

**G E T**

**AHEAD!** **3**  
**Student Book**



**Laura Alicia Meza Martínez**

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Unit	Environment	Communicative Activity	Social Practice
1 Conducting Experiments	Academic and Educational	Interpretation and follow-up of instructions.	Interpret and write instructions to conduct a simple experiment
2 Totally Unexpected	Family and Community	Exchanges associated with information of oneself and of others.	Interpret and provide descriptions of unexpected situations in a conversation.
3 TV Shows!	Family and Community	Exchanges associated with media.	Exchange emotions and reactions caused by a television show.
4 Reading Poems	Recreational and Literary	Literary Expression	Read Poems
5 History Pages	Academic and Educational	Search and selection of information.	Writes a brief report on a historical event.

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Achievements	Portfolio Evidence	Project (Final product)
<ul style="list-style-type: none"> <li>Select instruction sheets and evaluate their content and structure.</li> <li>Interpret instructions.</li> <li>Write instructions.</li> <li>Edit instruction.</li> </ul>	<ul style="list-style-type: none"> <li>List with the components of an experiment.</li> <li>Sequence of instructions</li> </ul>	Instructions for an experiment.
<ul style="list-style-type: none"> <li>Listen to and value descriptions of unexpected situations shared in an oral exchange.</li> <li>Interpret general sense, main ideas, and some details.</li> <li>Describe unexpected events.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive sentences</li> <li>Descriptions of unexpected situations</li> </ul>	Oral testimony
<ul style="list-style-type: none"> <li>Examine television programs.</li> <li>Interpret general sense and some details.</li> <li>Write notes about emotions and reactions to participate in an exchange of views.</li> <li>Share emotions and reactions.</li> </ul>	<ul style="list-style-type: none"> <li>Comparative table with registers of speech.</li> <li>Emotions diagram.</li> <li>List of questions.</li> <li>Sentences to express emotions.</li> </ul>	Interview
<ul style="list-style-type: none"> <li>Select and Explore poems.</li> <li>Understand general sense, main ideas and some details.</li> <li>Describe moods.</li> <li>Write sentences based on words and expressions that communicate moods.</li> </ul>	<ul style="list-style-type: none"> <li>Selection of poems.</li> <li>Charts with moods and opinions.</li> <li>Questions and oral answers about moods.</li> <li>Checklists.</li> </ul>	Inventory of emotions
<ul style="list-style-type: none"> <li>Select and revise descriptions of historical events.</li> <li>Understand content of historical texts.</li> <li>Write brief reports.</li> <li>Edit reports.</li> </ul>	<ul style="list-style-type: none"> <li>Mind maps</li> <li>Events in chronological order</li> <li>Notes</li> </ul>	Reports on historical events for an anthology.

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Unit	Environment	Communicative Activity	Social Practice
<b>6</b> It's My Right!	Family and Community	Exchanges associated with the environment.	Discuss concrete actions to address rights of youth.
<b>7</b> Discussing Cultural Habits	Family and Community	Exchanges associated with specific purposes.	Talk about cultural habits of different countries.
<b>8</b> Reading Is Fantastic!	Recreational and Literary	Understanding oneself and others.	Read fantastic literature or suspense to evaluate cultural differences.
<b>9</b> Debating the Fine Arts	Academic and Educational	Exchanges associated with a specific purpose.	Write agreements or disagreements to intervene in a debate on one of the fine arts.
<b>10</b> It's an Enigma!	Recreational and Literary	Recreational expression	Guess and formulate hypotheses about past events.

TABLE OF CONTENTS

Achievements	Portfolio Evidence	Project (Final product)
<ul style="list-style-type: none"> <li>• Present initial proposition.</li> <li>• Assume a personal posture and anticipate others'.</li> <li>• Offer counterarguments and defend their posture in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• List of rights to be discussed.</li> <li>• Table with controversial points</li> <li>• Chart with arguments in favor and against.</li> </ul>	Public discussion
<ul style="list-style-type: none"> <li>• Negotiate the topic of a conversation (cultural habits).</li> <li>• Exchange propositions and opinions to initiate a conversation.</li> <li>• Formulate and answer questions to go deeper in the conversation.</li> <li>• Use strategies to keep a conversation about cultural habits going and to conclude it.</li> </ul>	<ul style="list-style-type: none"> <li>• List of cultural habits.</li> <li>• Mind map.</li> <li>• Proposition.</li> <li>• Opinions.</li> </ul>	Conversation
<ul style="list-style-type: none"> <li>• Select and revise narratives.</li> <li>• Read narratives and understand general sense, main ideas and details.</li> <li>• Describe characters.</li> <li>• Complete and write statements from characters' actions and features.</li> </ul>	<ul style="list-style-type: none"> <li>• List with actions</li> <li>• Oral descriptions of characters.</li> <li>• Anecdotal record.</li> </ul>	Comic Book
<ul style="list-style-type: none"> <li>• Look for a topic of interest in various sources.</li> <li>• Read texts and interpret general sense, key ideas and details.</li> <li>• Value agreements or disagreements about a topic of interest for writing arguments.</li> <li>• Participate in a debate.</li> </ul>	<ul style="list-style-type: none"> <li>• Cards with researched information.</li> <li>• Paraphrased expressions, examples and explanations.</li> <li>• Evaluation rubric.</li> <li>• Recording and registration of the debate.</li> </ul>	Debate arguments.
<ul style="list-style-type: none"> <li>• Choose a past event.</li> <li>• Describe enigmatic events.</li> <li>• Formulate hypotheses to guess riddles that explain past events.</li> </ul>	<ul style="list-style-type: none"> <li>• List for the criteria for the selection.</li> <li>• Detailed description of past events.</li> <li>• Game rules</li> <li>• Peer evaluation card.</li> </ul>	Enigma inventory

## INTRODUCTION

# Welcome to



This book aims to help you learn English in a dynamic and practical way, so that when you finish, you can communicate in English for basic social and academic purposes. By the end of this level, you should be able to understand main ideas in spoken and written texts related to areas you are familiar with. You will also be able to interact in situations where English is needed developing the ability to express your ideas and improvise when necessary. By the end of this level, you should be more independent to interact socially or for academic purposes in English. Prepare to Get Ahead and become successful in English by using this educational package.

*Get Ahead 3* Components for the student:

### Student Book

A comprehensive guide and practice book that will guide you to learn English in the classroom or at home.

### Reader

A collection of stories, articles, poems, and other types of text that will complement what you learn in class through interesting content.

## INTRODUCTION

Your **Student Book** contains 10 units on different topics. Each unit has different sections:

<b>Unit Cover</b>	The title of the unit, the objectives, and a question to get into the topic.
<b>Get Going</b>	Activities to start learning and practicing.
<b>Get Moving</b>	Tasks to learn more and practice language.
<b>Stop and Think</b>	A section with activities to reflect on culture, learning, language points, learning to learn, learning to be, and / or working together.
<b>Get Ahead</b>	A section that guides you to put together the evidence of your learning developed in the unit and present it to others.
<b>Reading Corner</b>	Questions and activities to do in your Reading Book.
<b>Quick Check</b>	A short test to check what you have learned.
<b>Self Assessment</b>	A section where you reflect on your achievements.

**Throughout the units, you will find different icons that can help you make a better use of the different sections and/or give you an indication of the type of activities at hand.**



This icon indicates that the activity can or should be conducted in pairs.



This is used to indicate work in groups.



This icon tells you there is a recorded track to listen to. The number of the track will tell you which audio script to read in the section *Audio Scripts*.



This icon indicates work that you should save as evidence of your learning, and has information that will be useful to create your final project or product to then share it in the section Get Ahead.



When you see this icon, it means that the activity will be useful for sharing your work near the end of the unit. You can check the Get Ahead! page to find out what the sharing dynamic will be about and to understand how this information could help.

**Culture Stop**

You will find interesting cultural aspects to learn or discuss in class.

**IT Stop**

These are brief recommendations on how or when to integrate information technology in your learning process.



This icon recommends when to start reading the corresponding text for the unit.



This icon will direct you to work on different sections of the Reading Corner page so that you can relate the content of the reader to the content in the unit.



This icon will direct you to a language summary that can be useful for understanding how specific aspects of the language work.



When you find a word in this **color**, check its meaning in the glossary at the end of the book (page 181).

**Get Smarter!**

You will find tips or additional information that can help you improve your performance.

**There are three review units and tests so that you can consolidate your knowledge.**

**At the end of your book there are different useful sections.**

**Language Reference** In this section, you will find support for learning the language of the unit.

**Glossary** In this section, you will find the definition of the words highlighted in the unit.

**Strategies Summary** This is a quick guide about how to study or learn in very general terms. Use it as often as you can!

**Digital Skills Summary** Use this quick guide to know more on how technology can support your work.

**Resources for Students** Use these recommendations on sources to support your studies as you work through the content. There are ideas of printed or online material that can make learning more interesting and fun.

**Learn as much as you can and enjoy your book!**

Sincerely,  
The Authors

unit **1****CONDUCTING EXPERIMENTS**

Why do we  
conduct  
experiments?

**In this unit you will**

- ...select instruction sheets and evaluate.
- ...their content and structure.
- ...interpret instructions.
- ...write instructions.
- ...edit instructions.

**Communicative activity:**  
You will interpret and follow-up instructions.

**Social practice:**  
You will interpret and write instructions to conduct a simple experiment.

**Unit Project:** Instructions for an experiment

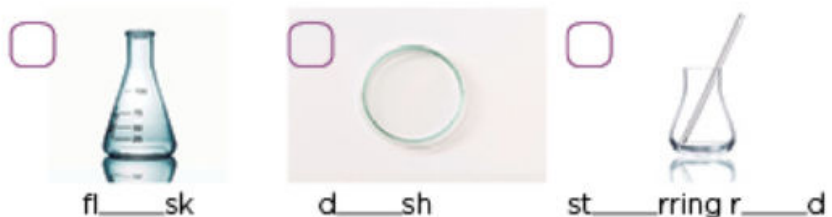
TRACK 02

1. Listen to a teacher in the science lab. What is the teacher talking about? Mark (✓) the correct answer.

- 1 Where the equipment to conduct experiments is produced.
- 2 How much the equipment to conduct experiments costs.
- 3 The equipment students need to conduct experiments.

TRACK 02

2. Listen to the recording again and complete the name of the objects. Number them in the order they are mentioned.



3. Working in small groups, discuss: *What are the best sources people can use if they want to conduct a scientific experiment? Are these sources available for you? How can you access information in English about scientific experiments?*

Important information must come from reliable sources. When learning about conducting experiments, make sure your information comes from experts. Ask yourself: which organizations have experience on and knowledge about experiments? Do the sources inform about the science that support them?

Get Smarter!

4. Read and mark (✓) the purpose of the experiment.

- a To show how fire works.
- b To prove heat causes a reaction with certain substances.
- c To prove that some substances do not react with fire.

## Black Snake Experiment

### Demonstrating chemical change

#### You will need:

- |                    |                      |                  |
|--------------------|----------------------|------------------|
| • sugar 40 g       | • sand               | • safety goggles |
| • baking soda 10 g | • lighter or matches | • gloves         |
| • alcohol          | • dish (big)         |                  |

Before starting the experiment put the goggles and gloves on.

#### Procedure:

- 1 Put the sand on the dish and push a depression in the center.
- 2 Mix the sugar and baking soda
- 3 Pour the mixture in the depression.
- 4 Dampen the mixture and sand with the alcohol.
- 5 Light the alcohol on fire and watch the results.
- 6 The fire will go out on its own if you let the reaction finish, but you can put it out by using water or covering it with sand.



**Conclusion:** The exothermic source causes a chemical change. Sodium bicarbonate (baking soda) breaks down into sodium carbonate, water vapor and carbon dioxide; the carbon dioxide gas pushes the carbonate from the burning sugar out, and the carbonate snake is created.

5. Read the list of characteristics of a good set of instructions for an experiment. Working in small groups, decide which one(s) the experiment of the black snake does NOT cover. Circle the option(s).

- |   |   |
|---|---|
| a There is a practical list of material needed. | e There are numbered steps or steps in bullets.     |
| b Quantities are indicated in the list.         | f There are illustrations to support understanding. |
| c Necessary safety measures are mentioned.      | g The sequence of steps is clear.                   |
| d Instructions are short and easy to read.      | h We know what to expect as a result.               |
|   | i We understand why the reaction happens.           |

6. Match the instructions to the correct picture.

- 1 Put the sand on the dish and push a depression in the center.
- 2 Mix the sugar and baking soda
- 3 Pour the mixture in the depression.
- 4 Dampen the mixture and sand with the alcohol.
- 5 Light the alcohol on fire and watch the results.



- Compare your answers with a classmate.
- Work in groups and discuss: *What is the purpose of these illustrations? Are they useful? Why? / Why not? If you had to write instructions for an experiment, how would you use them?*

7. Match the words from the instructions to their meaning.

put mix pour dampen light

- |            |       |                     |       |
|------------|-------|---------------------|-------|
| a combine  | _____ | d set on fire       | _____ |
| b make wet | _____ | e transfer (liquid) | _____ |
| c place    | _____ |                     |       |



Do section 1 on the Reading Corner Page



STOP AND THINK about...

...language

LANGUAGE REFERENCE

PAGE 98

1. Read the sentences from the *Black Snake* experiment. Working with a classmate, discuss: *How is an instruction expressed? Which words are used to indicate sequence or explain? How is a result explained?*

- a First, you need to mix baking soda and sugar.
- b Light the alcohol on fire and watch the results.
- c The fire will go out on its own if you let the reaction finish.
- d The exothermic source causes a chemical change.

- Compare answers with a classmate. Look for and underline one more sentence for each function on the instructions in page 13.

2. In your notebook, complete the following questions for the *Black Snake* experiment. There is one example done for you.

1 What...?	The experiment will show a <u>chemical reaction and change</u> .
2 When...?	You use the alcohol <u>after the mixture of baking soda and sugar is on the sand</u> .
3 Where...?	You place the mixture of sugar and baking <u>soda in the depression at the center of the sand</u> .
4 Why...?	Because the <u>carbon dioxide gas from the reaction pushes the carbonate from the sugar out</u> .

1 What will the experiment show?

- Compare the questions with a classmate.
- Working together, write three more questions about the experiment.
- With books closed, take turns asking another pair the questions you wrote.

Why do you need fire?

Because the fire will start the reaction.



# GET MOVING

1. The following is a template to write the instructions for an experiment. Look at the images and discuss with a classmate: *What do you think the experiment is about? What will it prove?*

Name of the experiment: \_\_\_\_\_

Purpose: \_\_\_\_\_

Ingredients: \_\_\_\_\_

**Procedure**

1 First,



2 Then,



3 After that,



4 Next,



5



6



7 Finally,



Expected Result



Conclusion:

# GET MOVING

2. Use the following information to complete the template on page 16. Number the steps in the procedure so that they match the correct illustration.

The sodium bicarbonate (baking soda) and acetic acid (vinegar) form sodium acetate. In liquid form, the sodium acetate is below its usual melting point. When touched or when adding a crystal (like the solid sodium acetate scraped from the pot) the liquid begins to crystallize, changing into a solid. The crystallizing sodium releases energy in the form of heat, which is why the "ice" is hot when touched.

### PROCEDURE

- add the baking soda slowly and carefully so that the reaction with the vinegar does not make the mixture **fizz** and spill over the edges of the pot.
- boil the solution over low heat for about an hour, until the solution is clear.
- once the solution cools down, insert the stirring rod carefully in it.
- Pour the solution in the beaker and let it cool.
- pour the vinegar in the pot.
- Before washing the pot, **scrape** the white powder left in it with the stirring rod, making sure a small quantity sticks to it.
- stir the mixture gently with the spoon until all the baking soda dissolves and stops fizzing.

### How to Make Hot Ice

Watch the crystals form as the liquid touches the white powder on the rod. If you touch the solid, you'll realize it is hot. The substance looks like ice, but it is not!

- White vinegar 1 l
- Baking soda 40 g
- A pot
- 1 beaker or flask (heat safe glass)
- A spoon
- long **stirring rod**

- Work in small groups and compare your answers.
- Discuss in your group: *Is the template helpful to organize the information? Is there important information missing? How would you improve it?*
- Work with a classmate and, with your books closed, take turns explaining the procedure for the experiment in your own words. Use the words *first, then, next, finally*, etc. as you explain the procedure.

3. Work in groups and find an experiment you would like to share with the rest of the class. Decide on the sources you can use to find the right experiment and list the material you will need.

4. Reflect on your progress so far. How easy or difficult are the following tasks for you? Mark (✓) the correct box.

	Very easy	OK	Difficult
1 Understand instructions and purpose of an experiment.			
2 Recognize best organization of text and illustrations for experiment.			
3 Sequence instructions for an experiment.			
4 Choose a text for an experiment.			

• If you found things that are difficult for you to do, ask your teacher and your classmates for suggestions on how to improve.

5. Write the procedure and expected result for an experiment. Use the illustrations and words to help you.

**PROCEDURE**

1 water → dish



2 lit candle → center



3 inverted glass → over candle



**EXPECTED RESULT:** water rises inside



• Work in pairs and help each other correct/complete your sentences. Pay attention to spelling and punctuation. Check answers with your teacher.

• In your project groups, write the procedure for the experiment you have decided to conduct.

You can actually do the experiment. This will help you realize what instructions should be given and important details that your audience needs to know.

**Get Smarter!**



6. Look at the notes that explain the reaction in the rising water experiment. Use them to write an explanation of the reaction in your own words.

**Notes for the conclusion**

- Candle goes out because oxygen finishes.
- Air volume decreases - there is less pressure inside the inverted glass.
- Less pressure **sucks** water inside the glass.

**Conclusion**

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7. In your notebook, write a complete set of instructions for the rising water experiment on page 18. You can use the template on page 16 as a model. Try the experiment at home or in your school's lab!

8. Exchange texts with another pair of students. Check your classmates' text using the following checklist.

The instructions for an experiment written by my classmate...	Yes	Yes, but not clear/complete	No
have a title.			
have a list of materials needed.			
have clear steps in logical order.			
explain clearly what the experiment proves.			

- Underline in your classmates' text the parts where you may have questions or suggestions for your classmate.
- Get your text back from your classmates and discuss the underlined parts.
- Review your text and decide if you need to make changes to improve it.
- Write a final version of the text.

9. In your project groups, write the complete guide to the experiment you have chosen to conduct. Consider:

- You can use the template on page 16 for this, or create your own.
- Make sure that the illustrations help understand the experiment.
- What questions should your instruction sheet answer? Write the questions down and make sure they have an answer.

**IT Stop** If the technology is available, consider taking pictures for your project and paste them on a power-point presentation to share later on with the class. Otherwise, you can use drawings or cutouts.

## STOP AND THINK about...

### ...language

1. Read the following sentence from the experiment on page 17 and discuss with a classmate: *What do the words "slowly" and "carefully" describe? What is their importance in the sentence? In which other ways could you add baking soda to a mixture?*

 Add the baking soda **slowly** and **carefully** so that the reaction with the vinegar does not make the mixture **fizz**.

- With a classmate, write the words that indicate something has to be done in the following ways: quick, rapid, in silence, easy, good, fast.



### ...being together

1. Read the questions for the experiment illustrated in Activity 5 page 18. Mark (✓) the questions that could help you improve the instructions.

- |   |  |
|---|--|
| a How much water do you need? _____     | e How many glasses are there in the picture? _____ |
| b What size should the candle be? _____ | f Why does the water rise? _____                   |
| c Do you need protective gear? _____    | g What color should the candle be? _____           |
| d What will you need? _____             |  |

2. Help each other review the information for the experiment you will present as a unit project. Follow the instructions.

- a Exchange the drafts you wrote in Activity 9, page 19 and ask questions about missing information.
- b Answer the questions your classmates have.
- c Revise the information in your draft and decide if you need to add, change or delete some of the information in your unit project.



Do sections 2 and 3 on the Reading Corner Page



## STOP AND THINK about...

### ...learning

1. Mark the steps you have followed to produce the instructions for the unit project.

- 1 Read and analyze models of experiments. \_\_\_\_\_
- 2 Choose the experiment to present to others. \_\_\_\_\_
- 3 Plan the best way to present the information. \_\_\_\_\_
- 4 Write a first draft. \_\_\_\_\_
- 5 Revise the draft (or ask someone to help). \_\_\_\_\_
- 6 Edit (checking spelling, punctuation, presentation). \_\_\_\_\_
- 7 Publish (share your writing). \_\_\_\_\_

- Compare answers with a classmate.
- Work in your project groups and discuss: *What is the best way to finish the process of writing? What can you do to check that punctuation and spelling are correct? How will you share your experiment with others?*

2. Revise the draft of your unit project together. You can ask another team to help you check it using the co-evaluation chart below.

The instructions for an experiment written by my classmate...	Yes	Yes, but not clear/complete	No
have a title.			
have a list of materials needed.			
have clear steps in logical order.			
explain clearly what the experiment proves.			
are written with good spelling and punctuation.			
have clear and useful illustrations.			

- Edit your final version and get ready to share it with the rest of the class.
- As a class hold a discussion: *How would your instructions have to change if they were for primary school children? What changes would be needed for university students of science?*



## Preparing

1. Work in groups. Review the steps you have followed to create the instructions for an experiment.

	Activity 3, page 18	Experiment you decided to use and list of material needed.
	Activity 9, page 19	Draft of the set of instructions.
	Activity 3, page 22	Final version of the set of instructions.

You will use the final version of your set of instructions to share it in class.

## Presenting

1. Sit in project groups around the classroom.
2. Pass the final version of your project to the team on your right and get the text of someone else's set of instructions.
3. You will have 5 minutes to read the experiment and pass it along. Nominate a person to take notes on purpose of the experiment and how easy or difficult it would be for the class to conduct.
4. When the time is over, pass the set of instructions to your right again. Continue in this way until you have read all the experiments proposed by the class.
5. As a class, share your notes and then have a vote on the experiments the class would like to try.
6. Discuss with your teacher the possibility of forming a collection of experiments that can be shared in the science class.

## Reflecting on my Progress

1. Think about the work you have done throughout the unit and for the set of instructions you just shared. Mark (✓) the option that best applies to you.

	Easy	Mostly Easy	Difficult
I can understand instructions and purpose of an experiment.			
I can contribute with ideas for best organization of text and illustrations for an experiment.			
I can write and illustrate a set of instructions for an experiment, organizing the information clearly.			

- If you found things that are difficult for you to do, talk to your teacher and your classmates for suggestions on how to improve.



1. What do you know about experiments?

\_\_\_\_\_

2. What do you know about the study of light?

\_\_\_\_\_

## GET into the text

1. As you read, fill in the information for the two experiments described in the text.

	Experiment 1	Experiment 2
Name of the experiment		
How easy or difficult is it to get the materials? Why?		
How many steps are there to follow?		
What does the experiment prove?		
How easy or difficult would it be for you to conduct this experiment? Why?		

## GET together

1. Working in pairs...

- a Without using your reader book, take turns explaining to each other how to conduct one of the experiments.  
OR
- b Discuss what other areas of science need experiments to prove points and mention some examples of specific experiments, if possible.

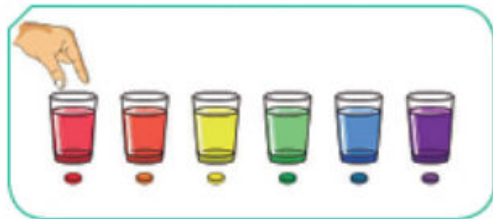
# quick CHECK!

1. Use the spaces provided to write the steps in the procedure for an experiment.



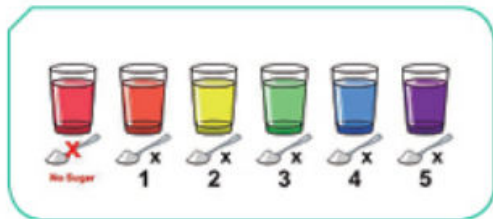
water → 6 glasses

1 \_\_\_\_\_  
\_\_\_\_\_



coloring tablet → each glass

2 \_\_\_\_\_  
\_\_\_\_\_



sugar → each glass (0 spoonfuls in glass 1, 1 spoonful in glass 2, etc.)

3 \_\_\_\_\_  
\_\_\_\_\_



stir → sugar dissolves

4 \_\_\_\_\_  
\_\_\_\_\_



a little water of each glass → new jar or glass

5 \_\_\_\_\_  
\_\_\_\_\_

2. Working in pairs, help each other revise your instructions and improve them.



Read the sentences and write the number that best describes your achievements in this module. Write a score for one of your classmates in the second column.

- 1 I can do this easily.
- 2 I have some problems doing this.
- 3 This is difficult or impossible.

	Me	My classmate
I can select instructions for an experiment according to topic and purpose.		
I can recognize good organization of text and illustrations for an experiment.		
I can understand the information in instruction sets for experiments.		
I can recognize and use correctly the language of instructions.		
I can predict some content or information in instructions for experiments.		
I can ask questions about an experiment and find the answers.		
I can write steps for instructions and sequence them correctly.		
I can help others improve their drafts.		
I can edit my text to produce a good final version.		

# unit 2

## TOTALLY UNEXPECTED

How do we react to unexpected situations?

### In this unit you will

- ... listen to and value descriptions of unexpected situations shared in an oral exchange.
- ... interpret general sense, main ideas and some details.
- ... describe unexpected events.

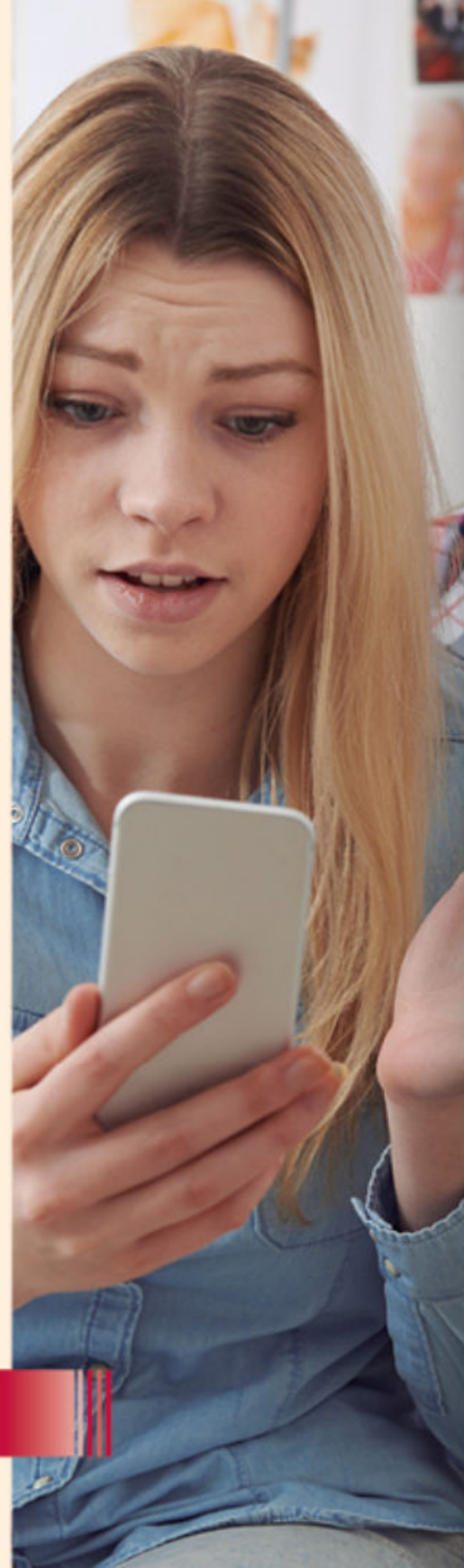
### Communicative activity:

You will conduct exchanges associated with information of yourself and of others.

### Social practice:

You will interpret and provide descriptions of unexpected situations in a conversation.

Unit Project: Oral testimony



## UNIT 2

# GET GOING

1. Discuss in groups: *When was the last time a friend told you about a surprising event? When was the last time something unexpected happened to you?*

TRACK 03

2. Listen to three conversations and write the correct number for each of the options.

- a Someone tells about a surprising **lucky** event. Conversation \_\_\_\_\_
- b Friends discuss about a surprising piece of news. Conversation \_\_\_\_\_
- c Friends talk about an **unexpected** problem. Conversation \_\_\_\_\_

TRACK 03

3. Listen again and choose the picture that best represents the body language the people in conversations 1-3 probably used.



Conversation \_\_\_\_\_



Conversation \_\_\_\_\_



Conversation \_\_\_\_\_

- Compare your answers in pairs.
- Discuss with your classmate: *What information helped you find the correct information?*

Body language helps a speaker explain the situation better. A listener also uses body language to show reactions to what he/she is listening to. Both listener and speaker should pay attention to their body language and "read" the other person.

Get Smarter!

**Culture stop** Expressions like *Gee! Geez! No Way! Get out of here!* etc. are very informal, they show surprise or annoyance depending on the intonation. They also show a degree of familiarity and friendliness. Use them with your classmates or friends!

4. Read the following exchanges from the conversations you heard in Activities 2 and 3. Identify the emotion that the response in the exchange is expressing and write the correct letter.

- a feeling happy for the other      c feeling sorry for the other  
 b interested in knowing more      d total disbelief

- 1 -You're never going to believe this!  
 -What, what happened?       2 -They just found water on mars!  
 -No way! They did not!   
 3 -I lost my paper!  
 -Oh, that's awful!       4 -Look at the value!  
 -Wow! This is great!

5. Read and complete the following conversation. There are two options you don't need. When you finish discuss with your classmate: *Why is Brenda sharing this information with her friend?*

- a and suddenly      d never know      g Wow!  
 b and - understand      e then - told      h you know  
 c never guess      f was browsing

Brenda You'll 1 \_\_\_\_\_ what happened!  
 Kate Wow! You look so happy! What's going on?  
 Brenda I went to this comic book store and found one of the ones I love. A very old super hero comic book in the clearance rack. People leave there comics they don't want and you can buy any for 25 cents.  
 Kate That's nice! No wonder you're so happy.  
 Brenda But that's not all. I 2 \_\_\_\_\_ through my comic that day in the park...  
 Kate I'm sorry... browsing? What does that mean?  
 Brenda Yeah! 3 \_\_\_\_\_... like not really reading it, but looking through the pages.  
 Kate Oh, I see... go on.  
 Brenda So, I was there with my comic, 4 \_\_\_\_\_, this stranger stopped and said something like "Wow! Do you know what you have in your hand?" And I said I did, that I knew I had a super hero comic, of course. But 5 \_\_\_\_\_ he \_\_\_\_\_ me what I had was a first edition, and to take care of it because it was valuable.  
 Kate Valuable, as in expensive, worth a lot of money?  
 Brenda Yes, check this out! I found how much it costs. Look!  
 Kate 6 \_\_\_\_\_! This is great! What a great find!

6. Find the following words or phrases in the conversation between Kate and Brenda in Activity 5. Underline them and choose the correct meaning.

- 1 clearance rack  
 a any shelf in a store      b a shelf with cheaper things      c a store  
 2 no wonder  
 a it's not surprising      b it's surprising      c it's not important  
 3 go on  
 a stop      b that's nice      c continue  
 4 worth  
 a price      b characteristic      c change  
 5 check (something) out  
 a understand (sth)      b take (sth) away      c look at (sth) in detail

• Discuss with your classmate: *What strategies did you use to find the correct answers?*

7. Work in pairs. Read the following statements. Who said them? Write Kate, Brenda or Stranger on the lines.

- 1 He asked Brenda if she knew what she had in her hands. \_\_\_\_\_  
 2 "I know what I have." \_\_\_\_\_  
 3 "It's a comic." \_\_\_\_\_  
 4 "What you have is a first edition." \_\_\_\_\_  
 5 "Take care of it! It's very valuable!" \_\_\_\_\_  
 6 She said the comic was a great find. \_\_\_\_\_

When narrating events from the past, try to vary direct speech: "Take care of it!" and reported speech: "He told me to take care of it." to make the narrative more dynamic and interesting.

Get Smarter!



Do section 1 on the Reading Corner Page.



PAGE 23

## STOP AND THINK about...

## ...language

1. Read the following examples from the conversations you heard in Activity 2 page 27. Complete the missing examples on the table.

LANGUAGE REFERENCE

PAGE 96

What the person said (direct speech)	Reporting what someone said (indirect speech)
Boy: "They've just found water on Mars!"	1 _____
2 _____	The article said scientists were still looking.
Girl: "I'll have to look it up!"	3 _____
Man: (to Jane) "Is there a problem?"	4 _____
Jane: "I lost my paper!"	5 _____
6 _____	The teacher said there would be no exceptions.

## ...learning

1. Which of the following phrases can you use to make sure you understand what the other person is saying? Read the phrases and underline the correct ones.

- 1 What's going on? 2 Can you repeat that?  
3 Am I hearing correctly? 4 Are you saying that...?  
5 Go on! 6 What does that mean?  
7 Does it mean that...? 8 Check this out!

- Work in pairs. Compare your answers. Then do a small roleplay: one of you retells one of the conversations you heard on Activity 2 page 27 and the other one uses some of the underlined phrases above to clarify information.

When answering questions to clarify meaning, it is a good idea to paraphrase what you said. That is, use different words to explain what you said.

Get Smarter!



## GET MOVING

TRACK 04

1. Read and listen to a conversation between friends. Decide if the sentences below are true or false. Write *T* for true and *F* for False.

- 1 Jeff is telling something that happened to him. \_\_\_\_\_  
2 Claire shows interest in the story. \_\_\_\_\_  
3 Dawn knew Hillary was her sister before moving next to her. \_\_\_\_\_

a Jeff: So this is the story I heard on the news: It's about a young American woman from Wisconsin called Hillary who knew she was adopted, and she was OK with it. But then, when she grew up, she tried to find her blood relatives in Wisconsin.

b Claire: Er... Blood relatives? I'm sorry, what does that mean?

c Jeff: Oh, family by blood. So, let's say this woman was looking for her biological family. She wasn't **desperate** to find out; she mainly wanted to know her medical history.

d Claire: Oh! I see.

e Jeff: OK, so Hillary **found out** her father's name: Wayne from Greenwood. She also learned he had another daughter, that is, she learned she had a sister whose name was Dawn. But by this time, the father had already passed away.



f Claire: Oh, no! He was dead already? That's sad.

g Jeff: Yes. I think Hillary was **disappointed**, so she stopped looking. After that, she went on living her life normally when, one day she heard she was going to have new neighbors. After the new neighbors moved in, Hillary's husband got to meet them, and then one day, while talking casually with Hillary, he told her the new neighbors were nice. He also told her the woman's name was... Dawn! And that's when Hillary got excited and immediately asked her husband if she knew where Dawn was from. The husband was a bit confused but told her: "Dawn and her husband are from Greenwood." Hillary quickly went to the neighbors' house and asked Dawn the name of her father... Dawn told her "My father's name was Wayne". Hillary told Dawn to sit down... and then she told them they were sisters!

h Claire: Wow! Isn't that an amazing coincidence?

i Jeff: It is! Imagine... your neighbor turns out to be your sister! I think this is an amazing story.



2. Work with a classmate and analyze the dialogue on page 31 to find the sentences that contain the information that follows. Write the correct letter(s) in the space provided.

- 1 A question to ask for a definition. \_\_\_\_\_
- 2 Answering a question and adding details. \_\_\_\_\_
- 3 First mention of the place where the story happened. \_\_\_\_\_
- 4 Hillary's description. \_\_\_\_\_
- 5 Paraphrasing what the other person said to clarify an event from the story. \_\_\_\_\_
- 6 The reaction of the speaker and the listener. \_\_\_\_\_
- 7 The unexpected turn in the story. \_\_\_\_\_

• Identify the lines that have the introduction, development and conclusion of the story told by Jeff.

TRACK 04

3. Read and listen to the dialogue again and answer the following questions in your notebook.

- 1 What is Hillary like?
- 2 What did she find about her biological family?
- 3 What were the new neighbors like?
- 4 What was Hillary's reaction after she learned the name of the new neighbor?

• Compare answers with a classmate.  
 • In the text on page 31, underline the words that describe people and places, circle the words that describe actions.



4. Reflect on your progress. Mark (✓) what you can do now.

- 1 Understand the main idea of conversation about unexpected events. \_\_\_\_\_
- 2 Understand details in a narrative about unexpected events. \_\_\_\_\_
- 3 Identify intention and emotion in a story about unexpected events. \_\_\_\_\_
- 4 Understand and use language to talk about what someone else said. \_\_\_\_\_
- 5 Identify language to describe people, places and actions. \_\_\_\_\_

• Work with a classmate and discuss the reasons for your answers.  
 • If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.

5. Think of a situation that contains unexpected events and that you would like to share with your classmates. In your notebook, write sentences with descriptions to answer the following questions:

- 1 Who's the story about?
- 2 Where and when did it happen?

• Ask a classmate to help you revise what you wrote with this checklist.

- a The main character of the story is described in detail. Yes / No
- b There is a descriptive sentence that indicates place and time. Yes / No
- c The description of the place contains sufficient detail. Yes / No

6. Think about the main events in the story you will share with others. Write sentences to describe the following:

- 1 What were the main events? How did they happen?
- 2 What was the unexpected factor? How did people react?
- 3 How does the story end?

• Ask a classmate to help you revise what you wrote with this checklist.

- a I describe the event with an introduction, development and conclusion. Yes / No
- b There is a description of the actions that developed in the story. Yes / No
- c The story contains an unexpected event or factor. Yes / No

• Ask each other questions to clarify understanding and to get additional details on the sentences you wrote for activities 5 and 6.

What...? Where...? When...?  
 How...? Why...? How long...?

*This happened to your sister – How old is she?*

*I didn't say that, did I? She's only 7.*

*And why wasn't your father scared?*



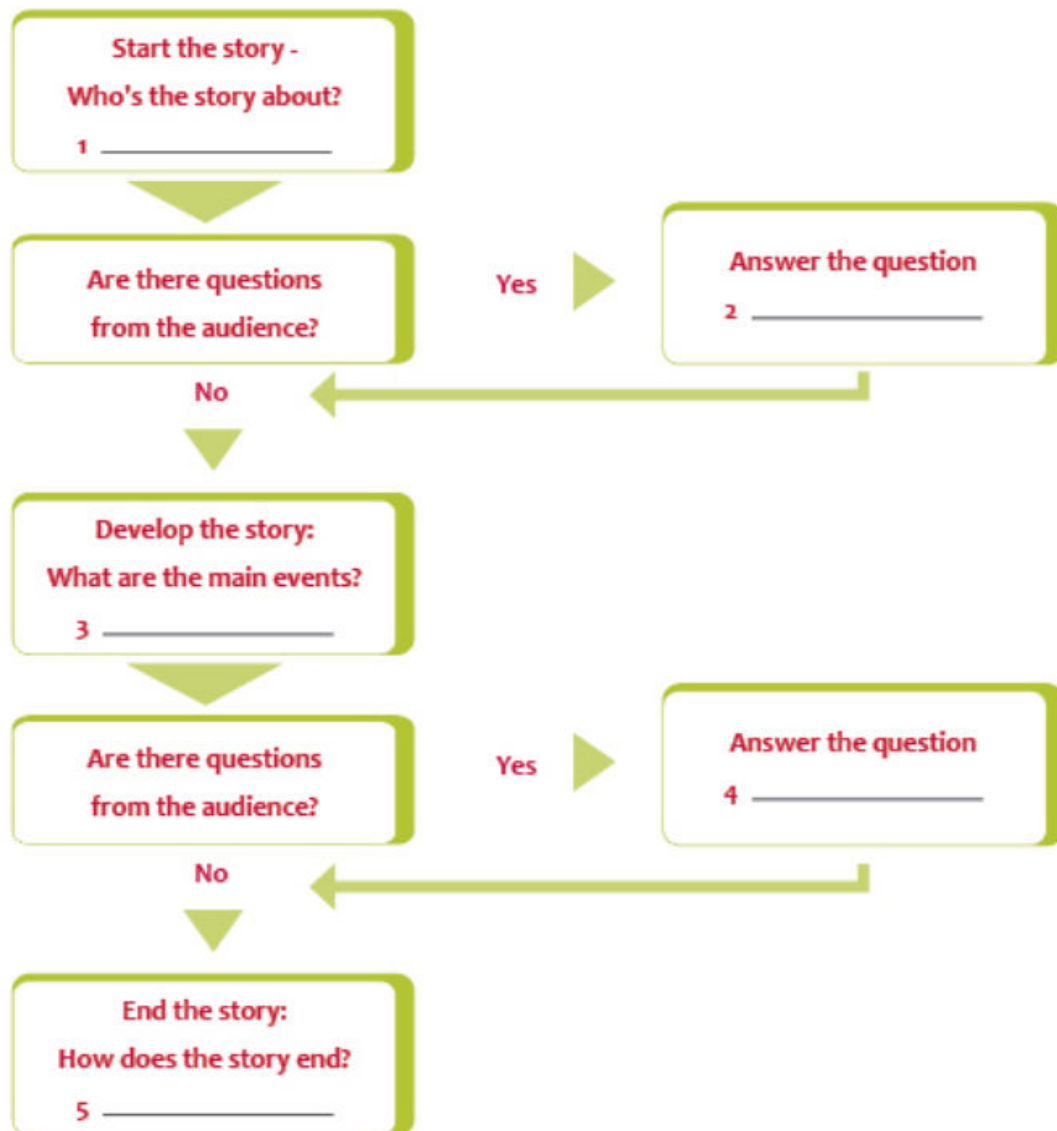
Do sections 2 and 3 on the Reading Corner Page.



PAGE 23

7. Complete the following narrative frame with the options from the box. Write the letter that corresponds to the correct answer. There is an option you will need to use twice.

- a Add details if necessary
- b What is your opinion or reaction?
- c What was unexpected?
- d Where does the story happen?



- Check answers with the class.
- Use the frame as a guide to work in pairs. Take turns telling the story you chose to share on Activities 5 and 6, page 33.

**STOP AND THINK** about...

...learning

1. Classify the following phrases in the table below.

- a Do you mean that...?
- b Guess what!
- c Isn't that great?
- d It's something like...
- e What I mean is...
- f You'll never guess what happened!
- g Let's say that...
- h No way!
- i Oh, that's awful!
- j Sorry... can you repeat that?
- k What do you mean by...?
- l Wow! That's amazing!
- m What does that mean?
- n You're never going to believe this!

Introduction to a narrative to attract the attention from your listener(s)	Questions to clarify meaning	Useful phrases to clarify meaning	Expressing a reaction

- Practice in pairs the body language that could accompany the phrases.
- Discuss as a class: *How do these phrases help have an interesting conversation?*
- Practice telling the story you decided to share in Activities 5 and 6 page 33 incorporating some of the phrases here and using appropriate body language.

...self

1. Read the phrases in the activity above and follow the instructions:

- 1 Underline the ones you have never used.
  - 2 Circle the ones you are familiar with.
  - 3 Choose three phrases you'd like to incorporate in future conversations about unexpected events.
- Compare your answers in small groups.
  - Discuss: *How could you incorporate new phrases when using English?*

STOP AND THINK about...

...language

TRACK 05

- Choose the correct option to complete the following summary of the story Jeff told his friend.

Dear friends and listeners, here in the "Unexpected Events" podcast I will tell you about an amazing coincidence. This story was reported on the news in 2018, and it's about a young woman from Wisconsin called Hillary who had been adopted by loving parents. She had 1 \_\_\_\_\_ brothers or sisters. 2 \_\_\_\_\_, when the time was right, she decided to look for her biological family. Records showed her father was a man from Greenwood called Wayne, and that she had a sister named Dawn. Hillary discovered in these records that she 3 \_\_\_\_\_ a father anymore, Wayne had passed away in 2010. 4 \_\_\_\_\_ the discovery, she felt disappointed, 5 \_\_\_\_\_ she did little to connect with other members of the family. After that, in 2018, new neighbors moved in next door. **Eventually**, Hillary was told by her husband that the name of her new neighbor was Dawn. Excited, Hillary asked if he knew where the neighbors were from, and when he said "Greenwood" Hillary couldn't help feeling excited. 6 \_\_\_\_\_, Hillary and Dawn compared backgrounds and discovered that, 7 \_\_\_\_\_ no doubt, they were sisters!

- |             |           |           |               |
|-------------|-----------|-----------|---------------|
| 1 a some    | b no      | c any     | d a lot       |
| 2 a One day | b A day   | c Once    | d First       |
| 3 a hadn't  | b have    | c had     | d didn't have |
| 4 a Then    | b When    | c After   | d Once        |
| 5 a then    | b so      | c finally | d after       |
| 6 a Then    | b So      | c Finally | d After that  |
| 7 a with    | b without | c any     | d didn't      |

- Listen and check your answers.
- Work with a classmate and discuss: *What similarities and differences can you find in the content of this report and the one that Jeff told his friend Claire on page 31? What are the differences in type of language? Why is the style different?*



PAGE 06

- Read the following sentences and decide the best audience for the style. Write A for adults, T for teens, and CH for children.

- Can you imagine? What a **bummer** for Hillary to find out that her dad passed away! \_\_\_\_\_
  - It was definitely not nice for a good girl like Hillary to find out that her dad had passed away. \_\_\_\_\_
  - And then... bam! You sister is your neighbor! Picture that! \_\_\_\_\_
- Compare answers with a classmate.

GET AHEAD



Preparing

- Work in teams. Arrange and revise the information you have prepared throughout the unit.

	Activity 5, page 33	Descriptive sentences of people and places in your narrative.
	Activity 6, page 33	Descriptive sentences of the unexpected situation(s).

You will share a testimony of the unexpected event you decided to share.

Presenting

- Work in groups of three to five students.
- Take turns presenting your testimony.
- If you are listening, take an active role and ask questions when you need to.
- In your notebook, fill in a form like the one below as you listen to each presentation:

Student's name:	
Place of the event:	
People involved:	
Unexpected turn:	
My reaction:	

- Share the contents of the forms as a group and compare your reactions.
- As a class, share a brief summary of the most interesting stories.

Reflecting on my Progress

- Think about your work throughout the unit and the oral testimony you delivered. Copy and finish the following sentences in your notebook.
  - Two things that I liked about telling my testimony were...
  - The most challenging part about presenting was...
  - Listening to others present was...
  - One thing I can learn about my classmate's presentations is...
  - If I had to give an oral testimony about an unexpected situation I would...



**GET** ready to read



1. Discuss with a classmate: *Have you ever seen or met a famous person? Who was it? What happened? If you could meet someone famous, what would you say?*

**GET** into the text

1. As you read the text, choose 4 scenes that would summarize the unexpected event and illustrate it as if it was a comic book. You can use stick figures to illustrate your comic.


**GET** together

1. Compare your comic with other students. Did they choose the same scenes?
2. Discuss in groups: *What do you think was the conversation between the two famous people after they left the movie theater? Imagine the dialogue and write it down. Compare dialogues with other groups.*

quick CHECK!

1. For the following dialogue, where Miriam shares an unexpected event, write what could be Jake's appropriate responses.

**Miriam:** Hey Jake, you'll never believe this!

1 **Jake:** \_\_\_\_\_

**Miriam:** The other day, I was walking down the street and I saw something odd.

2 **Jake:** \_\_\_\_\_

**Miriam:** Odd means strange. Anyway, I was standing outside a store when I saw a man running away from it and he dropped his wallet.

3 **Jake:** \_\_\_\_\_

**Miriam:** I thought he was escaping because he was wearing a hood and dark glasses, and he was running fast.

4 **Jake:** \_\_\_\_\_ you think he was a robber?

**Miriam:** Yes! That's what I thought. So I decided to give the wallet to the police without even looking at the contents. I didn't want to know the name of the "criminal".

5 **Jake:** \_\_\_\_\_

**Miriam:** Well, the best part was that in the end, it belonged to a famous actor! He was running to avoid being recognized. He gave me \$100 as a reward for returning the wallet!

6 **Jake:** \_\_\_\_\_

2. Working in pairs, choose to do one of the following. Take turns sharing the stories.

- 1 Retell your classmate one of the experiences a classmate shared when you presented your unit projects with as many details as you remember.
- 2 Think about another unexpected event that happen to you, a friend or a family member and share it with your classmate.

- When you finish, discuss your performance together: *Did you include interesting and important details? Was there a clear introduction, development and closing? Did you ask questions as a listener?*

Answer the questions about the things you have learned and practiced in this unit.

	Yes	No	Evidence (How do you know?)
Can you understand the main idea when someone tells you about an unexpected situation?			
Can you understand the relevant details?			
Can you narrate an unexpected event or situation?			
Can you describe people, places and events of an unexpected situation?			
Can you ask and answer questions to clarify meaning of words and ideas?			
Can you use different strategies and phrases to attract the attention of your listener(s) and make your story interesting?			

If you answered "No" to any of the questions above, follow these steps:

1. Go back to the pages of the unit and analyze what aspects you have to work and practice more. You can do this on your own or together with a classmate.
2. Talk to your teacher about the language and activities you have to revise to help you achieve the goals of this unit.



unit 3

TV SHOWS!

Why do we watch TV?

In this unit you will

- ...examine television programs.
- ...interpret general sense and some details.
- ...write notes about emotions and reactions to participate in an exchange of views.
- ...share emotions and reactions.

Communicative Activity:

You will engage in exchanges associated with mass media.

Social Practice:

You will exchange emotions and reactions caused by a television program.

Unit Project: Interview

1. Match the following definitions to the correct type of TV show.

- 1 A "Situation comedy" is a series that follows the same characters in funny situations.
- 2 A competition with a definite format to win prizes.
- 3 A program that **delivers** information about recent or important events to the public.
- 4 A program that films people continuously (not actors) in specific situations decided by show producers.
- 5 A series that follows the same characters in the drama of their daily life.
- 6 Live reporting of sport events or commentary about them.



a) News broadcast \_\_\_\_\_



b) Soap opera \_\_\_\_\_



c) Sports broadcast \_\_\_\_\_



d) Sitcom \_\_\_\_\_



e) Game show \_\_\_\_\_



f) Reality show \_\_\_\_\_

- Compare answers with a classmate. List the names of one or two programs for each category and share them with the class.
- Discuss as a class: *What types of shows are missing from this list? What is the purpose and intended audience for each TV show type?*

**Culture Stop** After the invention of television, in 1947, there were very few types of shows. Most of them were similar to radio programs, but with images. Nowadays, the variety of TV programs has increased.

2. Listen to two abstracts from TV shows and decide which type of show they are. Write 1 or 2 in the correct boxes.

- a News broadcast       b Soap opera       c Sports broadcast   
 d Sitcom       e Game show       f Reality show

- Compare answers with a classmate. Discuss: *What is the main idea in each of the abstracts?*

3. Listen to the abstracts again and answer the following questions in your notebook.

Abstract 1

- 1 What is the relation between Harry and Dina?
- 2 What is the situation?
- 3 Where are the events taking place?
- 4 Who should be listening to what they are saying?

Abstract 2

- 1 What is the relation between Josey and Greg?
- 2 What is the situation?
- 3 What was Josey expecting to hear from Greg?
- 4 Who is the target audience for this type of show?

- Compare answers in small groups. Discuss: *What information helped you find the answer? What do you think the relation between images, dialogue and sound on a TV program is?*

4. Write the correct listening abstract number (1 or 2) in the following sentences. Listen to the recording again if necessary.

- a The language is informal. \_\_\_\_\_      f Pauses are short and they indicate a change of speaker. \_\_\_\_\_  
 b The language is formal. \_\_\_\_\_      g The music helps convey the mood of the scene. \_\_\_\_\_  
 c The speakers intonation is very even. \_\_\_\_\_      h The music indicates a new topic or a commercial break. \_\_\_\_\_  
 d The speakers vary tone and volume when they say their lines. \_\_\_\_\_      i There are no sound effects. \_\_\_\_\_  
 e Pauses are used for dramatic purposes. \_\_\_\_\_      j There are sound effects. \_\_\_\_\_



Do section 1 on the Reading Corner Page. (page 53)



TRACK 07

5.  Read and listen to a conversation about the two shows. Answer the questions below in your notebook.

Vanessa: Have you heard the latest news? The piece about the fires in Southern California was scary.

Jamie: I don't watch the news. They make me anxious. There are too many things that are bad news or that I just don't understand.

Vanessa: But you have got to listen to the news! How do you stay informed?

Jamie: I read the headlines in the online papers. I still think the news is not fun.


Vanessa: I don't have fun watching the news but I feel better after being informed.

Jamie: Better? In what way?

Vanessa: Mmmm, I'm not sure. I feel like... like I'm being responsible. It helps me understand many things and so, I feel confident, I guess.

Jamie: That's interesting! Well, while you were watching the news I was watching Greg and Josey. Have you ever seen that show? It's great!

Vanessa: I wouldn't miss it! I recorded it, so I shall see it tonight, or at the weekend. Was it a good episode?

 Jamie: It was OK. But they had this situation... I won't spoil it for you... but there was a misunderstanding, and that was soooo funny. I was rolling with laughter! You have to see it. It will help you chill out.

Vanessa: Is that why you watch it? Because it helps you relax?

Jamie: Yes! You don't have to think too much, and you feel relaxed after laughing for a while.



- 1 What is the relationship between Jamie and Vanessa?
- 2 Why does Vanessa watch the news?
- 3 Does Vanessa watch the Greg and Josey show?
- 4 Why does Jamie watch the show Greg and Josey?

- Compare answers with a classmate. Underline the phrases Jamie and Vanessa use to express how the TV shows make them feel. Discuss: *What is your opinion on News broadcast and sitcoms? How do they make you feel?*
- The highlighted phrases in the conversation are examples of British English. Find and circle the American equivalents from the expressions below.

...on the weekend	I will see it...	You can...
You have to...	Did you have...?	Did you hear...?

STOP AND THINK about...

...learning

1. Match the following visual resources on TV with their function. Write the correct letter on the lines.



a) graphics

b) anchor man (or woman)

c) crawler



d) caption

e) lower third

- 1 Pieces of news that move along a line at the bottom of the screen. \_\_\_\_\_
- 2 The person who says the news from a studio. \_\_\_\_\_
- 3 The script of what is being told on TV. When it is a translation, we call them subtitles. \_\_\_\_\_
- 4 The words that identify the person who is speaking and/or location of the story. \_\_\_\_\_
- 5 Visual elements like charts or maps that support the story being told by the broadcaster. \_\_\_\_\_

LANGUAGE REFERENCE

PAGE 07

...language

1. The following sentences come from the news and sitcom abstracts you heard on Activity 2 page 43. Match the sentences to the formal or informal devices used.

- |   |  |
|---|--|
| 1 Residents of nearly 100 homes have been asked by authorities to evacuate. | a exaggeration in tone of voice or reaction                  |
| 2 Good evening to you and all our viewers.                                  | b formal greeting  |
| 3 They have been here since 3 am today.                                     | c hesitation, (many) pauses                                  |
| 4 So... I don't know... how about...  | d no use of contractions                                     |
| 5 You feel the same way, right?   | e ungrammatical sentence (not using auxiliary in a question) |
| 6 What???   | f use of passive voice                                       |

- In your notebook, draw a table with the differences between formal and informal register. Use the information from this activity and from other sources to make the list as complete as possible.





1. Listen to the answers given in interviews with different people. What is the main topic of the interview? Discuss the question with a classmate and then compare with others.

2. Read the questions that are not in the recording. Working with a classmate, listen again and number the questions in the order the people answer them. Write the number on the lines.

- a Question \_\_\_\_ Why don't you like this type of program?
- b Question \_\_\_\_ What is the show about?
- c Question \_\_\_\_ How does your favorite TV show make you feel?
- d Question \_\_\_\_ Is there a type of TV show you don't like?
- e Question \_\_\_\_ What is your favorite TV show?

3. What other questions could you ask in an interview about the TV shows people watch and the emotions they cause? Brainstorm ideas in small groups and then share them with the class.

We could ask if people know what type of show their favorite programme is.

That's a good idea. I think we can also ask: What type of audience does your favorite show have?

- In preparation for the unit project, work in small groups and write a list of questions you can ask in an interview about TV shows and the emotions they cause.

4. Read the following abstract from the interviews you heard and circle the correct answer to the questions.

- 1 How many of the answers describe the show people hate? 1 2 3
- 2 How many of the answers reflect personal feelings? 1 2 3

### Why don't you like this type of program?

- Speaker 1** Crime shows are creepy! They show you all kinds of **disgusting** details about horrible **deaths**... they make me afraid of everything, and of everybody!
- Speaker 2** I always feel so bad for the people that lose in game shows. I am happy for the winners, but for the people who lose it's **humiliating**, I think... that's not fun to watch. It makes me very uncomfortable.
- Speaker 3** All the drama in soap operas! I find that boring and unnecessary... there's enough drama in real life, don't you think?

- Underline the words used to describe something and decide if they are describing the speaker's feelings or the show they are talking about.

5. Work with a classmate and discuss which part of the following two answers contains the main idea and which sentences are part of the explanations that support the main idea.

Why don't you like this type of program?

#### Speaker 1

- a Crime shows are creepy!
- b They show you all kinds of disgusting details about horrible deaths...
- c they make me afraid of everything, and of everybody!

#### Speaker 2

- a I always feel so bad for the people that lose in game shows.
- b I am happy for the winners, but for the people who lose it's humiliating, I think...
- c that's not fun to watch.
- d It makes me very uncomfortable.

- Think about a specific TV show you hate. Write the answer to the question *Why do you hate this show?* in your notebook. Include examples and/or explanations in your answer and then share it with the class.

When talking about a TV show you can personalize your opinion explaining how you feel while or after watching it.



6. Reflect on your progress so far. In your notebook, finish the following sentences so that they are true for you.

- 1 Identifying different types of TV programs is...
- 2 Understanding main ideas and some details in TV programs is...
- 3 Understanding conversations or interviews about TV shows is...
- 4 Writing questions and answers about TV programs is...
- 5 The easiest task in the unit so far was...
- 6 The most difficult task in the unit so far was...

• If you found things that are difficult for you to do, talk to your teacher and your classmates for suggestions on how to improve.

7. Read the following answers to the question "How does your favorite TV show make you feel?" Underline the feelings mentioned by each speaker.



Speaker 1 Mmmm... I don't know... for some reason it makes me feel important. Like I know more, you know?

Speaker 2 Oh, I guess the show distracts me from real life, so I feel... I guess I feel more relaxed after I watch an episode. Sometimes I feel curiosity about what will come next so I feel a bit anxious... like, I can't wait for the next one to come.

Speaker 3 I always feel curiosity about who the winner will be, and I always feel excited when I have the same opinion as the judges.

TRACK 08

• Listen to the audio for this part again and, working in groups, mark (✓) the resources the speakers use.

- a Variation of tone, rhythm and volume. \_\_\_\_\_
- b Questions to clarify words that are not clear. \_\_\_\_\_
- c Words, noises or pauses to give them time to think. \_\_\_\_\_
- d Stress in words that express feelings. \_\_\_\_\_
- e Long explanations to avoid answering the question. \_\_\_\_\_
- f Paraphrasing (or saying the same idea in different words). \_\_\_\_\_
- g Explanations or examples to make the ideas clear. \_\_\_\_\_

• Compare answers in small groups and discuss as a class: *How does each of the resources you marked (✓) help a speaker get their message across?*

8. Write the expressions from the box in the correct column depending on your opinion.

serious interesting fun silly entertaining annoying  
intelligent boring alarming educational bad sad  
relaxed bored anxious excited happy annoyed  
entertained angry interested

Program	The type of program is...	So it makes me feel...
News		
Sitcoms		
Game shows		
Sports broadcast		
Documentaries		
Other _____		

- Compare your tables in small groups and discuss the reasons for your choices.
- Working individually, choose two TV shows you like and one you don't and prepare a similar table with words to describe the shows and the feelings you get when you watch them.
- In your notebook, compose sentences about how each of the three shows make you feel. Remember to include examples and/or explanations in your sentences.

9. Brainstorm phrases you can use to start and end an interview. Consider formal and informal options.

<p><b>Formal Start</b></p>	<p><b>Informal start</b></p> <p><i>Hey! I'd like to ask you a few questions.</i></p>
<p><b>Formal end</b></p> <p><i>It's been nice talking to you. Thanks.</i></p>	<p><b>Informal end</b></p>

TRACK 09

- Listen to a short interview where some phrases to start and end an interview are used. Check if you hear some of the phrases in your chart.

STOP AND THINK about...

...learning

TRACK 09

1. Listen to Jamie Interviewing Vanessa. Write his questions in the correct part of the interview frame below.

Introduction		response	
Question 1		response	Anything interesting / unclear Yes → Ask another question No → Continue
Question 2		response	Anything interesting / unclear Yes → Ask another question No → Continue
Question 3		response	Anything interesting / unclear Yes → Ask another question No → Continue
Conclusion		response	

- Listen to the recording again and discuss how closely (or not) the interview follows this frame.
- Prepare a set of questions for the interview you will conduct for the unit project. Use the interview framework above as a guide.

STOP AND THINK about...

...being together

1. Practice the interview you prepared in Activity 1 page 50. When you finish, give each other feedback using the forms below.

- Student A: Interview your classmate
- Student B: Respond to the questions you're asked.

My classmate (the person interviewed)...	B
answers the questions I ask.	yes/no
offers explanations and examples in the answers.	yes/no
shows his/her emotions in tone, volume and stress in words.	yes/no
moves his/her hands to express meaning.	yes/no

My classmate (the interviewer)	A
starts and ends the interview politely.	yes/no
asks questions about TV shows and the emotions they cause.	yes/no
shows interest in my answers with body language and follow-up questions.	yes/no

- Work with a classmate. Compare your tables and discuss your reasons.

...self

1. Think about interviews with classmates and answer the following questions in your notebook.

- 1 Do you prefer to interview or being interviewed? Why?
- 2 How do you feel when others interview you?
- 3 How do you feel when you interview others?
- 4 How important or interesting is the topic of TV programs to you?

- Compare answers in small groups.
- Discuss as a class: What can you do to help people feel comfortable in interviews?



Do sections 2 and 3 on the Reading Corner Page.



## Preparing

1. Prepare and revise the information you have developed throughout the unit.

	Activity 1, page 45 (Language)	Table with differences between formal and informal language
	Activity 3, page 46	List of questions you can ask in an interview
	Activity 8, page 49	Table with emotions caused by TV shows
	Activity 8, page 49	Sentences you can use to express emotions

You will present an interview like the one you practiced on page 50, Activity 1 in small groups.

## Presenting

1. Work in groups of four students.
2. Pairs take turns presenting the interview you practiced in Being together on page 51.
3. The two classmates listening to the interview should fill in each of the forms on page 51 for giving feedback to the interviewer, and the person interviewed.
4. Take notes of interesting comments or questions in the interviews to share with the class later on.
5. Share feedback with the pairs as soon as you finish all the interviews.
6. As a class, share the notes you took during the interviews.

## Reflecting on my Progress

1. Think about your work throughout the unit and the interview you just conducted. Mark (✓) what you can do now.

- 1 I can recognize different types of TV shows. \_\_\_\_\_
  - 2 I can understand the main idea and some details of TV shows. \_\_\_\_\_
  - 3 I can talk about my reactions to different TV shows. \_\_\_\_\_
  - 4 I can ask questions about TV shows. \_\_\_\_\_
  - 5 I can participate in an interview to share reactions to TV shows. \_\_\_\_\_
- Work with a classmate and discuss the reasons for your answers.
  - If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.



# GET ready to read



PAGE 38



1. Discuss with a classmate: *How much TV do you watch? Why?*
2. Read the title and have a quick look at the illustrations of the text. What type of information will you find? Write your ideas on the lines.

---



---

# GET into the text

1. As you read the text, check your predictions about it. How close were they?
2. As you read the text, find and take note of the following information.
  - a Three types of show suitable for children.  
\_\_\_\_\_
  - b Two types of show which have information as their main purpose.  
\_\_\_\_\_
  - c The reason why most people watch TV.  
\_\_\_\_\_
  - d Three reasons given by different people who love a show.  
\_\_\_\_\_
  - e Three feelings expressed by different people about a TV show.  
\_\_\_\_\_
- Compare your answers in small groups.

# GET together

1. Work in small groups. Discuss: *How do most students in your school feel about TV? How do you know? How will new generations feel about TV? Why?*
2. Share your ideas with the class.

## quick CHECK!



## 1. Complete the following interview .

1 Interviewer: Excuse me sir, \_\_\_\_\_?

Man: Sure,

2 Interviewer: \_\_\_\_\_?

Man: Mmmmm... it's one called "Altered Carbon"

3 Interviewer: \_\_\_\_\_?

Man: It's a Sci-fi show.

4 Interviewer: \_\_\_\_\_?

Man: It's about a crime in a future where rich people can live forever.

5 Interviewer: \_\_\_\_\_?

Man: It makes me feel interested and intrigued.

2. Work with a classmate to review the questions you wrote for Activity 1. When you finish, use the questions to practice a short interview between the two of you.



- Talk about your performance considering the following:  
*Was there an appropriate opening and closing for the interview? Did you use tone, volume and stress in words to reinforce what you wanted to say? Did you use body language to show interest?*


Mark (✓) the correct box.

	I get it!	I almost get it!	I need more work to get it.
I can understand what the theme, purpose and possible audience of a TV show are.			
I can understand main ideas of TV shows.			
I can understand some details of TV shows.			
I can recognize different types of TV shows.			
I can compose sentences on emotions and reactions that TV shows have on me.			
I can give examples and/or explanations when talking about reactions to TV shows.			
I can write questions about TV programs.			
I can ask an answer questions about TV programs.			
I can organize questions to conduct an interview with a classmate.			
I can share my emotions and reactions about TV shows in an interview.			

- If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.

## Review Units 1-3

In units 1-3 you learned or reviewed: producing instructions to conduct a simple experiment, interpreting and providing descriptions of unexpected situations in a conversation, and exchanging emotions and reactions caused by a television show. Take this opportunity to review and/or consolidate those objectives.

1. **Work with a classmate. Discuss and then write an answer to the following questions.** 

1 Why are experiments important?


\_\_\_\_\_

2 What elements should an experiment have?

\_\_\_\_\_

3 Is it relevant to include the quantity of ingredients in an experiment? Why?

\_\_\_\_\_

2. **Underline the elements of an experiment in the corresponding color. Once you have done that, write the instructions in the correct order.** 

red = ingredients   blue = instructions   black = conclusion

Add one drop of detergent in the center.

Drop a couple of drops of food coloring near the edge of the recipient.  
 food coloring (different colors)   liquid detergent   milk

**Pour some milk into the recipient.**

Repeat the process with every color.

The drop of detergent breaks down the fat molecules in the milk. As the fats break down, water moves the food coloring to where the fat was to fill the space.

### Instructions

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **Answer the question. Once you have done that, write the instructions in the correct order.**

How would you improve the information of the experiment? Why?

\_\_\_\_\_

\_\_\_\_\_

4. **Look at the unexpected situations. Write a suitable response.**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. **Choose role A or B. Follow the instructions for your role.** 

<b>Student A</b>	Your friend B lent you his/her favorite collector's edition comic. You have to give it back today but something terrible happened. Give details.
<b>Student B</b>	You lent your friend A your favorite collector's edition comic. You'll get it back today. Make sure you understand what your friend has to say.

6. **Work with a different classmate. Take turns retelling what just happened in activity 5. Ask and answer questions to clarify the information.** 

7. Work together to choose your favorite TV show. Give reasons for your choice. 

1 Game show _____	2 News broadcast _____
3 Reality show _____	4 Sitcom _____
5 Soap opera _____	6 Sports broadcast _____

8. Complete the table about a TV show you hate.

Name	
Type of show	
Audience	
How does the program make them feel?	
Why do you hate this show?	

9. Write notes to interview a classmate about the TV show in activity 8. Remember to include questions to start and end the conversation.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

10. Interview each other about the TV show in activity 8. 

## Term test 1

1. Read the instructions of the experiment and write the materials. Then color the wheel.

### Newton Color Wheel

#### Materials

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

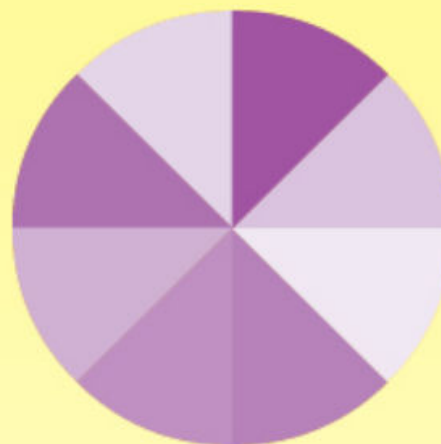
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


#### Instructions

- 1 Cut out a round piece of paper and use a ruler and a pencil to divide the wheel into 8 sections.
- 2 Use colored pencils to fill in the sections in this order: red, orange, yellow, green, blue, indigo, and violet. If you can't get indigo and violet, just use purple.
- 3 Glue the wheel on some cardboard and allow to dry.
- 4 Insert a wooden skewer into the middle of the wheel.
- 5 Spin the skewer between your fingers as fast as you can and watch the colored wheel.




#### Conclusion

Spinning the wheel mixes all the different wavelengths of colored light together, creating white light. The faster you move the wheel, the more white light you see. This process is called color addition.

2. Read the experiment in activity 1 and discuss the questions. 


What color will you see when you spin the color wheel? Why?

3. Choose one situation and take turns retelling it. Ask and answer questions for clarification. 

1 You've just found \$500 in your pocket.

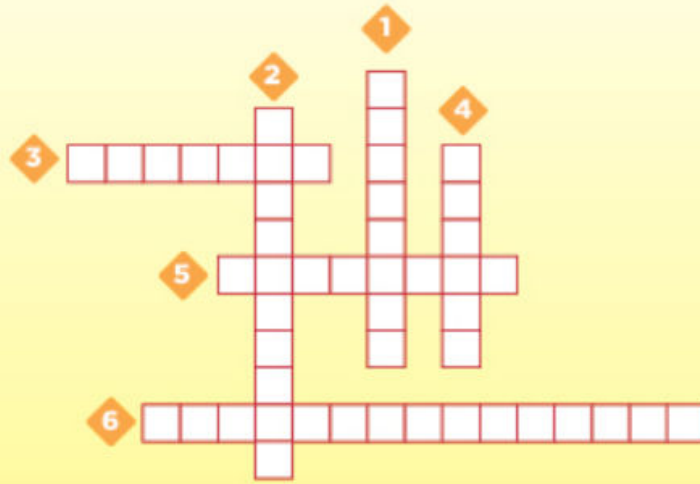
2 Your best friend called you to say she's moving to another country.

3 You can't find your house keys.

4. Solve the crossword puzzle. 


Across →

3. The script of what is being told on TV.
5. Visual elements that support the news being told
6. Live reporting of sport events or commentary about them





Down ↓

1. A competition with a definite format to win prizes
2. Pieces of news that move along a line at the bottom of the screen
4. A situation comedy

- What other words connected to TV shows do you remember? Take turns defining them for your classmate to see if he/she can guess what they are. 

5. Write one word to describe what each TV show makes you feel.

- 1 News \_\_\_\_\_ 2 Reality show \_\_\_\_\_  
 3 Soap opera \_\_\_\_\_ 4 Documentary \_\_\_\_\_

- Compare answers in groups explaining your reasons for each answer. 
- 6. Choose one of the pictures below. Take turns interviewing your classmate about the TV show and his/her emotions related to them. 



unit 4

READING POEMS

What do poems communicate?

In this unit you will

- ...select and explore poems.
- ...understand general sense, main ideas and some details.
- ...describe moods.
- ...write sentences from words and expressions that communicate moods.

**Communicative Activity:**  
Literary Expression.

**Social Practice:**  
You will read poems.

Unit Project: Inventory of emotions

1. Discuss the questions below. Write your answers and prepare to share them with the rest of the class later on.

1 What is a poem?

\_\_\_\_\_

2 How do you distinguish a poem from other texts?

\_\_\_\_\_

3 Why do people read poems?

\_\_\_\_\_

2. Read the following text about poetry and discuss the questions below in small groups.

Poetry can be defined as written text that plays with meaning, sound and rhythm to create strong emotions. Its purpose can also be to awaken the imagination in such a way that experiences from others become close to our hearts and minds.

Poetry is normally organized in rows that we call "lines". A collection of lines (that typically contain a rhyme) is called "verse" or "stanza". The organization of a poem plays an important role in the way the poem is read and in the message it sends. Poems can take many forms, but the intention of the strong emotional message seems to always be there.

Writing and reading poetry has always been central to many of us, because poetry helps people to connect to the feelings and experiences of others, as we read poems, the experience of others can become ours and make us feel we are not alone in feeling strong, joyful, lonely, angry, etc. Poetry can also help us feel we are not alone in thinking. Feelings and ideas that reach us in a personal way, are probably the main reasons people have to read poems.

- 1 How does the author of the text answer questions 1-3 in activity 1?
- 2 How similar or different were your answers?
- 3 Did you learn anything new from this article? If so, what was it?

3. Discuss with a classmate: *Have you ever read a poem? Which one(s)?*


TRACK 10

4. Listen to a poem by Emily Dickinson. Mark (✓) the emotion it communicates.

- a Sadness \_\_\_\_\_
- b Excitement \_\_\_\_\_
- c Optimism \_\_\_\_\_

• Listen to the poem again with your eyes closed. *What images come to your mind? Discuss your answers in small groups. How similar or different are your ideas?*

5. To understand the poem better, read it and write the correct underlined word next to its meaning.



**"Hope" is the thing with feathers**  
*Emily Dickinson*

"Hope" is the thing with feathers  
That rests in the soul,  
And sings the tune without the words  
And never stops at all,

And sweetest - in the wind - is heard;  
And sore must be the storm  
That could destroy the little bird  
That kept so many warm.

I've heard it in the coldest land,  
And on the strangest sea;  
Yet, never, in extremity,  
It asked a crumb of me.

- 1 A condition of extreme adversity.  
\_\_\_\_\_
- 2 A melody. \_\_\_\_\_
- 3 Most pleasing or satisfying.  
\_\_\_\_\_
- 4 Severe, terrible.  
\_\_\_\_\_
- 5 The essence or spirit of a person.  
\_\_\_\_\_
- 6 The soft material that covers the skin of birds. \_\_\_\_\_
- 7 To sit or take repose.  
\_\_\_\_\_

**Culture Stop** Emily Dickinson (1830-1886) is recognized as one of the USA's most important poets of all time. She experimented with expression to achieve images and observations that have survived the test of time.



6. Read the poem in Activity 5 again and discuss the following questions. Write the answer in your notebook.

- 1 What does the poet compare hope to?
- 2 What is hope like, according to the poet?
- 3 What can destroy hope?
- 4 When can we find hope?

• Compare answers in small groups. Underline the words in the text that confirm your answers.

TRACK 10

7. Listen to the poem again. As you listen, pay attention to the sounds of the following pairs of words and circle the correct option. There is an example done for you.

words in the poem		sound that is repeated		
soul	all	a) /l/ as in "lily"	b) /aʊ/ as in owl	c) /ɑ/ as in "bull"
heard	bird	a) /i:/ as in "bee"	b) /s:/ as in "third"	c) /e/ as in "bet"
storm	worm	a) /s:/ as in "third"	b) /rɪn/ as in "norm"	c) /ɑ/ as in "clock"
sea	me	a) /e/ as in "bet"	b) /s:/ as in "third"	c) /i:/ as in "bee"

8. As a group, read the poem in Activity 5 aloud, paying attention to the rhythm to make it sound as nice as possible. When you finish discuss in small groups: *How does the sound of the poem make you feel? What is your opinion of the poem?*

TRACK 11

9. Listen to three opinions from different students who read the poem "Hope is the thing with feathers" by Emily Dickinson. Discuss with your classmate: *Which opinion is closer to yours? Why?*

The repetition of sounds or syllables at the end of a line in a poem are the *rhyme*. The intervals between stressed syllables are the *rhythm*. Rhyme and rhythm give a poem its *musicality*. This means that through repeating certain sounds and having regularity of stressed syllables, poems become nice to hear.

Get Smarter!

STOP AND THINK about...  
...language

LANGUAGE REFERENCE  
PAGE 178

1. Read the verse from the poem "Hope is the thing with feathers" by Emily Dickinson and analyze the language by discussing the questions below. Write the answers in your notebook.

And sweetest - in the wind - is heard -  
And sore must be the storm -  
That could destroy the little Bird  
That kept so many warm.

- 1 What is heard in the wind in line 1?
- 2 Why is the sound heard described as "sweet"?
- 3 What does the storm represent? Why is it "sore"?
- 4 What does the word "That" refer to in line 3?

Sentences in poems can be long or short, and poetry can sometimes "bend" the conventional rules of grammar so that sound can be favored. The poet started here a second verse in the middle of a sentence, and uses conjunctions (*and*) and pronouns (*that*) to keep her ideas together.

Get Smarter!

...learning

1. Complete the chart and compare your answers in groups.

What do I know about poems?	
What do I want or need to know?	

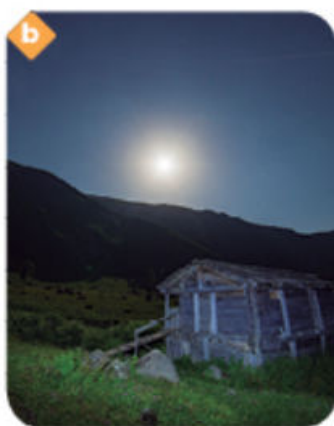
2. Working in small groups, decide where you can find more poems in English to read and prepare to choose from 1 to 3 for your final project. There are some poems in your reader book, you can also try your local or school library, or sites for poems such as: <https://www.poetryfoundation.org>

1. The following pictures illustrate ideas or emotions contained in certain poems. What emotions do you think the poems will express? Working together, analyze the pictures and titles of the poems and classify the emotions and moods in the correct box.

calm confused depressed fearful hopeful in love joyful lonely miserable sad scared serene wishful worried



"Alone"  
By Edgar Allan Poe



"Someone"  
By Walter de la Mare



"Sonnet 44" By William Shakespeare (To an absent love)

Poem a	Poem b	Poem c

- Still working in groups, brainstorm more feelings and emotions that can be expressed in these poems and add them to the correct column.



Do section 1 on the Reading Corner Page (p. 73)



2. Read and listen to the extracts of the poems illustrated in Activity 1. Write the letter of the correct option in the spaces.

a "Alone" b "Someone" c "Sonnet 44" (To an absent love)

Poem 1 \_\_\_\_\_  
Since I was young I have not been  
As others were—I have not seen  
As others saw—I could not get  
My feelings from a common place.  
From the same source I have not taken  
My **sorrow**; I could not awaken  
My heart to joy at the same tone.  
And all I loved, I loved alone...

Poem 2 \_\_\_\_\_  
If only my material flesh were thought,  
This awful distance would not stop my way;  
For then, **despite** of space, I would be brought  
From limits far remote to where you now stay...

Poem 3 \_\_\_\_\_  
Someone came knocking  
At my **wee**, small door;  
Someone came knocking;  
I'm sure-sure-sure;  
I listened, I opened,  
I looked to left and right,  
But nothing was stirring  
In the **still** dark night...

- Check the list of emotions you predicted for each of the poems in Activity 1. Were your predictions correct? Do you want to make changes?

3. Read and listen to the poems above and follow the instructions.

- 1 Draw a chart like the one below for each poem in your notebook.
- 2 As you listen to each poem write the emotion projected by the author (Column 1), and the emotion you feel as you listen to them (Column 2).
- 3 When you finish, think of a time in your life when you felt a similar emotion as the one you wrote in columns 1 or 2 and take notes (Column 3). Then write your opinion about the poem (Column 4).

Poem	1 Emotions in the poem	2 My feeling	3 My experience	4 My opinion
Alone	Complete loneliness, isolation	Sadness	lonely at the beginning of the year	love it!

- Draw a similar chart in your notebook for the poem(s) you chose in activity 2 page 65.

4. Use the chart you created in Activity 3 to share and discuss your ideas about ONE of the poems. Follow the steps:

- 1 Choose one of the poems to discuss.
- 2 Form small groups with classmates who want to discuss the same poem.
- 3 Prepare questions for your classmate so that they can explain each section of their chart. Brainstorm different ideas for questions you can ask.

Which phrases does Poe use to show loneliness?

What makes you feel sadness when you read the poem?

Why did you feel lonely at the beginning of the year?

What do you love about the poem?

4 Discuss the contents of your charts asking each other questions about your ideas.

5. Read the following sentences that show what a few students thought about the poem "Alone" By Edgar Allan Poe. Discuss the questions below.

- At the beginning of the poem, the author says "I have not been as others were" and to me, this means that he feels different and also isolated from the rest.
- The poem is BEAUTIFUL because of the sound and maybe the rhythm? It is sad at the same time.
- The poem is called "Alone" and I think that is what the writer feels, he feels lonely because he always reacted differently from others.
- I like loneliness because I feel peaceful in my own space, but the poem is just depressing!

- 1 Which phrases or words do the students use to connect ideas?
- 2 Which phrases or words describe the poem?
- 3 Which phrases or words indicate personal opinion?
- 4 Which phrases or words introduce a feeling or personal opinion?
- 5 How do punctuation and use of capital letters help express ideas?

• Working together, brainstorm more phrases and words you can use to describe a poem and give your opinion about it.

6. Use the chart you created in activity 3 to write sentences about the way the poems made you feel in your notebook.

• Share your sentences in pairs and help each other correct or improve the sentences.



Do sections 2 and 3 on the Reading Corner Page (p. 73).



PAGE 40

7. Read an extract of an emotions inventory made by a student. Choose the correct beginning for each section and write the letter in the space. There are two extra options you do not need.

- a I think the poem would be better if...
- b If I close my eyes when I hear it I imagine...
- c My favorite part of the poem is...
- d The poem makes me feel...
- e The poem reminded me of...
- f When reading the poem aloud the sound is...

Emotions Inventory. Poem 1  
Title of the poem: "Alone" by Edgar Allan Poe

1 \_\_\_\_\_ slow, heavy. I think the repetition of the sound /o/ and the word "not" makes it more serious and gloomy.

2 \_\_\_\_\_ a sad teenager, dressed in black. I can see an interesting and beautiful person who does not understand how beautiful she is.

3 \_\_\_\_\_ times when I have felt alone. I think I felt the same when all my family went away on holiday and I had to stay with the neighbors. I was lonely and felt really misunderstood.

4 \_\_\_\_\_ sad, but also happy to know that other people can recognize that feeling of loneliness and can express it in such a perfect manner.




8. Work in groups and decide on the format of your inventory of emotions. You can consider adding a title to the different sections. The following are suggestions on sections to include in your inventory of emotions.

sound and rhythm   favorite part   least favorite part  
poet's feeling   my feeling   my experience   what I imagine

## STOP AND THINK about...

## ...language

1. Work with a classmate and discuss: *What questions would you ask the student who wrote the emotions inventory on page 69? Brainstorm a few questions and write them in your notebook.* 

Why...? Where...? When...? How can you tell...?  
How do you explain...? Who...? Which word or phrase...?


2. Conduct a roleplay. 

**Student A:** You wrote the inventory on page 69. Answer your classmate's questions.

**Student B:** Ask your classmate some of the questions you thought of.



## ...learning

1. Write a first draft of an inventory of emotions. Follow the steps:  


- 1 Use the poems you chose in Activity 2 page 65, and the chart you created in Activity 3 page 67.
- 2 Follow the format you decided on Activity 8, page 69.
- 3 Once your first draft is ready, share it with a classmate so he/she can help you check if the ideas are clear and for any mistakes they may notice in the text. 
- 4 Make changes in your draft if necessary.
- 5 Plan the final shape and form your final version will have. Consider the following: *Will you include drawings or cutouts to illustrate? How will you distribute the content?*
- 6 Write a final draft on a separate piece of paper and prepare to share it with the class.

## STOP AND THINK about...

## ...learning

1. Before sharing your inventory of emotions with the class, complete the following chart to check the work you have done.  


	Yes	No	Comment
I selected 1-3 poems for the inventory of emotions.			
I read and understood the poems.			
I analyzed the emotion(s) in the poem and what I felt when I read it.			
I expressed my opinion on the poem(s) I chose.			
I prepared a chart with notes on feelings and opinion.			
I practiced questions and answers about the feelings in poems.			
I wrote a first draft of the inventory of emotions and asked for help to check it.			
I created a final draft which I am ready to share.			

- Work with a classmate to review your chart and, if there are sections that were marked "no", help each other complete the step so that the final version of the inventory is as complete and correct as possible. 

## ...self

1. In your notebook, write the answer to the following questions.

- 1 What is your favorite poem so far? Why?
- 2 How easy or difficult is it for you to understand the emotion in a poem? Why?
- 3 How easy or difficult is it for you to express your reactions to poems? Why?
- 4 Review the chart you filled in on Activity 1 (learning) page 65. Have you learned everything you wanted to about poems?

- Work in small groups and share your answers. Discuss: *How could you help classmates who find it difficult to express their feelings even in their own language? Where can you find information to learn more about poetry?* 



## Preparing

1. **Work in groups.** Review the steps you have followed to create an Inventory of emotions.

	Activity 2, page 65	Poem(s) chosen for the project.
	Activity 3, page 67	Chart with feelings and opinions.
	Activity 4, page 68	Sample questions to explore feelings.
	Activity 1, page 71	Inventory of Emotions Checklist

You will use the final version of your Inventory (Activity 1, page 70) to share it in class.

## Presenting

- Work in groups. Decide on the order of the presentations.
- Explain briefly which poem(s) you chose and why, and then summarize what your inventory says.
- Display your inventory (on a desk or maybe pasted to a wall) so that everyone in your team can see it.
- Respond to questions and comments from your classmates.
- Listen to your classmates present and ask questions. Take notes of interesting points. When you finish, share the information with the rest of the class.

## Reflecting on my Progress

1. **Think about the work you have done throughout the unit and for the Inventory you just presented. Complete the following sentences in your notebook.**

- 1 The most important thing I have learned about reading poems is...
- 2 The most important thing I have learned about discussing feelings is...
- 3 The best part of writing an inventory of emotions was...
- 4 If I had to write an inventory of emotions again...

- If you found things that are difficult for you to do, talk to your teacher and your classmates for suggestions on how to improve.



1. **Where do you think poets get their inspiration? How do they learn to write?**

---

2. **What type of poetry would you write if you were a poet? Why?**

---



1. **As you read the poems, complete the following (simplified) Inventory of emotions for 5 of the poems in the Reader Book.**

	Title of the poem	Feeling projected by the author	My feelings / thoughts
1			
2			
3			
4			
5			

- Work in small groups and discuss:
- Which poems did you choose? Why?
- What evidence in the poems tells you of the feeling projected by the author?
- Why do the poems you chose make you feel/think that way?

## quick CHECK!

1. Read the following poem, use your dictionary or the glossary pages to check the meaning of words. Then, answer the questions below.

## Fall, leaves, fall

By Emily Brontë

Fall, leaves, fall; die, flowers, away;  
 Prolong night and shorten day;  
 Every leaf speaks **bliss** to me  
 Falling from the autumn tree.  
 I shall smile when crowns of snow  
**Blossom** where the rose should grow;  
 I shall sing when night's **decay**  
 Invites in a lifeless day.



- 1 What words rhyme?

---

- 2 What is the main idea of the poem?

---

- 3 How does the author feel about autumn? How can you tell?

---

- 4 How does the poem make you feel? Why?

---

- 5 What is your opinion of the poem?

---

2. Compare your answers to Activity 1. Take turns reading the poem aloud and then discuss: *Does the sound of the poem change your feelings or opinions?*



Read the sentences and write the number that best describes your achievements in this module.

- 1 I can do this easily.  
 2 I have some problems doing this.  
 3 This is difficult or impossible.

	My score
I can review and select poems to read.	
I can understand the main idea and details on the poems I read.	
I can recognize the emotion(s) in a poem.	
I can identify the emotion the poem causes me to feel.	
I can talk about emotions in poems.	
I can write sentences to discuss emotions and opinions of poems.	
I can use capital letters and punctuation symbols to express opinions and emotions more effectively.	
I can write an inventory of emotions.	
I can ask and answer questions about inventories of emotions.	

- If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.

# unit 5

## HISTORY PAGES

### Who writes history?

#### In this unit you will

- ... select and revise descriptions of historical events.
- ... understand content of historical texts.
- ... write brief reports.
- ... edit reports.

#### Communicative activity:

You will search and select information.

#### Social practice:

You will write a brief report on a historical event.

**Unit Project:** Reports on historical events for an anthology



# GET GOING

- Discuss in small groups: *What do you know about World War II?* As you discuss, copy a chart like the one below in your notebook and fill in the two first columns. Leave column 3 empty for now.

What I know	What I want to know	What I have learned

- In pairs, have a quick look at the texts below. Pay attention to the titles, the illustrations and the layout of the texts and anticipate the content. Follow the instructions.
  - Discuss with your classmate: *What do you think the texts will be about? What information do you expect to find? Where do you think the texts are taken from?*
  - Read the texts in detail and check your answers to the questions above. Compare answers with other pairs.

**a**

**Battle of Britain - European History (1940)**  
This battle was fought during the Second World War from July to September in 1940. Great Britain's Royal Air Force (RAF) fought against aggressive air raids Germany launched on their country. France had fallen into the control of Nazi Germany, so as a next step, the Germans intended to destroy the RAF so that their army could march in and invade Great Britain. The subsequent victory of the RAF blocked the possibility of invasion.

**Battle of Bunker Hill - USA History (1775)**  
An important battle of the American Revolution which was fought during the siege of Boston...

**b**

1940	JULY 16 <sup>th</sup>	AUGUST 13 <sup>th</sup>	AUGUST 24 <sup>th</sup> , 25 <sup>th</sup>	SEPTEMBER 15 <sup>th</sup>	SEPTEMBER 17 <sup>th</sup>
	Hitler orders his Airforce to destroy their British equivalent.	A first German attack. Britain loses 13 planes while shooting down 45 enemy aircrafts.	Germany bombs London by mistake. The British Airforce launches a bombing raid on Berlin.	Heaviest attack by German forces. The British Airforce stands the attack causing Hitler's Airforce severe losses.	Hitler postpones the invasion of Britain indefinitely.

**c**

**11 The Battle of Britain**

**Context**  
On September 1, 1939, Germany invaded Poland. Great Britain and France responded by declaring war on Germany two days later; thus, the Second World War started. Germany had defeated and occupied Poland, Denmark, Norway, Belgium, Luxembourg, the Netherlands and France. At this moment, Britain stood alone against the power of Germany's military forces.

3. Read the following report on The Battle of Britain and, in your notebook, answer the questions that follow.

### The Battle of Britain

A report by Elena Jones



British fighters attacking German bombers

From the many important moments in the long and complicated World War II, the Battle of Britain, which took place between July and September in 1940, is one that was central to the outcome of the war. This paper gives a brief overview of the Battle of Britain and explains its importance to the Allied forces who fought Nazi Germany from 1939 to 1945.

After France fell in June 1940, Germany decided to invade Great Britain to expand their power in what they called "Operation Sea Lion". The German Air Force (Luftwaffe) received orders from Hitler to eliminate the British Royal Air Force (RAF) so that the invading troops could march into the UK. While the Luftwaffe was stronger in numbers, the RAF could rely on the superior technology of their planes and of their radar system.

Major cities like London and Liverpool were ruthlessly bombed by the Germans, along with important military targets. In spite of this, the RAF managed to keep the Luftwaffe in check. In all the encounters they had, more German planes than British were destroyed. In what is known as the Battle of Britain day, the Luftwaffe launched its heaviest bombing raids, but it suffered important losses. This showed that the Germans were not superior in the air, which also meant Germany could not invade. On September 17, Hitler postponed the invasion of Britain indefinitely. It must be remembered that, while fighting the British, Germany was also planning to invade the Soviet Union.

The bombings continued at nighttime until 1941, and the War continued for five more years after the battle, but historians seem to agree that winning the battle was a decisive moment in UK's history as well as in the war, since it allowed Allied forces to have two fronts in which to fight the Nazi army; the other one being the Eastern front where the Nazis engaged the Russian forces. The war was eventually won by Allied forces, and winning the Battle of Britain was an important step towards that victory.

**Main sources:**

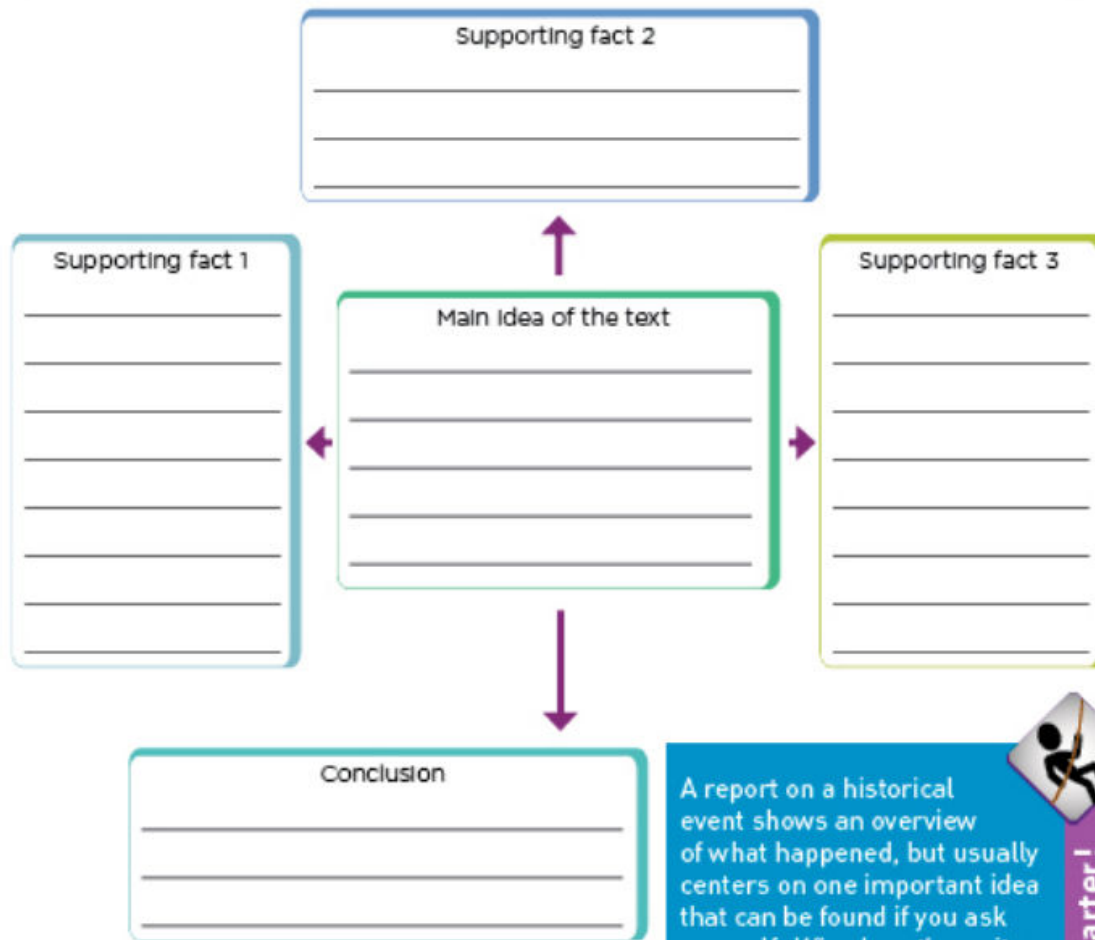
Royde-Smith, John Graham, and Thomas A. Hughes. "World War II." Encyclopædia Britannica, Encyclopædia Britannica, Inc., 3 Oct. 2018, www.britannica.com/event/World-War-II/The-Battle-of-Britain.  
 "Battle of Britain Timeline: 10 July 1940 – 31 October 1940." Bentley Priory Museum, www.bentleypriorymuseum.org.uk/bentley-priory-and-the-battle-of-britain/battle-of-britain-timeline-10-july-1940-31-october-1940/.

- 1 Who is this report written for?
- 2 What information from the texts a, b and c on page 77 was used in this report?
- 3 What is the difference in layout from the texts on page 77?
- 4 What is the main idea of the text?
- 5 Why is this historical event considered important?

4. Analyze the underlined vocabulary in the text. In your notebook, draw a chart like the one below and write in each column the words that belong in each group.

Warfare			
a fight between armies	things armies do	military equipment	armed services of a country

5. Read the report on page 78 again and complete the following organizer.



A report on a historical event shows an overview of what happened, but usually centers on one important idea that can be found if you ask yourself: *Why does the writer want me to read this paper?* Secondary ideas support the main idea and the conclusion reaffirms it.

Get Smarter!



## STOP AND THINK about...

## ...language

1. When discussing past events in a historical report, we can explain what happened in different ways. The following are examples from the report you read on page 78. Work with a classmate and discuss: *What is similar or different in the way the past facts are described? What is similar or different in the way the verbs are used? How many actions are described in each sentence? Did the actions happen at the same time?*

- a After France fell in June 1940, Germany decided to invade Great Britain.
- b While fighting the British, Germany was also planning to invade the Soviet Union.
- c The war was eventually won by Allied forces.

LANGUAGE REFERENCE

PAGE 79

2. Use the following timeline to discuss what was happening in Mexico during the World War II. Make sure to use different ways to express the past events.



1934	JULY 1940	DECEMBER 1940	MAY 1942	MARCH 1945
President Lazaro Cardenas expropriates the oil industry.	General elections for the presidency are held. Manuel Avila Camacho wins.	Avila Camacho takes power. He adopts a more conservative view in international relations that his predecessor.	After attack to Pearl Harbor in the US, Mexico declares war on the Axis alliance. 300 volunteers train in the US.	The Mexican Air Fighting Squadron 201 joins the US Airforce to fight the Japanese in the Philippines.

Mexico

## ...learning

1. As a final project, you will write a report on a historical event. The reports of all the class will form part of an **anthology**, which you may want to share with your school or your community. To start working in your unit project, discuss and take notes as a class.

- 1 Where could you find information in English about historical events?
- 2 Which period of history would the class like to focus on?

## GET MOVING

1. The following is another student's report on an event that happened in World War II. Read the report and choose the corresponding title for each section. There is an extra title you won't need to use.

- a A Japanese victory
- b About this paper
- c Consequences of the attack
- d Sequence of events
- e The situation

## The Attack on Pearl Harbor

Report by: Andrew Wagner

- 1 On December 7, 1941, the Japanese **launched** an aerial attack on the U.S. naval base of Pearl Harbor, in Hawaii. Many consider this attack to be a big mistake by the Japanese, because it brought the U.S. into World War II, **awakening** "the sleeping giant". In the present paper, I will give a brief overview of the attack and talk about the terrible consequences this brought to the Japanese.
- 2 World War II started in 1939 in Europe. Japan became allies with Germany and Italy on September 1940, forming what is known as the "Axis powers". This alliance added pressure to the already diplomatic and economic tense relations between Japan and the US. Japan secretly planned an attack on the U.S. military in the Pacific. They believed this attack would eliminate the US presence in the Pacific and allow their territorial expansion to be successful.
- 3 The forces of the Japanese Empire conducted a surprise attack on December 7, 1941. Their target was the US naval base at Pearl Harbor. In the course of two hours, 360 Japanese aircraft destroyed 18 American military ships and more than 300 planes. More than 2,400 Americans were killed and more than a thousand were **wounded**. The attack was successful for the Japanese army, since their losses had been minimal.
- 4 As a result, on December 8, 1941, just one day after the attack, the US declared war on the Empire of Japan and formally joined World War II. The US involvement in the war eventually caused Japan's total **defeat** in 1945, after the devastating effects of two atomic bombs dropped on Hiroshima and Nagasaki.



Main sources:

NPR "A Pearl Harbor Timeline." NPR, 7 Dec. 2004, [www.npr.org/templates/story/story.php?storyId=4206060](http://www.npr.org/templates/story/story.php?storyId=4206060).Royde-Smith, John Graham, and Thomas A. Hughes. "World War II." Encyclopædia Britannica, Encyclopædia Britannica, Inc., 3 Oct. 2018, [www.britannica.com/event/World-War-II/The-Battle-of-Britain](http://www.britannica.com/event/World-War-II/The-Battle-of-Britain)

2. Review the vocabulary in this report and add words to the chart you did for Activity 5 page 79.

3. In your notebook, make a similar timeline to the one below to organize the events of World War II you have read about so far. Use the information from the reports on pages 78 and 81 and the texts or timelines on pages 77 and 80 as well as any other information you may know.



4. In preparation for your unit project, work in groups and follow the instructions.
- 1 Draw a similar timeline for the historical period your class has decided to write about.
  - 2 Conduct some research in your school or local library on that period or use reliable sites on the internet (e.g. <https://www.bbc.co.uk/history>) to find general information about that period and complete the time line. Remember to use a variety of materials such as Encyclopedias, Academic Journals or history texts.
  - 3 Negotiate with your group and then with the whole class to select a specific event to write about. Make sure that the whole period is covered with different events.
  - 4 Create a poster with a class timeline where you all can choose and note the specific event you will write about.
5. The following are notes that Andrew took before writing the report on Pearl Harbor (page 81). Analyze the notes and discuss with your classmate: *Which information did he use? How did he use it? Why did he decide to discard the rest of the information? Would you have done the same? Why or why not?*

**Note 1** 1941 Conflicting interests between Japan and the US – no negotiation possible – Japan plans an attack on the US.  
(Source Encyclopaedia Britannica)

**Note 2** 1939 World War II starts – France and Great Britain declare war on Germany. US does not enter the war.  
(Source Encyclopaedia Britannica)

**Note 3** Japan wants to expand in Asia – the US opposes with diplomatic and economic sanctions  
(Source Encyclopaedia Britannica)

**Note 4** US Intelligence decodes a Japanese message indicating a possible attack – message not sent to PH  
(source NPR)

**Note 5** December 8 – Roosevelt (Am. president) talks to Congress – wants war against Japan – congress agrees  
(source NPR)

6. Conduct detailed research on the topic you have selected for your unit project. Work together with students who chose a similar topic and write notes for your report. Use index cards to write your notes.



7. Choose the main idea for your report. *Why do you want your readers to know about this specific event? Write your answer on the line to write your notes.*

---



---

- Work with students who are writing a similar report to yours. Help each other organize your notes around your main idea into a mind map. You can use a similar format to the one on page 79. There will be some ideas that will need to be discarded and some you want to keep for your report.

8. Reflect on your progress so far. How easy or difficult are the following tasks for you? Mark (✓) the correct box.

	Very easy	OK	Difficult
1 Read and understand historical events.			
2 Select a historical event to write about.			
3 Recognize different ways to express past events.			
4 Organize historical information in a timeline.			
5 Write notes about a historical events I read about.			
6 Organize information on a mind map			

- If you found things that are difficult for you to do, ask your teacher and your classmates for suggestions on how to improve.



Do sections 1 and 2 on the Reading Corner page (p.88)



PAGE 82

Remember that at this stage you can write as many notes as you wish. You can brainstorm ideas in your groups. Remember to take note of the sources for each note so that you can come back to check if necessary.

Get Smarter!

9. Analyze the organizer that Andrew used to write a paragraph for his report on page 81. Compare this information to the final version and discuss: *How do the notes get transformed into a sentence? How many ideas does he include in one sentence? Which words helped him join ideas?*

**Supporting sentence** The forces of the Japanese Empire conducted a surprise attack on December 7, 1941.

**Supporting sentence** More than 2,400 Americans were killed and more than a thousand were wounded.

**Main idea** A very aggressive attack which was successful.

**Supporting sentence** In the course of two hours, 360 Japanese aircraft destroyed or damaged 18 American military ships and more than 300 planes.

**Closing sentence** The attack was successful for the Japanese army, since their losses had been minimal.

**Note:** attack date 7/12/1941  
Lasted two hours.  
360 Japanese planes attack  
U.S. losses: Over 2,400 killed,  
1,140 wounded  
18 ships sunk or damaged  
300 aircraft destroyed or damaged  
(Source NPR Pearl Harbor Timeline)

Good paragraphs contain a central idea. Like any writing, they have a main idea, supporting or secondary ideas and a closing sentence. Using a graphic organizer to turn your notes into a paragraph, makes a writing task easier and more effective.

Get Smarter!

10. Follow the steps to produce a first draft of your writing.

- 1 Draw similar graphic organizers to the ones on Activity 9 for the paragraphs you will write in your report.
- 2 Using the notes you selected for activity 7 page 83, fill in the graphic organizers. At this point, the order of ideas is not essential, but you have to consider that the last square will be saved for the concluding idea of each paragraph.
- 3 Share your graphic organizers in small groups and help each other decide how clear your ideas are, if you can join ideas in one sentence, and the order in which you will write the sentences.
- 4 Using the information you just generated, write a first draft of your report in your notebook.

STOP AND THINK about...

LANGUAGE REFERENCE

PAGE 09

...language

1. Read the following pairs of sentences about the attack on Pearl Harbor and discuss with a classmate: *What makes them similar or different? Which version do you prefer? Why? What is the intention of the highlighted words in each sentence?*

Japan planned an attack on the U.S. military in the Pacific and gave no previous warning.

Japan **secretly** planned an attack on the U.S. military in the Pacific.

This attack has been considered to be a big mistake by the Japanese. **Many** consider this attack to be a big mistake by the Japanese.

In the end, the U.S. involvement in the war was the cause for Japan's total defeat. The U.S. involvement in the war **eventually** caused Japan's total defeat.

- Help each other revise the draft you wrote on Activity 10 page 84 by discussing these questions: *Are you using words to describe manner? Do you need to make changes to emphasize something or the way it was done?*

We can highlight manner in which actions were conducted by using adverbs (words like *casually, quickly, immediately, etc.*). Using pronouns (words like *many, someone, somebody, etc.*) when we can't or don't want to mention names, helps keeping the focus on the subject of the sentence.

Get Smarter!

...being together

1. Work in small groups and discuss the following questions.
  - 1 What are examples of good experiences you have had when someone helped you correct a piece of writing?
  - 2 What type of corrections are rude? Which ones are acceptable?
  - 3 What resources do you have available to check grammar and spelling when you write?
  - 4 How can you help each other correct grammar and spelling?
  - 5 What aspects of a text on historical events would you like to receive feedback on?
- Share the main ideas that came up in your discussion with the class.

STOP AND THINK *about...**...learning*

1. Exchange the drafts you wrote for Activity 10 on page 84 with a another group and help each other revise grammar, spelling and organization of the report you wrote. Use the following questionnaire to check each other's work. Write your answers in a separate piece of paper.

- 1 Does the report describe a historical event for the period the class chose?
- 2 Is the main idea of the report clear?
- 3 Do all paragraphs have a main idea and supporting details?
- 4 Does the conclusion restate the main idea?
- 5 Are the events in past expressed correctly?
- 6 Are there words which help link ideas and sentences clearly?
- 7 Are there words which help highlight different actions?

- Discuss with your classmate the reasons for the marks you are giving him/her.

- Taking your classmate's feedback into consideration, write a final version of your report. Decide if you want to add illustrations in this final version.

2. An anthology is a collection of writings of the same type put together in book form. The pieces of writing in an anthology are selected by an author or an editor. The beginning of the book usually has an index, an introduction to the work explaining what the reader will find, and it may contain information about the authors as shown below.

## ABOUT THE AUTHORS

**The Battle of Britain**  
Elena Jones

Elena is a student of Millikan High School in California who loves dogs and music. She plans to become an engineer.

**The Attack on Pearl Harbor**  
Andrew Wagner

Andy is the football captain of the Millikan High School team. Other than sports, his hobby is doing magic tricks. He's really good at it!



- Working as a class discuss and decide: *What will be the title of the class anthology? Will it have an introduction? If so, who will write it? Who will write the index? Will you include information about the authors?*



## Preparing

1. Prepare and revise the information you have developed throughout the

	Activity 4, page 82	Timeline for the historical period.
	Activity 6, page 83	Notes on the historical event.
	Activity 7, page 83	Mind map with notes
	Activity 1, page 86 (Learning)	Final draft of the report

You will use the final draft of your report to discuss it with the class.

## Presenting

1. Work in groups of four students.
2. Groups take turns presenting a brief summary of their report and show classmates where the event fits in the class' time line.
3. Discuss the sources you used and the experience of writing the report.
4. As a class, put your texts together to form an anthology of important events for the period you chose.
5. Discuss the possibilities of publishing your anthology: *Could you donate it to the school's or classroom's library? Could you share your anthology online with other students?*

## Reflecting on my Progress

Think about your work throughout the unit and the report you just shared with the class. Complete the task in your notebook.

1. Write the name of two reports you read in this unit.
2. Write two things you enjoyed about writing your report.
3. Write two things that were difficult while writing your report.
4. Write two things you learned while sharing your reports.
5. Write two things you would do differently if you have to write a report on a historical event again.

- Work with a classmate and discuss the reasons for your answers.
- If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.



**GET** ready to read



PAGE 62



Work in groups and answer:

1. What do you know about Constantinople or Istanbul?

\_\_\_\_\_

2. What do you know about the Roman empire?

\_\_\_\_\_

**GET** into the text

1. Copy a graphic organizer like the one below in your notebook and, as you read the text, select, organize, and write the most important information.



• Compare your graphic organizers in small groups. Did you decide on the same events?

**GET** together

1. Using the information in your graphic organizers, write a brief report that summarizes the history and fall of Constantinople (300 words maximum).

2. Compare your summaries in small groups and help each other produce a final version that contains the main events, is easy to read and has few or no grammar mistakes.

quick CHECK!

1. Read the following timeline and notes and write a short paragraph on the fall of the Aztec Empire.



**NOTES:** 1519 Moctezuma II – prisoner by Hernan Cortés. Dies. Cuitláhuac and Cuauhtémoc (successors) unable to defeat Cortés forces. 1520 Cortés forms an alliance with Tlaxcala – attacks the Aztecs  
Main Source: <https://www.britannica.com/topic/Aztec>

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Work with a classmate and help each other proofread and edit your paragraph. Use the chart below as part of your revision. Make corrections if you need to and write a final version of your paragraph in your notebook.

	Yes	Mostly	No
1 The paragraph has a main idea and supporting details.			
2 The events in past are expressed correctly.			
3 There are words which help link ideas and sentences clearly.			
4 There are words which help highlight different actions.			



GOING

1. Work in groups and brainstorm ideas to make a list of basic human rights. Compare your ideas with the class.
2. Read the following text and match the subtitles to their correct paragraph.
  - a Controversial Rights
  - b The Price of Rights
  - c Rights of Minors
  - d What Is a Right?



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P. 181

P. 181

P. 181

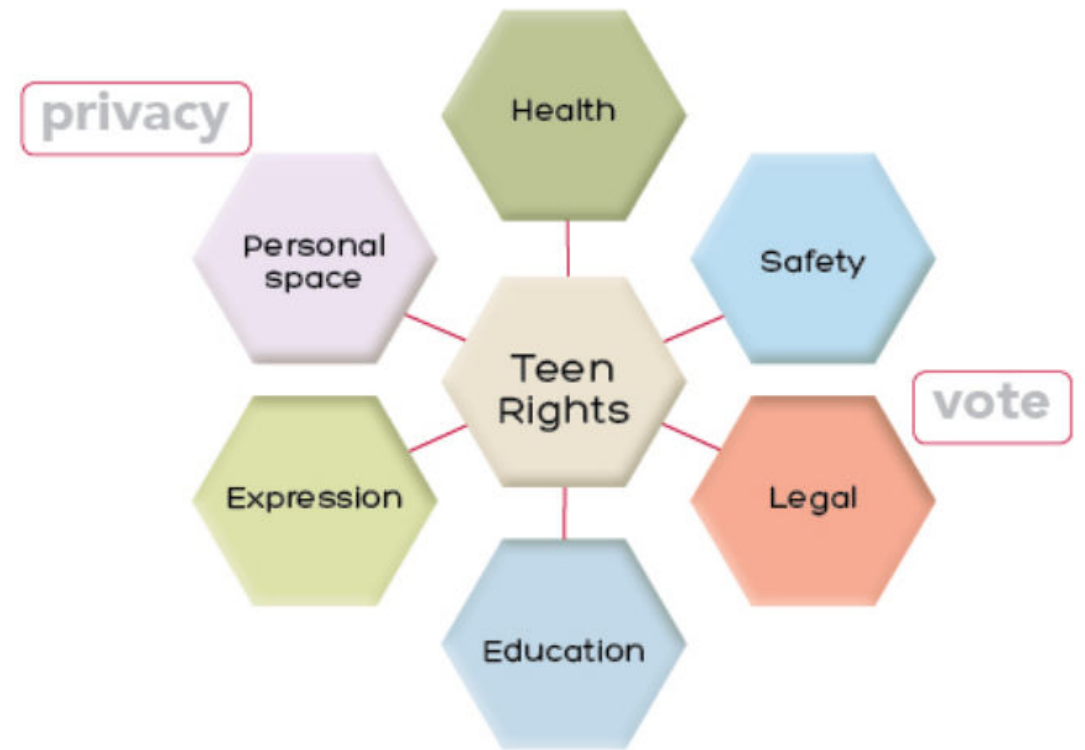
P. 181

- 1 A right is the moral or legal **entitlement** people have to obtain something or to do something. This means that rights are privileges we obtain for ethical reasons or from authorization from the government. Human rights are those that all human being should possess **regardless** of race, sex, ethnicity, language, religion or any other status. Among those, we can mention the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, and others.
- 2 With all rights, there are responsibilities, and the main responsibility of a person is to have respect for the rights of others. States have the responsibility to create a safe space where people's rights can be exercised.
- 3 Children and teens, because they are under parents or guardians supervision, do not have the same rights as an adult. When it comes to younger people, rights are limited by the responsibilities of their guardians. Also, because they are considered not to be mature enough to handle certain situations, minors (young people from 0 to 18 years old) don't have the right to vote, own property, consent to medical treatment, among others.
- 4 Because people mature at different rates, it is often that teenagers question and debate about the rights they have, **clashing** with their guardians or other adults in certain issues. Among the issues that create the most **controversy** are the right to privacy, the right to have freedom, the right to vote, or the right to consent to medical treatment. While most parents believe that setting strict limits on those issues protect minors from difficult situations, some teenagers feel their opinions are not being respected. A mother might think, for example, that checking her son's room and **going through** his things helps keeping the son out of problems. This action might be interpreted by the son as a rude intrusion into his privacy. Being able to discuss rights and responsibilities with an open mind and with respect for each other might help teenagers and adults reach important agreements on certain issues, or at least, they will understand and respect each other's point of view.

3. The article mentions a few rights that may be controversial between adults and teenagers. Discuss, *why are they considered controversial?*

privacy freedom vote consent to medical treatment

- Share your ideas with other pairs.
4. Work in groups and brainstorm other teen rights that could be considered controversial. Consider the areas in the mind map to then add more concrete examples. Propose ideas. Write them in list form in your notebook.



- What about the right to stop studying?
- I don't think that applies. All teens have the right to receive education.
- I know, but what if we wanted to stop? Should we have that right?
- Ok, let's write it down. It sounds controversial!



Do Section 1 of the Reading Corner Page. (p. 103)



PAGE 75

TRACK 5

5. Listen to a group of students speaking about a controversial issue on teen rights. Choose the illustration that best illustrates the controversial issue being discussed.



TRACK 5

6. Listen again and complete the information.

Points in favor of the issue (people think it's a good idea).

- 1 Parents worry
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Points against (people think it is a bad idea).

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- Share answers as a class and discuss: *who presents a better case, those in favor or those against the issue? Why?*



Arguments and counterarguments are stronger when they are supported by facts. Opinions in discussions are always valid, but an informed opinion – one based on facts – is always stronger.

Get Smarter!

STOP AND THINK about...  
...language

LANGUAGE REFERENCE  
PAGE 99

1. Read the sentences from the discussion you just heard. Rewrite them using the words provided on the lines.

- 1 While you may think we know how to be safe, protection of minors is the responsibility of our legal guardians.  
We may think... \_\_\_\_\_ but, \_\_\_\_\_
- 2 We should have a curfew so that our guardians can go to sleep knowing we are O.K.  
Having a curfew \_\_\_\_\_ because \_\_\_\_\_
- 3 In the U.S. teens may have a worse situation to ours.  
Our situation is not as \_\_\_\_\_

- Compare answers with a classmate. Discuss: *Which words are used to compare, contrast or explain consequences of ideas? Why should we compare, contrast or explain ideas during a discussion?*

...learning

1. Read the following sentences and write F for facts or O for opinions. Explain your choice once you decide. There is an example done for you.

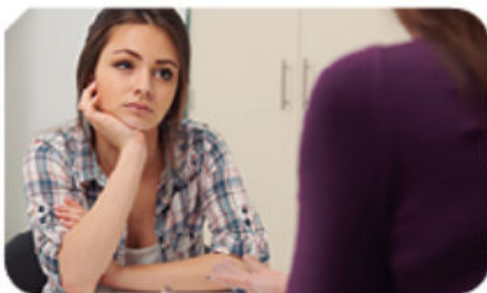
- 1 Protection of minors is the responsibility of our legal guardians. F  
Reason: This is information that can be verified by researching rights of minors.
- 2 In the U.S. teens may have a worse situation to ours. \_\_\_\_\_  
Reason: \_\_\_\_\_
- 3 Some places in the U.S. have a legal curfew for teens. \_\_\_\_\_  
Reason: \_\_\_\_\_
- 4 That is so wrong!  
Reason: \_\_\_\_\_

Remember that facts are verifiable truths, while opinions are feelings or beliefs that cannot be proven.

Get Smarter!



1. Look at the following photos and discuss - Which pictures show an effective discussion? Why? What do gestures, eye contact and body language show in each picture?



2. Using the pictures as a reference as well as your experience, write in your notebook a list of things to do or to **avoid** when having a group discussion.

### Discussion Do's and Don'ts

#### Do

Respect other's personal space.  
...  
...

#### Don't

Point your finger at people. It might be interpreted as aggressive.  
...  
...

- Share your ideas with the class. Discuss the reasons for every point and establish the rules you will follow for the discussion to hold as a unit project.

3. You will read and listen to a discussion about privacy in school between students. What controversial points do you think will be mentioned? Copy a table like the one below in your notebooks and fill it in with notes.

Issue to be discussed: <i>The right for teens to have privacy in school</i>	
Points students may mention for the issue	Points teachers or adults may consider against
Respect for personal space	

4. Listen and read again the conversation and check which of your ideas were mentioned.

**Michael:** We should talk about the right for privacy. I think adults in general don't respect the fact that we need privacy, even at school, when we take notes. Aren't our notebooks private? Why should they check what we write on them?

**Moderator:** That's an interesting topic. Why don't we limit this to discussing privacy at school? The question can be: What are the limits authorities and teachers have to check our things or what we do? Who wants to start?

**Mariana:** I do. Let me start by saying that I believe we have the right to a personal space. And that others - teachers, friends or authorities - do not have the right to invade that space. I find it really **intrusive** when they search our bags, for example.

**Rod:** I'm not sure the right to privacy is even a right. Is it?

**Michael:** It is! Everyone in California has the right to... let me read this... "to make certain decisions about our bodies and our private lives without interference from the government - which includes public schools."

**Rod:** But where did you get that? This can be someone's opinion and not the law.

**Michael:** The text comes from the American Civil Liberties Union. They say the right to privacy is part of the **amendments** to the constitution.

**Rod:** Oh, I see. I think I **stand with** what Mariana and Michael are saying. No one should invade our personal space. Our backpacks and notebooks are private property.

**Moderator:** Well, I believe that Michael and Mariana are not speaking about the same thing. Mariana, do you think that checking what you write in class is an invasion of privacy?

**Mariana:** Mmmm, I disagree with Michael on that. Teachers need to check our notes and what we do in our notebooks from time to time. How else can they check our work?

**Michael:** Well, I don't mean they should never check our work. That is O.K. if it is a task for the class and they let us know in advance.

**Rod:** Yes, Michael, you're right! Sometimes teachers seem to "spy" on everything we do and even want to control the way we take notes.

**Mariana:** I see what you mean now - you may be right, then. I think it is rude to check everything we do and write. But I'm not sure... some teachers help a lot by looking at the way we do things. Don't you agree?



P. 181



P. 181



P. 181

5. Working in your project groups, select the topic(s) you will discuss and draw a table like the one below with the controversial points.

Issue to be discussed:	
Points in for	Points against

6. The expressions in the box are taken from the discussion on page 97. Discuss and decide which purpose from the list each expression is used for.

- But where did you get that?
- I disagree with
- I see what you mean now
- I think I stand with...
- Let me start by saying that...
- We should talk about...
- Well, I don't mean...
- Why don't we...?
- You may be right.
- You're right.

- 1 Proposing ideas
- 2 Clarifying meaning or ideas
- 3 Expressing agreement or disagreement
- 4 Questioning evidence
- 5 Considering the opinion of others

- In your groups, add more ideas to each of the boxes.

7. The following opinions were expressed in the discussion on page 97. What reasons do the students give for their opinions? Read the text again and complete.

Opinion	Reason(s)
Others don't have the right to invade personal space	
Teachers should not check notebooks.	
Teachers should check notebooks	

- Write your opinion and the reasons for it in your notebook. Then hold a discussion in small groups. Share your conclusions with the class.



Do sections 2 and 3 of the Reading Corner Page. (p. 103)



PAGE 75

8. Reflect on your progress so far. Mark (✓) the correct box.

	Yes	No	Evidence (How do you know?)
Can you list controversial topics on rights of teens?			
Can you identify controversial points for a discussion?			
Can you identify points in for and against a discussion topic?			
Understand the main idea and details of a discussion?			

- If you found things that are difficult for you to do, ask your teacher and your classmates for suggestions on how to improve.
9. Look at the notes Michael wrote on the topic of Teen privacy in schools. Working in groups, read the notes and discuss the following questions.

- 1 How did Michael use this information in the discussion you read on page 97?
- 2 In which section does he write his opinions?
- 3 In which section does he consider the possible opinions of others? Why does he do that?

Research

Amendments in the constitution protect our freedom to make certain decisions about our bodies and our private lives without interference from the government - which includes the public schools.\*  
"There are fewer privacy rights in school than outside of school"

\*Source: ACLU Department of Public Education.

Arguments

- Adults should respect our right to privacy.
- Teachers are adults, they should respect our right to privacy.
- Notebooks are private property. No one should look into them unless we give them permission.
- Every student is different and uses their notebooks differently. No one should tell us how to use them

Counterarguments

- Schools have standard procedures and they are not willing to change them.
- Teachers know when and why they should check notebooks.
- If you have nothing to hide in your notebook, you don't mind sharing it with others.

## STOP AND THINK about...

## ...learning

- Using the information you wrote for Activity 5 on page 98, create a graphic organizer with the arguments and counterarguments you will need during the discussion for the final project. Conduct some research so that you are prepared with facts to support your ideas.

Use your school or local library to conduct the research on the topic(s) you have selected for your discussion. You can also try Internet sources like: <https://www.loc.gov/law/help/child-rights/mexico.php>

**IT Stop** If the technology is available, consider using word or power-point graphic organizers to organize your ideas. If this isn't possible, use a similar graphic organizer to the one Michael used (Activity 9 on page 99), or look for more ideas in other units of this book.

## ...language

- Read the following opinions on the topic of teen privacy in schools and mark the good arguments. Discuss with your classmate, what makes them good (or not).
  - I really believe that teachers and school authorities have every right to search our bags and to check our notebooks. It's essential for security.
  - In some states, like New Jersey, courts have ruled that school officials may check our belongings only if they believe we are breaking the school's rules or the law.
  - I don't think there is a specific law about notebooks, but if we consider them part of our belongings, then teachers cannot look through them without our permission.
  - Checking students' bags and revising notebooks is something that schools and teachers have done for a long time. This clearly indicates that it is O.K.

- Work together and revise the arguments you wrote for your unit project. If necessary, make modifications to make your arguments more solid.

Remember that arguments are more reliable when they are supported by evidence. Giving examples and mentioning facts will help you make better arguments

Get Smarter!

## STOP AND THINK about...

## ...language

- In preparation for your discussion analyze the counterarguments you have anticipated for the position you will take. You wrote this for Activity 1 on page 100 (counterarguments section). Follow these steps.

Step	Example
1 Read the counterargument	<i>Schools have standard procedures and they are not willing to change them.</i>
2 Think of possible examples or reasons that can support this view.	<i>They believe these procedures work to protect students.</i>
3 Write a short sentence explaining why other people may believe that point.	<i>If the environment of that particular school is safe, students and their parents may believe the measure works.</i>
4 Explain briefly why your position is more justified. Use words that help you express your contrasting idea.	<i>However, in most cases there is no evidence to suggest that showing more respect for students' privacy will result in an unsafe environment.</i>

- Follow these steps for all the counterarguments you anticipated and be ready to use some of this information while discussing the topics.

## ...being together

- Brainstorm rights and responsibilities during a discussion. Use the examples to help you. Write a list with your ideas in your notebook.

You have the right to reach your own conclusions.

You have the responsibility to listen to others.

You have the right to be heard.

You have the responsibility to respect others' opinions.

- Compare the contents of your list to the list of Do's and Don'ts you created for Activity 2 on page 96. Are there things you had already considered? Do you wish to add any points?



## Preparing

1. Work in groups. Review the steps you have followed to prepare for a class discussion.

	Activity 4, page 93	List with rights that may be controversial.
	Activity 2, page 96	Do's and Don'ts in a discussion
	Activity 5, page 98	Table with controversial points
	Activity 1, page 100	Graphic organizer with arguments and counterarguments

You will use your graphic organizer to hold a discussion in your group.

## Presenting

1. Sit in project groups around the classroom.
2. Review the list of Do's and Don'ts so that everyone feels ready to participate in the discussion.
3. Nominate a moderator in your group.
4. Take notes or assign someone to take notes on the most interesting points made during the discussion.
5. Share your notes with the class.

## Reflecting on my Progress

1. Think about the work you have done throughout the unit and for the discussion you just had with your classmates. Mark (✓) the option that best applies to you.

	Easily	Most of the time	With difficulty
1 I can propose ideas to start a discussion topic.			
2 I can share my opinion and support it with solid arguments.			
3 I can anticipate counterarguments for my position.			
4 I can actively participate in a discussion stating my ideas, asking questions to others and defending my position.			

- If you found things that are difficult for you to do, talk to your teacher and your classmates for suggestions on how to improve.



1. Prepare to read an article about the right to vote for teenagers. Working with a classmate fill in the first two columns of the table.

K	W	L
What I know	What I want to find out	What I learned by reading the article



## GET into the text

1. Check if the information you filled in in columns 1 and 2 is similar or different to the article *Should sixteen and 17-year-olds have a right to vote?*
2. Fill in the last column of the table above with information from the article.
3. Once the table is complete, compare and discuss the contents with other students.

## GET together

1. Work in small groups and discuss the following questions: *Who has the right to vote in your country? When did women get the right to vote? Why should people vote? Why do some people decide not to vote? What is your position on the vote for teens younger than 18?*

quick CHECK!

1. Read the following participations taken from a discussion. Write *Fact* or *Opinion* depending on what people say and write the reason for your choice.

1 I definitely believe that it is important for parents to have discipline at home, and parents setting curfews is an effective way to have discipline at home. \_\_\_\_\_  
Reason \_\_\_\_\_

2 There is no universal requirement when teenagers should be home, but the American Academy of Pediatrics recommends that teens should be back at home by 11pm on the weekends. \_\_\_\_\_  
Reason \_\_\_\_\_

3 Many experts recommend setting a curfew because it sets clear limits for teens and encourages to become independent later on in life.  
\_\_\_\_\_  
Reason \_\_\_\_\_

4 I know that many of my friends have curfews and I don't see how that has any influence in the way they act. Some of them are good kids and some of them aren't. Having a curfew does not seem to affect their behavior.  
\_\_\_\_\_  
Reason \_\_\_\_\_

- Compare answers in groups and discuss similarities and differences.

2. Write two reasons for and two reasons against the following Issue.

Should teenagers have the right to demonstrate?	
Yes	No



- Think about your position on this issue and then, in groups, conduct a short discussion on this topic. Present your arguments and defend them when counterarguments are presented.

Read the sentences and write the score that best describes your achievements in this module.

- 1 I can do this very easily and independently, with no help from others.
- 2 I can do this most of the times, but sometimes I need the help of others.
- 3 I can sometimes do this, but I'm not very confident on the results and I always need the help of others.
- 4 Even with the help of others, this is always difficult and complicated.

	My score
Propose controversial topics for discussion centered on the rights of teens.	
List points for and against an issue.	
Form and express my own opinions.	
Defend my opinions in a discussion.	
Listen to others and value their proposals.	
Identify and value facts that support arguments.	
Use facts to support my arguments.	
Participate actively in a discussion.	

- Add up you score. If your total is 24 or more, talk to your teacher and your classmates for suggestions on how to improve.

# unit 7

## DISCUSSING CULTURAL HABITS

What makes national culture unique?

### In this unit you will

- ... negotiate the topic of a conversation (cultural habits).
- ... exchange propositions and opinions to initiate a conversation.
- ... formulate and answer questions to go deeper in the conversation.
- ... use strategies to keep a conversation about cultural habits going and to conclude it.

### Communicative activity:

You will conduct exchanges associated with specific purposes.

### Social practice:

You will talk about cultural habits of different countries.

Unit Project: Conversation

# GET GOING

## 1. Work on a group definition of culture. Follow the steps:



- 1 Individually, write your personal definition of Culture on a piece of paper you can share with others. It can be a word or phrase you identify with the word.
- 2 Fold the paper with your definition in four.
- 3 Collect all the papers in a bag.
- 4 Form teams of 4 or 5 students.
- 5 From the bag with definitions, take 4 or 5 papers. Read them and write a team definition of culture. Start with the phrase: "For us, culture is..."
- 6 Share your definition with the class, and together, agree on a class definition of what culture means.

## 2. Read the following text and compare your definition of culture to the one stated in the article. Which one is better? Why? Then, answer the questions below in your notebook.



P. 184  
P. 184  
P. 184


Culture is in everything we do. It is part of life and of most of what we may consider "normal". Think about it, how we say hello to others, a normal everyday practice, varies from country to country. The habit of saying hello with a light kiss on the cheek may be common in some countries, while in others, people are more than happy to **shake hands**, or even just **nod** at each other. We may define culture as the total set of **beliefs** we hold as members of a group; and cultural habits, as the behaviors **acquired** as members of that group. The practice of a small habit like greeting is taught or copied from generation to generation in groups of people. If you grew up never seeing the practice of kissing people hello, and no one close to you taught you it was O.K. to do it, you may consider this practice strange, or even wrong. On the other hand, if where you grew up most people say hello with a kiss, you find this habit not only normal, but also correct. One important thing to consider when discussing cultural habits, is that what is strange or different to you, may be normal to others. There is no "right" or "wrong" – just different, and differences are always interesting.

- 1 What is a cultural habit?
- 2 What is the cultural habit used as an example in the text?
- 3 How does this habit illustrate cultural behavior?
- 4 What is the accepted way to greet someone in your culture?
- 5 What is the main message of the text?

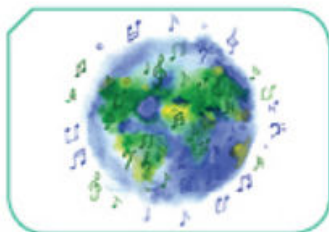
## 3. Working In groups, brainstorm different habits you think are dictated by culture and that may be different in other countries. Write them as a list in your notebook.






TRACK 5


4.  Listen to a pair of students discussing cultural habits. Answer the questions.

- 1 What is the purpose of the conversation?  
\_\_\_\_\_
- 2 Why is food mentioned?  
\_\_\_\_\_
- 3 What stereotype is mentioned?  
\_\_\_\_\_
- 4 What six cultural habits are mentioned?  
\_\_\_\_\_




5. Look at the list you wrote for Activity 3 on page 107 and follow the steps.   






- 1 Check if any of the habits you wrote is mentioned in the conversation.
- 2 If there are cultural habits you did not write, include them in your list.
- 3 Brainstorm more ideas, and write a final version of the list. You will need it to choose topics for your unit project.

 **Culture Stop** When discussing cultural habits, try not to make overgeneralized statements that may falsely represent what individuals in different countries do. A stereotype, such as: *All Latin American love dancing*, is incorrect because it does not consider individual differences.

Family & Community



TRACK 15

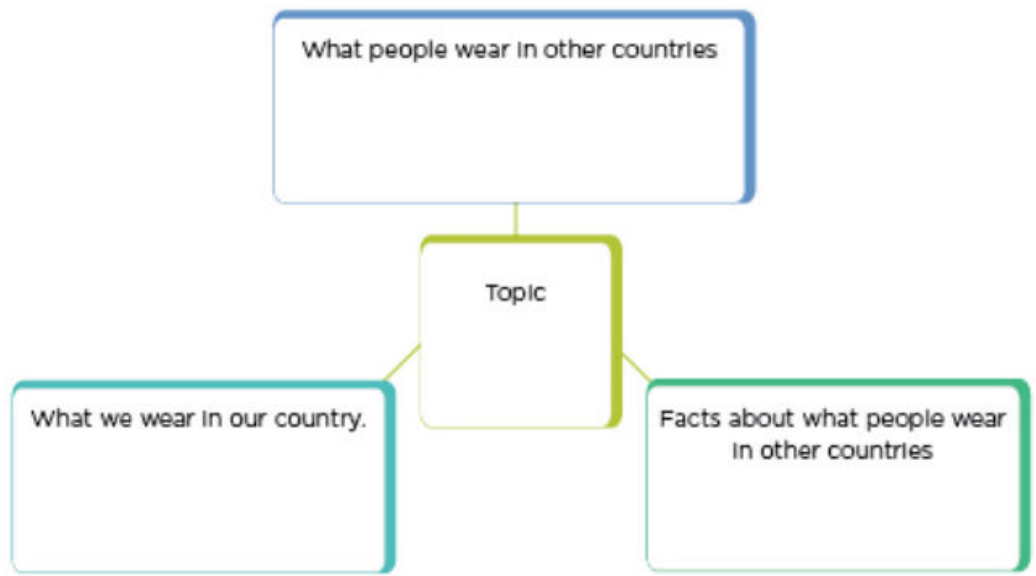
6.  Listen to the students now in a class discussion on a cultural habit and write notes on what they say about each of the following garments.

 P. 181	 P. 181	 P. 181		Kilts	
				Saris	

• Compare answers in groups. 

TRACK 16

7.  Listen again and organize the information in the following mind map. Complete the section "what we wear in our country" with information that is true for you. 



 Do Section 1 of the Reading Corner page. (p. 118)

Family & Community

STOP AND THINK about...

...language

1. Read the descriptions students gave of the pieces of clothing. Choose the correct meaning for the underlined words.

LANGUAGE REFERENCE

PAGE 180

They are the checked-patterned, wool skirts that Scottish people wear.



It's a long, colorful, embroidered piece of fabric.



- |                                     |   |
|-------------------------------------|---|
| 1 a) with squares<br>c) complicated | b) with lines<br>d) with dots                   |
| 2 a) color<br>c) material           | b) brand<br>d) smell                            |
| 3 a) with no colors<br>c) simple    | b) with bright colors<br>d) with dark colors    |
| 4 a) with dots<br>c) with lines     | b) plain and simple<br>d) with sewn decorations |

- Work in pairs. Compare your answers. Then analyze the order of adjectives used in each sentence and decide which ones are used before the others: the adjectives to describe details, colors or size?
- Still working in pairs write two sentences to describe the traditional garments used in your community or state. Used two adjectives or more in each sentence and then check if the order is correct by using the Language Reference section on page 180.

When describing something or someone, using more than one adjective gives a clearer idea of what you are describing. Use the most obvious things to perceive first and then move to the least obvious.



Get Smarter!

GET MOVING

1. Read the following examples from the conversations you heard in the first part of the unit and organize them into the correct group.

- |   |  |
|---|--|
| a And you said... am I right, Jim?                | f Let's propose dress..., I mean, <i>traditional</i> dress |
| b Hey, let's talk about...                        | g Really? That's odd.                                      |
| c I went there... no, sorry, I <i>lived</i> there | h Wait a second... they don't?                             |
| d Kilts? What are kilts?                          | i We should verify this with...                            |
| e We have a question for you.                     | j Why don't we talk about...?                              |

1 Phrases to start a conversation	2 Phrases to correct what you just said
3 Expressions to interrupt or clarify	4 Phrases to include others in the conversation

2. Working together, decide on the information you need to discuss a cultural habit in different countries and the sources you can use for that. Use the questions below to guide your conversation.

Information we need	Sources
Do we know information on habits from other countries? If so, where can we verify it? If not, where could we find it?	Do we have access to the Internet? If so, what sites would be reliable? If not, what other sources are there? Do we have a school or local library to go to? If so, what type of material can we consult there? If not, where could we get material to check?

It's always a good idea to use what you know, or what you think you know about a topic to start a conversation. Normally, discussing a topic helps us learn more about it, or find questions that will help us learn about it.



Get Smarter!



3. Reflect on what you can do now. Grade your ability in the following aspects.

1= I can do this very well 2 = most of the time 3= with some problems 4= I can't do this

	1	2	3	4
Listing cultural habits.				
Recognizing and listing useful phrases for a conversation.				
Using more than one word (in the correct order) to describe something.				
Work with others to find information on cultural habits				

- Share the evaluation chart with a classmate and discuss the reasons for the marks you assigned. If you have problems in any area, discuss possible ways to improve.

4. You will read information about personal space and what it means for people in different countries. Before you do, draw a table with three columns in your notebook using the headings below, then make notes for the first two.

What I know    What I want to know    What I learned

- Compare the information working in small groups.
5. Read the extract of an article and discuss the following questions with your classmates. When you finish, fill in the column "What I learned" of your chart.

- What is personal space?
- When and why does it vary?
- Is the information explained here useful? Why? / Why not?

Personal space or your "personal bubble" as some people call it, is the space you need around you that should not be invaded by others except with your permission. Have you ever experienced that uncomfortable someone who reads over your shoulder may cause? If you have, it is because that person is invading your personal space, getting too close to you.

Psychologists say that our personal bubble can shrink (we can get closer to others) or expand (you need more of a "free area") in different social situations. With friends and family the bubble shrinks, and with strangers it expands. The distance we need to feel comfortable around others also varies from culture to culture. In a study published by the Washington News Post in 2017, they state that how

close we stand to strangers, friends and loved ones varies from country to country, citing the way we are brought up as one of the main reasons to keep more or less distance. In what they call "contact cultures" (South America, the Middle East, Southern Europe) people tend to stand closer and touch more than in "non-contact cultures" (Northern Europe, North America, Asia).

6.  Read and listen to a conversation on personal space. Match the questions to the correct space.

- But, is that because in your home people don't get very close?
- Do you feel the same when you visit others?
- How about you, Adri?
- Is your cousin Rachel from another country?
- Why do you say that?

Shelley: Personal space is so important, and the article we read says it varies from country to country but I also think it is different from family to family.

Carlos: 1 \_\_\_\_\_

Shelley: Well, in my cousin's Rachel house everyone seems to get too close to you when they want to tell you something. I don't like that.

Adriana: 2 \_\_\_\_\_

Shelley: We get close, what I believe happens is that in Rachel's home everyone is different.

Carlos: 3 \_\_\_\_\_ If you feel invasion everywhere it might be that your family is different.

Shelley: That's true... but no, I don't feel uncomfortable in other people's homes.

Adriana: 4 \_\_\_\_\_ That could explain why you think her family is different.

Shelley: No, she doesn't... but cultural habits start at home... I think, right? My point is that every family has their own culture.

Carlos: That is an interesting idea. We could present that as one of our conclusions because I think the same. 5 \_\_\_\_\_

Adriana: Yes, that could be one of our conclusions. But I want to comment about other countries. I read about Canada. I think Canadians in general...

- Check answers in pairs.
- Discuss in groups: How do the questions help maintain the flow of the conversation? How are they connected to what other participants in the conversation say? Are Shelley's answers appropriate? Why?

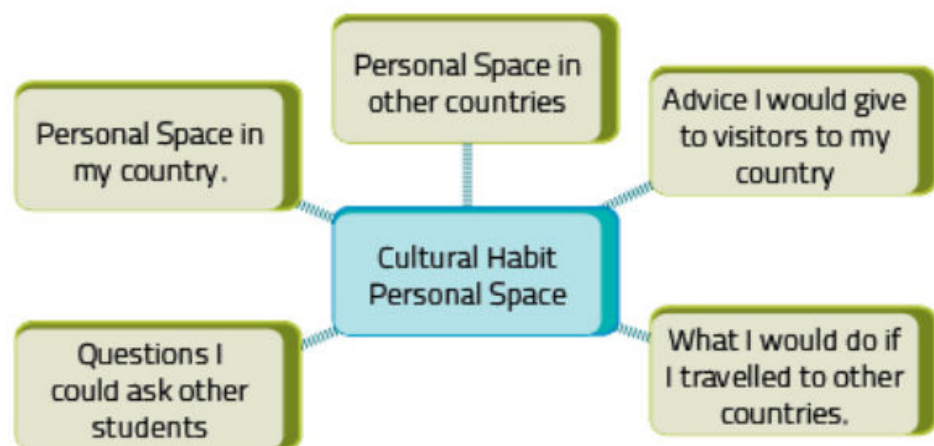
7. Read Shelley's opinion and analyze the conversation above again. How does she justify her opinion? Discuss with a classmate and share your ideas with the class.



Do Section 2 and 3 of the Reading Corner page. (p. 118)



8. Prepare to have a conversation on personal space in different countries. Before you start, make a mind map like the one that follows in your notebook and fill it in with your ideas and opinions.



9. Hold a conversation on personal space with classmates following these steps.

- 1 Revise the criteria for a good conversation in the chart below.
- 2 Organize yourselves into small groups and hold a conversation about personal space using the notes you generated for Activity 4 page 112 and the mind map on Activity 8 on this page.
- 3 Grade the performance of one of your classmates and have a classmate grade yours.
- 4 Discuss the marks you gave and the ones you were given.
- 5 As a group, find aspects that could be improved in future conversations.

1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree

My classmate...	1	2	3	4
a contributed with proposals and opinions to start the conversation.				
b gave examples or cited evidence to support his/her ideas.				
c asked and answered questions related to the topic.				
d helped to make the conversation flow naturally.				

10. Select a couple of topics you may want to discuss as a final project and prepare a mind map like the one in Activity 8 on this page. Compare your mind map with other students and get ideas from them on how to improve it.

**STOP AND THINK** about...

...language

1. The following are phrases used in the conversations you have listened to as part of this unit. Which phrases propose ideas and which ones state opinions? Organize the phrases in the correct column.

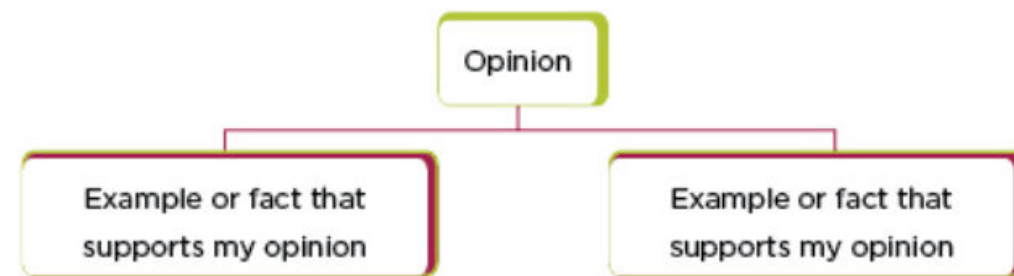
- |   |  |
|---|--|
| a I understand Saris are worn every day.        | e We could talk about music.                           |
| b Hey, let's talk about traditional dress       | f I don't think singing is a habit.                    |
| c Let's add also hand gestures and giving tips. | g Why don't talk about cultural habits?                |
| d Let's brainstorm more ideas first,            | h What I believe happens...                            |
|   | i My point is that every family has their own culture. |

Proposing ideas	Stating Opinions

- Check answers as a class
- In preparation for your unit project, prepare a couple of sentences you can use to propose a discussion on the topics you chose in Activity 10 on page 114.

...learning

1. In preparation for your unit Project, make a graphic organizer like the one below and use it to make sure your opinion on the topics you have selected (Activity 10, page 114) are supported.



## STOP AND THINK about...

## ...being together

1. In order to share the main ideas from conversation, you have to agree with others on what the conclusions of the conversation are. Number the steps to reach a commonly agreed conclusion in a group in the correct order.

- a Verify with others that the conclusions you are writing represent the view of the majority. \_\_\_\_\_
- b Take notes as you listen, so that you don't forget points being mentioned. \_\_\_\_\_
- c Summarize ideas that are expressed by different members. \_\_\_\_\_
- d Listen to others actively, so that you understand the main ideas being discussed. \_\_\_\_\_

When checking what everyone thinks and reach a consensus, use phrases like: Can we all agree on....? Do you think we can present (this) as a conclusion? Can we conclude that...?

Get Smarter!

## ...self

1. Reflect on the conversations you have had during the course of this unit. What strategies have you used when discussing topics or having conversations? Mark ✓ the options that apply to you.

- 1 Starting and closing a conversation
- 2 Interrupting someone
- 3 Asking questions about opinions
- 4 Asking questions about facts
- 5 Inviting someone to participate
- 6 Questioning information to check if it is true
- 7 Correcting yourself
- 8 Giving opinions

2. Work in small groups to discuss why you used the strategies (or not). Discuss the importance of each strategy and ways in which you could incorporate those strategies you are not very comfortable using.

## GET AHEAD



## Preparing

1. Work in teams. Prepare and revise the information you have developed throughout the unit.

	Activity 5, page 108	Final version of the list with cultural habits.
	Activity 10, page 114	Mind map of the topics you selected for the final project.
	Activity 1, page 115 (language)	Sentences to propose the selected topics
	Activity 1, page 115 (learning)	Opinions on the selected topics

You will use the information you generated to conduct a conversation working in small groups.

## Presenting

1. Work in small groups and start a conversation on the topics you selected. Take turns proposing the different topics you chose.
2. Make sure you have an opportunity to express your opinion.
3. As you listen to others:
- Take notes on important/interesting points
  - Ask and answer questions to keep the conversation going.
4. Agree on the conclusions to present to the class.
5. Present your conclusions to the class. Complete a sentence like the one below for each of the team's conclusions:
- On the topic of \_\_\_\_\_ I learned that \_\_\_\_\_

## Reflecting on my Progress

Think about your work throughout the unit and the conversation you just had with your classmates. Copy and finish the following sentences in your notebook.

- During this unit I observed...
- What I learned was...
- The activities I completed show that...
- The way I interacted with my classmates shows that...
- If I had to have a conversation on cultural habits again I would...



**GET** ready to read



1. Working with a classmate, write a definition for the following words. Use a dictionary if necessary.

culture \_\_\_\_\_

stereotype \_\_\_\_\_

2. What words would you expect to find in an article about cultural differences? Circle the words you think you may find.

celebrations coffee educated ethnicity misunderstandings  
problems respect space strange tea tradition wrong

**GET** into the text

1. As you read the article, check if the words you chose appear in it.
2. Using the information from the article, compare the cultural habits mentioned to the ones in your country or your community.

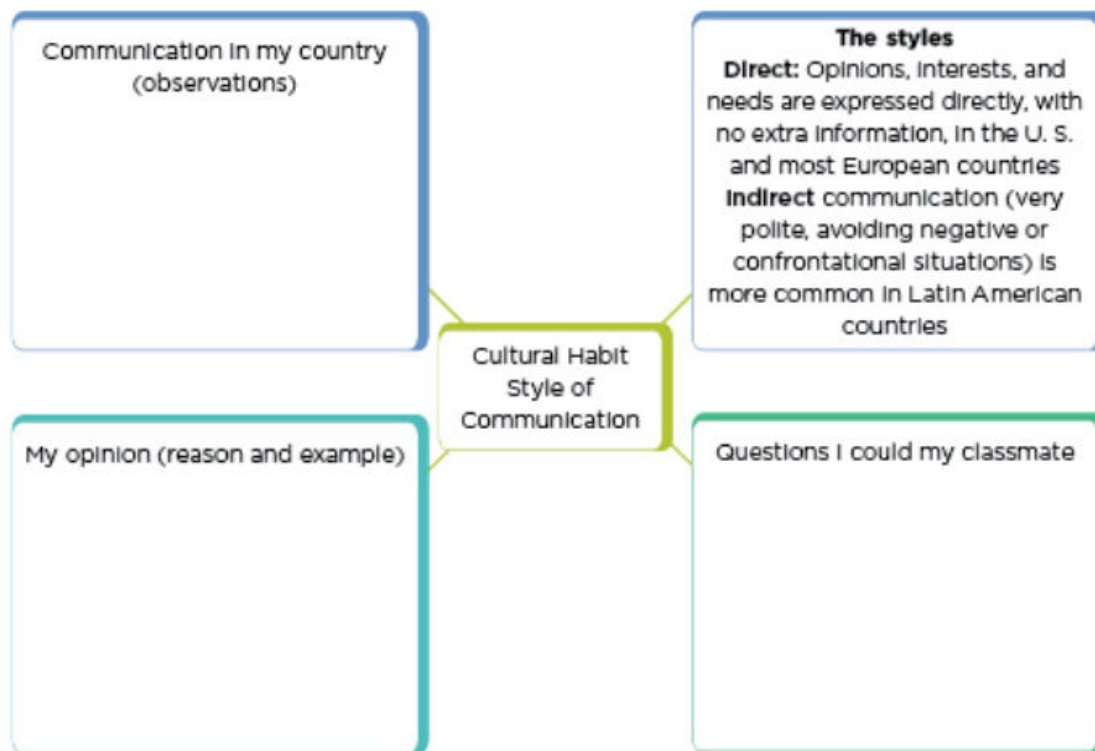
	Information for this in the article	In my country/ community
Drinking tea in the U.K.		
Respect and consideration in Japan		
Saying hello in France		
Giving flowers in France		
Attitude towards family in Colombia		
Food in Costa Rica		

**GET** together

1. Work in groups and compare the information in your charts: *Is the information about your country or community similar? How is your culture perceived in other countries? Is that perception correct?*

quick CHECK!

1. Take a couple of minutes to finish the following mind map. After that, work in pairs and conduct a conversation on style of communication.



2. Once your conversation is over, grade your performance and the one of your classmate in the following chart:

1= I can do this very well 2 = most of the time 3= with some problems 4= I can't do this

The student...	Me	My classmate
contributed with proposals and opinions to start the conversation.		
gave examples or cited evidence to support his/her ideas		
asked and answered questions related to the topic.		
helped to make the conversation flow naturally.		

- Discuss the marks you gave each other in this grid explaining reasons. If necessary, discuss possible actions plans to improve your performance.

Consider your performance what have learned and practiced in this unit and choose the correct mark.

- 1= Yes, easily  
 2= Yes, mostly  
 3= Yes, with some problems  
 4= No I can't

	1	2	3	4
Can I explain what a cultural habit is and list a few examples?				
Can I contribute proposals to start the conversation on cultural habits?				
Can I give my opinion on a specific topic connected to cultural habits?				
Can I support my opinions with evidence or examples?				
Can I listen to others and encourage them to continue the conversation?				
Can I ask and answer questions connected to specific cultural habits?				
Can I reach agreements with others?				
Can I help others with feedback on their performance?				

If any of your answers is 4, or if your total score is 24 or higher, follow these steps:

- Go back to the pages of the unit and analyze what aspects you have to work and practice more. You can do this on your own or together with a classmate.
- Talk to your teacher about the language and activities you have to revise to help you achieve the goals of this unit.

## Review Units 4-7

In units 4-7 you learned or reviewed: reading poems, writing a brief report on a historical event, discussing concrete actions to address rights of youth, and talking about cultural habits of different countries. Take this opportunity to review and/or consolidate those objectives.

1. Work with a classmate. Discuss and then write an answer to the following questions.

1 Why is poetry important?

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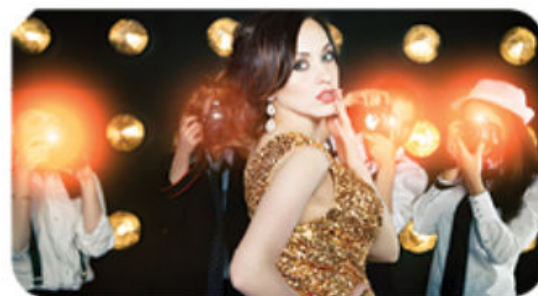
2 What elements does a poem have?

---

3 Do poems have to rhyme? Why?

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2. Underline the elements of the poem in the corresponding color. Once you have done that, write the emotions or feelings the poem expresses.




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3. Answer the questions.

The poem was written in 1788. Has the poem survived the test of time? Why?

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4. Choose a historical event you know well. Write notes with Information you remember about it.



Mexican Independence



Battle of Chapultepec



Mexican Revolution



5. Conduct basic research about the event you chose in Activity 4 and fill in the timeline.



6. Compare your timelines and write notes for the following.

Main idea of the text \_\_\_\_\_  
 Supporting fact 1 \_\_\_\_\_  
 Supporting fact 2 \_\_\_\_\_  
 Supporting fact 3 \_\_\_\_\_  
 Conclusion \_\_\_\_\_

7. Use your notebook to write a brief report about the event.

8. Exchange reports and check your classmate's work considering the following:

- Is the main idea of the report clear?
- Does it have a main idea and supporting details?
- Is the conclusion clearly stated?
- Are the events in past expressed correctly?
- Are there words to help link ideas and sentences?
- Are words to highlight different actions included?

9. Make a For and Against Table in your notebook about this topic:

Parents should approve their children's friends.

10. Choose role A or B. Follow the instructions for your role.

**Student A**

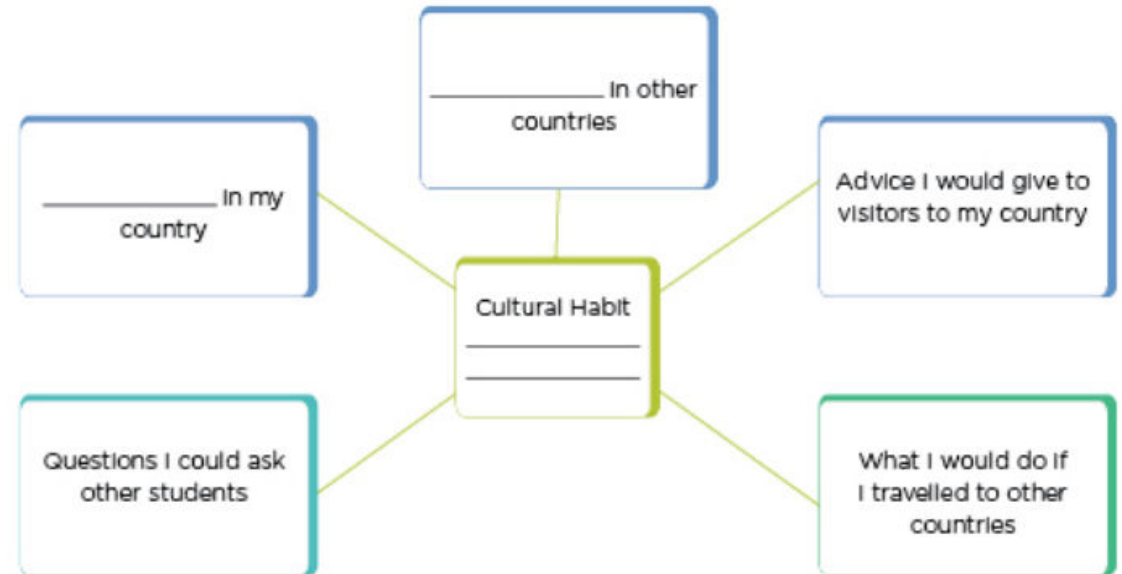
You think parents know better what is best for their children. It is an excellent idea that they approve their children's friends. Support your opinion and anticipate counterarguments.

**Student B**

You think parents should respect their children and who they consider their friends. Teenagers are free to make decisions about their private life. Support your opinion and anticipate counterarguments.

11. Write cultural habits you would like to discuss in groups.

12. Share your answers to Activity 11 and choose one topic to complete the mind map.



13. Find another pair who chose the same cultural habit as yours. Hold a conversation about it and present your conclusions to the class.

# Term test 2

1. Read the poem and underline your answers. Then complete the chart.

blue = title    red = favorite part    black = least favorite part

## Flowers will Bloom

By Richard Murphy

"Life's going to be hard,"  
They said to me one day  
And then they went away.  
They never held my hand.

"Life's going to be great!"  
My friends then said to me,  
Oh! I wanted to believe,  
But then I was betrayed.

Sometimes in the corner  
Of this big, black room  
I hate all, and feel lonely -  
I want to break the rules,  
But even here in darkness,  
I know that flowers bloom.

1 Author		2 Emotions in the poem	
3 It makes me feel		4 My opinion	

2. Use the answers in Activity 1 to write an inventory of emotions about "Flowers Will Bloom."

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3. Take turns reading out your inventory of emotions. Ask your classmate three questions about his/her work.



4. Use the timeline to write a short historical report.



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5. Write rights of young people.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

6. Make a graphic organizer about music as a cultural habit in different countries.

7. Work in groups of three. Follow the instructions.
- Agree on an issue from activities 5 and 6 to hold a discussion.
  - Think about your position and give arguments for it. Present counterarguments when necessary.
  - Reach a conclusion.

# unit 8

## READING IS FANTASTIC!

What can make literature exciting?

### In this unit you will

- ... select and revise narratives.
- ... read narratives and understand general sense, main ideas and details.
- ... describe characters.
- ... complete and write statements from characters' actions and features.

### Communicative activity:

You will understand yourself and others.

### Social practice:

You will read fantastic literature or suspense to evaluate cultural differences.

Unit Project: Comic Book



## UNIT 8

# GET GOING

1. Working in small groups, make a list of stories you have read in books or comics. Vote for the most popular and discuss: What makes a story exciting or interesting for readers?

2. Look at the text below and follow the instructions.

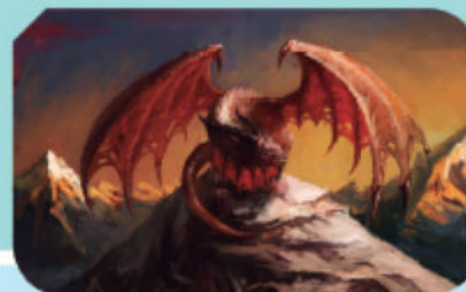


1 **Examine** the text and the layout quickly and discuss with your classmate: *Where is the text taken from? What type of story is the one being presented? What information about the story does the text give you?*

2 Analyze the text in detail and check your answers. Compare with other pairs and discuss: *What is the story about?*

### Edith Nesbit

The British children's author, novelist and poet lived a prolific career, writing more than 60 fantasy books for younger readers besides her novels and poetry. Her stories contain **vivid** characters with **ingenious** plots that make for an interesting and easy read.



### The Dragon Tamers

The present adaptation in comic style of *The Dragon Tamers* does justice to Nesbit's humorous writing style. John, a poor **blacksmith** must face a strange noise near his workshop... when discovering a dragon was there, he knew he had to prevent the destruction of his town. His **resourcefulness** would take him and his family to be known as *The Dragon Tamers*, and John's luck will be changed forever.

THE PRESS

"*The Dragon Tamers* is an entertaining story that will awaken the imagination of readers while taking them to a fantastic time where magical creatures **roam** about and change the destiny of those around them."

*The Literary Review*





3. Read the following summary of a story in the back cover of a graphic novel and discuss: *What is this story about? How is the genre different from the story described on page 127?*

B

**The Fall of the House of Husher**



Invited by his childhood friend, Roderick Usher, our protagonist will tell us about his days in the House of Usher, an impressive mansion that seems to have a life of its own. The dark, gloomy nature of the house seems to reflect on the health, mood and mental state of the owner, and our protagonist will have to witness the changing strange behavior of his host, as well as cope with the strange sounds and events at night... how many mysteries can the mansion and the Usher family hold? What would lead to its fall?

"Adapted from the classic by Edgar Allan Poe, this graphic novel features imaginative art that supports the suspense the author intended for the story."

-The Long Beach Globe

Born in Boston, in 1809, writer, editor, and critic Edgar Allan Poe is still considered one of the most influential writers in the English language, especially in the genre of short stories, as his powerful style merged character psychology with situations where suspense and horror immerse the reader into the strange and the macabre.

LAMM BOOKS Inc.



5 292610099297 7

4. In your notebook, copy and fill in chart like the one below to compare the type of stories described on this and the previous page.

Story	Topic	Purpose	Target Audience
A The Dragon Tamers			
B The Fall of the House of Usher			

5. Using the chart you wrote in Activity 4, discuss with your classmates: Which one would you prefer to read? Why? What do you think has made the stories by the two authors interesting to different audiences throughout the years?

6. Read the following description of a character. Write the name of the story the character belongs to and circle the letter of the picture that best represents the description.

P. 181

P. 181

My friend rose from a sofa to greet me with sincere cordiality. I could not help feeling **pity** for him as time had altered his appearance greatly since the last time I saw him. His face was as pale and as thin as one sees in cadavers, even if it retained the beautiful and delicate **features** I remembered from the time we were young. His thin hair looked soft as silk, but it floated rather than fell on his head and one could notice he did not take care of it at all. He was polite, but seemed anxious all the time.

Name of the story: \_\_\_\_\_

Character being described:



7. Read the description again and underline the words used to describe the character. Then, take turns describing him using your own words. Discuss: *How would you illustrate the character if you had to?*
8. Read the following scene from *The Fall of The House of Usher*. Discuss: *When do you think this scene takes place? (beginning, middle or end of the story?) Why?*

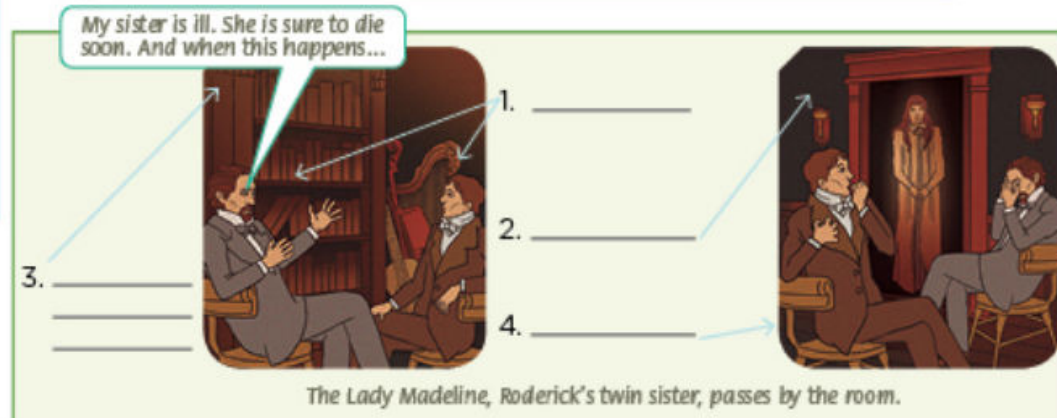
The Lady Madeline, Roderick's twin sister, passes by the room.

STOP AND THINK about...

...learning

- When writing comic books or graphic novels, authors and illustrators use different resources. Label the parts of the graphic novel panels with the correct name.

caption characters panel speech bubbles



- Discuss with your classmates: What is the purpose of the resources you just labeled? How other resources have you seen used in comics or graphic novels? How do writers or illustrators show passing of time, or blows or punches? How does color affect the reader?

- The following are characteristics of fantasy literature (*The Dragon Tamers*) and suspense (*The Fall of The House of Usher*). Classify the characteristics in the correct column.

- |  |   |
|--|---|
| a An intelligent characters that solves the puzzle | e Realistic settings                      |
| b Characters may have magical powers               | f Supernatural beings                     |
| c It's more logical than magical                   | g There is a crime or puzzle to be solved |
| d Magic elements                                   | h Unrealistic settings                    |

Fantasy	Suspense/ Mystery

GET MOVING

LANGUAGE REFERENCE

- Read the following story and complete the sentences with the correct name.

- \_\_\_\_\_ is a strong, tall man with a beard and he is a hard-working person.
- \_\_\_\_\_ is young and beautiful, but looks angry and tired.
- \_\_\_\_\_ is strong and powerful, but old and mean.



- As a final project for this unit, you will create a comic book story. In your project groups, choose a fantasy or mystery story to work with. Check your local or school library or Internet sites like: <https://www.bookbub.com/blog/2016/02/04/free-short-stories-online> Read the story, make a list of the characters in the story, and describe them orally.

- Read the summary of the next part of the story. Underline the actions and then complete the comic storyboard for the second part of *The Dragon Tamers* on the following page.

Convincing the dragon to let him go to town to get materials is difficult for John, as the fierce dragon demands that his son should be left with him as a guarantee that John will come back. John goes to town and tries to get help, but the Major is afraid and tells John the dragon is his problem. John comes back and finds the dragon exhausted because his crying baby just wouldn't stop. John says he can take the baby so that the dragon can sleep. The Dragon agrees, falls asleep and gets trapped.

**Possible illustration:** John in the dungeon talking to the dragon  
**Setting:** (1) \_\_\_\_\_  
**Situation:** John wants to go to town and the dragon asks for his baby  
**Possible text:** John says: I really need to go to town to get materials. I'll be back!  
**Dragon says:** (2) \_\_\_\_\_

**Possible illustration:** John talks to the major, he is worried.  
**Setting:** In the town, the major's office  
**Situation:** John asks for help  
**Possible text:** John says: Please, help! The dragon has my baby! The Major says: I'm sorry but (3) \_\_\_\_\_

(4) \_\_\_\_\_  
**Setting:** The dungeon  
**Situation:** (5) \_\_\_\_\_  
**Possible text:** John says: I can take the baby so that you can sleep. The dragon says: Yes, please!

**Possible illustration:** John chaining the dragon  
**Setting:** (6) \_\_\_\_\_  
**Situation:** (7) \_\_\_\_\_  
**Possible text:** (8) \_\_\_\_\_

4. Work with the story you chose for the final project. Make a list of the most important actions the characters do. Then, draw an organizer similar to the one above with as many panels as you will need. Fill in the organizer to plan your story.

5. Use the information from Activity 3 to complete the dialogue in the following panels.



6. Read the following dialogue and complete the illustrations for the final part of the story *The Dragon Tamers*.

John, look. The dragon is now tame and our baby likes it!

Nice! This dragon is now our pet.

John, Being part of your family makes me happy. Your son is kind and the bread your wife gives me is delicious! I can eat bread now instead of people!

This was a great idea Melinda! Everyone wants to pay to see our dragon!

And our son is happy now playing with other kids and with his dragon!

And the dragon tamers were forever happy and rich. And everyone respected them for their cleverness and courage.

THE END

7. Read the completed story of *The Dragon Tamers* and list the characters in order of importance. Take turns describing them in as much detail as you can.

8. Now that you know more about *The Dragon Tamers*, complete the information about the story.

- 1 Name of the story: \_\_\_\_\_
- 2 Elements that makes it a fantasy story: \_\_\_\_\_
- 3 Main characters: \_\_\_\_\_
- 4 Secondary characters: \_\_\_\_\_
- 5 Incidental characters (appearing quickly with a very specific purpose): \_\_\_\_\_
- 6 Theme (what the characters learned in the story): \_\_\_\_\_

• Compare your answers in groups and ask questions about the differences you may find

Do you think this is the only element that make it a fantasy story?

Why do you think John's wife is...?

9. Reflect on what you have done so far using this anecdotal record.

Activity	When? (date)	Why? (purpose of the activity/)
1 Read and understand the general idea of stories.		
2 Understand details in stories.		
3 Recognize different elements used in comics.		
4 Write sentences for characters in a comic.		
5 Draw scenes for a dialogue in a comic.		
6 Choose and plan my story.		

TRACK 18

10. Listen to two students talking about the stories in this unit. Discuss and answer the questions in your netbook.

- 1 What is the purpose of their conversation?
- 2 What is the conclusion?

TRACK 18

11. Listen again and write the questions for the answers.

- |          |  |
|----------|--|
| 1. _____ | Because I prefer suspense to fantasy.                              |
| 2. _____ | It's about a sad character and how his line...his bloodline, ends. |
| 3. _____ | He is, because he is the witness to everything that happens.       |
| 4. _____ | The story doesn't say much about him.                              |
| 5. _____ | It is about how fear affects life.                                 |

- Compare you're the questions with a classmate.
- Working in groups, brainstorm other questions you can use when you read stories written by other groups.



Do Section 2 and 3 of the Reading Corner page. (p. 138)



PAGE 101

STOP AND THINK about...

...culture

1. Work in small groups and discuss the following questions.

- 1 In the story The Dragon Tamers, how do drawings and language show when the story took place?
- 2 What values does the story promote?
- 3 What value (or lack of) does the major of the town represent?
- 4 What stories in your culture are used to promote similar values?

- Share the main ideas that came up in your discussion with the class.

...language

1. Read the sentences from the story and decide together which part of the story they are from. Then, circle the meaning of the underlined words.



- 1 Convincing the dragon to let him go to town to get materials was hard.
  - a) the task to persuade
  - b) easy to persuade
  - c) not easy to persuade
- 2 Maybe the baby cries because of the terrifying noises in the dungeon.
  - a) to scare
  - b) scary
  - c) not easy to scare
- 3 Being part of your family makes me happy.
  - a) to include
  - b) to have
  - c) the relationship with
- 4 His crying baby just wouldn't stop.
  - a) tears
  - b) sad
  - c) to be sad

• Discuss: Do the underlined words describe something or do they refer to things to talk about?

• Revise the "possible text" part in the storyboard you prepared in Activity 3 page 132. Discuss: What words can you use to give your readers a better idea of what your characters are like?

-ing words can be used as a noun (words that identify people, places or things) or as adjectives .

Get Smarter!



**STOP AND THINK** about...

## ...learning

1. Use the storyboard you created on Activity 3 page 132 to write a draft of your story. You can use sketches for the drawings, as you will have an opportunity to create a final version later on.
2. Exchange the draft of your story with another group of students and fill the chart below for them.

	Yes	Mostly	No
1 The genre of the story is fantasy or suspense.			
2 The main idea of the story is clear.			
3 The story develops in a logical way.			
4 The dialogues help the reader understand the story.			
5 Elements like color, type of speech bubble, captions and other elements help understanding.			
6 The use of language is correct.			

- Discuss with your classmate the reasons for the marks you are giving them. Ask and answer questions about the marks.

- Taking your classmates' feedback into consideration, write a final version of your story.

3. In your project groups, complete in your notebook an anecdotal record with the all the steps you've followed to create your comic book story.

Activity	When? (date)	Why? (purpose of the activity/)

**GET AHEAD**

## Preparing

1. Prepare and revise the information you have developed throughout the unit.

	Activity 2, page 131	The story you chose and the list of characters.
	Activity 4, page 132	List with characters' actions and plan for the story.
	Activity 2, page 133	Final version of your comic
	Activity 3, page 134	Anecdotal record

You will use your anecdotal record to present your story to the class. Your classmates will read the final version of your comic.

## Presenting

1. Work as a class.
2. Project groups will take turns explaining their experience while creating their story using the anecdotal records.
3. When each group finishes sharing their experience, ask questions about the story and the characters.
4. When all groups have shared their experience, share the final version of your comics so that everyone has a chance to read them.
5. As a class answer the questions: *How many groups worked with fantasy stories? How many preferred suspense? What did you learn from the writing experience of other groups?*

## Reflecting on my Progress

Think about your work throughout the unit and the comic you just shared with the class. Complete the task in your notebook.

1. Write two things you enjoyed about writing your comic.
2. Write two things that were difficult while writing your comic.
3. Write two things you would do differently if you had to write a comic again.

- Work with a classmate and discuss the reasons for your answers.
- If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.



**GET** ready to read

1. Prepare to read a fantasy story. What elements will you find?

• Compare answers with a classmate.



**GET** into the text

1. As you read the story in your reader book, brainstorm words that describe each of the characters, and words to describe what they do in the story. Write the words on the spaces.

Character	Description	Actions
Shield (Luis)		
Band-aid (William)		
Dagger (Akiko)		

2. Compare your words in small groups and take turns describing one of the characters.

**GET** together

1. Work in groups and prepare an ad to promote the story, so that other people may want to read it. You can decide if the ad will be a poster, a jingle for a radio commercial, or a video for a TV ad. Prepare the ad and present it to the rest of the class.

quick CHECK!

1. Read the following dialogue and draw the pictures that may go with it.

Mr. Holmes! You are the best detective ever! Please help us find this monster that is trying to kill me.

Mr. Baskerville, there is no monster, believe me.

But we have seen evidence of this monster! Haven't we, Mr. Watson.

Well, we have seen strange things, that much is true, like these marks on the floor.

The marks are real, and they certainly belong to a beast, but it occurs to me Mr. Watson we need to think of more mundane things and not on the supernatural.

Watson! Let us catch the evil person behind this. I have a plan.

What do you mean, Mr. Holmes?

Perfect! What are you thinking of, Mr. Holmes?

2. Work with a classmate and take turns describing the characters you drew. Use the following questions to guide your description.

- What are the characters like physically?
- What are their personalities like?
- What do they represent in the story?
- Are they main characters, secondary or incidental?

3. How would this story continue or end? Explain it in a couple of sentences in the following lines.

• Compare your ideas working in groups.

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Think about the things you have learned and practiced in this unit. Mark (✓) the correct box.

	Outstanding	Good	Needs work
<b>Identify genre</b>	I can easily identify the purpose and main idea of a manual and decide how useful it will be. I know when sources are reliable. <input type="checkbox"/>	I can generally identify the purpose of a manual and decide how useful it will be. I know some reliable sources. <input type="checkbox"/>	It's difficult for me to identify the purpose of a manual and decide how useful it will be. I don't know when sources are reliable or not. <input type="checkbox"/>
<b>Revise stories</b>	I can easily distinguish features of a fantasy text and a suspense one. <input type="checkbox"/>	I can distinguish features of a fantasy text and a suspense one. <input type="checkbox"/>	It's difficult for me to distinguish features of a fantasy text and a suspense one. <input type="checkbox"/>
<b>Describe characters</b>	I can use clear language to describe characters in a story. <input type="checkbox"/>	I can generally use clear language to describe characters in a story. <input type="checkbox"/>	Most of the time my classmates have problems understanding my description of characters. <input type="checkbox"/>
<b>Plan a comic book story</b>	I can plan a comic book story with little or no help from others. <input type="checkbox"/>	I can plan a comic book story with help from others. <input type="checkbox"/>	Even with the help of others I find it difficult to plan a comic book story. <input type="checkbox"/>
<b>Write dialogue for a comic book story</b>	I can write a dialogue for a comic book story with little or no help from others. <input type="checkbox"/>	I can write a dialogue for a comic book story with help from others. <input type="checkbox"/>	I find it hard to write a dialogue for a comic book story even with help from others. <input type="checkbox"/>
<b>Give and receive feedback</b>	I can give my classmates ideas to improve and I value the ideas they give me. <input type="checkbox"/>	Most of the time I can give my classmates ideas to improve and I value the ideas they give me. <input type="checkbox"/>	I find it difficult to give my classmates ideas to improve. I don't understand the ideas they give me. <input type="checkbox"/>

If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.



# unit 9

## DEBATING THE FINE ARTS

What is the purpose of art?

### In this unit you will

- ...look for a topic of interest in various sources.
- ...read texts and interpret general sense, key ideas and details.
- ...value agreements and disagreements about a topic of interest for writing arguments
- ...participate in a debate

### Communicative activity:

You will participate in exchanges associated with a specific purpose.

### Social practice:

You will write agreements or disagreements to intervene in a debate on one of the fine arts.

Unit Project: Debate arguments

1. Work in small groups and discuss: *What is your personal definition of art? What type of art do you enjoy? What type of art is not interesting to you?*
2. Read an article that talks about what art is and discuss the following questions in groups.

- 1 What is the purpose of the text?
- 2 Who is the text written for?
- 3 Do the illustrations help support ideas?
- 4 Why are the two views presented "contrasting"?
- 5 How similar or different is your definition of art to the ideas presented here?

### Is art reality or emotion?

Although there are probably as many definitions of art as people there are on Earth, there seems to be an agreement in the fact that art is the "conscious creation of something beautiful or meaningful, using skill and imagination." To complete this very narrow definition, there are two interesting contrasting views that may be interesting to consider.

The first position argues that art is the representation or replication of something beautiful or meaningful. This view implies that the subject must be replicated as accurately as possible, as in the work of the great classical artists, like Michelangelo, Murillo, Velázquez and others, where the use of masterful skill is evident. This view also implies that more modern art is of lesser value or importance because reality is distorted or not present.

The second position explains art as an expression of emotional content. Supporters of this view may tell us that any piece expressing a definite feeling that can be understood by an audience is a valuable work of art. The medium of expression or the accuracy of the artist is not relevant, what matters is the emotion that the piece is able to communicate. This view allows for appreciation of classical or any other type of art. For example, a painting by Braque, a famous cubist artist, will be considered great for the emotions it provokes in the audience.

Seneca, the great Roman philosopher, said that "All art is but imitation of nature", making it clear that art is a mirror of reality. Conversely, we can find a modern artist like Picasso saying that "The purpose of art is washing the dust of daily life off our souls", implying in this way that art requires an emotional response.

Both of the views presented here can be questioned: If we recognize the skill, imagination and technique used in a painting that does not make us cry or be excited, is there no value in that piece of art? If for some reason we respond emotionally to a TV commercial, does that make it art? I guess it is up to each one of us to decide which of the views is stronger than the other, or even to try to find a better position that can help us find our personal definition of art.



Moses, a sculpture by Michelangelo



Le Tapis Vert, 1929, Georges Braque

3. Complete the following graphic organizer with information from the text.

Debate topic: Art is emotion	
YES	NO
Idea: Art is the expression of _____	Idea: Art represent _____
Explanation / Reason _____	Explanation / Reason _____
_____	_____
_____	_____
_____	_____

- Compare your answers in pairs.
4. Complete the following card with your opinion. After that, discuss the questions below the card in pairs.

Controversial ideas can always be rebutted, that is, someone can contradict that idea by asking questions or by giving evidence or examples that may disprove the original thought.

Get Smarter!

MY OPINION
Idea: Art is _____
Explanation / Reason _____
_____
_____
_____

- 1 Does your opinion support the idea that art is emotion? Or does it support the opposite view?
- 2 Are you using examples to support your opinion?
- 3 What evidence supports (or could support) your opinion? Where could you find information for this?
- 4 How would someone with an opposite view object your opinion?





TRACK 19

5. Listen to a conversation between two students who are debating the topic of art and its definition. Complete their opinion cards with notes.

Debate topic: Is Art emotion?	
Humberto	Maggie
Idea: _____	Idea: _____
Explanation _____	Explanation _____
Rebuttal for Maggie's idea _____	Rebuttal for Humberto's idea _____



6. Using your notes, complete the following opposing arguments.

Topic sentence	<b>Humberto:</b> Art is an 1 _____ that is necessary to human beings 2 _____ we need to express what we feel and we need to communicate it to others.
Explanation	Important works of art 3 _____ people, or help them identify their own feelings so that they don't feel alone. So, 4 _____ a beautiful sad sculpture, you may relate to the feeling and have some comfort for your own sadness.
Closing	Art that doesn't 5 _____ emotion, becomes just a piece of material that nobody will care about.

Topic sentence	<b>Maggie:</b> We call art 6 _____ of work that come from the human 7 _____ and become something we can see, experience or read.
Explanation	We 8 _____ art because it stands out for its beauty, its meaning, or its importance. The intellectual response is 9 _____ than the emotional one because it allows us to distinguish good pieces of art from bad ones.
Closing	Art is 10 _____ that come from the reality we experience.

- Analyze the paragraphs and the different sections in each. Discuss: *What is the purpose of each paragraph? What is the purpose of each part of the paragraph? Whose open argument do you find stronger? Why?*
- Use the notes you wrote for Activity 4 page 143 and write a paragraph that expresses your opinion on what art is. Share it with your classmates.

When stating an opinion your topic sentence and your closing should pose your main idea. Your explanation should contain facts or examples that support the main idea.

Get Smarter!



## STOP AND THINK about... ...learning

1. Look at the following possible debate formats. Analyze them and discuss in your groups which one you would like to follow. In your discussion consider: *How many people participate in each model? How long does each model of a debate take? Which one is more practical? What is the purpose of each "round" or stage of the debate?*

### Debate Format 1

Two Speakers  
- one moderator

**First Round Establish Credibility**  
Speaker 1 - Pro (2 minutes to state opinion)  
Speaker 2 - Con (2 minutes to state opinion)

**Second Round Rebuttal**  
Speaker 2 - Con (formal rebuttal, 2 minutes)  
Speaker 1 - Pro (formal rebuttal, 2 minutes)

**Third Round Closing Arguments**  
Speaker 1 - Pro (1 minute)  
Speaker 2 - Con (1 minute)

### Debate Format 2

Two teams  
- one moderator

**First Round Establish Credibility**  
Both teams select a speaker. Each side has two minutes to state their position.

**Prep time for Rebuttal**  
Teams get back together and discuss the rebuttal they can give in two minutes.

**Second Round - Rebuttal.** Speakers have 2 minutes each to state their rebuttal.

**Third Round Closing**  
Both teams select a different speaker. Each side has one minute for closing arguments.

### Debate Format 3

Two teams - one moderator

**First Round Establish Credibility**  
Both teams select a speaker. Each side has two minutes to state their position.  
Speaker 1 - Pro (2 minutes)  
Speaker 2 - Con (2 minutes)

**Second Round Rebuttal and Crossfire**  
Each team rebuts what the other team defends (2 minutes per team)  
There are 10 minutes to ask and answer questions between the teams.

**Third Round Closing**  
Both teams select a speaker. Each side has one minute for closing arguments.  
**Third Round Closing Arguments**  
Speaker 3 - Pro (1 minute)  
Speaker 4 - Con (1 minute)

- Plan together the format of the debate you will conduct as part of your final project.
- Choose one of the formats to practice a short debate on the question *Is art emotion?* Use the paragraph you wrote for Activity 6 on page 144 as your opening argument for the debate.

1. Read the following art debate topics and, in your notebooks, classify them into those you think would be interesting to discuss and those which would not. Add more topics if you can.

Should art always be "likable"?



Should art have censorship?



Should art museums always be free?



Is graffiti a form of art?



Is installation art really art?



Is it easy to become an artist?



Is art essential for human beings?

Is classical art better than modern?

- Work in your project groups and decide on the topic you want to debate about.

2. Find information about the topic you selected. Follow the steps.

- In the question that defines your debate topic, underline the main words.
- Decide if you are in favor, or against the issue, and write a short sentence that expresses your view as in the example below.

I believe that classical art is better than any other form because it shows talent.

- Find sources that talk about the specific aspect of art you will discuss. For example, in the question *Is classical art better than modern?* You will need to find definitions of modern and classical art (perhaps in dictionaries or encyclopedias). Books on art may help to support your view if you support the issue or if you are against. Websites where the topic is discussed can also help. You could also interview an art teacher or an artist and rely on his/her views, or read articles on the differences between modern and classical art. Remember to check what your school or local library may offer.
- Select the information that helps support your view. Write notes on cards as in the example below. Use one card per source.

Source Downlin.  
**CLASSICAL ART VS. CONTEMPORARY ART**  
<https://walkerart.org/magazine/why-do-we-go-to-museums>

- \* favors contemporary art saying it is more "sophisticated". X I don't agree!
- \* mentions that classical art is relatable, containing beautiful elements ✓
- \* Mentions a limited view of classical art as depict a scene or tell a story - X

3. Reflect on your progress. Mark (✓) what you can do now.

- Identify debate topics concerning art. \_\_\_\_\_
  - Understand reasons for and against a debate topic. \_\_\_\_\_
  - Form my opinion on a debate topic. \_\_\_\_\_
  - Find information to support my opinion. \_\_\_\_\_
  - Recognize and analyze different debate formats. \_\_\_\_\_
- Work with a classmate and discuss the reasons for your answers.
  - If there is something you have problems with, talk to your teacher and your classmates for suggestions on how to revise and learn the information you need.

4. Read the following opinions on modern and classical art. Discuss with your classmates: *Who makes a stronger case? Why? What information could the people research in order to make their arguments more solid? Whose opinion do you agree with?*

At the centre of valuable art, there is skill and talent. Classical art shows that the artist can do something the rest of us can't. Conversely, modern art just shows that random, effortless activity can create something "pretty" or maybe "interesting". If you thought of, felt or dreamt something that you want to share in art, you've got to show it in a way that amazes others. A piece of work that does not show talent, is not art.

Marina, London

Good art moves people, it causes feeling and reactions. Classical art and modern art can do that. I think there are bad classical artist that cannot communicate feeling and good ones, and the same thing happens with modern artists. I think both modern and classical art are important and both can be awaken your senses.

Rosa, Lima

Good art is in the mind of the person who sees it. I don't think my point of view on an art piece is more important than the opinion of the person next to me. My opinion may come from what I've learnt at home or in my culture. No one has the right to tell me I'm wrong. If the person next to me disagrees, I've got to respect his/her opinion. We are not programmed to think the same about stuff. My point is, all art is valid, modern or classical.

Norman, Berlin

Modern art normally requires an explanation because nobody understands what they want to say. For example, in painting, modern art has images that make no sense. Conceptual art is done by just placing a rock in the middle of a room. For me, that's not art. On the other hand, we can have art that communicates a clear message to people, classical art normally does that, without the need of crazy explanations.

Jeffrey, Chicago

5. Read the opinions again and find sentences that are equivalent to the ones below. Write the sentence(s) on your notebook.

- 1 Good art provokes strong emotions.
- 2 Modern art can be incomprehensible.
- 3 There isn't just one standard for what good art is.
- 4 Good art can only be produced by a few gifted people.

- Compare answers in groups and discuss: Are any of the ideas stated twice in one paragraph? Why is it important to find other ways to express the same idea?

6. Read the following mark sheet to assess participation in a debate. Discuss with a classmate: *Are all aspects considered? Is there an important aspect that is not included? Who should use this mark sheet and why?*

Criteria	Score			
	1	2	3	4
Support for arguments	There are clear examples or facts <input type="checkbox"/>	There are examples or facts <input type="checkbox"/>	Examples or facts are not very clear <input type="checkbox"/>	There are no examples or facts <input type="checkbox"/>
Rebuttal	Response to opponents is direct, clear and effective <input type="checkbox"/>	Response to opponents is direct and clear <input type="checkbox"/>	Response to opponents is not very direct <input type="checkbox"/>	Response to opponents is confusing <input type="checkbox"/>
Closing arguments	Brief and effective - convincing <input type="checkbox"/>	Brief and clear <input type="checkbox"/>	Mostly clear. Not very convincing <input type="checkbox"/>	Confusing <input type="checkbox"/>
Performance	Confidence and respect for others is shown <input type="checkbox"/>	Some confidence and respect for others is shown <input type="checkbox"/>	A bit nervous, but respect for others is shown <input type="checkbox"/>	Nervousness makes the message difficult to understand or disrespects others <input type="checkbox"/>

- Share your ideas with the class.
- In preparation for the unit project, decide if this mark sheet is one you can use to evaluate performance in a debate or if you want to make changes to it.

TRACK 20

7. Listen to a debate between two students. Work with a classmate and follow the instructions.



- 1 Assign roles: One of you is A and one of you is B.
- 2 **Student A:** Use the mark sheet on the previous exercise to evaluate Brianna's performance. **Student B:** Use the mark sheet on the previous exercise to evaluate Jared's performance.
- 3 **Student A and B:** Once you finish, compare your mark sheets and discuss why you gave Brianna or Jared the marks you gave.
- 4 Work in groups and continue the discussion. Decide: Who wins the debate? Why

**STOP AND THINK** about...

...language



1. Analyze the following opinion taken from Activity 4 page 148. Find the topic sentence, the explanations or examples, and the closing sentence. Then, underline the words that join the ideas to the previous part of the paragraph.

At the centre of valuable art, there is skill and talent. Classical art shows that the artist can do something the rest of us can't. Conversely, modern art just shows that random, effortless activity can create something "pretty" or maybe "interesting". If you thought of, felt or dreamt something that you want to share in art, you've got to show it in a way that amazes others. A piece of work that does not show talent, is not art.

2. Use the following format to complete your opinion statements on the topic you chose for a debate and with the information you generated for Activity 2, stage 3, on page 147. Use index cards for your ideas and one card for each idea.

Topic sentence (your opinion)	
Explanation	
Closing	

- Compare your opinion cards in groups and check each other improving by analyzing: Is the main idea stated in the topic sentence. Do the examples and facets support the main idea? Is the main idea re-stated or reinforced in the closing sentence? Choose the best ideas to prepare for a debate.

...culture

1. Read the opinions on activity 4 page 148 and complete the list of differences between British and American English. Decide which of the speakers uses British or American English to express their opinion.

American		British	
1 center			
2 you have to show...			
3 I've learned...			
4 I have to respect...			

- Compare answers as a class. Revise the opinion cards you wrote for the "language" section. Are you consistent in the use of British/American English?

**STOP AND THINK** about...

...being together

1. Look at the following record sheet for a debate and discuss: *What is the purpose of the sheet? Who should fill it out? When should it be filled it put? How can the information be used? Is there any other piece of information that should be included in the form?*

**Debate Record Sheet**

- 1 Main issue/question to be discussed \_\_\_\_\_
- 2 Moderator [name] \_\_\_\_\_
- 3 Team/student to support [name(s)] \_\_\_\_\_
- 4 Team/student to oppose [name(s)] \_\_\_\_\_
- 5 Details of participation  
[Who spoke? How long did they take? What evidence of preparation was shown? What evidence of respect for others was shown?]
- 6 Details of moderator participation  
[Was the moderator fair? Did he/she summarize main points before closing arguments? Was the summary useful for the participants?]
- 7 Other important comments \_\_\_\_\_

- Working in your project group, decide if you can use this format to keep a record of what happened in a debate or if you want to make modifications to it.

**IT Stop** If possible, you could record audio or video of the debate you will conduct as part of your final project so that this serves as the record of the debate that took place. If this is not possible, filling in this form can serve as evidence that a debate took place.



## Preparing

1. Work in teams. Revise the information you have prepared throughout the unit.

	Activity 2 (stage 4), page 147	Cards with notes on research.
	Activity 6, page 149	Mark sheet to evaluate participation on a debate
	Activity 2, page 150	Cards with opinions
	Activity 1, page 154	Record sheet for a debate

You will use the information you generated to conduct a formal debate.

## Presenting

Work in your project groups and conduct a debate on the art topic you chose on Activity 1 page 146. Follow the steps.

1. Name a moderator.
2. Name a record keeper who will fill in record sheet like the one on Activity 1 on page 154 or who can be in charge of recording the debate.
3. Revise together the debate format you chose on Activity 1 page 145 and discuss the general rules of the debate.
4. The moderator and the record keeper should fill in a mark sheet to evaluate participation of teams or of students participating in the debate (depending on the debate format you chose).
5. When the debates are over, revise and discuss the debate record and the mark sheets. Decide: What would you change if you had to conduct the debate again?
6. Share your conclusions with the rest of the class.

## Reflecting on my Progress

1. Reflect on the work you have done throughout the unit and the debate you just conducted. Discuss your performance as a project team using the questions below.
  - a Did everyone have a chance to contribute?
  - b Did the cards with research and information help defend your position?
  - c Did everyone pay attention to the opposing view and used their information to rebut or to ask questions?
  - d Was everyone respectful and fair during the debates?



1. Prepare to read an article about graffiti. Working with a classmate fill in the first two columns of the table.

K	W	L
What I know	What I want to find out	What I learned by reading the article

## GET into the text

1. Check if the information you filled in in columns 1 and 2 is similar or different to the article *Graffiti: Art or Vandalism?*
2. Fill in the last column of the table above with information from the article.
3. Compare your ideas working in small groups.

## GET together

1. Work in groups and conduct a short debate with two sides, one defending graffiti as art and the other one opposing the idea.


## quick CHECK!

## 1. Read the following paragraph and answer the questions in your notebook.

The capacity to be an artist is something you are born with. You do not "become" an artist by studying or working hard. I think people can learn anything they want and they can become really good at it, but they can't become as great as artists like Mozart, who was playing the piano since he was 5 years old. Schools of art are good so that people can explore things they like and they can do a few things... paint for commercials or to become art critics. True art is not learned.

- 1 What is the topic of the debate?
- 2 What is the main idea of this argument?
- 3 What fact is used to exemplify the point of view?

- Compare answers in groups. 

2. Use a form like the following to write ideas for a possible counter argument. Write the information in your notebook. 

Counterargument	
Idea:	_____
Explanation / Examples	_____

## 3. With your classmate, roleplay a short debate where you discuss the issue of items 1 and 2. Follow the steps.

- 1 Assign a role: one of you is **A** and the other is **B**.
- 2 **Student A:** argue in favor of the issue.
- 3 **Student B:** Argue against the issue.
- 4 When you finish, grade your classmate's participation with the following mark sheet. Discuss the marks you gave each other.

Criteria	Score			
	1	2	3	4
Presentation of the argument	There are clear examples or facts <input type="checkbox"/>	There are examples or facts <input type="checkbox"/>	Examples or facts are not very clear <input type="checkbox"/>	There are no examples or facts <input type="checkbox"/>
Rebuttal	Response to opponents is direct, clear and effective <input type="checkbox"/>	Response to opponents is direct and clear <input type="checkbox"/>	Response to opponents is not very direct <input type="checkbox"/>	Response to opponents is confusing <input type="checkbox"/>

## Grade your performance in the following areas according to the scale below

- 1 I have no problems doing this. It is easy and I could help others achieve this goal.
- 2 I can do this most of the time, even if I have a few mistakes.
- 3 I need help to do this. Even if I get it right sometimes, I have problems in this area.
- 4 Even with help, I find this very difficult to do.

	Score
I can revise and select information on controversial art topics.	
I can read and understand the general idea, key points and details on information about art.	
I can form my own opinion on a controversial art topic.	
I can understand opinions that support or refute a controversial art topic.	
I can organize and use information that supports or refutes my opinion on a topic.	
I can write notes that help me support my opinion on a topic.	
I can write a paragraph to express my point of view on a topic.	
I can use the information I prepared on a debate.	
I can participate on a debate.	
I can reflect on my participation and help others reflect on their performance during a debate.	

## If any of your answers is 4, or if your total score is 30 or higher, follow these steps:

1. Go back to the pages of the unit and analyze what aspects you have to work and practice more. You can do this on your own or together with a classmate.
2. Talk to your teacher about the language and activities you have to revise to help you achieve the goals of this unit.

# unit 10

## IT'S AN ENIGMA!

What is an enigma?

### In this unit you will

- ...choose a past event.
- ...describe enigmatic events.
- ...formulate hypothesis to guess riddles that explain past events.

### Communicative activity:

You will take part in recreational expression.

### Social practice:

You will guess and formulate hypotheses about past events.

Unit Project: Enigma Inventory

# GET GOING

1. Read the following definition of what an enigma is. Discuss in your groups: *What is the most enigmatic thing you have experienced? What enigmatic events or stories have you heard about?*



P. 181

enigma **noun** ɪˈnɪgmə an inexplicable circumstance, event, or occurrence : something hard to understand or explain : MYSTERY


Taken from: *The Merriam-Webster Unabridged Dictionary*

2. You will read a story about an enigma connected to the pictures below. Before reading, work together and think about a few questions you could ask the person telling the story. Write the possible questions in your notebook.

What...? Where...? Who...? How...? Why..?



TRACK 21


3.  Read and listen about the enigma. Revise the questions you wrote for Activity 2. Were there any of your questions answered? Do you have any more questions? Write more questions if you have them.

Let me tell you about this very enigmatic situation. I'm going to call it "The treasure Box Enigma." My grandmother used to live in quiet, rural area, where there were very few people. One night, she could not sleep and she looked outside her bedroom window and saw a dim light in the forest. She woke her father up, he went to the window and saw nothing, so he told her to go back to bed. She looked out again and saw the light once more, so she decided to investigate thinking someone was out there trying to light a fire. When she got close, she saw the flame again, this time it was stronger, but it was flying! She got a bit closer to the spot and the light disappeared! She looked around and there was nothing, just dirt, grass and crickets.

The next day, she told her father what had happened. He explained to her what she might have seen. He took a shovel and they went to the place and started digging. They found a treasure! An old, rusty box full of old gold-coins!

Now the questions for you are... What was the flame my grandmother saw? What was the explanation her father gave her? Why did they dig?


TRACK 22

4.  Listen to students speculating about the "Treasure Box Enigma" and complete the speculations. Mark (✓) the one you agree the most with.

- 1 Maybe Grace's grandmother \_\_\_\_\_ a \_\_\_\_\_.
- 2 She might have \_\_\_\_\_ the \_\_\_\_\_ of the gold.
- 3 She might have \_\_\_\_\_ a \_\_\_\_\_ from treasure hunters.


TRACK 23

5.  Listen to the answer to the enigma. Make sure the following questions are answered. If they are, write the answers in your notebooks.

- 1 What was the flame the grandmother saw?
- 2 What was the explanation her father gave her?
- 3 Why did they dig?

- Discuss in your groups: *Are there all your questions about the enigma answered? Did you expect the solution to the enigma to be what you heard?*

6. The following article describes characteristics of a good enigma. Read the text and discuss which characteristic is the most important for a good enigma. Share your conclusion with the class.

### What makes an enigma interesting to solve?

In order to raise the interest of readers or listeners, an enigma must have the following characteristics:

- A background situation that is well described. The more details you have, the more you will feel you are there and you will get involved on the situations.
- A hook – this could be the way of telling or writing the enigma, generating suspense or using a tone that intrigues and invites the audience to solve the mystery.
- Giving a few clues may help, as these will trigger curiosity from audiences to get involve and try to solve the mystery. Elements the readers or the audience can identify with also help for this purpose. In summary, the audience must feel it is possible to solve the mustery.
- When the answer is revealed, audiences appreciate an elegant, simple solution, especially if they didn't see it coming, but it is logical enough. A funny answer that it is also logical helps make the enigma valid.

When we listen to enigmatic situations, it is natural and also fun to speculate about the possible answers. To speculate about past events you can use the words "maybe" with the event in past, or use "might/could have" with a verb in past participle.

Get Smarter!



7. Using the criteria you just read about in Activity 5 page 158, evaluate the enigma of the treasure box (Activity 3, page 157). Use the questions below to help you.

- a Is the situation well described? Are there enough details?
- b Is there a hook?
- c Are there clues? Does it seem possible to solve?
- d Is the answer reasonable even if it is funny?

- Compare your answers with other pairs. These criteria may help you choose the enigmas you will need for you unit project.

8. Read the following enigmas and discuss possible solutions with your classmate.

#### Mysterious Lights



Mercedes and Arcadia were sitting outside the porch of a house drinking coffee in a nice, quiet winter night. Suddenly, they saw a strange cloud that appeared to have color. The "cloud" then changed and became something like a floating, magical wall that filled the sky with a solid, bright green light, but which was moving around. The lights then changed to purple. It was like being in a private light show, except that the lights were a thousand times more beautiful and there were no events nearby. The lights did not appear to come from the ground. What were they looking at?

#### The Patient

A doctor was working in a hospital when two patients were brought in after a horrible car accident. The patients were father and son. The doctor looked at the young man and told the team, "I can't take care of this patient. He's my son!" How was this possible?

- Read the answers on page 160 and see if your solutions were close to the real answers.
- Use a chart like the one in Activity 7 to evaluate the enigmas. Discuss when you finish: Where they fun to solve? How could you use enigmas in a class game?

I think the girls might have seen a UFO.

I don't think that's possible. Maybe...

9. For your final project, you will create a game of enigmas. The first step is to choose the enigmas you want to work with. Discuss options and the criteria you will use to select the enigmas you propose. Discuss: Could you use the chart on Activity 7 as the criteria to select your options? Why? Do you need to consider other aspects? How many options should each student propose?



Do Section 1 of the Reading Corner page. (p. 168)



STOP AND THINK *about...*

...language

1. Go back to the enigmas you have read about so far and find the words that describe the following things. Write them on the lines and discuss: *How important were these descriptions for the enigmas you read about? Were there any extra details that could have been important to add?*

- 1 The place where Grace's Grandmother lived. \_\_\_\_\_
- 2 The flame she saw. \_\_\_\_\_
- 3 The box they found. \_\_\_\_\_
- 4 The night when Marcela and Arcadia saw the lights. \_\_\_\_\_
- 5 The lights Marcela and Arcadia saw. \_\_\_\_\_
- 6 The doctor that could not tend to young man. \_\_\_\_\_

2. Rewrite the sentences used to speculate about "The Treasure Box" in such a way that the meaning is the same.

LANGUAGE REFERENCE  
PAGE 178

- 1 Maybe Grace's grandmother saw a ghost.  
Grace's grandmother might \_\_\_\_\_
- 2 She can't have seen a ghost.  
It's impossible that \_\_\_\_\_
- 3 She might have seen the reflection of the gold.  
Maybe she \_\_\_\_\_
- 4 Maybe someone knew where the box was,  
Someone might \_\_\_\_\_

Answers to Enigmas

PAGE 159 **Mysterious Lights:** The girls were looking at the Northern Lights, or Aurora Borealis, a phenomenon that happens in the northern regions of the world due to intense solar activity. **The Patient:** The doctor is the mother of the young man.

**GET MOVING**

1. Analyze the following phrases that can be used while playing a game. Discuss in your groups. When would you use each phrase? Why? Which phrases or questions can you use at the beginning, in the middle or at the end of a game? Are there any other phrases you could use during a game?

It's my turn!      Who's winning so far?      I have a better idea!  
 Can I go next?      Who wants to go first?      But that's cheating!  
 What is the rule for...?      How many points does she get?  
 Can you note down my points?      Add up the points.  
 What's my score?      Who won?      Don't skip my turn!  
 I'll go first.      What happens if...?



2. You will play a game of enigmas. Follow the instructions.

- 1 Work in teams of three.
- 2 Get two markers each (beans, coins or little balls of paper can be used for this)
- 3 The first participant places his/her marker on one of the photos of the following page and tries to solve the enigma.
- 4 The other participants respond to what was guessed and try to propose a better solution. Ask each other questions and challenge their position.
- 5 Keep a record of each participation. Award points as follows:  
Participants get 1 point for proposing a solution.  
1 extra point if the solution is voted the best by all participants.
- 6 Another participant gets a turn to choose the next picture and start the speculation.
- 7 The game finishes when all pictures have been discussed.
- 8 Read the answers on page 166 and award the participants 2 extra points if their solution is the real one.
- 9 Add up the points and find who the winner is!

Points per enigma						
Student's name	1	2	3	4	5	6
A						
B						
C						



These big statues are on a remote Chilean Island in the Pacific. They were created by indigenous people that lived there a long time ago. Why were they created?



Someone took a picture of this strange light last year. What do you think it was?



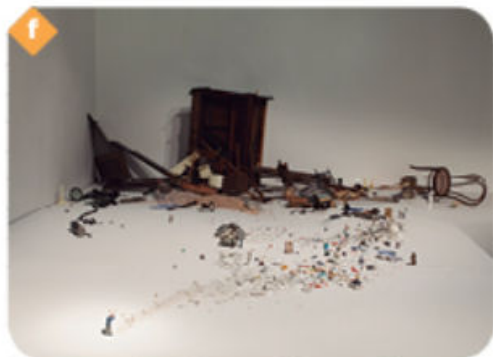
My mom visited this place. She was wearing a bathing suit in this strange landscape. Why?



Pandas normally have just one cub. When they have twins, the mom normally abandons one to take care of the other. Yet, in China, a Panda mom ended up raising twins. How did this happen?



These flowers appeared on April, 2017 in a U.K. pier. They reached all the way to the sea. Why were they put there?



I went inside a place and this is what I saw. What was this place? What happened there?

3. For your final project, you will create a game of enigmas. Consider the rules for the game you will play and plan them. Plan using the following questions:

- How many enigmas do you need for the game?
- Who will have the answers?
- Can some players know the answers before time?
- What do you need to play? A board? Cards? Dice? Markers?
- How many people can play in a game?
- Who starts?
- How do you earn points?
- When does the game finish?

- Write the rules for the game. You can use the instructions for the game you played for Activity 2 page 161 as a model.



Do Section 2 and 3 of the Reading Corner page. (p. 168)



PAGE 127

4. Reflect on your progress so far. Mark (✓) the correct box and explain your answer.

	Yes	No	Evidence (How do you know?)
Can you understand enigmatic events from the past?			
Can you evaluate an enigma?			
Can you use correct language to speculate about past events?			
Can you participate in a game of enigmas?			

- If you found things that are difficult for you to do, ask your teacher and your classmates for suggestions on how to improve.

5. Read the following enigma and, before trying to find a solution to the enigma, answer the questions below.

In 2015, in a dark, peaceful night and with a sky with no clouds, it was already late at night when the residents of a place in the U.S. saw a bright light like the one in the photo. After the light, there was a strange and loud bang. The next day there were traces that looked like thin clouds of different colors in the sky. What happened?



- 1 What was the context? (the place and the situation where the event took place)
- 2 What was the main problem or enigmatic situation?
- 3 Which sentence(s) indicate the main problem?
- 4 Which sentences give you extra information?
- 5 Is the illustration necessary to solve the enigma?

- Speculate about possible solutions. Read the solution to the enigma on page 166 and discuss: *Does the solution describe a present or a past event? Why? Is the solution long or short? Is it logical and clear?*

6. Using the criteria to select enigmas you generated for Activity 9 page 159, write some ideas for enigmas that can become part of the game you will play in your final project. You can use the template below as a guide. Your group should decide how many enigmas each member should write. Write the solution for each enigma on a separate card.

Context	
Enigmatic Situation	
Details	
Question for the audience	

STOP AND THINK about...

...culture

1. There are enigmatic situations in almost every field of human expression. Look at the board of enigmas on page 164 and find the enigmas that belong to the different categories.

Art	
Biology	
Geography	
History	
Science	

- Compare your answers in groups.
- Work together and look at the enigmas you wrote for the final project. Discuss: *Do they belong to any of these categories? Do they belong to any other? Could you include in your game enigmas for math, logic or any other knowledge area?*

...self

1. It is important to reflect on our reactions and feelings on the work we do, as well as on what we, as individuals, can do to make collaborative work more productive. Think about the game you played for Activity 2 on page 161 and answer the following.

	Yes	No	Why?
I proposed logical solutions to the enigmas.			
I asked questions about the solutions proposed by others.			
I helped my classmates reflect on their hypotheses.			
I contributed so that we could reach a consensus on points.			
I felt comfortable while playing with my classmates.			

- Discuss your answers in groups and think about alternatives that can make each individual feel better while working in a group.

## STOP AND THINK about...

## ...being together

- In preparation for your final project, analyze the two charts below and discuss in your groups: *What do the charts evaluate? Are they useful? Why? When could they be used? Who would fill them in? Would you modify them in any way? Why?*

## CHART A

1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree		
	Me	My classmate
a The situation for the enigmatic situation happened in the past and it is well described.		
b The enigmatic situation is interesting to solve.		
c The questions that the enigma poses are direct and easy to understand.		
d Use of language is correct.		

## CHART B

1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree		
	Me	My classmate
a The rules of the game were clear.		
b Everyone contributed to create the game.		
c Everyone had a chance to participate.		
d We had fun and the game developed nicely.		

- Use chart A above or a modified version to evaluate the enigmas you wrote for Activity 6 on page 164. After receiving your evaluation make changes to your enigmas if you need to and create final versions.
- Use chart B or a modified version of it to grade your participation after the game for the final project is played.

## Answers to Enigmas

**PAGE 162** A The Moai statues are still a mystery, but scientists believe they were built to honor the dead amongst the indigenous tribes. B The strange lights are what is called "St Elmo's fire", a strange occurrence of atmospheric electricity. C The photo was taken at Pamukkale, Thailand where the thermal waters have created white formations of calcium. What you see in the photo is white limestone. D In the Chengdu Research Base of Giant Panda Breeding, in China, they trick the mother into thinking she had just one cub by changing them about 10 times a day! E The photo shows ceramic flowers, part of The Poppy Wave installation by Paul Cummins and Tom Piper on Barge Pier in Shoeburyness, Southend-On-Sea, on 16th April 2017. F The photo shows an installation view of work by Liliana Porter, "El Hombre con el hacha y otras situaciones breves" at the 57th Venice Biennale in the Korea pavilion on May 10, 2017.

**PAGE 164** The strange light that Arizona residents witnessed in November, 2017 were caused by a meteorite entering the atmosphere. Fragments of the rock were found in neighboring areas.

GET  
AHEAD

## Preparing

- Work in groups. Review the steps you have followed to prepare for the game of enigmas.

	Activity 9, page 159	Criteria to select enigmas
	Activity 3, page 163	Rules for the game
	Activity 6, page 164	Enigmas (descriptions of enigmatic situations from the past)
	Activity 1, page 166	Co-evaluation charts

You will use the enigmas you selected and wrote to play the game designed in your groups. You will need the co-evaluation chart B when you finish playing.

## Presenting

- Sit in project groups around the classroom.
- Review the rules for the game you decided to play.
- Play the game and keep a score.
- When you finish, use the co-evaluation chart to evaluate one of your classmates. Make sure someone is assigned to evaluate your performance. Don't forget to reflect on your own performance.
- Discuss the co-evaluation charts and give ideas to each other on how to improve a next time the game is played.
- If time allows, exchange games with another group and play it following their rules!

## Reflecting on my Progress

Think about the work you have done throughout the unit and for the game you just played with your classmates. Complete the following sentences in your notebook.

- Two things that I learned in this unit were...
- Two things that were really easy for me, were...
- One thing that was difficult for me, was...
- Working in groups to create and play a game was...
- If I had to create a game of enigmas again I would...
  - If you found things that are difficult for you to do, talk to your teacher and your classmates for suggestions on how to improve.



**GET** ready to read

1. Read the title of the story you will read and have a quick look at the illustrations. Discuss with a group of classmates: *What do you think the story will be about? What will be the enigma to solve?*



**GET** into the text

1. As you read the story *The System of Dr. Tarr and Prof. Fether* check if your predictions were correct.
2. Read the story and fill a graphic organizer like the one below in your notebook, selecting the most important events that summarize the story.



- Compare your graphic organizers in small groups. Did you decide on the same events?

**GET** together

1. Work in groups and write summarize the story as a short enigma to solve. Compare your versions with other groups and try the enigma with students from other grades, family or friends to see if they can solve it.

quick CHECK!

1. Read the enigma and write three sentences to speculate on the solution.



In the US it is quite common to have a person deliver the newspapers to your home. They normally leave them outside people's doors or in their lawns. A man used to get a newspaper every day, but one day he noticed he was getting more. And then he started to see more newspapers in his yard. The number was different, but there was one day when he found 10 newspapers outside his door. Intrigued, he decided to use a camera to see what had happened.

What do you think happened?

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Work in groups and compare your answers. Vote on the most logical or better idea.

2. When you finish your discussion, give each other feedback on participation. Consider the following points.

- 1 Did your classmates propose logical solutions?
- 2 Did you question each other's ideas so that they could reflect on them?
- 3 Did you ask questions to clarify what others said?
- 4 Did you reach a consensus on the best possible solution?

Reflect on what you have done in this unit using this anecdotal record.

Activity	When? (date)	Why? (purpose of the activity/)
1 Read about past enigmatic events		
2 Imagine and propose solutions to enigmatic events		
3 Select enigmas to use with my classmates.		
4 Ask questions about enigmatic situations.		
5 Describe enigmatic situations from the past including details.		
6 Share possible solutions about enigmas with my classmates in a game.		
7 Played a game of enigmas with my classmates.		
8 Participate in the design of a game of enigmas with my classmates.		
9 Reflect on my performance when writing enigmas or participating in a game of enigmas.		
10 I helped others reflect on their performance when writing enigmas or participating in a game of enigmas.		

Share your notes with a classmate and, if you differ in some of the answers discuss the reasons for that.



## Review Units 8-10

In units 8-10 you learned or reviewed: reading fantastic literature or suspense to evaluate cultural differences, writing agreements or disagreements to intervene in a debate on one of the fine arts, and formulating hypotheses about past events. Take this opportunity to review and/or consolidate those objectives.

1. Discuss and then write an answer to the following questions. 

1 What information can you find on the back cover of a book?


\_\_\_\_\_

2 What elements does a graphic novel have?

\_\_\_\_\_

2. Complete the table with characteristics of each genre.

Fantasy		
Suspense		

3. Choose fantasy or suspense and plan a brief comic book story. Answer the questions. 

1 What is it about? \_\_\_\_\_

2 What is the main character like? \_\_\_\_\_

\_\_\_\_\_

3 Who are secondary characters? \_\_\_\_\_

\_\_\_\_\_

4 What will the characters learn from the story? \_\_\_\_\_

\_\_\_\_\_

4. Develop the first or last two panels of the story in Activity 3.

5. Match the pictures with the corresponding fine art.

painting      architecture

music      poetry

dance

theatre

photography

6. Choose one type of art from Activity 5 and write an issue to be discussed (e.g. modern architecture is not as valuable as classical). Then, conduct some research about it.

---

7. Follow the instructions and conduct a debate.

- 1 Choose who will be in favor and who will be against the issue in Activity 6.
- 2 Complete the table individually and prepare for the debate.

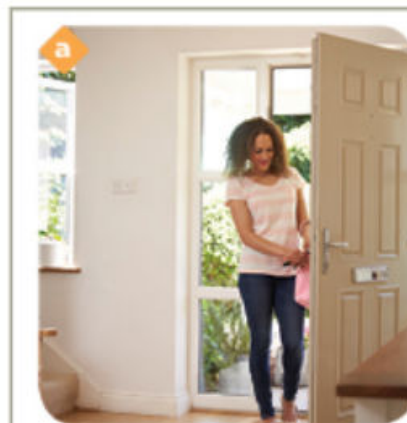
Opinion	Explanation/example
Possible rebuttal	Closing

3 Conduct the debate.

8. Reflect about the debate. Use the mark sheet on page 154 Activity 3 and score your performance.

- Presentation of the argument \_\_\_\_\_
- Rebuttal \_\_\_\_\_
- Closing \_\_\_\_\_

9. Work in pairs. Assign roles: one of you is A and the other one is B. Read your enigma and cover the other text. Then, follow the instructions below.



When my neighbor came home she found Jackie dead, lying in a pool of water. Johnny was sleeping on the sofa. There was some broken glass on the floor. Johnny wasn't charged with murder. Why?



Ten years ago my aunt had two daughters. They were born on the same hour of the same day of the same year but they were not twins. How was that possible?

- 1 **Student A:** Describe your enigmatic event and answer any questions your classmate may have.  
**Student B:** Listen to your classmate's enigmatic event and propose at least three ideas to solve the enigma.
- 2 Reverse roles.

• Read the solutions at the bottom of the page and discuss: *Were your hypotheses correct? Was the solution logical and clear?*

Solutions  
A Jackie is a fish and Johnny is a cat. Tom started playing with the fishbowl and the fishbowl fell on the floor causing Sarah's death.  
B The girls were two of a set of triplets or quadruplets.

## Term test 3

1. Look at an extract from a graphic novel and complete the information with what the pictures make you imagine.



Genre \_\_\_\_\_

Summary of story \_\_\_\_\_

Description of character \_\_\_\_\_

Value promoted \_\_\_\_\_

2. Imagine the next scene in this story and, taking into account the information you wrote for Activity 1, write a dialogue between two characters and complete the information.

Dialogue

Situation (Where are the characters? Why is this dialogue important in your story?)

3. Read the statement and choose a position.

Poetry is boring and useless.

Speaker 1 in agreement

Speaker 2 in disagreement

4. Complete the information according to your position.

Opinion \_\_\_\_\_

Explanation or examples \_\_\_\_\_

Possible rebuttal \_\_\_\_\_

Closing \_\_\_\_\_

5. Use this format to conduct the debate.

**First Round Establish Credibility:** Speaker 1 then Speaker 2, 1' each

**Second Round Rebuttal:** Speaker 1 then Speaker 2, 2' each

**Third Round Closing Arguments:** Speaker 1 then Speaker 2, 1' each

6. Read the following enigma and write three sentences to speculate about the solution.

There are five pieces of coal, one carrot and one scarf lying on the grass. Nobody put them on the grass but they are there for a reason. What is it?



carrot



5 pieces of coal



scarf

7. Work with a classmate and compare your possible solutions, discuss and agree on one solution.

8. Listen to your teacher read the solution to the enigma in Activity 6. Say how clear and logical your own solution was.



## UNIT 1

## Writing / Giving Instructions

In order to give clear instructions, you can use the imperative form. For this, you use the verb in simple form. For the negative form, use the auxiliary do + not (don't) before the verb in simple form.

*Pour alcohol in the mix..*      *Don't leave the mixture near a heat source.*

Use **sequence words** like first, then, after that, finally, to indicate the order of instructions.

*First, you need to mix baking soda and sugar.*

Use **cause and effect** sentences (**first conditional**) to indicate consequences of certain actions that may cause danger, or to prevent accidents.

*If you add too much alcohol, the mixture **will** get ruined.*

Give **explanations** using the simple present to make sure people understand why things happen.

*Oil and water **do not** mix together. Oil goes to the bottom **because** it is denser than water.*

## Using Adverbs

Adverbs are words that we can use to give instructions more precisely. They indicate how, how often, when or where to do something.

*Remove the mixture **slowly**.*

***Always** wear a lab coat.*

*Mix the water with the color tablet **before** the next step.*

*Put the mixture **away** for a few seconds.*

Adverbs answer the questions:

How?	How often?	When?	Where?
quickly	always	after	everywhere
quietly	everyday	already	here
carefully	frequently	before	inside
fast	never	now	near
easily	often	soon	there

## UNIT 2

## Reporting what someone else said.

When we tell anecdotes or stories, we might need to tell what someone else said. To report, we use a reporting verb (like told, said, asked) and we go one tense back in time from the tense used by the speaker.

Tense change	Direct speech	Reported speech
present → past	"I have a comic book."	She said she <b>had</b> a comic book.
present cont. → past cont.	"I <b>am reading!</b> "	She told me she <b>was reading</b> .
simple past → past perfect	"Why <b>didn't</b> you <b>stop?</b> "	He asked her why she <b>hadn't stopped</b> .
future (will) → would	"We <b>will</b> fix this."	He said they <b>would</b> fix that.

Use **reporting verbs** in the following way.

For orders like "Stop!" report using "told" → She **told** us to stop.

For questions like "Can you come?" report using "asked" → She **asked** if we could come.

For statements like "It was great." Use "said" or "told" + the person who receives the message. → She **said** it had been great. or She **told James** it had been great.

## Describing People, Places and Actions

To make your descriptions of people, places and events more accurate and/or interesting you can use adjectives and adverbs. Adjectives tell you more about nouns (things, animals and places).

Adverbs give more information about an action.

Adjectives			Adverbs		
for quality	feelings	quantity	manner	time	degree
amazing	disappointed	few	correctly	soon	almost
young	sad	little	exactly	tonight	nearly
important	excited	many	immediately	early	extremely
large	depressed	some	well	afterwards	quite

## Formal and Informal Language Use

You can use formal or informal register when narrating an event or telling an anecdote, depending on your audience or the purpose of your text. Consider the following differences.

Formal	Uses no contractions	<i>I will tell you...</i>
	Uses more passive voice	<i>She was told by her husband...</i>
	Avoids unnecessary repetition	---
	Prefers one-word verbs	<i>Records showed her father's name.</i>
	Formal connecting words	<i>eventually, finally</i>
Informal	Uses contractions	<i>it's about...</i>
	Avoids passive voice	<i>Her husband told her...</i>
	Repetition or rephrasing happens more often	<i>She learned he had another daughter, that is, she learned she had a sister...</i>
	Uses more phrasal verbs	<i>She found out her father's name.</i>
	Informal connecting words	<i>and, but</i>

## UNIT 3

## Formal and Informal Language Use (see also Unit 2)

	Examples	When do we use this type of language?
Formal	Uses complex sentences	<ul style="list-style-type: none"> <li>Formal reports</li> <li>Written reports</li> <li>When talking to strangers</li> </ul>
	Uses formal or neutral phrases	
	Uses Latin based words	
	Regular speed	
	Neutral tone of voice	

I think I would prefer sitcoms over any other type of show as I find them easy to watch and you do not have to know many details or watch all episodes to understand the plot.

Hello! How do you do?

residents

I think we should do it.

I am impressed.

→ → →

	Examples	When do we use this type of language?
Informal	Sentences are kept simple	I like sitcoms. They are easy to watch.
	Uses colloquial language	Hey! What's up?
	Uses Anglo Saxon words	people
	Speed of speech varies	Well... what I mean is... just let do it!
	Varies tone of voice and may use exaggeration	Really??? No way!!! ↗ → ↘
		<ul style="list-style-type: none"> <li>In conversation with friends or classmates</li> <li>In settings created to be casual (texts, social media, blogs)</li> <li>With family</li> </ul>

## UNIT 4

## Pronouns

We use pronouns to replace nouns (people or things we are talking about)

Pronouns			
Subject	Object	Possessive	Reflexive
They replace the noun we are talking about. <i>Laura wrote this</i> → <i>She wrote this</i>	They replace the object of the sentence (the person or thing receiving the action) <i>Pedro will give Laura the notes.</i> → <i>Pedro will give her the notes.</i>	To show ownership of a noun. <i>The car is Laura's.</i> → <i>The car is hers.</i>	Use to replace the object of the sentence when it is the same as the subject. <i>Laura respects herself.</i>
I	me	mine	myself
you	you	yours	yourself
he	him	his	himself
she	her	hers	herself
it	it	its	itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

Relative pronouns can be used to combine sentences, when the second phrase or sentence refers back to a noun in the first part.

Relative pronoun	Function	Example
who	relates to people	Emily Dickinson is the poet <b>who</b> wrote "Hope."
which	relates to animals and things	She wrote poems <b>which</b> are still widely read.
that	subject pronoun for people or things	The bird is the animal <b>that</b> represents hope.

## Rhyming words

We say there is a rhyme when we find words sound similar because of the repetition of the same ending vowel and consonant sounds. In poetry, they are usually found at the end of some lines to help bring rhythm and musicality to the verses.

For example, two words that rhyme are "bright" /brɪt/ and "night" /naɪt/. Remember that some words in English are spelled differently, but they could rhyme if the sound is similar, as in "read" /ri:d/ and "need" /ni:d/.

## UNIT 5

## Describing Past Events

To describe an event in the past, use past tenses in the following way:

Tense	Use	Example
Past simple	To describe actions that started and finished in the past.	The second World War <b>started</b> in 1939.
Past continuous	Two continuous actions that took place in the past at the same time can be described using connectors as in the examples given.	The Nazi army forces were controlling France <b>as</b> they were attacking the U.K. <b>While</b> it was still attacking the U.K. with night bombings, the Nazi army was also fighting the Russians.
Past perfect	Used to describe events that happened before another event in the past.	The Battle of Britain <b>had already been won</b> when the U.S. joined WWII.

## Indefinite pronouns

We use indefinite pronouns when we don't want to be specific about the person, place, thing or amount of things we are referring to.

person	thing	place	amount
everyone / everybody	everything	everywhere	all / many / most
someone / somebody	everything	somewhere	some
anyone / anybody	anything	anywhere	any
no one / nobody	nothing	nowhere	none

Notice that "some" is used with a positive connotation, while "any" has a more negative affect: *Did **someone** survive the attack?* (I think someone did.) *Did **anyone** survive the attack?* (I think no one did.)

**Describing manner** (See use of adverbs in units 1 and 2)

## UNIT 6

## Connectors

When explaining ideas, connectors, or linking words, help associate statements.

Use	Connector	Example
to add ideas	and, besides, in addition, additionally	Having a curfew is safe, <b>besides</b> , it helps forming good habits.
to contrast ideas	but, yet, however, although, while	A curfew may seem a good idea, <b>however</b> , many young people feel it means lack of trust.
to explain cause or reason	as, because, since	Some may feel a curfew is a good idea <b>since</b> it helps with discipline.
to sequence ideas or events	first, next, finally, then, after	<b>First</b> , let me explain why I believe having a curfew is a good idea.
to compare	similarly, as with, in the same way, like	Having a curfew develops good habits in <b>the same way</b> having a meal at a fixed time everyday does.

## UNIT 7

## Order of Adjectives

When we describe something giving more than one characteristic in the same sentence, adjectives should follow an order. This order is normally as follows.

quantity	opinion / quality	size	age	shape	color / pattern	origin	material	
One	magnificent				colorful	Mexican	cotton	dress
Three		small	old	round			wooden	tables

If the purpose of the noun described is given, this would come at the end: *An expensive, big, shapeless, American, hunting artifact.* It is important to separate the adjectives with a comma.

## UNIT 8

## Describing people

To describe people we can use more than one adjective in a sentence. Follow this order.

opinion / quality	height / build	age	hair	complexion	eyes	clothes
smart, nice, intelligent, pretty	tall, short, medium height - slim, plumb, well-built	young, elderly, mature, teen	long, straight, wavy, blond	pale dark fair tan	big, round, small, bright, brown	casual, smart, scruffy, tidy

Example:

*A beautiful plumb, blue-eyed, smartly-dressed woman.*

## Using -ing Nouns and Adjectives

Words that end in -ing are not always verbs. They can be used to describe things (as adjectives) or they can be nouns (things we can talk about).

**Adjectives** that end in -ing describe a characteristic of the person or thing we are talking about.

The man was **boring**. The **crying** baby was annoying. The **loving** wife was also beautiful.

**Nouns** that end in -ing are known as gerunds. They are things or activities we can talk about.

Telling stories is fun! Convin**cing** a dragon is not an easy task. Fight**ing** them is harder.

## UNIT 9

## Paragraph construction

The basic structure of a paragraph is as follows.

Element	Function	Result
<b>Topic Sentence</b>	Tells the reader what the paragraph is about. Expresses main idea.	<i>At the center of valuable art, there is skill and talent.</i>
<b>Supporting details</b>	Gives details or examples that support the main idea.	<i>Classical art shows that the artist can do something the rest of us can't. Conversely, modern art just shows that random, effortless activity can create something "pretty" or maybe "interesting": if you thought of, felt or dreamt something that you want to share in art, you've got to show it in a way that amazes others.</i>
<b>Closing sentence</b>	This is a conclusion and/or transition. It sums up what has been said and it can make a transition to the next paragraph.	<i>A piece of work that does not show talent, is not art.</i>

## UNIT 10

## Speculating about the Past

To speculate about past events we use modal verbs (must, might, may, could, can) with the construction *have + past participle*. This combination helps us express how certain we are of the reasons behind events that took place in the past.

100% certain	<b>must + have + past participle</b>	It <b>must have been</b> a thief.
certain that is NOT possible	<b>can't + have + past participle</b>	It <b>can't have been</b> a thief!
not so certain	<b>might/may/could + have + past participle</b>	It <b>may have been</b> a thief or it could have been a visitor.

We can also use "maybe" + simple past when we are not so certain: *Maybe, it was a thief.*

## UNIT 1

<b>burning</b> <i>adj.</i>	on fire, very hot
<b>carefully</b> <i>adv.</i>	in a cautious or careful manner
<b>exothermic</b> <i>adj.</i>	that releases heat
<b>fizz</b> <i>v.</i>	to form bubbles because of gas in a liquid
<b>mixture</b> <i>n.</i>	the result of a combination or blend of substances
<b>scrape</b> <i>v.</i>	to scratch the surface of something in order to clean it or remove substances
<b>slowly</b> <i>adv.</i>	not fast, in a calm manner
<b>stirring rod</b> <i>n.</i>	a stick (normally made of glass or metal) use in a lab to mix substances
<b>suck</b> <i>v.</i>	to draw or bring inside by suction



## UNIT 2

<b>bummer</b> <i>n.</i>	something disappointing or annoying
<b>desperate</b> <i>adj.</i>	extremely anxious or fearful, feeling that the worst is coming
<b>disappointed</b> <i>adj.</i>	disillusioned, not satisfied
<b>disbelief</b> <i>n.</i>	the act of not believing, or being incredulous, not accepting true
<b>eventually</b> <i>adv.</i>	in the end, after some (problematic) time
<b>find out</b> <i>v.</i>	to discover
<b>lucky</b> <i>adj.</i>	fortunate, having good luck
<b>unexpected</b> <i>adj.</i>	surprising, unforeseen or unanticipated



## UNIT 3

<b>avoid</b> <i>v.</i>	to evade or escape
<b>death</b> <i>n.</i>	the state of not living
<b>deliver</b> <i>v.</i>	to supply, to bring to a place
<b>disgusting</b> <i>adj.</i>	that causes a revolting feeling, extreme dislike
<b>humiliating</b> <i>adj.</i>	that causes extreme shame and mortification
<b>intended</b> <i>adj.</i>	planned, aimed at
<b>misunderstanding</b> <i>n.</i>	a confusion, a wrong idea
<b>spill</b> <i>v.</i>	to make something unpleasant by revealing something others don't want to hear



## UNIT 4

<b>bliss</b> <i>n.</i>	happiness, enjoyment
<b>blossom</b> <i>v.</i>	to grow and give flowers, to develop in a promising way
<b>crumb</b> <i>n.</i>	a bit or a fragment leftover of bread
<b>decay</b> <i>v.</i>	to deteriorate or decompose
<b>despite</b> <i>prep.</i>	even with or after something, without being affected
<b>feather</b> <i>n.</i>	one part of the plumage of a bird
<b>sore</b> <i>adj.</i>	painful, uncomfortable
<b>sorrow</b> <i>n.</i>	sadness, unhappiness
<b>soul</b> <i>n.</i>	the inner spirit of a living thing
<b>stanza</b> <i>n.</i>	a group of lines that form a basic part of a poem, verse
<b>still</b> <i>adj.</i>	without movement
<b>verse</b> <i>n.</i>	a text arranged in metrical lines that normally rhyme and have rhythm
<b>wee</b> <i>adj.</i>	very small, tiny



## UNIT 5

<b>anthology</b> <i>n.</i>	a published collection of pieces of writing
<b>awaken</b> <i>v.</i>	to cause to stop sleeping, to cause to become active
<b>battle</b> <i>n.</i>	a fight or combat part of a war
<b>bombing raid</b> <i>n.</i>	an attack with bombs (explosive devices)
<b>defeat</b> <i>v.</i>	to win in a battle
<b>engage</b> <i>v.</i>	(in war) start a conflict or a combat
<b>eventually</b> <i>adv.</i>	in the end, after some (problematic) time
<b>front</b> <i>n.</i>	the first line of defense of an army
<b>In check</b> <i>idiom.</i>	under control, restrained
<b>invade</b> <i>v.</i>	to attack or occupy a territory
<b>launch</b> <i>v.</i>	to start, to set in motion
<b>many</b> <i>adj. det. pronoun.</i>	a large number of
<b>military targets</b> <i>n.</i>	places that are the objective to attack in armed conflict
<b>secretly</b> <i>adv.</i>	in a secret or discreet manner
<b>troop</b> <i>n.</i>	soldiers or armed forces
<b>war</b> <i>n.</i>	armed conflict
<b>wound</b> <i>v.</i>	to hurt or cause injury



## UNIT 6

<b>amendment</b> <i>n.</i>	a revision or minor change in a document
<b>argument</b> <i>n.</i>	an opinion or idea backed up with explanations
<b>avoid</b> <i>v.</i>	to evade or escape
<b>clash</b> <i>v.</i>	to be face to face with opposing views, to confront (sb.) and cause conflict
<b>controversy</b> <i>n.</i>	a disagreement
<b>counterarguments</b> <i>n.</i>	the opposing view of an argument
<b>demonstrate</b> <i>v.</i>	to march or participate in a public protest
<b>entitlement</b> <i>n.</i>	the conviction of deserving a right or privilege
<b>facts</b> <i>n.</i>	something that is true
<b>go through</b> <i>v.</i>	to revise or check carefully
<b>Intrusive</b> <i>adj.</i>	invasive, interfering
<b>regardless</b> <i>adv.</i>	even when facing specific (difficult) circumstances
<b>stand with</b> <i>v.</i>	to be on the same side of the argument



## UNIT 7

<b>acquire</b> <i>v.</i>	to get, obtain or learn something
<b>bellef</b> <i>n.</i>	something people hold true, without needing proof
<b>garment</b> <i>n.</i>	piece of clothing
<b>kilt</b> <i>n.</i>	a piece of clothing similar to a skirt, made of folded tartan fabric and worn traditionally by Scottish men
<b>nod</b> <i>v.</i>	to move one's head in an affirmative gesture
<b>sari</b> <i>n.</i>	a piece of clothing similar to a dress made of a piece of fabric draped around the body. Worn traditionally by South Asian women.
<b>shake hands</b> <i>v.</i>	to take someone's hand to say hello or as in a sign of agreement



## UNIT 8

<b>blacksmith</b> <i>n.</i>	a person who works with iron, making things or repairing them in a workshop
<b>examine</b> <i>v.</i>	to inspect, to analyze
<b>feature</b> <i>n.</i>	characteristic
<b>genre</b> <i>n.</i>	type or category
<b>Ingenious</b> <i>adj.</i>	clever, inventive, original
<b>mean</b> <i>adj.</i>	not nice, evil or cruel
<b>plity</b> <i>n.</i>	to feel sorry for others
<b>resourcefulness</b> <i>n.</i>	inventiveness, intelligent creativity
<b>roam</b> <i>v.</i>	to move or travel without a plan through a large area
<b>vivid</b> <i>adj.</i>	vibrant, colorful, full of life



## UNIT 9

<b>allow</b> <i>v.</i>	to permit, to consent
<b>argue</b> <i>v.</i>	discuss giving reasons to support an idea, trying to convince others
<b>conscious</b> <i>adj.</i>	aware, in a apposition of understanding
<b>conversely</b> <i>adv.</i>	on the other hand, on the contrary
<b>imply</b> <i>v.</i>	to infer or denote, to suggest without being specific
<b>meaningful</b> <i>adj.</i>	significant, important
<b>narrow</b> <i>adj.</i>	opposite of wide, limited in width
<b>object</b> <i>v.</i>	to express disapproval or disagreement with something
<b>rebuttal</b> <i>n.</i>	the confrontation to an idea, trying to disprove it
<b>supporter</b> <i>n.</i>	a person who believes in an idea or a cause
<b>view</b> <i>n.</i>	an opinion or a way to interpret things



## UNIT 10

<b>bang</b> <i>n.</i>	a quick loud noise as in the shot of a gun
<b>hypothesis</b> <i>n.</i>	(plural: hypotheses) a theory; a logical idea that needs to be proven
<b>noun</b> <i>n.</i>	a person, animal or thing that we can talk about
<b>skip</b> <i>v.</i>	to jump lightly; to miss (a class or a turn in a game)
<b>trace</b> <i>n.</i>	a mark or evidence that something was there or passed through there



# STRATEGIES SUMMARY

## Unit 1

### Editing Instructions

- 1 If editing your own work, leave it for a day or a few hours before starting to edit.
- 2 Analyze the text making sure the information flows logically.
- 3 Make sure sentences are simple and clear.
- 4 Check that visual elements support the meaning of the written text and help the reader.
- 5 Make sure all the information is relevant for the experiment to conduct.
- 6 Redo again to check for grammar and spelling mistakes.

## Unit 2

### Telling Others about an Unexpected Event

- 1 Decide on the effect your narrative will have in the audience so that you can plan what to say and how to say it.
- 2 Outline the main events you want people to hear about. This can be done in note form.
- 3 Practice by telling the event aloud in front of a mirror.
- 4 For effect, make a pause when there is an important or surprising turn in the story. Look at your audience in the eye when you do this.
- 5 Adopt a relaxed posture and try to hold eye contact with your audience as much as possible.

## Unit 3

### Conducting an Interview

- 1 Prepare a set of questions if you are conducting the interview.
- 2 Be prepared to ask alternative questions depending on what the other person answers.
- 3 Listen carefully to the other person and acknowledge their response (use set phrases like: That's interesting. I didn't know that. Wow!)
- 4 Encourage the other person to elaborate on their responses: Why do you say...? When do you notice that...?
- 5 Thanks the other person for their time when you finish your interview.

## Unit 4

### Expressing Emotions caused by Poems

- 1 Make sure you understand a text 100% before deciding how it makes you feel.
- 2 Explore the text to find evidence of what the author feels or the message he/she is trying to send.
- 3 Pause for a moment to digest the information and decide how a poem makes you feel.
- 4 Start with simple phrases to express your emotion "I feel..." and then explore the reasons for this feeling so that you can expand on your answer.

## Unit 5

### Writing a History Report

- 1 Decide on the central idea of your report and conduct research.
- 2 Select only a few sources. Too much information may confuse you.
- 3 Take notes and organize them around your central idea. Discard the notes that have no connection to it.
- 4 Write a draft and then edit it. It is always better to ask for help to edit and produce a final draft.

## Unit 6

### Defending your Position in a Discussion

- 1 Do research on the topic to discuss and make sure your data are correct.
- 2 Be firm when expressing your point of view.
- 3 Do not make the conversation about you or the other person, discuss ideas without offending others.
- 4 Ask questions to those who have different opinions to yours. Listen respectfully to their responses.
- 5 Stay positive. End your discussion saying what you can learn from the conversation.

# STRATEGIES SUMMARY

## Unit 7

### Keeping a Conversation Going

- 1 Ask open ended questions (questions that start with What, Where, Why, How, etc.) instead of yes/no questions.
- 2 Listen carefully and make positive comments about what you heard, for example: That's interesting. *This is the first time I hear about...*, *You seem to know a lot about...*, *That's an original idea!* etc.
- 3 Don't be afraid to express your ideas. People engage more when they know the other person is willing to talk as well as to listen.
- 4 Let the other person finish his/her ideas.

## Unit 8

### Describing Characters

- 1 Start with the physical description but remember that is only a part of what a character is.
- 2 Choosing one important physical trait or mentioning the clothes the person is wearing can tell a lot about the character.
- 3 Describing characters context (where they live, what they do, if they have a family or not, etc.) can also be part of the description.
- 4 Describe actions they do, the reason for the actions, and the way they do them. That also tells a lot about the character's personality.

## Unit 9

### How to Win a Debate

- 1 Be informed to gain confidence.
- 2 Stay calm, and be polite at all times.
- 3 Always appear objective. Ask questions to the opposing side building on their own arguments.
- 4 Recognize when the opposing side has a good idea, and try to contrast with a better one on your side, or with a question that challenges them.
- 5 Do not get emotional, but show passion for the side you are defending.

## Unit 10

### Solving Enigmas

- 1 Know what type of enigma you are going to solve: is it a logical problem, or a situation that requires creative thinking?
- 2 Think of logical solutions first and then think outside the box. In other words, don't be afraid to be creative and look at the problem from different angles.
- 3 Analyze the parts of the enigma carefully.
- 4 Be prepared to be tricked. Answers are usually original.

## DIGITAL SKILLS SUMMARY

<p><b>Unit 1</b> <b>Finding Experiments Online</b> Finding experiments online is quite easy if you have access to internet. Make sure the sites you are visiting are safe. Choose educational sites, or sites whose address starts with <b>https</b>. Prefer sites that end in <b>.org</b> or <b>.edu</b> as they come from serious organizations. Avoid clicking on ads or links in the sites you check.</p>	<p><b>Unit 4</b> <b>Listening to Poetry</b> You can listen to poems in English using a computer or mobile device in podcasts (audio files available on the internet for downloading). The site <a href="https://www.poetryfoundation.org/podcasts">https://www.poetryfoundation.org/podcasts</a> offers poems as well as discussions on poetry.</p>
<p><b>Unit 2</b> <b>Recording a Conversation</b> Using a smartphone or other electronic device to record your conversations and then reviewing them will help give you an idea on how best to improve interaction with others.</p> <p>Record a conversation you have with a classmate and study how long each of you speaks, how often you interrupt each other, the type of questions you ask each other, etc. Then, make a plan to improve.</p>	<p><b>Unit 5</b> <b>Researching History Topics</b> When researching facts about historical events the internet offers too many options, and often the information is not correct unless you look in reliable sources. The Encyclopedia Britannica contains an important collection of articles on most topics, and this is one of the most trusted resources worldwide. You can also try history museum sites to conduct your research.</p>
<p><b>Unit 3</b> <b>Finding TV Shows Online</b> To find safe sites that can offer you a taste of different TV shows in English follow the recommendations given for unit 1. It is always safer, and usually also more interesting, to find examples from trusted organizations like PBS in the US (<a href="https://www.pbs.org/video/">https://www.pbs.org/video/</a>) to find examples of different types of TV shows and enjoy them.</p>	<p><b>Unit 6</b> <b>Recording a Discussion</b> Try video recording a discussion you hold at school. Use a smartphone or a mobile device for this. Watch the discussion with the sound off and analyze the expressions and body language from the speakers so you can decide how much they help (or not) the discussion.</p>

## DIGITAL SKILLS SUMMARY

<p><b>Unit 7</b> <b>Learning about Cultural Habits</b> The best way to learn about cultural differences is probably travelling. But if that is not possible, technology can help:</p> <ul style="list-style-type: none"><li>• Read sites with recommendations for people who travel or do business in other countries.</li><li>• Travel bloggers normally publish information of this type in their blogs.</li><li>• Pay attention to details on habits when watching TV or movies from other countries.</li></ul>	<p><b>Unit 9</b> <b>Recording a Debate</b> Try watching a debate online or on TV before conducting your own and analyze effective participation as well as the role of the moderator. You can video or audio record the debates you hold while studying this unit and then compare to check what you can do to improve.</p>
<p><b>Unit 8</b> <b>Finding your Reading Level</b> There are books (fantasy, thrillers and others) written in English to match the level of learners. To find the right book at the right level, there are sites that offer you a free test so you can find out what your reading level is, and then have recommendations on books. You can try: <a href="https://elt.oup.com/student/readersleveltest/?cc=us&amp;selLanguage=en">https://elt.oup.com/student/readersleveltest/?cc=us&amp;selLanguage=en</a></p>	<p><b>Unit 10</b> <b>Online Treasure Hunt</b> To practice your online research skills while solving enigmas, you can try sites like Google a Day (<a href="http://www.agoogleaday.com/#game=started">http://www.agoogleaday.com/#game=started</a>) to find questions or problems to solve every day and you play with others to find an answer. Alternatively, if technology is available at school, you could use that tool or others to create your own online treasure hunt with enigmas to solve as clues to find a final treasure and organize this as a competition between teams.</p>

## RESOURCES FOR STUDENTS

### Unit 1

(Ideas for experiments) <https://www.exploratorium.edu/explore/activities>  
(Read about experiments and try a few) The Exploratorium (2013) *Explorab*. Weldon Owen, San Francisco.

### Unit 2

(Listen to real anecdotes from American people) <https://www.thisamericanlife.org/>  
(Watch videos of people telling stories, some of them with surprising twists!) <http://learnenglishteens.britishcouncil.org/study-break/video-zone>

### Unit 3

(Read about different TV shows in English and watch them too) <https://www.pbs.org/video/>

### Unit 4

(Read poems in English) <https://www.poetryfoundation.org/poems>

### Unit 5

(Read about how to write a report) <https://penandthepad.com/write-history-report-4895.html>  
(Read about World War II) Helfland, Lewis. Lalit Kumar Sharma (Illustrator) (2016) *World War Two: Under the Shadow of the Swastika*. Campfire Graphic Novels, New Delhi.

### Unit 6

(Watch a video of a discussion between students in an exam situation) <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/discussion>

### Unit 7

(Reda a magazine that presents cultural information of different countries) *Faces Print Magazine* Cricket Media, McLean

### Unit 8

(Read a mystery story) Selznick, Brian. (2007) *The Invention of Hugo Cabret*. Scholastic Press, NYC

### Unit 9

(Read opinions on modern art) [http://news.bbc.co.uk/2/hi/talking\\_point/4536071.stm](http://news.bbc.co.uk/2/hi/talking_point/4536071.stm)  
(Read about debates) Duffy, Claire. (2018) *The Teen's Guide to Debating and Public Speaking*. Dundurn, Toronto.

### Unit 10

(Find more enigmas) <https://frugalfun4boys.com/30-riddles-brain-teasers-for-kids/>

### Extra support

(To learn more about English) <http://learnenglishteens.britishcouncil.org/>

(Resources to read) <http://www.read.gov/books/>

## REFERENCES

### Unit 1

Helmenstine, Anne Marie (2018) *How to make Black Snake or Glow Worms* ThoughtCo. <https://www.thoughtco.com/make-black-snakes-or-glow-worms-605964>

Helmenstine, Anne Marie (2018) *Make Hot Ice from Vinegar and Baking Soda* ThoughtCo. <https://www.thoughtco.com/hot-ice-or-sodium-acetate-607822>

Helmenstine, Anne Marie (2017) *Simple Water Science Magic Tricks* ThoughtCo. <https://www.thoughtco.com/simple-water-science-magic-tricks-606071>

### Unit 2

CBS News (July 6, 2018) *How a Wisconsin woman's next-door neighbor turned out to be her biological sister* CBS This Morning, CBS Interactive Inc.

*Tell a Story or a Personal Anecdote.* LearnEnglish Teens, British Council. <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/tell-story-or-personal-anecdote>

Wendler, Daniel. *Telling Stories in Conversation.* Improve Your Social Skills. <http://www.improveyoursocialskills.com/storytelling-in-conversation>

### Unit 3

Allen, Steve and Robert J. Thompson (2017) *Television in the United States* Encyclopædia Britannica <https://www.britannica.com/art/television-in-the-United-States>

### Unit 4

Nemerov, Howard. (2018) *Poetry* Encyclopædia Britannica. <https://www.britannica.com/art/poetry>

*Poems* Poetry Foundation <https://www.poetryfoundation.org/poems>

### Unit 5

*Battle of Britain Timeline: 10 July 1940 - 31 October 1940.* Bentley Priory Museum, [www.bentleypriorymuseum.org.uk/battle-of-britain-timeline-10-july-1940-31-october-1940/](http://www.bentleypriorymuseum.org.uk/battle-of-britain-timeline-10-july-1940-31-october-1940/)

NPR (2014) *A Pearl Harbor Timeline.* NPR, [www.npr.org/templates/story/story.php?storyId=4206060](http://www.npr.org/templates/story/story.php?storyId=4206060)  
Royde-Smith, John Graham, and Thomas A. Hughes. (2018) *World War II.* Encyclopædia Britannica, [www.britannica.com/event/World-War-II/The-Battle-of-Britain](http://www.britannica.com/event/World-War-II/The-Battle-of-Britain)



### Unit 6

ACLU "Students: Your Right to Privacy"  
ACLU Department of Public Education  
<https://www.aclu.org/other/students-your-right-privacy>

Conner, Shannon, (2015) "Setting a Realistic Curfew for Teens" <https://www.healthline.com/health/parenting/curfew-for-teens>

### Unit 7

Erickson, Amanda (2017) "What Personal Space Looks Like Around the World" The Washington Post, [https://www.washingtonpost.com/news/worldviews/wp/2017/04/24/how-close-is-too-close-depends-on-where-you-live/?noredirect=on&utm\\_term=.bb17ea106ccf](https://www.washingtonpost.com/news/worldviews/wp/2017/04/24/how-close-is-too-close-depends-on-where-you-live/?noredirect=on&utm_term=.bb17ea106ccf)

### Unit 8

Project Gutenberg - Free eBooks <https://www.gutenberg.org/>

The Editors of Encyclopaedia Britannica (2018) "E. Nesbit" Encyclopaedia Britannica. <https://www.britannica.com/biography/E-Nesbit>

Ollive Mabbot, Thomas. Charles Cestre and Jaques Barzun (2018) "Edgar Allan Poe" Encyclopaedia Britannica. <https://www.britannica.com/biography/Edgar-Allan-Poe>

### Unit 9

Duffy, Claire. (2018) *The Teen's Guide to Debating and Public Speaking*. Dundurn, Toronto.

Hospers, John. (2018) "Art as Expression" Encyclopaedia Britannica. <https://www.britannica.com/topic/philosophy-of-art/Art-as-expression>

Mader, Lisa (2018) "Ways of Defining Art" ThoughtCo. <https://www.thoughtco.com/what-is-the-definition-of-art-182707>

### Unit 10

BBC Learning English "Unit 25 Modals in the Past." BBC <http://www.bbc.co.uk/learningenglish/english/course/upper-intermediate/unit-25/session-1>

Shaw, Alfie "The Panda who didn't Know She Had Twins" BBC Earth <https://www.bbcearth.com/blog?article=the-panda-who-didnt-know-she-had-twins>

Fox News (Aired Nov 7, 2015) "People across Arizona, California witness strange light beam across the sky" Fox 10.