



GET
AHEAD! 3
Teacher's Guide

Laura Alicia Meza Martínez

 **ríos de tinta**
S.A. DE C.V.

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Teacher's Guide

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

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Unit	Environment	Communicative Activity	Social Practice
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7 Discussing Cultural Habits	Family and Community	Exchanges associated with specific purposes.	Talk about cultural habits of different countries.
8 Reading Is Fantastic!	Recreational and Literary	Understanding oneself and others.	Read fantastic literature or suspense to evaluate cultural differences.
9 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.
10 It's an Enigma!	Recreational and Literary	Recreational expression	Guess and formulate hypotheses about past events.

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

INTRODUCTION

Welcome to **GET AHEAD 3**

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.

The Get Ahead 3 educational package is comprised of:

Activity Book

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

Reader

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

Teacher's Guide

Detailed suggestions on how to conduct a class using **Get Ahead! 3**. There are suggestions for extra activities to challenge demanding classes or to support students who need more guidance, as well as different tools to enrich the teaching-learning process and simplify teachers' planning.

Electronic Component: CD

A CD with all the audio tracks from the Get Ahead program and images you can use to complement classes. The CD has been created to contain different types of audio so that students can develop their listening skill. The images contained here are support material for optional extra activities. The Teacher's Guide will suggest when and how to use them in **Poster Activities** boxes, but we are sure you will find other creative ways to exploit them as well.

INTRODUCTION

The Student Book

The **Get Ahead! 3** Activity Book has been written taking into account all the requirements stated in the curriculum established by the Mexican Ministry of Education (SEP).

Units have been put together in such a way that communication is highlighted from the start. We open each unit with a trigger question that invites the students to get into the topic and exploits their background knowledge.

Each unit is then divided into sections that have different functions:


GET GOING The unit starts with tasks in which students interact with a listening or written text, or complete a task that challenges them to use previous knowledge and to see new input in context.


STOP AND THINK about... Students solve reflective tasks that may deal with language, culture, self-awareness, learning to learn, or being with others. In this first reflective stop, they deal with one or two aspects only.

GET MOVING Students are now ready to move on using the target language in scaffolded tasks that give them a higher challenge or where new content is integrated. This is the longest section of a unit.

STOP AND THINK about... This second reflective stop, will deal with four of the areas mentioned before: language, culture, self-awareness, learning to learn, or being with others.

GET AHEAD At this stage, students can put together the information they generated towards their final product. They can put the skills they have acquired or practiced, in presentations. This page gives detailed suggestions on which information to recall and how to organize presentations. Here you will also find a task in which students reflect on the final product.

 **reading CORNER** This section connects students with their reading book, encouraging them to undertake simple tasks before, while, and after reading the material.

 **quick CHECK!** Students solve here a short test that will help them evaluate how well they can deal with material from the unit. This is a formative evaluation tool.

self ASSESSMENT Students read an inventory of can-do statements that reflect the expected learning outcomes or achievements of the unit and decide how well they perform. This is an important tool for formative evaluation.

As students progress through the sections, they gain more confidence and develop their language skills in a practical and critical manner.

Throughout the Student Book units you will find different icons that can help you and your students 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 listen to contained in the audio files of the CD. The number of the track will tell you which audio script to read in the section *Audio Scripts*.



This icon indicates work that students should save as evidence of their learning, and that the activity has information that will be useful to create the final project or product in the section *Get Ahead!* You might consider having a detailed look at the products created in these activities, as they will provide opportunities for formative evaluation.



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



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



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



This icon recommends the point when you can 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 to understand how specific aspects of the language work.



When you find this icon check the glossary at the end of the book (which starts on page 181 in the Student's Book and page 187 of this TG).

The Student Book contains other useful sections that learners should get familiar with and that you can exploit to support them more in the process of learning.

After units 3, 7 and 10 you will find:

A **review unit** where students can revisit and consolidate knowledge covered in the period.

A **term test** that your students can complete so you can get an idea of their progress. You can use this test for formative or (informal) summative evaluation.

The review units and term tests have been placed after these units considering the most common distribution of a school calendar year. We believe that by having a period to review and evaluate content in these three moments, your planning throughout the year will be more productive and the learning outcomes will be better consolidated.

In the final pages of the Student Book you will find:

A **Language Reference** Section that complements some important language points of the target language of each unit. Within the units, the icon will tell you when to use it.

Glossary. A comprehensive list of key vocabulary from each unit with simple and clear definitions.

Strategies Summary. A section that summarizes the learning to learn strategies students cover in each unit. This section can be used at any point in the program and not necessarily in the order of the units.

Digital Skills summary. This section provides practical tips to integrate technology in the classroom and, as the strategies summary, can be used at any point in the program and not necessarily in the order of the units.

Resources for students. Recommended print and electronic sources for students.

Suggested Resources for Teachers. An extra list of material you might want to consider using for developmental purposes or to enrich your classes.

Reader

The Reader is an anthology with texts closely connected to the target language in each unit of the Students Book, but we have given texts a fresh outlook that will make the content different and more attractive to your students.

Texts in this book seek to motivate extensive reading through a variety of genres that includes articles, stories, a comic, poems, and a script. Each text is complemented with an optional set of activities that students can complete independently or working with you as part of their class. There is also a page with optional follow-up suggestions, recommending further reading of the same type and / or the same topic as well as additional projects connected to the texts.

Key vocabulary is highlighted and defined at the bottom of each page; it is also listed at the end of the book for comfortable reference that supports independent reading.

Content, questions and extra suggestions seek to help students engage in the reading and establish connections between the text, themselves and their world. Connecting a text at a personal level and then to our reality helps readers become critical thinkers, so we hope you don't miss the opportunity to exploit this component and the support material that accompanies it.

Teacher's Guide

This Teacher's Guide gives you practical and step by step advice on how to use the Student Book in class.

A typical page of your TG has the following features:

The answers for each one of the activities.

Extra information that can be useful for the teacher.

Detailed suggestions on how to conduct each activity.

The extra information in boxes includes different ideas for different moments of the class:

Extra support: tips and ideas on how to direct students that need more support through some of the tasks..

Extra Activity: Ideas for activities independent of the material in Get Ahead.

Poster Activity: Ideas on practical application of the images included for each unit in your Teacher's CD.

Critical Thinking: Guidance in certain areas to help students become critical thinkers.

Reader: A box at the beginning of each unit with a recommendation on when to tell students to start reading the text that corresponds to the unit.

The Reading Corner page in this guide contains the answers to the exercises in the Reader. Answers for Review units and Term tests are also included for you. And you will find a **photocopiable evaluation tool** at the end of each unit.

In the final pages of this book you will find the same sections from the Student's Book for your reference. You will also find an alternative set of **photocopiable Term Tests** that will be more reliable to use as a summative evaluation tool or that can be part of the formative evaluation you conduct throughout your course. The answer key for these tests is included after the tests. And finally, there is a list of references for support material you can use to get more information or to find more activities so that you have more ideas to bring variety to your classroom.

Electronic Component: CD

23 Audio Tracks with different content such as dialogues, stories, pronunciation examples, interviews, model discussions, etc.

All of the audio material has been created to support the development of skills and knowledge the Student Book addresses.

5 Audio tracks that reflect the content of 5 of the texts of the Reader Book. This material might help you support reading and listening in class time, and might function the way audio books do for readers with different learning styles or needs.

10 poster-like images that can be used projected in class or printed to create extra activities connected to the contents of each unit.

This guide was written with the hope of making your teaching experience with Get Ahead! 3 more enjoyable.

We wish you the best in this school term!

Sincerely,

The Authors

It is always a good idea to start a class with a short, fun activity that can engage students into the topic you will cover. Warmers can also bring students' attention into the classroom and into English. The list of activities we offer can also help you "fill-in" moments when you think a change of pace is needed or to end your classes on a nice note. Check this list regularly and vary ways to start or end your class!

These activities are 100% optional. In order to include them formally in your plan, you will need to consider if time is available, which depends on your particular context and class needs. All of the activities need very little preparation time and they would take 10 to 15 minutes to develop in your class.

Sentence Building

Divide the class into two large teams and write a very simple sentence on the board, for example "The car was here." Teams will take turns to add ONE word to the sentence to make it longer, with the condition that the sentence has to be always grammatically correct. The first team may add a color and write "The red car was here." The second team may continue with "The red car was here yesterday." The sentence will keep getting longer until one of the teams has no idea of what to add, or adds a word that make the sentence incorrect. When the first sentence is finished, you can divide your class into smaller groups so that they play the game together with a sentence you start in the board, or students can play this in pairs. You could then elicit the longest sentences groups of pairs created.

Stand in a line of...

To divide the class into pairs at random you can ask students to stand in a line in the order of their birthdays: Those students born in January will be at the front and those born on December will be at the back. Once they organize themselves in the line you can have them chat with each other about the last birthday they have or the one that will come next. Allow this to go on for a minute or so. Then, set the pairs in the order students are standing. Organizing pairs in this ways allows them to get to know their classmates a bit better and gain confidence to work with different students all the time. This also works for better class atmosphere. Lines can also be formed in the order of number of brothers and sisters, number of years they have been attending the same school, number of best friends they have, etc.

The I learned Song

To end a class with a note of fun but also inviting students to help on what they have learned, divide the class into groups of five or six. Tell the teams to choose a popular chant or melody (e.g. "When the saints come marching in," or "Twinkle, twinkle little star") and then to prepare a jingle about what they have learned in the class. You should limit the preparation time to two or three minutes so that the activity does not take too much time. After preparation time is over, volunteer teams can present their chant to the rest of the class singing it all together.

Shrinking Summaries

For lessons where students have written a text and you want others to read it, you can have students sit in a circle and ask them to have their text ready to share on a separate piece of paper. Students pass their text to the students on their right and you can give them a couple of minutes to read it (depending on how long the text is, the time can be shorter). Tell students you will play music for one minute and, in that time, they should summarize their classmate's text in just 30 words in the back of the page. Play the music. When the music stops give students new instructions: They will pass the summary they wrote to the person on their right, you will play music for 1 minute and, in that time, they have to read the new summary and reduce it now to 15 words. When time is up, stop the music and repeat the instructions, only this time music will be played for 40 seconds and in that time, they have to read and reduce the 15-word summary to 10 words. You can continue the activity for one more turn (reduce to 5 words in 30 seconds), and then have the paper returned to the original owner who should read all the summaries of his/her paper to tell you if the main idea was maintained throughout.

Definitions Game

To revise vocabulary, give each one of your students six blank index cards or ask them to cut a letter-sized piece of paper into six. Ask them to write new words they have learned so far in the unit/week/course. They should write one word per card. When they have finished, have students sit in groups of five or six students at put their cards together, have then discard the words that are repeated and then put the rest of the words in a pile at the center of the desk with the blank face up. Have them shuffle the cards. Students then take turns taking one card and, without showing it to their classmates, give them the definition to see if they can guess what the word is. The person who guesses what the word is gets to keep the card. The students with the most cards at the end of the game will be the winner.

The Writing Game

To encourage students to write coherent paragraphs or longer sentences write the following simple sentences on the board. It's white. It's new. It's mine. I found it. I want to sell it. Someone lost it. He/She may need it. I want to sell it anyway. I need the money. Have students sit in groups of three or four and ask them to write a short paragraph that contains all the information you wrote and that has two or three sentences only. Students will come up with different versions. The expectation is that they produce somethings like: Yesterday I found a new, white cell phone that I want to sell. I know someone must have lost it and that they may need it, but even then, I really want to sell it because I need the money. Allow students some time to produce their own version and then have the class compare it to the one given here. The class can vote for the best version. Take some time to discuss the content (you can ask, how right or wrong is the person who wants to do this?). To repeat the activity, you can ask different volunteers to write one simple sentence on the board each, and then have the class try to form a paragraph from the new information they get.

Today's Password

To start a class with a fun activity, you can prepare a set of cards with a few words you want to review (for example for unit 5: war, conflict, timeline, airplane etc.). Tell students you have a password to a prize (it can be a piece of candy, a sticker, or a point to keep towards homework). They can ask you yes/no questions about the word you are holding and they should only know the topic it is connected to. Give them a few examples of questions they can ask: Is the word a verb or an adjective? Did we read it on a text? Does it start with letter C? Encourage them not to repeat questions and give the prize to the student that guesses the word correctly. You can do this with 3-5 words at the beginning of different lessons.

The Forbidden Word

To help students use a wider range of vocabulary you might use this game that will serve for that purpose as well as to review and consolidate vocabulary they have already seen. You can divide the class into groups of three and tell them that two of them will have 1 minute to ask questions to the third student trying to get him/her to use a forbidden word. Write on the board the word(s) that will be forbidden. If you are revising adjectives, the words can be "nice" and "beautiful". Students can ask their classmates to describe beautiful things (a landscape, for example) and the student who is answering will be forced to find alternatives. After the minute is over, the student who was answering questions gets a point if he/she did not use the forbidden word(s). If he/she could not find alternatives, then the students asking the questions get the point. Students take turns answering questions and the game is over after everyone has had a chance to answer questions twice. This game works also well if the forbidden word is "yes", or "no".

SOCIAL LEARNING ENVIRONMENT:

Academic and Educational

COMMUNICATIVE ACTIVITY:

Interpretation and follow-up of instructions.

SOCIAL PRACTICE OF THE LANGUAGE:

Interpret and write instructions to conduct a simple experiment.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
Select instruction sheets and evaluate content and structure.	Help students to be aware of the role that play the purpose, organization, structure and features of language in texts to: <ul style="list-style-type: none">• Select instruction sheets according to topic and purpose.• Understand how textual organization and graphic components help to the understanding of their content.	Collect evidence such as: <ul style="list-style-type: none">– List with the components of an experiment.– Sequence of instructions
Interpret instructions.	Show students how the activation of previous knowledge helps to give meaning to the text information. Help them to: <ul style="list-style-type: none">• Read instructions and recognize forms of expressing actions specify them and link them.• Anticipate general sense.• Use your repertoire of words and expressions to deduce and clarify the meaning of words and expressions.• Classify abbreviations for their meaning• Follow instructions to check understanding.	Final product: Dramatized reading. Suggested Evaluating Instrument: <ul style="list-style-type: none">– Instructions for an experiment
Write instructions.	Accompany and monitor their students to: <ul style="list-style-type: none">• Ask questions about procedures to complete statements.• Set number of steps.• Use bullets, ordinal numbers or words that indicate sequence.• Write statements both simple and complex.• Organize statements in sequence according to the procedure.	
Edit instructions.	Make students an explicit demonstration of how you edit your texts and give them the opportunity to practice to: <ul style="list-style-type: none">• Verify the order of statements in the sequence.• Remove, add, change and/or substitute information to improve instruction sheets.• Check spelling and punctuation.• Make final versions.• Discuss with students how to adapt instruction sheets for different audiences.	

GET GOING

Lead-in

You can start this unit by presenting an everyday problem to your students. For example: *What would you say happened if the light in your room doesn't turn on?* You can elicit answers and write them on the board. For example: the light bulb is out, there is no electricity in the house, the contact is broken. You can then ask students what they would do next (change the light bulb). You can tell students that this process of observation, asking a question, finding possible reasons and acting according to them could be considered an everyday experiment. You could then ask the unit question: *Why do we conduct experiments?* Some possible answers could be: to solve problems, find answers to questions.

TRACK 02



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

- You can start this activity by eliciting from students what science teachers usually do or say during their first lab class. Possible answers could be: give instructions, show the materials, explain the rules.
- You can then direct students' attention to the instructions of this exercise and ask them to read the options.
- Play the track once and ask students to compare in pairs or small groups.
- Check answers as a group.
- It could be a good idea to then ask students to discuss in pairs if what they heard is similar to their past experience with labs.

Answers

3

TRACK 02


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

- Consider starting this activity by directing students' attention to the images and eliciting the words they know or remember from the track.

- Ask students to complete the words with the missing letters according to what they listen.
- Check answers as a group.
- It may be a good idea to make sure students understand the meaning of 'stirring' (mix).


Answers

lab coat, goggles, gloves, beaker, flask, dish, stirring rod

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?**

- Consider starting this activity by writing the three questions on the board.
- Divide students in small groups and direct their attention to the Get Smarter! Box first in order to emphasize the importance of using reliable sources. You can also brainstorm with the group a small checklist of what makes a reliable source (authority in the field, sources, scientific information)
- You may also want to refer students to the unit question: *Why do we conduct experiments?* And remind them: We do not conduct experiments only to watch fun reactions, we conduct experiments to solve problems or learn how things work. It is important that when we look for sources, we look for information about the science behind the experiment.
- With these points in mind, students can proceed to answer the three questions you previously wrote on the board and you can check answers as a group.

GET GOING

4.  **Read and mark (✓) the purpose of the experiment.**
- You can start this activity by asking students to look at the title of the experiment and the picture. You can brainstorm ideas of what they may learn from this experiment.
 - Ask students to read the experiment and to answer the exercise question. It may be a good idea to tell them to try to understand the main idea even if they don't understand some words.
 - Check answer as a group.
 - You can then ask students to read again and try to infer from context the words in yellow, or to go to the glossary section in order to learn the meaning.
 - To make sure students understand the text, you can ask the group to mime each step of the experiment as you read it.

Answers

b


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).**
- You can start this activity by asking the group: *What are some consequences of not following instructions when doing an experiment?* (accidents, explosions, injuries) and then ask: *Would we face the same consequences if the instructions are wrong or badly written?* (Yes)
 - Ask a student to read the instructions of the exercise and divide them in small groups.
 - Check answers as a group. You can go over each characteristic and ask students to explain where they see it in the text above until you reach the answer.

Answers

f

GET GOING

6. Match the instructions to the correct picture.

- You may want to start this activity by asking a student to read instructions and asking the students to work individually.
- Ask students to compare answers in pairs.
-  You can then ask them to answer the questions in groups: *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?*
- You can ask pairs to share their answers with the class.

Answers

A 4, B 5, C 2, D 1, E 3

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

- You can start this activity by telling students that it is important to expand our vocabulary in order to understand instructions better, as well as to be able to write clear instructions.
- Ask students to read instructions of this exercise and to answer individually.
- You can then ask students to work in pairs or small groups and ask them to make sentences using these words.
- Students can share their answers with the class or compare with another small group.


Answers

a. mix, b. dampen, c. put, d. light, e. pour

- Consider directing students to the Reading Corner page at this point and do section 1.

STOP AND THINK about...

...language

-  **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?**
 - Consider asking students to bring four different colored pencils or highlighters to the class beforehand.
 - It could be a good idea to remind students that the way in which we use language affects clarity and impacts how other people will understand what we say.
 - Ask students to work with a classmate and then tell them to choose one color, and ask them to identify and highlight the sentence that expresses an instruction (b).
 - You can then ask students to choose a different color and also highlight the sentence that expresses sequence (a). You could brainstorm other sequence words at this point: First, then, after that, next, finally.
 - Then, ask students to use another color to highlight the sentence that expresses cause and consequence (c).
 - Finally, ask students to choose another color to highlight the sentence that explains a conclusion (d).
 - Check answers together and ask pairs to look for and highlight or underline one more sentence for each function (giving instructions, expressing sequence, expressing cause and consequence and explaining) on the instructions in SB page 13.

Possible answers

Giving instructions: steps 1 to 5**Expressing sequence:** Before starting the experiment, put the goggles and gloves on. **Explaining:** 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.

Extra Activity

It could be a good idea to ask students to make a graphic organizer with these four language functions. Students could refer to it later for their unit project. You can provide them with a template for them to fill with the columns: function, useful words or phrases, example. This could be assigned as a homework, or done in class in small groups.


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

- You can start this activity by telling students that when following or making instructions, it is important to make sure that all the right questions are covered.
- Direct students attention to the first column of the chart in this exercise and have them read the question words: What, when, where and why.
- Read the instructions with the group and then work together on the example.
- It may be a good idea to guide the students to infer the structure of a question: Question word + auxiliary + subject + verb + complement?
- Ask students to work individually and then to compare their questions with a classmate. You can tell them at this point to check if their structure is correct.
- You may want to check answers as a group and then ask students to continue working in pairs and write three more questions about the experiment.
- After this, ask students to close their books and take turns asking their questions and answering them. You may want to model this using the conversation bubbles in the SB before students close their books.

Possible answers

When do you use alcohol?, Where do you place the mixture of sugar and baking soda? Why is a black snake formed?

GET MOVING

-  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?*
 - You can start this activity by explaining students that they will see a template to write the instructions for an experiment. It may be a good idea to introduce the word template at this point (a preset document with a specific format).
 - Tell students that they will use information in the following page to complete this template, but before doing that, they should try to predict together by observing the pictures carefully what they think the experiment is about and what it will prove.
 - You can write students' ideas on the board for later reference.

Extra Support

To provide more support for students, you could start by directing their attention to the illustration and eliciting the words for the actions they see. Accept a few ideas and teach the meaning of "scrape" (scratch material from a surface) then write on the board the following verbs: add, boil, insert, pour, scrape, and stir. Ask students to match the verbs to the correct illustration, telling them the word "pour" can be used for two of the illustrations.

Poster Activity

To reinforce the vocabulary seen at the beginning of the class and prepare students with vocabulary they might need for when they write their own experiments, display the image corresponding to this unit and go over the vocabulary eliciting the name of the objects illustrated. Go over the name of the ones they don't know, teaching them the words for them and writing them on the board. Ask comprehension check questions for every object such as: *What is (the object) made of? What is it for?* After that, you can stop displaying the image and play a memory game asking students in pairs to write the objects in the order they are in the image. Pairs have to do a quick list remembering the exact order. The first pair to get all answers correct wins the game.



GET MOVING

- Use the following information to complete the template on page 16. Number the steps in the procedure so that they match the correct illustration.
 - For this activity, you can start by reading instructions and asking different students to read out loud the information in this exercise. This could be a good moment to check students' pronunciation.
 - You can also refer students to the glossary section in order for them to understand the words *fizz* and *scrape*.
 - In order to provide variety and better visual reference for students, you can ask students to photocopy this page of their book so that they cut the different sections of the experiment and paste them in the correct order.
 - You can divide this activity in two parts. For the first part, ask students to work in pairs and distribute the boxes according to the template in their notebooks.
 - Check answers as a group and ask students to paste all the sections except for the procedure.
 - Then, ask students to work in pairs again and number the steps of the procedure. They can now cut them and paste them in their notebooks in the correct order.
 - You can then ask students to compare their answers.
 - You may want to ask students to read the questions in their students' book: *Is the template helpful to organize the information? Is there important information missing? How would you improve it?* Students may mention that there were no safety measures mentioned. However, you can explain all ingredients are safe in this experiment.
 - You can then ask students to close their books and take turns explaining the procedure for the experiment in their own words. Ask them to use the words first, then, next, finally, etc. You may consider making a drawing of each step and show them to the group in order while they explain the procedure.

Answers

Name of the experiment:

How to Make Hot Ice

Ingredients:

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

PROCEDURE

- Pour the vinegar in the pot.
- 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.
- Stir the mixture gently with the spoon until all the baking soda dissolves and stops fizzing.
- Boil the solution over low heat for about an hour, until the solution is clear.
- Pour the solution in the beaker and let it cool.
- Before washing the pot, scrape the white powder left in it with the stirring rod, making sure a small quantity sticks to it.
- Once the solution cools down, insert the stirring rod carefully in it.

Expected Result:


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!

Conclusion:

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.

GET MOVING

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.**

- You can start this activity by telling students that it is now their turn for finding an experiment to show the class.
- It is advisable to guide students step by step in this process. A good first step could be to ask students (divided in small groups) to formulate a question they would like to answer through an experiment.
- You can check and approve students' questions to make sure the experiments are realistic.
- After this, you can ask students to decide on valid sources to find information for their experiment. Students can use the possible sources they discussed for Activity 3 on page 12 of the SB.
- Once students have their sources, they can look for experiments. It is important that you guide students to validate the experiment they choose: ingredients and materials should be easy to find and safe to use.
- You can also tell students to save this research process for their portfolio.

Extra Support

You can find information about ideas and questions to answer through experiments by browsing the web and looking for Science Fair projects.

You can find good examples of questions here:


<https://www.winter.k12.wi.us/community/sciencefair/sciencefairideas.pdf> You could also encourage students to choose questions about their school, home or community to promote social responsibility.

You can find examples of experiments here:


<https://www.scholastic.com/teachers/articles/teaching-content/40-cool-science-experiments-web/>

4. **Reflect on your progress so far. How easy or difficult are the following tasks for you? Mark (✓) the correct box.**
- You can start this activity by telling

students it is time for reflecting on their progress.

- Ask students to read instructions and then complete their chart according to their progress.
 - It could be a good idea to ask students to write an idea for every 'very easy' they marked on how their classmates could improve in case they find that point difficult to do.
 - Then, students can work in pairs and share their recommendations.
 - It is important to remind students that this type of activities should be done in a very respectful and friendly environment.
5. **Write the procedure and expected result for an experiment. Use the illustrations and words to help you.**
- You can start this activity by asking students to re-read the procedure of one of the experiments in this unit.
 - After re-reading, you can elicit from them clues about how those instructions are written. Students can also check the language functions on the Language Reference Section on page 176 of the SB.
 - Students can then work individually and try to write the procedure by themselves. It could be a good idea for you to set a time limit and then ask students to work in pairs to correct or complete each other's sentences.
 - This could be a good moment to direct students' attention to the Get Smarter! box and tell them that they can actually do the experiment. Recommend they do it once they finish Activity 7 on page 19.
 -  You can also check some possible answers as a group and then ask students to get together in their project groups so that they write the procedure of the experiment they have decided to conduct. It is important to highlight clarity of instructions and mentioning details.
 - Students can check that their instructions are clear by reading the instructions to members of the team and having those members gesture each step of the process.

GET MOVING


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.**

- Before starting this activity, it could be a good idea to ask students to check the conclusion of either of the two experiments in this unit.
- You can ask students to mention the kind of language being used in those paragraphs in order to explain.
- Consider asking students to work in pairs in order to transform the sentences into a conclusion.
- Check the possible answers as a group.

Possible answers

When the oxygen finishes, the candle goes out. The decrease in air volume means that there is less pressure inside the inverted glass which causes the water to enter the glass.

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!**
- For this activity, it could be a good idea to ask students to copy the template on page 16 in their notebooks.
 - You can ask students to work in pairs and write the complete set of instructions for the rising water experiment.
 - You may consider asking students to bring the material for the experiment to class and have students work in small groups. Ask one student to read their instructions while the others follow what they say. This could show students how important clear instructions and details could be. If this is not possible, students can do the same activity at home.

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


- Ask students to exchange the instructions they produced for Activity 7 with another pair of students.
- Read instructions with the group and tell students to evaluate each other's set of instructions using the chart in this exercise.
- It is important to read with the group the points below the chart in this exercise so that they underline and make suggestions to each other.
- After this, students can write a final version of the text according to the feedback they all received.

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

- During this activity, students will finish their unit project. Before doing it, it is advisable that you evaluate the resources in your school and community.
- If the technology is available, you can look at the suggestion in the IT Stop in this point and ask students to take photos and put them in a Power Point presentation. If it isn't, students can use the template on page 16 and you can encourage them to make it in the size of a poster and to present it creatively.
- Before students get to work, it could be a good idea to ask them to make a list of questions that their instruction sheet should answer so that they make sure those questions are answered.
- Students can then work in their project groups and you can monitor their work.

STOP AND THINK about...


...language

-  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?*
 - The objective of this activity is to make students more aware of words that add detail to instructions.
 - Direct students' attention to the sentence in purple in this exercise and ask them to go to the Glossary section in order to understand the meaning of the words "slowly" and "carefully".
 - You can then ask: What do the words 'slowly' and 'carefully' describe? (The way in which you add the baking soda).
 - You can then ask students to work in pairs to transform the words that indicate something has to be done in certain ways: quick, rapid, in silence, easy, good, fast. They can use the Language Reference Section for support if they need to.
 - It is advisable to make sure students notice that some words only require adding the suffix -ly, while other words change form completely.

Answers

quickly, rapidly, silently, easily, well, fast



...being together

-  Read the questions for the experiment illustrated in Activity 5 page 18. Mark (✓) the questions that could help you improve the instructions.
 - For this activity, you can ask a student to read instructions.

- You can ask students to see page 18 again and ask them to work in pairs in order to mark the questions that could help them improve the instructions.
- Check answers as a group and ask students to share their reasoning behind their answers.






Answers will vary**Answers will vary but could include:** a, b, f**Critical Thinking**

Invite students to reflect in the power of questions. Creative and scientific minds ask questions assuming very little and risking ideas asking themselves *What if...?* Ask students: What would happen if no one asked questions? (Many things would never change). Elicit examples of important questions they have asked that have helped them learn something new.

-  Help each other review the information for the experiment you will present as a unit project. Follow the instructions.
 - For this activity, you can tell students that they will revise their unit project and they should all bring their latest draft.
 - Ask students to work in pairs and to follow the instructions in items a and b of this exercise.
 - You can monitor students' work while they work and then ask them to get together in their project groups in order to decide if they need to add, change or delete any of the information in their unit project.
-  Consider directing students to the Reading Corner page at this point and do sections 2 and 3.

STOP AND THINK about...

...learning

- Mark the steps you have followed to produce the instructions for the unit project.**
 - You can start this activity with books closed. You can then elicit from students the steps they followed to produce instructions for the unit project.
 - After this, they can answer this exercise. If you have been following this teachers' guide, then students would ideally mark all the steps except for 7 (Publish).
 -  Students can then compare their answers with a classmate and then you can check answers as a group.
 -  After this, you can ask students to work in their 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?*
 - Once students discussed in teams, they can present their answers to the group. These presentations could be a good opportunity for students to learn from each other.
-    **Revise the draft of your unit project together. You can ask another team to help you check it using the co-evaluation chart below.**
 - For this activity, you can tell students that they will revise their draft again.
 - Ask students to stay in their project groups and to interchange their drafts.
 - Students can use the chart in this exercise to evaluate another team.
 - After this, you can give time in class for students to edit their final version and to get ready to share it with the rest of the class.
 - Before students share final versions with the class, it could be a good time to discuss as a class: How would your instructions have to change if they were for primary school children? (Simpler language, very clear images) What changes would be needed for university students of science? (More technical language, diagrams, more scientific information).

GET AHEAD

1.  Preparing

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

- Recap all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity.

2.  Presenting

For the presentations, you can follow the instructions in the SB, or you can also divide the presentations in two moments:

- In the first part, half the group will be presenters and the other half audience. The audience should go around the classroom, and read the instructions and, if possible, see the experiments happen.
- During the second part, the roles switch until all students have been both presenters and audience and all of them have seen all the experiments.

3. Reflecting on My Progress

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.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. You can ask students to fill out the chart in this activity and remind them to be honest and objective about it.
- You can also ask students to compare their answers in pairs and share tips or strategies they found useful to help each other in case there is something they still find difficult.
- It is advisable to monitor their work and also make suggestions about how students can improve.

reading CORNER

GET READY TO READ!

- Before students start reading the text *Playing with Light*, have them work in small groups, discussing questions 1 and 2.
- You can tell them to write their answers after the discussion with their classmates.

GET INTO THE TEXT!

- Students can fill in their charts individually as they make progress in their reading. They could check or compare answers in pairs once they finish.

Answers

Most of the boxes will be filled with students' opinions, but the experiments are "The Pepper Ghost Experiment" (7 steps) and "Creating a Hologram" (6 steps). They both prove that playing with the laws of physics for light beams can produce illusions.

GET TOGETHER

- Students can work in pairs to choose one of the tasks in this section and discuss. Fast learners could do both tasks.

Reader

Answer key

GET THE MAIN IDEA

1 Because the experiments in the article are related to light. **2** Young people and the general public. **3** Increase curiosity about science in the readers. **4** That reflection affects our sense of sight.

GET THE DETAILS

Answers may vary

GET THE WORDS

1 existed. **2** looking at. **3** cover. **4** 3D


QUICK CHECK

1. **Use the spaces provided to write the steps in the procedure for an experiment.**
 - Have students work individually on this exercise.
 - You can tell students that the objective of this exercise is to help them demonstrate everything they have learned so far.

Answers will vary

Answers will vary, but could include:

- 1 First, pour water in six glasses until almost the top.
- 2 Then, add a coloring tablet to each glass.
- 3 After that, don't add sugar to the first glass, then add one spoonful of sugar to the second glass, two to the third one and so on.
- 4 Stir each glass until sugar dissolves completely.
- 5 Finally, put a little water of each glass into a new jar or glass.

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

- Ask students to work in pairs and have each other revise their instructions and improve them.
- Check their answers and give students feedback.

SELF-ASSESSMENT

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

- It may be useful to tell students that assessments help us know where we are in order to take actions and improve.
- Read together with the class all the options in this chart.
- Explain that they have to work in pairs and decide on a grade for themselves and then think about their classmate's performance.
- Monitor the class as they answer to make suggestions.
- If a student marked "3" to any of the statements, it would be good to have them discuss the reasons with their classmate and then make a short action plan so that they can improve.

Evaluation Instrument

The following cards will help you identify what your students perceive they were and were not able to do. Ask students to consider the formative aspect of evaluation as they fill in their own information and that for their classmates. Keep this instrument as evidence of your students' learning. Students should work in pairs to evaluate each other.

Name of student: _____ Date: _____

Name of Classmate Evaluated _____

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.		


SOCIAL LEARNING ENVIRONMENT: Family and Community
COMMUNICATIVE ACTIVITY: Conduct exchanges associated with information of yourself and of others.
SOCIAL PRACTICE OF THE LANGUAGE: Interpret and provide descriptions of unexpected situations in a conversation.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1 Listen to and value descriptions of unexpected situations shared in an oral exchange.	<p>Explain to your students the importance of strategies used to talk so that they can:</p> <ul style="list-style-type: none"> • Anticipate topic, purpose and intended audience based on contextual clues. • Identify attitudes and emotions. • Value register and acoustic features. • Notice syntactic particularities of English: absence of double negative. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - Descriptive sentences. - Descriptions of unexpected situations.
2 Interpret general sense, main ideas and some details.	<p>Demonstrate the use of language for learning. Students should:</p> <ul style="list-style-type: none"> • Interpret contextual clues. • Distinguish ways of describing unexpected situations. • Compare direct and indirect speech. • Analyze changes in style according to situation and context. • Make the most of repertoires of words and expressions to construct meaning. • Evaluate intentions of participants. • Identify main ideas and information that extend them, exemplify and explain. • Recognize strategies used to reformulate ideas, adjust volume and speed, and negotiate meaning. • Determine sequence of enunciation. 	<p>Final product: Oral testimony.</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Control questionnaire.
3 Describe unexpected events.	<p>Help students recognize and repair communication breakdowns. Help them to:</p> <ul style="list-style-type: none"> • Respond answers to understand descriptions. • Include adjectives and adverbs in descriptions. • Change direct speech into indirect speech and vice versa. • Adjust speed, rhythm, diction, and intonation. • Use strategies to reformulate ideas and repair communication • Produce spontaneous descriptions of unexpected situations. • Maintain an oral exchanges with the help of non-verbal language. 	

GET GOING


Lead-in

You can start this unit by directing students' attention to the unit cover and ask them what they see in the picture: (a surprised girl looking at her phone). You can then ask students to guess in pairs what could have happened? What kind of text or call did she receive? And then have them share their guesses. Another possible option is to ask students to share in pairs if they have ever gone through an unexpected situation. Ask the unit question: *How do you react to unexpected situations?* and elicit ideas from the class.

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?**

- You can start this activity by asking students to divide in small groups. You can then ask them to read the questions and share answers in their small groups.
- You can monitor the groups as they discuss.

TRACK 02


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

- Consider starting this activity by asking students to read the three options and by checking the meaning of the words in yellow in the glossary.
- You can then direct students' attention to the instructions and play the track once.
- Check answers as a group.

Answers

a 3, b 1, c 2.

TRACK 02

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

- You can continue with this activity by asking students: When someone tells you a story, which elements help you understand meaning? (choice of words,

tone of voice, speed, volume and body language).

- You can then tell students that for this activity, you will focus on body language. You can direct students' attention to the Get Smarter! Box and briefly discuss what kind of gestures they usually make when surprised, annoyed, sad, intrigued or happy.
- Play the track again and ask students to match the conversations to the picture that best represents the body language the people probably used.
- You can ask students then to compare answers in pairs and to discuss: What information helped you find the correct information?
- After this, you can direct students' attention to the 'Culture Stop'. After reading it, you can write on the board different shocking sentences so that students practice saying them to one another and reacting with the phrases in this section. Some possible sentences for this activity are: *I got an email from my ex-girlfriend; I won a ticket to explore the North Pole; I won a scholarship to study High School in Canada; NASA discovered a new planet with similar characteristics to Earth; I was about to pay a new dress when I found out I had lost my wallet.*

Answers

From left to right - Conversation 3, 2, 1

Critical Thinking


It would be a good idea to ask students to pay attention to their body language while saying the sentences and responding to them. They can then share with the class why they chose the set of gestures for each of the reactions.

GET GOING

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.
- You can start this activity by writing a phrase on the board and asking students to say it according to options a-d in this exercise. Students can also practice and discuss appropriate body language for this part of the activity. The objective is to make sure all students understand the meaning of emotions a-d. A phrase you can use is: *I won an all-included, one-month trip to Europe!*
 - You can then ask students to answer this exercise individually and then check answers as a group.

Answers


1b, 2d, 3c, 4a.

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?
- You can start this activity by directing students' attention to the instructions. Ask them to work in pairs.
 - To help students answer this kind of activities more effectively, you can tell them that they should pay attention to three things: the general meaning of the dialogue, what they can read before the gap, and what they can read after the gap.
 - After students worked in pairs, check answers as a group and ask pairs to explain their reasoning behind each answer.
 - Pairs can then discuss the reasons Brenda had to share the news with a friend. Invite volunteer pairs to share their ideas. Some of them might be: When something good happens to you, you want to share it with friends and family. Sharing news (good or bad) help people check their emotions. We share news (good or bad) to get support from friends.

Answers


1 c, 2 f, 3 h, 4 a, 5 e, 6 g

GET GOING

6.  Find the following words or phrases in the conversation between Kate and Brenda in Activity 5. Underline them and choose the correct meaning.
- You can start this activity by dividing students in pairs.
 - Ask students to underline the phrases found in this exercise, in the text of the previous page.
 - Tell students to try to infer meaning from context and to choose the correct meaning.
 - Check answers as a group and ask students to share reasons for each answer.
 - Ask students to work in different pairs and discuss: *What strategies did you use to find the correct answers?* Monitor the pairs as they explain their strategies.

Answers



1 b, 2 a, 3 c, 4 a, 5 c.

7.  Work in pairs. Read the following statements. Who said them? Write Kate, Brenda or Stranger on the lines.
- You can start this activity by directing students' attention to the instructions. Ask them to work in pairs.
 - When students finish, check answers as a group and ask pairs to explain their reasons for each answer.

- Direct students' attention to the Get Smarter! Box and read it together. Have students explain how direct and reported speech work using their own words. To support them or guide them better, they can check the Language Reference section at the end of their book (p. 176).

Answers

1 Stranger, 2 Brenda, 3 Brenda, 4 Stranger, 5 Stranger, 6 Kate.

-  Page 23  Consider directing students to the Reading Corner page at this point and do section 1. They can start reading the text in their Reader Book.

Extra Activity

As an extra activity, and extra challenge, you can ask students to work in small groups and to re-create this dialogue, but substituting the information with an anecdote of their choosing. You can help them by eliminating key words and phrases like this:

Brenda: You'll never guess what happened!

Kate: Wow! You look so _____! What's going on?

Brenda: I went to this _____ and _____.

Kate: That's _____! No wonder you're so _____.

Brenda: But that's not all. I was _____ and suddenly _____.


Kate: _____?

Brenda: Yes, check this out!

Kate: Wow! This is _____!

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.
- This could be a good moment to ask students to re-read the sentences in the previous exercise and ask them why some sentences are between quotation marks (“”) and why some aren’t. You can then briefly note that sentences in quotation marks are in direct speech, while the others are in Indirect or Reported speech.
 - You can go back to Activity 7 and use examples 1 and 2 to illustrate what you are talking about. Students will have an example of the original sentences in the dialogue on page 28 between Brenda and her friend, and the transformed sentences in Activity 7. You could write sentences 1 and 2 on the board and the original statements next to the examples for them to analyze how direct and reported speech work.
 - Make sure to ask students to notice that in Reported Speech, all verbs change to the past tense of the original sentence. Example: DS: “I know what I have”, RS: She said she knew what she had.
 - Ask students to work in pairs to complete the chart in this exercise.
 - Check answers as a group.

Answers

- 1 The boy said they had found water in Mars. 2 “We are still looking.” 3 The girl said she would have to look it up. 4 The man asked Jane if there was a problem. 5 Jane replied that she had lost her paper. 6 “There will 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.
- As a game, you can play the track for Activity 2, page 27 in this unit and ask students to work in groups to find five phrases used to make sure to understand what the other person was saying. The first group to get all the phrases can get a small prize or a round of applause.
 - Ask students to share their findings and then to underline the phrases in the box in this exercise.
 - Check answers as a group.
 - This may be a good moment to check the Get Smarter! Box and then to direct students’ attention to the second part of this exercise. Ask students to work in pairs and to roleplay the conversation on Activity 2 page 27. One student should retell the story, while the other uses some of the underlined phrases to clarify information.
 - Monitor the pairs as they go through the role play.

Answers

Students underline phrases 2, 3, 4, 6, 7.


Critical Thinking

You can conduct a second quick competition in which, working in small groups, students list the function of the phrases that were NOT underlined. The first group to get all the functions correctly can get a small prize or a round of applause. Answers: **Sentence 1:** To start a conversation or to ask about a situation. **Sentence 5:** To encourage someone to continue. **Sentence 8:** To direct someone’s attention to a particular (important or special) thing.

GET MOVING

TRACK 02




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.
- Consider starting this activity by directing students’ attention to the photo in this exercise. Ask students to guess what the relationship between these women could be.
 - Read instructions with students and ask them to read the dialogue in pairs and then answer the statements with True or False.
 - Check answers as a group and ask students to explain the reasons for each answer.
 - Ask students questions to check general understanding of the dialogue, such as: *What is the relationship between Jeff and Claire? How do you know? Why is Jeff sharing the story? What is Claire’s response to the story?*

Answers

1 F, 2 T, 3 F


GET MOVING

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.**
- For this activity, consider asking a student to read instructions out loud for the group and then divide them into pairs.
 - Ask students to complete the activity and then check answers as a group. Ask students to explain the reasons for each answer.
 - Have pairs identify the structure of Jeff's narrative, making sure they remember that every good narrative has an introduction, development and conclusion. Pairs identify the turns that have each of these parts. Check answers as a class. (Introduction a, development e and g, conclusion i)

Answers

1 b, 2 c, 3 a, 4 e, 5 f, 6 i/h, 7 g.

TRACK 04

3.  **Read and listen to the dialogue again and answer the following questions in your notebook.**
- With books and notebooks open, tell students that they will listen to the story again.
 - Ask students to read the questions in this exercise and to underline key words so that they know exactly what they will be listening for.
 - Play the track and ask students to write the answers in their notebooks.
 - Ask students to compare in pairs and then ask students to underline the words that describe people and places on page 31. Ask students to circle the words that describe actions. Once they underline,

it would be a good idea to ask students to create a mind map in which they categorize words that describe people, places and actions, and then ask students to mention different examples.

Answers






1 Young American woman from Wisconsin, 2 Her father's name, Wayne; that they were from Greenwood; that she had a sister and that her father had already passed away. 3 Nice 4 She got excited.

Extra Activity

It could be a good idea to ask students to create an imaginary dialogue using the information on this page, but from Hilary's or Dawn's perspective telling a friend what just happened to her. You can ask students to work in small groups and to practice combining Direct and Reported speech as well as different gestures to support the emotions they want to convey.

4. **Reflect on your progress. Mark (✓) what you can do now.**
- For this activity, create a relaxing environment and ask students to work individually. Ask students to read each sentence and to be very honest and objective. Ask students to mark what they can do now.
 - Ask students to work in pairs and discuss the reasons for their answers.
 - To give students further support, you could make a huge chart on the board in which each sentence is the head of each column and ask students to write suggestions on how to improve each item. In this way, students can find different ideas on how to improve depending on each case, and at the same time they can help their classmates.

GET MOVING

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.**
- You can start this activity by asking students to share if they have ever faced an unexpected situation. Ask students to write in their notebooks four or five ideas of stories and to then choose one.
 - Consider asking students to bring five big index cards or five sheets of paper of different colors (they will use two in this activity and three in the next). Ask students to use two pieces of paper for this activity and write in one of them: *Who's the story about?* And in the other: *Where and when did it happen?*
 - Go through the checklist questions with them (a-c) and tell them to make sure they try to include details to cover the three different aspects when they answer the questions.
 - Ask students to write sentences that answer both questions on the back of each paper.
 - Then, ask them to work in pairs and revise what each other wrote according to the checklist in SB.
6.   **Think about the main events in the story you will share with others. Write sentences to describe the following:**
- For this activity, tell students that you will continue using the colored pieces of paper that they started using in the previous exercise.
 - Ask students to write each of the questions in this exercise in the three remaining pieces of paper (one question per paper).
 - Then, ask students to write sentences at the back that describe and answer those questions. You could again revise the checklist points a-c to encourage them to write their answers in detail.
 - Students can then work in pairs and revise what they wrote according to the checklist in SB.
 - After students have revised the papers, ask them to organize them in a way that helps them tell a story.
 - Ask students to work in pairs and ask questions to each other in order to find out additional details to their stories. You can use the dialogue boxes in the SB as an example.
 - Monitor students' progress as they exchange questions.
 -  Consider directing students to the Reading Corner page at this point and do sections 2 and 3.

GET MOVING

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.
- You can start this activity by explaining to students that they will see a narrative frame. This frame is a structured chart that can help them organize information and tell a story better.
 - Ask students to complete the frame with the options from the box.
 - Check answers as a group.
 - You can then ask students to use their notes from Activities 5 and 6 on page 33 (the ones they made in colored paper).
 - Students can use the narrative frame as a template to create an organized version of the story they chose to share with the class as a final project. They can write their version in their notebooks using the colored papers from Activities 5 and 6, but make sure they understand the frame is just a resource to guide them as they tell the story so that they are prepared to answer questions but to continue with the story and finish it without losing track of the objective.

- Students can then work in pairs and take turns telling their story. Monitor the pairs' work and give feedback so that they improve their stories.
- This may also be a good moment to practice gestures and body language so that they can convey meaning clearly as they share their stories..

Answers


1 d, 2 a, 3 c, 4 a, 5 b

Poster Activity

Display the unit image on your Teacher's CD and ask different volunteer students to describe a scene to you. Ask the class: What do you think is the unexpected event that caused each of the reactions? Write their ideas on the board accepting all possibilities for each illustration and asking students to imagine what the people might be saying or thinking in each of the illustrations. After that, you can divide students into pairs and have them use the dialogue frame on page 34 to plan a quick conversation that narrates what happened in one of the situations depicted. Have pairs take turns sharing their stories.

STOP AND THINK about...


...learning

-  **Classify the following phrases in the table below.**
 - Tell students that in order to make their story even better, it is important that they have a variety of phrases to tell it.
 - Ask students to work in pairs and complete the chart in the SB using the phrases in points a-n.
 - You can then ask students to practice the body language that could accompany the phrases with their classmate.
 - Discuss as a class: How do these phrases help have an interesting conversation? (They reinforce meaning, add emotion, suspense or clarification)
 - Tell students that they will practice telling the story they decided to share in Activities 5 and 6 page 33 incorporating some of the phrases in the table and using appropriate body language. Ask students to work in pairs and to give feedback to each other.

level of acquisition of a foreign language) and motivate them to incorporate phrases that will expand their range in spoken texts.

- You can ask a student to read instructions and then check them as a class.
- Ask students to work individually and to complete the activity by writing the phrases they choose for each item 1-3, in their notebooks.
- Ask students to compare their answers in small groups and ask them to brainstorm ideas of how to incorporate these phrases when using English.
- Consider asking students to share their answers and making a list of top 5 best ideas voted by the group.
- Some ideas to incorporate new phrases when learning a foreign language could be: Write the phrases you don't normally use on a piece of paper that you can carry with you at all times. Find opportunities to use the new phrases as often as possible. Repeat the new phrases every morning. Write the new phrases on a sticky note that you can place in your mirror or next to you bed so you remember them every night. Watch programs in English or read material in English just to look for the new phrases and check how they are used.

...self


-  **Read the phrases in the activity above and follow the instructions:**
 - The aim of this activity is to help students reflect on their interlanguage (personal

Introduction to a narrative (to attract the attention from your listener (s))	Questions to clarify meaning	Useful phrases to clarify meaning	Expressing your reaction
b. Guess what? f. You'll never guess what happened! n. You're never going to believe this!	a. Do you mean that...? j. Sorry...can you repeat that? k. What do you mean by...? m. What does that mean?	d. It's something like... e. What I mean is...	c. Isn't that great? h. No way! i. Oh, that's awful! l. Wow! That's amazing!

STOP AND THINK about...

...language

TRACK 05

1.  Choose the correct option to complete the following summary of the story Jeff told his friend.
- You can start this activity by asking students to read instructions and making sure they understand what the task is.
 - Consider pre-teaching the word "eventually" or ask students to go to the Glossary section to find out the meaning.
 - Ask students to work individually to complete the activity and then compare answers in pairs or small groups.
 - Check answers a group.
 - Ask students to 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? (This is report uses more formal language). What are the differences in type of language? (This report is written in third person, it appears to be more distant and focused mostly on facts) Why is the style different? (This is a report and not a dialogue and is directed to a podcast audience - broadcasting normally requires language that is appropriate to all audiences and therefore tends to be more formal).*

Answers

1 b, 2 a, 3 d, 4 c, 5 b, 6 d, 7 a

2. Read the following sentences and decide the best audience for the style. Write A for adults, T for teens, and CH for children.
- For this activity, you can ask students to tell you how they think language changes depending on the audience.
 - Ask a student to read instructions and check they understand what the task is.
 - Students could work individually and then compare answers in pairs.
 - Check answers as a group.
 - Ask students to share the reasons to support each answer.

Answers

1 A, 2 CH, 3 T

GET AHEAD

1.  Preparing

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

- Recap all the activities students have done so far in order to finish the unit project.
- It is advisable to ask students beforehand to bring the work listed in this activity and then tell students to go through it before they share it with their classmates.

2. Presenting

- Students can work in groups of three to five students and will take turns presenting their testimony. You might want to ask them to work with students who have not heard the story they prepared.
- To promote more interaction during presentations, you can tell students that they should ask at least three questions as they listen to all the testimonies.
- Ask students to reproduce the chart on this page of the SB (37) four or five times in their notebook so that they can fill the information in as they listen to their classmates.
- After the presentations, you can mix the groups so that students compare the contents of the forms and their reactions.
- As a class, you can guide the group in order to create a top five of the most surprising stories.

3. Reflect on my progress

Think about the work you have done throughout the unit and the oral testimony you delivered. Copy and finish the following sentences in your notebook.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. Tell students that you will read out loud different sentences and that they should complete them in their notebooks with the first thought in their heads.
- After doing this, ask students to think and reflect and to add or correct their answers.

reading CORNER

GET READY TO READ!

- Before students start reading the text, have them work in small groups to discuss the questions. You could have class feedback to get volunteers to share interesting stories.

GET INTO THE TEXT!

- Students can plan the drawings individually as they progress in the reading of their text, but it is better if they finish the whole story first to decide on the scenes to select.

Answers

Answers will vary, but the scenes should include meeting Tom Cruise, Having the other person take the photo and discovering their embarrassing mistake.

GET TOGETHER

- Students can work in groups to share their versions of the story and then on the questions on section 2.

Reader

Answer key

GET THE MAIN IDEA

1 a, 2 b

GET THE DETAILS

1 Diego and Brandon are having an ice cream. 2 Diego and Dana saw a famous movie actor at the movies. 3 Diego talked to Leo's friend to ask if it was OK to get an autograph. 4 The friend took a picture of Diego, Dana and Leo. 5 The manager of the cinema talked to Diego and Dana. 6 She told them that Tom Cruise had given them tickets for a few more movies. 7 Diego and Dana didn't know that Tom Cruise was Leo's friend.

GET THE WORDS

1 chat, 2 curiosity, 3 anecdote, 4 relaxed, 5 fan, 6 both, 7 free.


QUICK CHECK

1. For the following dialogue, where Miriam shares an unexpected event, write what could be Jake's appropriate responses.
 - The objective of this activity is to help students demonstrate everything they have learned so far. You can share this piece of information with them before starting the activity.
 - Have students can work individually on this exercise and then you can invite them to compare answers in pairs.
 - Monitor the activity to check how well students did and how you can help them best.

Answers will vary

Answers will vary, but could include:

- 1 What's going on?
- 2 What do you mean by "odd"?
- 3 Oh no! What did you do?
- 4 Did
- 5 Well? What happened next?
- 6 Wow! That's amazing

2.  Working in pairs, choose to do one of the following. Take turns sharing the stories.
 - Ask students to read the options individually and choose one/ Then they work with a classmate to share their story.
 - Ask students to evaluate their classmates following the guidelines they have learned so far: *Was the story complete? Did it include details? Vocabulary to describe? Did the student use non-verbal communication to convey meaning?* Students can also use the questions in the SB: *Did you include interesting and important details? Was there a clear introduction, development and closing? Did you ask questions as a listener?*
 - Monitor students' progress and provide feedback accordingly.

this exercise and then you can invite the

SELF-ASSESSMENT

- It may be useful to tell students that assessments help us know where we are in order to take actions to improve.
- Read together with the class all the options in this chart.
- Explain that they have to decide if they complied with each criterion or not.
- Filling in the third column (Evidence) will help students reflect more objectively on how capable they are to do the described achievements. You can suggest that they mention a specific activity developed in the unit where they could notice their progress.
- Monitor the class as they answer to make suggestions.
- If a student marked "no" to any of the statements, it would be good to have a quick chat with/him or her to make a short action plan so that he or she improves. You can also suggest point 1 of page 40 as a suggestion for improvement.

Evaluation Instrument

The following chart will help you identify what your students are able to do and their areas of opportunity. Consider the formative aspect of evaluation as you fill the information for each student. Keep this instrument as evidence of your students' learning.

Name of student: _____ Date: _____

	Evidence		Evidence (How do you know?)
	Yes	No	
Can the student understand the main idea when someone listening to an unexpected situation?			
Can the student understand the relevant details?			
Can the student narrate an unexpected event or situation?			
Can the student describe people, places and events of an unexpected situation?			
Can the student ask and answer questions to clarify meaning of words and ideas?			
Can the students use different phrases to attract the attention of his/her listener(s) and make his/her story interesting?			
Can the student support meaning with body language, gestures and adjusting volume, speed and intonation?			
Can the student support others when listening to them or when giving feedback?			

UNIT 3

TV Shows!

SOCIAL LEARNING ENVIRONMENT: Family & Community
COMMUNICATIVE ACTIVITY: Engage in exchanges associated with mass media.
SOCIAL PRACTICE OF THE LANGUAGE: Exchange emotions and reactions caused by a television program.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Examine television programs.	Take advantages of your students' strengths related to language ability in order for them to be able to: <ul style="list-style-type: none"> • Compare topic, purpose and audience. • Analyze language register used by participants. • Interpret non-verbal language and attitude. • Value function of visual and sound resources • Compare pauses, rhythm and intonation. 	Collect evidence such as: <ul style="list-style-type: none"> - Comparative table with registers of speech. - Emotions diagram. - List of questions. - Sentences to express emotions.
2. Interpret general sense, and some details.	Prompt your students to formulate questions, hypothesis, deductions, speculations and answers to the ideas of others. Create the necessary conditions for your students to be able to: <ul style="list-style-type: none"> • Clarify the meaning of words. • Reflect on the relations between actions, pictures, dialogues and sound resources. • Recognize technical or specialized information. • Identify grammatical differences between British and American variants • Analyze the communication situation • Identify main and supporting ideas. 	Final product: Interview. Suggested evaluating instrument: <ul style="list-style-type: none"> - Control card.
3. Write notes about emotions and reactions to participate in an exchange of views.	Encourage your students to achieve their own goals and open opportunities to apply and practice what they already know, so that they manage to: <ul style="list-style-type: none"> • Formulate and respond questions about the content and emotions generated by a TV program. • Consider similarities and differences between their mother tongue and English. • Write expressions to share emotions. • Take into account grammatical particularities of the English language when writing expressions. • Include explanations of main ideas in exchanges. 	
4. Share emotions and reactions	Monitor the development of your students' skills to decide whether to provide individual or group support. Help your students to manage to: <ul style="list-style-type: none"> • Link sentences to express and explain emotions. • Vary intonation, rhythm and volume. • Use resources to make time. • Monitor voice use. • Adopt body postures and use facial expressions that indicate emotions. 	

GET GOING

Lead-in

You can start this unit by directing students' attention to the unit cover and ask them what they see in the picture (lots of screens with different images). You can then ask students to mention their favorite TV shows and to tell you briefly what they are about. Ask the unit question "Why do we watch TV?" and elicit answers from different students noting them down on the board to illustrate the point we all have different reasons to watch TV.

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

- You can start this activity by directing students' attention to the images in this exercise. Read the names of each TV show with the class and check pronunciation.
- Direct students' attention to the word 'delivers' and ask them to check the glossary.
- You can then ask them to work individually and match the definitions to the correct type of TV show.
- After this, you may want to ask students to create a chart in their notebooks like this:

TV show	Names of shows	Audience

- Ask students to work with a classmate and list the names of one or two programs for each category and share them with the class.

- You can then discuss as a class: *What types of shows are missing from the list? What is the purpose and intended audience for each TV show type?* (If necessary, direct students to the glossary section for checking the meaning of 'intended'). Students can then add the shows they mentioned to the bottom of the chart and complete the last column. **NOTE:** possible answers for other types of show: *cartoons, manga cartoons, children's programs, drama series, late shows, variety shows, talk shows*
- You can then ask a student to read the Culture Stop box. After reading it, you can ask students to check the glossary for checking the word 'increased'. You may want to ask students to discuss in pairs if they know examples of really old shows or shows that their parents or grandparents used to watch; they could, afterwards, share with the class.

Answers

a 3, b 5, c 6, d 1, e 2, f 4

GET GOING

TRACK 06



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

- You can start this activity by directing students' attention to the options in this exercise. Elicit from students the kind of information they would be likely to hear in each.
- You can then ask a student to read the instructions and you can play the track.
- Ask students to compare answers and to discuss: *What is the main idea in each of the abstracts?* (abstract 1 is a news broadcast reporting fires; in abstract 2 there is a funny misunderstanding between friends)
- Check answers as a class.

Answer

a 1, d 2

TRACK 06



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

- You can start this activity by asking students to answer the questions they remember in pairs. Tell them not to worry if they don't remember because they will listen again.
- Play the track and then ask students to compare their answers in small groups.
- After you checked answers, ask students to discuss in their small groups *What information helped you find the answer? What do you think the relation between images, dialogue and sound on a TV program is?*

Answer may vary

but can include Abstract 1

- They are colleagues in the news show.
- There are fires in Southern California.
- Residents of nearly 100 homes have been asked by authorities to evacuate as soon as possible. The situation could get worse.

- Residents of Southern California, or people with friends and family there.

Abstract 2

- They are friends.
- There is a misunderstanding about something they want to tell each other.
- Maybe that he was in love with her
- teenagers/young people

TRACK 06



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

- Ask students to read instructions and work in pairs.
- You can play the track again so that students discuss and check their answers.
- Check answers as a group.

Answer

a 2, b 1, c 1, d 2, e 2, f 1, g 2, h 1, i 1, j 2


Consider doing section 1 of the Reading Corner page at this point.

Critical Thinking

As an extra activity, you can ask students to choose two more kinds of TV shows and have them reflect and compare the type of language, intonation, tone, volume, pauses, music and sound effects of both shows.

GET GOING

TRACK 07

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

- You can start this activity by directing students to the picture so they can guess the context of the conversation and then make sure they pre-teach vocabulary like "spoil" and "misunderstanding".
- You can then ask a student to read the instructions.
- Play the track and ask students to answer the questions.
- Ask students to compare answers with a classmate. Check answers as a group.

Answers

1 Husband and wife, 2 Macbeth's friend, 3 They predicted Macbeth would become king

The wording in the answers will vary, but the basic answers are:

- 1 They are friends.
 - 2 Because watching the news makes her feel responsible and confident.
 - 3 Yes.
 - 4 Because it makes him laugh and feel relaxed after laughing for a while.
- You can then ask students to underline the phrases Jamie and Vanessa use to express how the TV shows make them feel. (Phrases: *I feel better after being informed; I feel like I'm being responsible; I feel confident; You feel relaxed.*)
 - You can write these phrases on the board and underline the adjectives. *You can then ask students to discuss: What is your opinion on News broadcast and sitcoms? How do they make you feel? Ask students to try to formulate their opinions using: 'I feel'.*
 - You can then ask students to read the last point in this exercise. Explain that just like with Spanish from different countries, it is important to know the differences between American and British English. Ask students to go to the Language Reference Guide and to work in pairs to

find the American equivalents for the expressions in the SB.

Answers

The phrases "You can..." and "Did you have...?" won't be circled. The rest are equivalent as follows:

- After circling the American phrases, it would be a good idea to remind students about the differences between American and British English.

<i>on the weekend</i>	At the weekend
<i>I will see it</i>	I shall see it
<i>You have to</i>	You have got to
<i>Did you hear</i>	Have you heard


British English	American English
<i>Past Perfect (Used more frequently than in American English)</i>	Simple past
<i>Shall</i>	-Will for statements -Should for questions
<i>'ou' spelling in certain words -colour -favourite</i>	'o' spelling in certain words -color -favorite
<i>Have got</i>	have

Extra Activity

As an extra activity you can assign students to find two short reviews about TV shows as homework, one from a British source and one from an American source or you could also provide them to students. Alternatively, you can provide this information in copies, one per team. Students can work in small groups in class to identify the language differences mentioned above in both articles. They can highlight examples of these differences with different colors.

STOP AND THINK about...

...learning

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

- Consider starting this activity with books closed. Ask students to close their eyes and try to remember everything in the screen of a News show and ask them to describe those elements.
- Tell students to open their books and to work in pairs to complete the activity.
- Check answers as a group.

Answers

1 c, 2 b, 3 d, 4 e, 5 a

...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.**

- Consider starting this activity by asking students to read the first column and to identify if each sentence is formal or informal. As they identify them, you can ask them: *What makes them formal or informal?*
- You can then ask students to match the sentences to the devices a-f.
- Check answers as a class.
- You can then ask students to draw a table in their notebooks with the differences between formal and informal register. Students can use the information from this activity and from other sources to make a very complete list. As an extra resource they can use the language reference section on page 178.
- You can ask students to use the format suggested below:

Formal language		Informal language	
Device	Example	Device	Example
Formal greeting	Good evening to you and all our viewers.	Exaggeration in tone of voice or reaction	What???

Answers

1 f, 2 b, 3 d, 4 c, 5 e, 6 a.

GET MOVING



IMAGE 03

Poster Activity

Consider starting this section by displaying the image on your Resource CD and eliciting the types of TV shows that are illustrated in order to review vocabulary.

TRACK 08

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.

- Consider starting this activity by directing students' attention to the photo in this exercise. Ask students to describe the photo.
- Ask a student to read the instructions and then play the track once.
- The objective of this activity is for students to identify the main topic of the interviews (different TV shows).
- Check as a group what students think the main topic of the interviews are.

TRACK 08

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.

- For this activity, you can start with books closed. You can tell students that they will listen to the interviews again, but they

must write down in their notebooks the question to the answers they will hear.

- Play the track and pause between each set of answers so that students have time to write down the questions.
- After they listen, you can ask students to compare answers, and then to complete the activity in the SB.
- Check answers as a group.

Answers

a 5, b 2, c 3, d 4, e 1.

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.
- For this activity, you can tell students that they will make an interview as the unit project. You can read instructions with the group and divide the class in small groups.
 - It would be a good idea to review phrases for expressing opinions and addressing others' opinions (*Why don't we include...? I think we should include...; Let's include... etc.*). You can direct students' attention to the dialogue boxes in the exercise to exemplify the negotiation that should take place.
 - Ask students to create the list of questions they can ask in an interview about TV shows and the emotions they cause.

GET MOVING

4. Read the following abstract from the interviews you heard and circle the correct answer to the questions.
- For this activity, consider asking a student to read instructions out loud for the group and then divide them into pairs.
 - Ask students to read the text and refer to the glossary section to check the words they may not know.
 - After students have completed the activity, check answers as a class.
 - Students could then continue working in pairs to underline the words used to describe something. Ask students to decide if the words are describing the speaker's feelings or the show they are talking about. (Words that describe shows: creepy, humiliating, fun, boring, unnecessary. Words that describe people's feelings: afraid, uncomfortable.)

Answers

1 (3), 2 (2)

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.
- Consider starting this activity by asking students: What would be a good way to identify the main idea in a text? How can you differentiate main ideas from supporting ideas? A possible and correct answer could be that supporting ideas usually describe the main idea.
 - Read instructions with students and ask them to work in pairs to identify the main and supporting ideas in this activity.

- It would be a good idea to direct students' attention to the Get Smarter! Box and then to check the last point of this exercise.
- Ask students to work individually in the last point and to think about a specific TV show they hate. They must write the answer to the question *Why do you hate this show?* Students must include examples or explanations in their answer and share it with the class.

Answers

Speaker 1: a. main idea, b, c, supporting ideas. Speaker 2: a. main idea, b, c, d supporting ideas.

Extra Activity

As an extension of the last point in this exercise, you can ask students to make an 'Image Mind map'. Students can place an image of a TV show they hate in the middle of their mind map and then add images that represent words that describe the TV show and their feelings about it. After that, students can take turns explaining each other's mind maps using the images as prompts. For example, You hate "The Three Friends" because it is boring and makes you feel sad.

GET MOVING

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

- For this activity, you can ask students to work individually.
- Read instructions as a class.
- Since the objective of this activity is to help students reflect about their progress, you can start by brainstorming some words that describe progress and level of difficulty: easy, difficult, very easy, very difficult.
- Ask students to complete this activity in their notebooks.
- It would be a good idea to ask students to research ways to improve what they find hard to do and then to compare their suggestions in small groups.

TRACK 08



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

- For this activity, read instructions with students and then ask them to take turns to read the text.
- Ask students to underline the feelings mentioned by each speaker and check as a class.
- After this, you can ask different volunteers to write the sentences with the word 'like' to see how this word works in each case. Ask, *what would you say the meaning of 'like' is in these cases?* (In these cases, 'like' means 'as if' and it is being used to elaborate on the explanation given).

- You can then ask students to create a sentence using 'like' to check understanding.
- After this, you can direct students' attention to the second section of this exercise, and read instructions with the group.
- Play the track once and ask students to work in small groups to answer.
- Check answers as a class.
- As a closing activity, it would be a good idea to ask students to present in small teams: *How does each of the resources you marked help a speaker get their message across?*

Answers

important, relaxed, curiosity, anxious, excited.

Listening Answers

a, b, c, f



IMAGE 03

Poster Activity

To give students practice on extended answers to questions, you can display the corresponding image for this unit and elicit the type of shows illustrated. After that, students can work individually to write notes on how each type of TV show makes them feel. The notes should include details, an explanation, and examples of shows of the same type that generate the emotions they describe. After this, students can work in pairs taking turns asking each other how each show makes them feel. As you monitor this activity, encourage students to use different resources (like emphasizing words, or changing tone) to get their message across.

GET MOVING

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

- Depending on your school's facilities, you could do this activity in two ways:

Option 1 is to make this an outdoors activity. You will need to make big signs with each of the adjectives in the box and spread them far from each other in a courtyard.

- You can start this as a game in which students first identify the words that describe programs and the words that describe feelings by running and standing or sitting next to each sign.

- You can then tell students that you will mention the type of program and they should run and place themselves next to the sign that matches their opinion.

- You can ask random students to tell you sentences using the words in the sign. For example: *News shows are boring. News shows make me feel bored.*

It is important that you emphasize the difference between *-ing* and *-ed* endings in adjectives. In this case, *-ing* endings describe the TV show and *-ed* endings describe the feeling it causes.

- After this, students can fill their charts and then compare them in small groups.

Option 2 for this activity is to simply ask students to complete the chart and then compare in small groups by saying two sentences per type of program as explained before.

- You can then direct students' attention to the last couple points of this exercise. Ask students to choose two TV shows they like and one they don't and to prepare a similar table with words to describe them and feelings they get when they watch them. Students should write sentences about how each of the shows made them feel including examples or explanations in their sentences.
- Students can then compare their opinions in small groups.

Answers will vary

but could be classified in this way:

Type of program: serious, interesting,

fun, silly, entertaining, annoying, boring, alarming, educational, bad.

Feelings: intelligent, bad, sad, relaxed, bored, anxious, excited, happy, annoyed, entertained, angry, interested.

TRACK 09



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

- For this activity, you can tell students that you will continue preparing for their unit project.
- Read instructions with students and ask them to complete the chart in the SB in small groups.
- Check answers as a class and ask students to complete their charts with sentences they didn't think of.

Answers will vary

but could include the following:

Formal start Could I ask you a few questions? Excuse me, would you be so kind to answer some questions?	Informal start Hey! I'd like to ask you a few questions. Can you answer some questions?
Formal end It's been nice talking to you. Thanks. Thank you for your time! It's been a pleasure.	Informal end Thanks a ton! Thanks! Bye!


Extra Activity

As an extension of this activity, you can make sets of cards with possible interviewees: a teacher, a lawyer, a teenager, a family member, the president of the country. You can divide the class in different teams and give a set of cards to each team. Each student should pull a card and depending on what they get, mention a formal or informal way to start or to end an interview. For example, if a student gets the 'Director of a big company' card, they should choose a formal phrase to start and finish the interview.

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.
- Tell students that in order to make a good interview, they can use the interview frame in this exercise.
 - You can start by analyzing this frame as a class. Ask: *What should you do after the interviewee answers the first question?* You need to decide if you ask for more detail in case they say something interesting or something is unclear.
 - Tell students that they will listen to an interview and that they should write the questions in the correct part of the frame.
 - Depending on the group's skill, consider pausing after each question to give them time to write.
 - After checking answers with the group and listening again, ask students to work in small groups and compare how closely the interview follows this frame (there is no question 3, but Jamie asks for more detail after a word is unclear).
 - Finally, ask students to reproduce this framework in their notebooks and to prepare a set of questions for the interview they will conduct for the unit project.

- NOTE:** Students should know the importance to be prepared for unexpected answers and situations. Interviews and conversations do not always go according to plan.
- It may be a good idea to ask students to work in pairs and revise each other's work.

Answers**Introduction:**

Can I ask you a few questions?

Question 1:

What is your favorite TV show?

Question 2:

How do you feel when you watch that show?


Intrigued? What does that mean?

Question 3:**Conclusion**

Thanks for the chat...see you later!

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.
- You can start this activity by reading instructions as a class.
 - Divide students in pairs and remind them to be very cooperative and respectful while doing the interviews.
 - Tell students that each student will take turns to interview and answer in each pair.
 - Ask students to give each other feedback using the charts in the SB.
 - If time allows, students can repeat the interviews until both have 'yes' marked in all the lines of their charts.

...self

1. Think about interviews with classmates and answer the following questions in your notebook.
- For this activity, you can read instructions together and then ask students to answer the questions in their notebook.
 - Divide the class in small groups and ask students to compare their answers.
 - Then, discuss as a class: What can you do to help people feel comfortable with interviews? At this point, if it helps students, it would be a good idea to ask students to tell you what other people can do to make them feel more comfortable during an interview. For example: I don't like to be recorded in video. Other people could only record my voice or take notes if they interview me.
 - Consider asking students to do sections two and three on the Reading Corner Page.

Answers will vary

GET AHEAD

1.  Preparing

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

- Review all the activities students have done so far in order to finish the unit project.
- It may be a good idea to have students analyze the information considering they will use so that they can improvise questions and answers for their interviews more confidently.

2. Presenting

- You can divide the class in groups of four and, within their groups, have them take turns in pairs presenting their interview.
- While one student is interviewing another, the two students listening must fill in the formats in page 51 to provide feedback to the interviewer and interviewee.
- It would be a good idea to ask students to take notes of interesting comments or questions in the interviews to share with the class later on.
- After the interviews, ask students to share their feedback.
- As a class, ask students to share the notes they took during the interviews and ask students to find similarities and differences with their classmates.

3. Reflecting on my Progress

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

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. Tell students that you will read out loud different sentences and that they should mark them if they can do them now.
- After doing this, ask students to discuss the reasons for their answers in pairs.
- Monitor the pairs and give suggestions to students about how to revise and learn the information they need.

reading CORNER

GET READY TO READ!

- Before students start reading the text on TV shows have them discuss in pairs question 1. You can conduct class feedback to get to know your group better and understand their motivation to watch TV.
- Students could work individually to read and answer item 2 and then discuss their answers again in pairs.

GET INTO THE TEXT!

- As they read, students can check how close their predictions were to the actual information. When students finish reading, they could answer the questions and work in groups to compare their answers.

Possible Answers

- a cartoons, children's programs, documentaries.
- b documentaries and news broadcast
- c entertainment
- d relaxes them, it's exciting, gives them information
- e makes them happy, makes them curious, keeps someone intrigued

GET TOGETHER

- Students can work in groups to discuss the questions in this section and then share their ideas with the class.

Reading Book

Answer key

GET THE MAIN IDEA

1 b

GET THE DETAILS

Answers may vary

GET THE WORDS

1 purpose, 2 documentaries, 3 news satire shows, 4 thrill, 5 re-runs, 6 intrigued, 7 death

QUICK CHECK


1. Complete the following interview.

- Read the instructions for the class and make sure they understand the task at hand. Students could work individually for this activity.
- Monitor as they answer so that you can take note of common problem areas if there are any.
- You can ask students to read the information available first in silence to then complete the activity.

Answers will vary

but can include:

- 1 Can I ask you a few questions?
- 2 What is your favorite TV show?
- 3 What kind of show is it?
- 4 How does this show make you feel?

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

- Read instructions with students and divide them into pairs.
- As students practice the questions, monitor their performance.
- You can write the questions in the last point as a checklist on the board so that students can talk with their classmates about performance.

SELF-ASSESSMENT

Mark (✓) the correct box.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class all the options in this chart.
- Explain that they have to decide how well they comply with each criterion.
- Monitor the class as they answer to make suggestions.
- If a student marked "I need more work to get it" to any of the statements, it would be good to have a quick chat with him/her to make a short action plan so that he/she improves.


Evaluation Instrument

The following control chart will help you identify what your students are able to do and their areas of opportunity. Consider the formative aspect of evaluation as you fill the information for each student. Keep this instrument as evidence of your students' learning.


Name of student: _____ Date: _____

Objective	What is the evidence of learning?	When was it done?	Comments on performance
Can understand what the theme, purpose and possible audience of a TV show are.			
Can understand main ideas of TV shows.			
Can understand some details of TV shows.			
Can recognize different types of TV shows.			
Can compose sentences on emotions and reactions that TV shows generate.			
Can give examples and/or explanations when talking about reactions to TV shows.			
Can write questions about TV programs.			
Can ask an answer questions about TV programs.			
Can organize questions to conduct an interview with a classmate.			
Can share emotions and reactions about TV shows in an interview.			

Review Units 1-3

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

Possible Answers: 1. To prove a hypothesis; 2. Title, materials/ingredients, instructions, conclusion; 3. To make sure the results are controlled.

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

Answers: *Students underline in red food coloring (different colors), liquid detergent, milk, recipient; Students underline in blue Add one drop of detergent in the center. Drop a couple of drops of food coloring near the edge of the recipient. Pour some milk into the recipient. Repeat the process with every color. Students underline in black 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 in order Pour some milk into the recipient. Drop a couple of drops of food coloring near the edge of the recipient. Repeat the process with every color. Add one drop of detergent in the center.*

3. **Answer the question.**

Answers will vary. Students should justify their answers.


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

- You can use the Writing Assessment form on page 63 to grade students' performance for this activity. Answers will vary but they should all express surprise and convey surprise or annoyance accordingly.


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

- You can use the Speaking Assessment form on page 64 to grade students' performance for this activity.

Answers will vary, but student A should give details of the situation and be ready to clarify student B's questions; student B should ask for clarification of the situation. You can use the Speaking Assessment form on page 64 to grade students' performance for this activity.

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

Answers will vary, but students should give details of the anecdote and use different phrases to clarify information.

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


Answers will vary. Students should justify their answers.

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

Answers will vary.

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

Answers will vary but students should use the information on the table to ask some question, as well as add notes to help them start and end the interview.

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

Answers will vary but the interviewer should start and end the interview politely, ask questions about the TV shows and the emotions it causes, and show interest in my answers with body language and follow-up questions; the interviewee should answer the questions made by the interviewer, offer relevant explanations and examples, show his/her emotions in tone, volume and stress in words, and move his/her hands to express meaning.

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate level (4-1)

WRITING ASSESSMENT FORM

Level / Descriptor	
4	The writing is clearly well organized. The use of language includes good control of grammar and a good range of vocabulary. The student uses basic connector to join ideas. Only minor spelling and grammatical mistakes occur. The reader can clearly understand the text.
3	The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connector to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.
2	The writing is not well organized. The use of language includes some control of grammar but has a limited range of vocabulary. The student occasionally uses basic connectors to join ideas. Spelling and grammatical mistakes occur with some frequency. The reader has to make some effort to understand the text.
1	The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited. The reader would have to make a great effort to understand the text.

Adapted from Cambridge English Preliminary Handbook

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate column

SPEAKING ASSESSMENT FORM

	Very good	Good	Needs improvement
Grammar and Vocabulary			
The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.			
The student uses appropriate vocabulary when talking about situations related to the Social Practice of the Language			
Pronunciation			
Most of the times, it is clear although there may be some words mispronounced.			
Communication			
The student can maintain simple exchanges with no difficulty.			
The student can produce extended discourse of language with no or only some hesitation.			

Adapted from Cambridge Assessment Handbook

Term test 1

Part 1

Materials

Order may vary: scissors, paper, ruler, pencil, colored pencils, cardboard, wooden skewer

Students should color the wheel following this sequence: red, orange, yellow, green, blue, indigo, and violet; one section will be left blank. Students can use a purple colored pencil to substitute indigo, and violet.

Part 2

Wording may vary: White, because all the colors mix together and create white light.

Part 3

- Read the instructions together with the class.
- Explain to students they have to choose ONLY one situation to retell.
- To assess the testimony presentation, consider that it should contain the elements mentioned in the instructions. Use the presentations on pages 34 and 37, and the one on the Review Units 1-3, page 57 of the Student's Book, as an example. Students must retell the chosen situation and clarify their classmate's questions. *You can use the Speaking Assessment form on page 64 to grade students' performance for this activity.*

Teacher's notes

Part 4

Across: 3 CAPTION, 5 GRAPHICS, 6 SPORTS BROADCAST; Down: 1 GAME SHOW, 2 LOWER THIRD, 4 SITCOM

Part 5

Answers will vary.

Part 6

- Read the instructions together with the class.
- Explain to students they have to choose ONLY one situation to interview their classmate.
- To assess the interview, consider that it should contain the elements mentioned in the instructions. Use the interviews on pages 50 and 51, and the one on the Review Units 1-3, page 58 of the Student's Book, as an example. Students must retell the chosen situation and clarify their classmate's questions. *You can use the Speaking Assessment form on page 64 to grade students' performance for this activity.*

Teacher's notes

SOCIAL LEARNING ENVIRONMENT: Recreational & Literary
COMMUNICATIVE ACTIVITY: Literary Expression.
SOCIAL PRACTICE OF THE LANGUAGE: Read poems.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Select and Explore Poems	Model reading aloud poems, so that students manage to: <ul style="list-style-type: none"> • Value familiarity with the topic. • Enjoy and appreciate reading. • Connect with their emotions. • Relate their own repertoire of words and expressions with poems. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - Selection of poems. - Charts with moods and opinions. - Questions and oral answers about moods. - Check lists. <p>Final product: Inventory of emotions</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Self-evaluation card
2. Understand general sense, main ideas and some details.	Challenge your students to reflect about life, values, etc., so that they have the conditions to manage to: <ul style="list-style-type: none"> • Read and reread poems. • Use a diversity of communication strategies. • Identify words, types of sentences. • Contrast rhythm in verses. • Match consonant clusters to sounds. • Notice homophones. • Identify explicit and implicit information. • Infer main ideas based on details. 	
3. Describe moods.	Intervene to offer feedback and help, so that your students manage to: <ul style="list-style-type: none"> • Create mental images based on poems. • Answer questions to infer moods. • Associate moods in poems with their own. • Recall memories to recognize feelings. • Express personal answers. 	
4. Write sentences based on words and expression that communicate moods.	Stimulate and motivate your students to value their own and others' feelings, and to reflect on their importance in the life, so that they have the conditions to manage to: <ul style="list-style-type: none"> • Write sentences to describe moods. • Organize sentences into paragraphs to describe feelings and emotions. • Analyze the effect that punctuation marks and upper case have in the wording or sentences about feelings. 	

GET GOING

Lead-in


You can start this unit by asking students which poems they have read or know about. Ask students to share details they remember and ask the unit question: "What do poems communicate?" You can have students discuss this in small groups and then share their answers with the class or manage this as a class discussion.

GET GOING!

-  **Discuss the questions below. Write your answers and prepare to share them with the rest of the class later on.**
 - For this activity, you can read instructions with students and ask them to work in pairs.
 - Compare answers as a class.
 - Another option could be to ask students to bring markers, pieces of paper and scotch tape.
 - Write on the board the three questions separated from each other.
 - As students read the questions, they must write down the first word that comes to their mind. Then, ask them to paste their words on the board around each question number. In this way, you will create big word clouds from which students can draw conclusions.
 - You can then ask students to explain their reasoning behind the words they chose.

Answers will vary



(they should all be accepted at this point, but suggestions will be given in activity 2)

-  **Read the following text about poetry and discuss the questions below in small groups.**
 - Tell students that you will now compare what they discussed with what an expert says about poetry.
 - Ask students to read the text and answer the questions in small groups. It would be a good idea to ask students to underline the parts of the text in which they found each answer.
 - For the last two questions in this activity, you can ask students to write their answers in their notebooks.

Answers

- Answers from activity 1: 1 Poetry can be defined as written text that plays with meaning, sound and rhythm to create strong emotions. 2 The way the text is organized as well as the fact that there always seems to be a strong emotional message. 3 Poetry helps people to connect to the feelings and experiences of others.
- 2 and 3. **Answers will vary**


GET GOING

-  **Discuss with a classmate: Have you ever read a poem? Which one(s)?**
 - Divide students into pairs.
 - Read instructions with the class and ask students to discuss: Have you ever read a poem? Which one(s)?
 - You can ask students to give details about the poems they have read and share with the class. Additionally, you could ask them their reasons for having read them.
-  **To understand the poem better, read it and write the correct underlined word next to its meaning.**
 - Read instructions with the class making sure they understand the task.
 - Ask students to work in pairs in order to find the meanings of the underlined words. Remind them to use their glossary if needed.
 - Check answers as a class.

Answers

1 a, 2 b

TRACK 10

-  **Listen to a poem by Emily Dickinson. Mark (✓) the emotion it communicates.**
 - You can start this activity by telling students that they will listen to a poem by Emily Dickinson. Direct students' attention to the Culture Stop to find out more about this author.
 - Ask if they know something about her or if they have ever heard a poem being read by someone else. You can also ask for details about this experience.
 - It may be a good idea to remind students that emotion is conveyed not only through words. They should also pay attention to tone of voice and intonation.
 - Play the recording, ideally with books closed. Have students complete the activity and check the answer as a group.
 - Tell students that they will listen again. Before they listen, you can ask them to remember some key words they heard the first time and you can write them on the board.
 - Ask students to close their eyes and listen again. Ask: What images come to your mind?
 - Divide the class in small groups and ask them to discuss and see how similar or different their ideas are.

Answers

c


Answers

1 extremity, 2 tune, 3 sweetest, 4 sore, 5 soul, 6 feathers, 7 rests

Extra Activity

In order to make understanding more effective, it would be a good idea to ask students to paraphrase each sentence. For example: "Hope" is the thing with feathers that rests in the soul = Hope is like a bird that lives inside people. This activity could be done in teams and you can compare as a class.

GET GOING

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

- For this activity, you can ask students to first work individually to reflect on the poem.
- Ask students to compare answers in pairs and to underline the words in the text that confirm their answers.
- Check answers as a class.

Answers will vary

but can include: 1 to a bird, 2 like a bird that sings despite things happening around it, 3 very big problems, 4 all the time, even in difficult times.

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.


- For this activity, remind students that an important part of poems is sound. Poems use the sounds in words to create emotion and effects.
- Direct students to the Get Smarter! Box so that they become more aware of sound in poetry.
- Read instructions with the class and play the track once. Discuss the example given and ask students to complete the rest of the activity.
- Check answers as a group and ask students to give their reasons.

NOTE: Clarify storm/worm, although similar in spelling, the vowel sounds are different. The 'o' sound is deeper in the word 'storm' and shorter in 'worm'. This is called a half rhyme. The consonant sound is repeated and this creates musicality. You can explore the Language Reference Section with students to revise the information on rhyming words. You can explain to students that spelling can help us see the repeated sounds as in the words "see" and "feed" where "ee" represents the sound /i:/. However, remind them that there will be exceptions like with "heard" and "bird"

where the sound /ɜ:/ is represented by the spellings "eard" and "ird".

Answers

for hear/bird circle b; for storm/worm circle b; for sea/me circle c

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?

- The objective of this activity is to make students aware of rhythm and sound in this particular poem.
- Before reading this poem as a group, you can ask students to write the poem down in their notebooks, leaving enough space between lines.
- First, you can ask students to doodle around the words to signal meaning with drawings.
- Then, you can play the track and ask students to pay attention to how key words are pronounced and to underline syllables that help provide rhythm.
- You can play it again so that the class reads along the track and then you can allow them to read by themselves.
- You can then divide the class in small groups and ask: How does the sound of the poem make you feel? What is your opinion of the poem?
- Check the conclusions of each group.

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?

- Read instructions with the class.
- It would be advisable to ask students to take notes or write a quick summary of each opinion.
- Then ask students to discuss with a classmate: Which opinion is closer to yours? Why?

STOP AND THINK about...

...language

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.

- Read instructions with students and direct them to the Get Smarter! Box.
- Tell students that they are going to see an example of how a poet can use grammar in different ways so that sound and meaning can be favoured.
- Read the verse together and have students complete the activity working in groups.
- Check answers as a class and, if necessary, refer students to the language reference section so that they notice the use of "that" as a relative pronoun that refers to the storm in line 3 and the bird in line 4. You could then discuss and analyze the use of other pronouns in the poem.




Answers will vary

but can include: 1 the bird (or hope), 2 because it is the sound of hope. The line says 'sweetest' because it is when things (wind) go against us, that hope feels sweeter, 3 It could refer to really big problems in life. It is sore, because problems hurt. 4 the storm.

...learning

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

- Consider starting this activity by asking students to bring the notes they have taken so far.
- Set a relaxing environment and ask students to review their notes and to complete the chart in the SB.
- Ask students to compare answers in groups.
- Monitor the groups' progress and take notes in order to provide suggestions to the class about what they'd like 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>

- To spark students' curiosity, you can start this activity by bring to class photos of poets with a short bio at the back.
- You can give them to students so that they read them, exchange them and discuss which ones they find interesting.
- After that, students can decide in small groups where they can find more poems from these authors to read.
- Students should choose from 1 to 3 poems for their final project. Point out that there are some poems in their reader book, their local or school library, or sites for poems.
- Once students found the sources for their poems and they chose different authors, student can bring different options to class so that they can choose in their project groups.

GET MOVING

Poster Activity

To review the concept of rhythm and rhyme, display the image for this unit and have students work in groups to read the lines aloud, each one in four beats, and then writing the words that rhyme for each line. After this, students could relate the phrases they read with something they are familiar with. For example, for "So bad, it's sad" students can say something like "traffic", "poverty" or any other very sad thing they can picture.



- 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.

 - Consider starting this activity by asking students as a class to describe what they see in each photo.
 - Read instructions together and ask students to complete the chart in small groups.
 - Check answers as a class.
 - Ask students to continue working in groups and brainstorm more feelings and emotions that can be expressed in these poems and to add them to the correct column.
 - You can check these words as a class and ask students to complete with words they didn't think of before.

Answers will vary

but could be similar to:

Poem a	Poem b	Poem c
confused depressed fearful miserable sad scared worried	calm wishful serene	hopeful in love joyful

- Page 82 Page 49.
 Consider asking students to work on section 1 on the Reading Corner Page.

GET MOVING

TRACK 12

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

 - For this activity, you can start by asking students to read first and to try to predict in pairs the title of each poem.
 - Direct students to the glossary so that they can understand the difficult words in the poems.
 - Play the track and ask students to read in silence and to write the letter of the correct option.
 - Check answers together.
 - Ask students to work in pairs in order to check the list of emotions they predicted for each of the poems. Students must ask each other: Were your predictions correct? Do you want to make changes?
 - Monitor pair work.

Answers

Poem 1 a, Poem 2 c, Poem 3 b

TRACK 12

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

 - For this activity, ask students to create the chart like the one in the SB in their notebooks.
 - Read instructions together and play the track once. Pause between poems so that students have time to think and write.
 - Ask students to get in groups so that they create a similar chart in their notebooks for the poems they chose in activity 2, page 65 for their unit project.
 - Monitor as groups work.


Answers will vary


Poster Activity


Display the image for this unit and ask students in pairs to try to match the phrases to any of the poems. Ask students to explain to you how the type of letters in each of the sentences in the image conveys the feeling of the line. Have students choose a couple of lines from one of the poems on this page and write them with the type of letter that would project the emotion. Have pairs share their creations in big groups or with all the class.



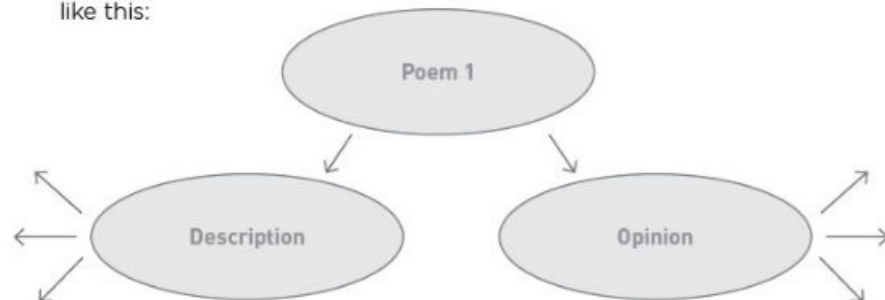
GET MOVING

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

- For this activity, you can ask students to bring to class one of the poems they chose and the chart they made in Activity 3.
-  You can tell students that they will be in groups with classmates who want to discuss the same poem and you can assign some time before they get in groups so that they prepare questions for their classmates.
- You can check examples of questions in the SB and then elicit some more questions they could ask using question words like How...? (How does the poem make you feel?) When...? (When do you like to read poems like this?) etc.
- After this, students can discuss the contents of their charts asking questions about their 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.


- For this activity, read instructions with students.
- Ask different volunteers to read each opinion.
- Ask students to get in small groups and answer the questions.
- Check answers as a group.
- For the last point in this activity, you can ask students to make mind maps for each of the poems they chose and brainstorm together more phrases and words they can use describe a poem and give their opinion about it. The mind map could look like this:





- Check students' work and provide ideas to boost their vocabulary.

Answers


- 1 and, this means, because of, because, but
 2 beautiful, sad, depressing
 3 different, isolated,
 4 to me, I think, I like
 5 punctuation and capital letters help emphasize ideas

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

- For this activity, it may be a good idea to ask students to bring colored pencils to class, and a separate piece of paper.
- You can tell them to make an illustration that represents their opinion and feelings about the poem in one side of the paper.
- At the back of the paper, they should write their sentences about the way the poems made them feel.
- Students can then share their sentences in pairs and help each other correct or improve.
- To add challenge, you can limit time for the revisions and then have students switch partners so that they get more revisions and corrections.

-  Page 79  Page 49.
 Consider asking students to do sections 2 and 3 on the Reading Corner Page.


GET MOVING

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..

- For this activity, you might want to elicit from the class what they understand by "emotions inventory". Accept all ideas and then describe what this means for this unit and for their unit project: a collection of thoughts and emotions that a poem generates.
- Tell students that they will read an emotions inventory made by a student. Remind them that they will work on something similar for their unit project.
- Read the instructions with the class making sure they understand the task at hand.
- Divide students into groups to complete the activity.
- Check answers as a class.

Answers

1 f, 2 b, 3 e, 4 d

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.

- You may want to divide the class into project groups and then read instructions with them.
- Tell students that in their SB there are suggestions on sections to include in their inventory of emotions.



- Have them analyze the example from Activity 7 and ask which sections are included, as well as how they are separated (The example has four sections: sound and rhythm, what I imagine, my experience and my feeling). Sections are separated into paragraphs that start with a set beginning phrase. Some paragraphs are illustrated).
- Students can discuss if they could use a similar format to the one in Activity 7, if they want to have more sections, is they want to change the order of sections, if illustrations are optional or not, if the sections will have headings, how long the inventory should be, etc.
- By the end of the discussion they should have an outline or frame of the format of their emotions inventory.
- Monitor as groups work.

Critical Thinking


Ask students what the purpose of an inventory of emotions is. You could write the question on the board and circle it, and then have volunteers write words they think will be connected to the answer around the question, as in a mind map. When you have enough words (which could include show, explain emotions, feelings, etc.) explain to them that being able to recognize emotions, name them and being able to explain them is part of developing emotional intelligence (the capacity to be aware of emotions and handle them productively).

STOP AND THINK about...

...language


-  **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.**
 - You can invite a student to read instructions aloud and then have a volunteer explain to the class what the task is about using his/her own words.
 - Go over the question beginnings with the class eliciting a couple of examples.
 - Have students work in their project groups and keep a record of the questions they could use for the final project discussion.
 - You can transform this activity into a game. Ask students to write the question words in different columns in their notebook.
 - Assign a short period of time and tell students to write down as many questions as they can think of. They can work in teams for this.
 - When time expires, the team with the most questions wins.
 - You can then assign some time for revising that grammar and spelling are correct, as well as for deciding which questions to keep for their final project.
-  **Conduct a roleplay.**
 - Ask students to get into pairs and imagine that they wrote the inventory in page 69.
 - Students will take turns pretending they wrote the inventory and asking the questions from Activity 1. Alternatively, they can put the questions into practice using one of the poems they have read and analyzed so far on the unit, and using their real information to answer.
 - Monitor their work and make notes of their mistakes so that you provide feedback at the end of the activity.

...learning

-  **Write a first draft of an inventory of emotions. Follow the steps:**
 - For this activity, read instructions with the class going over each of the steps in detail and asking volunteers to paraphrase the steps.
 - It may be a good idea to read each point, assign time to work, give suggestions to students and then move on to the following point.
 - You can also suggest students to make their inventory in the form of a poster.
 - This activity could be done in a couple of days or a part could be assigned as homework so that students get the necessary materials.

STOP AND THINK about...

...learning

-  **Before sharing your inventory of emotions with the class, complete the following chart to check the work you have done.**
 - For this activity, you can tell students that the objective is to check that their inventory is ready.
 - Read instructions with students and go over each one of the points in the chart with them making sure they understand the contents.
 - Ask students to complete the task objectively.
 - Students can then answer individually at first, and later compare their charts with a classmate.
 - If there are any sections marked 'no', students must give each other suggestions on how to improve or to complete that step, as this will be important for the final project.

...self

- In your notebook, write the answer to the following questions.**
 - For this activity, read instructions as a class and ask students to write their answers individually in their notebooks.
 - Then, ask students to work in small groups and share their answers.
 - This last part of the activity could include ideas about expressing feelings even in their own language.
 - As an extra challenge, you can ask students to create a mini-tutorial on how to express your feelings.
 - Have a few volunteers share their answer to question 4 and note down on the board any questions or information they might want to learn but haven't had the chance to. Refer students to resources to learn more about poetry, such as the one suggested on their Reader Book (page 61) or at the end of their student book (page 187)

GET AHEAD

1. Preparing

Work in groups. Review the steps you have followed to create an inventory of emotions..

- Go through all the activities students have done so far in order to finish the unit project.
- Make sure their inventories are ready for sharing.

2. Presenting

- Students can work in groups and decide the order of their presentations.
- Read instructions with the class and follow them.
- Monitor students' progress. Take notes so that you provide constructive feedback to your students.

3. Reflecting on my Progress

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

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. Tell students that they should complete the sentences in their notebooks.
- Check students' work taking notes of generalized concerns or issues so that you can give suggestions to improve.

reading CORNER

GET READY TO READ!

- Before students start reading the text Poetry Night, have them work in small groups, discussing questions 1 and 2.
- You can tell them to write their answers after the discussion with their classmates.

GET TOGETHER

- Students can work in small groups to discuss the questions in this part. Conduct class feedback so that students can share the most interesting ideas that came up in their groups.

GET INTO THE TEXT!

- Students can fill in their charts individually as they make progress in their reading. They could check or compare answers in pairs or groups once they finish.

Answers will vary

Reader Book

Answer key

GET THE MAIN IDEA

Answers may vary.

GET THE DETAILS

1 achieve her dreams, 2 probably a classmate or lover, 3 strange scenarios, 4 willingness to continue fighting, 5 No, because he didn't set his mobile in silent mode, 6 Yes, she became an important player in the team, 7 negative feelings, 8 probably the writer's hopes and dreams

GET THE WORDS

B	L	O	O	M	S
P	E	R	S	E	M
E	T	K	G	V	A
C	N	A	R	E	R
D	A	E	H	A	T


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.**
 - Read the instructions with the class making sure they understand the task.
 - You may want to read the poem aloud for them after they have read the poem silently and checked the words they may find difficult.
 - Have students work individually on this activity, letting them know they will later have a chance to compare answers with others.
 - Monitor as students answer so that you can take note of individual or generalized problems.

Answers will vary

but can include:

- 1 away-day, me-tree, snow-grow, decay-day
- 2 The happiness autumn brings to the writer.
- 3 There are key words related to happiness such as bliss and smile.
- 4, 5 Answers will vary

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 instructions with students and divide them into pairs.
 - As students take turns reading the poem, give suggestions about intonation or pronunciation. It may be a good idea if you also model the reading of the poem at this point if you haven't already done so.
 - Ask students to discuss the question in the instructions.

 **SELF-ASSESSMENT**

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

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class what each number means.
- Explain that they have to decide how well they comply with each criterion.
- Monitor the class as they answer to make suggestions.
- If a student marked "3" to any of the statements, it would be good to have a quick chat with/him or her to make a short action plan so that he or she can improve.

Evaluation Instrument

The following evaluation chart will help you identify what your students are able to do and their areas of opportunity. Consider the formative aspect of evaluation as you fill the information for each student. You could also give a copy of this to each of your students to self-evaluate. Keep this instrument as evidence of your students' learning.

Name of student: _____ Date: _____

- 1 I can do this easily and even help others do this.
- 2 I can generally do this. I need help now and then.
- 3 I have problems doing this. I usually need of help.
- 4 Even with help, this is always 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.	

SOCIAL LEARNING ENVIRONMENT: Academic & Educational
COMMUNICATIVE ACTIVITY: Search and selection of information.
SOCIAL PRACTICE OF THE LANGUAGE: Write a brief report on a historical event.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Select and Revise descriptions of historical events.	<p>Monitor students as they explore descriptions to:</p> <ul style="list-style-type: none"> Anticipate content from textual organization and graphic components. Contrast subject, purpose and intended audience. <p>Provides opportunities for students to compare ways of expressing past actions and verb forms used to express them.</p>	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> Mind maps Events in chronological order Notes
2. Understand contents of historical texts.	<p>Collaborate with students and invite them to:</p> <ul style="list-style-type: none"> Classify new terms by their meaning and relate them to their own repertoire of words and expressions. Reflect on the presence of auxiliaries in negative and interrogative declarative statements. Differentiate main ideas from secondary ideas. Express general meaning of a text. Select key events from chronological order. 	<p>Final product: Reports on historical events for an anthology</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> Questionnaire
3. Write brief reports.	<p>Provide students models and strategies to summarize information in a report, and help them to:</p> <ul style="list-style-type: none"> Compose simple statements and complex paraphrasing main ideas. Use double genitive expressions for marking belonging relations and avoid repetitions. Complete conceptual maps with information that extends the main ideas. Emphasize and clarify ideas in texts. Set order of key events in timelines. Group similar information statements to form paragraphs, using expressions and connectors that show sequence, simultaneity, or cause and effect. 	
4. Edit reports.	<p>Collaborate with students to:</p> <ul style="list-style-type: none"> Check punctuation and spelling of adverbs and connectors. Remove, add, change, or reorganize information to improve texts. Clarifying ideas based on the recipient and purpose. Make final versions. 	


GET GOING

Lead-in

You can start this unit by eliciting important moments in Mexico's history. You may write them on the board and ask *How do we know what happened in each event?* You can elicit answers and guide them if necessary. For example: *What was Porfirio Diaz like? How do we get to know what he did when he was president? Did everyone have the same opinion of him?* You can then ask students what they would do to write a report about Porfirio Diaz. You can tell students that researching, selecting and revising information, can help them understand historical texts so that they can write about them. *You could then ask the unit question: Who writes history?* Some possible answers could be: the ones who lived the event, people who hear about the historical event, people who enjoy investigating historical facts, historians.

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.**
 - You can start this activity by writing World War II on the board and checking students understand which event you want to discuss.
 - You could then ask students to copy the chart in their notebook and fill in the first two columns. It might be a good idea to remind them that it is OK if they do not know much about this event as they will read about it later.

- Invite some volunteers to share what they wrote in their charts.
 - If time allows, students can try to answer their classmates' questions as a class.
-  **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.**
 - Consider starting this activity by directing students' attention to the layout of the texts, the timeline, and the titles.
 - Divide the class into pairs. Ask them not to read the texts in detail and encourage them to discuss and take notes of what the texts will be about and where the extracts were taken from.
 - You may ask students if they know anything about The Battle of Britain. If their response is negative, you can encourage the class to anticipate the content of the texts.
 - Tell students to read the texts in detail and then continue working in the same pairs. You might want to ask them to check their answers to the questions in item 1 and then share them with other pairs. Encourage pairs to justify their responses. Check answers as a class.
 - You can close the activity by asking volunteers to summarize the information they found in the texts.

Answers

Answers may vary but can include:
 The texts are about a battle fought by the UK during WWII. The texts are taken a) from a Encyclopedia, b) from a history magazine and c) from a textbook.

GET GOING

Extra Activity

You can have students scan the text several times before they actually do Activity 3. This way they can try to answer the comprehension questions without skimming the text:

Divide the class into teams. Tell them you will mention things to find in the text of Activity 3 and the team who finds them first will earn a point.

•Numbers: 1940, 1939, 1945, 17, 1941, 5


•Months: July, September

•Places: (Great) Britain, Germany, France, London, Liverpool, the Soviet Union, UK

•Nationalities: German, British, Russian

•Animal(s): Sea Lion

The team with the most points wins the game.

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

- You can start this activity by asking students to look at the layout of the text and the picture. You may brainstorm what they remember about The Battle of Britain.
- Ask students to read the report individually.
- You can have the students work in pairs to answer the questions. It may be a good idea to tell them to underline the information in the text that can help them justify their answers.
- Check answers as a class.


Possible Answers

1 It's a school assignment, probably written for a teacher; 2 The Battle of Britain took place between July and September in 1940, after France fell in June 1940, Germany decided to invade Great Britain, on September 17, Hitler postponed the invasion of Britain indefinitely; 3 The texts on page 77 are shorter and summarize the information; 4 The Battle of Britain was central to the outcome of World War II; 4 The war was won by Allied forces, and winning the Battle of Britain was an important step towards that victory.

Critical Thinking

Have students analyze the citations for the sources the student used in her report. Decide with the class on a format to report on their resources once they get to write their final project report. Discuss with them the importance of acknowledging sources asking questions like: *What is the impression of a paper that cites no sources? How do we know if the information is correct or reliable? Is the information cited here enough so that we can find the sources this student used? Why would we need to find these sources?*


GET GOING

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.**

- You may want to start this activity by asking a student to read instructions and elicit the words they will be using: *war, battle, invade, air force, troops, planes, radar system, bombed, bombing raids, winning, forces, engaged.*
- Ask students to draw the *Warfare* vocabulary chart in their notebooks and ask what warfare means (armed combat).
- Divide the class into pairs. Have them classify the words into each category. You can ask them to use a dictionary to check words they do not know or use the glossary at the back of their book. You could also monitor their work and be ready to help with any vocabulary questions that may arise.
- You can check as a class by asking pairs to share their answers. Practice the pronunciation of difficult words if needed.

Answers

a fight between armies: war, battle; things armies do: invade, bombed, winning, engaged, bombing raids; military equipment: planes, radar system; armed services of a country: air force, troops, forces

5.  **Read the report on page 78 again and complete the following organizer.**
- Consider asking students to bring five different colored pencils or highlighters to the class beforehand.
 - You can start this activity by focusing students on the organizer and eliciting what it is used for. You may need to lead their answers by reminding them that graphic organizers are used to visualize and organize information.
 - Divide the class into pairs. Ask them to read the report again and underline, in different colors if possible, the information

that corresponds to each section of the organizer. You can also have them work with another pair to compare their answers.

- Ask pairs to complete the organizer, reminding them to summarize the information. You may want to monitor their work to make sure students are writing the essential ideas.
- This could be a good moment to direct students' attention to the Get Smarter! box and tell them that they can use the information to check their answers.
- Check answers as a class inviting volunteers to write the organizer on the board. It can be a good idea to encourage the class to check spelling and that the ideas are clear. Help if necessary.

Possible Answers


Main idea of the text: The Battle of Britain was central to the victory of World War II. **Supporting fact 1:** After France fell in June 1940, Germany decided to invade Great Britain to expand their power. **Supporting fact 2:** The RAF managed to keep the Luftwaffe in check. **Supporting fact 3:** Winning the battle allowed Allied Forces to use this front to fight the Nazi army. **Conclusion:** Winning the Battle of Britain was an important step towards the victory of the Allies.

Extra Activity

To help students summarize ideas, you can choose a text from previous units and read a paragraph aloud. Have students note down the most important words to write just one sentence with the main idea of the paragraph. Students can work in pairs to write the sentence. Have volunteers read aloud their ideas and help them discard irrelevant words. If time allows, you can repeat the procedure but this time have students work individually. This can be done as many times as needed.

STOP AND THINK about...


...language

-  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?*
 - Consider asking volunteers to read the instructions and the questions to discuss.
 - It could be a good idea to remind students that the way in which we use language impacts how other people will understand what we say.
 - You can answer the first question as a class. Ask students to underline the verbs in each sentence and elicit the verb tenses used: past simple, past continuous, and past simple in passive voice. Help students notice the difference between using active and passive voice: In active voice we know who does the action while in passive voice we may not know who does the action, or it is not relevant. You can also elicit the difference between using past simple and past continuous: past simple expresses finished actions in the past, while the past continuous expresses actions in the past that happen for a period.
 - Divide the class into pairs. Have students answer the rest of the questions. You may want to monitor their work and provide help if needed.
 - You may want to write the three questions on the board to check answers as a class. Refer students to the Language Reference section of needed.


Possible Answers

What is similar or different in the way the past facts are described?: The verb tenses. **What is similar or different in the way the verbs are used?: How many actions are described in each sentence?:** 2, 2, 1 **Did the actions happen at the same time?:** **Sentence a:** No, Germany decided to invade Great Britain after France fell.

Sentence b: Yes, they did. **Sentence c:** No, there is just one action.

-  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.
 - You can start this activity by eliciting which tense is used in the timeline: present.
 - Divide the class into groups of three. Ask them to take turns describing the past events in the timeline. Explain they can use two events and join them, making sure the chronological order is correctly expressed. Encourage them to use passive voice sentences in the past when the actions are more important than who did them. Monitor the groups work and help if necessary.
 - You may want to check answers as a class by asking volunteers to describe the past events. If time allows, students can give different ways of expressing the events.

...learning

-  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.
 - You can start the discussion by eliciting the sources where students can find information about historical events. Write the sources on the board for students to write their notes on a piece of paper. You may want to take this opportunity to help students reflect on which sources are not suitable for the purpose of the task and why.
 - Ask students to brainstorm different periods of history that are interesting for them. Suggest students to write the ideas on their notes.
 - It might be easier to make a decision if you hold a class vote.

Possible Answers

1 Encyclopedias, academic journals, specialized websites, or history texts (see the recommendations for students on page 187).

GET MOVING

- 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.
 - You can start this activity by asking students to look at this report and the one on page 78. Students can name the differences and similarities they find in both documents.
 - Read the titles (a-e) aloud and encourage volunteers to predict what the sections will be about.
 - You can have students read the report individually. You may want to remind them to read the glossary for the highlighted words.
 - It can be a good idea to encourage students to underline the words that helped them choose each title.
 - If you consider it suitable, students can compare their answers in pairs.
 - Check answers as a class.
- Review the vocabulary in this report and add words to the chart you did for Activity 5 page 79.
 - You can start the activity by asking students to find the Warfare vocabulary chart in their notebooks. Elicit the categories: a *fight between armies*, *things armies do*, *military equipment*, and *armed services of a country*.
 - Ask students to read the text again and find words that belong to each category. To make the activity more challenging, you can give them a time limit. If suitable, you could divide the class into teams and turn the activity into a competition: the team that finds the most correct words in the given time limit wins the game.

Possible Answers

a fight between armies: attack, aerial attack; **things armies do:** launched, expansion, wounded, alliance; **military equipment:** aircraft, military ships, planes, atomic bomb; **armed services of a country:** naval base.


Answers

1 b, 2 e, 3 d, 4 c

Extra Support


To provide more support for students, you could start another chart to organize vocabulary. You can divide the class into small groups and have them underline all the words they do not know. Suggest students using a dictionary to check up the meaning. Then ask them to group the words into a maximum of five categories. Encourage groups to share their charts with the rest of the class. Explain to students that they can use this technique to classify new words to help them remember new vocabulary.

GET MOVING


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.
- For this activity, you can start by eliciting what happened in 1939 to complete the first box of the timeline as a class.
 - You can encourage students to highlight relevant information in the texts.
 - Divide the class into small groups and tell them to copy the timeline onto their notebooks. Ask them to agree which events to include in each section. Remind them they can also include information they already know.
 - Groups can write a clean version of their timeline on a separate piece of paper and keep it in their portfolio.

Answers will vary

but may include: 1939 WWII starts; 1940 The Axis alliance is formed, Avila Camacho becomes president of Mexico, "Operation Sea Lion" is launched by Germany, The Battle of Britain is won; 1941 Japan attacks the US, The US joins the war. 1942 Mexico joins war. 1945 Japan is defeated, WWII ends.

4.  In preparation for your unit project, work in groups and follow the instructions.
- You can start the activity by eliciting which historical period the class chose.
 - You might encourage students to look for the notes they wrote.
 - If the technology is available, you can hold a class discussion about how to select internet sites that are reliable. You can give them some basic guidelines if they need help: Reliable websites are often set up by official organizations and businesses. They can usually be identified by their web address. Prefer sites whose addresses end in .gov, .edu, or .org. Be careful with sites ending in .com as it is often used by commercial organizations.
 - Have students draw a timeline in their


notebooks. Tell them to research the historical period selected and complete the timeline.

- Divide the class into project groups. You can ask them to share the information in their timelines.
 - Check selections as a class, making sure the whole period is covered with different events. Use the information to make a class timeline on the board that shows the period and event each project team has chosen, you can transfer the information on a poster to use as a class reminder.
 - You may want to ask project groups to bring next class different sources to research their historical topic. If technology allows and students use internet sites, you can tell them to print the relevant information.
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?*
- Before reading the instructions, you can focus students' attention on the notes. Elicit what they are and what they are used for.
 - You can give students time to read the notes. Then they can share with the class the features they notice in the notes: They are numbered, they have a summary of an event, and they all include the source of information.
 - Divide the class into pairs and have them answer the questions. Monitor their work and encourage them to discuss further Andrew's reasons to leave out most of the information from this notes.
 - Check answers as a class.

Answers

Which information did he use? Notes 2 and 3: 1939 World War starts, Japan wants to expand in Asia; **How did he use it?** As reference and basis to write more information in his report.

GET MOVING


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.
- You can start this activity by asking project groups to take out the sources for their research you requested the previous class.
 - It is advisable to guide students step by step in this process. A good first step could be to ask project groups to think why they want others to read their report, or what makes the historical event they chose relevant.
 - You can monitor groups' work and guide them to make sure it is clear for them why they are writing the report.
 - After this, you can ask groups to decide on valid sources to find information for their report. At this point you may want groups with similar topics get together and share the sources they brought.
 - Once students have their sources, they can read the information and take notes. This is a good moment to read the information in the Get Smarter! box. Elicit the characteristics of good notes: They summarize important information and include the source.
 - Once groups have finished their research, suggest they number their notes for better control.
 - You can also tell students to save the index cards for their portfolio.

Extra Support


You can find information about writing historical reports by browsing the web. If you need help to guide your students with their writing, you can read "5 Steps to Writing an Historical Essay" here: http://bookbuilder.cast.org/view_print.php?book=52047. You could use the most relevant information for the unit project.

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.**
- You could ask students to continue

working in their project groups. Read the instructions and write the question on the board. Encourage groups to discuss the answer and write their conclusion on the Student's Book.


- Have project groups share their index cards with notes. Tell groups they should organize the notes to have the main idea, supporting facts, and conclusion. Then tell them to make a mind map with this information. Remind them they do not need to use all the information in the notes, just what is relevant for the report.
 - Encourage groups to exchange mind maps to give each other feedback and make any adjustments if they consider it necessary. Monitor and guide students if needed.
 - This is a good time to tell groups to make a clean version of the revised mind map on a separate piece of paper. You can tell them to save this research process for their portfolio.
8. **Reflect on your progress so far. How easy or difficult are the following tasks for you? Mark (✓) the correct box.**
- You can start this activity by telling students it is time for reflecting on their progress.
 - Read the instructions as a class and ask some comprehension questions to check understanding.
 - Allow students to complete their chart according to their progress. Encourage them to browse their Student's Book if they need help remembering what they have done in the unit.
 - Read the sentences one by one to make sure everyone is clear on what is expected of them.
 - To help students who marked the Difficult boxes, it would be a good idea to elicit suggestions to improve each area. It is important to foster a very respectful and friendly environment.
 -  Consider directing students to the Reading Corner page at this point and do sections 1 and 2.

GET MOVING

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?
- Before starting this activity, it would be a good idea to ask students to read the report of page 81 as well as the notes.
 - Divide the class into pairs. Ask students to match the information of the note with its corresponding sentence in the organizer. You can help them notice that not all the information in the note is included into the sentences.
 - Ask pairs to answer the questions while you monitor their work. Check as a class.
 - This might be a good opportunity to help students analyze the difference between simple and complex sentences: A simple sentence has only one clause. A complex sentence has one main clause and one or more subordinate clauses. Encourage volunteers to find examples of each type in the organizer sentences.
 - You can ask a volunteer to read the text in the Get Smarter! box. Encourage students to say if they think they can put the suggestion into practice for their project report. Help them notice the advantage of developing paragraphs using this method. If time allows, you could use any groups' note and copy it onto the board to elicit ways to develop a paragraph.


Possible Answers

In order to practice how to put sentences together, you can use the image for this unit. Display the timeline and allow students time to read it. They could take some time to discuss the events in small groups. Brainstorm words to connect sentences (while, at the same time, because, before, etc.). After that, you can tell groups to write sentences to report on two or more of the events on the timeline. For example, *World War I started because Archduke Francis Ferdinand was assassinated. In 1914, the same year World War I started, the Panama Canal was opened. etc.* Teams could present their sentences to you in cards and you can award a point for each correct sentence. The team with the most points can be awarded a prize or a round of applause.


10. **Follow the steps to produce a first draft of your writing.**
- Ask students to work with their project group. Tell them to take out the notes and mind map for their report.
 - You can ask groups to assign each member which sentences to develop using the organizer in Activity 9 as a model.
 - You may consider asking students to read their sentences while the other group members follow what they say. This could help them analyze how important clear sentences and details could be. Then they can decide the order in which they will write the ideas.
 -  Have the group write the first draft of their full report and save it for their portfolio.

STOP AND THINK about...

...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?*
- The objective of this activity is to make students more aware of words that highlight manner and that add focus on who does the actions.
 - Direct students' attention to the pairs of sentences and ask them to go to the Glossary section in order to understand the meaning of the highlighted words. This can be a good time to read the Get Smarter! box.
 - Write these questions on the board: What do the words secretly and eventually describe? How does the use of Many change the meaning of the sentence? Divide the class into pairs and have them answer the questions: The way in which Japan planned the attack and when the US involvement contributed to Japan's defeat. Many adds impact to the sentence as we can use the active voice to focus on the subject of the action. If necessary, refer students to the Language Reference Section for support.
 - Ask students to get together with their project group and take out the draft they wrote for Activity 10 on page 84. Tell groups to reread their draft and discuss if they are using words to describe manner. Suggest they consider rewriting some sentences in a different way so that they add emphasis to some actions.
 - Encourage groups to write a new version of their draft with the changes discussed in the previous step. Ask them to save it for their portfolio.

...being together

1.  Work in small groups and discuss the following questions.
- For this activity, you can ask a volunteer to read instructions. Ask comprehension questions to check understanding.
 - Divide the class into small groups. You may want to ask students to work with classmates they haven't worked with lately.
 - Ask groups to read the questions one by one so that they discuss each aspect. Suggest they remember their past experiences checking others' work. Monitor and help students reflect if necessary.
 - Check conclusions as a class and ask volunteers to share their reasoning behind their answers.

STOP AND THINK about...

...learning


- 

Exchange the drafts you wrote for Activity 10 on page 84 with a classmate 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..

 - You can start this activity with books closed. You can then elicit the steps students followed to write the report for the unit project.
 - Divide the class into project groups and collect their historical report. Jumble the texts and hand one to each group, making sure they have another group's report.
 - You may consider asking students to read the report aloud while the other group members follow what they say. Then they can read the questions in the Student's Book one by one and discuss their answers. Suggest they go back to the report as many times as needed. They can appoint someone to write the answers on a separate piece of paper. To round up this stage, ask groups to discuss whether the report they analyzed could benefit from having illustrations.
 - To increase the level of challenge, you can ask students to answer the questions using "Yes/No, because..." so that they can cite evidence that justifies their answer.
 - Allow time for groups to give feedback using the written answers. Encourage students to ask for clarification if necessary. Monitor and make sure this stage is carried out with respect and in a friendly manner.
 - You may have groups discuss the feedback they have just received and plan any changes they consider suitable to improve their report, including whether

to add images. Then they can rewrite the final version of their report. You can suggest they give a final check for any spelling and punctuation they may have missed.

- Have the group save the historical report for their portfolio.

- 

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.

- You can start this activity by eliciting what an anthology is before reading the instructions with the class. Then a volunteer can read the instructions to check if their ideas were correct.
- You may want to ask some comprehension questions to check understanding. It may be a good idea to write the characteristics of an anthology on the board to decide as a class how they want to present their work.
- It might be a good idea to have the class vote for the title of the anthology, whether to add an introduction and who will write it, and if the authors' information will be included. Once the decisions are made, assign the necessary tasks and agree on a deadline to have all the elements ready.

GET AHEAD

1.  Preparing

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

- Go over the activities students have done so far in order to finish the unit project.
- Have students revise quickly all the work stated in this activity and make sure they have the final version of their report ready to share

2.  Presenting

- Consider asking students to bring index cards to the class beforehand. You may also want to bring the class timeline done for Activity 4 on page 82.
- For the presentations, you can follow the instructions in the SB, or you can do as follows:
 - > Have groups display their historical reports around the classroom.
 - > Ask students to stand up and read three or four reports. Suggest they write notes about the text they like the most. Remind them that notes should summarize the information and include the source.
 - > Display the class timeline on the board. Stand next to a report and ask who liked it and why. Then move it to the place where the event fits in the class timeline. Repeat the procedure with each report.
 - > You may then collect all the reports and the extra elements you prepared as a class to put the anthology together. Discuss how you want to share it.
 - > You can close the activity by encouraging volunteers to share how they felt using different sources and working together to write a report.

3. 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.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. You can ask students to write their answers on their notebook and remind them to be honest and objective about it.
- You can then ask students to compare their answers in pairs and share tips or strategies they found useful to help each other in case there is something they still find difficult.
- Check as a class and encourage volunteers to share any difficulties they encountered. It is advisable to elicit suggestions to help overcome the issues, but also to make suggestions about how students can improve.

reading CORNER

GET READY TO READ!

- Before students start reading the text about Constantinople, have them work in small groups, discussing questions 1 and 2.
- You can tell them to write their answers after the discussion with their classmates.

GET INTO THE TEXT!

- Students can complete their graphic organizers individually as they make progress in their reading. They could compare and revise them in small groups once they finish.

Answers

Answers will vary but they should include the fact that geographically, the city was and is still located in a very advantageous part that makes nations want to control it, the fact that the romans controlled it and that it was lost as a result of the division of the Roman Empire.

GET TOGETHER

- Students can use the information in their graphic organizers to practice writing a report that summarizes the history and fall of Constantinople. While the writing can be done individually, revising in groups can be a good tool to boost confidence in producing better texts.

Reader

Answer key

GET THE MAIN IDEA

1 Because of its geographically privileged location, 2 Roman empire, Byzantine empire and Ottoman empire, 3 They conquered cities around Constantinople and isolated it

GET THE DETAILS

Answers may vary

GET THE WORDS

1 retain, 2 entire, 3 as, 4 proceed, 5 inhabitants, 6 antecessor

QUICK CHECK

1. **Read the following timeline and notes and write a short paragraph on the fall of the Aztec Empire.**
 - Have students work individually on this exercise.
 - You can tell students that the objective of this activity is to help them put into practice everything they have learned so far.
 - Students could use the paragraph organizer on page 84 as a model.

Answers will vary

but should include: The main idea, supporting sentences, and a closing sentence. **Answers could also include:** Simple and complex sentences, adverbs, pronouns, and the use of active voice to highlight the subjects of actions.

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.**
 - Ask students to work in pairs and have each other revise their paragraphs using the SB rubrics.
 - Tell students to take turns giving feedback. Suggest using the rubrics as a guide and encourage them to justify their evaluation.
 - Allow students to rewrite their paragraph. They could also do it for homework.

SELF-ASSESSMENT

Think about the things you have learned and practiced in this unit. Mark (✓) yes or no and explain your answer.

- It may be useful to tell students that assessments help us know how we are doing in order to take actions and improve.
- Read together with the class all the questions.
- Explain that they have to work individually. They can browse their SB to help them remember how well they have done each task so that they can add the relevant comments.
- Monitor and help students to reflect if necessary.
- Check as a class asking students to raise their hand to say whether they can or can't do the tasks. You may want to use this activity to assess if any topic needs remedial work.
- Encourage students to share strategies they found useful to help classmates who need help.

Evaluation Instrument

This evaluation questionnaire can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Name of student: _____ Date: _____

Can the student..			Evidence (How do you know?)
	Yes	No	
Understand the main idea of a report that describes a historical event?			
Understand supporting information in historical events?			
Select and review information about historical events?			
Read and put together timelines to describe sequence of a historical event?			
Write notes about historical events he/she conducted research on?			
Express past events in different ways?			
Join ideas to form complex sentences when writing a report?			
Organize ideas in a mind map and also in a paragraph?			
Help others revise and improve their written work?			
Accept feedback from others to revise and improve his/her written work?			

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UNIT 6

It's my right!

SOCIAL LEARNING ENVIRONMENT:

Family and Community

COMMUNICATIVE ACTIVITY:

Conduct exchanges associated with the environment.

SOCIAL PRACTICE OF THE LANGUAGE:


Discuss concrete actions to address the rights of youth.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Present initial proposition.	Get students notice that agreements and consensuses are part of a process of discussion. Create the conditions for your students manage to: <ul style="list-style-type: none"> • Define controversial points. • Value reasons of a controversy. • Make a proposition of their own. • Justify opinions with reasons. 	Collect evidence such as: <ul style="list-style-type: none"> - List of rights to be discussed - Table with controversial points. - Chart with arguments in favor and against.
2. Assume a personal posture and anticipate others'	Teach your students how to monitor and value their progress in the command and competence of English, and inspire security so that they manage to: <ul style="list-style-type: none"> • Make tentative proposals. • Differentiate opinions from facts in their own and others' arguments. • Analyze evidence that support arguments. • Use comparative, contrastive, and consequence expressions in their arguments 	Final product: Public discussion. Suggested evaluating instrument: <ul style="list-style-type: none"> - Descriptive value scale.
3. Offer counterarguments and defend their posture in a discussion.	Explicitly model talking and listening skills students need to participate in a group discussion so that students manage to: <ul style="list-style-type: none"> • Analyze facts, example and/or data that support their own and others' arguments. • Ask for clarification by means of a question or an affirmation. • Express agreement or disagreement. • Question evidence that support others' arguments. • Adjust postures and revise points of view based on others' contributions. 	

GET GOING

Lead-in

You can start this unit by writing on the board with big letters the word 'right' and then asking students to help you write the first thing that pops in their head related to rights on the board. You can discuss a little according to the words that your students wrote. Ask: *Which words were repeated the most? Why did you choose that word? You can then ask the unit question Where do rights come from? And invite students to suggest ideas (Basic human rights, philosophically, belong to all humans by nature, and they have been agreed by nations in order to guarantee them legally; legal rights are created in countries or communities and stated in their law).*

1.  **Work in groups and brainstorm ideas to make a list of basic human rights. Compare your ideas with the class.**
 - For this activity, divide the class into small groups.
 - Tell students that they will make a list of basic human rights. To increase the challenge consider giving a specific time to finish the task and a minimum of rights.
 - You can extend the activity and also increase challenge by asking different groups to merge their lists and keep only five human rights. They must explain their reasoning behind each answer.
 - Check the lists as a class.

Possible Answers

Right to freedom and equality, Freedom from discrimination, Right to life, Freedom from slavery, Freedom from torture and degrading treatment, Right to work, Right to education, etc.


2. **Read the following text and match the subtitles to their correct paragraph.**

- Read instructions with students.
- Direct student's attention to the highlighted words so that they check them in the glossary.
- Ask students to work individually to complete this activity.
- Check answer as a class.




Answers

1d, 2b, 3c, 4a



GET GOING

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

- For this activity, you can start by dividing students in pairs.
- First, ask pairs to specify what each word in the box may refer to. For example: vote. Teenagers don't have the right to consent to medical treatment. Their parents or legal guardians decide which treatment they get and with whom.
- After this, ask students to discuss, why are these topics considered controversial?
- Ask students to change pairs and discuss their ideas.
- Monitor students' work while they discuss.

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.**

- The objective of this activity is that students create a list of rights that could be controversial for their unit project.
- Before students get to work, you can direct their attention to the dialogue boxes at the bottom of the SB page and ask students to read them. Point out that there are phrases for suggesting such as What about, what if, should we...and there are also phrases for disagreeing like I don't think that, I know, but...and also for agreeing like ok, let's write. You can tell students that as they discuss, they should try to use these phrases and others they already know in order to have successful interaction.
- Point out the fact that the mind map illustrated already has two ideas written down, ask them to add *freedom* and *consent to medical treatment* in the correct section (*freedom* can be in legal or *expression*, *consent to medical treatment* in the health section).

- You can then divide the class in groups and ask students to brainstorm other teen rights that could be considered controversial (Education: Right to sexual education, right to leave school, right to access all information. Legal: right to get married, right to work, right to have property (like a car or a bank account). Expression: right to demonstrate. Safety: right not to have a curfew, right to own a gun. Health: right to seek mental health support, right to decide on treatment and doctors.)
- Check students' work and provide suggestions or support in case they need it.
-  Page xx  Consider asking students to work on Section 1 of the Reading Corner Page at this point.

Poster Activity


To help students brainstorm more ideas of possible controversial rights for teens, simply display the image as they fill in their mind map for Activity 4. Once they have finish the mind map you can check with them what the illustrations represent and ask in which section each was categorized.



IMAGE 06

GET GOING

TRACK xx

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.

- Read instructions with students.
- You can start by asking: What do you think is happening in picture a? Picture b? Picture c? Which controversial right could they refer to?
- Play the track once and check the answer as a group.

Answers

b

TRACK xx

6.   Listen and complete the information.

- For this activity, you can tell students that they will listen again, but that they will have to make notes about points in favor of the issue (having a curfew) and points against.
- You can play the track once and then ask students to work in pairs to compare their answers.
- Then, play the track again and ask students to complete their answers.
- Check answers as a group.
- Direct students' attention to the Get Smarter! Box and read it together. It may be a good moment to clarify the meaning of *argument*, *counterargument* and *fact*. You can direct students to the glossary section for this. (An argument is a reason or group of reasons in order to persuade others of our point of view. A counterargument could be defined as a reason or group of reasons to oppose to another point of view. A fact is something that is undeniably true).

- Discuss as a class: *who presents a better case, those in favor or those against the issue? Why? You can also use this moment to analyze which student has better arguments and why.*

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

Parents worry (in SB)
Curfews are meant to protect teenagers.
Having a curfew is also showing respect for family members.
Curfews can prevent crime committed by young people and limit gang activity.

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


You should decide when to go back, not your parents.
Guardians should trust teenagers.
Not having a curfew could develop awareness on safety.

Critical Thinking

It is important to guide students so that they can identify what makes a good argument. Strong arguments include information that can be verified (evidence) or include research from valid and trustworthy sources of information.

STOP AND THINK

...language

1.  Read the sentences from the discussion you just heard. Rewrite the sentences using the words provided on the lines.
- Read instructions with students and direct them to the Language Reference section.
 - Tell students that they are going to see how to contrast, compare and explain.
 - Check answers as a group.
 - You can then ask students to get in pairs and discuss: Discuss: Which words are used to compare (as...as), contrast (but) or explain consequences of ideas (because)? Why should we compare, contrast or explain ideas during a discussion? (In order to make our arguments stronger)
 - After the discussion, you can ask students to practice thinking of other arguments about curfews in which they compare, contrast and explain.

Answers will vary

but can include: 1 that we know how to be safe...protection of minors is the responsibility of our legal guardians. 2 is good...our guardians can go to sleep knowing we are O.K. 3 bad as in the U.S.

...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.
- Start by reading instructions with students and then you can direct them to the Get Smarter! Box.
 - Go over the example given with the class and then ask students to work individually.
 - As you check answers with the class, ask students to explain their reasoning behind their answer. It is important that students learn to differentiate facts from opinions in order to make better arguments.


Answers

2 O this is an opinion based on a fact.
3 F This information can be verified by researching about legal curfews. 4 O This phrase only expresses a belief about something.

Extra Activity

As an extra activity, you can ask students to investigate articles about teen rights in English. You can then divide the class in small groups and ask students to work with two different color markers. Ask students to highlight opinions in one color and facts in another color. Groups can then present their findings to the class and decide together which article had the best arguments.


GET MOVING

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?

- Consider starting this activity by asking the group to briefly brainstorm what an ideal discussion would look like.
- You can then ask students to describe what they see in each photo in pairs.
- Read instructions as a group and ask students to discuss in pairs.
- Check answers as a group and ask students to explain their reasoning.
- You might want to take this opportunity to discuss what students know about body language and what it can project. You can remind them that: eye contact is important to establish a connection with an audience, we show interest by leaning forward and not folding our arms, moving your hands as you speak may help get meaning across, varying tone of voice helps keep the attention from others, etc.

Answers

Effective discussion: top left and bottom right pictures. Gestures and body language show openness, interest and active listening.


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.

- Read instructions with the class and direct students' attention to the glossary section in order to check the word avoid (to evade or escape).
- You can ask students to work in pairs for this activity so that they create the do's and don'ts for class discussions.
- Discuss students' ideas as a class. Listen to students' reasons for every point. It would be a good idea to create a poster together with the rules students established for their discussion. You can paste it in the classroom so that students can see it and enrich it during the lesson or school year.

GET MOVING


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 with notes.
- For this activity, you can start by telling students that for any discussion it is important to anticipate points in favor or against a certain topic in order to create stronger arguments.
 - Read instructions with the group. It may be important to highlight the issue to be discussed and to read the example together as well.


Answers will vary

4.  TRACK xx Listen and read the conversation and check which of your ideas were mentioned.
- Before playing the track, it may be a good idea to refer students to the glossary in order to check the highlighted words in this dialogue.
 - Read instructions with students and play the track once.
 - Ask students to work in pairs and compare their answers.
 - You could ask students to practice identifying Facts or Opinions in this discussion and ask them to work in pairs in order to decide how to improve arguments.
 - It may also be a good idea to extend this activity into a brief discussion to see students' points of view on this matter.

Answers will vary

GET MOVING


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.**
- Consider explaining students that this activity is part of the planning for their unit project.
 - Read instructions with students. It may be a good idea to refer students to the list of controversial rights they made before in order for them to choose their discussion topic.
 - In groups, ask students to complete the chart of the SB in their notebooks.
 - Monitor students' work.

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.**
- Read instructions with students and ask them to work in small groups to classify the phrases. They can do this as a matching exercise, or you can tell them to draw a mind map in their notebook with categories 1-5 and then classify the phrases.

- Check answers as a class, and then ask students to add more ideas to each of the categories (1-5).
- Compare answers as a class so that all the groups enrich their list of phrases.
- In order to practice, you can make flashcards with the expressions and their purpose at the back. Students can work in pairs taking the cards and saying the phrases depending on their purpose.

Answers

1 Let me start by saying that...we should talk about...Why don't we...? 2 Well, I don't mean, 3 I disagree with... I think I stand with... You're right...4 But where did you get that...? 5 I see what you mean now... You may be right...

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.**
- For this activity, read instructions as a class, but divide students into pairs.
 - Once pairs completed the chart, make small groups so that students compare.
 - Check answers as a class.


Answers could vary, but should be similar to:

Opinion	Reason(s)
Others don't have the right to invade personal space	In California, everyone has the right to make certain decisions about their bodies and their private lives without interference from the government.
Teachers should not check notebooks.	Notebooks are private property. Sometimes teachers seem to 'spy' on teenagers.
Teachers should check notebooks	Teachers need to check students' work. Teachers help a lot by looking at the way students' do things.

-  Page xx  Consider asking students to do sections 2 and 3 on the Reading Corner Page at this point.

GET MOVING

8. **Reflect on your progress so far. Mark (✓) the correct box.**
- For this activity, tell students that it is time to reflect on their progress until now.
 - Make sure to set a relaxing environment and remind students that it is important they are objective so that they improve.
 - Read instructions with students and walk around the classroom to check their work.
 - In case a student found something difficult to do provide suggestions on how to improve.
 - It may be a good idea to ask students to bring you evidence on these extra activities 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.**
- Divide the class into groups and read instructions with the class.
 - Tell students that they will see an example of a graphic organizer used to prepare for the discussion they read on page 97.
 - Check answers as a class.
 - You can ask some follow up questions such as: do you think this graphic organizer could help you build strong arguments? Why? Why not? What would you change?

Answers

1 He used this information to clarify a question Rod had. 2 Arguments, 3 Counterarguments. He considers others' opinions in order to make sure his arguments are strong enough.

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.

 - Before starting this activity, students should have with them the information they wrote for Activity 5.
 - You can also ask students to bring to class research about the topic they decided to discuss.
 - After reading instructions, direct students' attention to the IT Stop and decide if it is possible to use technology to create the graphic organizer.
 - Remind students that the graphic organizer will help them organize useful information for the moment of the discussion.
 - Regardless of the technology available, you can encourage students' creativity and have them design their own attractive mind map or different type of organizer to put together the information they research.

...learning

- 

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):

 - For this activity, read instructions with the class.
 - Direct students' attention to the Get Smarter! Box.
 - Divide the class into pairs and then check answers as a class.
 - Then, ask students to work together and revise their arguments for the unit project. Ask pairs to decide if their arguments are reliable or not and to make modifications to make their arguments more solid.

Answers will vary**but answers could include:**

Opinions 1 and 4 are just opinion, there is nothing that justifies them. Mentioning examples, like in statement 2 or following a logical trail to explain a point as in statement 3 can make the arguments stronger. For a good opinion: it includes facts or evidence, it shows logical conclusions


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.

 - For this activity, you can tell students that the objective is to check that in all discussions it is important to consider others' points of view.
 - Go over the steps and the example and discuss with the class what makes this organizer useful (foreseeing what other may suggest helps us think of stronger reasons to defend our argument).
 - Read instructions with students and ask them to work in their project groups.
 - Students can draw a chart with sections 1 to 4 and follow the steps to complete this graphic organizer taking advantage of information they already have (the possible counterarguments) but using it in a more structured way so that they the application is easier during their discussion.
 - Ask students to check their work in their groups and to give suggestions to improve.
 - Monitor students' work.

...being together

- 

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

 - For this activity, remind students that with rights also come responsibilities.
 - Ask students to have with them their lists of do's and don'ts for a discussion (the one they made for activity 2 on page 96).
 - Read instructions with students and read the examples.
 - Divide students in groups and ask them to create a chart in their notebooks with one column for rights and another for responsibilities they will have during a discussion.
 - Check students work and reinforce the message that all discussions must include listening and respecting others.

GET AHEAD

1.  Preparing

Prepare and revise the information you have prepared throughout the unit.

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell them to review it and have the information ready for a discussion.

2. Presenting

- Students can sit in project groups around the classroom.
- Read instructions with the class and follow them.
- Make sure that there is a moderator in each group.
- It would be a good idea to review the role of a moderator before starting. (A moderator must make sure everyone gets the same time to speak, should help to clarify points of view, and should help to make sure there are no tangents during the conversation)
- Monitor students' progress. Take notes so that you provide constructive feedback to your students.
- Limit the time assigned for discussion and signal groups one minute before time is over so that they can wrap up the conversations.
- Have volunteer students share the most important points in their discussion.

3. Reflecting on My Progress

Think about the work you have done throughout the unit and for the discussion you just presented. Mark (✓) the option that best applies to you.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. Tell students that they should complete the chart in their books.
- Check students' work and give suggestions on how students can improve.

reading CORNER

GET READY TO READ!

- Before students start reading the text *Should Sixteen and 17-year-olds Have the Right to Vote?*, have them work in pairs and complete the first two sections of the KWL chart.

GET INTO THE TEXT!

- Students can finish filling in their charts individually as they progress in their reading of this text. They should also check if the information they thought they knew was correct and if the questions they have were answered. You can ask students to write the questions that were not answered on a poster paper on one of your classroom walls and have all the class read the questions and try to find the answers by conducting research. Students who find the answers can write them on the poster.

GET TOGETHER

- Students can work in groups to discuss the questions in this section. Conduct class feedback so that they have an opportunity to share their questions, ideas, thoughts and concerns.

Reader

Answer key

GET THE MAIN IDEA

1 To present arguments in favor and against a topic, 2 The general public, especially young people, 3 Probably a magazine or website

GET THE DETAILS

Answers may vary

GET THE WORDS

1 b, 2 a, 3 a, 4 b

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.**

- Have students work individually on this exercise.
- You can tell students that the objective of this exercise is to help them review and consolidate everything they have learned so far.
- Students can then compare answers in groups and discuss similarities and differences.

Answers will vary

but can include:

- 1 Opinion-There is no verifiable evidence in this statement.
- 2 Fact-The information presented comes from a reliable source and is verifiable evidence.
- 3 Fact-The information is based on verifiable evidence.
- 4 Opinion-The information shows perception based on observation

2. **Write two reasons for and two reasons against the following issue.**

- Read instructions with students and ask them to work individually.
- Divide students in small groups and ask them to conduct a short discussion on this topic.
- Before starting the discussions, you can ask students to make a quick graphic organizer so that they define their position and think of counterarguments.
- Check the discussions as they develop and make notes to provide constructive feedback afterwards.
- To close the activity, you can ask groups to summarize the main points that came up during their discussion.

SELF-ASSESSMENT

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

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class what each number means.
- Explain that they have to decide how well they comply with each criterion.
- Monitor the class as they answer to make suggestions.
- If a student's score adds up to 24 or more, it could be good to have a quick chat with/him or her to make a short action plan so that he or she improves.

Evaluation Instrument

This evaluation form can help with a value scale you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Name of student: _____ Date: _____

- 1 = **The student can do this very easily and independently, with no help from others.**
- 2 = **The student can do this most of the times, but sometimes he/she needs the help of others.**
- 3 = **The student can sometimes do this, but he/she is not very confident on the results and always needs the help of others.**
- 4 = **Even with the help of others, the students always finds this difficult and complicated.**

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



SOCIAL LEARNING ENVIRONMENT: Family and Community
COMMUNICATIVE ACTIVITY: Conduct exchanges associated with specific purposes.
SOCIAL PRACTICE OF THE LANGUAGE: Talk about cultural habits of different countries.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Negotiate the topic of a conversation (cultural habits).	Provide opportunities for students to: <ul style="list-style-type: none"> Determine what cultural habit they will talk about, based on common interests. Express their points of view. Support their points of view with reasons, examples and evidence. Provide opportunities for students to participate in planned and unplanned conversations.	Collect evidence such as: <ul style="list-style-type: none"> List of cultural habits Mind map Proposition Opinions.
2. Exchange propositions and opinions to initiate a conversation.	Make explicit for your students ways of exchanging opinions for them to be able to: <ul style="list-style-type: none"> Take the floor naturally. Use expressions to repair a false start. Extend their repertoire of words and expressions about cultural habits. Express and interpret propositions and opinions. Distinguish between facts and opinions, creating links to previous knowledge. Interrupt the interlocutor appropriately and at the proper time. 	Final product: Conversation. Suggested evaluating instrument: <ul style="list-style-type: none"> Scale to value performance.
3. Formulate and answer questions to go deeper in the conversation.	Encourage your students to monitor their conversation and create the necessary conditions for them to be able to: <ul style="list-style-type: none"> Formulate questions based on what has been said by the interlocutor. Recall propositions to answer the interlocutors' questions. Modify questions according to the reactions of the interlocutor. 	
4. Use strategies to keep a conversation about cultural habits going and to conclude it.	Make explicit demonstrations of strategies to support your students for them to be able to: <ul style="list-style-type: none"> Engage others in a conversation. Detect information gaps in arguments. Develop basic control of what is said in order to avoid information gaps. Arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties. Verify the order of adjectives when using some of them to describe a single entity. End a conversation with expressions that show politeness and cordiality. 	

GET GOING

Lead-in


You can start this unit by dividing students in small groups. Ask a simple cultural question that could show differences among students. For example: *What holidays do you celebrate? What do you usually eat for that day?* Ask students to share in their teams in detail and then ask: *What was similar? What was different?* You can point out at this moment that even though we all belong in the same group of people, there could be cultural differences from family to family. You can then ask the unit question: *What makes national culture unique?* and elicit some responses from the class.

-  **Work on a group definition of culture. Follow the steps:**
 - For this activity, you will need to divide the class in small groups. You can do this before starting or as step 4 shown in SB.
 - You can write the word 'culture' with big letters on the board and ask: *What is culture for you?*
 - Ask students to follow points one to three.
 - Once they have their words or phrases, give time to teams to work on point 5.
 - Then, ask students to read points 5 and 6. An idea for building the class definition could be for you to write on one side on the board the information that students say more than once, and on the other, the words that are not repeated. The repetition of certain items could indicate consensus.
 - It could be important to ask for students' opinions as you guide them to build the class definition. You can leave it in the board in order to make Activity 2 of the SB more practical.
-  **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.**
 - For this activity, make sure to have with you the class's definition of culture.
 - Ask students to read the definition of

- culture in the SB.
- You can then ask students: *What is similar about our definition and the one in the book? What is different? You can divide the class in pairs at this point and then ask: Which definition is better? Why?*
 - After the discussion, ask students to continue working in pairs and to answer the questions.
 - Check answers as a group.

Answers

1 a habit that is copied from generation to generation in groups of people, 2 kissing to say hello, 3 because it varies from culture and culture, 4 answers will vary, 5 it is important to be aware of differences, but they are not right or wrong.


-  **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.**
 - Divide students in groups.
 - You can ask students to make a chart like the following in their notebook. You can highlight that this will be useful later for their unit project.

Habit	Description in my country	Description in other countries
Greeting	Kiss on the cheek	Handshake in some European countries, bow in Japan and some Asian countries,

- The last column could be left blank or could be filled with what students already know of other cultures. Only if time permits, you can encourage students to conduct research to complete that part of the information.



GET GOING

TRACK xx

4.  Listen to a pair of students discussing cultural habits. Answer the questions.
- For this activity, you can start by eliciting from students some of the cultural habits they wrote in their lists on page 107.
 - Then, consider introducing the word stereotype (a general image of a person or group of people) and refer students to the Culture Stop at the end of the page. Ask students to come up with one or two examples (like the Swiss love clocks, or that the French have poor hygiene). After some examples, ask: how does this not consider individual differences (not all Swiss love clocks and we cannot assure that French people have poor hygiene). It could be important to warn students of the dangers of stereotypes: you could offend a person, you could just be wrong, or they could lead to discrimination.
 - Read instructions with the class and direct students' attention to the photos under the questions. Ask: *What do you think each image refers to?*
 - Read the questions with students and play the track once.
 - Ask students to work in pairs to compare their answers and play the track again.
 - Check answers as a class.

Answers could vary

but should be similar to: 1 to decide on topics to use on the final project, 2 because it is really good in their country and meal times are a cultural habit, 3 that men wear kilts in Scotland, 4 music, food, meal times, traditional dress, hand gestures, giving tips.

5.   Look at the list you wrote for Activity 3 on page 107 and follow the steps.
- Read instructions with the class.
 - Ask students to work in groups and follow the steps in this activity.
 - It could be important to highlight that the objective is that they write the final version of the list of topics because they will use it for their unit project.
 - Monitor group work and provide support and feedback as required.


Critical Thinking

To help students reflect more on cultural sensitivity you could start a conversation with them about how other people see their cultural identity. Ask questions like: *What is the image we project as a community? Is the image correct? What would you like people from other places to say about people from this place? What do you normally say about people from other places? Do you judge or overgeneralize?*

Emphasize the fact that cultural differences are not a tool to compare which group of people is better than others, differences are no more than characteristics.

GET GOING



TRACK xx

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.
- You can start by directing students' attention to the photos in this page. Ask: *What cultural habit do you think this track will be about?*
 - Refer students to the Glossary section to check the meaning of the word 'garment'.
 - Read instructions with the class and play the track once.
 - Compare answers in groups.

Answers could vary

Kilt: a long, rectangular piece of fabric that is wrapped around the waist with a belt, it takes the shape of a skirt. It is worn in special events in Scotland. Sari: the dress women wear in the India and other countries of the region. It's a long, colorful, embroidered piece of fabric that they wrap around the body and wear as a dress.


TRACK xx

7.   Listen again and organize the information in the following mind map. Complete the section 'what we wear in our country' with the information that is true for you.
- Ask students to look at the mind map and look at the questions.
 - You can ask them to complete the part of 'Topic' and 'What we wear in our country' in groups just by analyzing the other questions.
 - Read instructions with the class and play the track again.
 - Ask students to compare answers in groups.
 - Monitor students' work.

Answers

Display the image for this unit and ask students questions about what they see: *What cultural habits are shown? Which one are similar to ours? Which ones are different? Why?* Divide the class into small groups and invite them to have a conversation about what they see in the pictures and their opinions about the different cultural habits.

Poster Activity

Display the image for this unit and ask students  questions about what they see: *What cultural habits are shown? Which one are similar to ours? Which ones are different? Why?* Divide the class into small groups and invite them to have a conversation about what they see in the pictures and their opinions about the different cultural habits.

-  Page xx  Consider asking students to do Section 1 of the Reading Corner page at this point.

STOP AND THINK about...

...language



1. Read the descriptions students gave of the pieces of clothing. Choose the correct meaning for the underlined words.
 - Read instructions with students and ask them to work in pairs to find the meaning of the underlined words. You can tell students to look at the pictures for better reference.
 - Ask pairs to compare their answers.
 - Ask the class: What are the adjectives describing in each description? What is the order of the adjectives in both descriptions?
 - You can then refer students to the Get Smarter Box! And ask: do these descriptions follow the order described in the Get Smarter Box? How?
 - You can mention at this point that adjectives in English follow a certain order. To make things easier for students, you can write on the board the acronym OpShACOM and then show students the meaning (Opinion, Shape, Age, Color, Origin, Material). You can also refer them to the Language Reference Section at this point.

- Ask students to continue working in pairs and to now write two sentences to describe the traditional garments used in their community or state. Tell them they must use more than two adjectives.
- Students can then present their examples to the class and as a class you can provide feedback to decide if they followed the correct adjective order according to the Language Reference section.

Possible answers

1a, 2c, 3b, 4d


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.
 - For this activity, you can read instructions with students and then read the phrases together as a class.
 - Explain students that these phrases serve different functions: Start a conversation, correct, interrupt or clarify and include others in a conversation.
 - Divide students in groups and have them work together to classify the phrases.
 - Check answers as a class.
 - You can encourage students to practice these phrases by assigning a topic that everyone is familiar with. For example, recess time at school. Then, you can mention the word function and a student name and they have to create a sentence using the phrase and the topic. For example, Start a conversation: Hey! Let's talk about recess time at school. Don't you think we should have more time? You can repeat this as many times as you need with different students.
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.
 - For this activity, tell students that as a unit project they will have a conversation about a cultural habit and that it is important to see which information they will need.
 - You can also ask: *How do you usually start a conversation?* Elicit ideas from students and then direct them to the Get Smarter! Box
 - Ask students to work in their group projects so that they decide what information they will need and which sources they will use.
 - Students can answer the questions in this activity in their notebooks.
 - Monitor students' work and provide suggestions. Consider reminding the class about the characteristics of reliable sources of information: authority in the field, cited sources or sometimes date.

Answers

1 Phrases to start a conversation	2 Phrases to correct what you just said
B Hey, let's talk about... J Why don't we talk about...	C I went there...no, sorry, I <i>lived</i> there F Let's propose dress..., I mean, <i>traditional</i> dress
3 Expressions to interrupt or clarify	4 Phrases to include others in the conversation
A and you said...am I right, Jim? D Kilts? What are kilts? H Wait a second... they don't? G Really? That's odd.	E We have a question for you. I We should verify this with...


GET MOVING

3. **Reflect on what you can do now. Grade your ability in the following aspects.**
- For this activity, tell students that they will start working individually and that they will work in pairs for the second part.
 - Read instructions with the class and tell students that they will evaluate themselves so that they continue improving during the rest of the unit.
 - Remind students to be very objective.
 - Once students finished, ask them to work with a classmate and explain the reasoning behind their answers.
 - Consider asking pairs to create together an action plan for mutual support that includes suggestions on how to improve low areas and commitments like meeting with each other five minutes before class to check on each other.
4.  **You will read information about personal space and what it means for people in different countries. Before you do, copy the headings below your notebook and make notes for the first two.**
- Read instructions with the class.
 - Ask students to open their notebooks and to write down the questions in the activity in the form of a chart:

Personal Space		
What I know	What I want to know	What I learned

Consider asking questions to boost their answers. For example: In your country, is it common for people to be too close to each other when they talk? What do you know of other countries? How do most people feel when a stranger talks to them really closely?


- Divide the class in small groups and ask them to compare their answers.

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” in your chart.**
- Read instructions with the class and then read the questions in the activity.
 - Consider giving some minutes for silent reading and then divide the class in small groups.
 - Ask groups to answer the questions and to complete the chart they did previously in their notebooks in the column “What I learned.”

Answers could vary

but should include: 1 it refers to the space you need around you that should not be invaded by others except with your permission, 2 it can vary depending on the social situation, the people we are with and also from culture to culture, 3 Answer will vary depending on students' opinions.

GET MOVING




6.  **Read and listen to a conversation on personal space. Match the questions to correct space.**
- The objective of this activity is to show how to use questions and formulate responses in order to keep a conversation.
 - You can start by eliciting from students: *How do you keep a conversation going?* (By listening to what is being said and asked, by giving your opinion and answering what you are being asked).
 - Read instructions with students and read the questions.
 - Play the track once and ask students to compare their answers in pairs.
 - It may be a good idea to analyze with the class each statement and have them explain why each question goes in each place. Ask: *Why is this question being asked? Is Shelley answering what she was asked? What kind of information did she share?*
 - Consider analyzing the use of the connector but. Ask: *What is this connector linking* (Shelley's answer and Adriana's question for more detail). It is important to emphasize that the key to keep a good conversation is to adapt to what is being said, answering what is being asked, asking questions for more detail, asking questions to know others' opinions and concluding. In summary: it is vital to listen in order to answer.
 - You can then ask students to work in pairs again and discuss the questions in their SBs. Ask groups to briefly share their conclusions.

Answers

1e, 2a, 3b, 4d, 5c.

Extra Support

As an extension to this activity, you can divide students in groups and give them a topic previously covered in the unit like dress and ask them to adapt this scripted conversation to the topic of dress. While they work, you can tell them they should include the questions and make sure they are following a coherent and logical order.

7.  **Read Shelley's opinion and analyze the conversation above again. How does she justify her opinion? Discuss with a classmate and your ideas with the class.**
- Read instructions with students and ask them to work in pairs.
 - Ask students to observe what Shelley's reasons for her answers are.
 - It may be a good moment to tell students that whenever they give their opinion of something, it is important that they are clear on their reasons for that.
 - Monitor students' work and ask them to share with the class.
 - Students' conclusions could be similar to: Shelley's opinion is that personal space varies from family to family. She gives an example and explains that her conclusion is not because her family is different and that the person from her example is not from another country.
 -  Page xx  Consider asking students to work on Sections 2 and 3 of the Reading Corner page.

GET MOVING

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.**
- For this activity, you can ask students to work in their notebooks.
 - Divide the class in groups and read instructions together.
 - Go over each branch of the mind map with students. It would be a good idea to work as a class to add an example for each section.
 - You can then ask students to complete their mind maps in their notebooks.
 - Monitor students' work and provide feedback as needed.
9. **Hold a conversation on personal space with classmates following these steps.**
- To start this activity, you can tell students that they will need the mind map they made in the previous activity.
 - Tell students that they will hold a conversation on personal space and that they can use their mind map to help keep their conversation going.
 - Before starting the conversation, you can make a stick figure on the board, or quickly sketch someone and write there: Ideal conversationalist. Elicit from students what would make an ideal conversationalist? Listen and write their ideas on the board and then add the criteria of the chart in the SB.
 - You can encourage students to be the best conversationalist as they can during the conversation.

- Read instructions as a class, read every point and point out that they will be evaluating each other with the objective to improve.
 - Divide students in groups and monitor their work.
 - Before evaluating each other, remind students to be very objective and to explain their reasons behind each score in a very respectful way and with a piece of advice for their classmates.
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.**
- For this activity, tell students that it is time to work by themselves on a mind map.
 - Ask students to bring the list of cultural habits they made before.
 - Read instructions with students and monitor their work.
 - Once students finished, divide them in pairs and ask them to compare their work.
 - It would be a good idea to ask each pair to mention a good thing they observed in each other's mind map that they will implement in their own.
 - You can then tell students that they can also use presentations' ideas to enrich their mind maps.

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.**
- Read instructions as a class and ask students to work in groups.
 - You can add more phrases on the board for students to classify like: *From my point of view, the way I see it, I feel, in my experience, as I see it.*
 - Monitor students' work and check answers as a class.
- You can then ask students to follow instructions in the SB and prepare a couple of sentences they can use to propose a discussion on the topics they chose 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.**
- For this activity, read instructions with the class and ask students to work individually in their notebooks.
 - For each topic, it would be a good idea to ask students to think of two or three opinions first. Then, they can add the two examples or facts that support their opinion. If they can't find any, then they can work on the other opinions they previously thought.
 - Check students work to provide support if required.

Answers

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

STOP AND THINK about...


...being together

-  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.
 - For this activity, divide students in groups and read instructions as a class.
 - Direct students' attention to the Get Smarter! Box.
 - You can elicit from the class useful phrases that illustrate each point (the ones that apply).
 - Students can then work organizing the steps.
 - Check answers as a class.
 - It is important to point out the use of certain words like connectors (to connect what we listened to and our opinion) and also the sequencing of words.

Answers

d, b, c (So far what we have said is...), a
(All the phrases in the Get Smarter! box)

...self

- 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.**
 - For this activity, tell students that it is time to think about their performance so far.
 - Read instructions with the class and read each strategy together. You can elicit examples as you read them to clarify and boost the self-reflection.
 - Give time for students to consider each strategy and answer in their SB.
-  **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.**
 - Ask students to work in small groups and to share their answers of exercise 1.
 - You can ask students to help give tips on how to incorporate strategies they didn't mark.
 - Monitor students' work and provide support as needed.

GET AHEAD

1.  Preparing

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

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell students to review it.
- Consider emphasizing that students will use their mind maps and graphic organizers for their conversations.

2. Presenting

- You can ask students to work in small groups.
- Read instructions of this section together and ask students to have their notebooks with them because they will need them.
- Monitor students' work to provide constructive feedback after the activity.
- Ask students to present their conclusions to the class. Alternatively, students can write the sentences suggested on 5 on a separate piece of paper that you can display on the wall when they have finished. Give the class time to go through all papers displayed on the walls.

3. 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.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. Tell students that they should complete the statements in their notebooks.
- Remind students they should answer objectively and in detail.
- Have students share their sentences in small groups and have volunteers read one they want to share with the whole class.

reading CORNER

GET READY TO READ!

- Before students start reading the text Cultural Differences, have them work in pairs and complete the definitions with their own ideas. Have pairs compare their definitions with one they can find in a dictionary and then with other pairs. You could also try to get a group definition that most of them can be happy with.
- Students can then do activity 2 in pairs.

Answers

Culture is the sum of knowledge and habits of a group of people; Stereotypes are generalized and/or pre-conceived ideas about a group of people.

GET INTO THE TEXT!

- As students read, they can check if the words they predicted are in the article. Have them complete the table as they read as well and, when they finish, compare to their local culture.

Answers

Drinking tea in the U.K.	there isn't just one rule
Respect and consideration in Japan	seems to be more evident than in other places
Saying hello in France	two kisses, one on each cheek
Giving flowers in France	has to be done in odd numbers
Attitude towards family in Colombia	family is first
Food in Costa Rica	is not spicy

GET TOGETHER

- Students can compare the information they read in the text and then their ideas about local culture.

Reader

Answer key

GET THE MAIN IDEA

Answers may vary

GET THE DETAILS

Answers may vary

GET THE WORDS

1 c, 2 b, 3 b, 4 c

QUICK CHECK

1. **Take a couple of minutes to finish the following mind map. After that, work in pairs to conduct a conversation on style of communication.**
 - Have students work individually to read instructions and complete the mind map.
 - You can tell students that the objective of this activity is to help them put into practice and consolidate everything they have learned so far.
 - To increase challenge, you can assign pairs randomly. Students can work together on the task as you monitor.
2. **Once your conversation is over, grade your performance and the one of your classmate in the following chart.**
 - Tell students that they will now evaluate each other to see how much improvement they've had so far.
 - Remind students they have to be very objective, respectful and to provide reasons to support their marks.
 - You can check students' possible action plans (in case they need them) in order to provide further support.

SELF-ASSESSMENT 

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

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class and explain the chart.
- Explain that they have to decide how well they comply with each criterion.
- You can tell students to think of examples of how they complied with each criterion in the past in order to increase productivity.
- Monitor the class as they answer to make suggestions.
- If a student has problems with a certain thing, it could be good to have a quick chat with/him or her to make a short action plan so that he or she improves.

Evaluation Instrument

This evaluation form with a value scale to value performance can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Name of student: _____ Date: _____

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

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

Review Units 4-7

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

Possible Answers: 1. Poetry helps people to connect to the feelings and experiences of others, but as we read it, the experience of others can become ours and make us feel we are not alone; poetry can produce feelings and ideas that reach us in a personal way; 2. Rows/lines that usually rhyme and are grouped in verses/stanzas, it uses language with meaning, sound and rhythm to create strong emotions; 3. Not necessarily but students should justify their answers.

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

Answers: Author Emily Dickinson; *Rhyming words (song) –sting–wing. Emotions and feelings will vary.*

- Answer the question.**

Answers will vary.

- Choose a historical event you know well. Write notes with information you remember about it.**

Answers will vary.

- Research about the event you chose in Activity 4 and fill in the timeline.**

Answers will vary.

- Compare your timelines and complete the organizer to write a historical report.**

Answers will vary.

- Use your notebook to write the report about the event you researched.**

- You can use the Writing Assessment form on page 128 to grade students' performance for

this activity. The report will vary but it should have a clear main idea, the events in the past correctly expressed, use linkers and adverbs, and a solid conclusion.

- Exchange reports and check your classmate's work. Write a summary about it considering the following:**

Answers will vary.

- Make a For and Against Table in your notebook about this topic:**

Answers will vary.

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

- You can use the Speaking Assessment form on page 129 to grade students' performance for this activity. Answers will vary, but both students should show they have prepared for this discussion. Student A should express his/her personal posture clearly and provide evidence for it, he/she should be ready to respond to the counterarguments and be open to a different opinion; student B should express disagreement with student A's opinion and offer counterarguments to defend it.

- Write cultural habits you would like to discuss in groups.**

Answers will vary.

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

Answers will vary. Students should negotiate to choose the topic. You can use the Speaking Assessment form on page 129 to grade students' performance.

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

Answers will vary.

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate level (4-1)

WRITING ASSESSMENT FORM

Level / Descriptor	
4	The writing is clearly well organized. The use of language includes good control of grammar and a good range of vocabulary. The student uses basic connector to join ideas. Only minor spelling and grammatical mistakes occur. The reader can clearly understand the text.
3	The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connector to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.
2	The writing is not well organized. The use of language includes some control of grammar but has a limited range of vocabulary. The student occasionally uses basic connectors to join ideas. Spelling and grammatical mistakes occur with some frequency. The reader has to make some effort to understand the text.
1	The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited. The reader would have to make a great effort to understand the text.

Adapted from Cambridge English Preliminary Handbook

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate level (4-1)

SPEAKING ASSESSMENT FORM

	Very good	Good	Needs improvement
Grammar and Vocabulary			
The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.			
The student uses appropriate vocabulary when talking about situations related to the Social Practice of the Language.			
Pronunciation			
Most of the times, it is clear although there may be some words mispronounced.			
Communication			
The student can maintain simple exchanges with no difficulty.			
The student can produce extended discourse of language with no or only some hesitation.			

Adapted from Cambridge Assessment Handbook

Term test 2

Part 1

Students underline in blue Flowers in Bloom; rest of answers will vary.

Chart: Author Richard Murphy; rest of answers will vary.

Part 2 Writing

- Read the instructions together with the class.
- Explain to students they have to write an inventory of emotions ONLY about "Flowers in Bloom."
- To assess the inventory of emotions, consider that it should contain the elements from the chart in Activity 1. You may want to use the inventory on page 69 of the Student's Book as an example. Students must show understanding of the poem, analysis of the emotions in the poem and their own reactions to it. *See the Writing Assessment Form.*

Part 3 Speaking

- Read the instructions together with the class.
- Explain to students they have to read out their inventory of emotions first. Then tell them to ask THREE questions about their classmate's work.
- To assess the questions about the inventory of emotions, consider that it should contain relevant questions using different question words. Use the roleplay on page 70 as an example. Students must clarify their classmate's questions. *See the Speaking Assessment Form.*

Teacher's notes

Part 4 Writing

- Read the instructions and timeline together with the class.
- Explain to students they have to write report using the information of the timeline. They may want to use their own knowledge to add details.
- To assess the report, consider that it should contain the elements from the chart in Activity 1. You may want to use the inventories on pages 78 and 81 of the Student's Book, and the one on the Review Units 4-7, of the Student's Book, as examples. Students must include a clear main idea, supporting details, and a conclusion. Their work should use linkers and adverbs properly, and express past events correctly. *See the Writing Assessment Form on page 128 of this teacher's guide.*

Part 5 Writing

Answers will vary..

Part 6 Writing

Part 7 Speaking

- Read the instructions together with the class.
- Explain to students they have to choose ONLY one of the issues in Activities 5 and 6.
- To assess the discussion, consider that it should contain the elements mentioned in the instructions. Use the discussions on pages 98, 102, 117 and 119, and the ones on the Review Units 4-7, of the Student's Book, as examples. Students should keep the conversation going and be open to others' ideas. *See the Speaking Assessment Form on page 129 of this teacher's guide.*

Teacher's notes

SOCIAL LEARNING ENVIRONMENT: Recreational and Literary
COMMUNICATIVE ACTIVITY: Understand yourself and others.
SOCIAL PRACTICE OF THE LANGUAGE: Read fantastic literature or suspense to evaluate cultural differences.


Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Select and revise narratives.	Provide students recreational materials to read and give them opportunities to focus their attention on textual organization to: <ul style="list-style-type: none"> • Reflect on how language varies depending on the subject, purpose and type of communication. • Identify publication data. • Contrast subject, purpose and recipient. • Notice patterns of textual organization. 	Collect evidence such as: <ul style="list-style-type: none"> – List with actions – Oral descriptions of characters. – Anecdotal record.
2. Read narratives and understand general sense, main ideas and details.	Make demonstrations of strategies for understanding and identifying words and expressions, help recognize the events and characteristics to: <ul style="list-style-type: none"> • Think about the resources used by the author and illustrator to cause various effects in the text that influence the reader. • Use various strategies to understand the development of actions. • Identify times and verb forms in paragraphs (present and past perfect, gerund, past participle, conditionals). • Recognize main, secondary and/or incidental character (s). • Indicate details and recognize direct and indirect speech. • Identify verbs that are used as nouns or adjectives. 	Final product: Comic book. Suggested evaluating instrument: <ul style="list-style-type: none"> – Evaluation rubric.
3. Describe characters.	Develop activities that help students practice how to scan a text to locate specific details to: <ul style="list-style-type: none"> • Express personal reactions from texts. • Contrast the own repertoire of words and expressions with the one of the story. • Select proper adjectives and adverbs to describe characters. • Listen to opinions of others to recognize different interpretations. 	
4. Complete and write statements from characters' actions and features.	Provide students time and support to develop their knowledge and skills to: <ul style="list-style-type: none"> • Answer questions to describe characters. • Make paragraphs, based on statements. • Describe physical characteristics, skills and actions to describe characters. • Check spelling and punctuation. 	


GET GOING

Lead-in

You can start this unit by preparing ahead a short and exciting part of a story. Read it to your students with great intonation and pause at a crucial moment. You can then direct students' attention to the subtitle of the unit: What can make literature exciting? Brainstorm ideas with the group and then introduce the lesson. If you prefer, you can also use an audio book or look for a reading of the book online.

GET GOING!

-  **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?**
 - Divide the class in small groups.
 - Give students a piece of paper so that they make a list of stories they have read in books or comics.
 - You can then make a big list on the board and ask students to vote for the most popular.
 - Ask: *What makes a story exciting or interesting for readers?* You can remind students of the ideas they said during the unit introduction and ask them to specify how they see those things in the voted most popular story.


-  **Look at the text below and follow the instructions.**

- Before starting this activity, it may be a good idea to refer students to the glossary to check the meaning of the word "examine" (analyze).
- You can then read instructions with the class and divide students into pairs.
- Ask students to read again and this time, tell them they can go to the glossary section to check the highlighted words in the Glossary section.
- Ask pairs to compare their answers.
- Monitor students' progress and check answers as a group.

Answers

- This text could be taken out of the back of a book; this looks like a fantasy story; the information the text provides is title, author, publisher, opinion, and brief introduction to the story.
- The story is about a blacksmith who finds a dragon.

GET GOING

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?**

- For this activity, you can start by directing students to the glossary to check the word 'genre'. After that, elicit from students which genres they know and write them on the board.
- Ask: *What genre was the story described on page 127?* (fantasy)
- Read instructions with students, have them read the information and divide them in pairs to answer the questions.

Answers could vary


but should be similar to: The story is about Roderick Usher and the time he lived in the House of Usher, an apparently haunted house. This is a horror/mystery story, contrary to the first one which is fantasy.

Critical Thinking

This might be a good moment to clarify some literary terms with your students:

Literary forms: novel, poem, drama, short story, comic.

Literary genres: comedy, drama, epic, romance, satire, tragedy, thriller, mystery, fantasy, horror.

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.**

- Read instructions of this activity with students.
- Divide students in pairs.
- It would be a good idea to transform the headings of the columns into questions in order to help students answer more accurately. For example: in the case of 'topic' you can ask *What is the story about?* For purpose: *Why do you think the author made this story?* and for target audience: *who is supposed to read these*


stories? You can write the questions on the board.

- To support students more on how to answers you can use a famous, simple story to illustrate how to answer. In the short story, Snow White and the Seven Dwarfs, the main topics are vanity and ambition. The purpose of Snow White, may be to teach about friendship, finding good and the value of a person vs looks. The target audience for this fairy tale is children.
- Allow pairs time to work on the task and check answers as a class.

Answers will vary


but could include:

Story	Topic	Purpose	Target Audience
A The Dragon Tamers	Bravery, resourcefulness, courage or heroism.	Transport the reader to a world of fantasy. Inspire the reader about courage.	Children and teens.
B The Fall of the House of Usher	How fear leads to destruction.	Intrigue the reader. Show insights about the human mind and its fears.	Teens and adults.

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?**

- Read instructions as a class and divide students in small groups.
- Circle around the classrooms to monitor the discussions.
- Compare answers as a class.


GET GOING

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.**


- Read instructions with students and remind them to use the Glossary section to better understand this.
- Divide students in pairs in order for them to discuss the answers.
- You can then write some questions on the board to help with the discussions and understanding of the text: *Who seems to be speaking? What is the situation being described? What are the features of the character being described?*
- Check answers as a class and ask students to give you their reasoning behind each answer.

Answers

The Fall of the House of Usher, C

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 characters if you had to?**

- Ask students to work in pairs again and read instructions as a class.
- Walk around the classroom to check students' descriptions and share some with the class.

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?**

- For this activity, it may be important to emphasize that meaning in comic books and graphic novels comes from both words and images.

- Tell students they will have to pay attention to both things as they read in order to answer the questions.
- Read instructions as a class and ask students to work in pairs to discuss.

Answers

This scene takes place at the beginning of the story when the narrator visits Usher.

Poster Activity


Display the image for this unit to elicit from students the type of story they think this is (fantasy) and the elements involved (magic creatures). Have students speculate what the story is about.



IMAGE 08

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.**
 - Read instructions with students and ask them to work in pairs.
 - Check answers as a class.
 - Before the discussion point of this activity, consider showing students more examples of comic book or graphic novel panels so that they analyze and answer more easily. If school facilities and equipment allow it, project the examples, or consider printing

two or three panels in a much larger version for everyone to see.

Answers


1 characters, 2 panel, 3 speech bubbles, 4 caption

-  **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.**
 - For this activity, you can start by briefly eliciting some characteristics of fantasy literature and suspense.
 - Then read instructions as a class and ask students to work in small groups.
 - Check answers as a class and ask students to give you examples of each characteristic in the texts they have analyzed. For example: An example of supernatural beings is dragons.

Answers




Fantasy	Suspense/ Mystery
b. Characters may have magical powers. d. Magic elements f. Supernatural beings h. Unrealistic settings.	a. An intelligent character solves the puzzle. c. It's more logical than magical. e. Realistic settings g. There is a crime or puzzle to be solved.

GET MOVING


-  **Look at the following story and complete the sentences with the correct name.**
 - For this activity, you can read instructions with students and then read the descriptions together as a class.
 - Ask students to work in pairs and complete the sentences with the correct name.
 - Check answers as a class.
 - Ask: *What details are given about the characters? Does the description only cover physical features?* and then direct students to the Language Reference section for more support on descriptions.

Answers

1 John, 2 Melinda, 3 Dragon

-    **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.**
 - For this activity, tell students that as a unit project they will adapt a story into a comic book.
 - Divide the class in their group projects and tell them that you will start with a series of steps to make sure their unit project is really good.
 - The first step is to choose the story. Tell them they must find a fantasy or mystery story for their project. Elicit from students the characteristics for each genre.
 - Students can use a local library or a site like the one mentioned in the SB.
 - Supervise students' work and anticipate that they might find stories that are from different genres.

- Once students chose their story, tell them that just like movies require Pre-Production work which implies research and planning, they will do the same for their comic book. They should outline what the story will be about, setting and who the characters will be. Students can create character files with all relevant information for each and then 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.**

- Read instructions with the group.
- Divide the students in pairs so that they underline the actions: *let go, get, left, come back, go, try, find, take, sleep, agree, fall asleep, get trapped.*
- Check answers and then ask students to complete the comic story board.

Answers

1 dungeon, 2 Leave your baby as guarantee that you will be back!, 3 the dragon is your problem, 4 John negotiating with the dragon, 5 John convinces the dragon to give his baby back, 6 the dungeon, 7 the dragon falls asleep and John traps him 8 Dragon: zzz John: Now you are trapped!

GET MOVING



IMAGE 08

Poster Activity

To have students practice planning a story board, you can display the image for this unit and have them prepare in teams the story board for each of the panels. After plans have been finished, students could write the possible dialogues on pieces of paper that can be pasted as dialogue bubbles on the image (use cardboard and adhesive tape for this as you display the image on a wall or on the board. Teams can take turns to past their dialogues and the class can then vote on the funniest, most interesting, most dramatic and most complex dialogue written.

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.**
- For this activity, divide the class in their project groups. Ask them to bring their story.
 - Read instructions with the class and tell groups that they will list the most important actions the characters do.
 - For organizing their list, they can create a timeline with bullet points. You can also recommend students that in their timeline they always include: *Who did the action? What is the action? Is there a relevant reaction from other characters in the scene?*

- After students finish their list/timelines, ask them to draw an organizer similar to the one in the SB with as many panels as they will need. It may be useful to tell students to think of every bullet in their timeline as one panel.
 - Monitor students' work and give suggestions when necessary.
5. **Use the information from Activity 3 to complete the dialogue in the following panels.**
- Read instructions with the class.
 - Ask students to discuss in small groups how they think each character speaks? Would they speak in a different way? For example, would they make the dragon more formal?
 - After the brief discussion and sharing with the class, ask students to complete the panels with dialogues.
 - Check answers as a class and ask students to explain their reasoning behind each answer.

Answers will vary


GET MOVING

6. **Read the following dialogue and complete the illustrations for the final part of the story *The Dragon Tamers*.**
- With books closed, consider discussing briefly with students: *What do images in a comic book tell you? How do they help provide meaning? How can images help convey feelings or emotions?*
 - Then, with books open read instructions with the class. Tell students that for each image, they must ask themselves: *What do I want to show in my image? What do I want to show about the characters? What reactions do I want to cause in the audience?*
 - Ask students to draw having the answers to those questions in mind. To relax students who are not good at drawing, you can tell students that drawings with stick figures are OK, their artistic ability will not be graded.
 - To close the activity, you can ask students to share in pairs and explain their reasons for their drawings.
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.**
- This activity gives students the •Read instructions with students and ask them to work in pairs.
 - Ask students to make their lists together.
 - Once their lists are ready, you can tell them to take turns describing the characters in as much detail as they can.
 - Monitor groups and make notes with corrections.
 - You can then write the errors on the board and ask students to correct them.
8. **Now that you know more about *The Dragon Tamers*, complete the information about the story.**
- For this activity, read instructions as a class, but divide students into pairs.
 - Once pairs completed the notes, write on the board the words: because, after, since, although, and so that. Check meaning with students if necessary.
 - Ask students to compare answers in groups and to use the words you wrote on the board. If necessary, model an answer using the dialogue boxes in the SB: *Why do you think John's wife is a secondary character? She is a secondary character because her actions do not affect the story much.*
 - Supervise students' discussions and provide feedback as needed.



Answers

1 The Dragon Tamers, 2 supernatural beings, magic elements, 3 John, the Dragon, 4 Melinda, the baby, 5 The Major 6 Being resourceful and clever can save your life.

GET MOVING

9.  Reflect on what you have done so far using this anecdotal record.


- For this activity, tell students that it is time to reflect on their progress until now.
- Make sure to set a relaxing environment and remind students that for this activity it is important they are precise.
- Read instructions with students and divide them in pairs.
- Walk around the classroom to check their work.



10.   TRACK xx Listen to two students talking about the stories in this unit. Discuss and answer the questions in your notebook.

- Divide the class into pairs and read instructions with the class.
- It may be a good moment to tell students that they should listen for purpose and conclusion. Tell them not to worry if they don't understand all the words in the track at the moment.
- Play the track once.
- Check answers with the class.

Answers


1 to discuss why Roger chose to read The Fall of the House of Usher. 2 It is a good story and Felicity might read it.

11.  TRACK xx Listen again write the questions for the answers

- Read instructions with the class and tell them that they will listen again.
- Read the answers to the questions and ask students to try to predict orally the questions that they will listen.
- Play the track again and ask students to compare their questions in pairs.
- You can then divide the class in small groups to brainstorm other questions they can use when reading stories written by other groups. You can ask students to create lists of questions and present them to the class.
-  Page xx  Consider asking students to work on sections 2 and 3 of the reading corner page.

STOP AND THINK about...

...culture _____


1.  Work in small groups and discuss the following questions.

- For this activity, you can ask students to bring cardboards and markers.
- Divide the class in groups and read instructions and the questions together.
- You can ask students to write each answer with big letters in a different color on their cardboards and then you can paste them on the board.
- Compare answers together and discuss as a group.

Possible Answers

1 The clothing is from a long time ago. 2 Resourcefulness 3 lack of courage and empathy. 4. Answers will vary, but you might mention Macario, from B. Traven.

...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.






- For this activity, read instructions with the class and ask students to work in pairs.
- Check answers as a class. Ask: Are the words you underlined verbs? Tell students that *-ing* words can be verbs, but they can also be used differently. In this case, that are nouns or adjectives.
- Divide the class into small groups and ask the discussion question in the SB: *Do the underlined words describe something or do they refer to things to talk about?* Then, you can direct students' attention to the Get Smarter! Box.
- You can also refer students to the Language Reference section.
- You can then ask students to read instructions in the last point in this activity. They may want to use more adjectives or adverbs to describe their characters or their actions. They may also want to include *-ing* adjectives or nouns. In any case, this task will give them a space to reflect on the language used in their comics. Ask students to work in pairs for the revision and to then compare as a group.

Answers

1 a, 2 b, 3 c, 4 b

STOP AND THINK about...

...learning

-  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.
 - For this activity, divide students in their project groups.
 - Read instructions as a class and explain that they will create a first draft of their comic book. They will use previous information, but they will start the drawings.
 - Tell students that they can use sketches since they will be able to create a final version later on.
 - Monitor the groups' work.
-  Exchange the draft of your story with another group of students and fill the chart below for them.
 - For this activity, tell students that the objective is to get feedback in order to make some final improvements.
 - Remind students that for this feedback they have to be very respectful and objective.
 - Ask groups to exchange their drafts and to fill out the chart in the SB.
 - It may be a good idea to ask students to give suggestions on how to improve for every 'Mostly' or 'No' they give.
 - After they finished filling out the chart, ask groups to explain the reasons for the marks they gave.
-    In your project groups, complete in your notebook an anecdotal record with all the steps you've followed to create your comic book story.
 - For this activity, ask students to work in their project groups.
 - Ask students to have all the work they have done so far in order to create their comic book.
 - Ask students to reflect and fill the chart with as many details as possible. If space is not enough, they should copy and fill in the chart on a separate piece of paper or in their notebooks.
 - For every 'Why?', you can also ask students to add notes explaining what they learned during each stage of the process as well as any shortcomings they might have run into.

GET AHEAD

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

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell students to review it to see if they can improve their comic book.
- Consider emphasizing that students will use their anecdotal record to present their story to the class. They will explain their experience while creating their story using the anecdotal records.

2. Presenting

- For the presentations, you can work as a class.
- You can assign the order of the presentation randomly.
- Ask each project group to explain their experience while creating their story using the anecdotal records. You can also ask students to pass around their previous work before creating the comic book as they speak.
- Tell students to prepare questions about the stories as they listen, and select random students to ask questions to the presenters.

- Then, you can sit project groups together around the classroom, and start circulating their final versions of their comics. Students can read together each comic book.
- After everyone had a chance to read the different comic books, ask the questions in the SB point 5 and answer as a class.

3. 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.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. Tell students that they should answer the questions in their notebooks.
- Then, divide students in pairs and ask students to discuss together the reasons for their answers.
- Monitor students' work and give suggestions on how to revise and learn the information students need to improve.

reading CORNER

GET READY TO READ!

- Before students start reading the text *Knights and Dragons*, have them work pairs to answer the question.

Answers

Elements of magic and supernatural creatures.

GET INTO THE TEXT!

- Students can complete their graphic organizers individually as they make progress in their reading. They could compare and revise them in small groups once they finish.

GET TOGETHER

- You can propose 4 different ways to promote the comic (jingle, poster, radio ad, video) and past 4 signs with one option each in the 4 corners of the classroom. Students stand in the corner they prefer and work with others to produce their ad. Set a time limit for teams to work and then have them share their ideas with the class.

Reader**Answer key****GET THE MAIN IDEA**

1 b, 2 b, 3 b

GET THE DETAILS

Answers may vary

GET THE WORDS

1 dragon, 2 suicidal, 3 run away, 4 confer.
5 join up, 6 probably, 7 lane

QUICK CHECK

1. **Read the following dialogue and draw the pictures that may go with it.**
 - Have students work individually on this exercise.
 - You can tell students that the objective of this exercise is to help them practice what they have learned so far, the drawings may be simple stick figures, as the objective is to show they understand the dialogues.
2. **Work with a classmate and take turns describing the characters you drew. Use the following questions to guide your description.**
 - Read instructions with students and divide them into pairs. Make sure they understand this is a speaking task.
 - Ask students to plan answers to the questions in their notebooks if they need to, and give them a minute to do so.
 - Have pairs discuss the description of their characters as well as the other questions and monitor as they work.
3. **How would this story continue or end? Explain it in a couple of sentences in the following lines.**
 - Again, ask students to work individually for some minutes.
 - Then, ask students to compare their answers working in groups.
 - Supervise students' work.

SELF-ASSESSMENT

Think about the things you have learned and practiced in this unit. Mark (✓) the correct box.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class and explain the chart.
- Explain that they have to decide how well they comply with each criterion.
- You can tell students to think of examples of how they complied with each criterion in the past in order to increase productivity.
- Monitor the class as they answer to make suggestions.
- If a student has problems with a certain thing, it could be good to have a quick chat with/him or her to make a short action plan so that he or she improves.

Evaluation Instrument

This evaluation rubric can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Name of student: _____ Date: _____

	Outstanding	Good	Needs work
Identify genre	Can easily distinguish features of a fantasy text and a suspense one. <input type="checkbox"/>	Can distinguish features of a fantasy text and a suspense one. <input type="checkbox"/>	It's difficult for him/her to distinguish features of a fantasy text and a suspense one. <input type="checkbox"/>
Revise stories	Can easily understand the main idea and details of a fantasy or suspense story. <input type="checkbox"/>	Can generally understand the main idea and details of a fantasy or suspense story. <input type="checkbox"/>	It's hard for him/her to understand the main idea and details of a fantasy or suspense story. <input type="checkbox"/>
Describe characters	Can use clear language to describe characters in a story. <input type="checkbox"/>	Can generally use clear language to describe characters in a story. <input type="checkbox"/>	Most of the time classmates have problems understanding his/her description of characters. <input type="checkbox"/>
Plan a comic book story	Can plan a comic book story with little or no help from others. <input type="checkbox"/>	Can plan a comic book story with help from others. <input type="checkbox"/>	Even with the help of others, finds it difficult to plan a comic book story. <input type="checkbox"/>
Write dialogue for a comic book story	Can write a dialogue for a comic book story with little or no help from others. <input type="checkbox"/>	Can write a dialogue for a comic book story with help from others. <input type="checkbox"/>	Finds it hard to write a dialogue for a comic book story even with help from others. <input type="checkbox"/>
Give and receive feedback	Can write a script for a PSA detailing sound effects to be used to create an impact on the audience. <input type="checkbox"/>	Can write a script for a PSA detailing sound effects to be used. <input type="checkbox"/>	Finds it difficult to write a script for a PSA detailing sound effects to be used. <input type="checkbox"/>

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UNIT 9

Debating the Fine Arts

SOCIAL LEARNING ENVIRONMENT:
COMMUNICATIVE ACTIVITY:

Academic and Educational
Participate in exchanges associated with a specific purpose.

SOCIAL PRACTICE OF THE LANGUAGE:



Write agreements or disagreements to intervene in a debate on one of the fine arts.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Look for a topic of interest in various sources.	Coordinate students to: <ul style="list-style-type: none"> • Review and select texts. • Recognize textual organization. • Determine purpose of the debate. • Detect points to discuss. • Value the reasons of the points to discuss. 	<p>Collect evidence such as:</p> <ul style="list-style-type: none"> - List of topics. - Cards with personal points of view. - Tips for monitoring the use of prosodic resources. <p>Final product: Round table.</p> <p>Suggested evaluating instrument:</p> <ul style="list-style-type: none"> - Checking and matching lists.
2. Read texts and interpret general sense, key ideas and details.	Promote among students activities that allow them to: <ul style="list-style-type: none"> • Identify key ideas with a personal opinion. • Make connections between a personal opinion and in a text. • Recognize expressions to express arguments or concordant or conflicting points of view on a subject. • Identify differences between British and American English. 	
3. Value agreements and disagreements about a topic of interest for writing arguments.	Offer models that allow students to: <ul style="list-style-type: none"> • Select information to write arguments. • Organize concordant or conflicting information with a personal opinion. • Express arguments in favor or against. • Choose information that expand, exemplifies, and explain arguments. • Recognize the importance of synonyms and connectors in paraphrasing. • Use words or emphatic expressions or qualify agreements or disagreements. • Use connectors to link statement in a paragraph. 	
4. Participate in a debate.	Contribute with your experience so that students can: <ul style="list-style-type: none"> • Use a neutral language. • Involve others in a debate. • Ask for clarification or repetitions or offer help to improve communication. • Offer feedback and summarize comments. 	

GET GOING

Lead-in

You can start this unit by preparing ahead images of three different works of art. You could choose something beautiful, and something very emotional, or you could choose an example of classical art and an example of modern art. You can start by asking students, is this art? Why? Why not? Then, ask the unit question: What is the purpose of art? eliciting answers from different students and accepting all answers and opinions.

-  **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?**
 - Divide the class in small groups.
 - Read instructions with the class and ask students to discuss the questions in small groups.
 - To increase challenge, you can assign a specific amount of time for the discussion and then ask students to share their answers with you.
-  **Read an article that talks about what art is and discuss the following questions in groups.**
 - You can start this activity by asking students to read the title and then brainstorm with you which vocabulary words they would find in this text. You can write their answers on the board.
 - You can ask students quickly scan the text to find and highlight the most important ideas.

- After this, you can ask students to go to the glossary section to check meaning of difficult words and to read again the text, but this time in detail. You can ask at this point if their vocabulary predictions were right.
- You can then divide students into groups and ask them to answer the questions in the activity.
- Check answers as a class.

Answers can vary

but should include:

- 1 To explore what art is.
- 2 Students, or people interested in art.
- 3 Yes, they exemplify the two definitions of art given in the text
- 4 Because view 1 is more classical and rational while view 2 comes from the romantic era and is the one that seems to dominate in the present. Also, one talks about the representation of reality, while the other emphasizes emotion.
- 5 Answers will vary

Critical Thinking

Take an opportunity to present a list of fine arts and discuss with the class which ones are generally used to project more emotion than others, or which one moves them more as individuals. Fine arts, according to the Encyclopaedia Britannica, were "first the five greater arts of architecture, sculpture, painting, music and poetry, with a number of minor or subsidiary arts, of which dancing and drama are among the most ancient and universal." Nowadays, film, photography and other forms of art are also considered *fine art*.


GET GOING



- Complete the following graphic organizer with information from the text.**
 - You can start by directing students' attention to the title of the graphic organizer: Debate topic: Art is emotion and you can ask students: Why is it good to have debates? What are they useful for? (to reflect on a topic, and share reasoned opinions).
 - You can explain students that before a debate, it is important to make sure your ideas have arguments and will contribute positively and a good way of ensuring this is by putting them in a graphic organizer.
 - Students can work individually and then compare answers in pairs.
 - Check answers as a class.

Answers could vary

but should be similar to:


Debate topic: Art is emotion	
YES	NO
Idea: <i>Art is the expression of emotional content.</i> Explanation / Reason <i>any piece that expresses a definite feeling that can be understood by an audience is a valuable work of art.</i>	Idea: <i>Art represents something beautiful or meaningful.</i> Explanation / Reason <i>the subject must be replicated as accurately as possible.</i>

-  **Complete the following card with your opinion. After that, discuss the questions below the card in pairs.**
 - Before starting this activity, you can direct students to the Get Smarter! Box. It may be important to direct students to the Glossary section to check the word rebutted and then tell students that for a debate, it is important to think how your idea could be rebutted.

- Divide students in pairs. Read instructions and questions as a class. Ask students to check the meaning of *to object* in the Glossary section.
- Ask students to complete the card and then discuss the questions orally. You can ask them to take notes of their opinions to then share highlights with the class.
-  Page 127  Consider asking students to work on Section 1 of the Reading Corner page at this point.

GET GOING

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.

- Read instructions with students and remind them of the meaning of the word *rebuttal* or ask them to check it in the Glossary section.
- Tell students that for this activity, they will have to put into practice their synthesizing and taking notes abilities.
- Play the track once and then ask students to compare their answers.
- Play the track again and check answers together.

Answers could vary

but should be similar to:

Debate topic: Is Art emotion?	
Humberto	Maggie
<p>Idea: Art is an activity that is necessary to human beings. Explanation: Important works of art inspire people, or help them identify their own feelings so that they don't feel alone.</p> <p>Rebuttal for Maggie's idea Art comes from the heart. Artists want to cause an emotional response.</p>	<p>Idea: Art comes from the mind. Explanation: The intellectual response is more important than the emotional to recognize what good art is.</p> <p>Rebuttal for Humberto's idea: A reaction, when it comes from the mind, is more valid.</p>

6. Using your notes, complete the following opposing arguments.

- Read instructions with students and ask them to complete the arguments with their notes.
- Ask students to compare in pairs and check answers as a group.

- Ask: What are the parts of a paragraph? (Topic sentence, explanation, and closing).
- Direct students to the Get Smarter! Box and ask: Does this happen in Humberto's and Maggie's arguments? How?
- Read the discussion questions in this activity as a class and check answers as a group.
- For the last part of this activity, consider checking together how to build a topic sentence, what an explanation consists on and how you close a paragraph.
- You can ask students to bring three different colors (one for each part of the paragraph). Ask students to write a paragraph that expresses their opinion on what art is. You can ask them to use a different color for the Topic sentence, explanation and closing.
- Ask students to share with their classmates, but you can make a quick checklist to help provide feedback: Is the topic sentence clear? Is the explanation relevant and contributes to make a point? Is there evidence or example? Is there a closing sentence that rephrases the topic sentence?

Answers

1 activity, 2 because, 3 inspire, 4 if you see, 5 project, 6 pieces, 7 mind, 8 recognize, 9 more important, 10 ideas.


NOTE: Paragraphs reflect the structure of our thoughts. In order to present valid and easy to understand arguments, it is important to follow a structure.

- Topic sentence: A statement that summarizes the point you want to express
- Explanation: Evidence or examples that support your point
- Closing: A conclusion of your topic sentence.

You can also tell students that when giving one's opinion and when writing paragraphs, it is important to follow the KISS rule: Keep it Short and Simple!

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?*
- For this activity, read instructions with the class and tell them that for their unit project, they will hold a debate and that it is time to decide on the best format for the debate.
 - In order to choose together, you can draw a decision chart on the board and have students copy it in their notebooks. They have to assign a score to each Format according to the conditions of the class.

- The decision chart could be similar to the one below. Students have to assign a score to each criterion for each Debate Format. The Format with the highest score can be the one you will conduct. This is a good opportunity to ask students to share their opinions and listen to others.
- Consider that it is possible that students don't like the outcome of the decision chart, in that case, you can be flexible and listen to students' opinions and decide on what is best for the class.
- After you chose the format, you can divide the class in groups and practice a short debate on: Is art emotion? And ask students to use their paragraphs as opening paragraphs.
- Monitor students' work.

*Scores 1-5	Format 1	Format 2	Format 3
# of people fit to the number of students in the class			
Is the length of time of this debate appropriate?			
Practicality			
How interesting are the rounds?			
Total:			


GET MOVING

- 

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.

 - For this activity, you can read instructions with students and then read the topics together as a class.
 - Brainstorm more interesting topics and write them on one side of the board.
 - You can then divide the board in two parts: interesting and not interesting
 - Consider telling students that an interesting topic is the one in which many students are in favor and against.
 - If possible, push the chairs and desks in your classroom to the walls and ask students to stand in the middle.
 - Draw an imaginary line and tell them that they should jump to the right if they are in favor and jump to the left if they are against the topic that you will mention.
 - Mention each topic and see students' reaction; according to that, you can write the topic on the board under 'Interesting' or 'Not Interesting'.
 - You can then divide students into their project groups and ask them to decide on the topic they want to debate about.


- NOTE:** Some suggestions of topics could be: *Should the government support artists? Should art be explained to people in order to be appreciated? Should art help people learn? Should art be taught in all schools? Is it possible to appreciate art without liking it?*

- 

Find information about the topic you selected. Follow the steps.

 - For this activity, tell students that they will start by deciding if they are in favor or against the issue they selected.
 - Students can work in their project groups for this activity.
 - Read the steps as a class (there are 4 steps in total, 2 on this page and 2 more on the next) and read the example.
 - You can then have students share their sentences and tell each other if their sentences are logical and clear.

GET MOVING

- For **step 3 of activity 2**, read instructions with students. Tell them that they should focus on their final debate topic.
 - In their notebooks, you can ask them to brainstorm different sources of information about their topic and more specifically, about their posture.
 - Students can then check which of those ideas are realistic and they can get according to their context.
- 

For the last step of activity 2 this activity, students should bring to class their research. Printouts of websites, books, magazines, and even transcripts of interviews to art teachers.

 - Students should also bring index cards to class and, if possible, colors or stickers.
 - Check the example of the SB together as a class. Students can then create a card for each source of information.
 - You can then ask students to use their colors or stickers to classify their sources according their usefulness to make their point.
- Reflect on your progress. Mark (✓) what you can do now.**

 - For this activity, you can tell students that it is time for self reflection.
 - Set a relaxing environment and read instructions and statements from students.
 - As you go over each sentence, you can try to mention an example or elaborate on the statements in order to boost students' memory on what they already did and what they are able to do.
 - At the end, divide the students in pairs and ask them to discuss the reasons for their answers.
 - If there is something a student has problems with, you can ask the classmate to think of a recommendation and to share it with you for approval.


Poster Activity


Display the image of this and have students describe what they see in very objective terms. Ask them to hold their opinion until they have analyzed each illustration thinking: What is it that I see? How strange or familiar is it? How does it make me feel? Why? What was the intention of the artist? Give students a minute to reflect on this questions (playing background music if possible) and then have them discuss first their answers in pairs, and then give their opinion.



IMAGE 09

GET MOVING


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?*
- For this activity, you can ask students to photocopy this page of the SB and to cut each opinion. Then, ask them to paste two opinions per page (separate from each other) in their notebooks.
 - You can then read instructions with students.
 - You can also reinforce the structure of a paragraph by asking students to underline with three different colors the Topic Sentence, Explanation and closing sentence.
 - After that, ask students to make annotations around each opinion in which they answer the questions of the SB.
 - If making copies is not possible, you can ask the students to make brief notes on the SB page and then in their notebooks is they need to expand on an idea.
 - Divide students into groups and ask them to discuss the questions according to their annotations.
 - Check answers as a class and ask students to give you the reasoning for their answers.

5.  Read the opinions again and find sentences that are equivalent to the ones below. Write sentence (s) on your notebook.
- Divide students in pairs and read instructions as a class.
 - You can then divide the class in groups and ask students to complete the activity and compare answers in pairs.
 - Check answers as a class, and discuss the last point in the SB. You can remind students that it is important to explain more than once and in different ways so that people understand what you are trying to communicate, and that we need to learn to restate our main idea in closing sentences or closing arguments.

Answers


1-Good art moves people. (Rosa's paragraph) 2 Modern art has images that make no sense. (Norman) 3 Good art is in the mind of the person who sees it. (Norman) 4 Classical art shows that the artist can do something the rest of us can't.

GET MOVING

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?*
- You could start this activity with books closed asking students to tell you what a good participation in a debate looks like. Elicit some ideas and then have them look at the form in this activity going over all option in the first column.
 - Read instructions with the class and divide them into pairs.
 - You can ask students to write the answers in their notebooks.
 - Ask students to share their ideas with the class.
 - [Icono de grupos] [Icono de portafolio] [Icono de engrane] In their project groups, ask students to decide if the mark sheet is useful to evaluate performance in a debate or not.

- Listen to the group and decide if you want to make a new rubric with the class, or wait until after you have used it in the following exercise to decide.

TRACK 20


7.  Listen to a debate between two students. Work with a classmate and follow the instructions.
- Before starting this activity, consider making a simple Debate Record Sheet on the board and ask students to copy it in their notebooks.
 - Play the track once and ask students to answer complete the debate record with you and check answers as a class.
 - After this, you can read the instructions with the class, divide them into pairs and have the complete the activity by following the steps in the SB.
 - Monitor as students decide who won the debate and conclude as a class.

Debate Record Sheet

Main issue to be discussed: Is classical art better than modern art?
Student to support: Brianna
Did the student prepare? Yes, her answers show research and reasoning.
Did the student show evidence? Yes, she mentioned examples from ancient art and the Renaissance.
Student to oppose: Jared
Did the student prepare? No, he shows hesitation and confusion.
Did the student show evidence? He shows big generalizations only.
What is your opinion on the moderator? Answer will vary

STOP AND THINK about...

...learning



-  **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.**
 - For this activity, you can ask students to work in groups and to highlight in different colors each part of the paragraph.
 - Students can then identify the words that join ideas and underline them. Remind them the importance to connect ideas in order to make their speech more fluent and natural as well as easier to follow. You can refer them to the Language Reference section from unit 6 to review and consolidate this knowledge.
 - Check answers as a class.
 - You can ask students to revise paragraphs they have made before to make sure the three parts of the paragraph are correct and encourage students to use linking words to join their ideas.

Answers

Topic sentence: At the centre of valuable art, there is skill and talent.


Explanation: The rest of the paragraph. Underline "Conversely" and "if you".

Closing: A piece of work that does not show talent, is not art.

-   **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.**
 - For this activity, ask students to bring the cards they made for Activity 2, stage 3 on page 147.

- You can ask students to use the back of these pages to create opinion statements.
- You can review the format in the SB and encourage students to use different colors for each part of the paragraph.
- Once students finish, they can compare their opinion cards in groups.
- Consider asking students to bring star stickers to class and when they give feedback to each other, they can give stars to the best two or three opinion statements of their classmates and have them explain why they think they are the best.

...culture




-  **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.**
 - For this activity, remind students of the differences between British and American English.
 - You can elicit some differences seen before.
 - Ask students to work in pairs and to summarize the differences in this exercise: spelling, past tense of *learn* and the use of *have got*.
 - Compare answers as a class.
 - You can then ask students to revise their opinion cards in pairs and to check if they are consistent in the use of British or American English.

Answers

1 centre, 2 you've got to show, 3 I've learnt, 4 I've got to respect

STOP AND THINK about...

...being together

-  **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?**
 - For this activity, remind students that they need to gather more tools in order to make their debate as successful as possible.
 - Read instructions as a class. Ask students to work in groups and to write their conclusions in their notebooks.
 - Check answers together and decide if the Record Sheet needs to be modified or not.
 - Consider directing the students to the IT Stop! To quickly survey if it is possible that one person per team records audio or video of the debate. Another option could be to take photos and ask students to create a report of the debate in the form of a Scrap Book in which each page represents a phase of the debate with annotations to highlight important information about each moment.
 -   Make sure project teams decide on how they want to keep a formal record of the debate they will hold.

GET AHEAD

1.  Preparing

Prepare and revise the information you have prepared throughout the unit.

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask students to bring all the work stated in this activity and then tell students to quickly review it to get ready for the debate.

2. Presenting

- For conducting the debates, divide students in their group projects.
- Name a moderator and a record keeper.
- You can then read the steps in the SB as a class.
- Ask each project group to start with their debates. If time permits, you can do this in the form of presentations rather than everyone at the same time.
- Monitor students' work and ask for each team's conclusions at the end..

3. 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.**
 - You might want to start this activity by setting a relaxing environment.
 - Tell students that it is time for reflection.
 - Ask students to work in their project groups in order to discuss performance. Tell students that they should answer the questions in their notebooks and to be very objective, detailed and respectful.
 - Check each team's conclusions and make suggestions on how to improve. It may also be a good moment for praising what the team did very well.

reading CORNER

GET READY TO READ!

- Before students start reading the text about Graffiti as art, have them work in pairs and complete the first two sections of the KWL chart.

GET INTO THE TEXT!

- Students can finish filling in their charts individually as they progress in their reading of this text. They should also check if the information they thought they knew was correct and if the questions they have were answered. You can ask students to write the questions that were not answered on a poster paper on one of your classroom walls and have all the class read the questions and try to find the answers by conducting research. Students who find the answers can write them on the poster.

GET TOGETHER

- Students can work in groups to debate the concept of graffiti as art. To have a balanced discussion (in terms of numbers), the roles might be assigned rather than selected. But students might prefer to defend their own posture.

Reader

Answer key

GET THE MAIN IDEA

Answers may vary

GET THE DETAILS

Answers may vary

GET THE WORDS

1 a, 2 c, 3 b, 4 a

QUICK CHECK

1. **Read the following paragraph and answer the questions in your notebook.**

- Have students work individually on this exercise and ask them to write the answers in their notebooks.
- You can tell students that the objective of this exercise is to help them put into practice what they have learned so far.
- Have students compare answers in groups.

Answers

1 Are artists born or made? 2 Artists are born like that. 3 The life of Mozart.

2. **Use a form like the following to write ideas for a possible counter argument. Write the information in your notebook.**

- Read instructions with students and divide them into pairs.
- Ask students to answer in their notebooks.
- Monitor students' work.

3. **With your classmate, roleplay a short debate where you discuss the issue of items 1 and 2. Follow the steps.**

- This time, ask students to work in pairs.
- Give some time for students to read instructions.
- Supervise students' work.
- Check that students grade each other's participation and remind them to be very objective and respectful. You can ask students to give examples on what to improve.

SELF-ASSESSMENT

Grade your performance in the following areas according to the scale below.

- It may be useful to remind students that assessments help us know where we are in order to take actions and improve.
- Read together with the class and explain the chart.
- Explain that they have to decide how well they comply with each criterion.
- You can tell students to think of examples of how they complied with each criterion during this unit.
- Monitor the class as they answer to make suggestions.
- If a student has problems with a certain thing, it could be good to have a quick chat with/him or her to make a short action plan so that he or she improves.

Evaluation Instrument

This evaluation form with a scale to value performance can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.

Name of student: _____ Date: _____

- 1 = **Has no problems doing this. It is easy and he/she could help others achieve this goal.**
- 2 = **Can do this most of the time, even if I have a few mistakes.**
- 3 = **Needs help to do this, even if he/she gets it right sometimes, he/she has problems in this area.**
- 4 = **Even with help, he/she finds this very difficult to do.**

	Score
Can revise and select information on controversial art topics.	
Can read and understand the general idea, key points and details on information about art.	
Can form my own opinion on a controversial art topic.	
Can understand opinions that support or refute a controversial art topic.	
Can organize and use information that supports or refutes his/her opinion on a topic.	
Can write notes that help him/her support his/her opinion on a topic.	
Can write a paragraph to express my point of view on a topic.	
Can use the information prepared for a debate.	
Can participate on a debate.	
Can reflect on his/her participation and help others reflect on their performance during a debate.	

SOCIAL LEARNING ENVIRONMENT: Recreational and Literary
COMMUNICATIVE ACTIVITY: Recreational Expression.
SOCIAL PRACTICE OF THE LANGUAGE: Guess and formulate hypotheses about past events.

Learning Outcomes	Teaching Guidelines	Assessment Recommendations
1. Choose a past event.	Help students to: <ul style="list-style-type: none"> Propose past events for a game of enigmas. Value the interest caused by past events. Encourage students to use skills of deduction for recreational purposes. 	Collect evidence such as: <ul style="list-style-type: none"> List for the criteria for the selection. Detailed description of past events. Game rules Peer evaluation card.
2. Describe enigmatic events.	Allocate time to play with language and involves students in planning and decision making. Challenge their skills and knowledge to solve puzzles to: <ul style="list-style-type: none"> Analyze characteristics of past events starting from facts and evidence. Ask questions to get details about the event. State events. Include details to precise conditions. 	Final product: <ul style="list-style-type: none"> Enigma Inventory
3. Formulate hypotheses to guess riddles that explain past events.	Give opportunity and time to make students reflect on how their knowledge, experience and perspective influence their way of speaking and listening. Provide examples and models of how to formulate hypotheses to: <ul style="list-style-type: none"> Formulate assumptions about probable causes that originate passed events, based on available evidence. Propose alternative assumptions. Connect information to consolidate assumptions. Share ideas for evaluating assumptions according to their feasibility. 	Suggested evaluating instrument: <ul style="list-style-type: none"> Anecdotes.


GET GOING


Lead-in

You can start this unit by writing these words on the board, randomly: enigma, riddle, puzzle, brain-teaser, and mystery. You may ask *What do all these words have in common?* You can elicit answers and guide them if necessary. For example: *What do a puzzle and a brain-teaser have in common? How are riddles and enigmas similar?* You can then ask students to share any enigma they know. You can tell students that analyzing the description of enigmas can help them formulate hypotheses so that they solve them. You could then ask the unit question: *What is an enigma?* Some possible answers could be: situations that can't be explained, questions that have no apparent answer, problems with no solution, something that is difficult to understand.


Extra Activity

Students will be required to assess their performance using the anecdotal record on page 170. Students are expected to note down the date when they did some activities. It might be a good practice throughout the unit to ask them to write the date in their Student's Book when they start each class.

- 
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?*
 - You can start this activity by checking students understand what you expect them to discuss.
 - Allow students some time to think about their enigmatic experience.
 - Divide the class into small groups. Encourage them to share their experiences and ask any questions their classmates may have.
 - Invite some volunteers to share what they discussed in their groups.
 - If time allows, students can try to answer their classmates enigmas as a class.



- 
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.
 - Consider starting this activity by directing students' attention to the pictures as a class. Elicit what they can see.
 - Divide the class into small groups, preferably different from the ones in Activity 1. Ask students to take notes of the speculations that are more logical. Then tell them to write the questions in their notebook. Encourage them to use different questions words. Monitor and refer them to the questions on the board if they need help.
 - You can check as a class asking volunteers to write questions on the board. This might be a good opportunity to check accuracy of question formation and provide remedial work if necessary.

TRACK 21

- 
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.
 - You can ask students to read along as they listen to the track.
 - You may tell students to use their notebooks to answer their questions.
 - This can be a good opportunity for students to discuss possible hypothesis to solve the enigma as a class. You can encourage them to say if their classmate's ideas are logical.
 - You can also motivate the class to come up with new questions if time allows.

GET GOING



TRACK 22

4.   Listen to students speculating about the “Treasure Box Enigma” and complete the speculations. Mark (✓) the one you agree the most with.
- You can start this activity by eliciting from students possible answers for the blanks.
 - Play the track once and ask students to complete the sentences. Have them check their answers in pairs.
 - Repeat the track for students to check or complete their sentences.
 - It could be a good idea to ask students to discuss in pairs which sentence they think is more logical to solve the enigma.

Answers

1 saw, ghost; 2 seen, reflection; 3 seen, flashlight. Marks will vary.

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.
- You may ask a volunteer to read the questions aloud. Students can speculate about the answer using their ideas from Activity 4.
 - This would be a good moment to direct students' attention to the Get Smarter! box. Encourage them to give their hypotheses using the suggested words and structures. Help them form the sentences if necessary.
 - Play the track and ask students to note their answers down in their notebooks. You can pause the track for students to take notes if necessary. Remind students that they do not need to write complete sentences now, just notes to help them remember the main ideas.
 - Have them check their answers in small groups. Then ask them to hold the group discussion.

- You can wrap-up the activity by asking students if they think “The Treasure Box Enigma” was interesting to solve.


Possible Answers

1 A reaction of gas that is produced when the metal is buried. 2 Spirits revealed where treasures were hidden. 3 Because a spirit was guiding her to a treasure.

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.
- You may want to start the activity by asking students what makes an enigma good or interesting.
 - Then you can read the text aloud or ask volunteers to read one characteristic each.
 - Have small groups choose one of the characteristics. You can encourage them to explain why they chose it.
 - You can have a class vote on the most important characteristic, but remind students that they all characteristics should be taken into account when they select their enigmas.


NOTE: Some people use the words enigma for riddles. You can have your class focus on simple riddles like the following: What has to be broken before you can use it? – An egg. But be order to develop the skills the learning outcomes demand, students need practice in higher level challenges.

GET GOING

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.
- Ask pairs to go back to the text on page 157 and to underline the text to justify their answers.
 - You can ask two pairs work together to compare their answers.
 - This can be a good opportunity for groups to list down the criteria they think a good enigma should follow. You can ask them to use their notebook to make a chart with descriptive sentences for them to assess the features and mark them. For example, *There is a hook. – Yes, mostly, not really, or not at all.* Explain that this can be used for their project work.






Answers

Answers and criteria charts will vary.

8.  Read the following enigmas and discuss possible solutions with your classmate.
- You can start this activity by reading the enigmas and checking general comprehension. Volunteers could summarize each situation.
 - Divide the class into pairs. Encourage students to propose solutions to the enigmas using the suggestions in the *Get Smart!* box on page 158.
 - This might be a good opportunity to have students share their ideas with the rest of the class.
 - Have pairs check the answers on page 160 and analyze their own ideas. Encourage them to tell the class how close they were to the solutions.
 - You can ask pairs to use the chart they made in Activity 7 to evaluate the enigmas. Then they can discuss the questions in small groups.
 - Hold a class discussion about a way to use enigmas for a class game. If time allows, you can discuss basic rules to play.


Critical Thinking

Have students compare the two enigmas described. Ask: *Which one plays with your knowledge of science and which one plays with pre-conceptions? What type of enigma do you prefer? Which is more fun and why?* This could help students understand that there are real enigmas in all areas of knowledge, but they can also be fun to speculate about. Have students reflect on how thinking outside the box helps the mind be sharper.

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?*
- You can start this activity by dividing the class into small groups. Tell students this group will not change and that they will work together for the project.
 - Have students discuss where to find enigmas to include in the game. If necessary, elicit sources where the groups can find them. Remind students that sometimes enigmas have different names, like the ones in the Lead-in of the unit. Explain to students that if the technology is available, they can look for enigmas on the Internet. This may be a good opportunity to elicit how to know if the Internet site is reliable: *The domain ends in .edu., .gov, org. They have sources to cross-reference the information, etc.*
 - Before students actually look for the enigmas, have them agree on the criteria and answer all the questions in the instructions.
 - Tell them to write down the criteria and extra considerations on a separate piece of paper.
 - Ask students to collect the criteria and save this research process for their portfolio.
 -  Page 127  Consider directing students to the Reading Corner page at this point and do section 1.


STOP AND THINK about...

...language

-  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?*
 - The objective of this activity is to make students more aware of words that give details to specify the conditions of enigmas.
 - You can start this activity by asking pairs to find the details used to specify the conditions of the given elements. Students could underline the words in the texts.
 - Check answers as a class. This can be a good opportunity to help students reflect on the importance of words that give details or extra information: *How do these words help us get a better idea of the conditions or situations?*
 - Have pairs discuss the questions. Monitor their work and help them reflect if necessary.
 - You can hold a class discussion to share their answers to the questions.

Answers

1 A quiet, rural area, where there were very few people; 2 A dim light in the forest; 3 An old, rusty box full of gold-coins; 4 A nice, quiet, winter night; 5 A solid, bright, green light; 6 Working in a hospital. Answers to the questions will vary but students should reflect on the importance of details to solve an enigma.

-  Rewrite the sentences used to speculate about "The Treasure Box" in such a way that the meaning is the same.
 - The objective of this activity is to make students more aware that there are different options to state hypotheses.
 - You can start this activity by eliciting ways to express speculation in English. If students need help, refer them to the *Get Smarter!* box on page 158 or the Language Reference Section.
 - You can ask students to complete the sentences individually and check in small groups.
 - Have volunteers write their answers on the board. You can use this opportunity to check spelling and grammar as a class. Provide remedial work if necessary.

Answers

1 I have seen a ghost. 2 she saw a ghost. 3 saw the reflection of the gold. 4 have known where the box was.


Poster Activity

You can review the expression of assumptions about past events by giving students extra practice. Display the image of this unit and divide the class into groups. Each team has to write three or four sentences that describe the situation in the past when the photograph was taken or when someone saw the strange occurrence and then three or more sentences speculating about what happened. The class can vote on the best or most interesting guesses.

This activity can also be conducted as a game, having each team take to you one sentences at a time and they cannot move to the next until you tell them the sentences is grammatically correct, they go back to their groups and write another sentence. The groups that finishes the task first is named the winner.



GET MOVING

-  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?*
 - Before the activity, you can draw a three-column grid on the board. Write one heading on each column: *Beginning, Middle, and End.*
 - You can then read the instructions and check understanding.
 - Divide the class into small groups and tell them to copy the grid of the board onto their notebooks.
 - Students could go through each phrase and classify them into the grid. Explain that some phrases could be in different categories.
 - Once students have finished classifying the phrases, you can ask them to add at least one more to each category.
 - Check answers as class.
- You will play a game of enigmas. Follow the instructions.

 - You may want to go through the instructions and check understanding. Model the steps or give an example if necessary.
 - Divide the class into groups of three and allow them to get their markers ready.
 - Encourage groups to agree on the method to choose the first participant and the order of participation.
 - You can suggest that students are sure to understand each enigma before they start giving hypotheses. Tell them they can use a dictionary to check up any unknown words.
 - Elicit which words and tenses are used to express speculation and write them on the board if necessary.
 - Remind students that they can get extra points by proposing alternative solutions and by being chosen for giving the best solution. This might be a good opportunity for eliciting phrases to present alternatives and to evaluate different options. You can also write them on the board if necessary.
 - You may add motivation to the game by saying that the groups who solves all the enigmas first is the big winner of the challenge.
 - Optionally, you can ask students to write notes in their notebook about their own performance and their interaction with their group. This may be used later for the self-assessment on page 165.

Possible Answers

Beginning Who wants to go first? What is the rule for...? I'll go first. What happens if...? *Middle* It's my turn! Who's winning so far? I have a better idea! Can I go next? But that's cheating! How many points does she get? Can you note down my points? Add up the points. What's my score? Don't skip my turn! What happens if...? *End* Add up the points. What's my score? Who won? What happens if...?.

GET MOVING

Extra Activity

You can get students ready for their project by asking groups to analyze the instructions of the game once they finished playing. You can guide them by asking some questions:

- Were all the steps clear?
- Did you need help to decide who started the game?
- How did you decide whose turn was next?
- Were there any situations that were not considered in the instructions?
- Were there any steps that were not clear or that could be simplified?
- Where did you write the total scores?
- What would you do to improve the game?

You can hold a class discussion to sum up their answers as a group. Help students reflect on the importance of good instructions for the development of a game.




Extra Activity

You can review the expression of assumptions about past events by giving students extra practice: Divide the class into small groups. Tell students that you will read out some enigmas about past events for them to solve them in less than three minutes. The team who finds the solution first gets one point. If a team claims to have the answer but it is not correct, they lose one point. The team with the most points wins the game.

Enigmas:

- *One night, a king and a queen went into a castle. There was nobody in the castle, and no one came out of the castle. In the morning, three people came out of the castle. Who were they?* Solution: The knight (night), the king, and the queen!
- *A cat was outside and it started to rain heavily. The cat couldn't find any shelter and got completely soaked by the rain, yet not a single hair was wet. How could this be?* Solution: It was a hairless cat.
- *There was a girl sitting in a house at night. There were no lights on at all: no lamp, no candle, nothing. But she was reading. How did she do it?* Solution: She was blind, she was reading Braille.



GET MOVING

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:
- You can start this activity by asking project groups to appoint a member to take notes of their ideas.
 - It is advisable to guide students step by step in this process. A good first step could be to explain that their project does not necessarily need to be similar to the game on page 162. Encourage them to think of creative ways to present the enigmas.
 - Have groups discuss which elements to use for the game. It might be a good idea to help them think how they want others to play their game.
 - You can monitor groups' work and guide them to make sure it is clear for them why they are writing the instructions.
 - After this, you can ask groups to read every step of the instructions and analyze if they can be shortened or if they need to be clearer.
 - Once students have their instructions, they can write a clean version on a separate piece of paper. You might want to remind them that their handwriting has to be clear so that other can read them.
 - You can also tell students to save this process for their portfolio.





Extra Support

You can find information about writing instructions for board games by browsing the web.

If you need help to guide your students with their writing, you can read "The Boardgame Rulebook Template" here: <http://www.charleston.k12.il.us/cms/Teachers/TeamRed/games/Packet.PDF> You could use the most relevant information for the unit project.

-  Page 127  Consider directing students to the Reading Corner page at this point and do sections 2 and 3.
- 4. **Reflect on your progress so far. Mark (✓) the correct box and explain your answer.**
 - You can start this activity by telling students it is time for reflecting on their progress.
 - Read the instructions and the can-do statements as a class and ask some comprehension questions to check understanding.
 - Allow students to complete their chart according to their progress, making sure they provide evidence of their answers. Encourage them to browse their Student's Book if they need help remembering what they have done in the unit.
 - Read the statements one by one and ask students to raise their hand if they marked the Yes box. This can help you plan any necessary remedial work.
 - To help students who marked the No boxes, it could be a good idea to elicit suggestions to improve each area. Provide ideas if necessary. Remember it is important to foster a very respectful and friendly environment.

GET MOVING



5.  Read the following enigma and, before trying to find a solution to the enigma, answer the questions below.
- It could be a good idea to ask students to read the questions before actually reading the enigma. This way they can read the text having in mind what they need to analyze.
 - You can ask students to underline the answers to the questions as they read the enigma.
 - Divide the class into pairs. Have students compare their answers and solve any disagreement they may have.
 - Check answers as a class.
 - Then you may suggest students they use their notebooks to write their hypotheses to solve the enigma. Later they can find differences and similarities between their ideas and the solution and analyze it using the questions in the Student's Book.
 - Encourage volunteers to share how different their speculations were from the enigma solution. Then check their answers to the questions to analyze the solution.
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.
- Ask students to work with their project group. Tell them to take out the criteria they saved in their portfolio.
 - You can ask groups to decide which features their enigmas should have. Students can use the template as a guide, but encourage them to discard any features they consider irrelevant and add anything else they think is essential for their game.
 - Ask groups to discuss how many enigmas they need for the game. They should consider how long the game can take and the number of enigmas every member should find.
 - Tell them to research the enigmas individually, making sure they cover all the features previously agreed. Remind them they should also write the solutions to the enigmas on a separate card.
 - Have the group collect all the enigmas and their solutions and save them for their portfolio.

Possible Answers

1 It was in a dark, peaceful night and with a sky with no clouds. It was already late at night in a place in the U.S. 2 People saw a bright light and then there was a strange and loud bang. The next day there were thin clouds of different colors in the sky. 3 The residents of a place in the U.S. saw a bright light. 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. 4 In 2015, in a dark, peaceful night and with a sky with no clouds; like the one in the photo; 5 Not really, it helps visualize the light. *Speculations will vary.*

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 162 and find the enigmas that belong to the different categories.
- You can read out the categories and check that students know the vocabulary by asking what they mean in their language.
 -  Refer students to page 162 and have pairs analyze each enigma to categorize it. Then have project groups compare their answers.
 - Check answers as a class.
 - Ask groups to take out the enigmas they wrote for Activity 6 on page 164. Tell groups to categorize them into the table or add categories if they can't.
 - Encourage groups to assess how varied the fields of their enigmas are. Suggest they add or change enigmas if the current selection is not varied enough. Remind them that the new enigmas should have all the features they considered in Activity 6 on page 164.
 - Ask them to save the updated enigma selection for their portfolio.

Answers

Art e, f; **Biology** d; **Geography** none;
History a; **Science** b, c

...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.
- For this activity, you can ask volunteers to read the instructions and sentences. Ask comprehension questions to check understanding.
 - Allow students to go back to page 161 to remember their own performance on the game. If you asked them to record the experience as suggested in the instructions for that activity, you can ask students to take out their notes to help them remember.
 - Encourage students to write evidence to support their answers in the Why column. Explain that they do not need to write detailed information but just notes to remember in case they need to share their experience.
 -  Ask project groups to read the questions one by one so that they discuss each aspect. Suggest they use their notes to share negative experiences. Monitor and, if necessary, help students realize how helpful it is to reflect on our own performance as members of a group.
 - You can ask groups to use their affirmative answers to identify what they like and what they do well when they work together. Then they can use these ideas to improve the negative areas.
 - Check conclusions as a class and ask volunteers to share what they learned in this reflection session.

Answers will vary

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?***

 - Divide the class into project groups. Have students read both charts and discuss the questions. Help them notice each chart has a different purpose.
 - Encourage volunteers to share their group conclusions and ask if they modified any of the charts. If so, have them justify their decisions.
-   Ask groups to take out the enigmas from their portfolios and evaluate them using Chart A. Tell them to assess enigmas written by another member of the group so that they can see them with fresh eyes. Then have students get back the enigmas they wrote and assess their own work.

 - Encourage students to take turns reading their enigmas aloud and sharing the results of the evaluation with the rest of the group. This can be a good opportunity for the group to work together to suggest ways of improving the enigmas that do not work very well.
 - You can help students improve their work by providing them with some questions to check the language mechanics of their enigmas. See the Extra Support activity below.

- Have students write a clean version of their enigmas and save them for their portfolio. Remind students to make sure the solutions to the enigma still work; if not, tell them to rewrite them as well.
- Groups should decide if they want to modify chart B to evaluate the game of enigmas they will play, or a modified version of it. If they decide to make changes, ask them to work on that (maybe as homework) and have the chart ready for the day they share their projects.

Extra Support

Copy the following on the board and ask them to revise their drafts.

- Do all sentences start with capital letters?
- Did I capitalize all proper nouns?
- Are commas and periods correctly placed?
- Are my sentences clear?
- Do all sentences have a subject?
- Do all pronouns have a reference?
- Are the tenses correctly used?
- Is spelling correct?

Monitor and help students if necessary. Encourage them to use their dictionaries to check spelling. Once students have checked their enigmas, they can write their final versions.

GET AHEAD!

1.  Preparing

Work in groups. Review the steps you have followed to prepare for the game of enigmas.

- Go through all the activities students have done so far in order to finish the unit project.
- It may be a good idea to ask project groups to bring all the work stated in this activity.
- Remind students they will use the Chart B on page 166 to assess the game.

- Guide students to use this activity to reflect about their own performance and make some notes in their notebook. They can use them for the following activity.
- Have some volunteers share with the rest of the class their experiences and how they evaluated their performance.

3. **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.

2. **Presenting**

- Consider asking students to read the Chart B on page 166 or the version they produced to know what they will assess later.
- For the game, you can follow the instructions in the SB, or you can have groups exchange games. If this is the case, when they complete the Chart B, the sentences A and D will be about the game and sentences B and C about their work in the project groups.
- Ask students to read the rules of the game and make sure they have all the necessary elements to play.
- It may be a good idea to set a time limit to finish the game as solving enigmas can take long. Monitor students while they play.
- Once the game is over, ask students to work in pairs for the co-evaluation of the project. Tell students to use the Chart B on page 166 or the improved chart they made as a group. Remind students that they will assess their own performance but also their classmate's.
- Encourage students to give feedback on their classmate's performance in a respectful way and also to make suggestions on how to do better next time they play a similar game.

- You might want to start this activity by setting a relaxing environment.
- Tell students that it is time for reflection.
- Ask students to work individually. You can ask students to write their answers on their notebook and remind them to be honest and objective about it.
- Students may need to browse the unit to remember what they have learned and their performance in some activities.
- You can then ask students to compare their answers in small groups and share tips or strategies they found useful to help each other in case there is something they still find difficult.
- Check as a class and encourage volunteers to share any difficulties they encountered. It is advisable to elicit suggestions to help overcome the issues, but also to make suggestions about how students can improve.
- This may be a good opportunity for you to give general feedback to the class.

reading CORNER

GET READY TO READ!

- Before students start reading the story, you could ask them to mention characters from literature that are famous for solving enigmas. Sherlock Holmes and Hercule Poirot (famous detective from the Agatha Christie stories) may come to mind. Have students work in pairs or groups and discuss question 1.

GET INTO THE TEXT! 

- Students can read to check if their predictions were correct. They can copy the graphic organizer in their notebooks and fill it in once they have finished reading and are able to select the most important events. Once the organizers are complete, they can compare them in groups or pairs.

GET TOGETHER

- Students can work in groups to do this task. If they try the enigma with other people, they could reports back to the class the hypotheses others had when the question was posed.

Reader Book

Answer key

GET THE MAIN IDEA

Answers may vary


GET THE DETAILS

Answers may vary

GET THE WORDS


1 inspire, 2 access, 3 former, 4 notion, 5 absurd, 6 celebrated, 7 behave

QUICK CHECK

1. **Read the enigma and write three sentences to speculate on the solution.**
 - Have students work individually on this exercise.
 - You can tell students that the objective of this activity is to help them demonstrate and practice what they have learned so far.
 - Students could use the sentences on page 160 as models.
 -  Divide the class into small groups, preferably with students who did not work together for the project groups.
 - You can have students share their hypotheses and vote for the best ideas. Remind them that their solutions should be clear and logical.

Answers will vary

but should include: logical and clear ideas. Answers could also include: adverbs or sentences using *may/might* have to express possibilities.

2.  **When you finish your discussion, give each other feedback on participation. Consider the following points.**
 - Ask students to work in the groups from the previous activity and have them discuss each question.
 - Monitor students and help them reflect on their performance if necessary.
 - Hold a class discussion to share students' reflections.
 - This may be a good opportunity to compare this performance with the performance of the enigma game. Guide


students to notice if they have improved any aspects they wanted to change. Remind them that learning a language requires to reflect on what we need to improve and then practice it.

NOTE: By the end of this lesson you can tell students what actually happened: A fox was stealing the neighbors' newspapers to play with them at night.

SELF-ASSESSMENT

Reflect on what you have done in this unit using this anecdotal record.

- It may be useful to tell students that assessments help us know how we are doing in order to take actions and improve.
- Read together with the class all the statements.
- Explain that they have to work individually. They can browse their SB to help them remember how well they have done each task so that they can add the relevant comments.
- Monitor and help students to reflect on their performance if necessary.

 **Share your notes with a classmate and, if you differ in some of the answers, discuss the reasons for that.**

- Have pairs compare their answers and justify their differences. Remind them that this does not mean they are wrong, but that they have different ideas about the objectives of activities.
- Check as a class asking volunteers to say why they think they did each activity.


Evaluation Instrument

This anecdotal record can help you identify the main aspects of the achievements and activities covered in this unit. Consider the formative aspect of evaluation as you fill in the table. Keep this instrument as evidence of your students' learning.


Name of student: _____ Date: _____

The student	When? Task/Activity done	Comment/ Observation
1 Read about past enigmatic events		
2 Imagined and proposed solutions to enigmatic events		
3 Selected enigmas to use with classmates.		
4 Asked questions about enigmatic situations.		
5 Described enigmatic situations from the past including details.		
6 Shared possible solutions about enigmas with classmates in a game.		
7 Played a game of enigmas with classmates.		
8 Participated in the design of a game of enigmas.		
9 Reflected on his/her performance when writing enigmas or participating in a game of enigmas.		
10 Helped others reflect on their performance when writing enigmas or participating in a game of enigmas.		

Review Units 8-10


-  **Discuss and then write an answer to the following questions.**


Possible Answers: 1. Story summary, author's biography, reviews, (publisher's information, bar code, ISBN); 2. Captions, characters, panels, speech bubbles, (thought bubbles, sound effects/onomatopoeias)
- Complete the table with characteristics of each genre.**

Possible answers: Fantasy: characters may have magical powers, magic elements, supernatural beings, unrealistic settings; Mystery: there is a crime or puzzle to be solved, an intelligent character solves the puzzle, it's more logical than magical, realistic settings
-  **Choose fantasy or suspense and plan a brief comic book story. Answer the questions.**


Answers will vary.
- Develop the first or last two panels of the story in Activity 3.**

 - You can use the Writing Assessment form on page 178 to grade students' performance for this activity. Answers will vary but each panel should include an illustration or description of the illustration, setting, situation and possible text; it could also have thought bubbles or sound effects.
- Match the pictures with the corresponding fine art.**

 - brush and paint – painting, column-architecture, piano keys – music, quill – poetry, masks – theatre, pointe shoes – dance, camera – photography
-  **Choose one type of art from Activity 5 and write an issue to be discussed. Then, conduct some research about it.**

 - Answers will vary but their research should have enough information to present arguments in favor and against the issue, supporting facts, and conclusion.
-  **Follow the instructions and conduct a debate.**

 - You can use the Speaking Assessment form on page 179 to grade students' performance for this activity. The report will vary but it should have a clear main idea, the events in the past correctly expressed, use linkers and adverbs, and a solid conclusion.
- Reflect about the debate. Use the mark sheet on page 154 Activity 3 and score your performance.**

 - Scores will vary but they should assess the student's own performance using the rubrics in the mark sheet.
-  **Choose enigma A or B to read and cover the other text. Follow the instructions.**

 - You can use the Speaking Assessment form on page 63 to grade students' performance for this activity. Answers will vary.
 - Read the solutions at the bottom of the page and discuss the questions.

Answers will vary.

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate level (4-1)

WRITING ASSESSMENT FORM

Level / Descriptor	
4	The writing is clearly well organized. The use of language includes good control of grammar and a good range of vocabulary. The student uses basic connector to join ideas. Only minor spelling and grammatical mistakes occur. The reader can clearly understand the text.
3	The writing is organized. The use of language includes control of grammar and a range of vocabulary adequate to the task. The student sometimes uses basic connector to join ideas. Some spelling and grammatical mistakes occur. The reader understands the text.
2	The writing is not well organized. The use of language includes some control of grammar but has a limited range of vocabulary. The student occasionally uses basic connectors to join ideas. Spelling and grammatical mistakes occur with some frequency. The reader has to make some effort to understand the text.
1	The writing does not reflect the task instructions. There is no control of grammar and vocabulary is very limited. The reader would have to make a great effort to understand the text.

Adapted from Cambridge English Preliminary Handbook

Name of student: _____

Date: _____ Unit: _____

Mark (✓) the appropriate column

SPEAKING ASSESSMENT FORM

	Very good	Good	Needs improvement
Grammar and Vocabulary			
The student makes use of simple grammatical forms relevant to the communicative activity of the Social Practice of the Language.			
The student uses appropriate vocabulary when talking about situations related to the Social Practice of the Language.			
Pronunciation			
Most of the times, it is clear although there may be some words mispronounced.			
Communication			
The student can maintain simple exchanges with no difficulty.			
The student can produce extended discourse of language with no or only some hesitation.			

Adapted from Cambridge Assessment Handbook

Term test 3

Part 1

- *Genre* _____ Fantasy; the rest of the answers will vary but should be clearly related to the genre and visual input of the panels.

Part 2 Writing

- Read the instructions together with the class.
- Explain to students they have to develop **ONLY** one panel.
- To assess the storyboard, consider that it should contain the elements mentioned in the activity based on their answers to Part 1. Use the storyboards on page 132, and the ones on the Review Units 8–10, page xx of the Student's Book, as an example. Students must write some sentences to complete the storyboard. The sentences are expected to be clearly understood and to have no or only minor spelling and grammatical mistakes. See *the Writing Assessment Form on page 178 of this Teacher's Guide*.

Teacher's notes

Part 3

- You can allow students to choose their role or assign them one if you have a large class.

Part 4

Answers will vary..

Part 5 Speaking

- Read the instructions together with the class.
- Explain to students they have to follow the debate format. You can help them time their participation.
- To assess the debate, consider that it should follow the format given. You can use the mark sheets on pages 149 and 154, or the record sheet on page 154 of the Student's Book to evaluate each performance. You may also want to use the debate on the Review Units 8–10, page xx, as an example. Students must be clearly understood in each segment of the debate. See *the Speaking Assessment Form on page 179 of this Teacher's Guide*.

Part 6 Speaking

- Make sure students have written their speculative sentences before they come to you.
- Read the enigma aloud: *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?*
- Explain to students they can use their sentences from Part 6 to suggest solutions to the enigma. They can also think of other hypotheses together. Remind them they should reach a consensus to solve the enigma.
- To assess the discussion, consider that students should propose and discuss different hypotheses. You can use the discussion on pages 161 and 169 and on the Review Units 8–10, page xx, as an example. Students should propose logical solutions to the enigma but also help their classmate reflect on their hypotheses. They should also reach a consensus. See *the Speaking Assessment Form on page 179 of this Teacher's Guide*.

Part 7

- Explain to students that this is a short participation to round up the discussion in Part 7.

Part 8

- Read the solution aloud: *The objects were used to make a snowman. The snow has now melted.*
- Students should quickly assess their solution.

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.

<i>Pour alcohol in the mix.</i>	<i>Don't leave the mixture near a heat source.</i>
---------------------------------	--

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 had a comic book.
present cont. → past cont.	"I am reading!"	She told me she was reading.
simple past → past perfect	"Why didn't you stop ?"	He asked her why she hadn't stopped.
future (will) → would	"We will fix this."	He said they would 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	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.	<ul style="list-style-type: none"> • Formal reports • Written reports • When talking to strangers
	Uses formal or neutral phrases	Hello! How do you do?	
	Uses Latin based words	residents	
	Regular speed	I think we should do it.	
	Neutral tone of voice	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.	<ul style="list-style-type: none"> In conversation with friends or classmates In settings created to be casual (texts, social media, blogs) With family
	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!!! ↗ → ↘	

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 → 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. → Pedro will give her the notes.</i>	To show ownership of a noun. <i>The car is Laura's. → 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 who wrote "Hope."
which	relates to animals and things	She wrote poems which are still widely read.
that	subject pronoun for people or things	The bird is the animal that 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 started 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 <u>were controlling</u> France as they were attacking the U.K. While it <u>was still attacking</u> the U.K. with night bombings, the Nazi army <u>was also</u> fighting the Russians.
Past perfect	Used to describe events that happened before another event in the past.	The Battle of Britain had already been won 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, besides , it helps forming good habits.
to contrast ideas	but, yet, however, although, while	A curfew may seem a good idea, however , 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 since it helps with discipline.
to sequence ideas or events	first, next, finally, then, after	First , 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 the same way 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! Convincing a dragon is not an easy task. Fighting them is harder.

UNIT 9

Paragraph construction

The basic structure of a paragraph is as follows.

Element	Function	Result
Topic Sentence	Tells the reader what the paragraph is about. Expresses main idea.	<i>At the center of valuable art, there is skill and talent.</i>
Supporting details	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>
Closing sentence	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	must + have + past participle	It must have been a thief.
certain that is NOT possible	can't + have + past participle	It can't have been a thief!
not so certain	might/may/could + have + past participle	It may have been 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

burning <i>adj.</i>	on fire, very hot
carefully <i>adv.</i>	in a cautious or careful manner
exothermic <i>adj.</i>	that releases heat
fizz <i>v.</i>	to form bubbles because of gas in a liquid
mixture <i>n.</i>	the result of a combination or blend of substances
scrape <i>v.</i>	to scratch the surface of something in order to clean it or remove substances
slowly <i>adv.</i>	not fast, in a calm manner
stirring rod <i>n.</i>	a stick (normally made of glass or metal) use in a lab to mix substances
suck <i>v.</i>	to draw or bring inside by suction

UNIT 2

bummer <i>n.</i>	something disappointing or annoying
desperate <i>adj.</i>	extremely anxious or fearful, feeling that the worst is coming
disappointed <i>adj.</i>	disillusioned, not satisfied
disbelief <i>n.</i>	the act of not believing, or being incredulous, not accepting true
eventually <i>adv.</i>	in the end, after some (problematic) time
find out <i>v.</i>	to discover
lucky <i>adj.</i>	fortunate, having good luck
unexpected <i>adj.</i>	surprising, unforeseen or unanticipated

UNIT 3

avoid <i>v.</i>	to evade or escape
death <i>n.</i>	the state of not living
deliver <i>v.</i>	to supply, to bring to a place
disgusting <i>adj.</i>	that causes a revolting feeling, extreme dislike
humiliating <i>adj.</i>	that causes extreme shame and mortification
intended <i>adj.</i>	planned, aimed at
misunderstanding <i>n.</i>	a confusion, a wrong idea
spoil <i>v.</i>	to make something unpleasant by revealing something others don't want to hear

UNIT 4

bliss <i>n.</i>	happiness, enjoyment
blossom <i>v.</i>	to grow and give flowers, to develop in a promising way
crumb <i>n.</i>	a bit or a fragment leftover of bread
decay <i>v.</i>	to deteriorate or decompose
despite <i>prep.</i>	even with or after something, without being affected
feather <i>n.</i>	one part of the plumage of a bird
sore <i>adj.</i>	painful, uncomfortable
sorrow <i>n.</i>	sadness, unhappiness
soul <i>n.</i>	the inner spirit of a living thing
stanza <i>n.</i>	a group of lines that form a basic part of a poem, verse
still <i>adj.</i>	without movement
verse <i>n.</i>	a text arranged in metrical lines that normally rhyme and have rhythm
wee <i>adj.</i>	very small, tiny

UNIT 5

anthology <i>n.</i>	a published collection of pieces of writing
awaken <i>v.</i>	to cause to stop sleeping, to cause to become active
battle <i>n.</i>	a fight or combat part of a war
bombing raid <i>n.</i>	an attack with bombs (explosive devices)
defeat <i>v.</i>	to win in a battle
engage <i>v.</i>	(in war) start a conflict or a combat
eventually <i>adv.</i>	in the end, after some (problematic) time
front <i>n.</i>	the first line of defense of an army
in check <i>idiom.</i>	under control, restrained
invade <i>v.</i>	to attack or occupy a territory
launch <i>v.</i>	to start, to set in motion
many <i>adj. det. pronoun.</i>	a large number of
military targets <i>n.</i>	places that are the objective to attack in armed conflict
secretly <i>adv.</i>	in a secret or discreet manner
troop <i>n.</i>	soldiers or armed forces
war <i>n.</i>	armed conflict
wound <i>v.</i>	to hurt or cause injury

UNIT 6

amendment <i>n.</i>	a revision or minor change in a document
argument <i>n.</i>	an opinion or idea backed up with explanations
avoid <i>v.</i>	to evade or escape
clash <i>v.</i>	to be face to face with opposing views, to confront (sb.) and cause conflict
controversy <i>n.</i>	a disagreement
counterarguments <i>n.</i>	the opposing view of an argument
demonstrate <i>v.</i>	to march or participate in a public protest
entitlement <i>n.</i>	the conviction of deserving a right or privilege
facts <i>n.</i>	something that is true
go through <i>v.</i>	to revise or check carefully
intrusive <i>adj.</i>	invasive, interfering
regardless <i>adv.</i>	even when facing specific (difficult) circumstances
stand with <i>v.</i>	to be on the same side of the argument

UNIT 7

acquire <i>v.</i>	to get, obtain or learn something
belief <i>n.</i>	something people hold true, without needing proof
garment <i>n.</i>	piece of clothing
kilt <i>n.</i>	a piece of clothing similar to a skirt, made of folded tartan fabric and worn traditionally by Scottish men
nod <i>v.</i>	to move one's head in an affirmative gesture
sari <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.
shake hands <i>v.</i>	to take someone's hand to say hello or as in a sign of agreement

UNIT 8

blacksmith <i>n.</i>	a person who works with iron, making things or repairing them in a workshop
examine <i>v.</i>	to inspect, to analyze
feature <i>n.</i>	characteristic
genre <i>n.</i>	type or category
ingenious <i>adj.</i>	clever, inventive, original
mean <i>adj.</i>	not nice, evil or cruel
pity <i>n.</i>	to feel sorry for others
resourcefulness <i>n.</i>	inventiveness, intelligent creativity
roam <i>v.</i>	to move or travel without a plan through a large area
vivid <i>adj.</i>	vibrant, colorful, full of life

UNIT 9

allow <i>v.</i>	to permit, to consent
argue <i>v.</i>	discuss giving reasons to support an idea, trying to convince others
conscious <i>adj.</i>	aware, in a apposition of understanding
conversely <i>adv.</i>	on the other hand, on the contrary
imply <i>v.</i>	to infer or denote, to suggest without being specific
meaningful <i>adj.</i>	significant, important
narrow <i>adj.</i>	opposite of wide, limited in width
object <i>v.</i>	to express disapproval or disagreement with something
rebuttal <i>n.</i>	the confrontation to an idea, trying to disproof it
supporter <i>n.</i>	a person who believes in an idea or a cause
view <i>n.</i>	an opinion or a way to interpret things

UNIT 10

bang <i>n.</i>	a quick loud noise as in the shot of a gun
hypothesis <i>n.</i>	(plural: hypotheses) a theory; a logical idea that needs to be proven
noun <i>n.</i>	a person, animal or thing that we can talk about
skip <i>v.</i>	to jump lightly; to miss (a class or a turn in a game)
trace <i>n.</i>	a mark or evidence that something was there or passed through there

STRATEGIES SUMMARY

<p>Unit 1 Editing Instructions</p> <ol style="list-style-type: none"> 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 Reda again to check for grammar and spelling mistakes. 	<p>Unit 6 Defending your Position in a Discussion</p> <ol style="list-style-type: none"> 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.
<p>Unit 2 Telling Others about an Unexpected Event</p> <ol style="list-style-type: none"> 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. 	<p>Unit 7 Keeping a Conversation Going</p> <ol style="list-style-type: none"> 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: <i>That's interesting, This is the first time I hear about..., You seem to know a lot about..., That's an original idea! etc.</i> 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.
<p>Unit 3 Conducting an Interview</p> <ol style="list-style-type: none"> 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: <i>That's interesting. I didn't know that. Wow!</i>) 4 Encourage the other person to elaborate on their responses: <i>Why do you say...? When do you notice that...?</i> 5 Thanks the other person for their time when you finish your interview. 	<p>Unit 8 Describing Characters</p> <ol style="list-style-type: none"> 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.
<p>Unit 4 Expressing Emotions caused by Poems</p> <ol style="list-style-type: none"> 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. 	<p>Unit 9 How to Win a Debate</p> <ol style="list-style-type: none"> 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.
<p>Unit 5 Writing a History Report</p> <ol style="list-style-type: none"> 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 finaldraft. 	<p>Unit 10 Solving Enigmas</p> <ol style="list-style-type: none"> 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>Unit 1 Finding Experiments Online</p> <p>Finding experiments online is quite easy of you have access to internet. Make sure the sites you are visiting are safe. Choose educational sites, or sites whose address starts with https. Prefer sites that end in .org or .edu as they come from serious organizations. Avoid clicking on ads or links in the sites you check.</p>	<p>Unit 4 Listening to Poetry</p> <p>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 https://www.poetryfoundation.org/ podcasts offers poems as well as discussions on poetry.</p>
<p>Unit 2 Recording a Conversation</p> <p>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>Unit 7 Learning about Cultural Habits</p> <p>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"> • Read sites with recommendations for people who travel or do business in other countries. • Travel bloggers normally publish information of this type in their blogs. • Pay attention to details on habits when watching TV or movies from other countries.
<p>Unit 3 Finding TV Shows Online</p> <p>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 (https://www.pbs.org/video/) to find examples of different types of TV shows and enjoy them.</p>	<p>Unit 8 Finding your Reading Level</p> <p>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: https://elt.oup.com/student/readersleveltest/?cc=us&selLanguage=en</p>
<p>Unit 4 Listening to Poetry</p> <p>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 https://www.poetryfoundation.org/ podcasts offers poems as well as discussions on poetry.</p>	<p>Unit 9 Recording a Debate</p> <p>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>Unit 5 Researching History Topics</p> <p>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>Unit 10 Online Treasure Hunt</p> <p>To practice your online research skills while solving enigmas, you can try sites like Google a Day (http://www.agoogleaday.com/#game=started) to fins questions or problems to solve every day and you play with others to find an answers. 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>

Track 02. Unit 1. Get Going. Activity 1 & 2

Teacher: Hello, and welcome to the science lab. This academic year students will have to conduct experiments in the science class. It is important to wear a lab coat to prevent the school uniform from getting stains, a white lab coat is preferred. Protective goggles for the eyes are essential as well as gloves, but the school can provide the plastic protective gloves. The glassware in the lab includes beakers and flasks for holding liquids, and flat dishes like this one to put the substances on it. We use these long, glass stirring rods to mix the substances or stir liquids. If students break any of the glassware, we might ask your help to pay for them. We kindly ask you to remind your children the lab is not a place to play in. We want to make the lab safe for everyone

Track 03. Unit 2. Get Going. Activity 2 & 3

Narrator: One

Boy: You're never going to believe this!

Girl: What? What happened?

Boy: I was just reading Time Magazine and...

Girl: You were just reading? That is amazing!

Boy: Ha ha - very funny! Do you want to know what I was reading about or not?

Girl: OK, OK Gee! It was just a joke - what was it you read about?

Boy: They've just found water on Mars!

Girl: No way! They did not! - You know I follow news from NASA and I haven't heard anything about that.

Boy: Look it up! July 25th - they found a lake below the south pole in Mars! And the article said scientists were still looking because there might be more.

Girl: Mmmmm, that's interesting... but I'll have to look it up.

Narrator: Two

Man: So Jane, why have you been so quiet today? Is there a problem?

Jane: Oh, yes. There is a BIG problem.

Man: Why? What happened?

Jane: I was working on my science project last night. I spent almost the whole day working on it... I had a lot of information, from articles and stuff. I had finished five or six pages, and I was writing more... and then the power went off!

Man: Oh, no! Were you doing it all in the computer? Did you save the document?

Jane: Yes, all in my laptop. And I hadn't saved the document. I thought the computer did that automatically.

Man: Yes, they do save those things automatically - so maybe you lost some information, but not all of it. Did you check?

Jane: Yes. But the problem was that the system crashed somehow. The program wouldn't start again and when it finally did - nothing! Puff! All gone. I lost my paper!

Man: Oh, that's awful! That's due tomorrow, and the teacher said there would be no exceptions.

Narrator: Three

Brenda: You'll never guess 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 Spiderman comic book in the box of sale. 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 was browsing through my comic that day in the park...

Kate: I'm sorry... browsing? What does that mean?

Brenda: Yeah! You know... like not really reading it, but looking through the pages.

Kate: Oh, I see... go on.

Brenda: So, I was there with my comic, and suddenly, 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 Spiderman Comic, of course. But then he told 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! This is a really rare and expensive comic. Look at the value!

Kate: Wow! This is great! What a great find!

Track 04. Unit 2. Get Moving. Activity 1 & 3

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.

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

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.

Claire: Oh! I see.

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.

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

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!

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

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

Track 05. Unit 2. Stop and Think. Activity 1

Narrator: 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 no brothers or sisters. One day, 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 didn't have a father anymore, Wayne had passed away in 2010. After the discovery, she felt disappointed, so 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 the excitement. Finally, Hillary and Dawn compared backgrounds and discovered that, with no doubt, they were sisters!

Track 06. Unit 3. Get Going. Activity 2, 3 & 4

Narrator: One

Harry: And now, the fire emergency we have been covering for the past two days. Fires keep burning in Southern California. Residents of nearly 100 homes have been asked by authorities to evacuate as soon as possible. The situation could get worse as the weather is dry and hot, hotter than it has been in the past few years, with record-breaking temperatures registered yesterday and earlier today. We have Dina with us, who is in the area of the fires, near where the firefighters are working. Dina... are you there?

Dina: Yes, Harry. Good evening to you and all our viewers. I am here now near one of the areas which could get more affected by these fires. What you see behind me, is the firefighter unit which has been assigned to this area. They have been here since 3 am today and they tell me they have had no time for breaks. The situation is serious and they are taking all the necessary measures to keep the fire under control and save as many homes as possible. The chief will give a press conference in a few more minutes,

so we are standing by to see what information he will share with us. Back to you in the studio, Harry.

Harry: Thanks Dina. We will be standing by with you to hear from the...

Narrator: Two

Josey: Oh, Greg! There are so many things I wish I could tell you!

Greg: I know - I think I feel the same way, Josey.

Josey: So... I don't know... how about... why don't we... er

Greg: Josey, you're acting weird. What's going on?

Josey: Nothing, er nothing... I was just remembering... thinking... well... you feel the same way, right?

Greg: Aha!

Josey: You feel like I do... so... we could go out and talk about this.

Greg: No! We don't need to go out. I think I should tell you now what I never can tell you.

Josey: Ooooook.

Greg: I can never tell you what I want because you are so difficult! You're always in a hurry, you are bossy... you are my best friend, but I also hate you sometimes... There! I said it!

Josey: What??? I thought... wait... I am difficult??? I thought we were going to talk about...

Greg: About what?

Josey: Oh, never mind... just give me some time to think... this is new information. Yikes!

Greg: Yeah, right... like you didn't know you were difficult. Ha!

Track 07. Unit 3. Get Going. Activity 6

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.

Track 08. Unit 3. Get Moving. Activity 1, 2 & 7

Presenter: Answers to question 1

Speaker 1: I like documentaries because I like learning things. Probably my favorite is Our world.

Speaker 2: I love soap operas. I watch Days to remember.

Speaker 3: Oh, I don't watch a lot of TV... but, maybe I like a reality show... I watch "Project Designer" because it's exciting

Presenter: Answers to question 2

Speaker 1: They tell you all about different places like the tundra or the desert. And sometimes is like being in there because the images are fantastic, so you feel immersed in the story.

Speaker 2: It's about the life and problems of three families. You follow their love life, their problems at work, sometimes, even their crimes!

Speaker 3: In Project Designer" they give the participants a challenge and they have to be very creative. It's a competition for people who want to be designers. I like

watching people experiment with fashion.

Presenter: Answers to question 3

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.

Presenter: Answers to question 4

Speaker 1: Ooooooh! Crime shows! I hate those shows!!!

Speaker 2: I watch a lot of TV so I like almost all types of shows... but maybe... gameshows! Yeah... definitely gameshows. They're so bad!

Speaker 3: Soaps. I hate soaps. Why do people watch them?

Presenter: Answers to question 5

Speaker 1: Crime shows are creepy! They show you all kinds of horrible 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?

Track 09. Unit 3. Get Moving, Stop and Think. Activity 9, 1 & 2

Jamie: Hi, Vanessa. Can I ask you a few questions?

Vanessa: Sure! What about?

Jamie: TV. We were talking about that the other day, remember?

Vanessa: Oh, yeah. OK, go ahead.

Jamie: So... I'm going to start by asking... what is your favorite TV show?

Vanessa: Mmmmm... Bizarre. Have you seen it? It's great!

Jamie: No, I haven't seen it. What is the show about?

Vanessa: It's about a group of kids that lose one friend... in another dimension or something... and after that they meet a girl that came from that place. The "upside down" they call it.

Jamie: Oh, it sounds interesting. How do you feel when you watch that show?

Vanessa: Ooooooh... let me think... I always feel intrigued... because there are all these mysteries and everything.

Jamie: Intrigued? What does that mean?

Vanessa: It means... captivated! But with curiosity too, you know? I am fascinated and have got a lot of questions for my brother when we watch it together. I always want to know more so we go online to find details.

Jamie: Well, Vane... I have to go now. Thanks for the chat... see you later!

Vanessa: It's been fun talking to you. Bye!

Track 10. Unit 4. Get Going. Activity 4 & 7

Woman: 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.

Track 11. Unit 4. Get Going. Activity 9

Narrator: One

Student A: The poet tries to be optimistic, that is the mood of the poem, I know, but for some reason it's different for me. It makes me feel sad to think people need hope.

The sound is pleasant to hear, the words are kind (pauza corta) but I still think is a little sad because it makes me think of problems.

Narrator: Two

Student B: The poem is beautiful and I love the sound. It

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sounds like a song! It makes me feel hopeful. The way I see things now is that hope is always there and it's free!
Narrator: Three

Student C: It's a nice poem because it has a very strong message in very few lines. I can picture hope as a small but very strong bird. It made me think of hummingbirds! That's a happy thought for me.

Track 12. Unit 4. Get Moving. Activity 2 & 3

Narrator: One

Old man: 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...

Narrator: Two

Woman: 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...

Narrator: Three

Man: 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...

Track 13. Unit 6. Get Going. Activity 5 & 6

Student 1: I have a curfew, and I don't think it's a bad idea. It's not that I love having to be at home by 11 pm, but I understand that my parents worry about me and prefer to see me home early.

Student 2: Well, I have a curfew too and I hate it. It's not a good idea. What is the difference between 11, 12 or 1 am? If you go to a party, you should decide when to come back, not your parents.

Student 1: Let's consider the purpose of the curfew: It is meant to protect us. While you may think we know how to be safe, protection of minors is the responsibility of our legal guardians. So, they should be the ones who decide how best to protect us.

Student 3: And when do we begin to exercise independence? and free will? I think our guardians should trust us with knowing when it is reasonable and safe for us to go back home. It is an issue of trust. I want my parents to trust me.

Student 4: Well, I don't think it is an issue of trust. Having a curfew is also showing respect for our family members - we should have a curfew so that our guardians can go to sleep knowing we are O.K.

Student 2: Well I did some research on the topic, and I found out, that in the U.S. teens may have a worse situation than ours. Some places in the U.S. have a legal curfew for teens. If young people are out after a certain time, they get into serious problems. They do this to prevent crimes committed by young people, and also to limit gang activity...

Student 1: Do you mean that the government decides the curfew and not the legal guardians?

Student 2: Yes. That's correct.

Student 3: That is so wrong! My dad would be mad. I don't have a curfew because he believes I need to develop awareness on safety, and he also says I should enjoy being a teenager. Sometimes parties start late and it is awful to have to leave when the fun is just starting.

Student 4: I think your dad and other adults would be mad. But, if the authorities decide on the curfew, is that effective? Does crime decrease?

Student 2: The results are inconclusive. Apparently, the formal research shows no significant changes, but the authorities believe it works. Authorities seem to believe what is convenient for them, that's my point. That there is no evidence that shows you are safer if you come home earlier.

Student 1: Mmmm, but that's in the U.S. - We would still need to consider if the same conditions apply here. I don't think they will.

Student 1: Well, it's time to wrap up. What are the conclusions so far? [FADE]

Track 14. Unit 6. Get Moving. Activity 3 & 4

Michael: We should talk about the right for privacy. I think adults in general don't respect the fact that we need it, 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 government interference - 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 okay if it's a class task and if 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?

Track 15. Unit 7. Get Going. Activity 4

Student 1: Why don't we talk about the cultural habits to use for our final project?

Jim: We could talk about singing.

Student 1: Mmmmmm, I don't think singing is a habit. We could talk about music. Music is different in many countries. Traditional music at least.

Jim: That's what I was thinking about! But let's brainstorm more ideas first, take them to our project group and then decide on what we will talk about.

Student 1: Perfect! Mmmm, we could discuss food. You know, food is so important in our country, and sooooo good. We could compare our type of food to what they have somewhere else.

Jim: How about meal times? That is also different in other countries. It was confusing for me when I lived in Scotland.

Student 1: OK, give me more ideas. Perhaps you can tell me what else was confusing for you when you were in Scotland. Did you have to wear a kilt?

Jim: Oh, no! That's such a wrong stereotype. People in Scotland don't wear kilts.

Student 1: So, what do they wear?

Jim: Men wear trousers and shirts like we do here. Kilts are for special occasions, and it's a very traditional thing. They wouldn't expect a foreigner to wear one.

Student 1: See? We could talk about that: the way people dress. They are different in every country, and we can use kilts as an example.

Jim: O.K. Let's propose dress..., I mean, traditional dress to the group, and the other ones we already have: music, food and mealtimes. Let's add also hand gestures and giving tips. I can tell you a couple of anecdotes I had with

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those differences in Scotland!

Student 1: Now we have... one, two, three... six, six ideas to take to the group.

Jim: Excellent!

Track 16. Unit 7. Get Going. Activity 6 & 7

Student 1: Hey, let's talk about traditional dress in other countries. Jimmy just told me something interesting about the kilts in Scotland.

Student 2: Kilts? What are kilts?

Student 1: They are the checked-patterned, wool skirts that Scottish people wear.

Jim: They are not skirts! They look like skirts, but they are something else. A real kilt is actually a long, rectangular piece of fabric. If you wrap the fabric around your waist with a belt, it takes the shape of a skirt.

Student 1: And you said people don't wear them every day; am I right, Jim?

Student 2: Really, Jim? How do you know?

Jim: I went there... no, sorry, I lived there for a while and most people don't wear them all the time. They may wear them for major events, like weddings. Although I saw a lot of people wear them when their national football team was playing. The fans call themselves The Tartan Army and they wear football shirts and kilts.

Student 2: Really? That's odd. Why would they wear skirts to a football game?

Student 1: They're not skirts!

Jim: They wear them in the same way you would wear a sombrero when Mexico is playing, I guess. They do it to show national pride and so that people can recognize them as the fans of the Scottish team.

Student 2: Interesting! I thought everyone wore kilts all the time.

Jim: Oh, no... It would be like saying Indian women wear Saris all the time.

Student 1: Wait a second... they don't? I think they do!

Student 2: No... wait a second... what is a Sari?

Jim: A Sari is the dress women wear in the India and other countries of the region. It's a long, colorful, embroidered piece of fabric that they wrap around the body and wear as a dress.

Student 1: I understand it is worn everyday still. Perhaps we should verify this with Lauren. She did some research on that.

Student 2: OK. Let's go ask her.

Track 17. Unit 7. Get Moving. Activity 6

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: Why do you say that?

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: But, is that because in your home people don't get very close?

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

Carlos: Do you feel the same when you visit others? 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: Is your cousin Rachel from another country?

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. How about you, Adri?

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...

Track 18. Unit 8. Get Moving. Activity 10 & 11

Roger: Hi Felicity!

Felicity: Roger! Nice to see you. Did you read the story for

the English Class?

Roger: The Dragon Tamers? No... I decided to read The Fall of the House of Usher.

Felicity: Really? Why did you choose that story?

Roger: Because I prefer suspense to fantasy. Besides, this is a famous story, there are movies and TV shows about it.

Felicity: Really? I didn't know that. What is the story about?

Roger: It's about a sad character and how his line...his bloodline, ends. The house of Usher is a building where the last members of the Usher family live, but The House of Usher refers also to the members of the family. The story is about Roderick and his sister, and their fate.

Felicity: Wow! It really sounds mysterious.

Roger: I don't want to tell you too much or I could spoil the surprises.

Felicity: OK, but I read the abstract and it mentions a visitor. Isn't the visitor a main character?

Roger: He is, because he is the witness to everything that happens, but he is more like a narrator. He describes all he sees while he is in the house.

Felicity: Oh! I see. And what is this visitor like?

Roger: The story doesn't say much about him, but because of his observations I assume he is a young, educated man and he is kind... because he went to see his friend, Roderick, when he was sick.

Felicity: It sounds like you enjoyed the story.

Roger: I did!

Felicity: What do you think the theme was?

Roger: I'm not sure, probably it is about how fear affects life and prevents people from doing what they should do.

Felicity: Wow! I might read the story too. You make it sound interesting!

Track 19. Unit 9. Get Going. Activity 5

Moderator: For the question Is art emotion? Humberto defends the position. Humberto, you have 30 seconds to state your view.

Humberto: Thank you. Art is an activity that is necessary to human beings because we need to express what we feel and we need to communicate it to others. Important works of art inspire people, or help them identify their own feelings so that they don't feel alone. So if you see a beautiful, sad sculpture, you may relate to the feeling and have some comfort for your own sadness. Art that doesn't project emotion, becomes just a piece of material that nobody will care about.

Moderator: Maggie, you will represent the opposing view. You have 30 seconds to state your position.

Maggie: We call art pieces of work that come from the human mind and become something we can see, experience or read. We recognize art because it stands out for its beauty, its meaning, or its importance. The intellectual response is more important than the emotional one because it allows us to distinguish good pieces of art from bad ones.

Art are ideas that come from the reality we experience.

Moderator: Humberto, Maggie, you have listened to each other and now we will have some time for you to respond to your opponent. We will start with Maggie. You have again 30 seconds to respond to what Humberto said.

Maggie: believe Humberto is a bit romantic in his ideas. A reaction, when it comes from the mind, is more valid. I can have an emotional response to something that my little brother painted in his art class...I can even love it with all my heart, but that does not make it an art piece! My mind will tell me that he doesn't have the skill to project the beauty or the meaning it needs, so that we can call it art. I need my mind to help me judge the ideas behind the work and also the importance.

Moderator: Humberto? What's your response to Maggie's position? Remember you have 30 seconds.

Humberto: My classmate says that art comes from the mind of people. I think it comes from the heart. I think artists like Monet or more modern ones like Braque want to cause an emotional response. When we admire a painting, we admire it from the heart, not from the mind. I agree with the notion that art can express ideas and that we can recognize in art

beauty, meaning and importance, but when we recognize that, the response comes mainly from the heart.
Moderator: OK, we will conclude the participations here. Can you...

Track 20. Unit 9. Get Moving. Activity 7

Moderator: For the question is classical art better than modern art? Brianna defends the position. Brianna, you have 30 seconds to state your view.

Brianna: O.K. I will refer to classical art as not only the art that relates to Roman and Greek ancient art, I want to say that real art resembles that art that shows talent and skill like ancient art, art from the renaissance, and all the art that can be produced and that will stand the test of time. Art has to move and marvel the observer or the listener. All I see in most modern art is spots and disorganized content that any of us could create.

Moderator: Jared, you will represent the opposing view. You have 30 seconds for your opening argument.

Jared: Well... what I think is that... well, it's not just me... but a lot of people think that modern art is also important. It requires talent because... not everyone can be an artist. It's not easy. And if the critics recognize what you are doing and people want to pay a lot of money, it is valid, right? So modern art is as important as classical art, or maybe more important because it is more up to date. That's my view.

Moderator: Brianna, Jared, have now some time to respond to your opponent. We will start with Jared. You have 30 seconds to respond to Brianna's view.

Jared: O.K. I want to say that modern art creates a reaction. Brianna seems to say that it is only confusing... But I guess... Greek art and Roman art can also be confusing, because... Well, it is not always clear why it was created, right? Good modern art like cubism or other movements... are they called movements? ... Well, anyway, they are important nowadays because people appreciate them, not because they are confused.

Moderator: Brianna, let's listen to your rebuttal. Remember you have 30 seconds.

Brianna: Well, Jared said "a lot of people think modern art is important" ... I think that what "a lot of people" think does not make something true. And even though I know some art critics value modern art, who is to say that they hold the truth? Sometimes critics say something is worth thousands of dollars but all you see is a funny picture or a white canvas. Critics disagree, as Jared and I today, on what true art is. An example can be that while some people may believe that Banksy -an anonymous graffiti artist- produces work which is very valuable, there are others that believe that what he does is vandalism, and not real art. Banksy...

Moderator: Thank you Brianna. I'm sorry to interrupt but you have used your time. Let's see where we are now. So far Brianna has presented the idea that classical art is more valid because it shows skills and it stands the test of time, which I believe means that even now we can appreciate old pieces. Jared presented the idea that modern art is as valid or maybe more valid because there are people who appreciate it and is more "up to date", which may indicate that people nowadays can relate better to it. Am I right?
Jared: Yes

Moderator: O.K. Now each one of you has a moment for a closing argument. Brianna?

Brianna: I want to retake the point that true art is what most of us can admire and respect. Classical art does that for many people and it is easy to recognize because we can see the talent behind the piece. We don't have to love it, but we all understand why a piece is important. The confusion that modern art creates is, in most cases, because it is not art.

Jared: It's my turn now, right? O.K. I will finish saying that modern art is important and we all know it because it is also an expression of the talent some people have. They just choose to use their talent in a different way. Classical art is valid, but modern art is valid too.

Moderator: Thank you! That concludes the debate on this question. Now...

Track 21. Unit 10. Get Going. Activity 3

Grace: 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 a 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. Unit 10. Get Going. Activity 4

Student 1: Maybe Grace's grandmother saw a ghost. And the ghost guided her to find the treasure box.

Student 2: She can't have seen a ghost, because they are not real! She might have seen the reflection of the gold.

Student 3: But the box was buried. She can't have seen that.

Student 2: Well, but maybe it wasn't all covered with dirt, maybe just a part, and what she saw wasn't a flame.

Student 1: And how come the father didn't see it? No, I'm sorry. I think my explanation is better.

Student 3: You know what could have happened? Maybe someone knew where the box was, and they were looking for it. What Grace's grandmother saw might have been a flashlight from treasure hunters.

Student 1: But then? Why didn't they find it?

Student 3: Mmmmm. Because they knew they were trespassing! They were looking for a treasure in private property. And because they saw Grace's grandmother, they left and did not come back.

Student 2: That sounds reasonable. I think I agree with this explanation. Because the father might have known about treasure hunters in town and that's why he decided to take the shovel and dig.

Student 1: O.K. I think that's the best explanation so far. Grace, are you going to tell us about the ending?

Track 23. Unit 10. Get Going. Activity 5

Grace: Well, the explanation my grandmother was given was that there must have been a spirit guiding her to a treasure. And that's why my grandfather wanted to dig. He called the spirit an "anima" that's Spanish for "soul" - and he said that those spirits had been known in the area to reveal where treasures were hidden. The true explanation is that, when buried, the metal produced some gases, and they created pressure in the box, so finally, after a lot of years, the gas found its way out and reacted with oxygen, lighting a flame. So... there was no spirit. And my great grandfather did not see the light my grandmother saw because the reaction was intermittent, not constant.

Track 24. Reader Unit 2: An Unexpected Evening

Track 25. Reader Unit 2: An Unexpected Evening

Track 26. Reader Unit 3: TV shows: What We like and What We Don't

Track 27. Reader Unit 3: TV shows: What We like and What We Don't

Track 28. Reader Unit 4: Poetry Night

Track 29. Reader Unit 4: Poetry Night

Track 30. Reader Unit 8: Knights and Dragons: The Spell

Track 31. Reader Unit 8: Knights and Dragons: The Spell

Track 32. Reader Unit 10: The System of Dr. Tarr and Prof. Fether


Track 33. Reader Unit 10: The System of Dr. Tarr and Prof. Fether

Fether


Term Test 1

Name of student: _____ Date: _____

1. Read the instructions of the experiment and write the materials. Then complete the Density Diagrams.



No salt



Saturated with salt

Playing with Density

Materials

Instructions

- 1 Put the egg into a glass about three-quarters full of tap water.
- 2 Notice that the egg is sinking to the bottom of the glass. Illustrate it in the diagram below.
- 3 Add salt into the water slowly, stirring constantly with the teaspoon until no more will dissolve in the water. You'll know when you have enough salt in the water when some salt crystals fall to the bottom of the glass even after you've stirred it thoroughly.
- 4 Notice that now the egg is floating on the water. Illustrate it in the diagram below.


Conclusion

An object floats or sinks in water depending on its density. An object sinks because it has a higher density than water. An object floats when it has a lower density than water.

The egg initially sinks because it is denser than water. But when salt dissolves into the water, it becomes so dense that the egg then has a lower density than the water, and so the egg floats.

2.  Read the experiment in Activity 1 and discuss the question.

Why can't the egg float at the beginning of the experiment? How does the salt affect the water?

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

1 Your mom called to say you left your final project at home.	2 A friend from USA messaged to say she's moving to your community.	3 You found a box in the park. It has a new smartphone.
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Term Test 1

Name of student: _____ Date: _____

4. Find six TV shows in the word search.

Q	W	E	R	T	Y	U	I	O	P	L	K	J	H	G
N	F	D	S	A	Z	X	C	V	B	N	M	N	V	C
E	X	Z	A	Q	W	S	X	C	D	E	R	T	G	B
W	N	S	H	Y	U	I	K	L	O	P	A	S	D	F
S	P	O	R	T	S	B	R	O	A	D	C	A	S	T
B	G	A	H	J	K	L	P	O	I	U	Y	T	I	R
R	E	P	W	Q	A	Z	W	S	X	E	D	C	T	F
O	R	O	V	T	G	B	Y	H	N	U	J	M	C	I
A	K	P	O	R	E	A	L	I	T	Y	S	H	O	W
D	L	E	P	Q	W	E	R	T	Y	U	I	O	M	P
C	A	R	I	V	C	A	S	D	F	G	A	V	R	G
A	S	A	J	T	V	Z	X	C	V	B	N	M	L	K
S	J	H	G	G	A	M	E	S	H	O	W	F	D	S
T	A	A	Z	W	S	X	R	F	V	T	G	B	Y	H
N	U	J	M	I	K	O	L	P	Z	D	G	K	S	Y

5. Write one word to describe each TV show.

- 1 Game show _____ 2 Reality show _____
3 Sitcom _____ 4 Documentary _____

6. Choose one of the TV shows in Activity 5. Take turns interviewing your classmate about the TV show and his/her emotions related to them.

Term Test 2

Name of student: _____ Date: _____

1. Read the poems and underline your answers. Then choose one and complete the chart about it.

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

Smart Boy

By Jenny Halston

George was a boy who always got one-hundred,
"How can he do it?" his teacher always wondered.
His secret was a phone, hidden in his lunch box;
The boy thought he was the smartest fox,
Until mommy called and his treasure got
plundered!

Her Future

By Sonia Rojas

Lisa thought she was going to be a singer
Every day her Selena skills got bigger
But the football coach had another thought
"You're so fast, I'm going to give you a spot!"
She is now one of the guys and she is the best
striker!

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 the poem you chose.

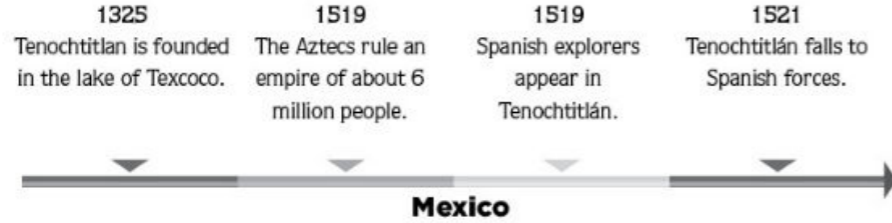
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Term Test 2

Name of student: _____ Date: _____

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



5. Write rights of young people that can be controversial.

1 _____	2 _____
3 _____	4 _____

6. Note down ideas about food as a cultural habit in different countries.

7. Work in groups of three. Follow the instructions.

- a. Agree on an issue from activities 5 and 6 to hold a discussion.
- b. Think about your position and give arguments for it. Present counterarguments when necessary.
- c. Reach a conclusion.

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Term Test 3

Name of student: _____ Date: _____

1. Look at an extract from a mystery comic and complete the information.



Summary of story _____

Description of characters _____

Value promoted _____

When the panels take place _____

2. Develop the storyboard of one panel to continue to story.

Possible illustration

Setting

Situation

Possible text

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Term Test 3

Name of student: _____ Date: _____

3.  Read the statement and choose a position.

Architecture should not be considered a fine art.

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. Write speculative sentences about the enigma related with them.

A woman rode into town on Monday. She stayed for three nights and then left on Monday. How is that possible?

-  Discuss possible solutions with your classmate and agree on a solution.
- Listen to your teacher read the solution to the enigma in Activity 6. Say how clear and logical your own solution was.

Answer Key Teacher's Guide Term Test

Term Test 1

Part 1	Part 2	Part 3
Materials <ul style="list-style-type: none"> Order may vary: egg, glass, (tap) water, salt, teaspoon Diagrams <ul style="list-style-type: none"> Answers may vary. 	<ul style="list-style-type: none"> Answers may vary. 	<ul style="list-style-type: none"> Answers may vary.

Part 4

- From top to bottom: SPORTS BROADCAST, REALITY SHOW, GAME SHOW; from left to right: NEWS BROADCAST, SOAP OPERA, SITCOM

Q	W	E	R	T	Y	U	I	O	P	L	K	J	H	G
N	F	D	S	A	Z	X	C	V	B	N	M	N	V	C
E	X	Z	A	Q	W	S	X	C	D	E	R	T	G	B
W	N	S	H	Y	U	I	K	L	O	P	A	S	D	F
S	P	O	R	T	S	B	R	O	A	D	C	A	S	T
B	G	A	H	J	K	L	P	O	I	U	Y	T	I	R
R	E	P	W	Q	A	Z	W	S	X	E	D	C	T	F
O	R	O	V	T	G	B	Y	H	N	U	J	M	C	I
A	K	P	O	R	E	A	L	I	T	Y	S	H	O	W
D	L	E	P	Q	W	E	R	T	Y	U	I	O	M	P
C	A	R	I	V	C	A	S	D	F	G	A	V	R	G
A	S	A	J	T	V	Z	X	C	V	B	N	M	L	K
S	J	H	G	G	A	M	E	S	H	O	W	F	D	S
T	A	A	Z	W	S	X	R	F	V	T	G	B	Y	H
N	U	J	M	I	K	O	L	P	Z	D	G	K	S	Y

Part 5

- Answers will vary.

Part 6

- Answers will vary.

Term Test 2

Part 1	Part 2 - Writing	Part 3 - Speaking
<ul style="list-style-type: none"> Students underline in blue <i>Smart Boy and Her Future</i>; rest of answers will vary. Chart: Author Jenny Halston/ Sonia Rojas; rest of answers will vary. 	<ul style="list-style-type: none"> Answers will vary. 	<ul style="list-style-type: none"> Answers will vary.

Part 5	Part 6	Part 7 - Speaking
<ul style="list-style-type: none"> Answers will vary. 	<ul style="list-style-type: none"> Answers will vary. 	<ul style="list-style-type: none"> Answers will vary.

Term Test 3

Part 1	Part 2 - Writing	Part 3 and 4
<ul style="list-style-type: none"> Answers will vary. 	<ul style="list-style-type: none"> Answers will vary. 	<ul style="list-style-type: none"> Answers will vary.

Part 5- Speaking	Part 6 - Speaking
<ul style="list-style-type: none"> Answers will vary. 	<ul style="list-style-type: none"> Answers will vary.

RESOURCES FOR STUDENTS

Unit 1

(Ideas for experiments) <https://www.exploratorium.edu/explore/activities>
 (Read about experiments and try a few) The Exploratorium (2013) *Exploralab*. 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
 (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/>

SUGGESTED RESOURCES FOR TEACHERS

General sources for language and methodology

Ferlazzo, Larry & Katie Hull Sypnieszky. *The ESL / ELL Teacher's Survival Guide*. Jossey-Bass, 2012
Staehr Fenner, Diane & Sydney Snyder *Unlocking English Learners' Potential*. Corwin, 2017
Swan, Michael. *Practical English Usage*. Oxford University Press, 2016.

EXTRA ACTIVITIES RESOURCES

More warmers and fillers

Busy Teacher. *363 Warmers and Fillers*. *Warmers and Fillers*, Busy teacher.org https://busyteacher.org/teaching_ideas_and_techniques/warmers/

Reading texts at the level of students

LearnEnglish Teens. "Graded Reading." British Council <https://learnenglishteens.britishcouncil.org/study-break/graded-reading> .

Exploring the use of literature in the classroom

O'Connel, Fitch (2009) BritLit: Using Literature in EFL Classrooms British Council https://www.teachingenglish.org.uk/sites/teacheng/files/pub_BritLit_elt.pdf

Planning templates and worksheets to tell anecdotes

"Tell a story or personal anecdote" LearnEnglish Teens, British Council <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/tell-story-or-personal-anecdote>

Reading in English about the rights of Mexican young people

UNICEF Mexico (2010) *The Rights of Children and Adolescents in Mexico: A present day Agenda* UNICEF

Ideas for controversial topics on Art

"Top 15 Art Controversies: Culture, Sexuality & Politics" Invaluable. <https://www.invaluable.com/blog/art-controversies/>

Finding simple enigmas for students

Sarah. "30 Riddles and Brain Teasers for Kids" Frugal Fun for Boys and Girls <https://frugalfun4boys.com/30-riddles-brain-teasers-for-kids/>

