develop until they reach a climax and conclude. Sometimes there are unexpected events or twists which are common in suspense texts.

Skills

For your Final Product

- 4 Work in groups. Read again the story you selected together and make notes about the main characters and the main events that develop until the end of the story.

Main Characters:
 Nikita, Inspector Morley, the Crumpet
 Main Events:
 Nikita and Inspector Morley make a plan.
 They hide in the library and wait. The Crumpet arrives.
 They capture the Crumpet after a struggle.
 The identity of the Crumpet is revealed.

Main Characters:
 Main Events:

- 5 Work in pairs. Read the events from the story in Exercise 1 and identify which ones are placed in the timeline. Discuss why some events listed don't appear in the timeline.

Events

The Crumpet once left a teacup in the crime scene.
 The Crumpet and Nikita struggle and Morley sprays pepper gas on the robber's eyes.
 Inspector Morley gets a tip from Scotland Yard and makes a plan with Nikita.
 Nikita and the inspector wear night vision glasses.
 The Crumpet's identity is revealed.
 The Crumpet had eluded the authorities for a whole year.
 The Crumpet enters the library through the window.

The Crumpet had eluded the authorities for a whole year.

The Crumpet and Nikita struggle and Morley sprays pepper gas on the robber's eyes.



Making timelines is a way to determine the main events and the order in which they happen. This will help you understand a story better. Timelines don't include background information or details, just the main events that happen.

Skills

- A: When the Crumpet left a teacup wasn't included in the timeline.
- B: I think that event was important for the character but it wasn't important for the story.

For your Final Product

- 6 Work in groups. Make a timeline with the notes you previously wrote about the main characters and main events of the story you selected for your Final Product.



7 Work in pairs. Read some main ideas from the story in Exercise 1. Then discuss and choose the detail you think adds something special or interesting to the story.

- Nikita and Inspector Morley capture the Crumpet.
 - In the library.
 - With pepper spray from Morley's special umbrella.
- The Crumpet's identity is revealed at the end.
 - And she is a woman!
 - And newspaper headlines talk about it.



8 Read again the story and share with a partner other details you think add something special or interesting to the story.

- A: I think the special umbrella is funny.
 B: I think the night vision eyeglasses are cool!

For your Final Product

9 Work with your Final Product team. Review the text you are reading and the main events you put in your timeline. Make a list of details that add something interesting or attractive to your story.

10 Work in pairs. Read the story from Exercise 1 again and compare it to the comic below. Discuss what paragraphs in the story are represented in the comic and which are not.



- A: The second picture belongs to Paragraph 3 in the story.
 B: I think Paragraph 1 is not represented in the comic strip.

11 Work in small groups. Read the sentences and discuss if they describe narrative texts or comics. Use the comic from Exercise 10 and the story in Exercise 1 as reference.

- This text has more opportunities to give detailed background information.
- This text presents the actions of main events with pictures.
- This text requires the reader to imagine the appearance of the characters described.
- This text adds what characters say and think in bubbles with short sentences.

I think narrative texts give more background information than comics.

I agree. Comics use very little text.



Stories can be adapted into comics by identifying the main events and presenting them in a sequence of pictures. Comics don't describe characters or actions because we see them in the pictures; in narrative texts we have to imagine what the words say. Comics select important things characters think and say and put them in short sentences inside bubbles.

Skills

For your Final Product

12 Get together with your team to plan your comic by deciding what events from your timeline will become scenes in your comic, and which details you decided can be included. List the characters that will appear in the scenes.

Planning my Comic Scenes

- Scene 1: The Crumpet enters through the window.
- Scene 2: The Crumpet goes to the safe and Nikita jumps to capture her.

Characters

The Crumpet, Nikita

Don't include incidental characters in your scene if they are not really necessary.

Planning my Comic Scenes

Characters

Intermediate Assessment

13 Write the number that reflects how you worked.

KEY

1 I did it well. 2 I did it with help. 3 I still can't do it.

- 1 I identified main events and characters participating in them.
- 2 I made a timeline to understand and plan sequence of events.
- 3 I planned scenes for a comic with main events, details and characters.

If you are not sure of what you learned, do again Exercises 4, 6, 9, and 12. If you need more guidance, ask your teacher for help.



Development

1 Work in pairs. Read the text and discuss which of the superheroes mentioned you like better and why.

Chapter 2:
SUPERHEROES TO THE RESCUE

Den Vok was 30 years old and he had short, black hair, and brown eyes. He was tall, athletic, and very strong. He had the ability of controlling light and darkness with his special glasses. He always carried a reinforced titanium shield that protected him when fighting enemies. What people in Maxipolis liked a lot about him was that he was funny and patient with children. He always had time to talk to children and take a picture with them.

Raster Iska was only 22, but she had started fighting crime since high school. She had psychic powers that gave her the ability of moving objects with her mind. Her strong mind also gave her the ability of reading other people's thoughts. She was also tall and slim, with beautiful blue eyes and blond hair. The citizens of Maxipolis liked Raster Iska because she was brave and perseverant. She never gave up no matter how difficult the circumstances were.

Things started to change in Maxipolis. It was such a nice and peaceful city that it attracted the attention of many villains. Crimes began happening in many places at the same time, and Raster Iska and Den Vok were very busy. They tried desperately to be in every place they were needed, but it was impossible. There had been way too much chaos in Maxipolis and these superheroes needed to find a solution quickly. After a long conversation, the superheroes decided they needed help and asked themselves what they could do to get some extra hands to fight crime. They came up with a solution: they would organize a convention with all the superheroes that protected the planet and ask them to work together as a league to defend the people of Maxipolis.

What a group they assembled! Mos Ber and Abravia accepted immediately. Mos Ber said he was the strongest man on Earth and had the ability of lifting heavy objects. He could lift a building effortlessly. Mos Ber was very optimistic and everyone liked that about him. Abravia told them she could travel in time to help people escape from danger. Abravia was kind and Raster Iska was happy to have another girl in the group. The four superheroes piled up their hands together to make a pact. Den Vok said he was very grateful. Raster Iska couldn't be happier. She looked at them quite joyfully and said that was the beginning of an unbreakable super friendship.

Great Heroes 27



- A: I think the best superhero is Abravia because she doesn't have to fight. She travels in time and rescues people before bad things happen.
B: I agree with you. It's a great superpower.

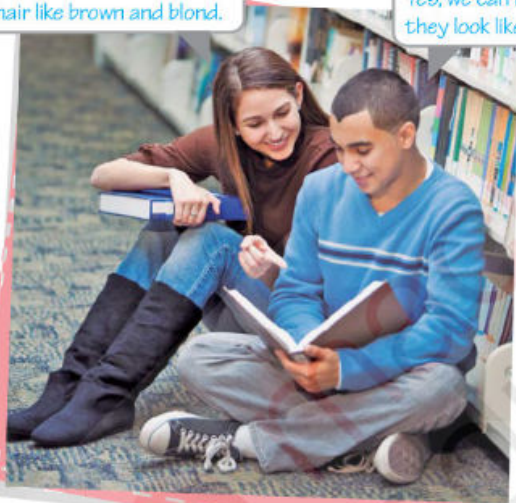
- C: I have a different opinion. I think it is dangerous to change things in the past. There can be unpredictable consequences in the present.
D: I also disagree. I prefer a typical superhero with extraordinary strength. I think that's more exciting.

2 Go back to the text in Exercise 1 and look at the underlined words. Then discuss the questions with a partner.

- 1 What kind of details do these words add to the story?
- 2 Do some of these words tell us what characters or things look like? Which?
- 3 Do some of these words tell us something about the way an action is done in the story? Which?

They tell us the color of the heroes' hair like brown and blond.

Yes, we can imagine what they look like.



The words you discussed in Exercise 2 are called adjectives and adverbs. Adjectives describe people, places, and things. Adverbs describe actions. We usually write adjectives before the word they describe and adverbs after the action they describe.

Language

3 Write some notes and describing words about two characters of the story in Exercise 1. In pairs, take turns describing them with the help of your notes, if necessary.

Character: _____

Character: _____

A: Raster Iska is blond. She has blue eyes.
B: Den Wok is strong. He has big muscles.

For your Final Product

4 Work with the text you chose for your comic. With your teammates, look for words that describe the main characters from the story that you will use in the scenes of your comic. This will help you decide how to draw them. Make a list of words that best describe your main characters.

Words to describe my characters

Character: Raster Iska
 Physical appearance: tall, slim, blue eyes, blond hair
 Personality: brave, perseverant

Words to describe my characters

Character:
 Physical appearance:
 Personality:

Character:
 Physical appearance:
 Personality:

Character:
 Physical appearance:
 Personality:

Character:
 Physical appearance:
 Personality:

5 Keep working with your text to find the clues needed to describe the setting or settings where your story takes place. Use the notes you wrote on page 118, Exercise 2, and try to describe the place in detail. This will help you draw the scenes for your comic. Compare the place with your own community. Are they alike? How?

Scene: Maxipolis is a big, modern city that used to be quite peaceful. There are tall buildings and many children. The people that live there truly appreciate their superheroes.

Scene Plan

6 Work as a class. Share what you think about the text of superheroes in Exercise 1 based on the questions below.

- 1 What do you think about the superheroes? Are they original?
- 2 Do you like fantasy stories with superheroes? What do you think about stories like this?
- 3 Is it common in your community to read about superheroes?
- 4 Would you like to read more about this story?

I believe these superheroes are not original. There are many like them in other stories. I think they are boring.

I think Abravia is a very original superhero. I would like to read more about her adventures.

I liked the idea of a group of superheroes working together. Maybe it's not original, but I like stories like that!

Well, honestly I don't like superheroes. I prefer characters that are more realistic. I didn't like the story at all.

Intermediate Assessment

7 Work in pairs. Answer the questions.

- 1 Is this the first time you describe characters in English? If your answer is yes, tell your partner what helped you do it. If your answer is no, ask your partner what he / she learned so you can do it better.
- 2 Do you feel confident describing characters you read about? Explain to your partner.

8 If you don't feel confident describing characters or need more practice, review Exercises 2 to 4. Then use any story you know and practice describing them with your partner.

Complete and write sentences based on characters' actions and features.

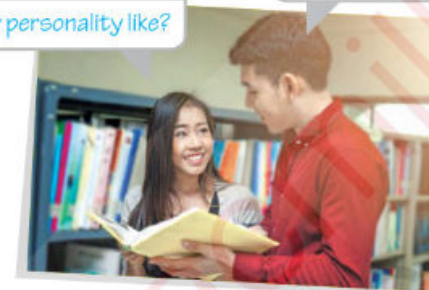
Development

1 Work in pairs. Review the story *Superheroes to the Rescue* on page 123. Each of you will choose one superhero. Ask each other the questions below to describe the characters you chose.

- 1 Is your character a man or a woman?
- 2 What does he / she look like?
- 3 What is his / her personality like?
- 4 What abilities does he / she have?
- 5 Do you remember something your character said?

What is her personality like?

Raster Iska is brave and perseverant.



2 Now, complete sentences in written form about the superhero you chose. Read the Language Box and follow the examples as a guide.

Physical Appearance and Personality

She is a woman. She is brave.

Abilities

She can fly. She can see the future.

What He / She Said

He said he was grateful.

You can use the verb to be (*am, is, are*) to describe physical or personality characteristics. *Can* is useful to describe an ability or skill. *Say* and *tell* are common verbs to refer what a character expressed in words.

Language

- 3 Read the Language box and put what the characters said in the story you read on page 123 as they would appear in a comic.

Abravia told them she could travel in time to help people escape from danger.

Raster Iska looked at them joyfully and said it was the beginning of an unbreakable super friendship.

Den Vok said he was very grateful.

Narrative texts can include what people said in indirect speech, like the example sentences, or with quotation marks (") in direct speech. Comics only use brief lines in direct speech and put them in speech bubbles, and mostly in the present tense (*I am very grateful!*).

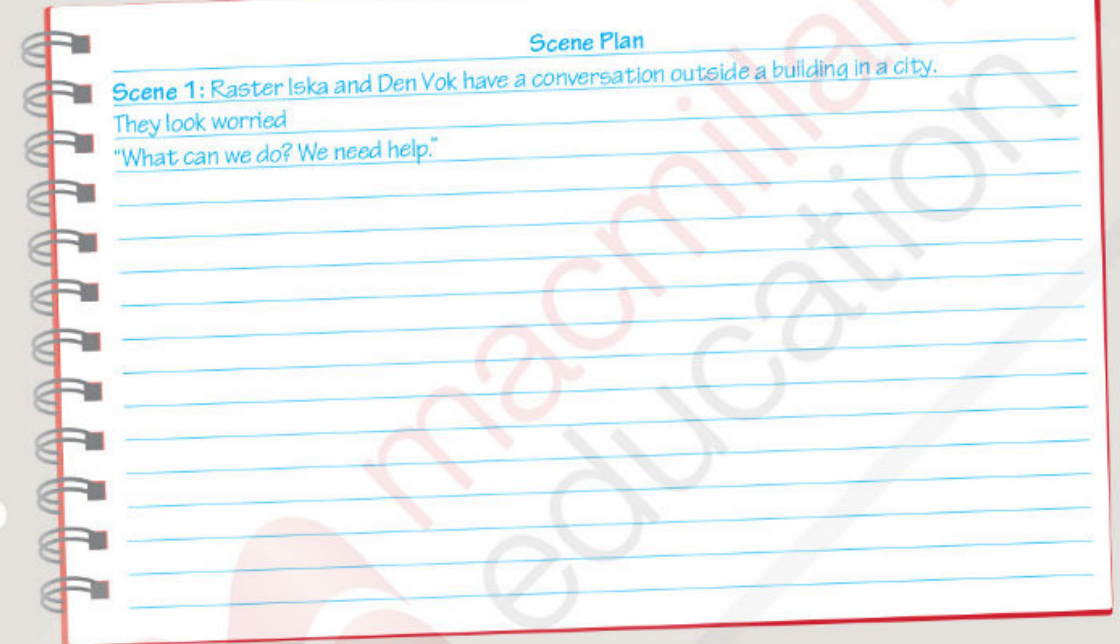
Language

Mos Ber said he was the strongest man on Earth and had the ability of lifting heavy objects.



For your Final Product

- 4 Get together with your Final Product team. Go back to Exercise 5 on page 125 and add more sentences to your notes about what the characters will say in a speech bubble. Remember to use direct speech.



- 5 Now you have all you need to make your comic. Follow your scene plan and character descriptions to draw each panel. If possible, use your notebook or do it on construction paper and make sure your pictures show the actions and appearance of characters.



- 6 Look at the sentences that describe characters and discuss what punctuation marks you need to use when you make a list of different physical characteristics in a sentence.

Den Yok was 30 years old. He had short black hair, a big smile, and brown eyes. He was tall, athletic, and very strong.

When you make a list of several things in a sentence, like a list of physical characteristics, separate each item with a comma and add the word *and* before the final one to indicate it is the last item on the list. Don't forget to put a period (.), a question mark (?), or an exclamation mark (!) to finish your sentences.

Language

For your Final Product

- 7 Write some paragraphs in your notebook to complete your product. Answer each of the questions with complete sentences to form the paragraphs with the help of your comic and character cards.

Paragraph 1:

What is the title of your comic?
Who are the characters? What do they look like?
What are their abilities and characteristics?

Paragraph 2:

What happened? What did the characters say?

Paragraph 3:

How did everything end?

The Adventures of Inspector Morley

The main characters of my comic are Inspector Morley, Nikita, and the Crumpet. Inspector Morley is smart...

Intermediate Assessment

- 8 Read the statements and check (✓) them, if you are sure you can do what is described.

- 1 I can write short sentences about physical appearance, abilities and personality of characters.
- 2 I can write speech bubbles with things that characters express.
- 3 I use punctuation marks in the sentences I write.

- 9 If you are not sure you can do the activities described in Exercise 8, go back and solve Exercises 1 to 7 by yourself. Ask classmates who are sure of answers to lend you their books and compare the exercises to clarify your doubts. If you need more guidance, ask your teacher for help.

Closure

Final Steps

- 1 Work in pairs. Exchange the paragraphs your group wrote. Read them to check if your partner included all the elements in the checklist below.

- The first paragraph includes the title of the story and the description of the characters.
- The second paragraph explains what happened and what the characters said.
- The third paragraph says how the story ends.

- 2 If your partner points out something you forgot to include, correct your paragraphs and write a final version on a piece of paper. Paste your paragraph next to the comic you created.

Collect your evidence

- 3 Now that you read the story you selected and prepared a comic about it with the main events and characters, you are ready to show your work.

Socialize

- 4 Present your comic to the class. As you show them the scenes, read your paragraphs out loud for your classmates to understand the story better.
- 5 After all your classmates have finished, vote as a class for the three best comics in class.
- 6 As a class, review the winner comics and discuss if the places, the objects, the people, and the culture are similar or different to the ones you have in your community.
- 7 Discuss in groups.
 - 1 What was the thing you liked most about the comics the class voted as the best?
 - 2 What was the easiest and the most difficult thing about making a comic?

Self-assessment

- 8 Now that you created a comic from a fantasy or suspense text, say how well you developed it.

My Final Product	I think	My partner thinks
My comic had all the elements. There were clear pictures and dialogs correctly written in direct speech in the bubbles.		
I included the main events and the main characters of the story in the comic I made.		
I identified cultural differences from my text and compared them with my community.		

Assessment

Formative Assessment

1 Now that you have completed this unit, underline the activities you can do now that your first saw on the Opening. When you finish, compare your answers with those on page 113 and notice your progress.

- 1 Read fantasy and suspense stories in English.
 - a) I read them all the time.
 - b) I only read them in my mother tongue.
 - c) I never read stories.
- 2 Identify and describe characters and events in a story.
 - a) It is not difficult for me.
 - b) I can identify them but I need help to describe them.
 - c) I don't know what a character or an event is.
- 3 Plan a sequence of events.
 - a) Yes, I have done it before.
 - b) It is difficult, but I can do it with help.
 - c) I have never planned one.
- 4 Write simple dialog lines.
 - a) I think it's easy.
 - b) I need a lot of help.
 - c) I am sure I can't do it.

Peer Assessment

2 Get together with classmates you worked with as a group during the unit and answer the questions to describe your teamwork performance. When you finish, write the aspects that you need to improve next time you work with other classmates.

- 1 Did all the team members take turns and listen to others attentively?
- 2 Did all the team members help to prepare for the presentation of the comic?
- 3 Did all the team members offer constructive and respectful feedback?
- 4 Did all the team members respect others' ideas and suggestions?
- 5 I need to improve _____

If you don't respect turns and let others speak during teamwork, not everyone participates and some people can get angry. Speak when it is your turn, and try to help everyone participate.

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

apparently (adv) – used to describe something that appears to be truth based on what is known

astute (adj) – good at judging situations and people quickly and able to use this knowledge for personal benefit

bowler hat (n) – a round hard black or brown hat worn by men, especially in Britain

clever (adj) – good at learning or understanding things

crumpet (n) – a flat round cake eaten hot with butter

desperately (adv) – in a very worried or angry way

effortlessly (adv) – done well or successfully and without any effort

exactly (adv) – no more and no less than a particular amount or time

expensive (adj) – something that costs a lot of money

faithful (adj) – continuing to support someone or be their friend, even in a difficult situation

immediately (adv) – very quickly and without delay

infamous (adj) – well known for something bad

joyfully (adv) – expressing great happiness

patient (adj) – someone who is able to wait for a long time or deal with a difficult situation without becoming angry or upset

perseverant (adj) – persistent (positively) in doing something despite difficulty

politely (adv) – doing something in a respectful and considerate way

powerful (adj) – able to influence or control other people's actions, or events

promising (adj) – likely to be successful or good

proud (adj) – feeling happy about your achievements, your possessions, or people who you are connected with

quickly (adv) – at a fast speed

safe (adj) – protected from being hurt, damaged, lost, stolen etc.

scone (n) – a small soft cake that sometimes contains dried fruit

very (adv) – used for emphasizing that a quality exists or is true to a great degree

wealthy (adj) – to have a large amount of money, land, and other valuable things

You can use this space to make your own glossary with words from the unit.





Stage 2

Exchange proposals and opinions to open a conversation.



Stage 3

Ask and answer questions to go deeper in a conversation.

Stage 1

Negotiate a topic for a conversation about cultural habits.

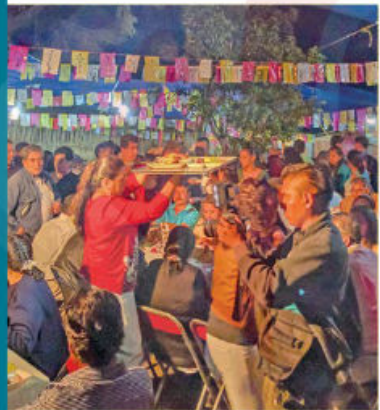
Unit 8

Social Practice of the Language:

Talk about cultural habits of different countries.

Stage 4

Use strategies to keep going and conclude a conversation about cultural habits.



Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with specific purposes

Product:

Conversation

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Opening

Let's start together

1 Work in small groups. Look at the pictures on the previous page and describe what you see. Answer the following questions.

- 1 What are the people in the pictures doing?
- 2 Can you tell where they are?
- 3 Which cultures and habits are represented in the pictures? What details help you identify them?
- 4 Compare these pictures with the way different Mexican communities prepare for a festival. How are they alike or different?

Initial Assessment

In this unit you will have a conversation about cultural habits. Read the task and write *I'm sure I can do it*, *I think I can do it*, or *I'm not sure I can do it* according to how well prepared you feel now. Then share your answers with a partner and give examples to support them.

- 1 I can start a conversation in English. _____
- 2 I can ask questions about a topic in English. _____
- 3 I can keep a conversation going in English. _____
- 4 I know how to conclude a conversation in English. _____
- 5 I can use feedback to improve. _____



A: I can have a conversation in English, because I had a conversation last unit.

B: I'm not sure I can give feedback.



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Development

- 1 Look at the pictures and discuss with a classmate what a cultural habit is and write it down in your notebook.



- 2 Read the Skills box and compare your answers to Exercise 1. Discuss with a classmate which other examples of cultural habits you know or even practice.

Cultural habits are experiences, actions and beliefs shared by a large number of people in a particular place in the world.

Skills

- 3 Listen to a conversation between students and discuss what they are talking about.



A: They're talking about cultural habits.

B: I think they're deciding about what they will talk about.

- 4 Work in groups. Read the conversation you listened to in Exercise 3. Underline Jimmy's and Paola's opinions, and circle the expressions they use to agree or disagree.

Paola: What cultural habit can we talk about?

Jimmy: Why don't we talk about *piñatas*?

Paola: *Piñatas* sound like fun but ... In my opinion, they are not a cultural tradition.

Jimmy: I don't agree. In my community, they are very important for our traditional *posadas*. All the neighbors help make *piñatas* for the street parties. It's a big deal for us!

Pedro: I agree with Jimmy. But I have another idea. My family is from Oaxaca, we can talk about the *Guelaguetza*.

Jimmy: That's a good idea! The *Guelaguetza* is more than a celebration. You can see how people make *mole*, chocolate, or other traditional crafts like their famous embroidered clothes. There is a lot to say about people from Oaxaca in this topic.

Paola: Yes, and then we can talk about similar cultural habits in other countries.

Jimmy: I don't think so. I don't know much about other countries.

Paola: We can share what we know and read a little to have more information.

Jimmy: I think it is a good topic. Do you all agree?

Paola and Pedro: Yes!



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- 5 Work in pairs. Share your own opinions about *piñatas* in traditional festivals. Do you agree with Jimmy or Paola?



A: I agree with Jimmy because *piñatas* are very important for festivals in my community.

B: I don't agree. I think just like Paola, *piñatas* are interesting, but they're not a cultural habit.

- 6 Look at the conversation in Exercise 4 again. Do they reach an agreement? What expressions do they use to reach it?

For your Final Product

- 7 Your Final Product for this unit is a conversation about cultural habits from different countries. To prepare for it, work in groups to brainstorm cultural habits that you all consider interesting. You could also research about other cultural habits from different countries. Write your ideas in your notebook.

The *Guelaguetza* in Oaxaca and other important festivals in other countries.



- 8 Work in small groups and discuss to define the topic for your conversation. Give your opinions and use expressions to agree and disagree. Finally, decide on the topic you consider the most interesting.

The topic we agreed to talk about is _____

Intermediate Assessment

- 9 Read the statements and write a number score according to how you performed during the conversation to decide a topic.

Aspects	My Score
I could propose a topic and explain my reasons why we should use it.	
I used expressions to agree or disagree with the opinions of my partners.	
I listened to everyone's opinions and helped to reach an agreement.	

KEY

1 I did this well. 2 I had some problems, but I did it. 3 I need to practice more. 4 I need help.

- 10 If you need help explaining your opinion, using expressions to agree or disagree, or reaching an agreement, you can go back to Exercise 4. Find more examples, and have your conversation again if necessary.

Development

- 1 Work in pairs. Take turns reading this part of the conversation out loud. What topic from Stage 1 do they continue talking about?

Paola: Hi, guys! Are you ready to talk about the topic we agreed? Who wants to start?

Pedro: We agreed to talk about the *Guelaguetza* and other important **indigenous** festivals from other countries. I found ideas. I mean, I asked my family and they gave me some ideas. For the *Guelaguetza*, we can talk about the state of Oaxaca in general, the dances, the **costumes**, the food ...

Jimmy: I don't mean to be **rude**, but in my opinion, the most important part of the *Guelaguetza* are the dances. That is the main part of the event.

Paola: I'm not sure about that. The dances **might** be important, but I believe another really important part are the costumes. They only dance with specific costumes.

Pedro: **Actually**, I think you're right, Paola. Each costume has history and meaning. During the event they explain the importance of the costumes before they start the dances.

Jimmy: So, the fact is that costumes and dances are connected.

Pedro: That's right.

Paola: Can I add something here before we continue? I don't know if the costumes ... Sorry, what I meant to say is that I want to know more about the costumes!



- 2 Look at the conversation in Exercise 1 and circle the expressions used to greet, present the topic, and make an invitation to participate. Compare your answers with a classmate.

A good way to start a conversation is by greeting. Then refer to what you are going to talk about and invite others to participate. Make sure you let others talk.

Skills

- 3 Work in pairs. Look at the conversation in Exercise 1 again and underline in different colors each person's opinion. Discuss with a classmate, what does each student say? Which expression does each one use?
- 4 Work in small groups to answer the questions.

- 1 Whose opinion is supported by a fact, Paola's, Jimmy's, or Pedro's? _____
- 2 What is the fact? _____



A: I think that when Jimmy says "the most important part of the *Guelaguetza* are the dances," that's an opinion, because it's his personal preference.
B: The part of "costumes and dances are connected" is a fact, because they explain it during the festival.



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For your Final Product

- 5 Work with the topic you chose in Stage 1. Discuss as a team which sources of information you can use for your topic and choose one. You can use the sources in the box for ideas.

magazines websites blogs ask people newspapers

- 6 Share your topic and your source with other teams and take turns exchanging opinions to help each other.

If you want to learn about diverse cultural habits from the world, you can look for videos about them online. You can start by looking at the Living Heritage videos the UNESCO provides on their site: <http://www.edutics.mx/5rP> With your partners, you can look for cultural habits to mention during the conversation for your Final Product.



- 7 Think about some opinions you have about the topic and write them down in a table like the one below.

My Opinion	A Fact to Support It
I think the <i>Guelaguetza</i> is an important festival.	The eight regions of the state of Oaxaca participate in this festival.

- 8 Use the source you chose from Exercise 5 and find facts to support each opinion from Exercise 7 and write them down in your table.
- 9 Work in pairs. Share your facts and opinions from Exercise 8.



A: Hi, guys! Let's get started. We agreed to talk about the *Guelaguetza*. Who wants to start?
B: I want to start. I think the *Guelaguetza* is the most important celebration in Oaxaca. In fact, the eight regions of the state participate. They all come to the capital of the state for this festival.

Intermediate Assessment

- 10 Circle the answer that best describes your participation in the conversation in Exercise 9.

Aspects	Yes	Yes, partially	I'm not sure	No
My partners and I opened the conversation, mentioned the topic, and invited others to speak.				
I gave my opinion.				
I supported my opinion with a fact.				

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11 Discuss with a partner what you could do to improve all the aspects you didn't mark with a Yes in Exercise 10. Then write down the ones you decide to do.

12 Now look at part of the conversation from Exercise 1. Check (✓) the purpose of each expression.

Paola: Can I add something here before we continue? I don't know if the costumes ... Sorry, what I meant to say is that I want to know more about the costumes!

1 *Sorry, what I meant to say is ...*

- To correct yourself and begin the idea again.
- To interrupt someone politely.
- To greet.

2 *Can I add something here before we continue?*

- To correct yourself and begin the idea again.
- To interrupt someone politely.
- To greet.

To interrupt politely, raise your voice a little bit to be heard but do not shout or be disrespectful. Try not to interrupt in the middle of an idea; wait until the person completes a point.

Skills

13 Work in pairs. Look at the conversation from Exercise 1 again. Underline one more expression to interrupt politely, and one more to correct yourself.

Paola: Hi, guys! Are you ready to talk about the topic we agreed? Who wants to start?

Pedro: We agreed to talk about the *Guelaguetza* and other important indigenous festivals from other countries. I found ideas. I mean, I asked my family and they gave me some ideas. For the *Guelaguetza*, we can talk about the state of Oaxaca in general, the dances, the costumes, the food ...

Jimmy: I don't mean to be rude, but in my opinion, the most important part of the *Guelaguetza* are the dances. That is the main part of the event.

Paola: I'm not sure about that. The dances might be important, but I believe another really important

part are the costumes. They only dance with specific costumes.

Pedro: Actually, I think you're right, Paola. Each costume has history and meaning. During the event they explain the importance of the costumes before they start the dances.

Jimmy: So, the fact is that costumes and dances are connected.

Pedro: That's right.

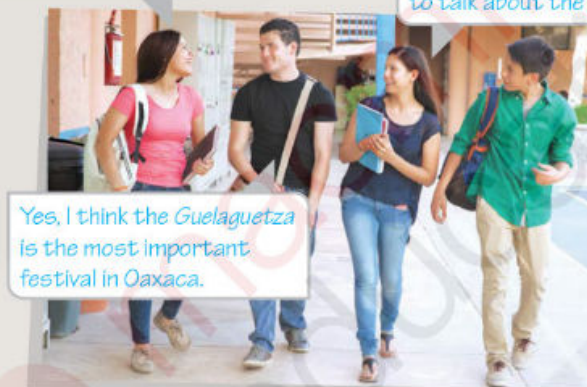
Paola: Can I add something here before we continue? I don't know if the costumes ... Sorry, what I meant to say is that I want to know more about the costumes!

For your Final Product

14 Work with your Final Product team on the topic you chose. Go to page 138 and remind yourselves of greetings and ways to present the topic and look up more ways to do both things, if necessary. Then take out the opinions and facts from Exercise 8 on page 139 and have them close to you. Greet each other, present the topic you want to discuss and exchange opinions about cultural habits of different countries with your team.

Hi, everybody! It's time to talk about cultural festivals.

Yeah, let's get started. We agreed to talk about the *Guelaguetza*.



Yes, I think the *Guelaguetza* is the most important festival in Oaxaca.

Intermediate Assessment

15 Work in pairs. Answer the questions together to evaluate your progress.

Criteria	Answers
1 What ways to open a conversation about an agreed topic can you mention?	
2 What did you learn about expressing points of view with facts and opinions?	
3 How can you interrupt politely or restart your idea if you make a mistake?	

16 If you are not sure you can answer the questions, go back and review the exercises.

- 1 To review different ways to open a conversation about an agreed topic, go back to Exercise 2.
- 2 To review how to express points of view with facts and opinions, go back to Exercises 3 and 4.
- 3 To review ways to interrupt politely or restart an idea when you made a mistake, go back to Exercise 12.
- 4 If necessary, ask your teacher for extra help.

Development

- 1 Listen to the second part of the conversation about indigenous festivals. Discuss: Why do they say that it is similar to the *Guelaguetza*?

Laura: Hello my friends. As we agreed, I will tell you about a cultural habit I discovered, the *Pow Wows*. I went to one in Phoenix, Arizona. My cousin, who lives there, invited me last summer.

Pedro: What is a *Pow Wow*, Laura?

Laura: It's a festival where Native Americans, their families, and friends get together to celebrate their culture.

Ana: What do you mean by *Native American*?

Laura: The first Americans ... the people who **inhabited** the USA when the Europeans arrived.

Ana: You mean Americans of indigenous origin.

Laura: That's right.

Mario: I see. And how do they celebrate?

Laura: They sing and dance.

Pedro: So, it's a day when Americans of indigenous origin meet to sing, dance, and pay **tribute** to their culture.

Laura: Exactly. That's why it's called a *Pow Wow* ... the word means *meeting*.

Mario: And who organizes a *Pow Wow*?

Laura: *Pow Wows* are organized by committees that work hard for weeks before the event.

Mario: And where do they get together?

Laura: In different places. Generally, wherever there are people who **belong** to the Native Nations.

Mario: And when does the ceremony actually start?

Laura: Well, the ceremony begins with the Grand Entry: A **parade** of the Native Nations veterans carrying various flags including **Tribal** flags.

Ana: Who **attends** a *Pow Wow*?

Laura: Usually anyone, but there are strict rules. Alcohol is strictly **forbidden** on the reservation territory, and you have to ask permission to take photographs or videos.

Ana: Why do you need permission?

Laura: Because some **elders** consider it disrespectful.

Pedro: What an interesting celebration! It's a bit like the *Guelaguetza*.



I think *Pow Wows* are like dance festivals.



I agree with you.

- 2 Work in pairs. Read the conversation from Exercise 1 and underline the questions. What is the purpose of each question?

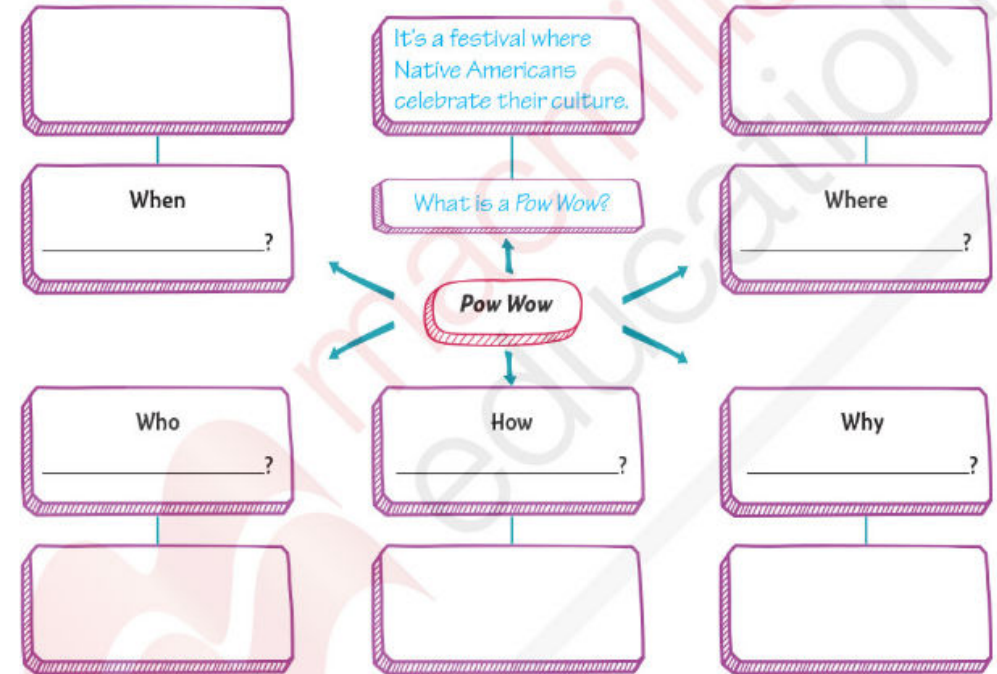
Remember that to ask for information and details in a conversation, it is helpful to ask questions with *when*, *where*, *what*, *why*, *how*, and *who*.

Skills

- 3 Work in small groups. Complete the questions in the graphic organizer. Then answer them with information from the conversation in Exercise 1. Finally, take turns practicing asking and answering these questions.


Remember that questions to ask for information are structured like this: Question word + auxiliary (*do*, *does*, *did*, etc.) + subject + verb in simple form + ? The question word *who* is an exception because it uses no auxiliary and the verb is conjugated as in affirmatives. (*Who dances in this festival?*)

Language



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For your Final Product

- 4  Work in pairs. To get ready to participate in the conversation about cultural habits, prepare some questions you would like to ask your partners. Use Exercise 3 as a model.

When does the Guelaguetza begin?

- 5 Work in pairs. Read an excerpt from the conversation in Exercise 1 and discuss the questions.

Pedro: What is a *Pow Wow*, Laura?

Laura: It's a festival where Native Americans, their families, and friends get together to celebrate their culture.

Ana: What do you mean by *Native American*?

Laura: The first Americans ... the people who inhabited the USA when the Europeans arrived.

Ana: You mean Americans of indigenous origin.

Laura: That's right.

Mario: I see. And how do they celebrate?

Laura: They sing and dance.

Pedro: So, it's a day when Americans of indigenous origin meet to sing, dance, and pay tribute to their culture.

Laura: Exactly. That's why it's called a *Pow Wow* ... the word means *meeting*.

- 1 What question did Ana use to ask something she didn't understand?
- 2 What expression does Ana use to confirm she understood Laura's explanation about what *Native American* is?
- 3 Why do you think Pedro repeats in his own words what Laura explained?

In conversations, as a listener it is good to say in other words what you hear to make sure you understood. You should also ask for clarification if you don't understand. As a speaker, you can rephrase information or explain it using different words. Try to give examples or extend details so everyone understands.

Skills



- 6 Work in pairs. Have a conversation about the cultural habit from Exercise 1. Ask for clarification when you don't understand and repeat what you hear in your own words to confirm understanding. You can use the conversation in the organizer as a guide.



Hi! Are you ready to talk about festivals? Do you want to start?

Sure, I read the *Guelaguetza* is a festival to celebrate some traditions in Oaxaca, like dance and food. Artists **showcase** their work too.

What do you mean by **showcase**?

They exhibit their work in **stands** for the public to see.

Oh, like in a market.


That's right.

When is the festival celebrated?

Every July.



For your Final Product

- 7  Work in pairs. Invite others to ask questions to get more information and to ask for clarification when necessary. Use the organizer to prepare for the conversation before starting. Talk about the cultural habit you chose.

8 Work in groups. Practice your conversation trying to apply these tips. Remember to use the information you have added in previous stages.

Tips

- Ask for clarification if you don't understand.
- Explain your ideas using different words.
- Ask for more information.

Are you ready to start to talk about the cultural habit we chose?

Absolutely. *Pow Wows* are like the *Guelaguetza*. Both festivals showcase the culture of their people.

I'm sorry. What do you mean by *showcase*?

Oh, I mean the festivals celebrate their culture.



Intermediate Assessment

9 Work in groups. Discuss each aspect and circle the best description of your performance during the conversation.

Aspect	Very good	Good	Needs improvement
1 Starting	We greeted, mentioned the topic and invited others to talk.	We greeted, mentioned the topic or invited others to talk, but not all of them.	We did not greet, mention the topic, nor invited others to talk.
2 Interrupting	We interrupted with polite questions when the idea was finished.	We are not sure we interrupted politely when necessary.	We did not interrupt, even if necessary, or we were not polite.
3 Mistakes	We corrected our mistakes and continued.	We continued but did not correct our mistakes.	We could not continue after a mistake.
4 Clarification	We asked for clarification and received an answer.	We asked for clarification, but the answer was not clear.	We could not ask for clarification when necessary.
5 Asking questions	We asked questions to continue the conversation.	We asked some questions to continue the conversation.	We forgot to ask questions to continue the conversation.

10 If you need help asking questions and clarifying information, you can go back to the Exercises 3 and 6. You can use the examples to create more questions of your own.

Use strategies to keep going and conclude a conversation about cultural habits.

Development

1 Work in pairs. Listen to the second part of the conversation on page 142. Share the most interesting facts you learned and something you would like to know more about.

Laura: Of course, Pedro, the *Pow Wow* festival is a lot like the *Guelaguetza*. You're from Oaxaca. Why don't you tell us about the *Guelaguetza*?

Pedro: Well, it's ...

Mario: Sorry to interrupt, but what is the *Guelaguetza*?

Pedro: It's an annual, indigenous, cultural event in Oaxaca. In my opinion, it's probably the most important, oldest, and most colorful dancing fiesta in Mexico.

Ana: I totally agree.

Mario: And what does *Guelaguetza* mean?

Pedro: It's a Zapotec word that means *to share* or *give* ...

Ana: Hey Laura, you're too quiet. Don't you want to ask something?

Laura: And where's the celebration?

Pedro: The largest, local event takes place on the Cerro del Fortin in the city of Oaxaca. Hundreds of people climb the wide, steep stairwell to witness the celebration. Then, each region presents its most valuable, local traditions, and heritage through music, dances, songs, and costumes.

Laura: That sounds a lot like the *Pow Wow* dancing and singing shows.

Ana: Yes, but I prefer the traditional dances of Oaxaca. I really like the Pineapple Flower Dance. The women wear these gorgeous, multicolored, regional, woolen dresses ...



Pedro: Yeah! And the men wear these huge, heavy, colorful plumes for the Feather Dance.

Ana: Like the colorful feathers and handmade jewels of the Native Americans.

Laura: All these sound amazing!

Mario: Yes, it does. Thanks Laura for sharing about the *Pow Wow*. And Pedro, thanks for telling us about the *Guelaguetza*.

Pedro: You're welcome.

Ana: So far, we learned about two cultural habits. It was great. Tomorrow we can continue with more cultural habits. See you!

All: Bye!



To keep a conversation going, remember to ask questions to get more information and show interest. It is also a good idea to add comments with other facts you know or opinions. When someone is too quiet, try to include the person and invite him / her to participate. Close the conversation by thanking everyone, making a positive comment, and saying farewell.

Skills

2 Work in groups. Go back to the conversation in Exercise 1 and find an example for each situation.

- 1 A question to ask for more information or details. _____
- 2 A way to invite someone to participate. _____
- 3 A polite way to close the conversation. _____

3 Work in pairs. Go back to the conversation in Exercise 1 and look at the underlined words. Discuss what they are used for.

A good way to keep the conversation going is to extend your description of the cultural habit. You can use descriptive words to talk about quantity / frequency, opinion, size / height, shape / length, age, color, origin, or material. You can also invite your partners to extend their descriptions.

Language

4 Use the words in the box to describe the *Guelaguetza* festival in your own words.

huge colorful traditional heavy oldest gorgeous



A: What do the *Guelaguetza* dancers look like?

B: The dancers always look great in their colorful costumes.

For your Final Product

5 Work in pairs. Think about words you can use to describe some of the elements related to the cultural habit you chose. Describe them to your partner using descriptive words.



A: What is the *Guelaguetza*?

B: The *Guelaguetza* is the oldest dancing festival in Mexico.



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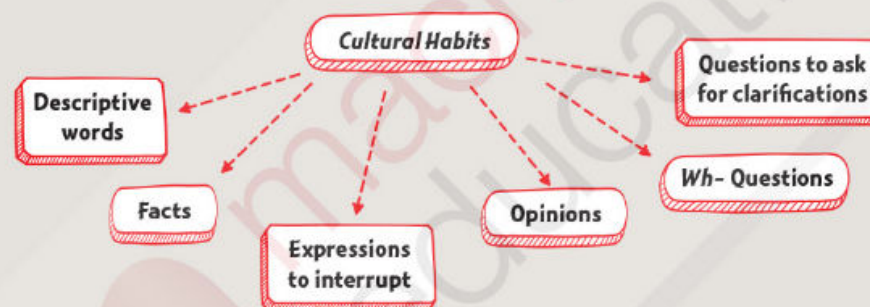
6 Work in small groups. Use the graphic organizer to prepare your conversation. You can use these tips as a guide.

• Adapt the graphic organizer to your needs and your conversation.

• You can include useful phrases to start, continue, and finish the conversation.

• You don't have to memorize all the information for your conversation.

• Look at the graphic organizer quickly if you need help to continue.



Intermediate Assessment

7 Work in small groups. Read and discuss the questions. If you are not sure of your answers, you can go back to review previous stages.

- 1 What strategy did you use to start the conversation?
- 2 What strategy did you use to interrupt the conversation?
- 3 What strategy did you use to invite someone to participate?
- 4 What strategy did you use to end the conversation?

8 If you need more practice before your conversation, you can role-play the conversation in Exercise 1. Listen again if necessary.

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Closure

Final Steps

- 1 Work in groups of four. Practice your conversation on cultural habits with the help of everything you have practiced in this unit. If you are not sure of who can start or who will continue, you can follow the guidelines below. When you finish, take a different role if possible, so that everyone can practice.

Student A can start and close the conversation and describe the cultural habit he / she chose in Stage 1.
Student B can politely interrupt to add information or ask for clarification.

Student C can agree or disagree.
Student D can give opinions.
Students B, C, and D can also ask questions.

- 2 After the conversation, give each other feedback on what you can improve according to what you have learned and practiced during the unit. You can write a list of things you can improve.

When you have a question, you should be more polite. You can say: *Sorry to interrupt.*

Collect your evidence

- 3 Check that you are prepared to have a conversation with different partners. Go back to previous stages and review based on the feedback you received in Exercise 2.

Socialize

- 4 Work in groups. Have a conversation with different partners about the cultural habits you selected.
- 5 Discuss in groups.
 - What did you learn about the cultural habits your classmates shared?
 - Was it difficult for you to participate? Why?

Self-assessment

- 6 Now that you have participated in a conversation about cultural habits, reflect about your performance and write your conclusions.

My Final Product	Conclusions
I used the strategies I learned to have my conversation.	
I shared facts and opinions about cultural habits.	
I asked questions to continue the conversation and answered when someone asked a question.	
I interrupted politely and asked for clarification if necessary.	
I applied the feedback I received from my classmates.	

Assessment

Formative Assessment

- 1 Answer the questions with *I'm sure I did it, I think I did it, or I'm sure I didn't do it* according to your performance during the unit. Then share your answers with a partner and give examples to support them.

- 1 I started a conversation in English. _____
- 2 I asked questions about a topic in English. _____
- 3 I kept a conversation going in English. _____
- 4 I knew how to conclude a conversation. _____
- 5 I used feedback to improve. _____



A: We had a complete conversation in English about the Guelaguetza and the Pow Wow.

B: We stopped for a moment, but then I asked a question.

- 2 Now compare with your answers on page 136. Discuss with your partner your progress during this unit and something you still need to improve.

Peer Assessment

- 3 Get together with classmates you worked with during the unit. Check (✓) the things you think you accomplished as a team. Add more things you did well as a team.

During our conversations ...

- We invited everyone in the group to participate.
- We listened respectfully to our partners' opinions.
- When we needed to ask something, we interrupted politely.
- We showed respect for the different cultural habits we discussed.
- We used what we learned during the unit to give feedback.
- Other: _____

- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

actually (adv) – used when correcting what someone has said or thinks, or what you yourself have said
agree (v) – to have the same opinion as someone else
attend (v) – to be present at an event or activity
belong to (v) – to come from or be part of a group of similar things or people
big deal (phr) – used for showing that you think that something is important or impressive
costume (n) – clothes that performers wear in a play, movie, etc.
elder (n) – a person who is older than someone, especially someone in your family
embroidered (adj) – decorated with a design of colored stitches
feather (n) – a narrow tube with thin soft hairs on each side that covers a bird's body
forbidden (adj) – not allowed according to a rule, law, or custom
gorgeous (adj) – very beautiful
handmade (adj) – something made by a person, instead of by a machine
heritage (n) – the art, buildings, traditions, and beliefs that a society considers important to its history and culture
indigenous (adj) – the native inhabitants of a place or country with a culture of their own; established long time before others' arrival.

inhabit (v) – to live in a particular place
jewel (n) – a hard, colored, and usually valuable stone that has been cut and made shiny
might (v) – used for saying that there is a possibility that something is true
neighbor (n) – someone who lives near you
parade (n) – a public celebration in which a large group of people move through an area
rude (adj) – not polite
showcase (v) – to display or exhibit something to a large audience
stairwell (n) – the area containing the sets of stairs in a building from the bottom to the top level
stand (n) – a large table or temporary structure used for selling things, especially food or drink
steep (adj) – when something, especially a rock formation, rises sharply and is difficult to climb
tribal (adj) – belonging to a tribe (a large group of related families who live in the same area and share a common language, religion, and customs)
tribute (n) – money or other things that one person or civilization had to give to another more powerful
witness (v) – to see something happen
woolen (adj) – made from wool
you're welcome (phr) – used in reply to someone who has thanked you

You can use this space to make your own glossary with words from the unit.

Stage 2
Read texts and interpret general sense, key ideas, and details.

Stage 1
Review a topic of interest in several sources.

Unit 9

Stage 3
Evaluate agreements or disagreements about a topic of interest to write arguments.

Social Practice of the Language:
Write agreements or disagreements to participate in a debate on a controversial topic related to art.

Stage 4
Participate in a debate.

Social Learning Environment:
Academic and Educational

Communicative Activity:
Handling information

Product:
Arguments for a debate

Opening

Let's start together

- 1 Work in small groups. Discuss the questions.



- 1 Do you like art? Why?
- 2 What do you think is the purpose of art?
- 3 What do you consider art? Give examples.
- 4 If you wanted to see forms of art, where would you go or which sources would you use?

Initial Assessment

In this unit you will carry out a debate on a controversial topic related to art. Discuss in small groups the following questions to assess how well prepared you feel.

- 1 Do you feel confident to look for information sources about art?
- 2 Do you feel confident to understand key ideas in texts about art in English?
- 3 Do you feel confident to say your opinions in English?

Development

- 1 Read the different forms of art and discuss in pairs the ones you know, the ones that interest you, and the ones that don't. Explain why.



dance



painting



sculpture



literature



architecture



music



drawing



photography



films



theater

- 2 Read the definition of art and look at the forms of art in Exercise 1 again. Discuss the questions in pairs.

Manifestation of the human activity through which the real is interpreted or the imagined is embodied in plastic, linguistic, or sound resources.

- 1 Are all of them forms of art? Why?
- 2 Are there any other forms of art that you know? Which ones?

3 Work in pairs. Look at the different pieces of information in the pictures and discuss the questions.

A

Graffiti: Art or Vandalism? p. 12

Traditional Handicrafts: Art or Just Everyday Objects? p. 26

Electronic Music: A New form of Art or a Collection of Random Noises? p. 37

Are Museums for Everybody or Just an Elite? p. 52

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B

C

Dance

Dance is an art, but not all kinds of dancing are considered fine arts. The arts include music, visual arts (paintings, etc.), literature, and dance. Dance is a **performing art**. For example, dance performances often **feature** ballet, jazz, modern, hip hop, flamenco, and other dance genres. Competition dancing may also include elements of performance in **showcase** and cabaret divisions. However, dance competitions are better classified as a sport. Dance competitions have all the elements necessary to be considered a sport. While there are many artistic elements in social dancing it is not considered an art form.

The Arts Encyclopedia 37

D

File Edit View History Bookmarks Tools Help

www.gooddebates.org/is-dance-a-sport ...

Is Dance a Sport?

77% Say Yes

- You need great physical **strength** and **fitness**.
- It is competitive like sport.
- Dancing requires agility, dedication, skill, and coordination.
- Dancers practice several hours a day, like all athletes.

23% Say No

- Needing physical strength and fitness does not make it a sport. You also need creativity.
- Dance performers compete only in popular dance shows.
- Dancing is a performing art, performed before an audience, not for a sports competition.

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- Where would you see each one?
- What is the purpose of each one?
- Look at the graphic elements, are all the same? What features can you identify in each one? Use the words in the box to help you.

pictures text title icons page numbers URL buttons guide words

- Do all the texts have something in common?

- 4 Read the text and discuss with a partner if you agree or disagree with the statements below. If you have different opinions, compare them with other classmates.

Dancers are Athletes



by Michael Scottsman

Can dance be classified as a sport? To answer the question objectively, we should listen to all viewpoints, especially from young people because they are the most interested audience.

First, there are people who say that dance is an art, a beautiful combination of creativity and athletic skill, and that you need to spend many hours in the gym and on the dance floor.

Second, dance can be performed as part of a team or in solo competitions. It is actually judged by the same rules as gymnastics. Finally, when other "athletes" immediately leave the game if they are injured, dancers still have to put a smile on their faces and dance in spite of the pain. All the people who say that dance is not a sport do not have valid reasons.

However, other voices argue that it is not a sport. First, it is given points on the basis of the subjective opinions of judges, that is, the point system in dance relies on judges who can be biased. In other sports there is a clear winner by scores that are obvious. Second, many people say that dance is much harder than any sport because of its physical demand. But just because it is physical doesn't mean it's a sport. It isn't a sport and will never be!

Finally, make up your own conclusions: Is dancing a sport or is it not? Is it the physical effort or the focus on artistic quality what really matters?

25



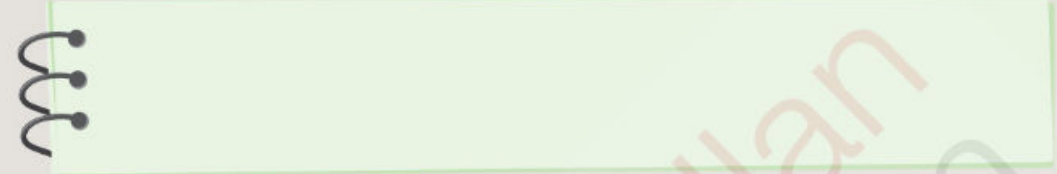
- The article is about sports in general.
- The purpose of the article is to discuss if dance is a sport or not.
- The article is written for women only.
- The first part shares ideas in favor of considering dance a sport.
- The second part shares ideas against considering dance a sport.

For your Final Product

- 5 Discuss in your groups what will be the form of art that you will base your debate on. You can use Exercise 1 on page 155.



- 6 In your groups, discuss what sources you have available to look up information about the form of art you chose in Exercise 3 and discuss which one(s) you will use for your Final Product.



I think we should go to the library on Juárez Street. It has a large section on art.

I agree, but we could also look up information online.



But we don't have a computer with internet access. I think the library is our best option.

Remember that "two heads think better than one." Helping classmates with constructive opinions is a good way to improve and learn new things. Encouraging those that are having a difficult time doing something and finding positive things in everyone's work make your classroom a better place to learn.

Skills

Intermediate Assessment

- 7 Work in pairs. Complete the chart below with your results. Share your answers with your partner.

Aspect	Efficient	Regular	Need Help
I was able to express my points of view when choosing a form of art for a debate.			
I respected my classmates' opinions.			
I can identify available sources of information.			
I was able to carry out a discussion with my team and choose the one(s) that work the best for us.			

- 8 Discuss as a class your results for Exercise 7 and decide some actions you can take to improve the aspects that you didn't mark as *Efficient*.

Development

- 1 Read the text about debates and discuss the questions in pairs. Then write down the answers.

56 Debates

Language Use and Form

Debates are discussions about a topic or debate statements (a sentence that states what will be the focus of the discussion). There are usually two sides: one that supports the topic and one that opposes it. Rules should be established before the debate. Some students or the whole classroom can act as judges and determine a winning side, based on their knowledge, preparation and logical arguments.

Debates usually open with the team that supports the resolution. This team presents their arguments and is followed by the opposing team. The pattern is repeated as follows:

- 1 The first member on the supporting team presents favorable arguments. (2-5 minutes)
- 2 The first member on the opposing team presents opposing arguments (2-5 minutes).
- 3 The second member on the affirmative team presents additional arguments and answers any question raised previously by the opposition speaker. (2-5 minutes)
- 4 The second member on the opposing team presents further arguments and answers questions. (2-5 minutes)
- 5 Then the opposing team begins with the rebuttal, trying to defend the opposing arguments (2-5 minutes)
- 6 The affirmative team gets their rebuttal opportunity. (2-5 minutes)
- 7 Each team get a second rebuttal opportunity for closing statements. (3-5 minutes)

There cannot be any interruptions. Speakers must wait their turns.

When the formal debate is finished, allow time for a brief discussion. The students in charge of judging the debate should be given time to ask questions and express their own thoughts. Assessment of the debate should be conducted at this time.



p.173

- 1 What is a debate?
- 2 What is the purpose of a debate?
- 3 When are debates necessary or relevant?
- 4 Why are rules necessary?

For your Final Product

- 2 Discuss the rules for your debate and write them down in your notebook. If necessary, use the questions as help.

- 1 What will be the time limit for the participants to read their arguments?
- 2 Who will start the position in favor or the position against the debate statement?
- 3 Who will be the moderator?
- 4 How many questions or opinions can the audience give after the debate?

- 3 Read the text found in a website and then read the notes a student made about it, to prepare for a debate.

The first thing you see when you enter the German art gallery is a huge stack of water bottles neatly aligned on the floor. On the wall behind them there is a large pink and blue image that looks like the label of a very famous brand of bottled water. Unlike the commercial label, the message in the gallery wall reads: *Egalité. Une Condition Naturelle* (that's French for *Equality. A Natural Condition*). The piece is called *Egalité* and was created by Minerva Cuevas, a young conceptual Mexican artist. Can we call it art? And, if so, is it because Minerva Cuevas studied visual arts in the UNAM and has a diploma to prove it? Perhaps, the category of art was earned due to the strong message of *Egalité*. Minerva seems to be telling the public that equality is a human value as natural as water, but we have changed its nature by putting it inside plastic containers that pollute the Earth and cost a lot. We have turned equality into something artificial and unaffordable for many. In any case, the important thing is that when we are in front of a piece like this, we feel provoked, moved, and we are forced to reflect. Is this enough to call it art? That's your decision to make.

The Industrial Revolution that began by the mid-nineteenth century, deeply changed the lives and ideas of society, which were influenced by fast technological advances. Modern art is the creative response to all these changes. Before this era, artists from the Renaissance, the Baroque and the Neoclassicism focused on the idealization of the subject matter. Artists painted not what they perceived with their eyes, but what they considered an ideal. Modern art, as a concept can be applied to a number of movements that came up over a century, but it is characterized by artists' intent to represent subjects as they exist in the world, with imperfections and all, rejecting the traditional values. The development of photography, capable of reproducing reality with detail, also obliged visual artists to find new modes of expression. Soon, Romantics began to present nature as they felt it and others emphasized the visual sensations of their observations, laying the basis of Abstract art. Impressionists, Futurists, Surrealists and others arrived at the art scenario with their own proposals. And nowadays, postmodern artists, like Minerva Cuevas, try to go beyond the limits of modernism.

The more you analyze the history of modern art, the more it becomes evident that the proposal of modern artists is more complex than just drops and scribbles on a canvas. Artists are always searching for ways to express themselves and the complex society where they live. Some scholars believe that modern art is a whole system of communication, and nowadays everybody seems to have something to say.

Bibliography
Kuspit, Donald (Jan, 2005) The Contemporary and the Historical, *Artnet*. Retrieved from: <http://www.edutics.mx/5gX> September 24, 2019.
Martinique, Elena (June 18, 2016) Contemporary Mexican Artists You Need to Know, *Widewalls*. Retrieved from <http://www.edutics.mx/5g7> September 20, 2019.
Art term. Modernism, *Tate.org*. Retrieved from <http://www.edutics.mx/5rB> September 24, 2019.

The Ways of Modern Art

Standpoint: This text has a favorable opinion about modern art.
Main Idea: Modern art is the result of new modes of expression and a response to the deep changes of society.
Supporting Details:
 There is a strong message behind modern art pieces.
 Modern artists stopped representing ideal characters.
 They wanted to represent things as they really are.
 They are always looking for new techniques and ways to express what they feel.



Wassily Kandinsky, *Improvisation 27*, 1912

4 Now read another text from a website and complete the card using Exercise 3 as a model. Read the information in the sticky note for help.

Art Has Become a Joke

In 1917, Marcel Duchamp presented to the Society of Independent Artists' salon in New York an upside-down urinal signed and dated: "R. Mutt, 1917". The piece was titled *Fountain*. Some art critics decided that such silly incident changed the history of art forever and started calling these repurposed everyday objects "ready-mades". Duchamp, himself, was never able to explain the meaning behind the, so called, ready-mades he "created". But his act, which was probably a joke played on his fellow artists, or a way to annoy them, gained unjustified importance and now museums are full with all kinds of meaningless objects.

And this is not the only case. Have you ever seen the work of artists like Paul Klee or Joan Miró? How can they call them art? How can they cost millions of dollars and be part of renowned museums? They look like drawings and block sculptures made by three-year-olds. You wouldn't ask a poet to write like a kid to express spontaneous feelings or an architect to design using wood blocks. Why is it valid to reward regressions like these in visual arts?

Being an artist myself, I am convinced that, although art is a form of free self-expression, the means that we use should reflect mastery of proper techniques, effort and hard work, and, above all, talent.

Besides, art should always convey high human values and show beautiful and harmonic compositions. I personally can't understand the reason why some people show shocking and disgusting things as part of their work.

If you agree with me, write to the museums you know and express your thoughts. Perhaps, if we insist strongly enough our opinions might be taken into account.

K. Usain
Visual Artist

Adam and Little Eve, Paul Klee, 1921

Caress of a bird, Joan Miró, 1967

The main idea is the chief point the author makes about a topic. It is a summary of the author's message and the statement under which all the other reasons, facts, and evidence can fit. Main ideas are usually at the beginning of a text, but not always. They can be in the middle or at the end. Sometimes texts lack an explicit main idea and it has to be inferred by the reader. Supporting details are facts, statements, evidence that guide the reader to a full understanding of the main idea. They clarify, explain, describe, illustrate, or expand the main idea.

Art Has Become a Joke

Standpoint:
Main Idea:
Supporting Details:



Peter Paul Rubens, *The Miracle Fishing*, 1608

5 Now use the information in Exercises 3 and 4 and discuss in groups your arguments in favor and against modern art. Then use information from the texts to quote information and support your arguments.

Modern Art	
Arguments in Favor	Arguments Against
Information in the texts in favor	Information in the texts against

For your Final Product

6 Now that you have decided your debate statement, your source, and the rules for your debate, look up information individually and complete the card for the text that you used as a source. Then get together with your group and share your information.

ICT Tips

Many Mexican artists are emerging in art galleries all over the world. Gabriel Kuri, Emilio Chapela, and Pedro Reyes are sculptors whose work can be found online: <http://www.edutics.mx/5g7>



- Standpoint:
- Main Idea:
- Supporting Details:

- Decide with your group the purpose and debate statement of your debate.
- Now that you have enough information, complete the table with all the ideas that you have. Individually, choose the side (in favor or against).

Debate Statement: _____	
Arguments in Favor	Arguments Against
Information in the texts in favor	Information in the texts against

Intermediate Assessment

- Work in pairs. Read the statements and discuss with a partner how you feel. Use *always*, *sometimes*, and *never* to answer.

- I know or can infer what a debate statement is. _____
- I can organize information in favor or against the debate statement I chose. _____
- I can find in a text information to support arguments in favor and against. _____

- Share with another pair and decide what you need to do for those statements where you didn't answer *always*.

Development

- Read two different opinions about a debate statement and answer if the arguments are in favor or against.

Debate Statement: The *Danza del Venado* is more impressive than the *Baile de los Machetes*.

Text A

In my opinion, the *Danza del Venado* is a more impressive dance. First, it is very artistic, and the movements are difficult and creative. It is a mixture of dance, ballet, and gymnastics movements which are not easy. Second, it is physically demanding and requires flexibility and strength. Finally, it is visually very impressive and beautiful. Its simplicity allows the spectator to appreciate the movements. It is also very moving. The scene of the death of the deer is particularly strong. This is why I feel it is a more complex dance.



Text B

I don't agree that the *Danza del Venado* is more complex than the *Baile de los Machetes*. To begin with, the *Baile de los Machetes* requires a lot of coordination. Dancers have to concentrate on their footwork, but also on swinging the machetes. Also, the dancers need to be fit because the dance involves a lot of movement. Finally, this dance is not only visually exciting and colorful, the music and costumes are fun and attractive. That is why I think that it is more complex and impressive.



- Text A expresses an opinion in favor / against the debate statement.
 - Text B expresses an opinion in favor / against the debate statement.
- Read again the texts in Exercise 1 and underline the arguments each person used to support their opinion.

To participate in a debate, the first thing you need to do is to state your opinion (in favor or against the debate statement). For this purpose, you can use expressions such as: *in my opinion*, *I believe*, *I think*, *I agree*, *I disagree*, *I don't think that*, *it is my opinion that*, etc.

- 3 Prepare notes to express your opinion about the debate statement: The *Danza del Venado* is more impressive than the *Baile de los Machetes*. You can organize your ideas in the outline below.

Your opinion: *In my opinion,*

Sequence word 1: *First*

Argument with details:


Sequence word 2:

Argument with details:

Sequence word 3:

Argument with details:

Conclusion sentence:




After stating your opinion, the next step is to express arguments that support it. It is very helpful to use sequence words to introduce your arguments in order to express yourself clearly. You can use words such as: *first, to begin with, second, finally, also, first of all, besides*, etc. Close your arguments with a sentence that repeats again what you think, for example: *For all these reasons I think, This is why I believe*, etc. Go back to the text in Exercise 1 and circle the expressions used to express an opinion, the sequence words used to express ideas in an organized way, and the conclusion sentence.

Language



For your **Final Product**

- 4  Now, use the notes you wrote on page 164, Exercise 8 and individually write full notes to express your arguments. Remember to use sequence words.

Your opinion: _____

Sequence word 1: _____

Argument with details: _____

Sequence word 2: _____

Argument with details: _____

Sequence word 3: _____

Argument with details: _____

Conclusion sentence: _____


- 5 Exchange your notes from Exercise 4 with a classmate from a different team and take turns providing feedback. Make any necessary corrections.

Intermediate Assessment

- 6 Work in pairs. Think about what you have practiced for this lesson and answer the questions.

- 1 What phrases can you use to introduce your opinions?
- 2 What words are useful to express arguments to support your opinion?
- 3 Why should you use arguments to support your position in the debate?

Development

- 1  Read and listen to the debate. Work in pairs and identify the participants and the moderator. As a class, analyze and deliberate what this part of the debate is about.

Tania: Right. Now Samuel and Andrea have read their arguments. We will open the debate. Do any of you want to add something?

Samuel: I just want to emphasize that in my opinion, modern art is just as valuable as more traditional art. People just need to understand it in context, in its historical period.

Andrea: I disagree. It's quite the opposite. A good work of art can be appreciated by itself without having to understand anything.

Tania: Does anyone in the audience have an opinion? Yes, Héctor.

Héctor: I agree with Andrea. You don't need to know about history to appreciate the *Mona Lisa*.

Andrea: Exactly! But most modern art is impossible to understand.

Tania: Yes, Víctor. Do you want to say something?

Víctor: What Andrea is saying is not exactly true. There are many modern works of art ...

Tania: Sorry, Víctor. Could you repeat your idea and speak a bit louder, please?

Víctor: Yes, of course. I was saying there are many modern works of art I appreciate because they are beautiful and ...

Andrea: Yes, but you can't ...

Tania: Just a moment Andrea, please. Let Víctor finish.

Víctor: What I wanted to say was that you don't always need to understand something to like it.


Tania: Could you explain that, please? I didn't understand.

Víctor: Well, it's like your favorite color or food, for example, you just know you like them. There are things you don't need to understand to like them.


Samuel: Absolutely! Modern art, like any new thing or change, causes shock, but just like we eventually accept a new fashion in clothing, the same with modern art.

Tania: OK, so far, we have heard people who don't like modern art because it is necessary to understand it and others say it can be appreciated like traditional art if we know more about it.

Does anyone have another opinion?

- 2  Read the headings of the table. Then listen to the debate again and sort the expressions in the table. Identify more expressions and add them to the table.

Expression to say that you think the same as someone else.	
Expression to say that you don't think the same as someone else.	
Expressions to interrupt	
Expression to ask someone to repeat	
Expression to restore communication	
Expression to have someone respect their turn	

- 3  Listen to the debate again and discuss the questions. Then take turns role-playing the debate using Exercise 1 and replicating the volume, intonation, and speed of the participants.

- 1 Do the participants use a different intonation in certain phrases? Which ones?
- 2 Do the participants speak with the correct volume?
- 3 Do the participants speak fast, slow, or appropriately?

- 4 Read in pairs the debate statement and the notes from two students in preparation for a debate. Then rehearse putting the notes away and expressing the opinion as if it was yours using the correct volume, intonation, and speed.

Debate Statement: Modern Art: Art or Trash?

Text 1

I believe that modern art should not be called art. To begin with, I can give an example. There was a real case where an art exhibit made of empty bottles and cigarette ends was mistaken for rubbish by cleaning ladies and they threw it away in the bin. If something looks like rubbish, it probably is. Secondly, modern art does not require real artistic skills. Most modern paintings or sculptures could be created by a child. Can we really call that art? In my opinion, true art requires creativity, talent, effort, and time to create. Modern art is none of that.



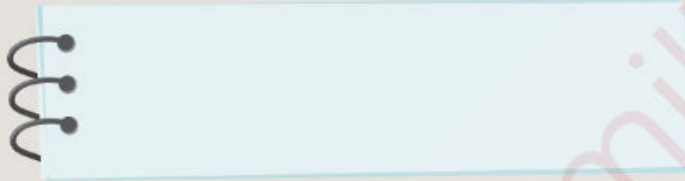
Text 2

I do not really agree with the argument that modern art is not art. Many people say they do not understand modern art and that any kid could do it. But, first of all, art must be seen in context. A good example of this are collages of newspaper cuttings and other text and images, composed by artists in the time of the World Wars. The texts and images these artists used were banned, so this type of art became a way of protesting. A kid may be able to make a collage, but not a protest. Besides, an artist putting together pieces of unusual materials needs talent to decide how to distribute these materials. In the end, working with garbage is a way to create something new out of what is usually thrown in a garbage can.

The word *rubbish* is not used much in the USA, it is British English. Americans prefer to use *garbage* or *trash*. This is an example of some vocabulary differences between these variants of English. The same thing happens with the word *bin*, that is more often used in British English instead of *can*, the term preferred in the USA for a garbage container.

For your Final Product

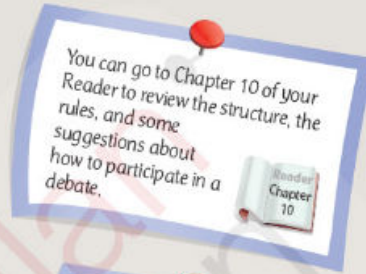
- In your groups, go to page 160, Exercise 2 and make any necessary changes to the rules for your debate.
- Decide the roles for each participant.



- Make sure you have all the expressions you need. Go to page 168, Exercise 2 and decide if you need more expression and look them up online, in a dictionary, or ask your teacher for help.

- Take out the notes you wrote on page 167, Exercise 4. Study your notes for you to remember and put them away for the debate.

- Decide as a class when and in which order each group will carry out their debates. Then carry them out and together decide what you will grade and who will grade who. Look at the example.



Aspect	Excellent	Good	Needs Improvement
The team prepared for the debate.			
Each participant has a defined role.			
They respected turns of participation.			
They used a variety of expressions.			
They used a correct volume of voice.			
They used a correct intonation.			
They used a correct speed.			
They were kind and respectful despite having different opinions.			

Closure

Final Steps

- Work as a class and decide a day and time in which your debate will take place.

Date:	
Time:	

Collect your evidence

- Collect all the notes and evidences of this unit and get ready to debate.

Socialize

- Carry out your debate when you agreed in Exercise 1 and use the assessment you decided on page 170, Exercise 9. Encourage everyone and acknowledge their effort as they finish.



Self-assessment

- Now that you have participated in a debate, reflect on your performance, so you recognize those aspects where you need to improve. Write your conclusions.

My Final Product Performance	Conclusions
I reached an agreement on which topic to choose.	
I used language and vocabulary from the unit to write my arguments.	
I carefully organized my arguments to share them with my partners.	
I checked the feedback I received and improved my participation in the debate.	

- Discuss in groups.

- Did you respect the rules?
- Did you keep a respectful attitude when the teams presented?
- Were all of your objectives met?

Assessment

Formative Assessment

- 1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
Check different sources about fine arts.				
Understand main ideas and details in arguments.				
Make arguments in favor and against a debate standpoint.				
Share opinions based on the arguments in favor or against a debate standpoint.				
Participate in a debate a controversial topic related to the fine arts.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

Peer Assessment

- 2 Get together with classmates you worked with as a group during the unit to describe your teamwork performance. Use the statements below as a guide.

- We exchanged facts and opinions together.
- We offered constructive and respectful feedback.
- We listened attentively to our partners.
- We appreciated different opinions about the different fine arts.
- We respected turns of participation and took part in a debate with interest.
- We showed respect and tolerance for others' opinions.

- 3 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help. Write down your conclusion.



Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

allow (v) – to give someone permission to do or have something

annoy (v) – to make someone feel slightly angry or impatient

argue (v) – to discuss something with someone who has different opinion from you

ban (v) – to say officially that someone is not allowed to do something

basis (n) – a particular method or system used for doing or organizing something

biased (adj) – preferring one person, thing, or idea to another in a way that is unfair

bin (n) – British word for a container for putting trash in

convey (v) – to communicate ideas or feelings indirectly

cuttings (n) – British word for articles cut out of a newspaper

death (n) – the state of being dead

deer (n) – a large brown animal with long thin legs

earn (v) – to get something as a result of your efforts or your behavior

exhibit (n) – British word for exhibition

feature (v) – to be an important part or aspect of something

fit (adj) – be right size / shape

fitness (n) – the state of being physically healthy and strong

footwork (n) – the way that you move your feet when you are dancing or playing sports

in spite of (phr) – used for referring to a fact that makes something else surprising

injure (v) – to hurt someone and cause damage to their body

label (n) – a piece of paper fastened to an object that gives information about it

lay (v) – to carefully plan and prepare something that will be needed in the future to achieve an aim

matter (v) – to be important

mixture (n) – a combination of two or more different things, people, qualities, etc.

performing art (n) – a type of art that are performed in front of an audience, such as plays, music, and dance

raise (v) – to mention something so that it can be discussed

rebuttal (n) – a statement showing or saying that something is not true

reject (v) – to refuse to take something, for example because it is damaged or is not what you wanted

rely on (phr v) – to trust someone or something to do something for you

renowned (adj) – famous and admired for a special skill or achievement

repurpose (v) – to reuse something for a different purpose from the one that was originally intended

rubbish (n) – British word for garbage

showcase (n) – an event that emphasizes the good qualities of someone or something

strength (n) – the physical energy that someone has to lift or move things

swing (v) – to move from side to side

unaffordable (adj) – too costly to be paid for

viewpoint (n) – opinion

You can use this space to make your own glossary with words from the unit.



Stage 2

Assume a personal position and anticipate others' positions.



Stage 3

Offer counterarguments and defend their position during a discussion.

Stage 1

Present starting proposals.

Unit 10

Social Practice of the Language:

Discuss concrete actions to address youth rights.



Social Learning Environment:

Family and Community



Communicative Activity:

Exchanges associated with the environment

Product:

Public discussion

Opening

Let's start together

- 1 How do you feel about speaking in public?
- 2 Can you express your ideas about a topic in English?
- 3 What can you do to improve the way you express yourself in public?



Initial Assessment

In this unit you will participate in a public discussion. Discuss in small groups the following aspects. Then check (✓) the answer that describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Identify your rights and obligations as a young person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Express an opinion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a discussion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defend your opinions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 Read the text about youth rights and discuss the questions.

In the decade of the 1990s, the United Nations (UN) issued a document about the human rights of children, and since then, many countries in the world have signed their agreement to respect these rights. The convention considers a child to be any person under the age of eighteen.

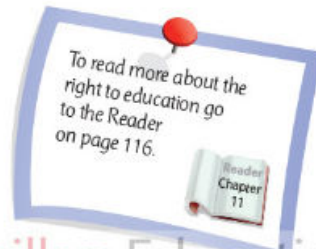


- 1 What rights do you know?
- 2 Which rights are the most important for you?

A: I know that every child should be respected.
B: Yes, I think the most important right is respect.

2 Read the list of some important children's rights carefully. What other right should you have?

- 1 Rest, play, culture, arts
- 2 Protection from harmful work
- 3 Children with disabilities
- 4 Respect for children's views
- 5 Protection from violence
- 6 Identity
- 7 Food, clothing, a safe home
- 8 Access to information
- 9 Flag and nationality
- 10 Access to education



A: I think we should have the right for free internet.
B: I think we should have help for our homework.

For your Final Product

3 Work in small groups. You will participate in a discussion about youth rights. Think about three rights you believe are very important. You can choose one from Exercise 2 or you can choose another right.

Rights: Education, good nutrition, rest

Right:

4 Work in small groups. Analyze the conversation and say what right is discussed and if you think it is an important right.

Gina: What did you have for breakfast today, Juan?

Juan: Oh, I ate some chocolate cereal with milk. What about you?

Gina: I actually skipped breakfast today. I was in such a hurry!

Juan: You know that eating healthy food is our right, don't you?

Gina: Sure, I do! I know I should eat a proper breakfast before coming to school. I'm always eating cookies or... nothing at all!

Juan: Yes, and chocolate cereal isn't a very good option either. I think most of secondary students don't eat properly despite their families' level of income. It's a serious problem, I've read that the lack of nutrients certainly affect our performance and our capacity to learn.

Gina: Perhaps we should do something about this. We can talk to our classmates and create awareness of this problem.

Juan: It's a good idea, we can also investigate and find healthy options for breakfast. We can create weekly menus and share them with our friends.

Gina: Yes, and we can share the menus putting posters all over the school!

Juan: I don't think people would read them. In my opinion, people don't pay attention to posters.

Gina: I disagree; I believe many people will read our posters. I saw a documentary on TV that said that eight out of ten people get information from posters at their school, workplace, or transportation more than from books or other sources of information.

Juan: OK, great! We should start a poster campaign here at school and see how it works. It will be as interesting as the project we made last year about not throwing garbage on the roads and streets.

A: I think we should be careful of what we eat.

B: I think our nutrition is the most important right we have.



- 5 In the conversation from Exercise 4, Juan and Gina are worried about young people not getting a good nutrition. Read it carefully and find the reason why Juan thinks it is a serious problem. Compare your idea with a partner.

To express why you think a right is important, you need to think of one or more consequences that can happen if that right is not exercised properly.

Skills



For your Final Product

- 6 Take out the list of rights you made in Exercise 3. For each right, express a reason why it is serious.

Education: We need education to have a profession in the future.
Rest: If I don't rest, I can't be a good student.

My reasons

- 7 Go over your reasons and decide which one you think is more important. You will work with that right to prepare for a public discussion. Use the questions below as a guide to help you decide.

Do you think many young people in your community need help to get that right?

Do you think that life can be better in your community if someone does something about it?

Intermediate Assessment

- 8 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

Criteria	Not sure	Difficult	Good enough	Very well
1 Can you identify youth rights?				
2 Can you identify a right that is important for you and your community?				

- 9 If you need help to improve, you can select a right that you are more familiar with or do more research.

- 10 Work in pairs. Read the conversation from Exercise 4 again and underline the ideas Gina and Juan propose to do something about improving nutrition. Write them down in your notebook.

- 11 Discuss if the proposals you identified in Exercise 10 have the characteristics on the list below. Read the conversation again if necessary.

- Are they realistic? To be realistic, proposals need to be possible and you should have the knowledge and means to do what you want.
- Are they planning to research or investigate to carry out their proposal?
- Do they know real facts or information that help them think their plan can be successful?

Proposals are suggested plans to begin an action. Good proposals need to be possible. Research helps make a good plan and you have better chances to reach your goal if you find out examples or information that tell you it is a solution that can work, like the documentary on posters Gina mentions.

Skills



For your Final Product

- 12 Discuss with your partners what you can do to help young people in your community receive the right you decided to work with. Make sure your proposals have the characteristics you learned in Exercise 11.



A: To receive better education, we need access to Internet.
B: We can investigate which authorities can help us and write a letter asking them to create a community center with free Internet service.
A: Do you think it can work?
B: Yes, remember when the principal wrote a letter and they helped us paint our school.


Intermediate Assessment

- 13 Work with your group. Discuss how you made proposals according to the table below.

We had problems making a proposal for the problem.	We made a proposal that was similar to another classmate.	We made a proposal to address a right that was not addressed.
We did not give reasons for our proposal.	We gave only one reason for our proposal.	We gave many reasons for our proposal.
We made proposals that are realistic and we know what to research.	We made a realistic proposal but we didn't consider what we have to research.	We made a proposal but it is impossible for us to do what we thought about.

- 14 If you have problems making a proposal you can go back to Exercise 10 and go over other conversations in the unit to identify more proposals.

Development

- 1  Work with a partner. Listen and read the conversation and share what problems about the right to eat nutritious food the students mention.

Gina: I think that the right to have nutritious food is the most important right of youth.

Juan: Really? Do you think it is more important than the right to education? I don't think so.

Gina: Well, yes. We need food for good health and to **survive**. We need to eat well in order to function properly and study.

Juan: You **have a point**. Adults should make sure we get nutritious food in order to study, play, and rest.

Gina: It's true, but in my opinion, our nutrition is not only the responsibility of adults.

Juan: We have to receive the best food they can give us with the money they have, don't we?

Gina: Of course, but you are also responsible for your nutrition because you have to take care of your body.

Juan: What do you mean by that?

Gina: Many times we have food but we don't choose correctly what to eat. We need to eat better in order to have good health. For example, if there is a bag of



chips and an apple, which snack would you eat?

Juan: Hmm ... I guess the chips.

Gina: Can you see what I mean? We can sometimes choose what to eat and we don't really eat what is best for us. We ruin our right to nutritious food because we make bad choices.

Juan: Ok, I agree that we have to do something for our rights. But I also believe that we don't eat well because not everybody knows what food is good for us. In my opinion, we need more information in order to make good decisions. And we don't always have nutritious food to choose from.

Gina: You have a point there.




- 2 Work in small groups. Go over the conversation again and talk about the ideas where Gina and Juan agree or disagree. The underlined phrases can help you identify them.



A: Gina thinks the right to nutritious food is the most important. Juan disagrees. He thinks the right to education is more important.

B: Juan thinks adults are responsible for our nutrition. Gina disagrees. She thinks we should also participate in eating well.

C: Gina thinks we need food to study. Juan agrees with her.

- 3  Listen to the conversation again and discuss the questions in small groups.

- 1 Do Gina and Juan express their opinions with phrases such as *I think* and *in my opinion*?
- 2 Do they just express their opinion without explaining the reasons why they think that way?
- 3 Do they accept each other's opinions without questioning them?
- 4 What expressions do they use to express they agree or disagree?

When you want to prove a point in a discussion, it is not enough to express an opinion. Back up your opinions with real facts and evidence you can get from information sources or from people who know about the subject. These facts and evidence build arguments to support your opinion. Remember you can question any opinion, but you don't need to get angry or disrespect others.

Skills

The expression *because* is used to give the reason (*why*) of something and the expression *in order to* is used to explain the purpose (*what for*) of something. Use *because* and *in order to* when you need to explain and support your opinions.

Language

- 4 Complete the ideas on the list. Then, use your ideas to practice a conversation in small groups where you can express opinions about good nutrition, question them, and support them.

- 1 Do you think young people in your school have a good nutrition?
Yes, I think ... No, in my opinion ...
- 2 What arguments can you give to support your opinion?
Our nutrition is good / bad because ...

I think we have a good nutrition because I read that in our country young people eat a lot of sugar.

Yes, I agree. For example, I prefer soda to water.



Well, I don't think so because at school they teach us about healthy food.

ICT Tips

If you can, look for information to support your opinion online or at a library. If you don't have access to other sources of information, you can talk to your teacher or informed adults you know. To know about statistics at a national level visit the following website:
<http://edutics.mx/5Re>



For your Final Product

- 5 Talk about the right you chose and your proposal in Stage 1. To help you exchange your ideas, first express your opinions and explain them with the help of the expressions *because* and *in order to*.

I want to make posters about basic hygiene in order create awareness about health issues in our community.



- 6 Think about the following questions to anticipate any questions or opinions you can face. Look for more information about the problem and the proposal that you will talk about in your discussion.

How often does this problem appear?
How many people does this problem affect?

What consequences does this problem cause?
How can the proposal be improved?

Intermediate Assessment

- 7 Check (✓) the table with the answer that best describes your performance. Share your answers with a partner and see if he / she agrees with them.

Criteria	Not sure	Difficult	Good enough	Very well
Can you express your opinions about a problem?				
Can you support your opinions with facts and more information?				
Can you prepare information to anticipate and be able to answer to others' questions and opinions?				

- 8 If you need help to improve supporting your opinions, you can look for more information to anticipate any questions, or ask adults for ideas they can share from their own experiences.

Offer counterarguments and defend their position during a discussion.

Development

- 1 Work in groups. Listen to the conversation and discuss who you agree with, Juan or Gina.

To express a personal opinion and support it, it is important to state your opinion clearly, and then prepare arguments to prove your point (including facts you research). If there is disagreement, be prepared to offer counterarguments and defend your posture with respect and empathy.

Skills



A: I agree with Gina. I think that we need healthier options for kids to eat.

B: I don't agree. I think Juan is right to say that adults should help us with this problem.

On page 116 of your Reader you can find a story that exemplifies discrimination against equal rights.



- 2 Listen to the conversation from Exercise 1 again and discuss the questions.

- 1 What are the points where Gina and Juan agree? What words do they use to express agreement?
- 2 What are the points where Gina and Juan disagree? What words do they use to express disagreement?
- 3 What examples do they give to defend their views when they disagree?
- 4 What does Juan change his mind about in the end?

The point of a discussion is not to win, but to defend ideas and propose several points of view. Sometimes we can change our mind when we listen to other arguments and examples. Discussing is also a way to learn from others.

Skills

For your Final Product

- 3 To help you present your ideas in a discussion, complete notes with the information and arguments you have collected so far to speak about the right you chose. Use these points to express your arguments.

Right: Healthy food

Opinion: The right to eat nutritious food is the most important.

Facts: We don't eat nutritious food when we can.

We don't know what food is good for us.

We need to eat well in order to study and have good health.

Proposals: We need to place better menus with nutritional facts.

For your Final Product

- 4 Practice expressing your arguments with a partner. You can use the following phrases to agree when necessary and support your ideas with examples and facts when you disagree.

Phrases to agree

In my opinion,
I think
I believe

Phrases to disagree

I don't think so
I disagree; I believe
Although that is a good idea.

Intermediate Assessment

- 5 Make a list of the things you can do better now and a list of new things you learned to express opinions better.

Things I can do better now	Things I learned to express opinions better

- 6 Work with a partner. Share your lists from Exercise 5 and help each other notice how your conversation needs to improve. You can refer to the Skills boxes throughout the unit to improve conversation skills.
- 7 Read the fragments from the conversation in Exercise 3 and circle the expressions used to ask for clarification and to question the evidence of others.

What do you mean?	Why do you think that?
I agree, don't you?	Are you sure?
Can you see what I mean?	Where did you find that out?
What do you mean by that?	
What about you?	

It is important to ask others to explain better what they say to understand their arguments correctly. Also, when your classmates mention facts you don't know about, it is good to ask where they got the information from, to make sure their arguments are well supported by research.

Skills

For your Final Product

- 8 Work in pairs. Use your arguments and questions to have a conversation like the one below.



- 9 Rehearse a discussion about the right you chose with two classmates. Remember to include the right, the problem in your community, your proposal, facts, and phrases to agree or disagree.

A: I think that the right to eat nutritious food is important. Adults provide our food, but we have the responsibility of trying to eat well in order to be healthy.

B: What do you mean it is our responsibility?

A: That we should choose food that is good for us whenever we have options. When people are asked to choose between a healthy snack and junk food, most of us choose the option that is not nutritious.

C: Are you sure about that? I disagree because I prefer healthy food. Where did you find that information?

A: I read a survey by a health institution. According to the results, eight out of ten people choose junk food over healthy snacks.

Intermediate Assessment

- 10 Work with your group. Discuss how you performed during your rehearsal according to the table below.

We didn't give reasons and explanations for our opinions.	We can give some reasons and explanations for our opinions.	We can give reasons and explanations for our opinions.
We didn't use phrases to agree and disagree in a discussion.	We used some phrases to agree and disagree in a discussion.	We can use phrases to agree and disagree in a discussion.
We didn't ask about our classmates' arguments.	We asked some questions about our classmates' arguments.	We can ask about our classmates' arguments.

- 11 If you have problems having your discussion. You can also go over other conversations in the unit and use them as models for your discussion.

Closure

Final Steps

- 1 Have a discussion with your group and present your proposal. It is important to receive feedback. If possible, pitch it to your community to get the actual resources that you need to solve the problem and address the children's rights.
- 2 Presenting a proposal like this might not be simple, but it will be really encouraging if your class manages to do something important for the well-being of children in your community. A computer for the community center? A new community garden? Elderly care? Go for it! If your idea is really good, you can even think of presenting it to the UNICEF's Youth Challenge.

Collect your evidence

- 3 Now that you decided on a right to discuss, practiced expressing your opinions with informed arguments, and learned some skills to interact during a discussion, you are ready to have a public discussion on the rights of youth.

Socialize

- 4 If you decide to pitch your discussion to your community, invite your classmates to attend it. Their support will be important to make you and your team feel more confident.
- 5 Discuss in groups.
 - What were the most important rights and the most interesting proposals in the class?
 - What was easy or hard to do when preparing your discussion?
 - What did you learn about your rights during this activity?

Self-assessment

- 6 Now that you have participated in a public discussion, reflect on your performance, so that you recognize those aspects where you need to improve.

My Final Product	I think	My teacher thinks
I'm enthusiastic and willing to participate in common efforts.		
I'm interested in my community and its well-being.		
I'm able to identify problems and propose possible solutions.		
I can participate in a discussion about youth rights.		

Assessment

Formative Assessment

- 1 Check (✓) the answer that best describes how well you ...

	I helped others.	I did it well.	I needed help.	I could not do it very well.
Identified your rights and obligations as a young person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressed an opinion in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Participated in a discussion in English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defended your opinions in English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer Assessment

- 2 Get together with your team and ask them to describe your teamwork performance. Compare your opinion to theirs.

Teamwork	Yes	No
We exchanged arguments and opinions together.		
We listened attentively to our partners.		
We respected participation turns and took part in the public discussion with interest.		
We showed respect and tolerance for other arguments and opinions.		

- 3 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve your performance.

Glossary

Words in this glossary are arranged in alphabetical order; they include explicit word categories, the verbs are in base form and nouns in singular to help you get familiar with dictionary use skills.

agreement (n) – an arrangement or decision about what to do

awareness (n) – knowledge or understanding of a subject, issue, or situation

campaign (n) – a series of actions intended to produce political or social change

chips (n) – thin flat round pieces of potato that have been cooked in fat and packed

despite (prep) – used for saying that something happens even though something else might have prevented it

documentary (n) – a movie or television program that deals with real people and events

exercise (v) – to use your power or rights

garbage (n) – something that is to be thrown away to do, to get something that you hoped for

have a point (phr) – to have an opinion or idea that is worth considering

income (n) – money that someone get from working

issue (v) – to announce something, or to give something to people officially

lack (n) – a situation in which you do not have any, or enough, of something that you need or want

proposal (n) – a plan or suggestion, especially a formal one that a group has to consider

right (n) – something that you are morally or legally allowed to do or have

sign (v) – if a country signs a document, its official representatives sign it to agree to what it says

survive (v) – to continue to exist, especially in a difficult or dangerous situation

You can use this space to make your own glossary with words from the unit.



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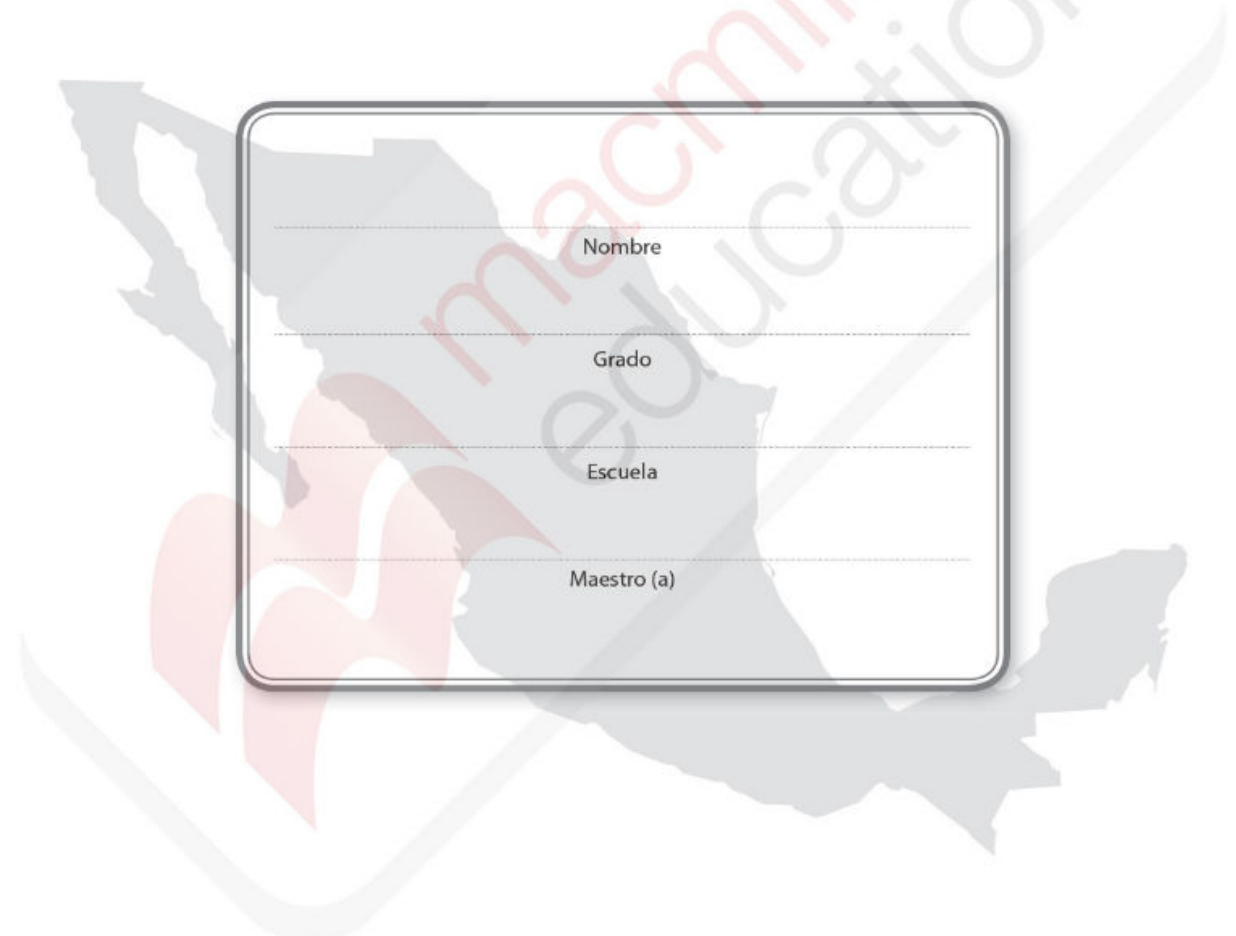
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