

**Student's Book**

# Play & Play

Connections

3

SECONDARY



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# Presentation

Welcome to the world of **Play and Play Connections Secondary 3 Student's Book**, a book through which you will learn English in an exciting and fun way by performing meaningful activities and by creating interesting products. This book will help you to consolidate the knowledge of the language learned in the previous years. Besides, it will help you to develop different strategies and skills.

With **Play and Play Connections Secondary 3 Student's Book** you will be able to participate in different social practices of the language such as giving your opinion about cultural habits of different countries, read fantastic and suspense stories, interpret and follow instructions, exchange emotions and reactions caused by a television show, suggest possible explanations about past events, discuss about young people's rights, and many others.

We hope you find this book interesting, fun, and useful!

So, let's start now! Enjoy your book!

The authors

# This is your Student's Book

English language is an important manifestation of culture, this book will introduce you to some academic practices that will help you to understand a different culture.

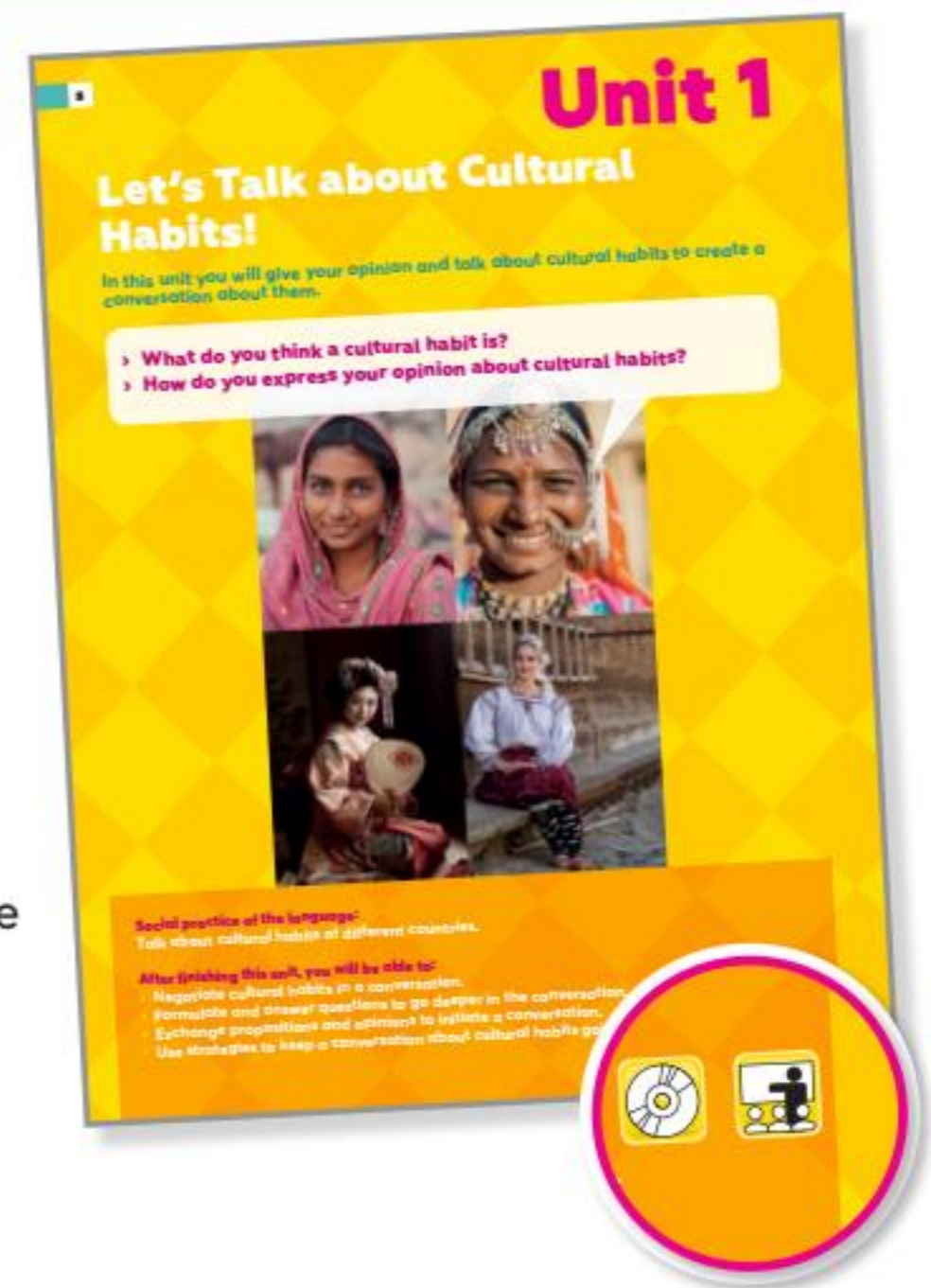
This section includes useful information about how to use your book.

## Unit opener

In this page you will find pictures that depict the main topics you will find throughout the unit as well as general information about the social practice of the language and the product to develop.



These icons mean that your teacher will project a picture from the CD. The activities you will perform with this visual input are called Big Picture Activities, BPAs. There are three of these activities in each unit. Your teacher will let you know when you have to work with them.



## Reader's Connection

After the lessons you will find the Reader's Connection where you can find interesting activities linked to the texts you study in your Reader's Book.



## Evaluation

This section provides you with extra exercises to understand better the objectives of each unit.



## Iconography

Simple icons have been included with each activity to help you understand better what you are going to do.



This icon indicates that you are going to work by yourself.



This icon means that you are going to work with a classmate.



This icon indicates that you are going to work in groups.



This icon means that you are going to listen to a conversation, a story, or a text.

# Other sections

In order to increase your knowledge, cultural background, and digital skills, you will find the following sections in each unit:



In this section you will discover interesting cultural facts and traditional features of your own and other countries.



In this section you will practice your digital skills by looking for specialized web sites, download videos and songs, and gather information from different digital sources.



In this section you will reflect on the way the English language works.



This icon indicates that you are going to complete an activity that will be stored in your Portfolio.



This section is just for you! It includes questions that will give you the opportunity to express your likes and dislikes, and to think about your everyday life.

# Self-Evaluation

At the end of each lesson, you will find a self-evaluation with a list of achievements. You will decide which ones you are sure you have accomplished and in which ones you need more practice.

**Lesson 1 – Self-Evaluation**

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
extend my repertoire of words and expressions about cultural habits.	<input type="checkbox"/> Good!	Go to Activity 2
detect information gaps in the participation of others.	<input type="checkbox"/> Well done!	Go to Activity 6
engage others in a conversation	<input type="checkbox"/> Keep it up!	Go to Activity 7
express my points of view.	<input type="checkbox"/> Good job!	Go to Activity 9

# Glossary

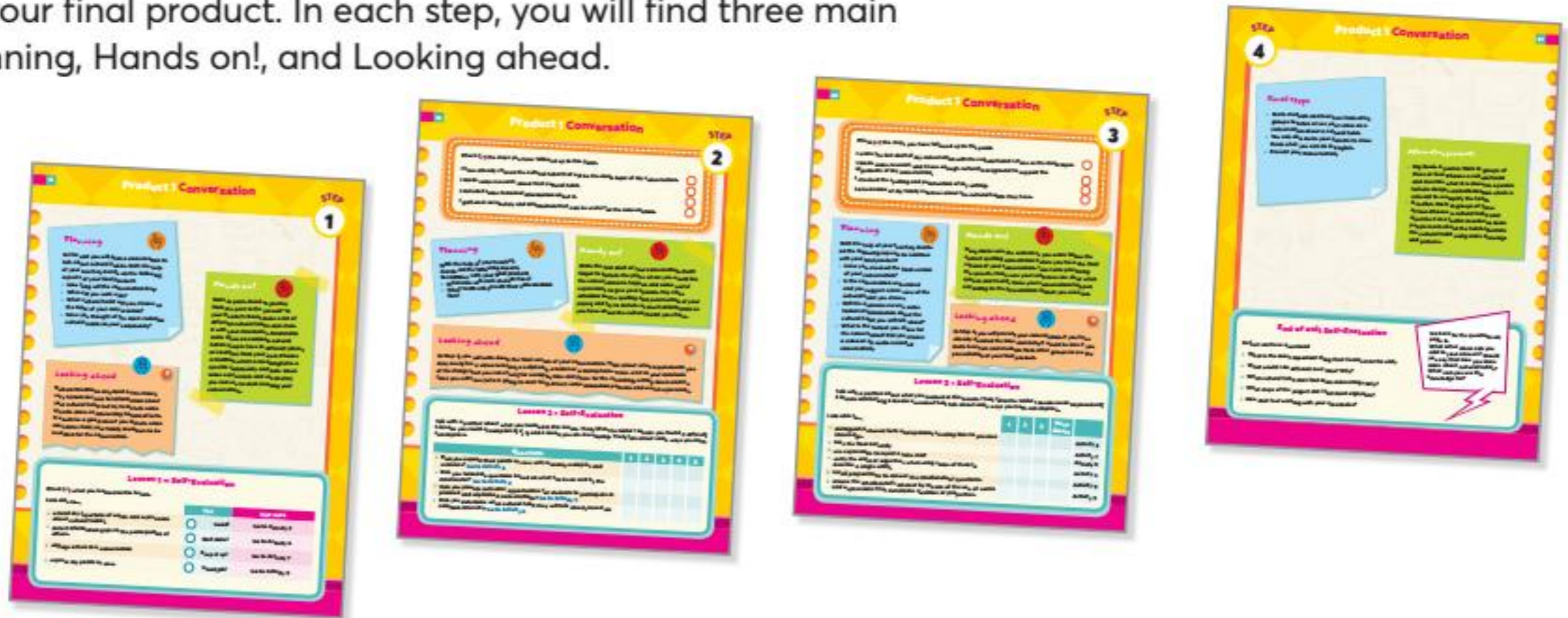
In this section you will find useful vocabulary that will help you to participate in the social practices of the language.



forehead

# Product

The product is divided into four steps. Steps 1, 2, and 3 will guide you to work in your final project along each unit. Step 4 will guide you to present your final product. In each step, you will find three main stages: Planning, Hands on!, and Looking ahead.



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# Unit 1

## Let's Talk about Cultural Habits!

In this unit you will give your opinion and talk about cultural habits to create a conversation about them.

- › **What do you think a cultural habit is?**
- › **How do you express your opinion about cultural habits?**



### **Social practice of the language:**

Talk about cultural habits of different countries.

### **After finishing this unit, you will be able to:**

- Negotiate cultural habits in a conversation.
- Formulate and answer questions to go deeper in the conversation.
- Exchange propositions and opinions to initiate a conversation.
- Use strategies to keep a conversation about cultural habits going and conclude it.



# All About Culture

1. Work in pairs. Describe the pictures to each other and, on the lines provided, write the cultural expression you think they represent. Compare your work with other classmates.



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_


2. Are the cultural habits and expressions you identified in Activity 1 the same all over the world? Read the text written by an exchange student. What part of culture is she describing?

## My Life as an Exchange Student


My name is Josefina and I'm a Mexican student. This month I traveled abroad to the U.S. to study a major at the University of Chicago. I can tell that American culture is so different from our culture; their cultural habits are nothing like ours. Did you know that the buses here are always on time? On the first day I went to school, I missed the bus because I was late. The bus had just left when I arrived to the bus stop. I thought they would wait at least 5 minutes to leave. Yesterday, I was late again, and I went home by foot with Michael, who is in my literature class. I was ready to go for it and cross the street fast. Fortunately, Michael showed me the right way to cross the street: you just have to push the button at the **pedestrian** crossing and cars stop to let you through. That's very convenient if you ask me! Everything is so confusing sometimes, but I'm in the process of getting used to it! Wish me luck!




3. How does Josefina express her confusion to different cultural habits? Read the text again and underline the ideas that Josefina uses to talk about what is new for her. Then, work in groups and take turns to discuss the following questions.
- Why does Josefina feel confused?
  - What do you know about student exchanges?
  - How is the habit Josefina describes different in your community?

-  4. Josefina has had a cultural shock, which is the impact of a culture and traditions different to her own. How do you express the following parts of culture in your community? Write some ideas in the corresponding column below.

cultural habit	in my community	in _____
festivities		
clothing		
education		
transportation		
food		

-  5. Label the pictures below. All these ingredients except for one are used in one of Chicago's most popular dishes. Can you guess what it is? Read the conversation in Activity 6 on page 11 to find out the extra ingredient and cross it out.



-  6. Read the following conversation between Josefina and her new friend Michael. Fill in the blanks with a suitable expression from the box.

I think    How's it going?    isn't it?    don't get me wrong  
Sorry to interrupt    What do you mean?    Personally speaking

**Michael:** Hey, Josefina! \_\_\_\_\_ Are you getting used to life in Chicago?

**Josefina:** Oh hi, Michael. Well, I haven't missed any more buses...

**Michael:** That's great! And what do you think of our food, huh?

**Josefina:** To be honest, \_\_\_\_\_ it's too spicy...

**Michael:** \_\_\_\_\_

**Josefina:** Yes, I mean, \_\_\_\_\_, I love Chicago-style hot dogs, but...

**Michael:** Oh! \_\_\_\_\_, but I know what you're about to say, "but too many toppings", right?


**Josefina:** Right! I don't really like the pickle spear and the sweet relish. They are too strong for my taste. And yet, no ketchup?


**Michael:** \_\_\_\_\_, ketchup is just unnecessary after all the other toppings. No one really knows why us Chicagoans don't put it on our hot dogs. We should go and ask Mr. Green, he might have something to say about this. Wait a second...isn't Mexican food supposed to be spicy, too?


**Josefina:** Ha, you're right. Quite a few dishes are, but I never put neither salsa nor onion on my sopes! In my opinion, they taste better this way.

**Michael:** Sopes? You'll have to tell me all about those! Well one thing we can agree on is that dish deep pizza is the best kind of pizza, \_\_\_\_\_

**Josefina:** Definitely! And look, it seems like we'll be having some for lunch at the cafeteria today.

-  7. It's your turn now! If an exchange student was visiting your school, what cultural habits do you think he or she would find confusing? Which would you have to explain? How would you do it? Discuss in pairs.

-  8. Still in pairs, do some research about cultural expressions in another country. Go back to Activity 4 on page 10 and fill in the last column in the chart.

-  9. Change pairs. Use your chart to share what you found out about the cultural expressions in the place you researched. Share your opinions on these.

Portfolio  
Connection



10. Write these opinions and keep your work in your Portfolio. Exchange your thoughts with other partners.

## Planning



In this unit you will plan a conversation to talk about cultural habits. With the help of your teacher, decide on the following aspects of your final product:

- How long will the conversation last?
- Who will you work with?
- What cultural habit will you choose as the topic of your conversation?
- Have you thought of the most common cultural habits in your community?

## Hands on!



Work in pairs. Read "A Journey from the Past to the Present Cultural Traditions" in your Reader's Book, make a list of different cultural habits and share it with your classmates. Brainstorm some ideas on common cultural habits people have in different places or countries from your own. Choose a tradition which is meaningful to a specific community and note down some expressions and vocabulary you can use to start creating your conversation.

## Looking ahead



Cultural traditions are, most of the times, very historical. Look for information about your cultural habit but try to include some specific dates or interesting historical facts. It would be a good idea if you include some anecdotes from your family members to be rewritten for the conversation.

## Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

- extend my repertoire of words and expressions about cultural habits.
- detect information gaps in the participation of others.
- engage others in a conversation.
- express my points of view.

	Yes	Not sure
<input type="checkbox"/>	Good!	Go to Activity 2
<input type="checkbox"/>	Well done!	Go to Activity 6
<input type="checkbox"/>	Keep it up!	Go to Activity 7
<input type="checkbox"/>	Good job!	Go to Activity 9

# A Green Celebration!

1. Work in pairs. Talk to your partner and discuss the elements in each picture. What kind of celebration do you think is taking place? Where do you think it is celebrated?



2. Find out more about the origins of this celebration. Work together with a partner. One of you will read text A and the other will read text B on page 14. Share what you learned with each other and ask and answer questions to choose and circle the correct options in your text.

## The Origins of St. Patrick's Day (text A)

St. Patrick's Day commemorates the anniversary of the **death / birth** of this famous saint on March 17<sup>th</sup>. This religious holiday has been **observed** in Ireland for more than 1,000 years. In the mornings, families would go to **the park / church / the cemetery** and then celebrate in the afternoons, dancing, drinking, and eating Irish bacon and cabbage.

St. Patrick lived during the **fourth / fifth / sixth** century, and he is the **patron saint** and national **apostle** of Ireland. He is credited for having brought Christianity to the Irish. According to legend, he explained the Holy Trinity using the three leaves of a shamrock, an Irish clover.

People in Ireland have been observing the festivity since the ninth or tenth century; yet surprisingly, the first parade to honor St. Patrick actually took place in New York City in 1762. Irish soldiers participated in this parade to **reconnect with their roots and with fellow Irishmen / protest for their conditions abroad**. Nowadays, an increasingly number of countries are celebrating St. Patrick's Day all around the world.

What questions do you have to ask your partner to circle the correct words?

Write them here:

---



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## The Origins of St. Patrick's Day (text B)

St. Patrick's Day commemorates the anniversary of the death of this famous saint on **April 1<sup>st</sup> / March 17<sup>th</sup>**. This religious holiday has been observed in Ireland for more than 1,000 years. In the mornings, families would go to church and then celebrate in the afternoons, dancing, drinking, and eating Irish bacon and **carrots / cabbage / potatoes**.

St. Patrick lived during the fifth century, and he is the patron saint and national apostle of Ireland. He is credited for having brought Christianity to the Irish. According to legend, he explained the Holy Trinity **using a shamrock / with pictures and diagrams / retelling the Bible**.

People in Ireland have been observing the festivity since the ninth or tenth century; yet surprisingly, the first parade to honor St. Patrick actually took place in **Chicago / England / New York City** in 1762. Irish soldiers participated in this parade to reconnect with their roots and with fellow Irishmen. Nowadays, an increasingly number of countries are celebrating St. Patrick's Day all around the world.

**What questions do you have to ask your partner to circle the correct words?  
Write them here:**

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-  3. Josefina will spend St. Patrick's Day in Chicago. Read the following text and find out the way this cultural tradition is celebrated in a country different to Ireland.

### The City of the Green Winds

Later that day, I talked to my classmate Michael about the customs of this day. He told me that since 1962, the river in Chicago turns green for five hours during the Southside Parade. People walk down the street dancing and drinking different drinks to celebrate their cultural heritage.

Michael also says that wearing of green and using the traditional 'Shamrock' is a must during St. Patrick's Day. Do you know what a 'Shamrock' is? It's a three-leaved clover and it's supposed to give you good luck; that seems very handy if you ask me.





 4. Work in pairs. Read the text again and answer True or False.


a. Michael says that the river was <b>dyed</b> in 1962 for the first time.	True	False
b. The Chicago River turns green for five hours.	True	False
c. The traditional 'Shamrock' is a five-leaved daisy.	True	False
d. Josefina believes it is useless to carry a shamrock with you.	True	False

 5. Work in pairs. Read the information in the boxes and write in your notebook three questions you'd like to ask Michael about the festivities during Saint Patrick's Day.

The traditional elements of a St. Patrick's Parade in Chicago are colorful **floats**, a booming marching band and **bagpipers**.

In one of the most famous St. Patrick's rituals, the Chicago River turns a bright emerald green before the parade takes place.

Siamsa Na Ngeael is a unique show performed in Chicago to celebrate Irish traditions such as Celtic culture and stories.

 6. Now that you know the origins of St. Patrick's Day and how it is celebrated in Chicago, find out about the celebration in New York. What things do they have in common? What is different? Where would you rather spend the day? Discuss with a partner giving examples and providing evidence to support your opinion.



The Empire State Building is lit up in green.



There is a parade held annually on March 17<sup>th</sup> at 11:00, except when this date falls on a Sunday. This includes bagpipers, Irish dancers, and musicians. However, there is a strict no float rule.



Some people enjoy eating corn beef and cabbage and drinking Irish beer.



7. Look for some lesser known festivities in the world and make a list. Compare your work with other classmates and write some notes. When you finish, keep your list and notes in your Portfolio.

Check (✓) the steps you have followed up to this point.

I have already chosen the cultural habit that will be the main topic of my conversation.

I made some research about that cultural habit.

I included some historical information about it.

I gathered vocabulary and information that can be useful for the conversation.

### Planning



With the help of your teacher, decide on the following aspects to continue with your final product:

- What role will each student have?
- What team will present their conversation first?

### Hands on!



Write the first draft of your conversation. Don't forget to include the place where you would like the conversation to happen and some useful expressions to give your opinion. Pay close attention to the spelling and punctuation of your paper, and try to include as much information as you have about the cultural habit you chose.

### Looking ahead



In Step 3, you will write down the final version of your conversation. Think about what requirements you may need, like a video recorder, a cellphone, a tablet or a microphone. Make a list in your notebook of the things that you can check; for example, time and place for the recording, writing down and the roles you will have (who is going to start first). Check some intonation patterns and useful expressions.

## Lesson 2 - Self-Evaluation


Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are developing. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you support their points of view with reasons, examples and evidence? <a href="#">Go to Activity 6</a>					
• Can you formulate questions based on what has been said by the interlocutor? <a href="#">Go to Activity 2</a>					
• Can you provide authentic opportunities for students to participate in planned and unplanned conversations? <a href="#">Go to Activity 5</a>					
• Can you determine what cultural habit they will talk about, based on common interests? <a href="#">Go to Activity 6</a>					

# Love Is in the Air

-  1. Work in groups. Read the following definitions. Can you think of a word which is related to it? Write a word which fits the definition. What do these words have in common?

Definition	Concept
a. <i>(noun)</i> Food prepared from ground roasted cacao beans.	_____
b. <i>(noun)</i> Strong affection for another person.	_____
c. <i>(noun)</i> A piece of paper or thin cardboard bearing a greeting or message of sentiment.	_____
d. <i>(noun)</i> The annual recurrence of a date marking a notable event.	_____
e. <i>(verb)</i> To examine goods or services with intent to buy.	_____

-  2. Have you ever heard about Cupid? Read these facts about St. Valentine's Day in two different parts of the world and answer the questions in small groups.

## The United States

- Boys usually gift girls during the festivity.
- Gifts are given to close people.
- The celebration takes place on February 14<sup>th</sup>.
- You can gift flowers, greeting cards, and candy, as well as more expensive things.



## Japan

- Girls usually gift boys during the festivity.
- You must give a gift to your friends or loved ones.
- The celebration takes place on February 14<sup>th</sup>. Then men give gifts to women on March 14<sup>th</sup>.
- Candy is the only thing you can give as a present.




- What are the texts about?
- Do you celebrate Valentine's Day in your country?
- How different is Valentine's Day in the U.S. and in Japan?
- What do you think is the best way to celebrate it?

### Portfolio Connection



3. Celebrations are an important part of the cultural background of any country. Design a mind map about Saint Patrick's Day and Valentine's Day facts. Add your own cultural habits to celebrate the same dates or include a different festivity from your own community. Add it to your Portfolio.

-  4. Look at the pictures and write a word to describe them on the lines. Did you know that these are gifts that are culturally-correct to give in many countries?



a. \_\_\_\_\_




b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_

-  5. Do you know how to describe the things that you like using more than one word? Work in pairs and look at the following sentences. Can you identify the adjectives? Rewrite them in the correct order.

a. For Valentine's Day, Barbara got a(n) **square / pretty / white** purse.

\_\_\_\_\_

b. In turn, she gave her boyfriend a(n) **golden / stylish / nice** watch.

\_\_\_\_\_

c. Barbara heard from Mai, her Japanese friend, that she had given her boyfriend some **Belgian / delicious / artisanal** chocolates.

\_\_\_\_\_

#### Language Connection



Go to page 178 to learn more about order of adjectives.

#### Digital Connection



Make a PowerPoint presentation or a poster showing the gifts that you have received and liked the most. Write sentences using words to describe them.

-  6. Work in groups. Listen to the conversation and answer the questions.



- What is the situation?
- What's Akali's reaction when Josefina says her name wrong?
- What happens when Michael confuses the festivities' names?
- What do you think about the way Japanese people celebrate this day?


#### Portfolio Connection




7. Think about the opinion you have about some cultural traditions in other countries. Make a list and share it with your classmates. Include it in your Portfolio. Discuss each other's ideas and write some notes in your notebook.

-  8. Listen to the conversation again. Work in pairs and write the expressions the speakers use that could be useful in your own conversations. Which can be used to repair a false start?




-  9. You have already heard about false starts, but do you know how to end a conversation? Are these formal or informal ways to say goodbye? Write (F) for Formal or (I) for Informal.

Expressions	Formal (F) or Informal (I)
a. I gotta run. See ya...	_____
b. Good talking to you. Well, I'll see you around...	_____
c. Hopefully, we can go on talking about this...	_____
d. Okay, bye.	_____
e. It's been quite a pleasure, but I must go...	_____
f. I'm sorry to interrupt you but I have to leave now.	_____

-  10. Read more about Japan's White Day celebration. Is there any similar celebration in your country? Which do you think is more interesting? Have a conversation with a partner sharing your thoughts. Don't forget to use the expressions you have learned to express your opinions, repair a false start, and say goodbye.

## The White Day

Last week, I met Josefina. She is from Mexico. My friend Michael introduced her to me. She was quite interested in the way we celebrate St. Valentine's Day in Japan. I told her a little bit about it. Unfortunately, I was in a rush, so we couldn't finish our conversation. I said bye, though. I hope I didn't sound too rude.

Anyway, I told her about St. Valentine's Day, but not enough about The White Day. This day is celebrated on March 14<sup>th</sup>. In this day, men buy candy for the girl that won their heart. Girls must wait a full month to know if they are loved back! It may sound weird but that's the way we do it. It's our tradition and a part of our culture.

### Digital Connection



Practice your conversation and record it using any kind of type recorder. Show the recording to your partners and pay close attention to your intonation and pronunciation.

Check (✓) the steps you have followed up to this point.

I wrote the first draft of my conversation with the cultural habit I chose as the main topic.

I made some research and I have enough cultural background to support the arguments of my conversation.

I checked the spelling and punctuation of my writing.

I asked some of my family relatives about the cultural habits they have.

## Planning



With the help of your teacher, decide on the following aspects to continue with your final product:

- Have you checked the final version of your conversation?
- Is the conversation well-stated and you suggest a nice view of the cultural habit you chose?
- Will the audience receive some historical information about the cultural habit you will talk about?
- What is the format you chose for the conversation? Did you choose a video or an audio recorded conversation?

## Hands on!



Now, make sure the sentences you wrote follow the correct spelling conventions before you have the final version of your conversation. Take turns practicing the speech. Make sure your sentences are clear when spoken and heard. Make your conversation happen according to the presentation format you selected.

## Looking ahead



In Step 4, you will present your conversation. If you have already decided the time and date, it would be nice if you invite teachers and students from other groups to see the presentation of your final product.

## Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means *needs improvement*; 2 means *satisfactory*; 3 means *awesome*. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals
• distinguish between facts and opinions, creating links to previous knowledge.				Activity 2
• take the floor naturally.				Activity 7
• use expressions to repair a false start.				Activity 8
• verify the order of adjectives when using some of them to describe a single entity.				Activity 5
• recall propositions to answer the interlocutors' questions.				Activity 9
• arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties.				Activity 9

## 4

### Final steps

- Invite students and teachers from other groups to listen or see your video on a conversation about a cultural habit.
- You can also invite your parents to show them what you can do in English.
- Present your Conversation!

### Alternative products

- **Big Book.** A poster. Work in groups of three or four. Choose a cultural habit and describe what it is about in a poster. Include images and information which is relevant to exemplify the habit.
- **A leaflet.** Work in groups of three or four. Choose a cultural habit and describe it in a leaflet in order to invite people learn about the habit. Illustrate the cultural habit using some drawings and pictures.

### End of unit Self-Evaluation


Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What cultural habit did I find more interesting? Why?
- What steps of the project did I find most enjoyable?
- How did I feel working with your classmates?

Go back to the questions on page 8.

What other ideas can you add to your answers? Would you say that now you know more about cultural habits? What can you use this knowledge for?

# Reader's Connection

-  1. Work in pairs. After reading the text "A Journey from the Past to the Present Cultural Traditions", answer the following questions and discuss your answers in small groups.
- What are some of the cultural traditions described in the text?
  - How do you celebrate those traditions?
  - Would you like to be an exchange student? What would be the advantages?
  - Is there a historical tradition you like very much? What's the history behind it?
  - How much do you like having conversations and performances about cultural traditions?

## Culture Connection



Italy is one of the European countries where there are many cultural traditions. Do you know another one? Think of a country which traditions are interesting for you and so some research about it. Bring some of your notes to your class to discuss them with your classmates.

-  2. Work in groups. Describe the following photograph. What are they doing? Have you ever done it? What's your opinion about it? Use the lines to gather some ideas and then express what you think of "Trick or Treating". Reflect on your answers with your classmates.



Handwriting practice area with a spiral binding on the left and a blue vertical bar on the right. The area contains 12 horizontal blue lines for writing.





# Unit 2

## Let's Read Some Fantastic and Suspense Stories!

In this unit you will read fantastic and suspense stories to identify and evaluate cultural differences.

- › **What is a fantastic story?**
- › **What kind of characters can you find in fantastic and suspense stories?**



### **Social practice of the language:**

Read fantastic and suspense literature to identify and evaluate cultural differences.

### **After finishing this unit, you will be able to:**

- Select and analyze narrations.
- Read narrations and understand general sense, main idea, and details.
- Describe characters.
- Complete and write sentences from actions and characters' features.



# A Perfect Day!

-  1. Work in pairs and discuss: Do you like reading? What kind of stories do you like reading? Read the title of the story, look at the pictures, and say what you think the text is about. Then, read the story and check if your inferences were right.


## Preface

*By Enrique Lepe*

I have been thinking about how my mom pushed me to school. I didn't like it. When I was there, I was just playing or wasting my time. One day my mother said, "If you don't study, your life will be very complicated." I thought about that and then I said, "Why not?" I suddenly remembered that I had never been good at studying; whenever I started reading a book, I found myself sleeping on it before even finishing the second page. However, the day after, I went to the library. Reading had to be part of my life, I had just decided that. I spent hours looking at the books: their covers, titles, and sizes. So, I decided to take a variety of them: with drawings and without them, small and big, thin and thick, on Mathematics, Spanish, and Biology. That day, being at home, I started reading a book, but in the second paragraph I fell asleep.



I woke up at dawn, feeling a strange tickle on my face. I went to the mirror expecting to discover the reason I felt that way. When I looked at my face, it was full of letters.

-  2. Work in groups. Take turns to discuss the following questions:
- What kind of text is it and who wrote it?
  - What do you think will happen next?
  - What are the most interesting events of the text? Select the most important ones.

### Culture Connection



If you are interested in suspense. You must definitely read Edgar Allan Poe. His stories mark him as one of the originators of both horror and detective fiction. Many anthologies credit him as the "architect" of the modern short story.

3. Look at the picture, what will happen next? Read individually the second part of the story "Preface."

I washed my face immediately, trying to erase those signs, but I was unable to make them disappear. I had a question mark in my forehead and a semicolon on my cheek. Suddenly, periods and commas began to appear everywhere. The letters and signs seemed to be like little ants running through my arms and legs.

The spots gradually invaded all my body, covering my skin completely. Later, I was not only feeling them on the epidermis, but also getting into my muscles, invading my mouth, filling my lungs. I also noticed that my blood was infected too... it was not red but black, just like ink.

It seemed that those signs had possessed every single particle of my body. It was a strange sensation, difficult to explain. Now, I can do it...

I had thought it was going to be a perfect day. How wrong I was... that day I became what I am now... this book.



4. Work in groups. Read the complete story again and answer the questions.
- What is the purpose? \_\_\_\_\_
  - Who is the intended audience? \_\_\_\_\_
  - Why do you think "Preface" is a fantastic story? \_\_\_\_\_
  - How is a literary text like "Preface" different from other kinds of texts such as news or informative texts? Are topics, purposes, and ways of communication different? How do you know? \_\_\_\_\_

#### Digital Connection



Research the main elements of a Comic. Make a list and a scheme, after that, compare them with a classmate. What resources do the writer and illustrator use to convey meaning in a comic?

5. Work in groups. Go back to the story and analyze the words in blue. Then, discuss with your classmates what kind of words you think they are. Are they verbs, adjectives, or nouns? What do you do to understand words and expressions in literary texts?


#### Language Connection



Go to page 179 to learn more about word formation.

-  6. Work in pairs. Complete the graphic organizer with information from the story "Preface."

Character (s)	Setting
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p><b>Title</b></p> <hr/> <hr/> <hr/> <hr/>	
Plot	Problem
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

-  7. Read the story "Preface" again. Summarize the main ideas in the following panels. Then, illustrate your ideas with drawings that are related to the text you wrote.

<p>First of all...</p> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Portfolio  
Connection



8. Read the story "Preface" and the one in your Reader's Book, "Our Time Machine." Choose actions mentioned in those texts and write them on a list. Keep your work in your Portfolio.

## Planning

In this unit you will create a comic strip based on a fantastic or suspense text. With the help of your teacher, decide on the following aspects of your final product:

- Decide the number of students you will work with.
- Choose a fantastic story you find interesting. Go to Hands on! section to find some advice.
- Summarize the most important ideas of the story you selected.

### Digital Connection



Look for more fantastic or suspense novels or stories written by English writers.

## Looking ahead

In Step 2, you will read and analyze fantastic or suspense stories in order to write the first draft of your comic strip.

## Hands on!

Write a list of fantastic and suspense books that you know. Ask your teacher for help if necessary. You can also ask your literature teacher to suggest you some English writers who wrote fantastic and suspense stories.

## Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

- identify topic, purpose, and intended audience.
- reflect on the resources used by the writer and illustrator to convey meaning.
- identify verbs that work as nouns or as adjectives.
- explain strategies that help me get the meaning of words and expressions.

	Yes	Not sure
<input type="checkbox"/>	Good!	Go to Activity 4
<input type="checkbox"/>	Well done!	Go to Activity 7
<input type="checkbox"/>	Keep it up!	Go to Activity 5 Language Connection
<input type="checkbox"/>	Good job!	Digital Connection

# Who Is Afraid of Virginia?

1. Work in pairs. Read the title of the text and look at the picture. Then, discuss: What will happen next? What kind of characters do you think will appear? Read the first part of the text and check your inferences.

## A Haunted House

By Virginia Woolf

Whatever hour you woke there was a door shutting. From room to room they went, hand in hand, lifting here, opening there, making sure—a ghostly couple.

“Here we left it,” she said. And he added, “Oh, but here too!” “It’s upstairs,” she murmured. “And in the garden,” he whispered. “Quietly,” they said, “or we shall wake them.”

But it wasn’t that you woke us. Oh, no! “They’re looking for it; they’re drawing the curtain,” one might say, and so read on a page or two. “Now they’ve found it,” one would be certain, stopping the pencil on the margin. And then, tired of reading, one might rise and see for oneself, the house all empty, the doors standing open, only the wood pigeons bubbling with content and the hum of the threshing machine sounding from the farm. “What did I come in here for? What did I want to find?” My hands were empty. “Perhaps it’s upstairs then?” The apples were in the loft. And so down again, the garden still as ever, only the book had slipped into the grass.

But they had found it in the drawing room. Not that one could ever see them. The window panes reflected apples, reflected roses; all the leaves were green in the glass. If they moved in the drawing room, the apple only turned its yellow side. Yet, the moment after, if the door was opened, spread about the floor, hung upon the walls, pendant from the ceiling— what? My hands were empty. The shadow of a thrush crossed the carpet; from the deepest wells of silence the wood pigeon drew its bubble of sound. “Safe, safe, safe,” the pulse of the house beat softly. “The treasure buried; the room . . .” the pulse stopped short. Oh, was that the buried treasure?

Taken from: <https://albalearning.com/audiolibros/woolf/lacasaencantada-sp-en.html>



2. Work in groups. Take turns to discuss the following questions:
- What is the topic of the text?
  - Who are the characters?
  - What are they looking for?

### Culture Connection



Virginia Woolf (1882–1941) is recognized as one of the most innovative British writers of the 20th century. Woolf’s work explores the key motifs of modernism, including the subconscious, time, perception, the city and the impact of war. Her ‘stream of consciousness’ technique enabled her to portray the interior lives of her characters and to depict the montage-like imprint of memory.



3. Work in pairs. Read the second part of the story and identify the actions. What strategies do you use to understand the development of the actions? Share your ideas with your class.

A moment later the light had faded. Out in the garden then? But the trees spun darkness for a wandering beam of sun. So fine, so rare, coolly sunk beneath the surface the beam I sought always burned behind the glass. Death was the glass; death was between us, coming to the woman first, hundreds of years ago, leaving the house, sealing all the windows; the rooms were darkened. He left it, left her, went North, went East, saw the stars turned in the Southern sky; sought the house, found it dropped beneath the Downs. "Safe, safe, safe," the pulse of the house beat gladly. 'The Treasure yours.'



The wind roars up the avenue. Trees stoop and bend this way and that. Moonbeams splash and spill wildly in the rain. But the beam of the lamp falls straight from the window. The candle burns stiff and still. **Wandering** through the house, opening the windows, whispering not to wake us, the ghostly couple seek their joy.

"Here we slept," she says. And he adds, "Kisses without number." "Waking in the morning—" "Silver between the trees—" "Upstairs—" "In the garden—" "When summer came—" "In winter snow time—" "The doors go shutting far in the distance, gently knocking like the pulse of a heart.

Nearer they come, cease at the doorway. The wind falls, the rain slides silver down the glass. Our eyes **darken**, we hear no steps beside us; we see no lady spread her ghostly cloak. His hands shield the lantern. "Look," he breathes. "Sound asleep. Love upon their lips."

Stooping, holding their silver lamp above us, long they look and deeply. Long they pause. The wind drives straightly; the flame stoops slightly. Wild beams of moonlight cross both floor and wall, and, meeting, stain the faces bent; the faces pondering; the faces that search the sleepers and seek their hidden joy.


"Safe, safe, safe," the heart of the house beats proudly. "Long years—" he sighs. "Again you found me." "Here," she murmurs, "sleeping; in the garden reading; laughing, rolling apples in the loft. Here we left our treasure—" Stooping, their light lifts the lids upon my eyes. "Safe! safe! safe!" the pulse of the house beats wildly. Waking, I cry "Oh, is this your buried treasure? The light in the heart."

Taken from: <https://albalearning.com/audiolibros/woolf/lacasaencantada-sp-en.html>




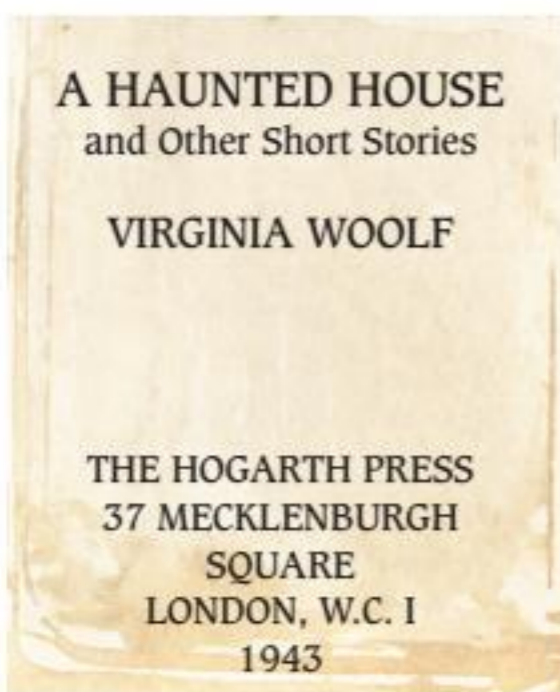
4. Work in groups. Read the underlined sentences in the story "A Haunted House" and "Preface." Then, in your notebook make a list of the verb tenses you can identify in the structure of the underlined sentences. Describe the characteristics of each verb.




-  5. Work in pairs. Read the story "A Haunted House" again and pay attention to the characters. Then say how you can identify and differentiate major and minor characters. Complete the chart and compare your work with other classmates.

Major characters	Features	Minor characters	Features

-  6. Work in pairs. Look at the following page and complete the information below. Say why you think it is important to know this information about the story you read.



- a. Title of the book \_\_\_\_\_  
\_\_\_\_\_
- b. Author \_\_\_\_\_  
\_\_\_\_\_
- c. Publishing house \_\_\_\_\_  
\_\_\_\_\_
- d. Year of publication \_\_\_\_\_  
\_\_\_\_\_

-  7. Read "A Haunted House" again and choose the most representative scenes to create a sequence. Create a comic, narrate the story in panels, and if you think it is necessary, write speech bubbles to clarify your ideas.



8. Work in groups. Choose and read a fantastic or suspense story. Identify the characters and then take turns to describe each character orally. After that, write in your notebook the description of the characters. Keep your work in your Portfolio.

Check (✓) the steps you have followed up to this point.

I already know who my teammates are going to be.

I know where I'm going to look for fantastic and suspense texts.

I wrote a list of fantastic and suspense books.

### Planning



With the help of your teacher, decide on the following aspects to continue with your final product:

- Check your previous work, read the story again and synthesize the main ideas.
- Decide the settings and characters that will appear in your comic.
- Decide on the number of frames you will use and the information included in captions and speech bubbles. Write a draft.

### Looking ahead



In Step 3, you will edit your comic strip. That means that you are going to read your sentences and check that the spelling and punctuation are correct. Use the original fantastic and suspense texts as models.

### Hands on!



Share with your group the fantastic or suspense texts that you found. Take time to read them and analyze them. Talk about the topic, purpose, characters, and settings described. Look for cultural differences and similarities between the stories you are reading and your own cultural background. After that, choose one of those texts and make a graphic organizer in your notebook. Include all the information you think is relevant. Use the graphic organizer on page 27 as model.


Finally, write the first draft of your comic strip. It can be based on the plot of the fantastic or suspense text you liked the most. You can also make up your own story just think about the characters, settings, and topic.

## Lesson 2 – Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 3 means you could accomplish it; 2 means you are developing. After that, talk about some ways you both can improve.

Questions	1	2	3	Go to...
• Can you identify publishing data: title, author, publishing house, and year of publication?				Activity 6
• Can you identify major and minor characters?				Activity 5
• Can you identify different tenses in fantastic and suspense texts?				Activity 4

# Tell Us about Your Adventure!

-  1. Work in pairs. Read the title of the story and look at the picture: What do you think the story is about? Read and order the text. Then, compare your answers with a classmate. Say if the text reminds you of anything you have read before.


## The Beast in the Cave (Fragment)

By H. P. Lovecraft

- All at once, however, my attention was fixed with a start as I fancied that I heard the sound of soft approaching steps on the rocky floor of the cavern. Was my deliverance about to be accomplished so soon? Had, then, all my horrible apprehensions been for naught, and was the guide, having marked my unwarranted absence from the party, following my course and seeking me out in this limestone labyrinth? Whilst these joyful queries arose in my brain, I was on the point of renewing my cries, in order that my discovery might come the sooner, when in an instant my delight was turned to horror as I listened; for my ever acute ear, now sharpened in even greater degree by the complete silence of the cave, bore to my benumbed understanding the unexpected and dreadful knowledge that these footfalls were *not like those of any mortal man*.
- The horrible conclusion which had been gradually obtruding itself upon my confused and reluctant mind was now an awful certainty. I was lost, completely, hopelessly lost in the vast and labyrinthine recesses of the Mammoth Cave.
- I was now convinced that I had by my cries aroused and attracted some wild beast, perhaps a mountain lion which had accidentally strayed within the cave...
- Already my torch had begun to expire; soon I would be enveloped by the total and almost palpable blackness of the bowels of the earth. As the last fitful rays of my torch faded into obscurity, I resolved to leave no stone unturned, no possible means of escape neglected; so summoning all the powers possessed by my lungs, I set up a series of loud shouting, in the vain hope of attracting the attention of the guide by my clamor.
- Starving would prove my ultimate fate; of this I was certain. Some, I knew, had gone mad under circumstances such as these, but I felt that this end would not be mine. My disaster was the result of no fault save my own, since I had separated myself from the regular party of sightseers; and, wandering for over an hour in forbidden avenues of the cave, had found myself unable to retrace the devious windings which I had pursued since forsaking my companions.



Taken from: <https://albalearning.com/audiolibros/lovecraft/labestia-sp-en.html>

-  2. Work in groups. Read the story "The Beast in the Cave" again. Then, complete the following ideas based on what you remember from the story.

a. First, \_\_\_\_\_

b. Then, \_\_\_\_\_

c. Lately, \_\_\_\_\_

d. Finally, \_\_\_\_\_



3. Work in pairs. Before reading the second part of the story “The Beast in the Cave,” say what you think will happen next. What characters do you think will be involved?

Having readjusted my aim, I discharged my second missile, this time most effectively, for with a flood of joy I listened as the creature fell in what sounded like a complete collapse, and evidently remained prone and unmoving. Suddenly I heard a sound, or rather, a regular succession of sounds. In another instant they had resolved themselves into a series of sharp, metallic clicks. This time there was no doubt. *It was the guide.* And then I shouted, yelled, screamed, even shrieked with joy as I beheld in the vaulted arches above the faint and **glimmering effulgence** which I knew to be the reflected light of an approaching torch. The guide had noted my absence upon the arrival of the party at the entrance of the cave, and had, from his own intuitive sense of direction, proceeded to make a thorough canvass of the by-passages just ahead of where he had last spoken to me, locating my whereabouts after a quest of about four hours.



By the time he had related this to me, I, emboldened by his torch and his company, began to reflect upon the strange beast which I had wounded but a short distance back in the darkness, and suggested that we ascertain, by the rush light's aid, what manner of creature was my victim.

From the tips of the fingers or toes long nail-like claws extended. The hands or feet were not prehensile, a fact that I ascribed to that long residence in the cave which, as I before mentioned, seemed evident from the all-pervading and almost unearthly *whiteness* so characteristic of the whole anatomy. No tail seemed to be present.


The paws went through a convulsive motion, and the limbs contracted. With a jerk, the white body rolled over so that its face was turned in our direction. For a moment I was so struck with horror at the eyes thus revealed that I noted nothing else. They were black, those eyes, deep, jetty black, in hideous contrast to the snow-white hair and flesh. Like those of other cave denizens, they were deeply sunken in their orbits, and were entirely destitute of iris. As I looked more closely, I saw that they were set in a faceless prognathous than that of the average ape, and infinitely more hairy. The nose was quite distinct.

As we gazed upon the uncanny sight presented to our vision, the thick lips opened, and several sounds issued from them, after which the *thing* relaxed in death.

The guide clutched my coat-sleeve and trembled so violently that the light shook fitfully, casting **weird**, moving shadows on the walls about us. I made no motion, but stood rigidly still, my horrified eyes fixed upon the floor ahead. Then fear left, and wonder, awe, compassion, and reverence succeeded in its place, for the *sounds* uttered by the stricken figure that lay stretched out on the limestone had told us the awesome truth. The creature I had killed, the strange beast of the **unfathomed** cave was, or had at one time been, a MAN!!!



4. Work in groups. Identify the characters of the story and take turns to describe them orally. Think about their physical appearance and their behavior.

-  5. Read the part of the text where the Beast is described. What does it look like? Draw and write a short description of it using your own words. Share your work with a partner. Revise and edit each other's work. Check spelling and punctuation.




Portfolio  
Connection



6. Work in groups. Read the story "The Beast in the Cave" again. Then complete the story map. Share your work with your classmates. Prepare a comic and present it in front of your class. Keep your work in your Portfolio.

## Story Map

<p style="text-align: center;">Title and Authors</p> <hr/> <hr/> <hr/>
<p style="text-align: center;">Setting</p> <hr/> <hr/> <hr/>
<p style="text-align: center;">Main Events</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Theme</p> <hr/>
<p style="text-align: center;">Characters</p> <hr/> <hr/> <hr/>
<p style="text-align: center;">Problem</p> <hr/> <hr/> <hr/>
<p style="text-align: center;">Solution</p> <hr/> <hr/> <hr/>

-  7. Work in groups. Use your story map to retell the story "The Beast in the Cave." Was your interpretation of the text similar or different? What cultural elements can you find in this story? Are these elements similar or different to the ones in your culture?

Check (✓) the steps you have followed up to this point.

I have already chosen the fantastic story I will use in my comic strip.

I read and analyzed the structure of the original story so I can create my comic strip.

I wrote the first draft of my comic strip.

### Planning



- With the help of your teacher, decide on the following aspects to continue with your final product:
- In groups, check your draft, pay attention to spelling, punctuation, logical sequence of the events, accurate descriptions of the characters, interesting plot, and setting.
  - Revise your Portfolio so you can check your previous work and select useful expressions.

### Hands on!



Make sure that the first draft you wrote in Step 2 follows the correct grammar, spelling, and punctuation conventions. Exchange your draft with another team. Take time to review and edit your partners' work. Give and receive feedback about your work. Finally, incorporate the dialogues and descriptions in the corresponding spaces of the comic strip and illustrate it.

### Looking ahead



In Step 4, you will present your final product. If you have already decided the time and date, it would be nice if you invite teachers and students from other groups to see the presentation of your work.

## Lesson 3 – Self-Evaluation

Interview a partner about what he/she learned in this lesson. Write your partner's answer. Then, ask him/her about his/her goals for the next unit and write the responses.

Questions	Yes No	Next Goals	Go to...
• Can you reflect on the resources used by the writer and illustrator to convey meaning?			Activity 1
• Can you describe characters' appearance and behavior?			Activities 4 and 5
• Can you give and receive feedback?			Activity 5

## 4

### Final steps

- Invite students and teachers from other groups to see your presentation.
- Present your comic strips and tell the fantastic or suspense story to the public. Include, if possible, some special effects previously recorded in your cell phone or tape recorder.
- Display your comic strips on the classroom walls.

### Alternative products

- **Big Book.** Work in groups. Follow the steps to make the comic strip, but use cardboard and make a Big Book with the story that you chose.
- **Comic Strip Anthology.** Collect the comic strips of all the teams. Work together to design and make the cover of your anthology. Present the anthology to other students and teachers in the school. Finally, donate the book to the school library.

### End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What fantastic story did I enjoy reading the most? Why?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 24. What other ideas can you add to your answers? Would you say that now you know more about fantastic and suspense literature? What can you use this knowledge for?



# Reader's Connection

1. Work in pairs. After reading the text "Our Time Machine" complete the story map. Compare your work with other classmates.

## Story Map

Main characters

Setting

Supporting characters

Title and Author

Problem


Solution

2. Work in pairs. Analyze the characters of the story "Our Time Machine" and complete the chart.

List of characters	Physical description and behavior


3. Present the comic you prepare on your Reader's Book on page 35 in front of your classmates.

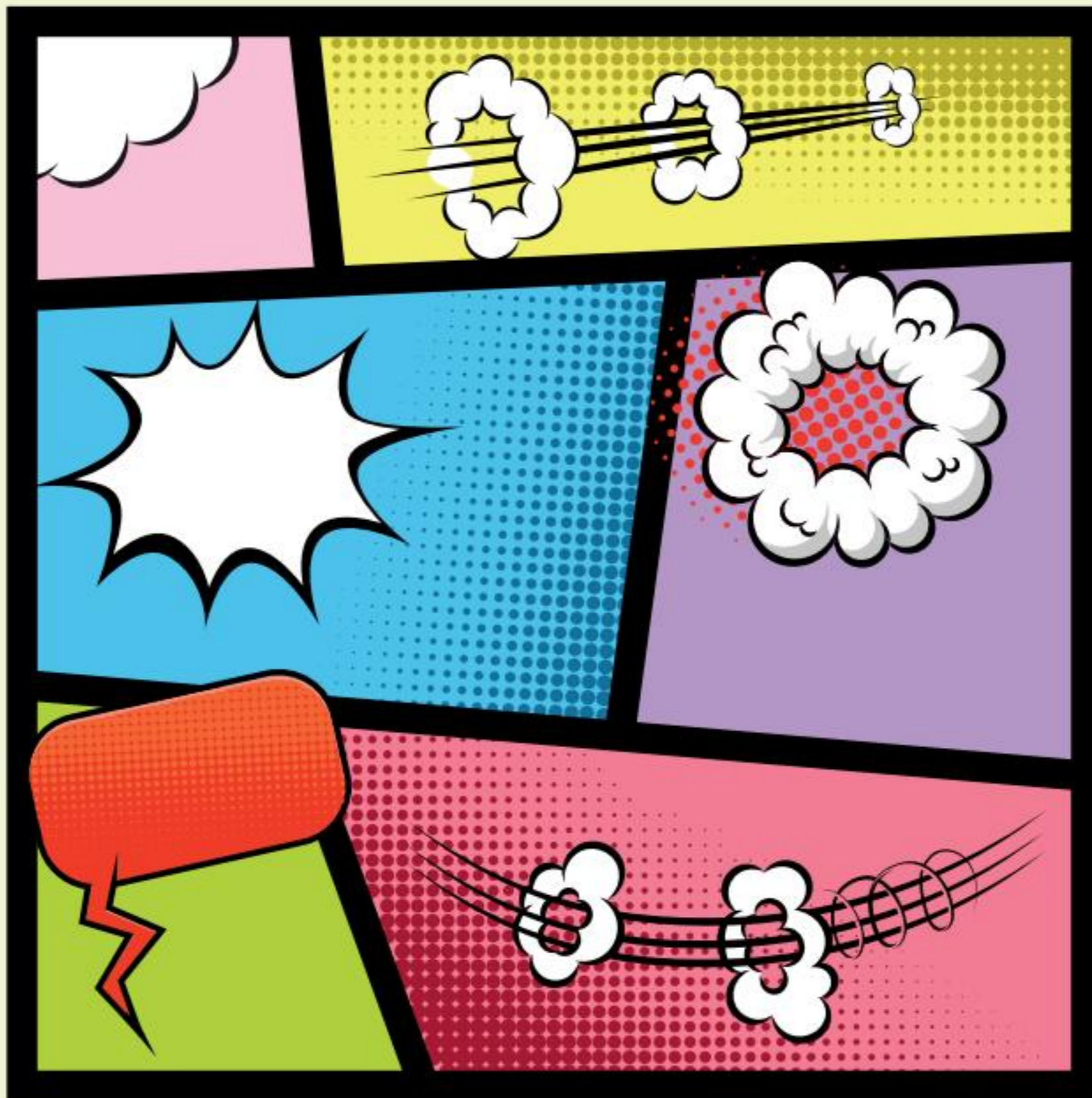



-  1. Work in pairs. Write a list of fantastic and suspense books or stories you have read. Take turns to talk about the characters, the setting, and the plot.



A spiral-bound notebook with five horizontal lines for writing.

-  2. Choose one text from the list you wrote in the previous activity and write a short comic strip in your notebook.



-  3. Work in groups. Take turns to talk about the cultural aspects depicted in the text. What differences and similarities can you identify with your own cultural background?

# Unit 3

## Let's Write Instructions to Carry Out an Experiment!

In this unit you will read about different experiments in order to interpret and follow instructions.

- › **Why is it important to follow instructions while performing an experiment?**
- › **Do you think that the school lab is the only place where you can do science experiments?**



### **Social practice of the language:**

Interpret and write instructions to perform a simple experiment.

### **After finishing this unit, you will be able to:**

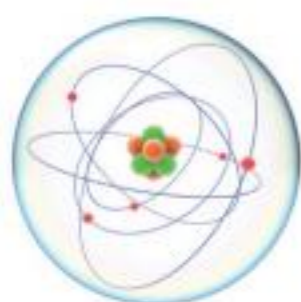
- Select instruction sheets and evaluate their content and structure.
- Interpret instructions.
- Write instructions.



# The Importance of Experiments

1. Work in pairs and look at the pictures. Then, read the words in the box. Have you ever heard any of these words? Ask your partner and write the words on the line.

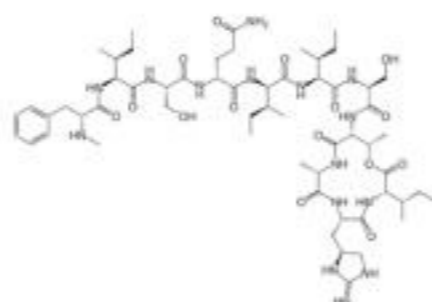
Flammability    solution    boiling point    compound    atom



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_



d. \_\_\_\_\_



e. \_\_\_\_\_

2. Read the following sentences and complete them with one word from the previous exercise.

- The \_\_\_\_\_ of water is 100° at sea level.
- When two or more \_\_\_\_\_ bond together, they form a molecule.
- Airplane seats have low \_\_\_\_\_ for the passengers safety.

3. Why do people experiment? Discuss with a partner. Then, read the following text and complete it with the appropriate word. Compare your answers with the class.

Don't...    First,    You have to...    Finally,    Try not to...

## The Importance of Experiments

People experiment every day, all the time. People experiment to create new things and they use from regular objects like bottles, **screwdrivers** and buckets, to laboratories, engineering, and advanced technology to make life easier. But why should we experiment? Let's read some reasons:

- \_\_\_\_\_ experiments attract people's attention: human beings are innately **inquisitive**, so the creation of experiments might catch their attention if the experiment is interesting. Experiments can be a failure: and that's a good thing! **Embracing** failing while experimenting is just a part of the process for those who might achieve success, after so much experimentation.
- \_\_\_\_\_ give up!
- \_\_\_\_\_ remember that experiments can be cheap: people **tend** to use home items to start experimenting... scotch tape, mirrors, water, some salt, and chemicals are not that expensive when it comes to using them as experiment tools. 4. \_\_\_\_\_ spend a lot of money when carrying out an experiment.
- \_\_\_\_\_ experiments are always fun: people and scientists think they are fun as you never know the result, there are hypothesis based on experience, methods and intuition, but you can never know what the final **outcome** will be.

4. Work in groups. Read the sentences and tick True or False.
- |  | True                  | False                 |
|--|-----------------------|-----------------------|
| a. It's really important to remember that experiments are carried out all the time.    | <input type="radio"/> | <input type="radio"/> |
| b. I know a number of experiments that can be carried out at home.                     | <input type="radio"/> | <input type="radio"/> |
| c. I think it's necessary to follow instructions in experiments not to have accidents. | <input type="radio"/> | <input type="radio"/> |

5. Whenever people experiment, there might be some accidents. Look at these pictures, as they represent common accidents. Go around your classroom and talk to your classmates about why these accidents happen. Justify your answers and write one word.



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_


6. What would you do to avoid those experiment accidents? Choose one of the images above and in your notebook write some recommendations in order to prevent accidents. Use the words in exercise 3.
7. Some experiments are not as dangerous as others. Read these instructions and put them in the correct order. Have you tried this fun (and safe) experiment?


### Leak-proof bag science experiment


1. **First**, simply fill a resealable zipper plastic bag about two-thirds full of water.  
 \_\_\_\_\_ Do you know this happens? Plastics are made of long chains of molecules called polymers.  
 \_\_\_\_\_ That is why water doesn't spill from the pencil holes.  
 \_\_\_\_\_ Carefully poke a sharp pencil all the way through it. **Try not to** make big holes. **You have to** be very careful.  
 \_\_\_\_\_ **Finally**, piercing the bag forces polymers apart, but they quickly press back as much as possible, sealing the hole you have made.  
 \_\_\_\_\_ **Don't** worry! See how not a single drop will spill.



8. Identify what you need to carry out an experiment (materials, liquids, and a set of instructions) and bring them to share with your classmates. Compare their lists and include anything else you didn't think of before.

-  9. How much water would you use for the leak-proof bag experiment? A liter? Look at the abbreviations and write what they represent. Draw a sketch showing the measures.

lt.	pt.	qt.	lb.	gal.	tsp.
_____	_____	_____	_____	_____	_____
					

-  10. Do you think it is important to know the measurements to conduct experiments? Read the following experiment and simplify the instructions using bullets. Work in small groups. Use the words in exercise 2.

Get two flower **pots** and fill them with potting **soil**. Using your thumb, make a hole in the center of the potting soil in both pots. Drop a few seeds in the hole in each pot and cover it with the soil. Water one of the flower pots and place it in a warm sunny spot. Do not water the second flower pot and place it in a cool dark place. Leave the flower pots for some days and see what happens to both pots. The watered flower pot starts growing because the water was absorbed by the seeds and the sunlight has helped too.




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-  11. Having clear instructions is essential to interpret and understand procedures. Review the instructions you wrote in the previous exercise and check spelling and punctuation. Work with a partner to rewrite your instructions in case they need to be adapted. Do it in your notebook.

# Product 3 Instructions to Carry Out an Experiment

STEP

1

## Planning



In this unit you will write instructions to carry out an experiment.

- Decide who you will work with.
- Choose an experiment you feel curious about. Go to Hands on! to find out some advice.
- Research some information to support the instructions you are going to write.

## Hands on!



Check your work in Activity 8. Now, work in small groups and choose an experiment to do in class. Look for information about it and think about how you would write easy instructions to carry out the experiments in the classroom or even in your house.

## Looking ahead



As you have read, experiments are carried out all the time. Investigate about them and think about possible instructions and phrases that would indicate good sequence. Check the expressions you learned to make it easier. Remember they need to be easily understood. Think about what simple illustrations would make your instructions even easier.


## Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...


	Yes	Not sure
• classify abbreviations for their meaning.	<input type="checkbox"/> Good!	Go to Activity 9
• use bullets, ordinal numbers or words that indicate sequence.	<input type="checkbox"/> Well done!	Go to Activities 3 and 10
• verify the order of statements in a sequence.	<input type="checkbox"/> Keep it up!	Go to Activity 7
• check spelling and punctuation.	<input type="checkbox"/> Good job!	Go to Activity 11


# Let's Carry Out an Experiment!

-  1. Look at the following pictures. What kind of experiment are they doing? Describe the pictures to your partner.



-  2. Cara is interested in carrying out experiments. Listen to what Cara did and answer the questions. Justify your answers.

-  3
- a. Why did Cara want to carry out the experiments? \_\_\_\_\_
  - b. What did she do once she arrived home? \_\_\_\_\_
  - c. What's the experiment's name? \_\_\_\_\_
  - d. What does Cara need to carry out the experiment? \_\_\_\_\_

-  3. Work in pairs. Look at the sentence and underline the action.

The teacher made her students do the experiments at home.

Now, look at these categories for verbs:

1. Verb + infinitive  
(to)

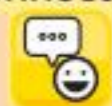
2. Verb + gerund  
(-ing)

3. Verb + preposition  
+ gerund

4. Verb +  + verb  
simple form

Finally, read the following sentences and write the number which fits the pattern of the action.

- a. I need to buy two plastic bottles for the experiment. \_\_\_\_\_
- b. They concentrated on not spilling water in the carpet. \_\_\_\_\_
- c. Sandy wants to make a rainbow in her bedroom. \_\_\_\_\_
- d. Anthony asked her mum to let him do the flower experiment. \_\_\_\_\_
- e. Mrs. Murillo enjoys giving her students information about science. \_\_\_\_\_





4. Work in groups. Take turns to discuss these questions.

a. Is it easy for you to understand instructions?

b. How many steps would you include in a procedure?

c. Is there an experiment you did recently?



5. Have you ever made experiments using water? Cara is really excited to carry out her experiment. Listen to her and decide if the following statements are true or false. Discuss your answers in small groups.



	True	False
a. You need to put some soda into the bottle.		
b. You need to get the bottle inside the microwave for two minutes.		
c. Cara learned that water turned into water vapor when it boils.		
d. As the pressure is higher outside, the air takes the balloon inside the bottle.		



6. Listen to Cara again. Identify the adverbs from the monologue and write them down on the spaces.

\_\_\_\_\_



7. Work in pairs. Use one of the words to complete the sentences. Compare your work with other classmates.

happily

cautiously

carefully

attentively

briefly


fortunately

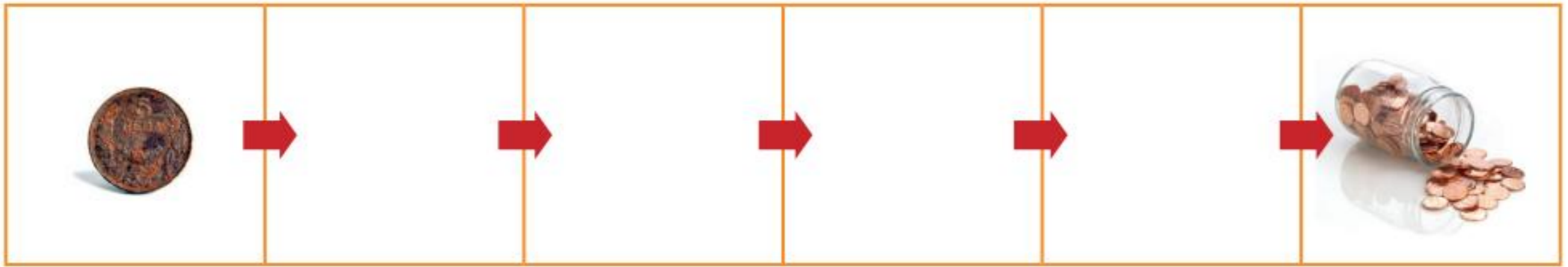
firmly

- He grabbed the bottle \_\_\_\_\_ before pouring the hot water inside it.
- You must listen to the instructions very \_\_\_\_\_.
- Andrew dropped the chemical out the sink. \_\_\_\_\_, he was wearing gloves.
- Michael poured the water \_\_\_\_\_ into the flask.
- Jackie explained the instructions very \_\_\_\_\_, five or six steps probably.





-  8. As you can notice, there are simple experiments you can do at home. Read the story "Life Is an Experiment" in your Reader's Book to know how you can clean coins. Draw the procedure in the squares. Then, write the instructions on the lines provided.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Portfolio  
Connection



9. Investigate or read the story "Life Is an Experiment" in your Reader's Book to learn different experiments you can carry out at home. Write the instructions using words of sequence. Include it in your Portfolio.

-  10. Work in groups. You have written and drawn instructions so far, but there are other ways to give instructions to different audiences. Think about different ways to give instructions.

Different ways to give instructions

Digital  
Connection



- Prepare a PowerPoint presentation or a poster where you illustrate the ideas you wrote in Activity 10. Bring the presentation or poster to the class and read the sentences to your classmates.

# Product 3 Instructions to Carry Out an Experiment

STEP

2

Check (✓) the steps you have followed up to this point.

I already know what kind of experiment I'd like to work with.

I know where I will get the information from.

I already chose an experiment to do in class.

I know the phrases to indicate sequence.


## Planning

With the help of your teacher, decide on the following aspects to continue with your final product:

- Write a draft.
- Each student in your team will have a role and will present the work in front of the group.

## Looking ahead

In Step 3, you will write down the final version of your experiment instructions. Think about what requirements you may need, like the format you will choose for your instructions (written, in a poster, on a presentation, in a list). Make a list in your notebook of the things that you can check; for example, time and place for the presentation, the illustrations for the experiment.

## Hands on!

Now, make the first draft of your instructions to carry out an experiment. With the help of your teacher, order the instructions of your experiment and write down the easy steps you need to follow in order to carry out the experiment. Be careful and write no more than five or six steps. Pay close attention to the spelling and punctuation of your instructions, and make sure you use words to indicate sequence.

## Lesson 2 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 2 means you are improving; 3 means you could accomplish it. After that, talk about some ways you both can improve.

Questions	1	2	3	Go to...
• Can you read instructions and recognize forms of expressing actions, specify them, and link them?				Activity 3
• Can you ask questions about procedures to complete statements?				Activity 4
• Can you set number of steps?				Activity 8
• Can you understand how textual organization and graphic components help to the understanding of their content?				Activity 8
• Can you discuss how to adapt instruction sheets for different audiences?				Activity 10

# A Revolutionary Woman

-  1. Work in groups. What do you know about Marie Curie? What kind of experiments did she do? Read the text and answer the questions.



## Marie Curie and Her Experiments for Humanity

Marie Curie was born in Poland in 1867. She became **self-taught** as she was very **eager** to learn things. Marie Curie never lost this passion. She moved to France in 1891 and immediately entered Sorbonne University in Paris where she learned about physics and mathematics.

It was in Paris where she met Pierre Curie, a scientist who she married a year later. The Curies started researching at the School of Chemistry and Physics, where their pioneering work with uranium took place. Marie discovered that **samples** of a mineral called pitchblende, which contains uranium, were a lot more radioactive than uranium alone. Nobody had discovered it before, and Marie was convinced she had found a new chemical element.


Marie's hypothesis would be entirely revolutionary for that time and her greatest **achievement** was proposing observations with an objective and clear analysis about uranium and radioactivity.

- Are you self-taught like Marie Curie was? What does that mean?
- Why do you think the Curies work is so pioneering?
- Why are Marie Curie's experiments so important?
- What was Marie Curie's major achievement for humanity?

### Culture Connection



Marie Curie is one of the most famous scientists that ever lived. Her contributions such as the discovery of Radium and other key elements help us out every day, especially when getting an x-ray.

-  2. Marie Curie documented many investigations and she had to write clear and well-written papers, without spelling or punctuation mistakes. Work in pairs and read the sentences. Correct any spelling or punctuation mistake on the line provided.

- she was born in polland \_\_\_\_\_
- marie and pierre curie livd in france \_\_\_\_\_
- marie curie married to pierre curie \_\_\_\_\_
- she studied at the sorbonne university \_\_\_\_\_
- they researched at the school off chemistri \_\_\_\_\_
- marie's hipotesys would be entireli rebolutionari \_\_\_\_\_

## Connecting you

How important are spelling conventions for you?  
Is it good to have no punctuation mistakes?



3. Instructions are easy-to-read sentences as they need to be comprehensible. Go around the classroom and ask your classmates to complete the sentences logically.

- a. I last made an experiment \_\_\_\_\_ when \_\_\_\_\_
- b. I always study \_\_\_\_\_ so that \_\_\_\_\_
- c. Experiments at school make me feel \_\_\_\_\_ because \_\_\_\_\_
- d. I don't like \_\_\_\_\_ because \_\_\_\_\_
- e. My favorite subject is \_\_\_\_\_ as \_\_\_\_\_
- f. I enjoy \_\_\_\_\_ very much because \_\_\_\_\_

#### Digital Connection



Make a presentation or a poster with your complex sentences and bring it to class. Compare your ideas with your classmates.



4. Discoveries are done when people experiment and investigate. Go around the class and ask questions to your classmates so that you have more information about them. Write the name of the person who does that activity and, when you are finished, discuss your answers in a group.


Find someone who...

	Name
records results for his/her experiments	_____
likes mixing liquids to get new substances	_____
doesn't like fire in experiments	_____
knows how to carry out 3 different experiments	_____
dislikes not easy-to-read instructions	_____
whose parents like going to museums	_____
loves reading about scientists	_____
thinks technology is a result from experimentation	_____
gets ideas from books or other sources	_____
doesn't like predicting experiments	_____
thinks safety is important in experimentation	_____
enjoys conducting tests	_____

#### Culture Connection




English people are thought to be very formal when they speak, using expressions like "Pardon me?" Investigate some other formal and informal expressions from other countries and enlist those you consider interesting. Bring them to class and share them with your partners.

-  5. Describing experiments is always interesting. Work in pairs and use one of the words from the box to complete the sentences.

like      collects      makes      playing      fixes

- a. Tamara \_\_\_\_\_ information from her experiments.
- b. Julie \_\_\_\_\_ to ask lots of questions to her Chemistry teacher.
- c. Sandy's father is a scientist and he \_\_\_\_\_ formulas to improve chemicals.
- d. People have discovered interesting findings while they were \_\_\_\_\_.
- e. Cecilia \_\_\_\_\_ her students learn the instructions to conduct the experiments in class.

-  6. Work in pairs. Write the names of some experiments you have learned so far or some you would like to carry out at home or at school. Reflect on the answers and share your thoughts with your partner.

Experiment 1 \_\_\_\_\_


Experiment 2 \_\_\_\_\_

Experiment 3 \_\_\_\_\_

**Portfolio**  
Connection



7. Finish the story in your Reader's Book "Life Is an Experiment." Choose actions mentioned in this text and write them on a list. Keep your work in your Portfolio.

-  8. Choose one of the previous experiments and make some research on how people need to follow instructions to carry them out. Write the instructions for it, adding or substituting information to make it easier to follow. Use the bullets to help you.

Experiment's name  \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Language**  
Connection



Go to page 180 to learn more about infinitives, gerunds, and simple present.

# Product 3 Instructions to Carry Out an Experiment

STEP

3

Check (✓) the steps you have followed up to this point.

We have already decided which team will present their experiment instructions first.

I made a draft of easy-to-follow instructions.

I thought about the format of the product.

## Planning



With the help of your teacher, decide on the following aspects to continue with your final product:

- Check your experiment instructions to have the final version. Pay attention to spelling, punctuation, and logical sequence of the experiment.
- Consider some illustrations to support the instructions.

## Hands on!



Make sure the sentences you write for experiment instructions follow the correct spelling conventions before you have the final version. In your team, work with the format you selected and include some illustrations for the product.

## Looking ahead



In Step 4, you will present your instructions. If you have already decided the time and date, it would be nice if you invite teachers and students from other groups to see the presentation of your product.

## Lesson 3 - Self-Evaluation

Interview a partner about what he/she learned in this lesson. Write your partner's answer. Then, ask him/her about the goals for the next unit and write the responses.

Questions	Yes No	Next Goals	Go to...
• Can you remove, add, change and/or substitute information to improve instruction sheets?			Activity 8
• Can you write statements both simple and complex?			Activity 3
• Can you anticipate general sense?			Activity 1
• Can you organize statements in sequence according to the procedure?			Activity 8

## Final steps

- Invite students and teachers from other groups to see the presentation of your experiment instructions.
- You can also invite your parents to show them what you can do in English.
- Present your instructions to carry out an experiment.

## Alternative products

- **A real demonstration.** Bring the material you need to carry out the experiment in front of the class.
- **A booklet with the experiments organized by category:** Change of color experiments, Magnetic experiments, Temperature experiments, Biology experiments, Light experiments, or Electricity experiments.


## End of unit Self-Evaluation

Reflect on these questions:


- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What experiment did I find more interesting? Why?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 40. What other ideas can you add to your answers? Would you say that now you know more about experiments and the instructions you should follow to carry them on? What can you use this knowledge for?

# Reader's Connection

-  1. Work in pairs. After reading the text "Life is an Experiment." Complete the chart describing the experiments and their instructions. Discuss your answers with other classmates.

Experiment	Easy instructions

-  2. Work in groups. Take turns to discuss the following questions:
- Have you ever been in a science museum?
  - What activities do you think you can do there?
  - Look for a science museum in your city or town. Are there any collections or temporal expositions that you consider interesting?
  - Visit a science museum and write your impressions.



A spiral-bound notebook with lined pages. The notebook is open to a page with horizontal lines. On the right side, there are several colorful tabs: orange, green, blue, red, and pink.





# Unit 4

## Let's Express Our Emotions about a TV Show!

In this unit you will analyze different types of emotions to create an interview.

- › How would you express the emotions that some TV shows make you feel?
- › What is a TV format?



### Social practice of the language:


Exchange emotions and reactions caused by a television show.

### After finishing this unit, you will be able to:

- 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.



# My Favorite TV Shows!

-  1. Work in pairs. Exchange your ideas about what you think the pictures portray and use one word to describe each.



-  2. Do you like watching TV? Have you ever heard the word *gladiator*? Read the text and answer the questions below. Pay attention to the words in bold. What do they mean?

## Gladiators in Real Life?

*American Gladiators* was an American TV program **which** aired weekly from January 6 to February 17, 2008. The series format is called *game show*. It involved two women and two men **who** competed in six events distributed in an arena surrounded by a **thrilled** audience. This arena was formed by different courses of increasing difficulty.

Some of the events were: *Assault*, *Earthquake*, *Joust*, and *Atlasphere*.


The aim of the events was to earn points before the final event. Each point was translated into a half-second advantage for the leader or handicap for the trailing competitor. The final event was called *The Eliminator*. Contestants **whose** efforts paid off were the winners of \$100,000 dollars, a **full-sized SUV**, and the chance to become a *Gladiator* in the next season of the program.


- How does watching a TV program like *American Gladiators* make you feel?
- What questions would you ask the competitors if you had the chance to interview them?
- Do you know any similar TV programs?
- Do you think the prize is fair?
- Is this TV show intended for all audiences?

### Language Connection



Go to page 181 to learn more about relative pronouns.


-  3. What other words do you know related to TV shows? Go around your classroom to interview your classmates and complete the sentences.
- A s\_\_\_\_\_ is the place where a movie or TV show is filmed.
  - All the people who perform in a play, movie, or TV show is called c\_\_\_\_\_.
  - A s\_\_\_\_\_ is one of several episodes of television programs.

-  4. Work in pairs. Look at the picture and say what you think the boys are doing. Then, listen and see if your inferences were right. Listen again and answer the questions.



- What's Kyle describing to Dave?
- Have you ever watched any television game show such as the one that Kyle described?
- Are there any game shows with the same format in your country?
- Have you ever heard the British variation of the English language? What do you think about it?



-  5. Work in groups. Look at the pictures and say if you recognize any of these emotions. Use the lines to write your ideas. Share your work with other classmates. Do you react like this while watching TV?



a. \_\_\_\_\_



b. \_\_\_\_\_



c. \_\_\_\_\_

-  6. Work in pairs. Talk to your partner about your favorite game show. Explain why you enjoy it. Use the notes you wrote in Activity 5 and discuss your opinion about emotions and game shows. Use these prompts as an example.

*When I saw him falling from the bridge...  
I literally jumped out of my seat. I felt so shocked as...*

*I felt kind of curious when I saw...*


*What an exciting TV program this is! I like it because...*

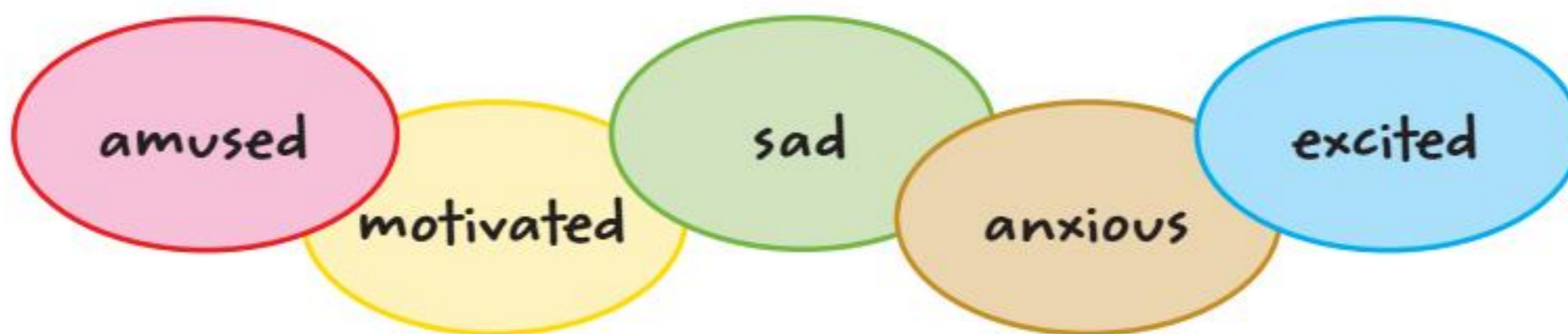
-  7. Work in pairs. Read the text and tick True or False in each sentence.

### A Good TV Show

My name is Dave and yesterday I watched the most amazing show in the whole planet... You see... I went to Kyle's place and he showed me his 'favorite' TV show of all time. It's called *Gladiators*. I was sure that I'd heard about it before... and I was right. *American Gladiator* was a show that my sister used to watch a long time ago when she was a kiddo. She felt really thrilled **every time** my family sat down to watch the box. Let's see... oh, yes, I remember now... Kyle's favorite 'event' was *Hit & Run*. He told me that the contenders crossed a bridge dodging a ball while a Gladiator tried to make them fall over. What a great show! I was... no, let me think... I *am* excited about watching *Gladiators* again!

- |  | True                  | False                 |
|--|-----------------------|-----------------------|
| a. Kyle is the mate whose favorite TV show is <i>Gladiators</i> .          | <input type="radio"/> | <input type="radio"/> |
| b. Kyle is the guy whose sister used to watch <i>American Gladiators</i> . | <input type="radio"/> | <input type="radio"/> |
| c. Dave is the one who told Kyle about the show.                           | <input type="radio"/> | <input type="radio"/> |
| d. The Gladiator was the one who tried to make them fall over.             | <input type="radio"/> | <input type="radio"/> |
| e. Dave is the guy who is excited about watching the show again.           | <input type="radio"/> | <input type="radio"/> |

-  8. Work in groups. Look at the emotions in the balloons. Think about a television show that makes you feel these kinds of emotions. Go around your classroom and ask your partners for their favorite ones.



-  9. Sometimes, watching TV shows can feel like riding an emotional roller coaster! Have you ever watched game shows like *Gladiators*? How did they make you feel? Choose a TV game show and write three questions about things you'd like to know about it.



QUESTIONS

Portfolio  
Connection



10. Start reading "You Were Saying..." in your Reader's Book, and write some sentences about how people in the interview get invested in emotions. Keep your work in your Portfolio.

## Planning



In this unit you will conduct an interview. With the help of your teacher, decide on the following aspects of your final product:

- Work in teams.
- Decide the topic of the interview.
- Choose the emotions you want to express in your interview. Review your Portfolio.
- Write some questions based on your work in Activity 9.

## Looking ahead



Interviews are important to provide the audience with relevant information about a person: their field, what they are acknowledged for, and why it is interesting or important to interview them. Think of possible people to interview and specific questions you would like to ask them. Think of some other questions that can be entertaining or different, so that the interviewed person feels interested in keep on going.

## Hands on!



Now, work in pairs. Brainstorm some ideas on what to include in an interview. Do you think an interview is just about asking questions? No, you need to think about the audience (who is going to listen to it) and who the interviewed person is going to be. Note down some useful words and expressions to write the questions for the interview.

## Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.


I am able to...

	Yes	Not sure
• identify grammatical differences between British and American variants.	<input type="checkbox"/> Good!	Go to Activity 4
• analyze the communication situation.	<input type="checkbox"/> Well done!	Go to Activities 2 and 7
• formulate and answer questions about the content and emotions generated by a TV program.	<input type="checkbox"/> Keep it up!	Go to Activities 2 and 8
• link sentences to express emotions and explain what originated them.	<input type="checkbox"/> Good!	Go to Activity 6

## Let's Talk!

-  1. Work in pairs. Look at the following pictures and write an idea to describe each one. Then, compare your work with your partner. What is the topic?



-  2. Do you recognize this situation? There's a TV show called "The Dating Show," how is the photo connected to the program? Listen to the conversation and answer the following questions.



1. What is the tone used by the host to express his ideas?
2. What does the word *bachelor* mean?
3. What phrases or expressions do the contestants use when they answer in order to make time?

## Culture Connection



Date shows are very common around the world. Look for more TV shows with a similar format and make notes and comparisons between them. Bring your notes and compare them to your classmates' information.



-  3. Listen again and choose the correct answer.



1. The presenter's name is:
 

a) Julie	b) Glenn	c) Mark
----------	----------	---------
2. When Mark asks Julie if she is ready to make a decision, she sounds:
 

a) nervous	b) hesitant	c) excited
------------	-------------	------------
3. When Julie asks Bachelor #2 if she can ask him one more question, he sounds:
 

a) nervous	b) disappointed	c) thrilled
------------	-----------------	-------------
4. Bachelor #2 answers that he would be a penguin because they are the most \_\_\_\_\_ animals in the world.
 


a) beautiful	b) cute	c) faithful
--------------	---------	-------------
5. This kind of TV show is watched by people who like:
 

a) adventure	b) fiction	c) romance
--------------	------------	------------

## Portfolio Connection



4. Write some sentences using the vocabulary you have learned so far. Keep your work in your Portfolio.



-  5. Work in pairs. Look at these sentences. Read them aloud and pay close attention to your speed, intonation, and volume.
- This TV show is the best of all. It makes me feel excited.
  - This contestant is friendlier than the other ones.
  - In my opinion, Paris is the most charming destination for lovers.
  - If you ask me, Bachelor #1 is more polite than the others.
  - That is the funniest thing I've seen today.
  - His expression was more awkward than I expected. I felt frustrated.



Go to page 181 to learn more about comparatives and superlatives.



6. Different TV shows make you feel specific emotions. Make an emotion diagram including the emotions and the TV shows that make you feel that way. Bring your diagram and compare the TV programs with those chosen by your classmates.

-  7. Imagine that Julie and Bachelor#2 are on a date to know each other a little more and they are talking about the TV shows they like. In pairs, write the conversation using the vocabulary you have learned so far. Practice saying the conversation and present it to another pair of students.
-  8. Work in pairs. What do you know about these places?

### Santorini, Greece

What do you think about watching the sunset over the blue Aegean Sea from the **terrace** of your hotel room? The best **destination** for lovers. Santorini Island is located in Greece, a place filled with **romance** and **tradition**.


### Paris, France

**Imagine** holding hands with your significant other as you walk by the Seine River or visit the Notre-Dame **Cathedral**, one of the most famous **monuments** in the world. This destination is a must on your wish **list**.

### Kyoto, Japan

Cherry **blossoms** and Japan are a **metaphor** of life... Time is **precious**, and you should spend it with the one you love the most. Don't forget to visit Okazaki Canal during spring. This **iconic** destination will be the **experience** of a life time.

Look at the highlighted words. Is there a similarity between them and some words in your own language? Could you use them in questions and sentences?

-  9. Dating shows often choose romantic destinations for the winner couples. Discuss in pairs which of these cities is the most romantic. Is there any romantic destination in your country? Based on the previous model, write a short text about a famous place in Mexico. Use the highlighted words.





10. Work in pairs. Look at these emotions and write some notes on how you adopt body language and facial features to express them. Discuss in groups your notes.

surprise	pain	anger
disappointment	affection	worry

#### Culture Connection




People use gestures and body language to express emotions. Look for some common facial features and body language people use in other countries and compare them to those used in your own country. Make a list of differences and bring them to class.



11. You have listened to a couple of interviews already. It's now your turn to write your interview. Look at the layout and write down the information to build in your Portfolio. Compare your answers with a classmate.

Someone you would like to interview

(family member, famous person, a teacher):  \_\_\_\_\_

Write three areas you'd like to write your questions about:

\_\_\_\_\_

Write three questions you'd like to start with  
(be creative and avoid asking too much personal information)

---



---



---

What would be the final question to close the interview?

---

Check (✓) the steps you have followed up to this point.

I have chosen the person I want to interview.

I know the kind of questions I want to include in the interview.

I have considered the audience who is going to listen to the interview.

I have a list of useful words and expressions I can use during the interview.

### Planning



With the help of your teacher, decide on the following aspects to continue with your final product:

- The role each student will have.
- Write your interview, check the work you did on page 63.
- Practice the conversation, pay attention to speed, intonation, and volume. Check page 62 to have a model.

### Hands on!



Write the first draft of your interview. Don't forget to include the name of the person who is going to be interviewed, the audience who is going to listen to the interview, and write around ten questions that are interesting, appealing and even entertaining. Pay close attention to the spelling and punctuation of your questions.

### Looking ahead



In Step 3, you will write the final version of your interview. Think about what you may need: a video recorder, a cellphone, a tablet or a microphone to record the interview. Make a list in your notebook of the things that you can check; for example, time and place for the recording. Write down the roles each student will have: interviewer, interviewee or audience.

## Lesson 2 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 2, 3, and 4 mean you are improving; 5 means you could accomplish it. After that, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you compare topics, purposes, and intended audience? Go to Activity 3					
• Can you interpret non-verbal language and attitude of interlocutors. Go to Activity 2					
• Can you reflect on the relations between actions, pictures, dialogues, and sound resources? Go to Activity 3					
• Can you consider similarities and differences between your mother tongue and English, when writing questions and answers? Go to Activity 8					
• Can you use resources to make time? Go to Activity 3					
• Can you adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc.? Go to Activity 10					


# An Interview

-  1. Work in pairs. Do you know these TV formats? Read the following descriptions to make comparisons.

"... 'Jeopardy' is an American TV game show in which a group of contestants compete in order to get a cash prize. In format of quiz game, participants must use their knowledge to provide the correct answers in the form of questions..."

"... 'Who wants to be a millionaire?' is a British TV game show where participants are asked a set of multiple-choice questions so as to win a large cash prize. They compete individually without time limit. As the amount of the prize increases, the questions get more difficult."

- What are the main ideas from the texts?
- Can you name some examples of prizes on TV shows you have watched?
- How do you infer the meaning of the words that you don't know?

-  2. Work in pairs. Read the following text and answer the exercise below it. Compare your work with other classmates.

## Jeopardy: A Good TV Show

Hi, there. My name is Laura and I'm a game show fan. When I was younger, I used to watch TV with my family all the time. I used to like different types of TV shows, but my favorite was game shows... and it still is! I like *American Gladiators* because it made me feel so **thrilled**. I enjoyed *The Dating Game*, too.


But above all there was *Who Wants to Be a Millionaire?* It was originally a British program, but the format was adapted in different parts of the world. It has the perfect mix between excitement and knowledge. It kept me on the edge of my seat every time I watched it. The show starts with a question and there are only 10 contestants.

The first person to answer correctly in the least amount of time gets the opportunity to win a million dollar prize. Then, the host and the chosen contestant sit down and the questions start. The multiple-choice questions get more difficult as their value increases. Contestants can use a *lifeline* if they don't know the answer. They only have three, though.

Visual and sound resources take a decisive role and they make you feel immerse in the program. *Who Wants to Be a Millionaire?* has a very distinctive aesthetic and display. It has a sort of subtitles that both the contestant and the viewers can see at home. It makes you feel part of the show! Have you heard about it?

- \_\_\_\_\_ is the main topic in the reading.
- A TV fan is someone who \_\_\_\_\_.
- The main characteristics of this type of TV format are: \_\_\_\_\_.
- Visual and sound resources are important because \_\_\_\_\_.




 7. Work in pairs. Discuss these questions with a partner.

a. What would you do if you were invited to a TV game show as an interviewer?

b. What would you do if you were the host of a TV program?

c. How would you feel if you won the jackpot of a game program?

d. What if you were invited to a talent show?

 8. What TV format do you like the most? Why do you prefer it? What would you do if you had to interview a celebrity in these shows? Choose a show format and write some notes and questions you would ask the celebrity. Write the questions and the body of the interview.



**Famous person to interview:**  
\_\_\_\_\_



**Area in which this person is famous:**  
\_\_\_\_\_



**Questions to ask:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Final question or comment to close the interview:**  
\_\_\_\_\_

Check (✓) the steps you have followed up to this point.

I wrote interesting, entertaining, and objective questions for the interview.

I have already edited and corrected the questions I'll ask during the interview.

I have already chosen the place where I'll conduct the interview.

## Planning



With the help of your teacher, decide on the following aspects to continue with your final product:

- Have you checked your interview's final version?
- Is the interview well-stated?
- Will the audience enjoy the interview?
- Are you going to record the interview?

## Hands on!



Now, make sure the questions you wrote for the interview follow the correct spelling conventions. Rehearse the interview and try to be fluent. Make the interviewed person feel comfortable. Conduct your interview according to the presentation format you chose.

## Looking ahead



In Step 4, you will present your interview. If you have already decided the time and date, it would be nice if you invite teachers and students from other groups to see the presentation of your final product.

## Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means *needs improvement*; 2 means *satisfactory*; 3 means *awesome*. After that, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals	
• value function and purpose of visual and sound resources.					Activity 2
• clarify the meaning of words using key words or contextual clues.					Activity 1
• discriminate main ideas from information that broadens, exemplifies or explains them.					Activity 2
• take into account grammatical particularities of the English language when writing expressions.					Activity 5
• vary intonation, rhythm, and volume.					Activity 5

## 4

### Final steps

- Invite students and teachers from other groups to watch you act-out or present your recorded interview.
- You can also invite your parents to show them what you can do in English.
- Present your interview.

### Alternative products

- **A written questionnaire.** Work in groups of three or four. Choose some questions to be directed to people in your community. Record their answers and present them in a poster.
- **A video.** Work in groups of three or four. Prepare a role-play using a famous person as a character. Interview the person using some common questions and record it on video. Present the video to your classmates.

### End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What TV shows make me feel different emotions?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 56. What other ideas can you add to your answers? Would you say that now you know more about TV formats and the emotions they make you feel? What can you use this knowledge for?

# Reader's Connection



1. Work in pairs. After reading "You Were Saying..." answer the following questions.

- What is the main purpose of the interview? \_\_\_\_\_
- How did she start writing novels? \_\_\_\_\_
- What is the plot of *Changing Times*? \_\_\_\_\_
- Has your favorite book been adapted for TV? \_\_\_\_\_
- Did you like what you watched on TV? Were you disappointed? Why? \_\_\_\_\_



2. If you had the opportunity to interview your favorite author, what kind of questions could you ask him/her. Write five questions on the lines provided.

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3. Work with a partner. Imagine you could interview your favorite author. Write a short interview and act it out. Use expressions from the Reader's Book such as:

Questions	Answers
Can you tell us...?	I couldn't believe my eyes...
How did you feel...?	Sounds like...
What did you like best about...?	So, I understand...
Are you excited about...?	Not at all...
Are you afraid..?	To be honest...
	It sounds wonderful...
	Yes, that's right...




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# Unit 5

## Let's Suggest Possible Explanations about past Events!

In this unit you will work with different expressions and formulate ideas and hypothesis about past events in order to create an enigma inventory by yourself.

- › Do you know what an enigma is?
- › Have you ever played games where you need to decipher information?



### Social practice of the language:


Guess and formulate hypotheses about past events.

### After finishing this unit, you will be able to:

- Choose a past event.
- Describe enigmatic events.
- Formulate hypothesis to guess riddles that explain past events.



# What Is an Enigma?

-  1. Work in pairs. Look at the pictures and describe them. Write on the lines the idea each one represents. Compare your work with other classmates.



-  2. Discuss with a partner what a board game is and answer the following questions. Then, listen to the conversation and check your answers.



a. What type of board games do you know?

b. What is Clue about?

c. Do you like playing board games?

d. Can you guess what the objective of the game is?

-  3. Do you know that every game has its own rules? Listen to the conversation again and complete the sentences with information from the recording.




## Rules for CLUE

- a. First, put the \_\_\_\_\_ in the evidence envelope. Then, distribute the remaining cards to the players.
- b. Second, choose a colored \_\_\_\_\_. It represents a character of the game.
- c. Third, throw the \_\_\_\_\_ to get to a room.
- d. Fourth, read carefully the information related to how and where the person \_\_\_\_\_.
- e. Finally, make a \_\_\_\_\_ of who the murderer was. The person who guesses first, wins the game!




4. Choose one of your favorite board games and write the rules in easy steps. Bring the rules and explain the game to your classmates. Add it to your Portfolio.



-  8. Do you consider yourself as an observant person? Look at the following five clues of what could have happened on exercise 6. Can you identify them? Work with a partner and formulate assumptions of what could have happened.




-  9. Details are very important when looking at a crime scene. Work with a partner to connect the evidence from the clues in Activity 8 to evaluate assumptions. Use the expressions from the box.

*That does not convince me, because...  
Oh! I didn't consider those details...*

*Maybe your opinion is better because...  
I wouldn't like to jump to conclusions but...*

*I'm sure that...  
It is possible...  
I think that what could have happened was...*

-  10. Do you think mystery is a good topic for a board game? Do you think it would be entertaining? Work in teams to set the rules for your own board game. Use the notes and fill in the chart. You may get inspiration from what you have learnt.



Players	Tokens	Rules



11. In blank sheets, write a story of what could have happened in the crime story you have worked with. Include details about the past events and some assumptions that might help solve the crime. Bring your story and read it with your classmates.

## Planning



In this unit you will suggest possible explanations about the past. With the help of your teacher, decide on the following aspects of your product:

- How long will the whole product take?
- Who will you work with?
- What kind of enigmas will you choose for your inventory?
- Have you thought of the most common past explanations for enigmas?

## Hands on!



Work in small groups. Brainstorm some ideas on enigmas you know, or you have heard about and their possible explanations. Consider why you know about those enigmas, where you heard of them, and why they are still enigmas.

## Looking ahead



An enigma is something that is mysterious and difficult to understand. Think about the enigmas you would like to include in an inventory and why they are transcendental for the culture, the history or the community where you live. Investigate about them and think about possible explanations that may solve the enigma or even possibilities to have a clearer idea, in case you don't find a solution. Try to use the linguistic prompts you learned through the unit.


## Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
• use skills of deduction for recreational purposes.	<input type="checkbox"/> Good!	Go to Activity 2
• ask questions to get details about the event.	<input type="checkbox"/> Well done!	Go to Activity 7
• formulate assumptions about probable causes that originated past events, based on available evidence.	<input type="checkbox"/> Keep it up!	Go to Activity 9
• share ideas for evaluating assumptions according to their feasibility.	<input type="checkbox"/> Good job!	Go to Activity 10

# A Perfect Day!

-  1. What do you think about supernatural mysteries? Read the following text and discuss the questions with a partner.

## Talking About the Supernatural

Do you like supernatural topics? Do you enjoy solving mysteries? If you do, we have the perfect board game for you!

*Mysterium* is a cooperative board game that blends crime and mystery in the perfect way. In 1894, on a dreadful Halloween night, a servant was murdered in a big mansion. The murderer was never found. A group of **mediums** wanted to solve the case, and this is how the game began. One player takes the role of the ghost; the remaining players take the roles of the mediums. The mediums will have to interpret the clues given by the ghost in order to find the killer.


The game rules are easy: each medium will get a different set of clues from the ghost. There will only be seven rounds during the game. The players must first find their own suspect, place of the crime, and murder weapon before the seven rounds end; otherwise, the mystery will remain unsolved. However, if they **succeed**, the final round will take place and the real killer will finally be revealed.

a. What's a medium?

b. What is the objective of the game?

c. How does the ghost communicate with the mediums?

d. Would you like to play something like this? Why or why not?

-  2. Is it easy to collect clues for you? Do you know how to do it? You will hear a short story that will give you important information about the crime. Work with a partner and decide if the following questions are true or false. Correct the false ones in your notebook.



	TRUE	FALSE
a. The servant was mad at the cook.		
b. He was right to be mad at him.		
c. The servant attacked the cook in the kitchen.		
d. The cook is now a ghost.		

3. How important is the order of events to solve a mystery? Listen again and order the following events.



Past and mysterious events...	Order
The servant went to the cellar by himself.	
The servant met the count in the study.	
The servant heard a metallic sound.	
The servant went to the kitchen. The cook wasn't there.	
The servant saw water in the roses.	
The servant turned into a ghost who wants to know who his murderer is.	

4. Work in teams. Look at one of the set of cards from the game *Mysterium*. How could these objects be used in a crime?

*An old vase can be broken to use it as a sharp knife...*

In pairs, propose and write alternative assumptions in the cards below.




A candlestick	An old vase	A razor blade	An antique clock
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



5. Take a look at your cards and evaluate what your classmates wrote in the same spaces. Write down some ideas you would incorporate into your partner's cards and report them on it. Discuss your suggestions. Keep your work in your Portfolio.



-  6. Work with a partner. Order the sentences and rewrite them to describe the image on the left.



be / golden / carpet / candlestick / the / crooked / might / evidence / The /  
the / main / on.

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fallen / old / vase / might / on / porcelain / hallway / have / the / The.

---



broken / shed / The / dirty / razor / be / in / might / the.

---




fallen / The / rusty / wall / the / have / clock / wooden / can't / from.

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#### Language Connection



Go to page 182 to learn more about modals.

-  7. Work in teams. Now, that you know how to make detailed descriptions of objects used in the crimes of the board games, write your hypothesis and explain what might or might not have happened. Use each object from the previous exercise and enlist how it was done.

The suspect might have used the clock to hit the maid in the head.

### Ideas for the enigmas

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#### Digital Connection



Prepare a PowerPoint presentation or a poster where you illustrate the ideas you wrote in this exercise. Bring the presentation on a poster to the class and read the sentences to your classmates.

Check (✓) the steps you have followed up to this point.

I already investigated enigmas to write about.

I can enlist some enigmas which are interesting or transcendental.

I have thought about some past explanations to solve the enigmas.

### Planning



With the help of your teacher, decide on the following aspects of your product:

- What role will each student have?
- What team will present their enigma inventory first?

### Hands on!



Check your previous work and make the first draft of your inventory. Don't forget to include the most significant enigmas and enlist those you consider the most interesting. You can check some examples in your Student's Book and Reader's Book. Pay close attention to the spelling and punctuation of your paper, as well as that your enigma presents some clear and concise statements.

### Looking ahead




In Step 3, you will write down the final version of your enigma inventory. Think about what requirements you may need such as the format you will choose for your inventory (a poster, a presentation, a leaflet, etc.). Make a list in your notebook of the things that you can check; for example, time and place for the presentation, the illustration for the enigma inventory.

## Lesson 2 - Self-Evaluation


Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you propose past events for a game of enigmas? <a href="#">Go to Activity 4</a>					
• Can you analyze characteristics of past events starting from facts and evidence? <a href="#">Go to Activity 2</a>					
• Can you include details to precise conditions? <a href="#">Go to Activity 3</a>					
• Can you propose alternative assumptions? <a href="#">Go to Activity 4</a>					
• Can you connect information to consolidate assumptions? <a href="#">Go to Activities 4 and 5</a>					

# This Is My Enigma!

-  1. Look at the pictures. How can we know if the following pictures are pieces of evidence or just objects? Discuss with a partner.



-  2. Do you know the best way to find the answer to an enigma? Work in pairs. Read the text and complete the statements. Justify your answers.

## Mystery Lover

Hello, my name is Lucia. I'm a board game lover. I like various types of board games, from *Jenga* to *Monopoly*. However, mystery games are my favorite by far. I met Sonia and Matt at Dragon's Den, a popular board game café near campus. Yeah, it's a café especially made for people who love playing board games.

Anyway, they were playing a game named CLUE when I joined them. I enjoyed playing it a lot, I must admit. **Nonetheless**, it will never beat my all-time favorite *Mysterium*. After we finished the round of CLUE, I invited my friends to play my favorite game... and guess what? They absolutely loved it!

We sat down, playing for hours and trying to solve the puzzles and enigmas of the game. We found out that the best way to give answer to the mystery is to carefully analyze clues and formulate assumptions about what happened. In order to do this, you need to look carefully at the clues that you collect during the game. From there you just have to connect the dots. Believe in me, after all, I'm a mystery board game lover!

- Lucia likes board games, but she prefers \_\_\_\_\_ games.
- Sonia and Matt met Lucia at a popular \_\_\_\_\_.
- They tried to solve \_\_\_\_\_ and \_\_\_\_\_ of the game.
- They learned that the best way to answer a mystery is to analyze \_\_\_\_\_ and formulate \_\_\_\_\_ about what happened.

### Culture Connection



In many old civilizations, like the Mayan culture or the Incan civilization, people used dented tools and crooked objects to survive.



3. Work in groups. Do you think they are pieces of evidence? Discuss about the possible reasons why these objects are damaged.



4. Work in pairs. Write sentences about the state of the objects. Follow the example.  
**A huge old glass vase got broken in the dark dining room.**

- a. A curtain \_\_\_\_\_  
 b. The dress \_\_\_\_\_  
 c. A poke \_\_\_\_\_  
 d. The golden candlestick \_\_\_\_\_



5. Look at the following enigma cards. In groups give your opinion of what happened in each image. Agree or disagree with your partner using the expressions below.



*I rather think that the vase got broken when...  
 It might have been a cat which tore the carpet...  
 I rather think that electricity was...*



Check (✓) the steps you have followed up to this point.

I have already thought about the roles, teams, and format for my inventory presentation.

I made a draft with significant enigmas.

I have checked out and made my research on enigmas.

## Planning



With the help of your teacher, decide on the following aspects of your product:

- Have you checked your enigma inventory for the final version?
- Is the enigma inventory well-stated? Do you have some ideas of illustrations to support it?
- Will the audience have a solution for their complaint?
- What format have you chosen for the complaint? Did you choose a video, a recorded conversation?

## Hands on!



Make sure the sentences you write for the enigmas follow spelling conventions (you can use a dictionary to check it and / or ask your teacher for help), before you have the final version of your inventory. In teams, work with the format you selected and include some illustrations for the enigmas, as well as some possible explanations in past tense to solve them out.

## Looking ahead



In step 4, you will present your enigma inventory. If you have already decided the time and date, it would be nice if you invite teachers and students from other groups to see the presentation of your product.

## Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means *needs improvement*; 2 means *satisfactory*; 3 means *awesome*. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals
• value the interest caused by past events.				Activity 2
• formulate, propose and consolidate assumptions about probable causes that originated passed events, based on available evidence and given information.				Activities 6, 7, and 8

## 4

**Final steps**

- Invite students and teachers from other groups to see the presentation of your enigma inventory.
- You can also invite your parents to show them what you can do in English.
- Present your enigma inventory!

**Alternative products**

- **A detective enigma.** Work in groups of three or four. Choose an enigma from another country and write some facts about why it is an enigma.
- **A story with a crime enigma.** Work in groups of three or four. Investigate about an enigma dealing with a crime. Write a story about it and include details about why it is considered an enigma.


**End of unit Self-Evaluation**

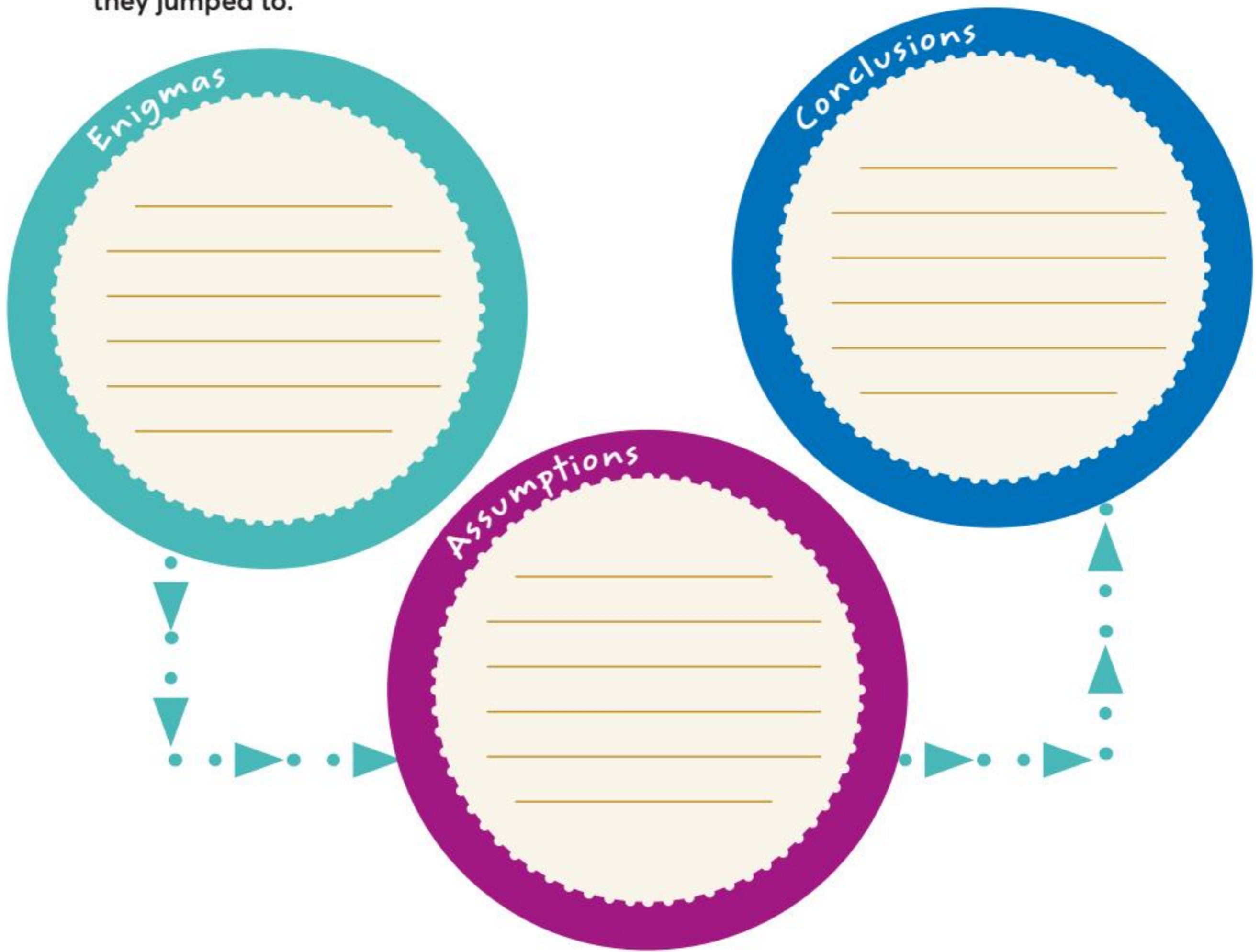
Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do differently next time? Why?
- What part of the project did I find most enjoyable? Why?
- How was your work with your classmates?
- How could I improve my work?

Go back to the questions on page 72. What other ideas can you add to your answers? Would you say that now you know more about past events and enigmas? What can you use this knowledge for?

# Reader's Connection

-  1. Work in pairs. After reading the text "The treasure Hunters," complete the chart describing the enigma they had to solve, what their assumptions were, and the conclusion they jumped to.



**Enigmas**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Assumptions**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conclusions**

\_\_\_\_\_

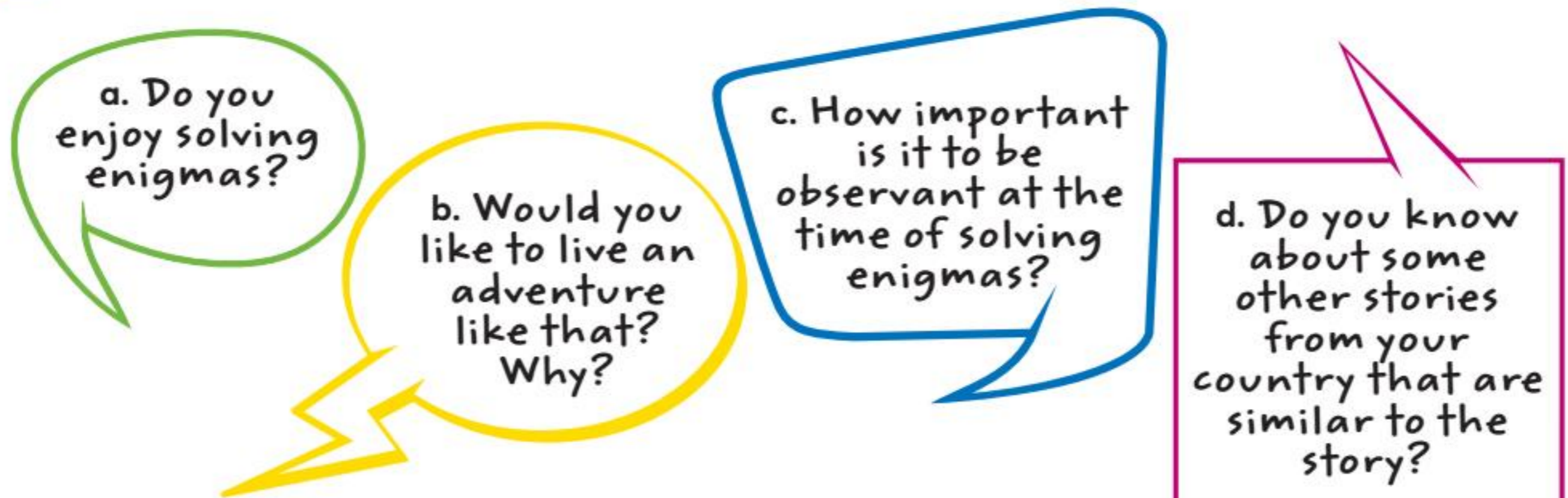
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-  2. Work in groups. Take turns to discuss the following questions:



a. Do you enjoy solving enigmas?

b. Would you like to live an adventure like that? Why?

c. How important is it to be observant at the time of solving enigmas?

d. Do you know about some other stories from your country that are similar to the story?



# Evaluation

Unit  
5

1. Choose a mystery board game to talk about. If you don't know any, create your own. Write only some ideas in order to have a general view of the game.

<p>Name of the game</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>How many players</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Equipment</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Rules</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What's the story about?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

2. Use the information you wrote in Activity 1 to describe your board game in a paragraph. Pay close attention to spelling and punctuation.

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3. Share your game with the class. Don't forget to use the proper verbal or non-verbal language.

# Unit 6

## Let's Discuss about Young People's Rights!

In this unit you will discuss concrete actions to care for young people's rights.

- › **Do you know what your rights are?**
- › **What do you know about the Universal Declaration of Human Rights?**



### **Social practice of the language:**


- Discuss about concrete actions to care for young people's rights.

### **After finishing this unit, you will be able to:**

- Present initial approaches.
- Take a personal stand and anticipate others' stand.
- Offer counter-arguments and defend your position in a discussion.



# Human Rights

-  1. Work in pairs. Read the title and look at the picture. What do you know about the topic of the text? Where can you find a text like this?

## Our Rights and Responsibilities

by Lorna Hall


Some experts state that it is essential to teach teens the importance of knowing that every action has a consequence **and** that teens have to learn to be responsible and **comply with** certain obligations. They **also** mention that by behaving responsibly, young people can fully enjoy their rights.

A society is a group of people who live together in a certain place and time. This particular group often shares some common characteristics, culture, laws, etc. A society is shaped by the relationships between individuals; **therefore, in order to** work properly, it is important for people to establish some rights and obligations to reach some agreements and live peacefully.

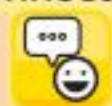
It is well known that World War II was the deadliest; **because** of that, Eleanor Roosevelt, the wife of former US president, Franklin D. Roosevelt, wrote a document that was named The Universal Declaration of Human Rights. The main purpose of this document was to establish that every human being has universal rights. These rights are universal because they should be followed and respected everywhere in the world. The rights are equal for every person around the world, and they are related to the sense of freedom, justice, and peace.

It is important to say that obligations and responsibilities come along with rights. Responsibilities are **as important as** rights, and we have to make sure that we follow them in order to actively participate in our society.



-  2. Work in groups. Read the words in green and answer these questions:
- What kind of words are they?
  - What is their function in the text?

Language  
Connection



Go to page 183 to learn more about connectors.

3. Complete the sentences with one of the expressions in green from the previous exercise. They should be used once only.
- Kids have the right to play \_\_\_\_\_ to receive education, too.
  - We cannot force people to share personal information \_\_\_\_\_ they have the right to confidentiality.
  - I read a lot about human rights; \_\_\_\_\_ I am very well informed about them.
  - Adults and teenagers have rights, but \_\_\_\_\_ responsibilities.
  - We have to be respectful of other people's rights \_\_\_\_\_ expect to receive the same respect.
  - Knowing about your rights and responsibilities is \_\_\_\_\_ knowing your name and address!

### Connecting you

What are your obligations at home?  
What are your obligations at school?

4. Work in groups. Use the information in the text "Our Rights and Responsibilities" to think about what would happen if those rights are not respected. Use connectors to give your arguments. Follow the examples.

In order to live in a fair society, teenagers **should** have rights. Adults' rights are **as** important **as** teens' rights. We need to follow them to live in a safe society.

5. Read the text and write your opinion about it in your notebook. Then, work with another pair of students and share your ideas. Do you agree with each other?



**T**here is a controversy regarding teens' rights. The Universal Human Rights state that everybody has rights; however, in real life, some people don't have those rights, for example, some teens can't go to school because they have to work; others may not have somewhere to live, or something to eat. So, those rights should not be taken for **granted!**

-  6. Work in pairs. Read the text and talk about the main idea. Do you think that what the text says is true? Why?


## What Are Our Rights?

Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just.

Some of our rights are:

- ✓ Safety (security)
- ✓ Education (schooling and guidance)
- ✓ Shelter (somewhere to live)
- ✓ Warmth
- ✓ Food
- ✓ Clothing
- ✓ Personal space
- ✓ Freedom of speech (to say what we think about something)
- ✓ To be different
- ✓ To feel comfortable
- ✓ Equal opportunities (given the chance to be what you want to be whether you are rich or poor, and regardless of religion or race)



-  7. Go back to the text "What Are Our Rights?" In a piece of paper, create a mind map (use words and pictures) that illustrates the idea "a world that is fair and just." Display your work. Exchange your mind map with a classmate, edit your work with a different color, and add some ideas if you think it is necessary.

### Culture Connection



There is a document called The Universal Human Rights that should be followed in most countries around the world. However, some countries have their own rights; for example, in British Columbia, Canada, there is the Legal Rights for Youth. These rights are related to work, mental health, driving, and medical rights. Are there specific youth rights in your country?

### Portfolio Connection



8. Write a list of rights that you think every teenager should have. Share your work with other classmates. Did you include similar or different rights? Why?

## Planning



In this unit you will organize a public discussion. With the help of your teacher, decide on the following aspects of your product:

- How long will the discussion take?
- Who will you work with? How many students will each team have?
- Will the whole group take part in the public discussion at the same time?

## Hands on!



Work in groups. Share the list of rights that you wrote in Lesson 1. Check if you have similar or different information. Define points of controversy. Think about the rights that everybody should have but that are not respected by others. Value the reasons for the controversy. Think about why some people cannot have all those human rights. Then, take a personal stand regarding those points of controversy. Choose some of those points to talk about in your public discussion.

## Looking ahead



In Step 2, you will organize a public discussion about how to carry out concrete actions to care for young people's rights. So, think about the points of controversy to discuss in this step. Search for information to help you prepare arguments regarding those points.

## Lesson 1 - Self-Evaluation


Check (✓) what you learned in this lesson.

I am able to...

- define points of and value reasons for controversy.
- take a personal stand regarding a point of controversy.
- analyze facts, examples, and data that support my own and others' arguments.
- use comparative, contrastive, and expressions of consequence to give arguments.

	Yes	Not sure
<input type="checkbox"/>	Good!	Go to Activity 4
<input type="checkbox"/>	Well done!	Go to Activities 7 and 8
<input type="checkbox"/>	Keep it up!	Go to Activities 1 and 5
<input type="checkbox"/>	Good job!	Go to Activities 4 and 7

# Teen Rights

-  1. Work in pairs. Take turns discussing this question: Do you think teenagers should have the right to work before the age of 18? Why? Read the text and share with your partner what you think about it.

## Pros and Cons of Allowing a Teenager to Work

Every teenager is different and will respond to new and unique life experiences in their own way. When considering whether or not to allow teenagers to get a job, the main aspect to think about is whether or not the job will negatively affect their academic performance.



The following list of pros and cons is meant to help both parents and teenagers to start thinking seriously about the reality of teenage jobs:

### Pros

- Jobs help teens develop a sense of responsibility.
- Jobs help teens develop a greater sense of self.
- Teens that work a reasonable amount of hours—less than 15 hours a week—get better grades than teens who don't work.
- Jobs help teens learn to manage money and understand personal finance.
- Jobs help teens transition from youth to adulthood.

### Cons


- Jobs can add stress to a teen's life.
- Jobs can **expose** teen's to people and situations they might not be ready for.
- A teen with a lot of responsibilities at work might feel like childhood is ending too soon.
- Teens who work too much—more than 15 hours a week—get lower grades than teens who don't work at all.
- Teenagers who work have money that could possibly be spent on things which aren't good for them.

Adapted from: <https://evolvreatment.com/blog/the-pros-and-cons-of-teenage-jobs/>


### Portfolio Connection




2. Read the story "Universal Human Rights" in your Reader's Book. Choose the most important Human Rights according to your criteria. Keep your work in your Portfolio.

-  3. Work in pairs. Read the text in Activity 1 again and complete the chart with the ideas you agree and disagree with.


I agree	I disagree

-  4. Work in groups. Analyze the previous information and take a stand: *I agree with teenage work* or *I disagree with it*. With your teacher as a moderator, have a round table about this topic.


- Let's think for a moment, if teens work, they may get low grades at school.
- What would happen if teens spent more than 20 hours a week working?

-  5. Read the next list of teen rights. Based on your opinion, assign a number (1-11) in order of importance according to your own criteria.

- |                 |                           |
|-----------------|---------------------------|
| _____ Safety    | _____ Personal space      |
| _____ Education | _____ Freedom of speech   |
| _____ Shelter   | _____ To be different     |
| _____ Warmth    | _____ To feel comfortable |
| _____ Food      | _____ Equal opportunities |
| _____ Clothing  |                           |

-  6. Write a small paragraph to explain why you chose number one in the previous list and share it with your class.









-  7. Work in pairs. Most rights come with responsibilities. Take some minutes to talk about what responsibilities you have at home and at school. After that, read the text and identify the main idea.

## WHAT IS A RESPONSIBILITY?

A responsibility is something that is your job to do.


It is something that affects our lives and other people's lives.

Some of our responsibilities

-  To follow the rules at home, at school and in the community - after all they are there for our safety and to protect our rights and the rights of others.
-  To stand up for our rights and the rights of others.
-  To be the best person that we can be.
-  To look after our own belongings and respect the belongings of others.
-  To learn as well as we can.
-  To respect other people's points of view.



If everybody understood these points, we would be better human beings and our society would work better as well, and because of that, it is important to respect not only our rights but also other people's rights.

-  8. Work in groups. Read the text again and do the following activities:
- a. Express if you agree with what the text says; for example: *I agree when the text proposes that... because...*
  - b. Express if you disagree with what the text says; for example, *I disagree because...*

Note: if you need clarification about what your classmates say, use questions such as: *When you say..., what do you mean? I don't get it, do you mean...?* Use connectors when you discuss your ideas.

Portfolio  
Connection



9. In your notebook. Create a chart with points of controversy regarding teen rights. Compare your work with a partner. Give feedback to your classmate. Edit your work and keep a copy in your Portfolio.

Check (✓) the steps you have followed up to this point.

I have already shared my list of rights.

I have defined points of controversy.

I have chosen some points of controversy to talk about in my public discussion

## Planning



With the help of your teacher, decide on the following aspects of your product:

- How will you select and organize the information to participate in the public discussion?
- Who will be your public?

## Hands on!



Read the information that you brought about the topic you chose in Step 1. Ask your teacher to help you to select and organize the information that you will use. Contrast the information in the texts with your personal point of view. Write a note with your arguments about the points of controversy you chose. Check that you have the information you need.

## Looking ahead



In Step 3, you will edit your information to participate in the public discussion. If you think you need more information to support your arguments, search for it and read it before working on the next step. In your notebook, make a list of the things that you can check; for example, spelling, punctuation, linking words, etc. Share your checklist with your classmates and teacher.

## Lesson 2 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you make tentative proposals? <i>Go to Activities 1 and 6</i>					
• Can you analyze evidence that supports arguments? <i>Go to Activity 1 and 7</i>					
• Can you ask for clarification using questions? <i>Go to Activity 8</i>					
• Can you express agreement and/or disagreement? <i>Go to Activities 3 and 8</i>					

# Friendly Discussions



1. Work in pairs. Look at the picture. Then, take turns discussing: What are they doing? Where are they? Listen and check.



**Nicole:** I found out that in Mexico parents are responsible for their children's care and guidance until they reach the age of 18; however, I've seen that Mexican parents help their children until they are older; for instance, my brother is 25 years old and he lives with us. My parents support him because he is still studying.

**Andrew:** From my point of view, it is a matter of culture because I have some family in the United States and my cousin there who is 25 is also studying; however, he lives on his own and he has a part time job to **earn** some money.

**Carol:** As far as I am concerned, it is a matter of what parents consider more appropriate for their children because at the age of 18 people are legally adults and they are able to work and they are responsible for their actions. I mean legally, parents don't have the obligation to support them but it is up to them to help their children.

**Joseph:** I also read that before 18 we are considered to be minors and have to **obey** our parents and comply with certain responsibilities, but I consider that we shouldn't have responsibilities because they are just for adults, actually, we should have more rights than obligations.

**Teacher:** I know that you as teenagers are in search of more freedom but you have to take into consideration that the more rights you have, the more responsibilities they bring.

**Sarah:** That's true! My mother always tells me so. She always tells me that it's a right to have somewhere to live but we have the obligation of keeping clean the place where we live and helping with certain **chores**. After some discussion about that point, most of us agreed on the importance that it had and that doing housework was the responsibility of all the members of the family or the people who lived in it.



2. Work in groups. Listen to the discussion again and answer the questions.



- What is the discussion about? \_\_\_\_\_
- What points of controversy can you find? \_\_\_\_\_
- Do you agree with what people said in the discussion? \_\_\_\_\_
- What arguments can you find? How do you know they are arguments? \_\_\_\_\_

-  3. Work in pairs. Listen to the discussion. Are the speakers giving arguments or opinions? How do you know?



**Teacher:** Can you imagine a world without obligations?


**George:** Of course! If there weren't any obligations, everybody would be happy, especially teenagers! We wouldn't have to study or work. We could play all day or do the things that we like doing.

**Sophie:** I don't agree with you George because if teenagers didn't go to school, we couldn't be professionals when we grew up, we wouldn't be able to work in a nice place and be responsible adults!

**George:** When we grew up, everything would be different! We could work then, doing the things we'd like.


**Jerry:** That is true, it's important to work enjoying the things we do, but I agree with Sophie, we also need preparation for that as it's the basis of our future life. I learned that as a society it is vital to have prepared people who are aware of other people's problems and able to find solutions for them. If nobody complied with obligations, everything would be a mess, because everybody would do just what they wanted and that wouldn't work as a society.

**George:** Really? I hadn't thought of that!

-  4. Think about the question below. Then, write some arguments and opinions about it. Follow the example.


*How would this world be without rights?*

Arguments	Opinions
The rights stated in the document <i>The Universal Declaration of Human Rights</i> was created to foster peace among people and nations	I think that if we didn't have rights, this world could be a mess.
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>


-  5. Work In groups. Use the information in the previous chart, and have a public discussion. Justify your opinions with arguments.

-  6. Make a list of five rights and five obligations, write them on the chart, and compare with a partner.

Obligations at school	Rights at school
<i>At school I have to attend all my classes...</i>	<i>I have the right to take a break every 3 hours...</i>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

-  7. From your list, identify the points of controversy, and choose some of them. Think about the rights that you should have but that may not be respected. Write some actions that you can carry out to exercise those rights.

Points of controversy regarding your rights at school.	Actions you can carry out to take care of your rights.
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

-  8. Use the information you wrote in the previous activities. Carry out a discussion by doing the following:
- Share your opinions regarding the points of controversy.
  - Justify your opinions with reasons.
  - Express agreement and/or disagreement; for example: *I agree when you propose that... I disagree with your proposal because...*
  - Reformulate proposals; for example: *Well, after listening to you.... Maybe you're right... It seems that your proposal is better...*

Portfolio  
Connection



9. In your notebook, create a graph about arguments for and against points of controversy regarding teen rights. Share your work with a partner. Take turns to give and receive feedback. Edit your work and keep a copy in your Portfolio.

Check (✓) the steps you have followed up to this point.

I have already read the information about the topic I chose.

I have selected and organized the information I will use in my public discussion.

I have written arguments about the points of controversy I chose.

## Planning



With the help of your teacher, decide on the following aspects of your product:

- What can you check in your arguments? (for example, spelling and punctuation)
- What team(s) can you share your work with?
- When and where will you carry out your public discussion?

## Hands on!



Make sure the arguments you wrote in the previous steps follow grammar, spelling, and punctuation conventions. Exchange your draft with another team. Take time to review and edit your partners' work. Take some minutes to give and receive feedback about your work. Think about, and evaluate your own and others' progress. Take some time to rehearse your public discussion. Make sure that you are ready to carry out your public discussion. After that, think about the strategies you should use while participating in a public discussion: the proper use of oral and body language, for example.

## Looking ahead



In step 4 you will carry out your public discussion. If you have already decided the time and date, it would be nice if you invite teachers and students from other groups to see the presentation of your work.

## Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means *needs improvement*; 2 means *satisfactory*; 3 means *awesome*. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals	Go to
• justify opinions with reasons.					Activities 4 and 5
• give and receive feedback.					Activities 4, 5, and 9
• reformulate proposals.					Activity 8
• explain strategies used while participating in a public discussion.					Activity 8
• evaluate own and others' progress.					Activity 9

## 4

### Final steps

- Invite students and teachers from other groups to watch you present your comic strip.
- You can also invite your parents to show them what you can do in English.
- Carry out your public discussion!

### Alternative products

- **A round table.** Work in groups of three or four. Follow the steps to organize the public discussion, but in this case organize a round table. Remember that it should be about teens' rights.
- **A letter.** Write a letter to the principal of your school with suggestions regarding actions that can be carried out to take care of teens' rights at school.

### End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that you learned from this project?
- What would you do differently next time? Why?
- What part of the project did you find most enjoyable? Why?
- How did you feel working with your classmates?

Go back to the questions on page 88.

What other ideas can you add to your answers? Would you say that now you know more about teens' human rights? What can you use this knowledge for?

# Reader's Connection



1. Work in pairs. After reading the text *"Universal Human Rights"* complete the chart. Compare your work with another pair of students.

Main topic: \_\_\_\_\_

The most important human rights	Why should we take care of this right?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



2. Work in groups. Take turns to discuss about concrete actions to take care of the rights you wrote in the chart.





1. Rights come with responsibilities. Match the rights with their possible responsibility.

Responsibilities	Rights
a) The responsibility here is to make sure you don't get in the way of somebody else's freedom of speech.	1. The right to be cared for and protected by a family. _____
b) The responsibility to value and take care of these resources.	2. The right to free speech. _____
c) The responsibility to care for and respect your family.	3. The right to food, shelter, and a healthy environment to live in. _____
d) The responsibility to report when you or others are abused.	4. The right to education. _____
e) The responsibility to make the most of the schooling you get.	5. The right to be protected from maltreatment, neglect, abuse or degradation. _____



2. Discuss with a partner what actions you can carry out to take care of your rights at home. Write your ideas in the space provided.

A spiral-bound notebook with lined pages and a colorful tab on the right side. The pages are white with horizontal lines. The spiral binding is on the left side. The tab on the right side is orange, green, blue, red, and pink.

# Unit 7

## Let's Read Poems!

In this unit you will read and understand poems.

- › **What is poetry?**
- › **How can feelings be expressed in a poem?**



**Social practice of the language:**  
Read poems.

**After finishing this unit, you will be able to:**

- Choose and review poems.
- Understand the topic, main idea, and supporting details.
- Describe moods.
- Write sentences from words and expressions that show moods.



## Poems!

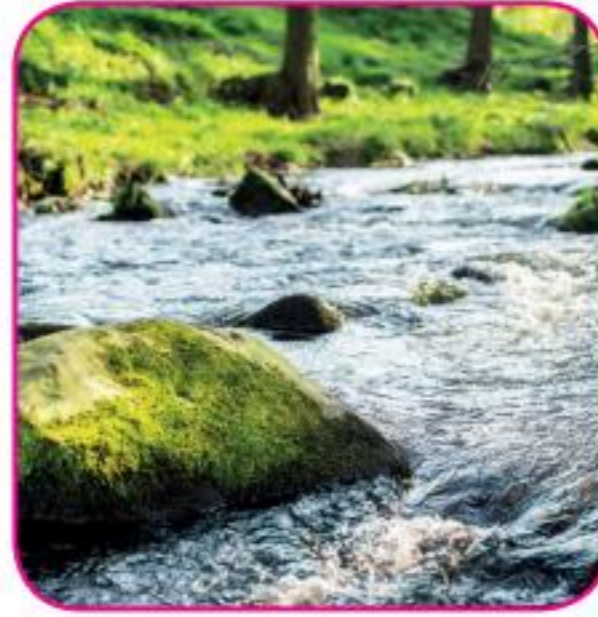
1. What is a rhyme? Look at the following pictures. Write the words you think they represent and read them aloud. Can you think of other words with the same final sound as the ones you wrote down?



rhymes with



rhymes with



rhymes with



rhymes with

2. Work in pairs. Look at the following poem and read the title. What do you think it is about? What image comes to mind when you read the word *echo*?

### Echo



Come to me in the silence of the night;  
 Come in the speaking silence of a dream;  
 Come with soft rounded cheeks and eyes as bright  
 As sunlight on a stream;  
 Come back in tears,  
 O memory, hope, love of finished years.

Oh dream how sweet, too sweet, too bitter sweet,  
 Whose wakening should have been in Paradise,  
 Where souls brimfull of love abide and meet;  
 Where thirsting longing eyes  
 Watch the slow door  
 That opening, letting in, lets out no more.

Yet come to me in dreams, that I may live  
 My very life again tho' cold in death:  
 Come back to me in dreams, that I may give  
 Pulse for pulse, breath for breath:  
 Speak low, lean low,  
 As long ago, my love, how long ago.

Christina Rossetti (1830-1894)

3. Do you remember the pictures in Activity 1? The words they represent appear in the previous poem, "Echo." Check your answers by identifying the words in the poem and underline each with a different color. Then, underline the words they rhyme with using the same colors per pair of words. Had you thought of other words or rhymes? Share them with the class.


-  4. Work in groups. Read the poem again and answer these questions:
- What is the poem about?
  - What kind of feelings is the poet expressing?
  - What do you feel when you read this poem?
-  5. Go back to the poem and find words that are pronounced like the ones in the chart. Write them in the space provided. Notice that different spellings may have the same sounds.

Who's	_____	Meat	_____
Knight	_____	Two	_____

### Language Connection



Go to the Language Connection section to learn more about homophones.

-  6. Work in pairs. This part of the poem is called a *simile*. Read and analyze it. Why do you think it is called this way? Circle the definition that corresponds to *simile*.

Come with soft rounded cheeks and eyes as bright  
As sunlight on a stream;

Figurative language that imitates the sound made or what is associated with something else.



Figurative language in which two things are compared by using "like" or "as".


Figurative language that intentionally exaggerates the characteristics of something.

What two things are being compared in the fragment? Why are they compared?

### Connecting you

Do you like poems? Why? What do you feel when you read poems? What do you do to enjoy and appreciate literature?

-  7. A poem is divided into stanzas, which are themselves divided into verses. Discuss with your classmates: What is a verse? What is a stanza? Then, complete the information.
- The poem "Echo" has \_\_\_\_\_ verses.
  - The poem "Echo" has \_\_\_\_\_ stanzas.
-  8. Go to the text "American Poetry" in your Reader's Book (pages 81-91). Read and listen to the poems. Choose one of them, analyze its verses and stanzas, and find similes. Discuss your findings with your classmates.

-  9. Work in pairs. Take turns reading the poem "Rumination". After that, discuss with your partner what the poem is about.

### Rumination

When I can hold a stone within my hand  
 And feel time make it sand and soil, and see  
 The roots of living things grow in this land,  
 Pushing between my fingers flower and tree,  
 Then I shall be as wise as death,  
 For death has done this and he will  
 Do this to me, and blow his breath  
 To fire my clay, when I am still.

Richard Eberhart (1904-2005)

-  10. Go back to the poem "Rumination". Complete the chart with your ideas.

<div style="border: 2px solid orange; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;">           Title            _____            _____         </div>	
Number of stanzas <div style="border: 2px solid blue; border-radius: 15px; padding: 10px; width: 100%;">           _____            _____         </div>	Number of verses <div style="border: 2px solid pink; border-radius: 15px; padding: 10px; width: 100%;">           _____            _____         </div>
Rhyming words <div style="border: 2px solid lightblue; border-radius: 15px; padding: 10px; width: 100%;">           _____            _____            _____         </div>	Similes <div style="border: 2px solid lightgreen; border-radius: 15px; padding: 10px; width: 100%;">           _____            _____            _____         </div>
Theme: What is the poem about? <div style="border: 2px solid purple; border-radius: 15px; padding: 10px; width: 100%;">           _____            _____            _____         </div>	What keywords helped you identify the theme? <div style="border: 2px solid red; border-radius: 15px; padding: 10px; width: 100%;">           _____            _____            _____         </div>

#### Culture Connection



Richard Eberhart was one of the most famous and prominent American poets of the 20<sup>th</sup> century. What famous Latin American poets from that century do you know? Share your ideas with your classmates.

#### Portfolio Connection



11. Find poems in English that you know or that you would like to read. You can search for them in books, in the library, or on the Internet (if you have access to it). Then, select some of them. In your notebook, write a list of poems. Share your list with your classmates and keep a copy in your Portfolio.

## Planning



With the help of your teacher, decide on the following aspects of your product:

- Work individually.
- Poetry focuses on different ideas. Research poems about topics you find appealing.
- Make a list of the main emotions expressed on each poem.

## Hands on!



Now, work in small groups. Write a list of poems that you know. You can also search for poems at the school library, at the public library or on the Internet (in case you have access to it); besides, you can ask other teachers for suggestions. Find the poems in your list. Then, choose the ones you like the most. All the team should agree on the selection of poems. Identify the emotions that those poems make you feel. Share your emotions with your team, and make a list of different emotions.

## Looking ahead



In this unit, you will create an emotions inventory. Make sure you have chosen poems that all members of your team like. Read the poems and find the emotions expressed in those texts. Next class, you will identify the main idea and supporting details; thus, get ready for next step.

## Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

- enjoy and appreciate literature
- read and re-read poems
- identify homophones
- make connections using explicit and implicit information
- identify different letters that make similar sounds

Yes	Not sure
<input type="radio"/> Well done!	Check Activity 2
<input type="radio"/> Keep it up!	Look at Activity 4
<input type="radio"/> Good!	Look at Activity 5
<input type="radio"/> Good!	Look at Activity 10
<input type="radio"/> Well done!	Look at Activity 5

# Feelings!

1. Look at the following pictures. Describe them and discuss with a partner: What words do you associate with these? What feelings do they evoke in you? Are those feelings positive or negative? Do you think poems can evoke feelings to the same degree as pictures? Which are more powerful?





2. Read the feelings in the box. Classify them in the chart below and explain your answers. Share in small groups: When have you experienced these feelings?

disappointment pride awe guilt optimism loneliness  
 boredom excitement joy anxiety nervousness  
 happiness calmness gratefulness grief

positive feelings	negative feelings

3. Add two more feelings to each column. Look for words in the dictionary if necessary.

-  4. Work in pairs and discuss: When was the last time it rained in your community? What did you do? What do you usually do during a rainy day? How do these days make you feel?  Listen to “The Rainy Day” by Henry Wadsworth Longfellow as you read along to it. Then, take turns with your partner to read the poem aloud, using the correct intonation, rhythm, and volume.

### The Rainy Day

by Henry Wadsworth Longfellow

The day is cold, and dark, and dreary;  
It rains, and the wind is never weary;  
The vine still clings to the mouldering wall,  
But at every gust the dead leaves fall,  
And the day is dark and dreary.

My life is cold, and dark, and dreary;  
It rains, and the wind is never weary;  
My thoughts still cling to the mouldering Past,  
But the hopes of youth fall thick in the blast,  
And the days are dark and dreary.

Be still, sad heart! and cease repining;  
Behind the clouds is the sun still shining;  
Thy fate is the common fate of all,  
Into each life some rain must fall,  
Some days must be dark and dreary.

-  5. Go over “The Rainy Day” again and answer the following questions in pairs.

a. What words are repeated in the poem?

---

b. What effect does this repetition have?

---

c. What is the main idea of the poem?

---


d. Did the repeated words help you identify the main idea?

---

e. What other details from the poem helped you identify it?


---



-  6. Read "The Rainy Day" again. Circle the words that you associate with certain feelings. Then, write three sentences to explain your choices and share these with a partner. Look at the example.

*I circled the word dark because I feel scared whenever I think of a dark room or space.*

- a. \_\_\_\_\_  
 \_\_\_\_\_
- b. \_\_\_\_\_  
 \_\_\_\_\_
- c. \_\_\_\_\_  
 \_\_\_\_\_

-  7. The tone of "The Rainy Day" changes in the final stanza. What feelings does the speaker show at the beginning? On what note does the poem end? Describe how the poem made you feel in the diagram below. Write a short paragraph for every stanza.



At first, I thought / the poem made me feel / I felt / I was...

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Portfolio  
 Connection



8. Go to your Reader's Book and read another poem by Henry Wadsworth Longfellow on page 81. Which one did you like best? To which do you relate the most? Why? In your notebook, write a short paragraph comparing the three poems and expressing your opinion on these. Include your thoughts on the language, rhymes, rhythm, ideas, and feelings included in the poems. Exchange paragraphs with a classmate and give each other feedback. Make a copy and add it to your Portfolio.

Check (✓) the steps you have followed up to this point.

Have you written a list of poems?

Have you chosen poems from your list?

Have you shared with your classmates how the poems make you feel?

## Planning



With the help of your teacher, decide on the following aspects of your product:

- Will you illustrate your emotions inventory?
- Will you display your final product within the school or your classroom?
- How many emotions do you have to include in your inventory?

## Hands on!



Make sure all members of your team have read the poems you chose. If not, take some time to read them. Identify the main idea and supporting details in the poems. Then, analyze and identify the emotions expressed in the poems you chose. Talk with your classmates about those emotions. Did all of you feel the same while reading the poems? Finally, write a list of emotions that you will include in your inventory.

## Looking ahead



In Step 3, you will check your emotions inventory. You will also share your work with your classmates so you can edit their work and give feedback.


## Lesson 2 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
• contrast rhythm in verses	<input type="checkbox"/> Well done!	Look at Activity 5
• infer main ideas from details	<input type="checkbox"/> Good job!	Look at Activity 5
• associate own moods with those expressed in poems	<input type="checkbox"/> Keep it up!	Look at Activity 6
• exchange appreciations	<input type="checkbox"/> Good!	Look at Activity 8
• model the reading aloud of poems	<input type="checkbox"/> Good job!	Check Activity 4
• write sentences to describe moods	<input type="checkbox"/> Keep it up!	Look at Activity 7
• organize sentences into paragraphs to describe moods and feelings	<input type="checkbox"/> Good!	Look at Activity 7
• recall memories to identify feelings	<input type="checkbox"/> Good job!	Check Activity 4

# O Poetry!

-  1. Read the following fragments from different poems. What theme do they have in common? How do you know? Share your ideas with a partner.

from "Funeral Blues" by W.H. Auden

Stop all the clocks, cut off the telephone.  
Prevent the dog from barking with a juicy bone,  
Silence the pianos and with **muffled** drum  
Bring out the coffin, let the **mourners** come.

"Here Lies..." by Stevie Smith

Here lies a poet who would not write  
His soul runs screaming through the night,  
'Oh give me paper, give me pen,  
And I will very soon begin.'

Poor Soul, keep silent. In Death's clime  
There's no pen, paper, notion—and no Time.

from "The Mower" by Philip Larkin

Next morning I got up and it did not.  
The first day after a death, the new absence  
Is always the same; we should be careful.

Of each other, we should be kind  
While there is still time.

-  2. Answer the following questions.

a. What feelings are usually associated with death?

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b. Did you find any of these feelings in the fragments in Activity 1? Which ones? Where?

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c. How is death viewed in each of the fragments above? What may be each poem's main idea based on what you read? What details helped you infer this?

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### Culture Connection



Abraham Lincoln was the 16th President of the United States. He served as president from 1861 to 1865, during the American Civil War. Lincoln is remembered as the "Great Emancipator" because he worked to end slavery in the United States.

-   3. As you have seen, some poets express their mourning and grief through their poems. That is what Walt Whitman did in “O Captain! My Captain!”, a poem about Abraham Lincoln’s death. Listen to the poem as you read along. Then, discuss with a partner: Would reading more about Lincoln help you understand the poem better? What other strategies could you use to improve your understanding of a poem? Make a list and share it with your class.

### “O Captain! My Captain!”


*by Walt Whitman*

O Captain! my Captain! our fearful trip is done,  
 The ship has weather’d every rack, the prize we sought is won,  
 The port is near, the bells I hear, the people all exulting,  
 While follow eyes the steady keel, the vessel grim and daring;  
     But O heart! heart! heart!  
     O the bleeding drops of red,  
     Where on the deck my Captain lies,  
     Fallen cold and dead.


O Captain! my Captain! rise up and hear the bells;  
 Rise up—for you the flag is flung—for you the bugle trills,  
 For you bouquets and ribbon’d wreaths—for you the shores  
 a-crowding,  
 For you they call, the swaying mass, their eager faces turning;  
     Here Captain! dear father!  
     This arm beneath your head!  
     It is some dream that on the deck,  
     You’ve fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
 My father does not feel my arm, he has no pulse nor will,  
 The ship is anchor’d safe and sound, its voyage closed and done,  
 From fearful trip the victor ship comes in with object won;  
     Exult O shores, and ring O bells!  
     But I with mournful tread,  
     Walk the deck my Captain lies,  
     Fallen cold and dead.


#### Strategies to Better Understand a Poem

-  4. Read "O Captain! My Captain!" again and fill in the chart. Compare and discuss it with two more classmates.

Title	Number of stanzas	Number of verses
Main idea and supporting details	Emotions the poet tried to express	How did the poem make you feel?

-  5. Read the following verses from "O Captain! My Captain!" aloud. What would be the effect on the reader if they were written differently?

original verses	modified verses	different effects on reader
Here Captain! dear father!	Here Captain!!! dear father!!!	
But O heart! heart! heart!	But O heart. Heart. Heart.	
You've fallen cold and dead.	You've fallen COLD and DEAD.	

-  6. Go to page 86 on your Reader's Book and read the fragment of "To Think of Time". Discuss with a partner: What is the effect of the questions in the poem? How do they make you feel? How does punctuation help express emotions in poetry?

Portfolio  
Connection



7. Choose a poem you have read in this book or in your Reader's Book. Draw a picture of what comes to mind when you read that poem. Write the emotions you feel with the poem around your drawing. Exchange pictures with a classmate and try to guess each other's poem. Keep it in your Portfolio.

Check (✓) the steps you have followed up to this point.

Have you read and understood the poems you chose?

Have you identified the main idea and supporting details of the poems you chose?

Have you valued your own and others' emotions?

Have you written a list of emotions to include in your inventory?

### Planning



With the help of your teacher, decide on the following aspects of your product:

- What can you check in your emotions inventory? (for example, spelling and punctuation)
- What team(s) can you share your work with?
- When and where will you present your final product?

### Hands on!



Check your emotions inventory. Make sure you included all the emotions you wanted to include. Read your information, and when it is completed, exchange your draft with another team. Take some time to read and analyze your classmates' work. After that, take turns to give and receive feedback about each other's work.

### Looking ahead



In Step 4, you will write the final version of your emotions inventory. Think about what you need to illustrate your work. Bring what you need next class.

## Lesson 3 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

- use different reading strategies to understand a poem
- analyze the effects of punctuation marks on the reader's emotions
- create mental images based on the reading of poems

	Yes	Not sure
<input type="checkbox"/>	Good!	Check Activity 3
<input type="checkbox"/>	Good!	Check Activities 5 and 6
<input type="checkbox"/>	Good job!	Look at Activity 7

## 4

### Final steps

- Invite students and teachers from other groups to watch you present your emotions inventory.
- You can also invite your parents to show them what you can do in English.
- Display your emotions inventory. Show and explain your work to your classmates, teachers, family and friends!

### Alternative products

- **A poem anthology.** Work in groups of three or four. Search for poems in English. Choose some of them and find their main ideas and supporting details. Then, collect the poems from other groups and make a poem anthology as a class. You can keep your anthology in the school or classroom library.
- **A poetry competition.** Make groups of three or four. Each of you will choose a poem. Make sure everybody understands what the poem is about. Take turns practicing the reading aloud of the poem. Then, organize a competition. The best reader is the winner.


### End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned from this project?
- What would I do different next time? Why?
- What part of the project did I find most enjoyable?
- How can I improve my work?

Go back to the questions on page 104. What other ideas can you add to your answers? Would you say that now you know more about poetry and the emotions it makes you feel? What can you use this knowledge for?


# Reader's Connection

-  1. Work in pairs. After reading the text "American Poetry", choose three poems. Complete the chart with information from those poems.

Title	Number of stanzas	Number of verses
Main idea	Supporting details	Emotions expressed

Title	Number of stanzas	Number of verses
Main idea	Supporting details	Emotions expressed

Title	Number of stanzas	Number of verses
Main idea	Supporting details	Emotions expressed

-  2. Work in groups. Share your chart with your classmates. Then, take turns discussing the following questions:

- What emotions do the poems make you feel?
- Do you experience the same emotions as your classmates?



1. Choose two poems from the ones you read in this unit and in your Reader's Book. Think about what the poems make you feel. Write a paragraph with your ideas regarding each poem.

## Poem 1

Title:

What it makes me feel...

## Poem 2

Title:

What it makes me feel...

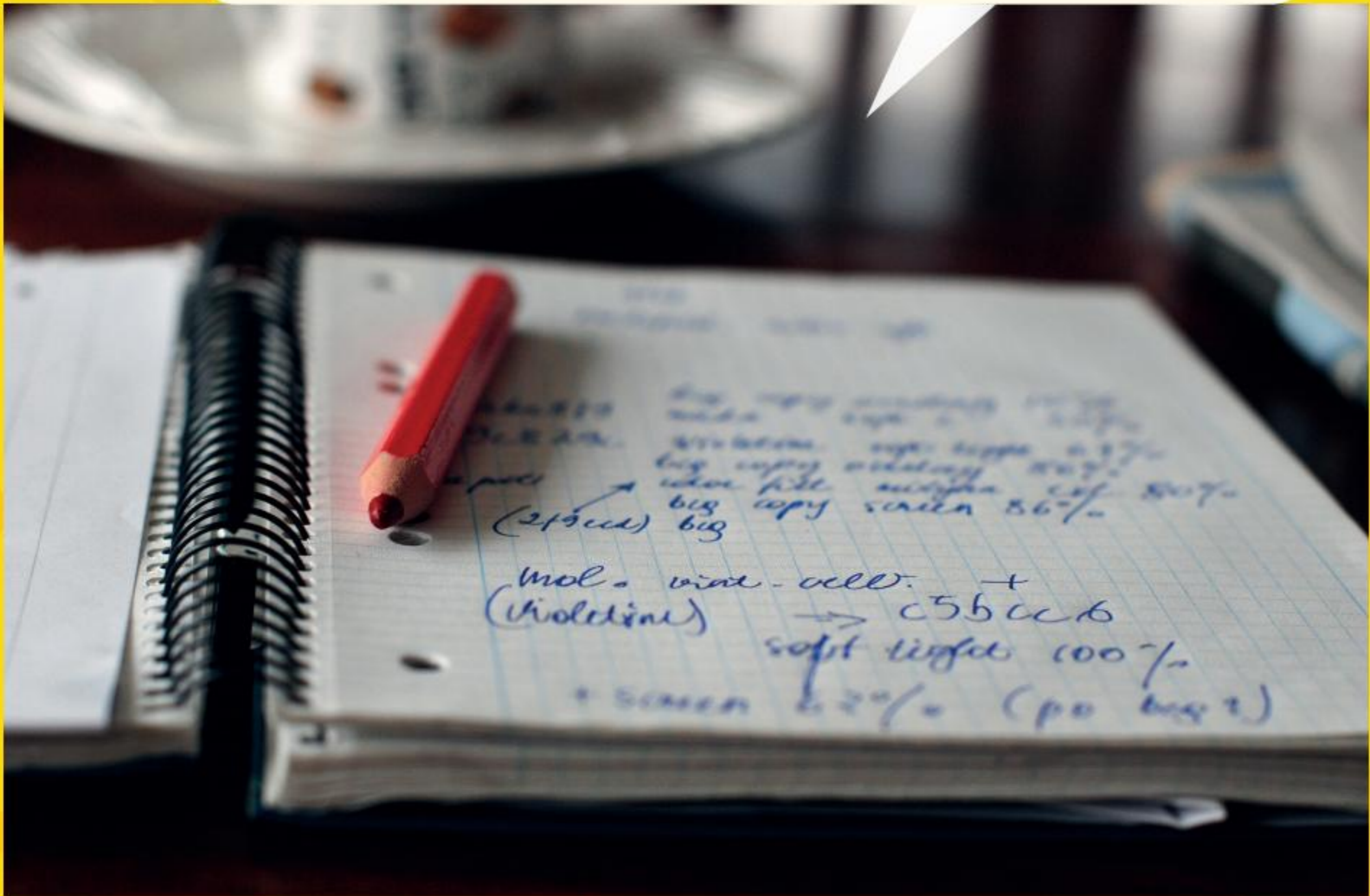
2. Exchange your work with a partner. Read your partner's work. Then, take turns discussing:
  - How can you value your own and your classmates' emotions?

# Unit 8

## Let's Write a Report about a Historical Event!

In this unit you will read and write a report about a historical event.

- › Why is writing school reports more demanding than other texts you write?
- › How can you make sure your writing is well done and helps you learn?



### Social practice of the language:

- Write a short report about a historical event.

### After finishing the unit you will be able to:

- Select and review reports of historical events.
- Understand the content of text about historical events.
- Write short reports.
- Edit reports.



# A Historic Monument

1. Work in pairs. Look at the picture in Activity 2 and describe it. What do you know about this monument? Take turns talking and asking questions about it.
2. Read the text about the Statue of Liberty. Match the headings to the paragraphs in the text. There are two extra headings that you do not need to use.

1. The full name of the statue

2. Two nations, one monument

3. Immigrants saw it first

4. Starting with the wrong foot

5. From one country to another

a. \_\_\_\_\_



This is one of the most important monuments of our neighbor country: the Statue of Liberty. The statue was thought of as a commemoration of the ideals of freedom and democracy

that both France and the United States shared. It was designed by French sculptor Frédéric Auguste Bartholdi. **Moreover**, it was originally a **gift** from the French to America. It is the depiction of the Roman goddess of freedom, and its real name is: *Liberty Enlightening the World*.

b. \_\_\_\_\_

**Initially**, only the right arm and the torch were finished by 1876. Alexandre Gustave

Eiffel, who designed the Eiffel Tower, designed the **armature** of the statute. In a joint effort between the French and the American, the statue was built and taken by some boats from France to America. The statue has had several repairs during the years; **however**, these have only been done in American territory.

c. \_\_\_\_\_

The statue was criticized because many people thought the statue should have been designed by an American artist. Its cost of transportation was also an important complaint. **However**, she was presented to the Americans on Independence Day in 1884. **At some point** in the last centuries, when immigrants came to America by boat, it was the first sight they had. Now the Statue is a landmark of that nation.

3. Read the questions below and choose the correct option. Find the answer to the questions in the text about the Statue of Liberty. What do the words in bold mean?

- a. Who **designed / did design** the Statue of Liberty? \_\_\_\_\_
- b. When **was / did** they finish the right arm? \_\_\_\_\_
- c. What monument **had / did** Alexandre Gustave created previously? \_\_\_\_\_
- d. Who **did / were** working on the statue for years before sending it to America? \_\_\_\_\_

## Language Connection



Go to page 185 to learn more about linking words or connectors.

4. Work in groups. Read the text in Activity 2 again and discuss with your classmates what the purpose of a report is. Choose an option and explain your answer.

a. entertain

b. persuade

c. inform

5. Read the report about the Angel of Independence in Mexico City. Then, put the events in order. Compare your answers with a classmate.






- This monument was built in the capital of the country: Mexico City. 1
- The architect in charge was Antonio Rivas Mercado. \_\_\_\_\_
- The monument cost more than 2 million pesos. \_\_\_\_\_
- People used it to commemorate the anniversary of the Independence of Mexico. \_\_\_\_\_
- The monument became a mausoleum when the remains of many heroes were taken. \_\_\_\_\_
- This happened in 1925. \_\_\_\_\_
- The first stone of the monument was put in January 2<sup>nd</sup>, 1902. \_\_\_\_\_
- Porfirio Díaz inaugurated the monument on September 16<sup>th</sup>, 1910. \_\_\_\_\_

6. Read the information about the Statue of Liberty and the Angel of Independence again. What is the difference between both texts? Use the checklist below to help you. Then, write two paragraphs about the Angel of Independence using connectors.

	Statue of Liberty	Angel of Independence
a. It is written in paragraphs.		
b. It uses linking words.		
c. It is informative.		
d. It uses formal language.		

### Connecting you

In what subjects at school do you write reports? What are some tips you have received from those subjects to write your reports? Share your ideas with your classmates.

-  7. Based on the two texts on pages 121 and 122 (The Statue of Liberty and The Angel of Independence), complete the following sentences.
- It \_\_\_\_\_ (be) originally a gift from the French to America.
  - Alexandre Gustave Eiffel \_\_\_\_\_ (design) the armature of the statue.
  - Porfirio Díaz \_\_\_\_\_ (inaugurate) the monument on September 16th, 1910.
  - The monument \_\_\_\_\_ (become) a mausoleum.
  - This event \_\_\_\_\_ (happen) in 1925.
-  8. Read the sentences below and decide what event happened first and circle the answer. Discuss how you know it happened first. There is an example for you.
- The Americans had built the Statue of Liberty when the Mexicans inaugurated the Angel of Independence.
  - The Mexican Independence had started long ago when the Americans finished the Statue.
  - The Americans had inaugurated the statue when the immigrants arrived in the new continent.
  - The Mexican Revolution started shortly after the Angel of Independence had been presented officially.
  - When the works started, the sculptors had created the plans for the monuments.
-  9. Complete the questions below. Use the sentences in Activities 7 and 8 to help you. Discuss with your classmate how you make questions in English with different past tenses.
- What \_\_\_\_\_ Gustave Eiffel \_\_\_\_\_? He designed the armature of the statue.
  - What \_\_\_\_\_ the sculptors \_\_\_\_\_ before starting the works? They had created the plans.
  - When \_\_\_\_\_ Porfirio Díaz \_\_\_\_\_ the monument? He inaugurated the monument in 1910.
  - What \_\_\_\_\_ the Americans \_\_\_\_\_ before the Mexicans inaugurated the Angel? The Statue of Liberty.
  - When \_\_\_\_\_ the Angel presented to the public? It was presented shortly before the Revolution.

**Language Connection**



Go to page 185 to learn more about auxiliaries for negative and interrogative sentences.

**Portfolio Connection**



10. Write a report on a monument in your community. Look for information in books or from people who know the history of your hometown. Write it and pay special attention to the past tenses you use. Include it in your Portfolio.

*"This report is about..."*

**Culture Connection**



What kind of historical events can you think of? Would you like to discover more about a character in history, particular events or a given monument? Share your ideas with a classmate.



## Planning

In this unit, you will work in teams creating an anthology in which each team member will contribute with a report about a time in history. Think with your team about a time in history. Decide what events each member will report. Decide the chronological order of the events to present the anthology.



## Looking ahead

At the end of the unit, you will present the product to your classmates and, if possible, to other groups and your relatives. Your teacher will help you with the organization of the final product.



## Hands on!

As a team, give your teacher a report with the following information: team members, time in history to talk about, topic of each of the members of the team. Individually, find out information about the topic you will write your report on. You can use different resources such as your local library, material at your school or the Internet if it is available.

## Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
• tell main ideas from additional information.	<input type="checkbox"/> Good!	Activity 1
• say the general sense of a text.	<input type="checkbox"/> Well done!	Activity 4
• transform simple sentences to complex.	<input type="checkbox"/> Keep it up!	Activity 11
• use different ways to express past events.	<input type="checkbox"/> Good!	Activities 7 and 8
• notice the use of auxiliaries to ask questions.	<input type="checkbox"/> Good job!	Activity 9

# This Is a Revolution!

1. Look at the following pictures. Who are they? What do you know about them? Discuss with a partner.




2. What do you know about the Mexican Revolution? Read the text about the Mexican Revolution and paraphrase the most important events chronologically.

The Mexican Revolution began in 1910 when both liberals and intellectuals started to challenge the **regime** of dictator Porfirio Díaz. He had been in power for over 30 years. Actually, Porfirio Díaz had broken fundamental laws from the Constitution of 1857. In late 1910, Francisco I. Madero was exiled for his political views. Then, he wrote a draft of the Plan of San Luis Potosí. He invited everybody to start a movement across the nation to restore the Constitution of 1857. Its main purpose was to establish a democratic republic. In the north, Pancho Villa and Pascual Orozco had succeeded. In the south, Emiliano Zapata called people to fight for the land reform called El Plan de Ayala. Its purpose was to redistribute the land among **peasants** and not to powerful landowners. On May 25th, 1911, Porfirio Díaz left the presidency, and Francisco I. Madero became president after the elections of the same year.


3. Use the chart below to order the most important events that happened during the Mexican Revolution.

The Mexican Revolution began in 1910.				On May 25 <sup>th</sup> , 1911, Francisco I. Madero became president.
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4. Use the chart above to write a draft of a report on this historical event. Pay special attention to the tenses and connectors you use.

-  5. Work with a partner. Read the sentences below. Which of them are key to understand the historical event? Which are irrelevant? Mark the statements with a *K* for key or an *I* for irrelevant.

1. Porfirio Díaz had been in the power for too many years. \_\_\_\_\_
2. The weather on November 30<sup>th</sup> was very sunny. \_\_\_\_\_
3. Francisco I. Madero wrote the Plan of San Luis Potosí. \_\_\_\_\_
4. Emiliano Zapata wanted to redistribute the land among peasants. \_\_\_\_\_
5. Porfirio Díaz had a mustache the day he left the presidency. \_\_\_\_\_

-  6. Read the text below and choose the necessary linking words to make the sequence more complete. Discuss your answers with a classmate.

Sadly, Francisco I Madero was assassinated by Victoriano Huerta, a counterrevolutionary. 1. *Before that, / After that,* he assumed the presidency. 2. *However, / At the same time,* he was not well received by everybody. Huerta lost many important battles. So, he resigned the presidency and left the country. After that, Venustiano Carranza, a powerful landowner, and Zapata with Villa met to decide the future of Mexico. 3. *While / In contrast,* Zapata and Villa supported the Plan de Ayala, Carranza supported the Plan of San Luis Potosí. Carranza made a draft of a supreme law of Mexico. The final version was finally accepted in 1917. It promised unprecedented economic rights for the Mexican people. Unfortunately, Carranza didn't keep his promises. 4. *Owing to this, / As soon as,* the Revolution continued for many more years until 1920. Carranza was killed, and general Álvaro Obregon finally rose to power.

-  7. Look at the sentences below. Add the necessary punctuation (commas and periods). Read the texts 2 and 6 to help you. Discuss your answers with a partner.



1. They didn't like him as president however Porfirio Díaz didn't want to step down.
2. They had many ideas so they wrote a document.
3. He took the power unfortunately he was assassinated by his enemies.
4. People were unhappy consequently they started to plan a better strategy.

**Language  
Connection**



Go to page 185 to check how punctuation is used with some linking words.



-  8. Think of a historical event you know very well. You can use an event you have recently studied in other classes. You can also read "Historical Events" in your Reader's Book. Then, in your notebook, list around 5 sentences of that moment in history.
-  9. Write a report about this historical event in two paragraphs. Pay attention to the use of past tenses. Use the lines below.

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**Portfolio Connection**


10. Exchange your report with a classmate. Check your classmate's use of past tenses. Mark any mistake. When you finish checking your partner's report, give it back and give each other constructive feedback. Rewrite your report in your notebook paying special attention to the use of linking words and punctuation.

-  11. Exchange the final version of your report with a classmate. Check the use of linking words and punctuation. Use the chart below to help you. Write a positive comment on your classmate's report.

Events ordered in chronological order	YES	NO
Report included key events	YES	NO
Report used past tenses correctly	YES	NO
There is good use of linking words	YES	NO
Punctuation is appropriate	YES	NO

**Digital Connection**


If you have access to a computer, try to write your report in a Word processor. With the help of your teacher you can add titles, subtitles, and pictures. This gives a more professional result to your document as it makes it more readable. In addition to this, edition is easier and quicker.

**Culture Connection**


In addition to reports, in what other ways is history passed on in your community? Is it a word of mouth tradition? How do you know about traditions in your community?

Check (✓) the steps you have followed up to this point.

I have decided the topic of the anthology.

I have chosen one topic to write a report on.

I have found sources of information (books, websites, etc).

### Planning



Think of the chronological order of the events to write your report on. Think about what tenses you will use, what vocabulary is useful, and what time expressions you will include. Plan what picture or pictures you might help use to support your writing.

### Hands on!



Write a first draft of your report. Try to include the most relevant information such as important people, how they participated, how the event changed history, and a conclusion. Your final report will have around 150 words. Ask a classmate or classmates to check the text is understandable. Pay special attention to grammar, spelling, and punctuation.

### Looking ahead



Think how you will present the report. You can do it by hand and include pictures drawn by you and your team. You can also opt for an electronic report you can share with your classmates via the Internet. This choice will largely depend on your resources at hand and at school. Your teacher can help you decide.

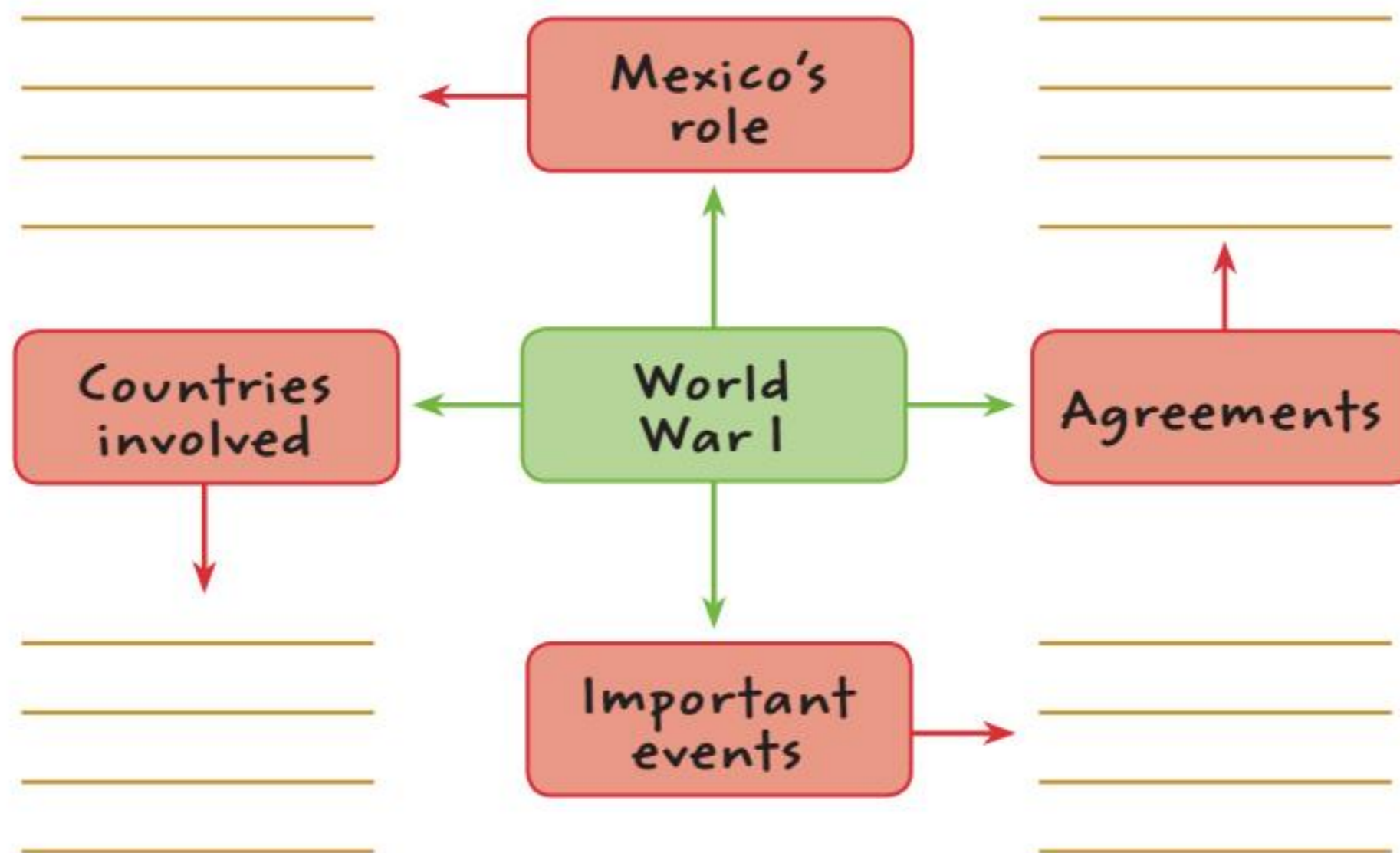
## Lesson 2 – Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you set order of key events in timelines? <a href="#">Go to Activity 7</a>					
• Can you group similar information statements to form paragraphs, using expressions and connectors that show sequence? <a href="#">Go to Activity 7</a>					
• Can you check punctuation and spelling of adverbs and connectors? <a href="#">Go to Activity 8</a>					

# Mexico in World War I

1. Work in pairs. Look at the following graphic and say if you have used it before.



2. Read the text about World War I in groups. Complete the diagram in Activity 1 with information from the text. Use short phrases.

World War I started in August 1914. The world was experiencing a tense situation. While Great Britain, France, and Germany were in war, the United States wanted to stay neutral and be able to sell products to both countries. The British would opt to stop the ships that would do business with the Germans. However, the Germans decided to sink one of the American merchant ships with products.

After the Lusitania, a luxury **liner**, was sunk with 128 American passengers by the Germans, *everybody was shocked*. Consequently, Woodrow Wilson, the president of the United States at that time, got Germany to sign a **policy** for submarine warfare. This policy agreed to let passengers of a ship know when a submarine would attack so nobody in that ship could be hurt. However, the German didn't keep their promise for too long. Both the Americans and the British became closer due to the tension they had with Germany. When the British intelligence intercepted a telegram from the Germans to Mexico, this made the United States take more serious actions. Its contents included an invitation for Mexico to become Germany's ally in the war. Mexico had to cause a war in the southwest of the United States. So, the Americans declared the war to Germany in 1918.

After the war, the affected nations, especially France, Great Britain, and The United States, decided to sign the Treaty of Versailles so they could reach agreements on how to move on after all the disaster the war left in all the countries involved.

## Culture Connection



The Zimmerman Telegram can be a historical event you can write a report about. What do you know about it? Do some research at your local library or ask your teachers about this event. What was the exact role of Mexico in World War I?



3. Read the sentences about World War I. Are they true or false according to the text? Discuss your answers with a classmate.

	True	False
1. Unlike other countries, such as Britain and France, the position of the United States was different. <i>Its</i> position was neutral towards Germany.	<input type="radio"/>	<input type="radio"/>
2. The response of the British to the American merchant ships was different from that of the Germans. <i>Theirs</i> was more violent.	<input type="radio"/>	<input type="radio"/>
3. After the incident of the Lusitania, people's reactions were of shock. Woodrow Wilson's was wiser. <i>His</i> was to get Germany to pay for the ship they attacked.	<input type="radio"/>	<input type="radio"/>
4. The Zimmerman Telegram included a role for us Mexicans to play in the war. <i>Ours</i> was to start a conflict in the southern part of the United States.	<input type="radio"/>	<input type="radio"/>



4. Read the sentences again and complete the chart below. Then, complete the sentences next to the chart with a possessive pronoun. There's an example for you in the chart.

Pronoun	Possessive pronoun
I	
You	
He	
She	
It	Its possessive adjective
We	
They	

- Everybody's reports were about Great Britain. But I did something else; \_\_\_\_\_ was about Mexico.
- Rosie's presentation was better than the rest. \_\_\_\_\_ included pictures and drawings.
- My report will be about the discovery of America. As for your report, Pedro, \_\_\_\_\_ can be about the relationship between India and the British empire.
- Among the many texts given to the teacher, we felt \_\_\_\_\_ was more complete.
- My friend Luis and I are different. My favorite part of the unit is to listen to historical events. \_\_\_\_\_ is to read about them.

#### Language Connection



Go to page 185 to know more about possessive nouns.



5. Take a look at the report you did on page 127. Try to include at least three possessive pronouns in your text to avoid repetition of some information. Exchange your writing with a classmate.

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#### Digital Connection



If you have access to the internet. Look up a site that gives you more examples on the topic of possessive pronouns. You can choose another topic from the unit. If you can, print it out, and paste the information on your notebook. If not, write the most relevant information to create a Language Connection of your own!

#### Portfolio Connection



6. Now, that you have more information about how to use a mind map and how to use it in your reports, take a look at one of the readings from the unit and create a mind map to help you identify key events. Keep it in your Portfolio.


-  7. Work with a group of five to six classmates. Tick those sentences that are true for the team.

1. Everybody in the team likes to write in English.
2. Someone in the team loves to read about history.
3. No one in the team speaks French.
4. Somebody in the team has visited different cities.
5. Nobody in the team dislikes English.
6. Everyone in the team reads a lot.

**Culture Connection**



Writing properly is important in certain situations. What kinds of things do adults write in your mother tongue? Do adults in your community write in English? What do they write in English in case they do it? Discuss these questions with an adult or more and take notes to present your results in class.

-  8. In teams, transform the sentences above so they are true to your team. Report the results to the group. For example:

1. ~~Everybody in the team likes to write in English.~~ *Someone likes to write in English. That is Maria.*

-  9. Complete the following sentences using one of the options so they are true to your context at school.

1. Everyone / No one in my school wears a uniform.
2. Someone / No one in my school has a pet at home.
3. Not everybody / Everybody in my class is respectful.
4. Somebody / Everybody in my class lives near the school.
5. Nobody / Not everybody in my class is punctual.

**Portfolio Connection**



10. Write one or two sentences using the words in Activities 7 and 9 above (everybody, no one, somebody, etc.) to complement the report you wrote on page 127. Write your sentences below. Look at one example from the text about World War I on page 129. Include it in your Portfolio.

*"After the Lusitania, a luxury liner, was sank with 128 American passengers by the Germans, everybody was shocked."*


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-  11. Add the sentences to you text from page 127. Ask your classmate to compare what you wrote on page 120. What are the most important differences in content? Which one looks more complete and well-written? Give positive comments on your classmate's progress. For example:

*"I see your report has more information. It is divided in chronological order and paragraphs. You have a good use of punctuation marks"*

Check (✓) the steps you have followed up to this point.

I have thought about how to organize my team to present the anthology.

I have written a 150-word draft to present as part of the anthology.

I have given feedback to a classmate on their report.



### Planning

Think about how you will present the anthology so your classmates or invited people can appreciate it. Also, prepare a short presentation summarizing the most important part of your report without saying everything on it. This short presentation can be rehearsed. At the same time, use a list to check all the members of your team have written a good report.



### Hands on!



Write a second draft of your work based on comments made by your classmates or teacher. Remember your text should have 150 words. Ask a classmate or classmates to review your text. Pay special attention to grammar, vocabulary, punctuation, and spelling.

### Looking ahead

Start thinking how you will present the anthology with your team. With your teacher, ask about the possibility of having other students from different classes to show your anthologies. These can also be part of a bulletin board at school. Use your creativity to show your final product.

## Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means Needs improvement; 2 means Satisfactory; 3 means Awesome. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals
• express general meaning of a text.				Go to Activity 9
• group similar information statements to form paragraphs, using expressions and connectors that show sequence.				Go to Activity 10

## 4

### Final steps

- You can put together with your team the reports you created about the same historical event in chronological order. You can give an oral overview of the different chapters of your anthology.
- If parents or other people were invited, make sure all the teams present their topics in a chronological order, that is, the teams talking about ancient cultures go first, then those talking about the Middle Ages, for example, and finally those talking about the Modern Era.
- Give feedback to your classmates.
- Invite questions from the audience as long as they are in English.

### Alternative products

- **Newspaper or bulletin board** with events that took place in the historical moment your team and you decided on. You can give a spoken overview of what the newspaper articles are about. If it were possible, share a version of your newspaper.
- **Poster** that you can use as a visual support to talk about the historical event. Try to give as much information as possible to your classmates.

### End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What historic events are more interesting?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 120. What other ideas can you add to your answers? Would you say that now you know more about a historical event and how to describe them? What can you use this knowledge for?

# Reader's Connection

1. Read the text about the invention of the printing press. Which of the options below best describes each paragraph?

## Paragraph 1

- a. Who the scribes were
- b. The first book in history
- c. A Buddhist sacred book

## Paragraph 2

- a. The use of different techniques
- b. The first printed books
- c. The Chinese carving method

## Paragraph 3

- a. Gutenberg improves the Chinese invention
- b. The definition of a metal smith
- c. A man changed history

2. Read the text again. Mark whether the statements are true or false. Answer according to the text.

	True	False
a. The first book known is a text called <i>The Diamond Sutra</i> .	<input type="radio"/>	<input type="radio"/>
b. The first books were written by hand.	<input type="radio"/>	<input type="radio"/>
c. The Chinese used carved stone blocks.	<input type="radio"/>	<input type="radio"/>
d. Gutenberg started using wooden movable type.	<input type="radio"/>	<input type="radio"/>
e. Gutenberg printed the Bible with his machine.	<input type="radio"/>	<input type="radio"/>



1. Write a report on a historical event. Remember to check the chronological order of the events the right use of tenses, good spelling, vocabulary, and punctuation, too.



A spiral-bound notebook with lined pages. The notebook is open to a blank page with horizontal lines. On the right side, there are several colorful tabs: orange, green, blue, red, and pink. The spiral binding is on the left side.

2. Exchange your report with another classmate. Read their report and answer these questions. Identify where the information is in the text. In case you do not find it, write "Not found in the text".

a. When and where did the historical event take place?

b. Who were involved in the event?

c. What were the most important moments of this event?

d. How did this historical event end?

e. What did you learn from this report?

# Unit 9

## Let's Describe Unexpected Events

In this unit you will listen to and read different unexpected events, so you can describe one that happened to you.

- › How can you describe an unexpected event effectively?
- › How can describing events help you become a better listener and speaker?



### Social practice of the language:

Interpret and offer descriptions of unexpected events in a conversation.

### After finishing this unit, you will be able to:

- Listen to and value descriptions of unexpected events in a conversation.
- Interpret the main sense, the main ideas, and the details of a description of unexpected events.
- Describe unexpected events.



# This Is an Emergency!

1. Look at the following pictures. Discuss the situations with a partner and write complete sentences on the lines provided.



2. Look at the pictures: How do Liza and her mom feel? How do you know? Discuss your opinion with a classmate.



Liza's  
mom




Liza


- I think that Liza's mom looks *worried* / *serious* / *calm*.
- In my opinion, Liza's mom looks *happy* / *excited* / *worried*.
- I feel like Liza seems to be *excited* / *calm* / *serious*.
- If I were in a similar situation, I would feel...

3. Listen to Liza, a secondary student, talking about an emergency in her community. Did you guess correctly how they felt?




-  4. Listen to the interview again. Answer the questions below with a short phrase. Check your answers with a classmate.

- a. Who were involved? \_\_\_\_\_  
 b. When did it happen? What time? \_\_\_\_\_  
 c. Where did it happen? \_\_\_\_\_  
 d. What happened? \_\_\_\_\_  
 e. How did this event affect the people involved? \_\_\_\_\_  
 f. How did it end? \_\_\_\_\_

-  5. Classify the answers in Activity 4 in the column "Liza's description" depending on where they belong in the story: *beginning*, *development*, or *conclusion*.

	Liza's description	My description of an event
Beginning		
Development		
Conclusion		

-  6. Think of a similar situation you had. Use the questions in Activity 4 and the column "My description of an event" in Activity 5. Remember to write key words or phrases. Take turns to ask questions to know more. Follow the example below:

I remember that there was an explosion in the factory where my uncle works. It started at around 5 pm on a Friday afternoon.

How terrible!  
How did you feel when you heard the news?


Actually, my uncle helped other people during the emergency...

### Connecting you

How good are you at describing unexpected events?




Go to page 186 to learn more about narrative tenses.

-  7. Listen to some phrases from people interviewed at Liza's father's workplace after the flood. Identify what kind of emotions the speakers may be feeling. Discuss your answers with a classmate.



- a. **Sam:** "The firefighters came very quickly." (excited / angry / calm)
- b. **Diane:** "Suddenly the ceiling collapsed!" (happy / angry / surprised)
- c. **Reporter:** "How did you feel at that moment?" (surprised / curious / bored)
- d. **Adam:** "Why the authorities didn't check the building before?" (excited / angry / surprised)
- e. **Liza:** "I knew my father would be all right." (bored / calm / excited)

-  8. Practice with a partner saying the phrases above but showing a different emotion. Have your classmates guess how you are feeling. Take turns saying these phrases.

**Portfolio Connection**



9. Work with a partner. Describe the same narration you did in Activity 5. Practice showing the right emotions when speaking. Remember not to memorize the narration. Describe it as if you were in a conversation. Take turns asking questions to know more. Follow the example below.

Last Saturday something incredible happened!

I got a mail saying that...

Hey, you sound very excited. What was it?

**Culture Connection**



In English, saying things showing your emotions is important to send the right message. Ask your family or friends how emotions play a role when speaking in your mother tongue. Can you identify the emotions people feel when they are talking to you? Do you think it is important to improve communication with the people in your community and from another country?

**Digital Connection**



Look up a clip from a movie. Use a web search engine and type "learn English with movie clips." Choose a movie clip and identify what emotions they transmit through the tone of voice and the message sent. Encourage your teacher to bring a short movie clip you can use to imitate in class.

## Planning



In this unit you will describe an unexpected event. With the help of your teacher, work on the following aspects of your product:

- Think of three different unexpected events that you want to share with your group.
- Think of a working title for each of the descriptions. You can change these titles later if it is necessary.

## Hands on!



Use the chart in Activity 5 to identify each part of the descriptions. Write short phrases; these will only guide you during your descriptions. Give a title to each one of your unexpected events.

## Looking ahead



At the end of the unit, you will talk to different classmates about their unexpected events and choose the most interesting / the most unexpected from the group. Make sure you structure correctly your narration, so it is easy to understand. When presenting the event, ask questions to know more about it. The description should not take more than 90 seconds.

## Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
• identify emotions and attitudes from other people.	<input type="checkbox"/> Good!	Go to <i>Digital Connection</i>
• identify the main ideas and details of a narration.	<input type="checkbox"/> Well done!	Activities 3 and 7
• classify parts of an unexpected event description.	<input type="checkbox"/> Keep it up!	Go to Activity 7
• determine the sequence of a narration.	<input type="checkbox"/> Good!	Go to Activity 5
• identify how we also transmit the message using the voice.	<input type="checkbox"/> Good job!	Go to Activities 8 and 9

# Unexpected Events!

-  1. Read and listen to two students talking about events that happened in their community. Each story will stop almost at the end of the story. Discuss with a classmate what the outcome of each story might be. Write your answer on the space provided. Then, continue listening and write the actual ending.



## Unexpected event 1:

As every Tuesday, my classmates and I took our science class in the school lab. We did a few experiments heating substances. It was around 8 a.m. Once we had finished, we left the lab for our next class. Unfortunately, Bryan, one of my classmates, forgot to turn off one of the **Bunsen burners** we were using. An hour later, we heard a loud noise and then we smelled the smoke. Our English teacher's reaction was quick: He told us, "Leave the room in order." The other groups were taken to the playground. The school staff gave us clear directions and Mr. Wilson, the school principal, told us, "Please keep calm and go down the stairs." Suddenly, we heard a **hissing** noise coming from the lab...

Your ending of the story:

---

The actual ending of the story:

---

## Unexpected event 2:



Last Monday, at around 11 a.m., we were going up to our classroom when suddenly the building started to shake. Our teacher immediately followed the earthquake safety **protocols** and started to give us directions, "Go back to the playground," he told us. He also reminded us, "Walk fast and in order." One of the school staff members said, "Look for the meeting points marked in green." Mr. Smith, one of the janitors who was mopping the floor at that moment, told us, "Be careful because the floor is wet!" One of my classmates told me, "Please help me with my bag." She seemed very upset because of the earthquake. A few minutes later, we heard some voices outside the school...

Your ending of the story:

---

The actual ending of the story:

---

-  2. Write a title on top of each story on the space provided. Discuss with your classmates why you opted for that title.
-  3. Discuss with a partner how you react in similar situations. Follow the examples:

A: During an earthquake, I usually...

B: If there is a fire in my home, I have to...

### Culture Connection



What are some unexpected events you have lived at school? What are the steps to follow? Can you remember the steps by heart? Create a mini-poster signaling what to do in an emergency.



4. Answer the following questions. Compare your answers with a classmate.

1. What caused the incident in event 1?

---

2. What was causing the hissing noise in event 1?

---

3. How did they notice there was an earthquake in event 2?

---

4. Whose voices were the ones they heard outside the school in event 2?

---



5. Listen to the descriptions again. Find a sentence similar in meaning to the sentences in the chart. Check your answers in teams. More than one answer is possible. There's an example for you.



Direct speech	Indirect speech
1) He told us, "Leave the room in order."	a) <i>He told us to leave the room in order.</i>
2) _____	b) The school staff reminded us to keep calm...
3) He told us to go back to the yard.	c) _____
4) He reminded us to walk fast and in order.	d) _____
5) _____	e) One of the janitors warned us to be careful...
6) One of my classmates asked, "Help me with my bag."	f) _____



6. Match the sentences to reflect things that happened to you recently. Check your answers with a partner. More than one answer is possible. Follow the example:

My mother/father	told	me	to	play...
My best friend	asked	you		go to...
Our teacher	wanted	her / him / it		do homework...
Some classmates	needed	us / them		visit...

*My best friend asked me to play video games with him last week.*



7. Add the examples you made in Activity 6 to a narration. Take turns transforming the sentences from direct to indirect speech.

"Let's play videos games this week."

So, did your friend ask you to play video games that week?


Yes, so we met at our school...

Language Connection




Go to page 186 to learn more about direct and indirect speech.



-  8. Work in pairs. You will listen to Paul describing an accident Kevin had. Look at the pictures and discuss: What kind of accident did Kevin have? Then, listen to the description and order the events.



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

-  9. Read the phrases from Kevin's accident. Then, discuss and take turns to answer the questions below.

**First**, our teacher told us how to organize the information...


**Then**, when Kevin wanted to get down the stairs, he tripped...

**Immediately after**, the Mrs. Grant, some of our classmates and I tried to help...

**After a few minutes**, the ambulance arrived...

They **finally** took Kevin to the hospital.

1. What do the words in **bold** help you to describe? **purpose** / **sequence** / **reason**.
2. Do you know similar words to help you describe events?

-  10. Think of a story a friend or a relative told you, similar to Paul's. Write three to four key words on your notebook. Ask a classmate to guess what the narration is about. Then, tell the actual narration to them. Ask questions to know more. Take turns describing your event.

Portfolio  
Connection



11. Create a paper-size poster with four pictures. Each picture should have a description of what it is. These four images should be related to the text "Unexpected Events: Testimonials" in your Reader's Book. They have to reflect something one of the main characters lived. Follow the example below. Keep your work in your Portfolio.



*"There was a short circuit in my bedroom when I was in my English class."*

Check (✓) the steps you have followed up to this point.

I have thought about possible unexpected events to describe.

I have thought about the titles for these events to be described.

I use the chart to include important information and structure to my description.

## Planning



In this unit you will describe an unexpected event. With the help of your teacher, work on the following aspects of your product:

- How will you present the description? Remember you don't have to memorize it. You will talk it over with your classmates as in any conversation. Use a supporting image, so your classmates can predict what may have happened to you, then you start narrating the event. You can use scattered images on a poster, or one part of the story in a drawing, or you can even use key words to create expectation.

## Hands on!



Create a draft of the supporting image that will help you as a visual guide to describe an unexpected event. You can also paraphrase the story working on pronunciation features practiced in class, for example, how you can express meaning through the voice (see page 139). Focus on the main ideas.

## Looking ahead






At the end of the unit, you will talk to different classmates about their unexpected events and choose the most interesting / the most unexpected from the group. Make sure you structure correctly your description so it is easy to understand. The description should not take more than 90 seconds.

## Lesson 2 – Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you identify main ideas of a written or spoken text? <a href="#">Go to Activities 1 and 2</a>					
• Can you identify information that supports or explains a point? <a href="#">Go to Activity 4</a>					
• Can you use context clues to understand better? <a href="#">Go to Activity 4</a>					
• Can you say things with direct and indirect speech? <a href="#">Go to Activities 5 to 7</a>					
• Can you change direct to indirect speech? <a href="#">Go to Activities 5 to 7</a>					
• Can you use words and phrases to sequence a narration? <a href="#">Go to Activities 9 to 10</a>					

# My Strategy

-  Discuss these questions with a classmate:
  - Can you name some natural events related to water?
  - How do they affect the places where they happen?
-  <sup>20</sup> Read and listen to the testimonies. "Last Sunday's afternoon our town was severely hit by one of the worst hails in recent years, many people were taken by surprise when the natural event took place. Here are a few testimonies." What event are they talking about?
 





Mr. Taylor  
(aged 36)

I found myself in the middle of my grocery shopping when a **1) hailstorm**, all of a sudden, started. All the people took their kids or their pets to shelter them in businesses nearby. One or two windows of some shops were torn into pieces. I could hear some of them cracking! Some of the **2) awnings** of a few businesses were covered with ice. After a few minutes, around 10 a.m., the hailstorm stopped and turned into a **3) drizzle**. A few minutes later, many people started to leave their **shelters** and took **4) shovels** to remove the ice from the sidewalk. Unfortunately, there was a **5) pile-up** when three cars **slipped** on the ice. No one was hurt, but the whole experience caught us off guard.

"Well, I was with my aunt taking out our dog Casper for a walk when **a) this kind of frozen rain 1** started falling so hard! We ran to the market looking for a place to hide. You could see how some windows, light **bulbs**, and cars were getting damaged. Some minutes after, these ice balls became less and less, and there came **b) this sort of light rain** \_\_\_\_, you know. Mmm, the rain was so hard that **c) some covers used in businesses to protect from the sun** \_\_\_\_, had ice on them. Oh, I remember there was **d) a sort of a car crash** \_\_\_\_, caused by the tons of ice that were on the street. Some people took, hmm, **e) this kind of tool that farmers use to remove earth** \_\_\_\_, you know, and then they started to sweep the ice from the streets."



Jeremy  
(aged 14)

-  Match the numbers, in Mr. Lopez's description to a number in Mario's description. There's an example for you. Then, discuss with your classmates why Mario doesn't say the exact words.
-  Work in teams of three. Individually think of a natural event you experienced. Write four words you are going to describe. Have your classmates guess what words they are. Take turns saying the phrases "kind of," "sort of," and "type of." Follow the example below.

**A:** So there was this kind of movement in the earth, you know...

**B:** You mean an earthquake?

**A:** Exactly! So, we immediately...

## Connecting you

Think of a time you have seen two adults talking. What are some differences and similarities you have noticed?

Why do you think you talk about different topics? Do you think you use a different kind of language? Discuss with a classmate.



5. Discuss these questions with your classmates:

1. Do you and your friends speak different from the adults you know?
2. What words and expressions do adults use when they talk to other adults?
3. Do you speak the same with the principal of your school as with your friends?



6. Analyze in pairs the following narration: Alice and Mr. Jones are narrating the same event. Mr. Jones is talking to his daughter's teacher and Alice, Mr. Jones' daughter, is talking to her classmates. Read the descriptions and write A for Alice and J for Mr. Jones. Then, listen and check your answers.



1. "So, Mrs. Grant. When we were on our way to school that morning, there were very stormy winds which unfortunately caused serious damages to the trees down the road." \_\_\_\_\_
2. "And, you know, I was coming to school with my dad and the wind was very, very strong." \_\_\_\_\_
3. "There was one old tree which unexpectedly collapsed on a vehicle full of merchandise." \_\_\_\_\_
4. "All the trees were moving back and forth. When, suddenly, this huge tree fell on a truck!" \_\_\_\_\_
5. "Consequently, this caused a terrible traffic jam." \_\_\_\_\_
6. "So, all the cars stopped and we couldn't move for a long time." \_\_\_\_\_
7. "It is no excuse, but due to this eventuality we could not arrive at school on time to drop Alice off." \_\_\_\_\_
8. "We didn't make it to school! "
9. "We made sure Alice took time to review her notes for the day." \_\_\_\_\_
10. "So my father got me back home and I started to watch some TV." \_\_\_\_\_




7. Work in pairs. Discuss the following questions. Compare your answers with the group.

1. How do you know the phrases are said by Mr. Jones?
2. How do you identify those phrases said by Alice?
3. Who sounds more formal?
4. Why do people have to sound formal?

**Digital Connection**



If it's possible interview two people, one adult and one classmate, about the same incident. Record how they describe the events. Report the differences. The interview does not have to be long. In case you cannot record it, take notes in your notebook as accurate as possible to report on the differences you notice between how an adult and a teenager speak.

-  8. Listen to the following sentences about speaking in English. Discuss with a classmate if you agree or disagree with them. Follow the example below:



*"I agree with sentence number one. When I forget a word, I try to describe it."*



1. I use phrases like "kind of" when I want to describe a word.

3. I express the right emotion depending on the topic.

5. I use the right rhythm and intonation when I speak.


2. I like to talk even if I make mistakes.

4. I use a visual support to help me speak better.

6. I rehearse rather than memorize my speaking presentations.

7. Speaking in public is very stressing for me.



-  9. Listen to the phrases again. Identify the words you hear louder and clearer. Check your answers with a partner. Then, practice saying the phrases. Look at the example below:



**"1. I use phrases like kind of when I want to describe a word."**

-  10. Look at the dialogue below. Mark with an arrow if the intonation goes up (↗) or down (↘). Look at the example below:



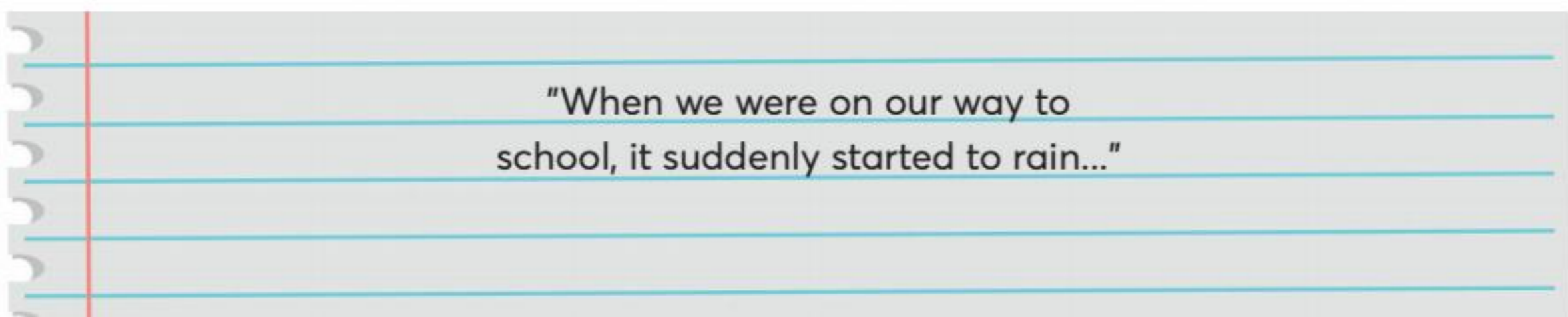
*Amy:* (1) So, Edward, do you practice difficult words by repeating them to yourself? ↗  
*Edward:* (2) Yes, I do. (3) I say them to myself in sentences. \_\_\_\_\_  
*Amy:* (4) Do you practice only in that way? \_\_\_\_\_  
*Edward:* (5) No, I don't. (6) I also watch TV shows and repeat some of the phrases the actors say. (7) I imitate their pronunciation all the time. \_\_\_\_\_



Go to page 188 to learn more about rhythm and intonation.



11. Work in groups. Use the description you wrote in Lesson 1. Create a short presentation and pay particular attention to rhythm and intonation. Use arrows to know when to rise your voice. Keep your work in your Portfolio.



Check (✓) the steps you have followed up to this point.

I have thought about how to present my description: images, poster, key words, etc.

I have created a draft my visual support.

I have practiced the pronunciation needed for the description.

## Planning



In this unit you will describe an unexpected event. With the help of your teacher, work on the following aspects of your product:

- Check that your description includes key information. Use the chart on page 138 to help you.
- Make sure your description includes words to give it a logical sequence. Review page 143 to help you.
- Make sure you can use phrases to repair communication. See page 147 to help you.

## Hands on!



First, work on a final version of your visual support to help you describe the unexpected event. Then, rehearse the description with a classmate. They can help you remember something you may have skipped. Practice the phrases to repair communication with easy and difficult words and phrases with a classmate.

## Looking ahead



You will do your presentation in class describing the unexpected event in a maximum of 2 minutes by using your visual support. Your classmates will have the chance to make you further questions at the end of your presentation.

## Lesson 3 – Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means needs improvement; 2 means satisfactory; 3 means awesome. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals	Go to
• recognize strategies to negotiate meaning.					Activity 2
• use strategies to repair communication.					Activities 2 to 4
• analyze changes in style depending on the context					Activities 5 to 7
• pronounce using rhythm and intonation.					Activities 9 to 10
• use speaking strategies and model them.					Activities 11

## 4

**Final steps**

- You can paste your visual support on a wall in the room and have classmates visit you to describe your unexpected event. Think of it as a gallery in a museum.
- You can also invite your parents to show them what you can do in English.
- Give feedback to your classmates.
- Decide which of the unexpected events was the most interesting or the most surprising.

**Alternative products**

- You can prepare an interview in teams where one member is the interviewer and the other team members are the interviewees. Your team can talk about the same unexpected event but from a different perspective.
- You can create a series of comic strips, with three or four drawings. You can display them in the room and describe what exactly is happening in each image. Try to give as much information as possible to your classmates.

**End of unit Self-Evaluation**

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 136. What other ideas can you add to your answers. Can you say that now you know more about describing unexpected events? What can you use this knowledge for?



# Reader's Connection

-  1. After reading the text "Unexpected Situations: Testimonials," choose the sentence that best summarizes one of the stories.

- a. Two students momentarily disappeared from their group during an expedition.  
b. An officer stopped a group of students to talk about biology.  
c. A girl went to the forest with her friends and found a cave.

-  2. Work in pairs. Take turns to answer these questions.

a. What were the group and teacher doing in the forest?

---

---

b. How many people were there in the expedition?

---

---

c. Where did the missing kids probably go to?

---

---

d. Who described the missing kids?

---

---

e. Did the kids appear?

---

---





# Unit 10

## Let's Have a Debate!

In this unit you will formulate ideas and prepare arguments for a debate.

- › Do you know what a debate is?
- › Have you ever expressed your opinion in a debate?



### Social practice of the language:

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

### After finishing this unit, you will be able to:

- 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.
- Take part in a debate.



## Art

1. Work in pairs. Look at the pictures. How would you describe each one? Ask your partner and write one word that describes each one.



2. Look at the following picture and discuss: What adjectives would you use to describe this painting? What is the girl's attitude? Is the portrait old?


"Girl Selling Fruit" **was created by** Bartolome Esteban Murillo, who **was born** in 1618 in Seville, Spain and died in 1682 in the same place. In fact, he only left Seville once to go to Madrid. Murillo was the youngest of fourteen children. His father was a barber and **passed away** when he was ten, as a consequence, Murillo **was adopted by** his aunt. What can we say about his style? His work does not belong to only one category. Although he was



a religious man and many of his paintings exemplify his beliefs, his work **cannot be classified** in sacred art, historians say. His most captivating works are the ones that depict **urchins** and homeless children. Why was the Sevillian painter fascinated by this topic? One of the theories is that Murillo was not only inspired in his own childhood but also in his surroundings, where there were lots of poor children. Nowadays, Murillo's work **can be found** in different important museums such as the Hermitage and the Pushkin, in Russia.

3. Work in pairs. Read the text again and check True (T), False (F), or Not Mentioned (NM).

	T	F	NM
1. Murillo's father abandoned his family when he was only 10 years old.			
2. Murillo only painted sacred art.			
3. His most fascinating paintings <b>portray</b> poor children.			
4. "Girl Selling Fruit" belongs to a Russian museum.			

-  4. Read the text again, focusing on the words in blue. How do you form the passive voice? Why do we use the preposition by? In your notebook, change the sentences in blue to active voice. Is it possible to change all of them?

... his work *cannot be classified* in only this category, historians say. (PV)  
 Historians cannot classify his work in only one category. (AV)

**Language Connection**



Go to page 187 to learn more about the passive voice.

-  5. Is it easy for you to express your opinion about artistic topics? Look at the following expressions and classify them according to the tone they express.

Some people forget to...  
 Your argument is really valid  
 because...  
 You also have to consider...

You're completely wrong!  
 I am afraid, I can't agree...  
 That is nonsense...  
 It might help...

Ladies and Gentlemen  
 Yes, we should all agree!

**Neutral tone**

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**Not neutral tone**

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-  6. Look at the painting "Boy with a Dog" and answer the following questions. Use the expressions you learned in the previous exercise.
- Describe the painting. What is your opinion about it?
  - Do you like it? Why?
  - Is the child happy or sad?
  - What is the relationship between the child and his dog?

-  7. Now, it is time to prepare a debate. Look at the following pictures. Do you think they are beautiful? Do you think that art needs to be beautiful? What is art?



*Name of the piece of art:*  
Malcesine on Lake Garda  
*Author:* Gustave Klimt  
*Date of creation:* 1913  
*Cause of loss:* Fire  
*Documentation:* Surviving photographs




*Name of the piece of art:*  
The Lovers: The Poet's Garden IV  
*Author:* Vincent Van Gogh  
*Date of creation:* 1888  
*Cause of loss:*  
Missing in the Second World War  
*Documentation:* None

**Digital Connection**



Investigate about two more pieces of art which were never found. Make a couple of cards with their information and bring them to class to share them with your classmates.

-  8. Read the following expressions in the box. Classify them into the correct column. Then, discuss with your partner the following question: Why are the paintings in Activity 8 considered art? Use these expressions to support your answers.

It could be argued that...     A convincing argument in favor is...  
A further criticism of...     Opponents claim that...  
People are convinced that...     They believe that...     All are opposed to...  
It is widely maintained that...

Expressions for

Expressions against

**Portfolio Connection**



9. Look for more expressions to use in a debate. Answer the questions on Activity 8 again but this time use the expressions you learned to make yourself clearer. Share your opinion with a classmate. Keep your work in your Portfolio.

## Planning



In this unit you will participate in a debate on one of the fine arts. With the help of your teacher, decide on the following aspects of your product:

- How long will the debate take?
- Who will you work with?
- What kind of arguments would you like to include in a debate?
- Have you thought of the most common expressions to start an argument?

## Hands on!



Work in small groups. Brainstorm some ideas on debates and arguments you know, or you have heard about and their possible explanations. Consider why you know about those arguments, where you heard of them, and why they are appropriate to be used in a debate.

## Looking ahead



In Step 2, you will read and analyze expressions and ideas in order to write the first draft of your debate. A debate is a discussion on a topic where people have different opinions. Think about some interesting topics and the kind of expressions you would use to express your opinion on them. Think about topics related to the meaning of some art pieces. Use the linguistic prompts you learned through the unit.


## Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
• value the use of passive voice to write clear and understandable statements.	<input type="checkbox"/> Excellent!	Go to Activities 3 and 6
• recognize textual organization and graphic components.	<input type="checkbox"/> Good!	Go to Activity 7
• determine purpose and audience of the debate.	<input type="checkbox"/> Well done!	Go to Activity 5
• recognize expressions to argue concordant or conflicting points of view on a subject.	<input type="checkbox"/> Keep it up!	Go to Activity 8
• use neutral language.	<input type="checkbox"/> Good job!	Go to Activity 5

# Forgery and Piracy

-  1. Look at the following picture and discuss: What is the main message of the picture? Read the text and answer the questions below it. Use the expressions you learned in Activity 8, Lesson 1.



## Forgery Art

Art is not only an emotive expression of the interior of people, but it is also a huge business all around the world. Some people pay millions of dollars in order to acquire masterpieces created by great artists such as Van Gogh, Picasso, Rubens, Kahlo, etc. These works of art

are a symbol of status and good taste. Those are the main reasons for forgery art, which consists of falsely attributing a piece of work to highly recognized artists in order to obtain financial benefits.

When did it begin? Forgery art began in ancient times when Roman artists imitated the Greek style. We can find lots of similarities between the Greeks and the Romans. In that time, imitation was not something wrong because it was a form of expressing perfection. Then, in the 18th century, originality became an important factor to create art. Painters tried to experiment with different techniques and ideas in order to express something never shown before. A signature became important and forgeries tried to imitate the most valuable pieces of work to obtain great sums of money.

Forgery is difficult to identify, which is why technology has become an important tool to authenticate paintings, mainly, because forgeries imitate not only techniques but also materials. Honesty is the main factor to fight this kind of fraud. What is your opinion?

- Why is forgery so widespread? \_\_\_\_\_
- Why is art so valuable? \_\_\_\_\_
- Is imitation good or bad? \_\_\_\_\_
- Why are people obsessed with making art? \_\_\_\_\_

### Portfolio Connection




2. Read the story "Where Did It Begin? The Origins of Piracy" in your Reader's Book. Summarize the story. Keep your work in your Portfolio.

### Language Connection



Go to page 187 to learn more about the differences between American and British English.

-  3. Look at the following picture and predict: What happened to it? Read the following text and pay particular attention to the words in blue. How are these words spelled in British English?

How can Roman Art be **recognized**? Have the specialists **gotten** enough evidence? This piece was apparently created by the Romans, although it was found in the Netherlands. We must remember that they were **organized** in legions, they **colonized** different parts of Europe, and they **learned** to imitate Greek art. This piece could have been **burned** on purpose; we are not sure, but we must **emphasize** that specialists are still **analyzing** it because it can be a common case of forgery.



-  4. What do you think about piracy? Read the following text and discuss: What can governments do to stop this activity?

### Counterfeit around the World

Copying products is an activity that has become more and more common in the last decades. The problem is serious, and many regulations have been established to stop people from **bootlegging**. Recently, governments around the world are analyzing the best strategies to stop a global industry which is hazardous as many people lose benefits from their creativity when copies are made.


Every year there are reports which give a general idea of how much damage is being done from the detected **infringements**, but there are some non-detected ones.

In 2013, the sales of **counterfeited** products exceeded 400 billion dollars around the world. The problem is that this amount doubled in less than 10 years. There are many products which are copied, footwear being number one. Other fake products are clothes, leather items, watches, and tools.



- What products are counterfeited?
- Why do people do that?
- What can governments do to stop this activity?



 5. Read the text again and find some words which match with the following definitions. Go around the classroom to share your ideas and justify your answers.

- a. To make something that is like something else \_\_\_\_\_
- b. Something that is not allowed by law \_\_\_\_\_
- c. To make and sell something illegally \_\_\_\_\_
- d. The act of breaking a rule or law \_\_\_\_\_
- e. To make something look exactly like something else to trick people \_\_\_\_\_

 6. Work in pairs. Read the sentences and circle if you Agree (A) or Disagree (D) with them.

a. Government analyzes good tactics to fight piracy in my country.	A	D
b. Burned music from the internet is not piracy.	A	D
c. People should organize debates on the importance of art.	A	D
d. I have learned new words related to arts and counterfeiting.	A	D


 7. Work in pairs. Take turns to answer these questions.

a. What do you think about piracy?

b. Have you ever bought bootleg products?

c. What are common counterfeiting products in your country?

d. What can authorities do to stop piracy?

 8. Imagine you are in a debate and you miss some information from the speech. Look at the expressions in the box and write some more expressions that can ask for clarification or repetition. Share your answers with a partner and justify your answers.

I didn't understand the question    Could you repeat it, please?  
Ah! That's what you mean...

**Portfolio Connection**



9. In groups, gather some ideas to prepare a debate based on what you learned in this lesson. Decide on the topic and recollect useful expressions to prepare yourself. Look for some information if necessary.

**Digital Connection**



Prepare a PowerPoint presentation or a poster where you illustrate the ideas you wrote in this activity. Bring the presentation or poster to the class and read the sentences to your classmates.

Check (✓) the steps you have followed up to this point.

I already know what a debate is.

I know where to look for some expressions to start a debate.

I have thought about some topics that people can express their opinion about.

## Planning



With the help of your teacher, decide on the following aspects of your product:

- What role will each student have?
- What team will present their debate arguments first?

## Hands on!



Make the first draft of your arguments for the debate. Try to include arguments which can be used to support or to be against a point of view about a specific topic related to art. You can check some examples in your Student's Book and Reader's Book. Pay close attention to the spelling and punctuation of your paper, as well as the clarity and concision of your statements.

## Looking ahead



In Step 3, you will write down the final version of your debate arguments. Think about what you may need, like the format you will choose for your presentation (a poster, a presentation, a leaflet, etc.). Make a list in your notebook of the things that you can check; for example, time and place for the presentation, the illustration for the debate arguments, etc.

## Lesson 2 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you make connections between a personal opinion and concordant or conflicting information? <a href="#">Go to Activity 6</a>					
• Can you distinguish written differences between British and American English? <a href="#">Go to Activity 2</a>					
• Can you select information to write agreements or disagreements? <a href="#">Go to Activity 7</a>					
• Can you ask for clarification or repetitions, or offer help to improve communication.? <a href="#">Go to Activity 8</a>					

# Contemporary Art



1. Imagine that you go to an art gallery or you are walking down the street and you observe the following pieces. What do you think about them? Is it art? Write your opinion about them, using only one word.



2. Read the following text and answer the questions below.

## Contemporary Art

Imagine that you paid your ticket to an important museum and the main piece exhibited is a banana stuck on the wall. Then, you research and find out that the cost of that piece is \$120,000. How might you feel about that?

What is Contemporary Art? Contemporary Art is the art produced today. It started in the second half of the 20th century. **Its main characteristic is freedom**, but its production is polemic because it seems to break all kinds of boundaries; **it especially rejects academicism**.

You might definitely find different opinions on what can be considered art and what not, but it cannot be denied that art is strongly linked with technology and advertising. A piece of art might be considered as such because of the publicity surrounding it.

One of the conceptions of art was focused on conveying emotions and ideas from the creator to people who appreciate it; however, one of the ideas of modern art is to disrupt this definition because sometimes it says “nothing,” that is why critics claim that modern art is superficial and in moments frugal.

Nowadays, we can find different expressions related to Contemporary Art such as minimalism, street art, conceptualism, or performance, only to mention some of them.

- What is the problem with Contemporary Art?
- What are the characteristics of Contemporary Art?
- Read the sentences in blue. What does “its” and “it” refer to?


-  3. How important is it to have an approach when you are in a debate? Look at these approaches and try to classify your topics into one of them.

Persuasive

Defensive

Divisive

Controversial

-  4. Choose one of the approaches from the previous activity. Use the chart to write common expressions which you can use in a debate to support your opinion. Fill in the chart with the expressions you investigated.

 **Approach I choose:** \_\_\_\_\_


Useful expressions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-  5. In groups, choose one controversial topic and write some of your opinions in the space provided.

 **My topic:** \_\_\_\_\_

My opinion:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

-  6. Go around the classroom and talk about your topic with your classmates. In the chart, choose some of the most common opinions and write a summary of those points of view which are for or against, according to your ideas.

**Concordant opinions from:**

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**Conflict with my personal opinion:**

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**Portfolio Connection**



Make a rubric and decide if each one of the previous statements includes an expression to indicate a for or against argument. Keep your work in your Portfolio.

-  7. This time, in groups, prepare a debate where you can use the expressions from the box. Fill in the gaps in the mind map and have the debate with another classmate about a topic you found interesting.

Exactly! That is just what I... Of course...  
That might be... Quite the opposite...

Topic:

Approach:

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Participants:

Let's  
prepare a  
debate!

Extra expressions:

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**Portfolio Connection**



Present and have the debate you organized with your classmates. Record it or have a registration of the debate on paper and share it with your classmates. Add your work in your Portfolio.

Check (✓) the steps you have followed up to this point.

I have written a draft of my debate arguments.

I have included for and against expressions for the debate.

I have thought about the format for the presentation of the debate arguments.

### Planning



With the help of your teacher, decide on the following aspects of your product:

- Have you checked your debate arguments to have the final version?
- Are the debate arguments well-stated?
- Will the audience be able to use those arguments in a further debate?
- What format did you choose to present the arguments for the debate? Did you choose a video or a recorded conversation?

### Hands on!



Make sure the debate arguments follow spelling conventions (you can use a dictionary to check them and / or ask your teacher for help), before you have the final version. In your teams, work with the format you selected and include some illustrations. Make sure it is easy to recognize which arguments express a supportive point of view, and which ones are against the topic you previously selected.

### Looking ahead



In step 4, you will present your debate arguments. If you have already decided the time and date, it would be nice to invite teachers and students from other groups to see the presentation of your product.

## Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means *needs improvement*; 2 means *satisfactory*; 3 means *awesome*. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals	Go to
• detect points to discuss.					Activity 2
• build an approach of my own.					Activity 3
• detect information concordant or conflicting with a personal opinion.					Activity 6
• write statements to express arguments in favor or against.					Activity 6
• use words or emphatic expressions or qualify agreements or disagreements.					Activity 6

## 4

### Final steps

- Invite students and teachers from other groups to see the presentation of your debate arguments.
- You can also invite your parents to show them what you can do in English.
- Present your debate arguments on a specific topic!

### Alternative products

- **A video debate.** Record your debate and make a video library for presenting this to future students.
- **A poster.** Write the most common expressions of agreement and disagreement on a poster and hang it inside your classroom.

### End of unit Self-Evaluation

Reflect on these questions:


- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What part of the project did I find most enjoyable? Why?
- How can I improve my work?

Go back to the questions on page 152. What other ideas can you add to your answers? Would you say that now you know more about debates? What can you use this knowledge for?

# Reader's Connection

-  1. Work in pairs. After reading the text "Where Did It Begin? The Origins of Piracy" complete the chart with some arguments for or against the piracy of the following products.

Piracy in	Arguments FOR	Arguments AGAINST
Books		
Works of art		
Clothes and technology		

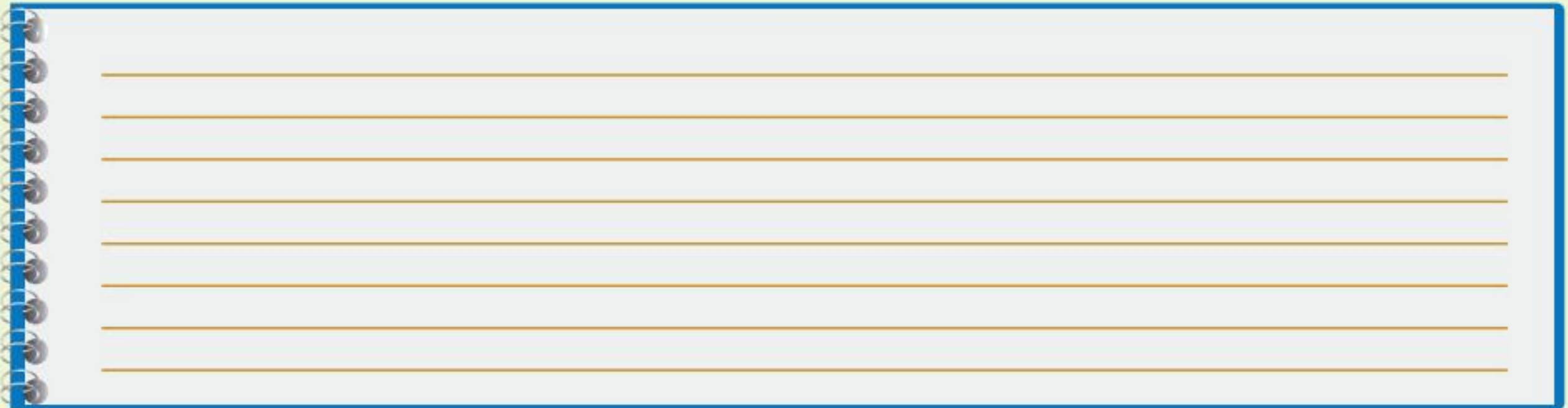
-  2. Work in groups. Organize a debate where people can express their points of view.



1. Think of three different art topics that might be controversial. Write your ideas on the topics. Follow the example.

*Graffiti: Street art or vandalism?  
Some people perceive graffiti as an artistic expression, while others simply think of it as vandalism.*


2. Choose one of the topics above to write some ideas and information about it. You can elaborate a mind map about the most important things to include.




3. Write down some arguments where you express your opinion to support or go against the topic.

For	Against

4. Share your ideas with some classmates and prepare a debate. Do not forget to use the proper verbal or non-verbal language.
5. Write a summary of the debate and include a conclusion with your final stance on the topic.

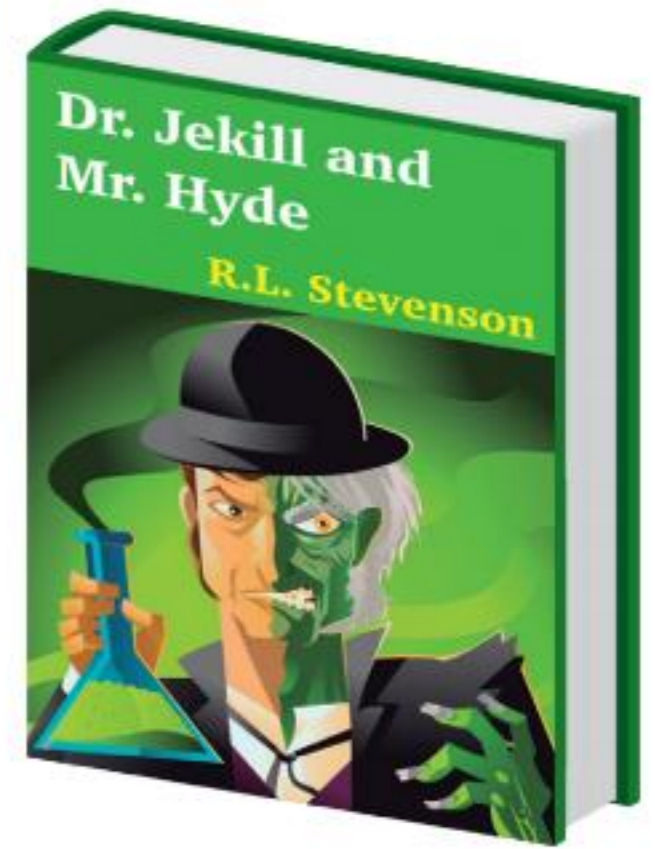
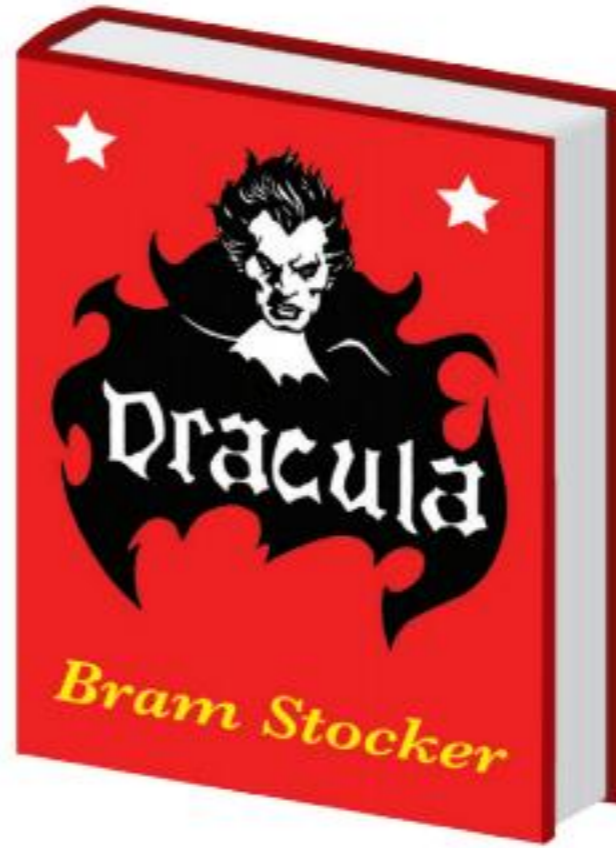
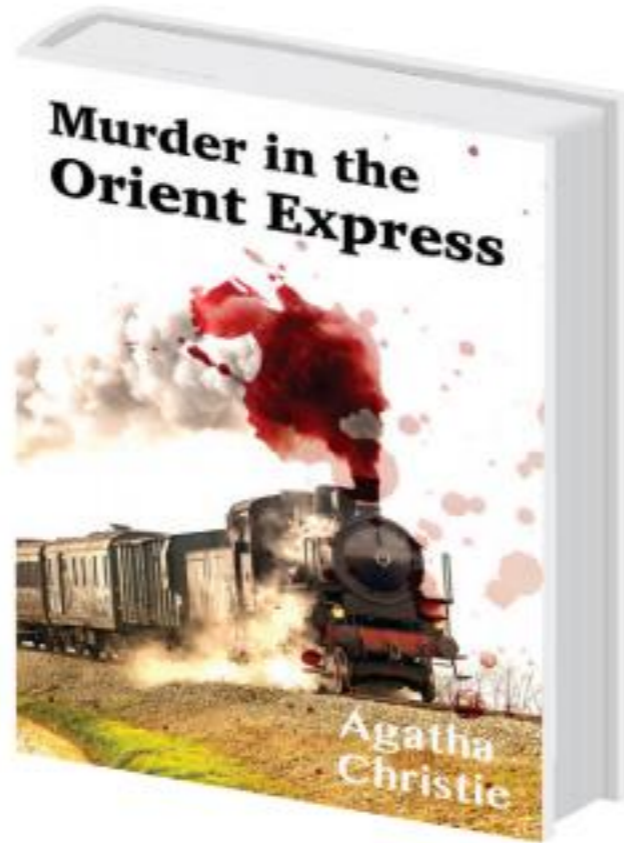
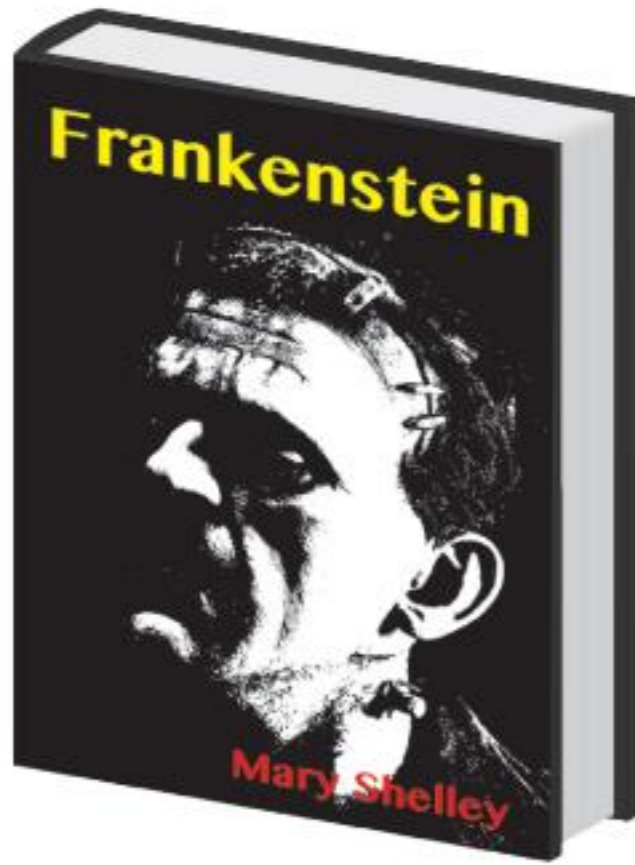
-  1. Look at these pictures and talk about what you know of these cultural habits. Where do people have these kinds of festivities?



-  2. Use this space to write about one of the previous cultural habits. Do some research and write some notes you can share with your classmates. Use the vocabulary, expressions, and format from the unit.

A large area of lined paper for writing, resembling a spiral notebook page. The lines are light blue and the paper has a white background with a grey border on the left side.

1. Work in pairs. Look at the pictures and say what you know about these stories. Have you read any of them? What's your favorite fantasy or suspense book? Why?




2. Work in groups. Write a short fantasy or suspense story. Use your imagination and surprise your classmates and teacher. Share your work with your class.

A large, light gray rectangular area with a paperclip icon in the top left corner. It contains ten horizontal orange lines for writing a story.

# Practice Connection

## Unit 3

-  1. Work in pairs. Look at the pictures and choose a situation. Create a set of instructions using the phrases and vocabulary from the box.

first      carefully      finally      instruments  
not to      you have to      secondly

### Situation 1



### Situation 2



-  2. Use this space to write some ideas.

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-  3. You are going to say the set of instructions you wrote. Rehearse a couple of times and present it to the class. Pay close attention to pronunciation and intonation.

 1. Work in small groups and look at the following pictures. Describe how people are feeling.



 2. Think of a famous TV show you like. Complete the chart with information about the show. Once you finish, go around your classroom and discuss your notes with your classmates.

TV Show:

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What it makes me feel:

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Why?

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-  1. Work in groups. Look at the pictures and take turns describing these situations. What did people do in each situation? Where were they? What happened after?



-  2. Choose one of the previous situations and write a story in past which begins with:

One day, I was in \_\_\_\_\_

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-  3. Read your story to your classmates.



1. Work in groups. What can you see in each picture? What human right is shown?




2. Work in groups. Take some minutes to think about the importance of Teen's rights and obligations. What would it happen if you didn't have either rights or obligations? Share your conclusions with your class.


A large area with a light gray background and horizontal blue lines, resembling a sheet of lined paper with a hole-punch on the left side, intended for students to write their conclusions.

# Practice Connection


## Unit 7

-  1. Work in pairs. Look for a poem you like and write it in the lines. Then, share it with your class the characteristics of the poem: topic, intended audience, and structure.



-  2. Work in groups. Take turns to discuss the following questions:
- Do you like poetry? Why?
  - What can you learn from poems?
  - What did you learn from the poems you read in this unit?



-  1. Think of a historical event. Answer the questions: What topic did you choose? Who were involved? When did this event happen? Where did it happen? What difficulties were there? How were the difficulties solved? Why did you choose this event?
2. Play with other two classmates the board game, you need a coin. One side of the coin (heads) lets you move one space. The other side (tails) lets you move two spaces. You decide this with your team!
3. The goal is to reach the finish line first by answering correctly the questions your classmates ask you. If you can't answer or answer incorrectly, you can't move. See the example below:
- a. *"So, who was the first president of the United States?"*
  - b. *"George Washington"*
  - c. *"Well done! Move one space!"*

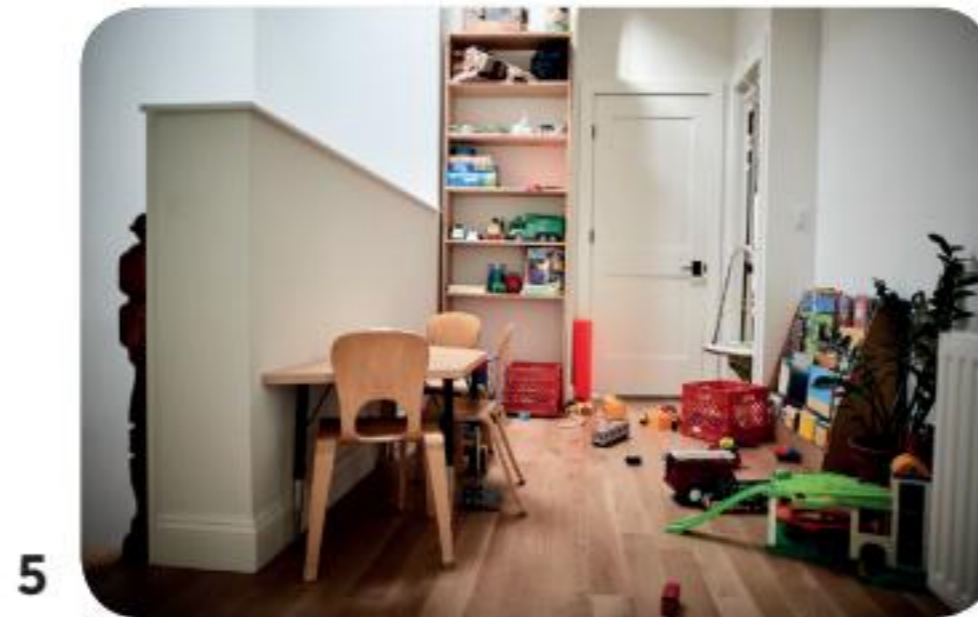


# Practice Connection

## Unit 9

1. Look at the pictures. Describe the images with a partner. Make sure you include in your descriptions colors, things, emotions, and actions. Look at the example below:

*"In picture number 1, there is a small brown dog. I think he looks very happy. He's smiling."*



2. Create a description of an unexpected event with the pictures above. Share your stories in teams.
3. Turn your book around and see what the original story is about. Did you guess the actual story?

One day, my teacher Miss Jill, asked us to report on vicious acts in our neighborhood. I had heard that there was a vicious dog that broke into the homes and would make a mess. Then, the dog would rest peacefully at his home and the owner didn't take responsibility because no one could identify the dog. Just one shocked neighbor who found his home and his children's toys destroyed. He helped me write the report. I presented the report in front of parents and classmates. They all recognized the situation. Then, when everybody started asking who the owner of the dog was, Miss Jill had to admit it was hers. She was so embarrassed, and she had to pay for the damages. In return, I got a bad grade in my report.



# Language Connection

## Unit 1

### Order of adjectives

Adjectives describe things, places, and people. In English, adjectives occur in a specific order:

Quantity or number > Quality or opinion > Size > Age > Shape > Color > Proper adjective

(often nationality, other place of origin, or material) > Purpose or qualifier

*I really love that **compact old red vintage** car which parks in front of my business.*

*My brother adopted a **beautiful small black** poodle.*

Order the following adjectives to make correct sentences.

a. My mother has just bought a **wonderful / old / Italian** clock.

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b. I need you to bring that **blue / round / big** table.

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c. I don't know why they have those **pink / plastic / disgusting** ornaments.

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### Review of tenses

Remember the use of tenses in English:

Present	Past	Future
Used for habits, routines, and general information.	Used for actions that are finished.	Used for possible future actions.
Auxiliaries: Do, does	Auxiliaries: Did	Auxiliaries: Will
Cecilia <b>wakes up</b> early on Sundays.	<b>Did</b> you sleep well?	I <b>won't travel</b> anywhere soon.
I <b>don't have</b> a sister.	Sarah <b>studied</b> Medicine 5 years ago.	We <b>will have</b> a new teacher.

Write the following verbs in past and future.

	Past	Future
learn	_____	_____
teach	_____	_____
forgive	_____	_____
run	_____	_____
love	_____	_____

Look at the sentences and write the verb in parenthesis in the correct form:

- We \_\_\_\_\_ (be) not happy about that decision.
- \_\_\_\_\_ she \_\_\_\_\_ (know) where the station is?
- We \_\_\_\_\_ (study) in the library last weekend.
- Germany \_\_\_\_\_ (invade) Poland in 1939.

## Word formation: nouns, adjectives, verbs

Language has been in constant evolution, and it has changed in many directions. Some new words were formed from the existing root words by adding other units, at the beginning or the end.

Thus, some nouns, adjectives and verbs share the same root. Look at the examples:

Verb	Noun
Accept	Acceptance
Calculate	Calculation
Immerse	Immersion
Imitate	Imitation
Greet	Greeting

Verb	Adjective
Absorb	Absorbed
Captivate	Captivating
Care	Careless
Manipulate	Manipulative
Thank	Thankful

Noun	Adjective
Access	Accessible
Truth	Truthful
Effort	Effortless
Hazard	Hazardous
Provision	Provisional

Complete the following sentences with the correct form of the word.

1. **Truthful / truth** people are the best.
2. We should be **thank / thankful** for what we have.
3. I have a **provision / provisional** visa.
4. I really **care / careless** for my family.
5. The teacher is really **access / accessible**.
6. The liquid was **absorb / absorbed** in the cake.
7. I **calculate / calculation** 20 people.

## Adverbs

An adverb is a word which modifies verbs, adjectives, or other adverbs. Adverbs answer how, when, where, why, or to what extent—how often or how much (e.g., daily, completely).

Diana speaks <b>slowly</b> .	(Tells how)
Henry arrived <b>today</b> .	(Tells when)
Veronica works out <b>strenuously</b> .	(Tells to what extent)

Choose an adverb from the box to complete the sentences.

easily      carefully      slowly      angrily

- Tom works \_\_\_\_\_.
- Dylan climbed the ladder \_\_\_\_\_.
- They learn the language \_\_\_\_\_.
- Your dog always barks \_\_\_\_\_.

## Verb patterns (infinitives and gerunds)

Gerunds and infinitives are quite common in English. They are used after verbs, and you need to learn if you need an infinitive or a gerund. You need to practice in order to distinguish if you need infinitive or gerund because there are some verbs that accept both forms.

I **agreed to go to** the beach with Susan.  
The CEO **decided not to participate** in the forum.

They **stopped talking** to each other.  
Kelly **enjoys going** to the movies.

Write an infinitive or a gerund on the space provided.

- Joseph loves \_\_\_\_\_ (travel) to small towns.
- Sharon needs \_\_\_\_\_ (learn) to cook as she will soon live alone.
- Promise me \_\_\_\_\_ (call) as soon as you arrive.
- I don't want \_\_\_\_\_ (go) to bed yet. It's very early!

## Simple present

It is used for habits and routines, as well as to give instructions or imperatives.

You walk two blocks, then turn left, and the drugstore is just in front.  
Open the box and get the objects out carefully.

Order the words to make instructions in simple present.

- the / the / bus / No 6 / Take / to / and / the / Whitehall / find / next / theater / to / station
- 

- First, / roll / and / out / the / pastry / then / circles / cut / cookies / to / the / make
- 

- experiment / Get / the / all / necessary / for / the / carry / before / out / you / items / it.
-

## Relative pronouns

A relative pronoun is a word that introduces a subject to give more information about it. *Who, where, what, which, and that* are all relative pronouns.

Who: Refers to a person

Where: Refers to a place

Which: Refers to an animal or thing

What: Refers to a nonliving thing or a topic

That: Refers to a person, animal, or thing but it is very informal.

Use the correct relative pronouns in these sentences:

- John Travolta is the singer \_\_\_\_\_ has the most beautiful voice.
- Is this \_\_\_\_\_ you were discussing previously?
- Sharon finally went back to the place \_\_\_\_\_ she was born.

## Comparatives and Superlatives

When we want to compare or when we talk about a unique characteristic of things or people, we use comparatives and superlatives. Use an adjective and the formula in the chart to create these comparisons:

	One syllable	Ending Y	Two or more syllables	Irregular
Comparatives	hotter than	happier than	more expensive than	better than worse than farther than
Superlatives	the hottest	the happiest	the most expensive	the best the worst the farthest

Complete the sentences with the correct comparative or superlative:

- You dance \_\_\_\_\_ (good) than I do.
- Diana is \_\_\_\_\_ (old) of our sisters.
- Nico is \_\_\_\_\_ (friendly) than Marco, his twin brother.

## Homophones

Homophones are pairs of words that sound the same but have distinctly different meanings and different spelling. Use a line to match a word with its homophone.

cell

flower

hour

our

sell

tale

poor

pour

flour

tail

## The past tense

We use the simple past to:

- talk about actions in the past taking place one or repeated times.  
He **visited** his grandmother every single weekend.
- actions in the past taking place in order.  
He **came in, took off** his coat and **sat down**.
- finished actions in the past.  
Cecil **didn't go to** Florida last month.

Choose the best options from the box to complete the sentences.

traveled      didn't snow      spent      went

1. Last year, we \_\_\_\_\_ our holidays in Turkey.
2. George and Luisa \_\_\_\_\_ with their friends by car.
3. Larry \_\_\_\_\_ to a bar once in a while.
4. It \_\_\_\_\_ a lot last winter season.

## Modals

We use modal verbs to talk about how certain or uncertain we are about something in the past.

Henry **must be** glad for his high grades. (present deduction)

Henry **must have been** exhilarated when he was presented as the best student in campus. (past deduction)

We use 'must have + past participle' when we are certain about something.

Johana **must have been** very pleased when she received the results of her examination.

We use 'might /may /could + past participle' when we are not sure about something, but we think it was possible in the past.

The teacher **might have said** the answer, but I can't really remember.

We use 'can't have + past participle' for things that we are certain did not happen.

I **can't have forgotten** my computer at home. You phoned me when I was putting it inside my bag. It must be in the car, then.

Circle the correct modal verb to complete the questions.

1. She **can't have / must have** misunderstood my instructions, as she didn't do what I asked for.
2. He **might have / can't have** gone to the beach. He hates hot weather and sunny days.
3. I **must have / could written** down the wrong phone number. I've just called the laundry, not the cafeteria.
4. They **must have / could have** been in the café, I just don't know.



## Connectors

We use connective words (connectors or linking words) to join ideas in a sentence.

Connective words can establish the order of ideas, show consequence or contrast of ideas; add, summarize, and define ideas.

Some connective words are: and (addition); or, either...or (alternative); but, although, however, whereas, on the one hand...(contrast, comparison or concession); where (place); so that..., in order to, (purpose); so, so...that, there for..., such...that (result); First(ly), second(ly), third(ly), finally (sequence); while, before, after, as soon as, when (time); if, unless (condition).

Read the following text and circle the right connector.

### CHAMPIONS OF HUMAN RIGHTS NELSON MANDELA (1918–2013)

Nelson Mandela, one of the most recognizable symbols of human rights of the twentieth century, was a man whose dedication to the liberties of his people inspires human rights advocates throughout the world. Born in Transkei, South Africa, Mandela was the son of a tribal chief, and educated himself (**first / whereas**) with a university degree and (**before / finally**) law degree. In 1944, he joined the African National Congress (ANC) and actively worked to abolish the apartheid policies of the ruling National Party. On trial for his actions, Mandela declared, "I have fought against white domination, (**and / after**) I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and achieve. But if need be, it is an ideal for which I am prepared to die."

Sentenced to life imprisonment, Mandela became a powerful symbol of resistance for the rising anti-apartheid movement, repeatedly refusing to compromise his political position to obtain his freedom.

(**Finally / Either**) released in February 1990, he intensified the battle against oppression to attain the goals he and others had set out to accomplish almost four decades earlier. In May 1994, Mandela was inaugurated as South Africa's first black president, a position he held until 1999. He presided over the transition from minority rule and apartheid, winning international respect for his advocacy of national and international reconciliation. An international celebration of his life and rededication to his goals of freedom and equality was held in 2008, on the occasion of his 90th birthday.

## Homophones

Homophones are words that are pronounced in the same way, but the meaning, and sometimes also the spelling is different.

This is a list of common homophones in English:

ate, eight  
bare, bear  
buy, by, bye  
cell, sell  
dew, do, due  
eye, I  
fairy, ferry  
flour, flower  
for, four  
hear, here  
hour, our  
know, no  
knight, night  
mail, male  
marry, merry  
meat, meet  
pair, pear  
right, write  
sight, site  
son, sun  
their, there, they're  
to, too, two  
wait, weight  
wear, where

Complete the following sentences and choose the correct pair of homophones.

**here / hear    our / hour    ate / eight    write / right**

- \_\_\_\_\_ class starts in an \_\_\_\_\_.
- I \_\_\_\_\_ with my \_\_\_\_\_ hand.
- He \_\_\_\_\_ slices of pizza.
- I didn't \_\_\_\_\_ when you arrive, I didn't know you were \_\_\_\_\_.

## Auxiliaries for negative and interrogative sentences

The use of auxiliary verbs helps the speaker to locate an event in its proper time and a function among other uses. Look at the examples below. Match them to the corresponding function.

a) When did the war <b>start</b> ?	1. Actions that began and finished in the past.
b) <b>Were</b> they <b>paying</b> attention when it happened?	_____
c) <b>Had</b> they <b>lived</b> something like that before?	2. Actions happening simultaneously or interrupted by another.
d) That event <b>didn't</b> start the war.	_____
e) She <b>was talking</b> while people were murmuring.	3. Actions that happened before another in the past.
f) They hadn't fought like that until then.	_____

## Indefinite pronouns

Are important words which help us focus more on an action and its result than on who specifically does the action. Look at the examples below and complete the chart.

- **Everybody/everyone** was present when **somebody/someone** was speaking to the president.
- Did **anyone/anybody** notice the incident? No, **nobody/no one** noticed it.
- Did the guards see **anyone/anybody**? They didn't see **anybody** / they see **no one** in the room.

1. Which indefinite pronouns can you use in affirmative sentences?

2. Which indefinite pronouns can you use in negative and interrogative sentences?

3. Can you use indefinite pronouns as plural or singular?

## Linking words or connectors

Can be classified in many categories. In this unit you have three types:

Things that happen after another	Things happening at the same time	Cause and effect
As soon as After (that) When Then,	At the same time During While Meanwhile	Because, As Because of Seeing that

1. People were marching \_\_\_\_\_ the government officers were observing carefully.
2. They decided to postpone the plan \_\_\_\_\_ they didn't have enough money.
3. She escaped to another country, immediately \_\_\_\_\_ the rebels entered the city.

## Possessive pronouns

Are words we use to prevent the repetition of information we already know. Look at the sentences below. Match them to the corresponding possessive pronoun.

Possesive pronouns <b>I - mine</b> <b>You - yours</b> <b>He - His</b> <b>She - Hers</b> <b>It - Its</b> <b>We - Ours</b> <b>They - Theirs</b>	1. Is that Pedro's report? No, this is mine. _____ is this.
	2. Alice's ideas differ from the others'. _____ are revolutionary.
	3. Our proposal is good. In fact, _____ is the most complete.
	4. Yes, their movement was unique. _____ included all citizens.
	5. That is my report. I know because _____ was in a folder.

## Narrative tenses

*"When I got home, some fire fighters had arrived to rescue a stray cat that got stuck in a tree. They were taking the cat down when it jumped off the fire fighter's hands straight to mine. So I decided to adopt him..."*

Answer the following questions in pairs:

1. This is an example of a completed action in the past (simple past).

---

2. This is an example of an action that took place before another (past perfect).

---

3. This is an example of an action taking place when something else happened (past continuous).

---

These are examples of narrative tenses. They are used to describe events in the past in detail to show what events took place and how. Some of these are the simple past, the past continuous, and the past perfect. Can you complete the following exercise with the right form of the verb in brackets?

## Direct and indirect speech

When you want to report what someone said you can say it directly by quoting their words: *Frank said, "I want you to call the emergency number."* Or you can say it by using the following grammar form, for example: *Frank wanted us to call the emergency number. The structure is usually as follows:*

*Subject – ask /tell / want / need – person – verb in infinitive – complement*

Can you find examples of this structure in the unit? Add them to your notebook in a grammar section.

Change the following sentences to indirect speech.

1. Diana said, "I am happy." \_\_\_\_\_
2. "I am reading a book," he explained. \_\_\_\_\_
3. "We live in Lisbon," they told me. \_\_\_\_\_
4. They said, "We cannot live without water." \_\_\_\_\_

## Rhythm and intonation

The English language has a rhythm based on pronouncing more prominently (stressed) words such as nouns, adjectives, verbs, and adverbs. We also pronounce louder and clearer *wh*-words (*what, where, etc.*) and negatives (*don't, can't, won't*). If you don't stress the words, the message may not be understood.

As for intonation, a general rule is that in affirmative, negative sentences, and questions with *Wh*-question words (*what, when, why, etc.*) the intonation goes down. In contrast, interrogative sentences, the intonation goes up.

Try finding the stressed words in the following sentences. Then, mark the intonation if it goes up or if it goes down.

1. The alarm sounded very loud. We didn't know what was happening.
2. We got stuck in the elevator for hours. What could we do in such a situation.
3. Did you get nervous? No, I didn't. I was worried because my brother looked scared.

## Differences in American and British English

There are many words in American and British English which mean the same but are spelled differently, or they even are completely different words. Take a look at the chart:

American English	British English	American English	British English
eggplant	aubergine	airplane	aeroplane
sneakers	trainers	apartment	flat
French fries	chips	theater	theatre
color	colour	subway	underground

Use one word from the chart to complete the following sentences:

- I live in a block of \_\_\_\_\_. (British English)
- My mother likes going to the \_\_\_\_\_. (American English)
- I love when my grandma cooks \_\_\_\_\_. (British English)
- The \_\_\_\_\_ (American English) to Amsterdam takes off at 5 pm.

## Passive voice

The Passive Voice is used to emphasize the object of a sentence and we use verb to be as an auxiliary and the verb in past participle. The object of the sentence will be the new subject of the passive construction:

He sent a letter to me → A letter was sent to me. (Object + to be + verb past participle)

Rewrite the following sentences in the passive voice.

We laughed a lot with the comedy movie last weekend. (laugh)

---

Julie wrote the complaint in an email to the Management. (write)

---

Yesterday, Alicia and Tony slept for 10 hours after their exhausting trip. (sleep)

---

## Synonyms

begin → commence → start  
terrible → awful

usually → normally → regularly  
missing → absent

Synonyms are words that mean the same. In English, there are many synonyms:

Replace the underlined words for a synonym:

- That's a great TV show! \_\_\_\_\_
- I have a lot of rubbish in my desk. \_\_\_\_\_
- My mom is sleeping in the couch. \_\_\_\_\_

# Glossary

## Unit 1

**apostle** (*noun*) An important early Christian teacher or pioneering missionary.

**dye** (*verb*) To change the colour of something using a special liquid.

**observe** (*verb*) To watch carefully the way something happens or the way someone does something.

**patron saint** (*noun*) A Christian saint who is believed to give special help to a particular place, activity, person, or type of object.

## Unit 2

**darken** (*verb*) To become dark, or to make something dark.

**effulgence** (*noun*) The ability to shine brightly.

**forehead** (*noun*) The part of your face that is above your eyes, and that is below your hair.

**ghostly** (*adj.*) Slightly frightening and seeming to be related to ghosts or spirits.

**glimmer** (*verb*) To shine with a weak light or a light that is not continuous.

**ink** (*noun*) A colored liquid that you use for writing, printing, or drawing.

**lung** (*noun*) One of the two organs in your body that you can breathe with.

**unfathomed** (*adj.*) Not fully explored or understood.

**wander** (*verb*) To walk slowly across or around an area, usually without a clear direction or purpose.

**sope** (*noun*) Thick corn tortilla usually served with beans, very common in Mexico.

**toppings** (*noun*) A substance, especially a sauce or pieces of food, that is put on top of other food to give extra flavour and to make it look attractive.



## Unit 3

**achievement** (*noun*) Something very good and difficult that you have succeeded in doing.

**eager** (*adj.*) Very keen and excited about something that is going to happen or about something you want to do.

**embrace** (*adj.*) To eagerly accept a new idea, opinion, religion, etc.

**inquisitive** (*adj.*) Asking too many questions and trying to find out many details about something or someone.

**outcome** (*noun*) The final result of a meeting, discussion, experiment, etc.

## Unit 4

**blossom** (*noun*) A flower or the flowers on a tree or bush.

**contender** (*noun*) Someone or something that is in competition with other people or things.

**cute** (*adj.*) Especially of something or someone small or young, pleasant and attractive.

**dodge** (*verb*) To move quickly to avoid someone or something.

**faithful** (*adj.*) Firm and not changing in your friendship with or support for something / somebody.

**full-sized** (*adj.*) A full-sized product is of the proper or standard size, rather than a smaller version.

**hesitant** (*adj.*) If you are hesitant, you do not do something immediately or quickly because you are nervous or not certain.

**pot** (*noun*) A container for a plant, especially made of plastic or baked clay.

**sample** (*noun*) A small part or quantity intended to show what the whole is like.

**screwdriver** (*noun*) A tool for turning screws.

**self-taught** (*adj.*) Having learned a skill or subject by yourself rather than in a school.

**soil** (*noun*) The material on the surface of the ground in which plants grow.

**tend** (*verb*) Regularly or frequently behave in a particular way or have certain characteristic.

**kiddo** (*noun*) You can call someone kiddo, especially someone who is younger than you, as a sign of affection.

**knowledge** (*noun*) Understanding of information about a subject that you get by experience or study either known by one person or by people.

**surround** (*verb*) To be everywhere around something.

**SUV** (*noun*) (*sport-utility vehicle*) A type of vehicle that is bigger than a car and is made for travelling over rough ground.

**thrilled** (*adj.*) Very excited, happy, and pleased.

# Glossary

## Unit 5

**clockwise** (*adj.*) In the same direction as the hands of a clock move.

**guilty** (*noun*) Responsible for behavior that is morally or socially unacceptable.

**medium** (*noun*) Someone who claims to have the power to receive messages from dead people.

## Unit 6

**chore** (*noun*) A small job that you have to do regularly, especially work that you do to keep a house clean.

**comply with** (*verb*) To do what you have to do or are asked to do.

**earn** (*verb*) To receive a particular amount of money for the work that you do.

**expose** (*verb*) To show something that is usually covered or hidden.

## Unit 7

**bugle** (*noun*) A musical instrument like a simple trumpet, used especially in the army.

**dreary** (*adj.*) Causing sadness or gloom.

**gust** (*noun*) A sudden, strong blast of wind.

**moulder** (*verb*) To decay slowly.

**mourners** (*noun*) A person at a funeral.

## Unit 8

**armature** (*noun*) An open framework on which a sculpture is molded with clay or similar material.

**nonetheless** (*adv.*) In spite of the fact that has just been mentioned.

**succeed** (*noun*) To do well in your job, especially because you have worked hard at it for a long time.

**token** (*noun*) Piece of plastic or any other material used to play board games as a counter.

**granted** (*adj.*) Used when you admit that something is true.

**guidance** (*noun*) Help and advice that is given to someone about their work, education, or personal life.

**obey** (*verb*) To do what someone in authority tells you to do, or what a law or rule says you must do.

**muffle** (*verb*) To make something less strong or clear.

**repine** (*verb*) To feel sad or complain about something, especially a bad situation.

**weary** (*adj.*) Physically or mentally exhausted by hard work, exertion.

**bankrupt** (*noun*) Without enough money to pay what you owe.



**Bunsen burners** (*noun*) A gas burner, commonly used in scientific laboratories.

**gift** (*noun*) Something that you give to someone, for example to thank them or because you like them, especially on a special occasion.

**liner** (*noun*) A large ship for passengers.

## Unit 9

**back and forth** (*exp.*) Going in one direction and then in the opposite direction, and repeating this several times.

**bulb** (*noun*) The glass part of an electric light, that the light shines from.

**collapse** (*verb*) If a building or wall collapses, it falls down suddenly, usually because it is weak or damaged.

## Unit 10

**between** (*preposition*) At, into, or across the space separating (two objects or regions).

**bootleg** (*verb*) Bootleg alcohol, software, or recordings are made and sold illegally.

**concordant** (*adj.*) Being in agreement or having the same regular pattern.

**counterfeit** (*noun*) Made to look exactly like something else, in order to deceive people.

**infringement** (*noun*) Something that is against a law or someone's legal rights.

**peasant** (*noun*) A poor farmer who owns or rents a small amount of land, either in past times or in poor countries.

**policy** (*noun*) A way of doing something that has been officially agreed and chosen by a political party, a business, or another organization.

**regime** (*noun*) A government, especially one that was not elected fairly or that you disapprove of for some other reason.

**hissing** (*adj.*) When something makes a noise which sounds like 'ssss'.

**protocol** (*noun*) A system of rules about the correct way to behave on an official occasion.

**shelter** (*noun*) A place to live, considered as one of the basic needs of life.

**slip** (*verb*) To slide a short distance accidentally, and fall or lose your balance slightly.

**pass away** (*verb*) To die.

**piracy** (*noun*) The crime of illegally copying and selling books, tapes, videos, computer programs.

**portrait** (*noun*) A painting, drawing, or photograph of a person.

**urchin** (*noun*) A mischievous young child, especially one who is poorly or raggedly dressed.

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