

Come Together

Student's
Book

2

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Welcome to *Come Together 2!*

Come Together is a secondary course that gives you the opportunity to interact with English in different contexts that involve production and interpretation of oral and written texts in different learning environments. Your Student's Book contains ten units that will help you participate competently and autonomously in the use of English.

Opener

Each unit starts with an opener, which has four main parts:

Learning Stages

This section presents what you will be achieving stage by stage as you build up a language product.

Opening

In this section, you will carry out simple exercises that will activate what you know and need to know for the social practice of the unit.

The diagram for Unit 8 is structured as follows:

- Stage 1:** Prepare content of monolog.
- Stage 2:** Plan a monolog.
- Stage 3:** Present a monolog.
- Stage 4:** Encourage feedback.
- Social Practice of the Language:** Improve a brief monolog on a subject of interest.
- Social Learning Environment:** Recreational and Literary.
- Communicative Activity:** Recreational expression.
- Opening:** Let's start together.
 - Read and answer the questions in groups.
 - Do you know any games where you have to sit and speak?
 - What is your favorite acting and speaking game in your mother tongue?
 - What kind of topics do you prefer to speak about?

Learning Stages

Opening

Initial Assessment

Initial Assessment

In this unit you will make a comparative table to contrast cultural aspects. Discuss in small groups the following aspects. Then check (✓) the statements that best describe how well prepared you feel.

1 I can read a small text in English and understand it.	<input type="checkbox"/>	I find it difficult to identify and understand main ideas in a text in English.	<input type="checkbox"/>
I sometimes find it difficult to understand small texts in English.	<input type="checkbox"/>	I can't identify and understand main ideas in a text in English.	<input type="checkbox"/>
I can't read texts in English and I don't understand them.	<input type="checkbox"/>	3 I can write some sentences in English.	<input type="checkbox"/>
2 I can identify and understand main ideas in a text in English.	<input type="checkbox"/>	I find it difficult to write sentences in English.	<input type="checkbox"/>
		I can't write sentences in English.	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sections	Sections	Tasks	Page
1	Opening	<input type="checkbox"/> How ready am I to get started?	24
2		<input type="checkbox"/> Choosing a cultural topic and voting for the one we like the most.	26
3		<input type="checkbox"/> Reviewing reference material about the cultural topic I chose.	28
4		<input type="checkbox"/> Sharing the material I chose with my partner.	28
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6	Development	<input type="checkbox"/> Information about the cultural habits I chose and the one I will use to contrast it.	34
7		<input type="checkbox"/> Paraphrasing my ideas using connectors.	34
8		<input type="checkbox"/> Organizing my information into draft paragraphs.	38
9		<input type="checkbox"/> Receiving and providing feedback.	39
10		<input type="checkbox"/> Sharing the cultural habits I chose and discussing our opinions.	39
11	Closure	<input type="checkbox"/> Preparing my final version to present it to the class.	40
12		Presenting my comparative table to the class.	40
		Assessment.	41

Don't forget to come back and check (✓) your evidence.

Initial Assessment

Once you have answered this section, you will know how ready you are to build the Final Product of the unit and which aspects you need to focus on to be successful.

Planner

This table provides a list of the most important activities that build your Final Product of the unit so that you can go back and check them to verify your progress.

Planner

Development

The Development stages in every unit will take you through the social practices of the language and help you progress from a first contact and analysis to different practice exercises that will gradually build up towards a Final Product. Whenever it is necessary to identify and practice certain formal aspects of the language, you will find a *Toolbox* to help you. Each exercise that is part of the chain of activities that leads to the conclusion of your product is clearly marked as *For your Final Product*. At the end of each stage, you will find *Assessment - Think About Your Progress* exercises that provide an opportunity for you to evaluate and realize how much you have progressed to that point, and to help you know if you need a review or additional help.

Toolbox

Toolbox

The purpose of exercises in this section is to present the main words of grammar (what you call) and practice using them in different contexts. You can use these words to practice the meaning of the information and to present different parts of the unit. These exercises are practice words in the beginning and end of the unit to present the grammar. For example, if you are learning "It is a good idea to..." you can use it to practice "It is a good idea to..." in different contexts.

1. Read the text and identify the main words of grammar. Write them in the boxes. The main words of grammar are the words that you use to practice the meaning of the information and to present different parts of the unit.

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For your Final Product

Assessment - Think About Your Progress

Closure

In this part of the unit, you will get ready to present the Final Product you have been creating throughout the entire unit. After your presentation, you will have an opportunity to discuss the experience with your classmates.

After the Closure, you will find an *Assessment* page, in which you will be able to evaluate what you accomplished during the learning stages and how well you constructed your Final Product. You will also have the opportunity to reflect on your performance as part of a team when working with other classmates. Your Student's Book also includes a *Glossary* at the end of every unit, where you will find the meaning of the words highlighted in yellow in the texts of each unit.

Closure

1. Read the text and identify the main words of grammar. Write them in the boxes. The main words of grammar are the words that you use to practice the meaning of the information and to present different parts of the unit.

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Glossary

Features

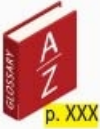
Come Together 2 offers special features to help you through your learning process:



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



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



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



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



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



The Skills box highlights important information that helps you develop critical thinking, social abilities, and summarize learning points.



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

At the end of your Student's Book, you will find a *Bibliography* section with useful resources to support your learning.

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 Swenson, Robert L. *Dr. Jekyll and Mr. Hyde*. México City: Macmillan, 2016.

Online Resources

<p>https://www.oxforddictionaries.com</p> <p>https://www.britannica.com</p> <p>https://www.merriam-webster.com</p> <p>https://www.oxfordlearnersdictionaries.com</p>	<p>http://www.ohelp.com</p> <p>http://www.oxfordonline.com/</p> <p>https://www.merriam-webster.com</p> <p>https://www.vocabulary.com/</p>
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<p>Unit 1 https://bit.ly/2g0W0D0 https://bit.ly/2g0W0D0</p> <p>Unit 2 https://bit.ly/2z4M8K0 https://www.gbr.com/cultura https://bit.ly/2z4M8K0</p> <p>Unit 3 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p> <p>Unit 4 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p> <p>Unit 5 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p>	<p>Unit 6 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p> <p>Unit 7 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p> <p>Unit 8 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p> <p>Unit 9 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p> <p>Unit 10 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0 https://bit.ly/2z4M8K0</p>
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Everything is ready and set to start. Have a good learning experience with *Come Together 2*.



Stage 2

Interpret general sense, main ideas, and details.



Stage 1

Listen and review complaints about products.

Unit 1

Social Practice of the Language:

Express complaints about a product.

Stage 3

Make oral complaints.

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with the environment.

Opening

Let's start together

1 Work in groups. Discuss and answer the questions.

- 1 Have you ever complained about something wrong with a product or service? Why?
- 2 How did you feel when making that complaint?



Initial Assessment

In this unit you will role-play a complaint about a product. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Express emotions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in pairs to prepare a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retell an experience in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role-play a conversation in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	8
2	Development	<input type="checkbox"/> Choosing a product or service to make my complaint.	10
3		<input type="checkbox"/> Completing a card with information about my complaint.	11
4		<input type="checkbox"/> Sharing impressions about our complaints.	11
5		<input type="checkbox"/> Choosing the expressions to make our requests and offer solutions.	13
6		<input type="checkbox"/> Sharing feelings and reactions about our complaints.	15
7		<input type="checkbox"/> Gathering information for our role-play.	17
8-9		<input type="checkbox"/> Writing questions that I can ask about the product or service.	17
		<input type="checkbox"/> Organizing the information for our conversation.	18
10-11	Closure	<input type="checkbox"/> Rehearsing our complaints.	20
		Presenting my complaint to the class, and asking for feedback.	20
12		Assessment.	21

Don't forget to come back and check (✓) your evidence.

Development

1 Work in pairs. Read the conversations and discuss what people are complaining about.

Conversation 1

Service assistant: Hello! **Customer services.** What can I do for you?

Billy: I want to **return** a video game. It doesn't work.

Service assistant: What do you mean?

Billy: It doesn't **load**. The **screen** just **stays** black. I guess it is **faulty**.

Service assistant: Oh, I see. When did you buy it?

Billy: About two months **ago**.

Service assistant: That's too bad. We can only give you back your money if products are returned 30 days after the **purchase**. But we can **replace** your game.

Billy: That's fine. I don't want a **refund**, I just want to exchange the game, please.

Service assistant: OK then. I'll get you another one.

Billy: Great! Thank you very much.

Conversation 2

Carlos: Excuse me!

Waiter: Yes, sir. How can I help you?

Carlos: We **waited** a long time for our food. It's finally here but it is cold!

Waiter: I'm very sorry to hear that. I'll replace your dishes.

Carlos: No, thank you. I'm not **paying** for any of these!

Waiter: Please, sir. I can bring the food again, but **I'm afraid** you must pay for what you ordered. Please accept some **dessert** on the house as **compensation**.

Carlos: I don't think I can eat anymore. I'm too angry. Just bring me the **check**.

Waiter: Of course, sir. And again, my **apologies**.



A complaint is when you ask for a replacement, a refund, or other kind of compensation needed because a product or service does not work in the way you expected.

Skills



A: Carlos is complaining about his food.

B: Yes, the restaurant served something cold.




2 Work in groups. Now that you understand what the people are complaining about listen to the conversations and answer the questions together.

- 1 Which conversation is face to face?
- 2 Which conversation is on the phone?
- 3 How does the boy in Conversation 1 sound?
- 4 How does the man in the restaurant sound?
- 5 Who sounds rude?

To complain about a service or product that does not have good quality is your right as a customer. However, it is not necessary to be rude. Polite complaints will probably get you a more satisfactory solution.

Skills

For your Final Product

- 3  Decide on one product or service you would like to work with to make an oral complaint. Decide if you will prepare a telephone complaint or a face-to-face complaint.

What did you buy?

A video game

Who did you talk to?

Service assistant, telephone complaint


What did you buy?

Who did you talk to?



To learn more about complaints go to pages 6-14 in your Reader.



- 4  Read and listen to Conversation 2 again, underline the problem, and circle the solutions.

Conversation 2

Carlos: Excuse me!

Waiter: Yes, sir. How can I help you?

Carlos: We waited a long time for our food. It's finally here but it is cold!

Waiter: I'm very sorry to hear that. I'll replace your dishes.

Carlos: No, thank you. I'm not paying for any of these!

Waiter: Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation.

Carlos: I don't think I can eat anymore. I'm too angry. Just bring me the check.

Waiter: Of course, sir. And again, my apologies.

- 5 Work in pairs. Role-play the conversation in Exercise 4. Try to emphasize the attitudes in both speakers.

When speaking, you can express different attitudes like being polite, calm, rude, or upset. Being polite and calm can be shown with proper and nice words and a soft tone of voice, while being rude and upset is usually reflected in bad words and a sharp tone of voice.

Skills

For your Final Product

- 6  Complete the card about your complaint taking into account what you know now.

My complaint is about *a video game that doesn't work.*

My attitude will be *calm.*

As a solution, *I expect the store to exchange*

My complaint is

My attitude will be

As a solution,

- 7 Work in pairs. With the information you wrote in Exercise 6, share your impressions about each other's complaints.

I decided to complain about a video game because it didn't load. I will ask the store to exchange the game.



I want to complain about a cellphone in a store. I was very upset. The clerk was rude!


Assessment - Think About Your Progress

- 8 Work with your partner from Exercise 7. Tell each other if you did the things on the list when you described your complaint.

- Did you explain what the problem was?
- Did you share the solution they gave you?
- Did you describe your attitude?

If you had problems, review what you did in Exercises 4 and 5 and help your partner clarify doubts. If necessary, ask your teacher for guidance.

Development

- 1  Listen to the complaint and discuss what is happening and who is participating. Use the questions as a guide.
 - 1 Who is Pepe talking to?
 - 2 Are they talking face to face?
 - 3 How does Pepe feel?
- 2 Work in groups. Now that you understand what the complaint is about, read the conversation and answer the questions together.

Clerk: Good morning. Can I help you?

Pepe: Hi, I would like to return this CD. Can you take it back?

Clerk: I'm sorry to hear that. What is the problem with it? Is it damaged?

Pepe: Oh, nothing is wrong with it. It was a gift but I don't really like this band.

Clerk: I'm afraid it is against the store's policy to give a refund if the item is not faulty.

Pepe: That's disappointing. You are of no help!

Clerk: Let me see what I can do about it ... We could give you a gift card for the value of the CD. Then, you can choose anything from the store with a similar price and pay with the card.

Pepe: Well, that's a better solution!

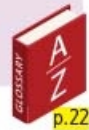
Clerk: Could you fill in this form, please? It won't take long.

Pepe: Can I use the card right now?

Clerk: Of course! You can use the card any time you want.

Pepe: That's perfect! Thank you!

Clerk: You're very welcome.



- 1 Why is Pepe complaining?
- 2 What solution does the clerk offer?
- 3 Is Pepe satisfied with the solution? Why?

Toolbox

Notice that the underlined expressions are used to make polite requests and offering solutions.

Offering solutions: We could give you a gift card.

Requests: Could you fill in this form?

When making polite requests and offers use the auxiliaries *can* and *could*. These auxiliaries always use a verb in simple form.

Remember that your tone of voice also helps you sound polite when you use these structures.

- Complete the table with examples of offers and requests from the conversation in Exercise 2.

Offers	Requests
<i>We could give you a gift card.</i>	<i>Can I help you?</i>
_____	_____
_____	_____
_____	_____

For your Final Product

- 3 You will start planning your role-play of the complaint you selected to work with in Stage 1. Choose the expressions to make requests and offer solutions during your role-play.

Request: *Can you take back this video game?*

Offer solution: *We could give you a refund or a gift card.*

Request: _____

Offer solution: _____

4 Work in pairs. Figure out the meaning of the expressions and match them to the pictures.

- 1 **Pepe:** That's perfect! Thank you!
- 2 **Pepe:** Well, that's a better solution!
- 3 **Pepe:** That's disappointing. I really don't want this CD.



5 Read the following expressions from the conversation in Exercise 2 and classify them under the correct category.

- 1 **Clerk:** I'm sorry to hear that.
- 2 **Pepe:** That's disappointing. You are of no help!
- 3 **Clerk:** Let me see what I can do about it ...


 Show Empathy

 Impolite Comment

Empathy is to understand the feelings of others. For better communication, when someone is sharing negative feelings, use expressions that transmit that you personally care and understand.

Skills

For your Final Product

- 6  Choose the expressions to be empathetic during your role-play.

Let me see what I can do ...
I'm sorry to hear that.

- 7 Work in pairs. Share your feelings and reactions about your complaint with the help of the expressions from Exercise 4.

I was upset I couldn't get a refund.



I was happy when the clerk helped me.

Assessment - Think About Your Progress

- 8 Work in pairs. Think about your progress. Do you know expressions to make requests, offer solutions, and be empathetic? Make a table in your notebook.

If you don't remember the expressions, go back to Exercises 4 and 5 and review these elements.

Development

- 1 Work in pairs. Read the complaint and identify the problem and the solution.

Assistant: Good morning. CT Body Fitness Company. This is Andrew Cooper. What can I do for you?

Customer: Good morning. I purchased a CT Body Fitness machine from your company last month, and I have a problem. There's a missing part. I'm sorry to report it a month later, but I just recently had time to assemble it.

Assistant: That's OK, but are you sure, sir? All of our orders are inspected before shipping.

Customer: I understand, but there is definitely a missing part. I can't finish assembling the machine without it.

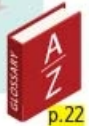
Assistant: OK. I'm sorry about that. Do you know the name of the missing part?

Customer: No, I don't know the exact word, but it's the piece you need to change the speed.

Assistant: Oh, that's the gear. I'll make a report, and we'll send you the gear in four to six days.

Customer: OK, that's fine. Thank you very much.

Assistant: I'm happy to help, and I apologize for the inconvenience. Now let me get your information ...



- 2 Go back to the conversation in Exercise 1 and underline the questions the assistant asked the customer.

Toolbox

Questions that ask about information or details use words such as *what*, *how*, and *why* at the beginning of the question. *Yes-No* questions ask about very specific information.

For example, What can I do for you?, Do you know the name of the missing part?

3 Work in pairs. Ask each other the first question in the conversation in Exercise 1. When you answer try to give solutions and the necessary information.




A: What can I do for you?


B: This machine isn't working.

A: Did you turn on the switch that is in the back part of the machine?

For your Final Product

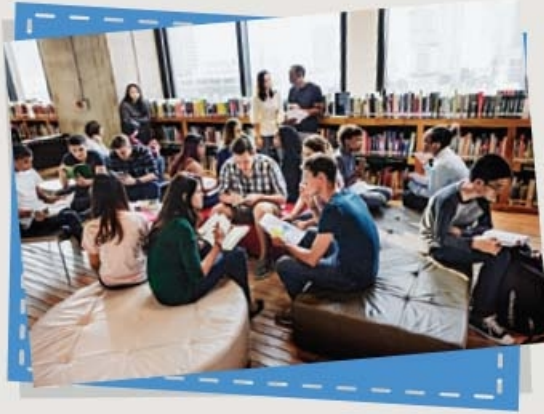
4  To prepare for your role-play, review your notes from previous stages and make a list of the information you have gathered.

- Problem: _____
- Solution: _____
- Expressions to make requests: _____
- Expressions to offer solutions: _____
- Expressions to show empathy: _____

5  Think of questions you can ask to find out information about the product or service and write them below.

What is wrong with the video game?
How did you notice the problem?

6 Exchange your questions in groups and make any corrections if necessary.



You can go to your Reader on page 12 to read another complaint and compare the explanations and solutions.



7 Using the information from Exercises 4 and 5 complete the graphic organizer. You can use the conversation in Exercise 1 as a model.

A: Can I help you?


B: Introduce the complaint

A: Ask for information

B: Explain the complaint

A: Offer a solution

B: Agree or disagree

8  Now, listen to the complaint from Exercise 1 and pay attention to the problem in the conversation. Underline the correct option below and discuss your answers with a partner.

- 1 When the customer doesn't know what to say, he makes a pause / explains his idea.
- 2 When the customer doesn't understand, he asks a question / interrupts rudely.

When communication is broken in a conversation you can make a pause, rethink your ideas, and express them in a different way. To create a friendly atmosphere you can use a kind and enthusiastic tone. If you want to show sternness, you can emphasize clearly the solution you want.

Skills

9 Work in pairs. Role-play the conversation in Exercise 1. Decide who will play each part and use the tips from Exercise 8 to emphasize your tone of voice.



Assessment - Think About Your Progress


10 Work with your partner from Exercise 9. Check (✓) what you think you did well and then ask your partner's opinion.

I did this well:	My opinion	My partner's opinion
I asked questions about the complaint.		
I used strategies to repair communication.		
I used different tones of voice to emphasize the solution.		

If you and your partner had different opinions on what you did well, review Exercises 3 and 8. You can ask your teacher for guidance if you are not sure.

Closure

Final Steps

-  **1** Work in pairs. Take turns to rehearse the complaint you prepared on the organizer on page 18. Listen closely to your partner. Remember to make notes about how your partner used his / her voice and what strategies he / she used.



- 2** Share your notes with your partner so that he / she can improve how to make a complaint in English.

Collect your evidence

- 3** So far you have prepared step by step a complaint about a product or service and rehearsed with a partner. Go back to your Planner on page 8 and check (✓) what you did to accomplish it.

Socialize

- 4** Now that you have rehearsed your complaint, present it to your class, or other class. When you finish, ask for feedback.
- 5** Discuss in groups.
 - What was the most difficult thing for you when you were making a complaint about a product or service?
 - What strategies did you use if you forgot or didn't know what to say?

Assessment

- 1** Now that you have finished this unit, check (✓) the answer that best describes your performance, so you can recognize those aspects where you need to improve.

My performance	1	2	3	4
Decide what product or service to talk about.				
Identify the reason for a complaint and who is involved in it.				
Identify the solutions to a complaint and the attitudes of people involved in it.				
Identify expressions to request information, offer solutions, and show empathy.				
Share a complaint using reasons and solutions.				
Be polite and empathetic when complaining.				
Repairing communication when it fails.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2** Now that you have participated in the role-play of a complaint, answer the questions to evaluate your Final Product.

- Was my complaint planned and well-organized?
- Did it include all its components?
- Was I polite when asking and offering solutions? Why?
- Did I offer solutions to the complaint?
- Did I express clearly my emotions and reactions with my voice and my words? Why?

- 3** Get together with classmates you worked with as a group during the unit and tell each other how you performed as part of a team. Check the statement that describes you according to your classmates.

Do I help my partners?

- I never try to help.
- I help but with no enthusiasm.
- I help but I don't let anybody help me.
- I help as much as I can.

How do I participate in oral exchanges like complaints?

- I refuse to participate.
- I participate very little.
- I participate actively.
- I participate so much that I don't let others speak.

How do you give feedback to your partners?

- I don't give feedback to my partners.
- I am very rude when I give feedback.
- I say the first thing that comes to my mind and I don't try to be helpful.
- I am respectful and try to help when I give feedback.

- 4** Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5** Go back to the Initial Assessment on page 8. In small groups, discuss your progress.

Glossary

against (prep) – in opposition to someone / something
ago (adv) – used for saying how much time has passed since something happened

apology (n) – a statement that tells someone that you are sorry for doing something wrong or for causing a problem

assemble (v) – to build something, for example furniture, by putting all its parts together

band (n) – a small group of musicians who play popular music such as jazz or rock

card (n) – a piece of thick paper with printed information in it

check (n) – a piece of paper that you are given in a restaurant showing you how much money you owe

clerk (n) – a shop assistant

compensation (n) – something that changes or removes the bad result of something

customer (n) – a person or company that buys goods or services

customer services (n) – the department of a company that provides customers with information and deals with any problems or complaints that they have

damaged (adj) – physically harmed so that it is broken, spoiled, or injured

dessert (n) – sweet food that you eat after the main part of a meal

disappointing (adj) – not as good as you had hoped for or expected

faulty (adj) – not working correctly or made correctly

fill in (v) – to add information such as your name or address in the empty spaces on an official document

fitness (n) – the state of being physically healthy and strong

gear (n) – the part of an engine that changes the engine power into movement

gift (n) – something that you give to someone as a present

gift card (n) – a card entitling the holder to get goods or services of a specified value

I'm afraid (phr) – used for politely telling someone something that might make them sad, disappointed, or angry, for example when you cannot do what they want or do not agree with them

inconvenience (n) – an annoying problem or situation, especially one that forces you to make an extra effort to do something

item (n) – an individual object

load (v) – to put information or a program into a computer or console

missing (adj) – if something is missing, it is not in its usual place

pay (v) – to give money in order to buy something

policy (n) – a set of plans or rules agreed on by a store

purchase (v) – to buy something

refund (n) – money that was yours that you get again, especially because you have paid too much for something or have decided you do not want it

replace (v) – to get rid of someone or something, and to put a new person or thing in their place

report (n) – a spoken or written account that gives information about a particular subject, situation, or event

return (v) – the action of putting, sending, or taking something back to the place where it came from

screen (n) – the flat surface on a computer, television, or piece of electronic equipment where words and pictures are shown

ship (v) – to send goods to customers, or to be sent to customers, usually by air or land

speed (n) – the rate at which something moves

stay (v) – to remain in a particular situation or state

take back (phr) – to take something that you have bought back to a store because it is broken or not appropriate

take long (phr) – used for saying or asking whether you will have to wait a long time for someone or something to be ready, arrive, or happen

wait (v) – to stay in one place because you expect or hope that something will happen



Stage 2

Read and understand general sense, main ideas, and details of literary essays.



Stage 1

Review short literary essays.

Unit 2

Social Practice of the Language:

Read short literary essays to contrast cultural aspects.

Stage 3

Describe and compare cultural aspects.

Social Learning Environment:

Recreational and Literary

Communicative Activity:

Understanding oneself and others.

Opening

Let's start together

1 Work in groups. Discuss and answer the questions.

- 1 What cultural habits from other countries do you know?
- 2 Have you read an essay before?
- 3 What kind of topics do you prefer to read?



Initial Assessment

In this unit you will make a comparative table to contrast cultural aspects. Discuss in small groups the following aspects. Then check (✓) the statements that best describe how well prepared you feel.

- | | | | | |
|---|---|--------------------------|---|--------------------------|
| 1 | I can read a small text in English and understand it. | <input type="checkbox"/> | I find it difficult to identify and understand main ideas in a text in English. | <input type="checkbox"/> |
| | I sometimes find it difficult to understand small texts in English. | <input type="checkbox"/> | I can't identify and understand main ideas in a text in English. | <input type="checkbox"/> |
| | I can't read texts in English and I don't understand them. | <input type="checkbox"/> | 3 I can write some sentences in English. | <input type="checkbox"/> |
| 2 | I can identify and understand main ideas in a text in English. | <input type="checkbox"/> | I find it difficult to write sentences in English. | <input type="checkbox"/> |
| | | | I can't write sentences in English. | <input type="checkbox"/> |

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	24
2	Development	<input type="checkbox"/> Choosing a cultural topic and voting for the one we like the most.	26
3		<input type="checkbox"/> Reviewing reference material about the cultural topic I chose.	28
4		<input type="checkbox"/> Sharing the material I chose with my partner.	28
5		<input type="checkbox"/> Using strategies to understand main ideas and structure of my text.	31
6		<input type="checkbox"/> Information about the cultural habit I chose and the one I will use to contrast it.	34
7		<input type="checkbox"/> Paraphrasing my ideas using connectors.	34
8		<input type="checkbox"/> Organizing my information into draft paragraphs.	38
9		<input type="checkbox"/> Receiving and providing feedback.	39
10		<input type="checkbox"/> Sharing the cultural habits I chose and discussing our opinions.	39
11		Closure	<input type="checkbox"/> Preparing my final version to present it to the class.
	Presenting my comparative table to the class.		40
12	Assessment.		41

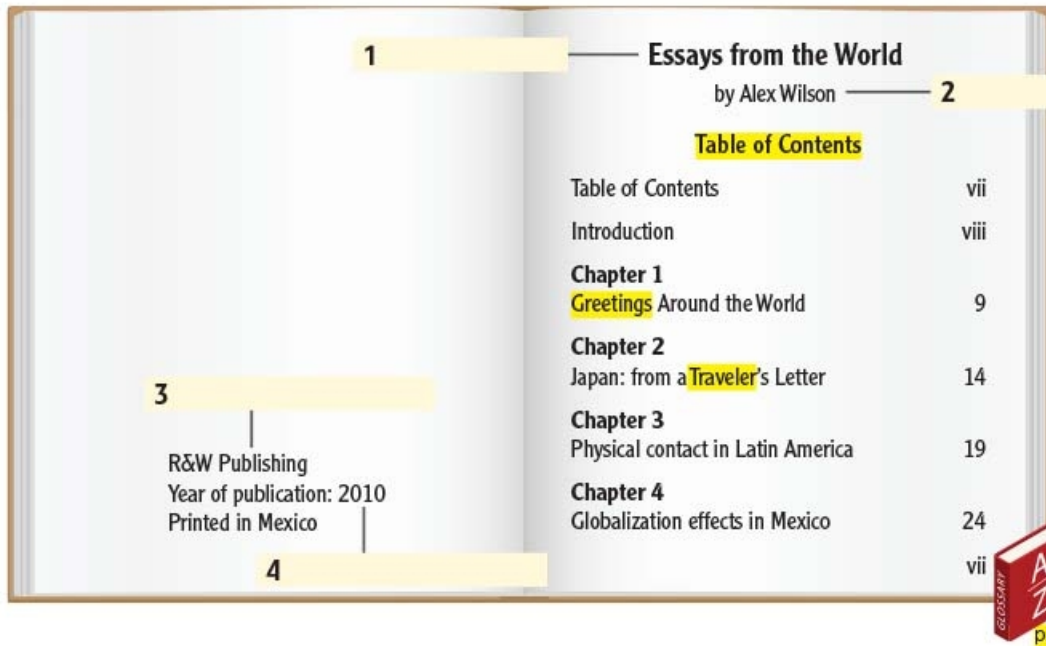
Don't forget to come back and check (✓) your evidence.

Development

- 1 Read the table of contents from the book and the information from the web page. Find the elements in the box and label them.

author title publishing house date of publication weblink

A



B

1 weblink

2

Web pages are constantly changing and the information is not always accurate. Consult the date of publication or last update to know if the information is recent. Other types of information (old history) do not change much with time, so texts don't need to be very recent to be useful. Cross-check the information from a web page with other resource material to be certain.

Skills


- 2 Work in pairs and discuss what the difference between both reference materials is.

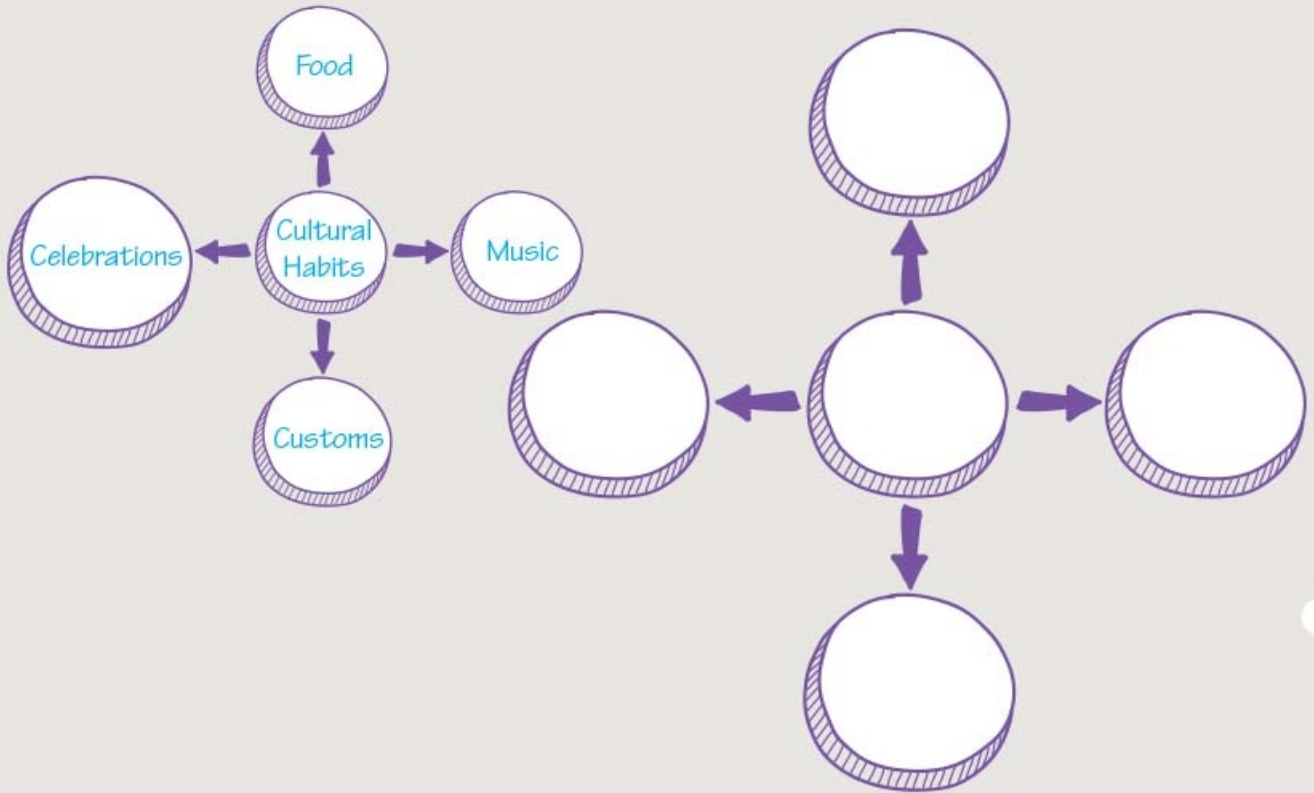


A: In the book, you can find information about specific countries.

B: In the web page, you can find information about the whole world.

For your Final Product

- 3  For your Final Product, you will write sentences to contrast a cultural aspect of another place with your own culture. First, you have to choose a cultural topic. Work in groups and brainstorm cultural habits or customs that could interest all of you. Use the graphic organizer to guide you.



- 4 Work in pairs. Vote for the topic you like the most.

I want to talk about traditional food in Chihuahua compared to Oaxaca.

I prefer to talk about Day of the Dead celebrations in different countries.



For an example of essays that compare and contrast cultural aspects, go to your Reader, pages 20-28




- 5 Work in pairs. Read the Skills box, then read the paragraph and underline its main idea.


Essays from the World

Chapter 4

Globalization effects in Mexico



Globalization sometimes has some negative effects on local traditions. For example, in Mexico, globalization has affected the tradition of the *Día de Muertos* and our **artisans** who sell traditional decorations and *pan de muerto*. The main problem is that many children no longer celebrate *Día de Muertos*; they prefer to celebrate Halloween. To solve this problem we should **support** local artisans, and big **retail stores** should **help** sell their traditional products. Also, local and national **media** should promote this special day and **broadcast** more programs about this and other Mexican traditions.



24

ALPHABETICALLY
A
Z
p.42


The main idea of a paragraph is the central thought. It tells you what the paragraph is about. It is mostly placed at the beginning or ending of a paragraph.

Skills

- 6 Read the paragraph in Exercise 5 again and discuss the questions with a partner.

- 1 What does the author think is the main problem?
- 2 What examples does he give?
- 3 What does he propose to solve the problem?
- 4 What is the purpose of the paragraph? Inform? Entertain?

For your Final Product

- 7  Look for reference material in order to learn more about the topic you chose. Go through the material and write its basic information in the notecard. Write notes about what the material is about.

Title of the book or reference material: *Essays from the World.*

Author: *Alex Wilson*

Publishing house or weblink: *R&W Publishing*

Notes (What is the material about?): *It has information about cultural habits around the world.*

Title of the book or reference material:

Author:

Publishing house or weblink:

Notes (What is the material about?):

- 8 Work in small groups. Exchange information about the reference material you found. Compare and share the material that works better for each one.



A: *Essays from the World* is a good reference book because it has information about different habits.

B: I prefer the *Customs Around the World* web page, it has facts about the countries too.

C: I think I can use both because my topic is difficult.

Assessment - Think About Your Progress

- 9 Check (✓) the elements you know now to select your reference material about cultural habits.

- Title
- Author
- Publishing house or weblink
- Purpose of the material

If you couldn't check some of the elements, review Exercises 1 and 5.

- 1 Work in small groups. Read the essay and discuss which is the main idea of each paragraph. Underline it.

by Alex Wilson

Chapter 1

Greetings Around the World

A custom that exists in every culture is that of people always **greeting** each other, but the ways and gestures they use differ from country to country. This can be very important when we **meet** people from other places because something that is very common for us in another country it could be unusual and even **rude**. This essay will present some of those differences. Paragraph 1


You might be surprised, but there are places where **handshakes**, especially when meeting for the first time, are very **rare** and considered a bit rude. For example, both in Japan and Thailand, a **bow** is the proper greeting, but the **gesture** is a little different. While Japanese bow and **avoid** direct **eye contact**, in Thailand, people look at each other when they bow and **press** their hands together to their **chest**. Paragraph 2

Unlike countries like Japan and Thailand, shaking hands is a common practice in many countries such as the United Kingdom and Russia. **Nevertheless**, there are some differences in this gesture. Like many Mexicans, Russians greet with a very **firm** handshake; in contrast, people in the United Kingdom prefer a **quick** and **softer** handshake. Paragraph 3

Finally, another common way to greet people is **kissing**. This is especially common in Europe. For example, the French commonly greet with a double **cheek-to-cheek** kiss (sometimes more). Like the French, Italians usually greet with a quick kiss on each cheek. However, not all Europeans like these greetings. Unlike the French or Italians, Germans don't like kissing and prefer a simple handshake. Paragraph 4

In conclusion, greetings can vary around the world, but it is important to know the differences in gestures in order to avoid offending someone. Unlike most Mexicans, not everybody feels comfortable with very enthusiastic greetings. Paragraph 5

9



Literary essays are usually short texts where authors share information and express points of view and observations about a topic. The ideas are organized freely, but it is common to have an introduction, body, and conclusion. Body paragraphs start with a topic sentence that expresses the main idea and then give examples and explanations.

Skills

- 2 Work in pairs. These are ways people greet each other according to the essay in Exercise 1. Check (✓) the ways people greet where you live.



- 3 Work in small groups. Discuss how the greetings in Exercise 2 make you feel. Use the words from the box to help you.

happy welcomed uncomfortable angry appreciated unwelcomed



A: In my house, we prefer to give a handshake to strangers. Kissing strangers makes me feel uncomfortable.

B: In my family, we give a firm handshake. I like it, it makes me feel welcomed.

C: In my community, it is important to look at each other directly to the eyes. It makes us feel appreciated.

- 4 Work in pairs. Read the essay in Exercise 1 again and discuss the questions. Try to infer the meaning of the unknown words from the context.

- 1 What cultural habit is the essay about?
- 2 How do people in Japan and Thailand do to greet each other?
- 3 Where is kissing a common habit to greet?
- 4 Why are greetings important?



5 Read the essay in Exercise 1 again and put the number of the paragraph next to its description. If necessary, reread the Skills box on page 29 again.


- 1 This paragraph describes the introduction of the essay. ___
- 2 These paragraphs are the bodies of the essay. ___
- 3 This paragraph is the conclusion of the essay. ___

6 By now, you have read the essay from Exercise 1 several times. To monitor your comprehension, check (✓) if the information you remember is in the essay.

- 1 The importance of greetings around the world.
- 2 The differences between Japanese and Thai greetings.
- 3 The differences between Russian and Mexican greetings.
- 4 The differences between French and German greetings.

7 Work in pairs. Share your answers to Exercise 6 and go back to reread the essay in Exercise 1 to solve any doubt.

For your Final Product

8  Read any of the reference material you chose in Stage 1. Use any of the strategies below and make notes on page 32 about its main ideas and structure.

Strategies:

- Find the main idea of each paragraph.
- Find its structure: Introduction, body, conclusions.
- Answer questions about it: What? Where? How? When? Why?

Main idea of each paragraph: Paragraph 1- Greeting each other is a custom that exists in every culture.

Paragraph 2- Greetings in Japan and Thailand are similar, but the gesture is a little different.

What is it about? It is about the different greetings that exist in every culture and how they are important to know the differences between them to avoid offending someone.

Where does it happen? In different cultures around the world.

How does it happen? Greetings are different in every place. For example, in Japan and Thailand, people bow. In United Kingdom and Russia it is a common practice to shake hands.

Why does it happen? Because greetings are very common for us, but it is very important to know the differences in order to avoid offending someone.



Main idea of each paragraph:

What is it about?

Where does it happen?

How does it happen?

Why does it happen?



9 **Work in pairs. Read the sentences from the essay in Exercise 1 and write the underlined words under the correct category in the table below.**

- 1 Both in Japan and Thailand, a bow is the proper greeting, but the gesture is a little different.
- 2 Italians usually greet with a quick kiss on each cheek. However, not all Europeans like these greetings.
- 3 Like many Mexicans, Russians greet with a very firm handshake; in contrast, people in the United Kingdom prefer a quick and softer handshake.
- 4 While Japanese bow and avoid direct eye contact, in Thailand, people look at each other when they bow and press their hands together to their chest.
- 5 Unlike the French or Italians, Germans don't like kissing and prefer a simple handshake.

To Show a Difference (Contrast)	To Show a Similarity (Compare)
Unlike	

Toolbox

Connectors are words that link ideas together. They can help you establish the relationship between two ideas, like contrasting, or showing similarities.

• **Use the connectors from Exercise 9 to paraphrase the ideas and make sentences. Read the Skills box to understand what paraphrasing is.**

1 Mexicans usually hug. Americans almost always shake hands.

While Mexicans usually hug when they meet, Americans almost always shake hands.

2 Mexico celebrates Independence Day. The USA celebrates the Independence Day.


3 Mother's day in the USA is on the second Sunday of May. Mother's day in Mexico is on May 10th.

4 Mexico celebrates *Día de Muertos*. Canada doesn't celebrate *Día de Muertos*.

Paraphrasing is to present the ideas in your own words. This is a very important strategy to demonstrate you have understood what you read. When paraphrasing, change the words from the original text into your own words in a reduced form. If the words are very close to the author's, it is called plagiarism.

Skills

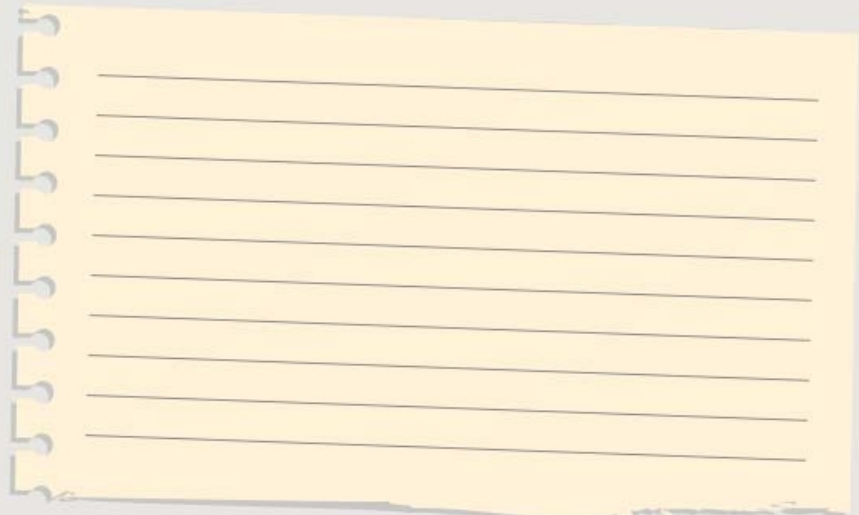
For your Final Product

- 10  Complete the table with information about the cultural habit you chose and the one you will use to contrast it.

My Cultural Habit	The Other Cultural Habit
<p>For example, we shake hands and look at each other in the eyes.</p>	<p>For example, people from Thailand don't shake hands.</p>

- 11  Using the information from your notes in Exercises 8 and 10, paraphrase the ideas using connectors.

In my community, people look at each other directly to the eyes and shake their hands when they greet. **In contrast**, people in Thailand don't shake their hands, they bow.



Assessment - Think About Your Progress

- 12 Check (✓) the strategies you think you can use now to understand an essay better.

- Identify the main idea.
- Making a mental image of how you would feel in such situations.
- Asking questions.
- Understanding the essay's structure.
- Rereading to get more details from the text.
- Paraphrasing the ideas in your own words.

If you are not sure you can use the strategies from Exercise 12. Go back to Exercises 1, 5, 6, and 8. If you need more guidance, ask your teacher.

1 Work in pairs. Read the essay and discuss what subtitle in the box best fits for each section.

Conclusion

Housing

People

Essays from the World

Chapter 2

Japan: From a Traveler's Letter



When travelling around the world you can see many contrasts between different cultures. I finally arrived in Japan after months of **travelling** and it surprised me. We have many differences, but we also **share** many similarities.

1 _____

Japan is an ancient and beautiful country, and the people are **kind, quiet**, organized, and very polite. People in Mexico are also kind and polite, but we are quite **loud** and **affectionate**. Japanese bow to **greet** other people and avoid direct eye contact when they talk to you because it is considered rude, which is quite different from our customs in Mexico.

2 _____

Their country houses are beautiful and very practical. They are made of **wood, straw**, and paper and are built several centimeters above the **ground** to avoid humidity. They are also very **lightweight**, so there is no danger when there are earthquakes. There isn't much furniture in the house, and it is usually small and easy to move.



Both Mexico and Japan have many different types of houses depending on factors like the **weather** and **landscape**. For example, some houses from people in states like Yucatán or Guerrero are also made of wood and straw because of the heat. Nevertheless, one surprising **feature** is that the houses in Japan do not have **glass** windows. Instead, the windows and both, interior and exterior walls, consist of **sliding screens** made of wood and **rice** paper.

3 _____

In conclusion, although both Mexican and Japanese cultures have many differences, we share some common ground and we have always been good friends. I want to come back soon to learn more about Japan.



2 Work in pairs. Read the essay in Exercise 1 again and follow the instructions.

- Use two different colored pencils.
- Underline or highlight in one color all the information related to Mexico.
- Underline or highlight in other color all the information related to Japan.

3 Work in pairs. Use the information you underlined in Exercise 2 to complete the table. Discuss your findings with your partner.

	Japan	Your Community
People	People are kind, quiet, organized, and very polite.	
Greetings	People in Japan...	
Houses	Houses in Japan...	

I believe that people in Mexico are friendlier and loud.

I think houses in Japan are very fragile.



I like the idea of having sliding screens instead of windows.

4 Use the information from the table in Exercise 3 and the connectors in the box to contrast ideas about Japan and Mexico. Write as many sentences as you can.

but unlike nevertheless in contrast like both however

Both country houses in Japan and Mexico are very practical. However, the windows in Japan are not made of glass.



Blank lined writing area for student responses.

5 Read the Skills box and put the sentences together into paragraphs. Include a subtitle in each.

Houses in Japan and Mexico
Both country houses in Japan and Mexico are very practical. However, the windows in Japan are not made of glass. In Mexico, there are also earthquakes, but unlike Japan, we don't only live in houses made of wood and straw.



Spiral-bound notebook with blank lined writing area for student responses.

To make a paragraph you must write the main idea first. Then, you can add details and examples. You can also write contrasting sentences to demonstrate your point. Remember to write a conclusion in your last paragraph to summarize or wrap up your ideas.



6 Work in pairs. Share your paragraphs. Follow the checklist to receive and provide feedback.

- There is a subtitle for each paragraph.
- The sentences are complete ideas.
- There is a main idea and examples or contrasting ideas in the paragraph.
- There is a conclusion.




For your Final Product

7  Organize your sentences from Stage 2 into draft paragraphs. Also include a subtitle for each paragraph.



Include:

- A main idea
- Examples, or contrasting ideas joined by connectors.
- A conclusion

- 8  Work in pairs. Share your paragraphs. Receive and provide feedback using the checklist in Exercise 6. Make the necessary adjustments and write a final draft in your notebook.
- 9 Work in small groups. Share your different cultural habits and discuss your opinions.

I think that bowing is strange. In contrast, shaking hands is more personal.

I liked the idea of having firm handshakes.



I believe that people in Mexico greet using both handshakes and kisses.

Assessment - Think About Your Progress

- 10 Work with your Final Product partner. Tell your partner to help you by circling the aspect in the table that corresponds to your paragraphs. If you disagree with his / her descriptions, ask your teacher for guidance.

	4	3	2	1
Main idea	The main idea is clear.	The main idea is not very clear or incorrectly placed.	The main idea is not clear and incorrectly placed.	There is no main idea.
Additional information	It has more than two additional sentence.	It has more than one additional sentence.	It has one additional sentence.	There is no additional information.
Conclusion	The conclusion wraps up the idea.	The conclusion summarizes the idea.	There is a conclusion but it does not summarize the idea.	There is no conclusion.

If your answer is 2 or below, go back to Exercises 5 and 6 to review how to make a paragraph.

Closure

Final Steps

- 1 On a construction paper, write the final version of your paragraphs with the feedback you received. Use an organizer to present your work. It can be a table like the one from Stage 3, Exercise 3.
- 2 Paste cut outs or images related to the cultural habit you worked with in your construction paper. Get ready to present the final version to the class.

Collect your evidence

- 3 Now that you have read literary essays to contrast cultural aspects, go back to your Planner on page 24 and check (✓) what you did to accomplish it.

Socialize

- 4 Present your comparative table or your organizer to the class. As you show them each part, read your paragraphs out loud for your classmates to understand the idea better.
- 5 After all your classmates have finished, vote as a class for the three most interesting cultural habits.
- 6 As a class, discuss how the habits you all talked about relate to your own culture. Compare them to your culture.
- 7 Discuss in groups.
 - What was the most interesting thing you found about cultural habits?
 - What strategies were more useful when reading literary essays?



Assessment

1 Now that you have finished this unit, check (✓) those aspects that you think you can do well now.

- 1 Use the information from resource material.
- 2 Read and understand the structure of essays.
- 3 Identify main ideas and additional information (examples and contrasts).
- 4 Ask and answer questions about an essay.
- 5 Use connectors to paraphrase ideas.
- 6 Structure paragraphs.

2 Now that you have created a comparative table or an organizer, say how well you developed your Final Product. Think about the presentation of other classmates to help you decide your answer and see what you can improve.

My Final Product	I think	My partner thinks
My paragraphs had all the necessary elements. They included a main idea and additional information.		
The cultural habit I chose was interesting for my classmates.		
I paraphrased and linked ideas.		
The contrasts between the cultural habit I chose and my cultural habit were clear.		
The feedback I gave was clear and honest.		

3 Get together with the classmates you worked with as a group during the unit and tell each other how you performed as part of a team. Answer the questions according to your performance.

- 1 Did all the team members take turns and listen to others attentively?
- 2 Did all the team members help to prepare for the presentation of the comparative table or organizer?
- 3 Did all the team members offer constructive and respectful feedback?
- 4 Did all the team members respect others' ideas and suggestions?
- 5 I need to improve _____

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

5 Go back to the Initial Assessment on page 24. In small groups, discuss how you progressed in this unit.

Glossary

affectionate (adj) – showing that you love or care about someone or something

angry (adj) – very annoyed

artisan (n) – a worker who has special skill and training, especially one who makes things

avoid (v) – to try to prevent something from happening

bow (n) – a forward movement of the top part of your body, especially to show respect

broadcast (v) – to send out messages or programs to be received by radios or televisions

cheek-to-cheek (phr) – to hold each other very close with the sides of their faces touching

chest (n) – the upper part of your body between your neck and your stomach

eye contact (n) – a situation in which two people look at each other's eyes

feature (n) – an important part or aspect of something

firm (adj) – solid

gesture (n) – a movement that communicates a feeling or instruction

glass (n) – a hard clear substance used for making objects such as windows

greet (v) – to behave in a polite or friendly way toward someone when you meet them

greeting (n) – something polite or friendly that you say or do when you meet someone

ground (n) – the surface of the Earth

handshake (n) – the act of shaking someone's hand, for example as a greeting

help (v) – to give someone support or information so that they can do something more easily

kind (adj) – behaving in a way that shows you care about other people and want to help them

kiss (v) – to touch someone with your lips

landscape (n) – an area of land that is beautiful to look at or that has a particular type of appearance

lightweight (adj) – weighing less than other things of the same type

loud (adj) – used for describing a person who talks in a strong and confident way

media (n) – a way of communicating information and ideas, especially to a lot of people, for example newspapers or television

meet (v) – to come together with someone

nevertheless (adv) – used to show how a sentence is related to what has already been said

press (v) – to push

publishing house (n) – a company that publishes books or magazines

quick (adj) – able to move fast or do something fast

quiet (adj) – making very little or no noise

rare (adj) – not happening very often

retail store (n) – one of a group of shops that belong to the same company

rice (n) – a food consisting of small white or brown grains that are eaten cooked

rude (adj) – not polite

share (v) – to use or to have something at the same time as someone else

sliding screen (n) – a door that you open and close by sliding it

softer (adj) – not firm

straw (n) – the yellow stems of dried crops such as wheat

support (v) – to approve of an idea, a person, or organization and help them to be successful

table of contents (n) – a list in a written work, such as a book, that indicates the page number where each chapter or section of it starts

travel (v) – to go on a long journey

traveler (n) – people who travel

uncomfortable (adj) – having an unpleasant or slightly painful feeling

weather (n) – the conditions that exist in the atmosphere relating to temperature, precipitation, and other features

weblink (n) – a word or image in a computer document that you can click on in order to move to a related website

welcome (v) – to feel pleased

wood (n) – the substance that forms the main part of a tree and is used for making things such as furniture



Stage 2

Read and understand instruction manuals.



Stage 1

Select and review instruction manuals.

Unit 3

Stage 3

Write instructions.

Social Practice of the Language:

Produce instructions to prepare for a risky situation due to a natural phenomenon.



Stage 4

Edit instruction manuals.



Social Learning Environment:

Academic and Educational

Communicative Activity:

Interpretation and follow-up of instructions.

Opening

Let's start together

1 Work in groups. Discuss and answer the questions.

- 1 How do you prepare for natural disasters?
- 2 Which natural disasters are common in your community?
- 3 Have you ever seen a poster about how to act in a natural disaster?
- 4 How do you act and feel during an environmental emergency?

Initial Assessment

In this unit you will write instructions to be prepared for an emergency. Discuss in small groups the following questions:

- 1 Do you think it is easy or difficult to read an instruction manual in English? Why?
- 2 What elements do instruction manuals generally have?
- 3 What do you know about natural phenomena?
- 4 Do you think it is easy or difficult to write sentences in English? Why?
- 5 When editing sentences in English, what is your most common mistake? Explain.

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

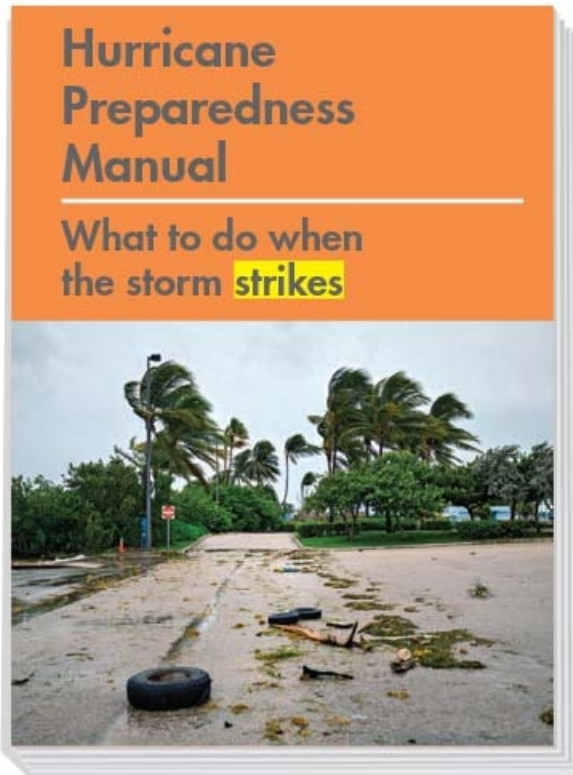
Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	44
2	Development	<input type="checkbox"/> Writing conclusions about the type of information and pictures instructions need.	48
		<input type="checkbox"/> Making a list of environmental emergencies.	48
3		<input type="checkbox"/> Choosing an emergency to make a poster with instructions about it.	49
		<input type="checkbox"/> Choosing an audience and brainstorm graphic elements for our poster.	49
4		<input type="checkbox"/> Gathering information for our poster with instructions.	52
5		<input type="checkbox"/> Using a graphic organizer to order our information.	53
6		<input type="checkbox"/> Writing sentences for our instructions.	56
7		<input type="checkbox"/> Including explanations and examples for our poster with instructions.	57
8		<input type="checkbox"/> Editing our instructions and checking punctuation.	60
9		<input type="checkbox"/> Making a list of the final illustrations for your poster.	60
10	<input type="checkbox"/> Writing the version of our instructions.	60	
11	Closure	Sharing our poster with instructions.	61
12		Assessment.	62

Don't forget to come back and check (✓) your evidence.

Development

1 Work in pairs. Look at the materials and tell your partner what you think they are about.

A



B



C



2 Look at the manuals in Exercise 1 again and match them to their characteristics.

- It is about what the general public can do in case of a hurricane. A
- It has the purpose to inform about weather conditions. —
- It is for children. —
- It is for people in a public place. —

3 Work in small groups. Read the Skills box below and look at the manuals in Exercise 1 again. Then each of you will describe each manual.

Important information in instruction manuals is highlighted using titles, subtitles in large sized letters or in different colors. Other graphic elements such as pictures, illustrations, or symbols are used to make instruction manuals appropriate for their audience. For example, instruction manuals for children can use colorful illustrations, and general instructions can use universal symbols so everyone can understand them easily.

Skills



A: This manual explains what the flags mean when you are at the beach.

B: It also uses symbols so everyone can understand what each flag means.

4 Work in pairs. Read some pages from the *Hurricane Preparedness Manual* and answer the questions in your notebook.

TABLE OF CONTENTS

What is a hurricane? p 2

Instructions

Before p 3

During p 5

After p 7

Abbreviations p 10

Emergency numbers p 11

1

Instructions During a Hurricane



The destructive power of hurricanes is enormous. You should **never ignore an evacuation order** to leave your house or your city.

If you are ordered to evacuate:

- Have your emergency kit ready.
- Take only essential items with you.
- **Turn off** gas, water, and electricity **supplies**.

5

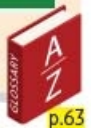


- Disconnect **appliances** (TV, for example) to **avoid overloads** when electricity returns.
- Leave your house immediately.
- Follow **only** the designated evacuation routes.

TIP

Arrange for each family member to call, email, or text the same **out-of-town** contact person in case of an emergency.

6



- 1 Where can you find information about the different parts of the manual?
- 2 How many sections does the manual have?
- 3 Are bullets (•) used to list instructions or to decorate?
- 4 What is the purpose of the pictures?
- 5 What is the purpose of putting text in a green box?
- 6 Why are some words in intense black?

5 Work in small groups. Share your answers from Exercise 4 and discuss what graphic elements make the information more visible and easy to identify in instruction manuals.



A: I think that highlighting important parts helps others see them.

B: Pictures help me understand better what to do.

6 Read the sentences and write them in the correct poster (for children or for the general public).

- 1 Tip: If you are scared, it's OK. Talk to an adult about it.
- 2 Turn off gas, water, and electricity supplies.
- 3 Protect children. Keep them away from windows.
- 4 Bring your toys inside the house. They can fly away with the wind and hit people!
- 5 Tip: If you don't have shutters for your windows, protect them with boards.
- 6 Don't explore outside without permission. Cool kids take good care!

Be Safe in a Hurricane!

Hurricane!

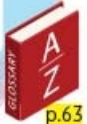
- _____
- _____

TIP

Prevent and Act if a Hurricane Strikes

- _____
- _____


TIP



7 Work in groups. Discuss and answer the questions.

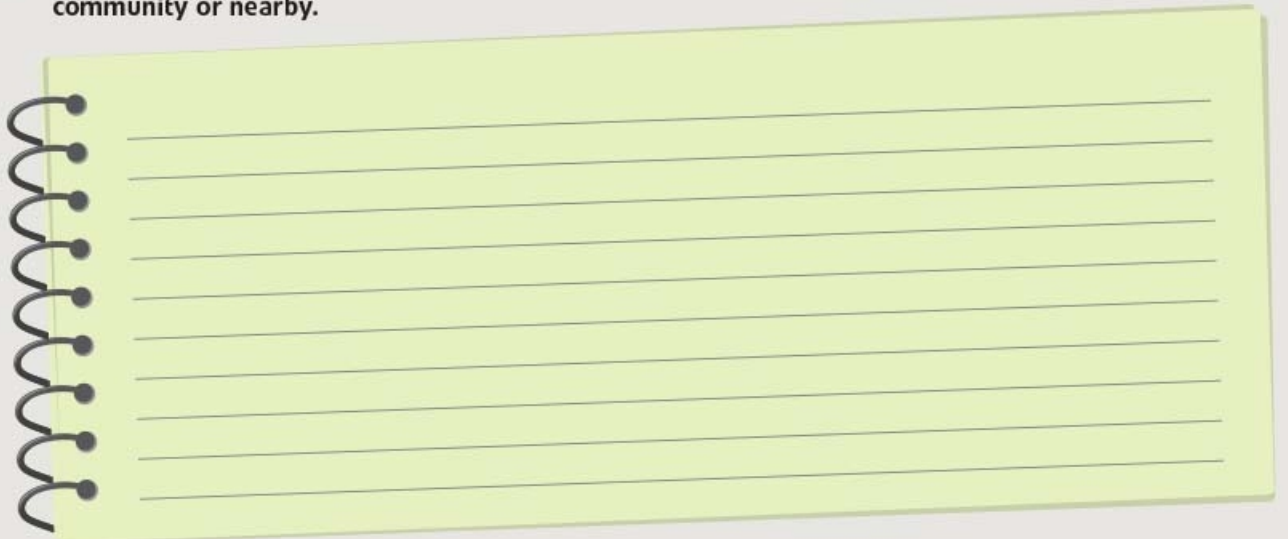
- 1 Do you think the illustration for children treats the topic in a more friendly and easy way? Why?
- 2 Do you think a child can follow the instructions in the poster for adults?
- 3 Do you think the instructions in the poster for children are also necessary for adults?
- 4 What differences can you see in the language of the instructions for children and adults?


For your Final Product

- 8  According to what you discussed, what kind of information and pictures do you need to include in instructions for environmental emergencies depending on your audience? Write your conclusions.



- 9  Work in small groups. Make a list of environmental emergencies that can happen in your community or nearby.



- 10  Select one emergency that you will use to create a poster with instructions. Complete the title for your poster about the emergency that you selected.

What to Do in Case of:



- 11  Decide if you want to create a poster for children or for adults and brainstorm ideas about the graphic elements that you want to use in your poster.

Assessment - Think About Your Progress

- 12 Answer the question to reflect on your performance.

- 1 What graphic elements can you use to highlight and illustrate information?

If you can't answer the question or if you are not sure about your answer, review Exercises 3 to 5 and review graphic elements.

- 1 Work in pairs. Look at the poster and discuss the questions.

Extreme Heat

Extreme **heat** causes more **deaths** each year than hurricanes, **lightning**, tornadoes, earthquakes, and **floods** combined.

What can you do?

STAY COOL



LEARN MORE

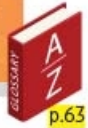
STAY HYDRATED



STAY INFORMED



Emergency Management Institute (EMI)



- 1 What does the poster inform about?
- 2 How do you feel when the weather is extremely hot?
- 3 What other things can you do to protect yourself from extreme heat?

- 2 Read the text in the website and discuss with a partner what it is about and what the words in intense black indicate.

File Edit View History Bookmarks Tools Help

www.emi.org

Highlights | Emergencies

Heatstroke: First-aid Instructions Help ?

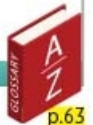
Heatstroke is a serious medical condition caused when your body is exposed to intense heat and cannot control its temperature. Heatstroke can be very dangerous, so you must act fast!

First, identify these physical signs that indicate heatstroke: Body temperature higher than 38 degrees; red, hot, and dry skin; no **sweating**; intense **headache** and / or **dizziness**; confusion; nausea or vomiting; **unconsciousness**. The higher the temperature is, the more dangerous the situation can get.

Second, get the victim to a **shady** area and try to cool him down rapidly. If the person can drink, give him cool water or any drink without caffeine or alcohol. Apply cold water. For example, you can **wrap** the person in a wet **sheet** with ice cubes or immerse him in cold water.

Next, call an ambulance. Monitor the victim's body temperature until it goes down to 38 degrees. Reapply cold water all the times it is necessary.

Finally, call a doctor or hospital to receive more instructions if the paramedics don't arrive fast.



Toolbox

When you write instructions, it is a good idea to use words that indicate sequence, such as ordinal numbers (*first, second, third*) or other expressions to start (*first of all, initially, at the beginning*), middle sections (*secondly, then, next, after that*), and expressions for the final sections (*finally, last, in the end*).

3 Read the text from Exercise 2 again and write the details in the correct section of the organizer.

Monitor the victim's temperature.

For example, high temperature, dizziness, confusion, and nausea.

You can, for instance, immerse the victim in cold water or give him a cool drink.

Call the doctor or the hospital to receive more instructions.

1 Identify physical signs



2 Cool down the victim



3 Help while ambulance arrives



4 In case the ambulance is late



On pages 34-42 of your Reader, you can find a model of how information is organized in instructions.



4 Work in pairs. Discuss why it is important to organize instructions in order and grouped by topic as you identified in Exercise 3. Is the result the same if you do the steps in a different order?



A: I think instructions that are not in order can be confusing to read.


B: Yes, when I read a text with a lot of instructions, I want to see the steps of what I have to do.


5 In the poster for your Final Product you will need to include the steps to follow during an environmental emergency as well as safety tips, which are extra recommendations. To make sure that you understand the difference, read the sentences and write whether they are tips or instructions.

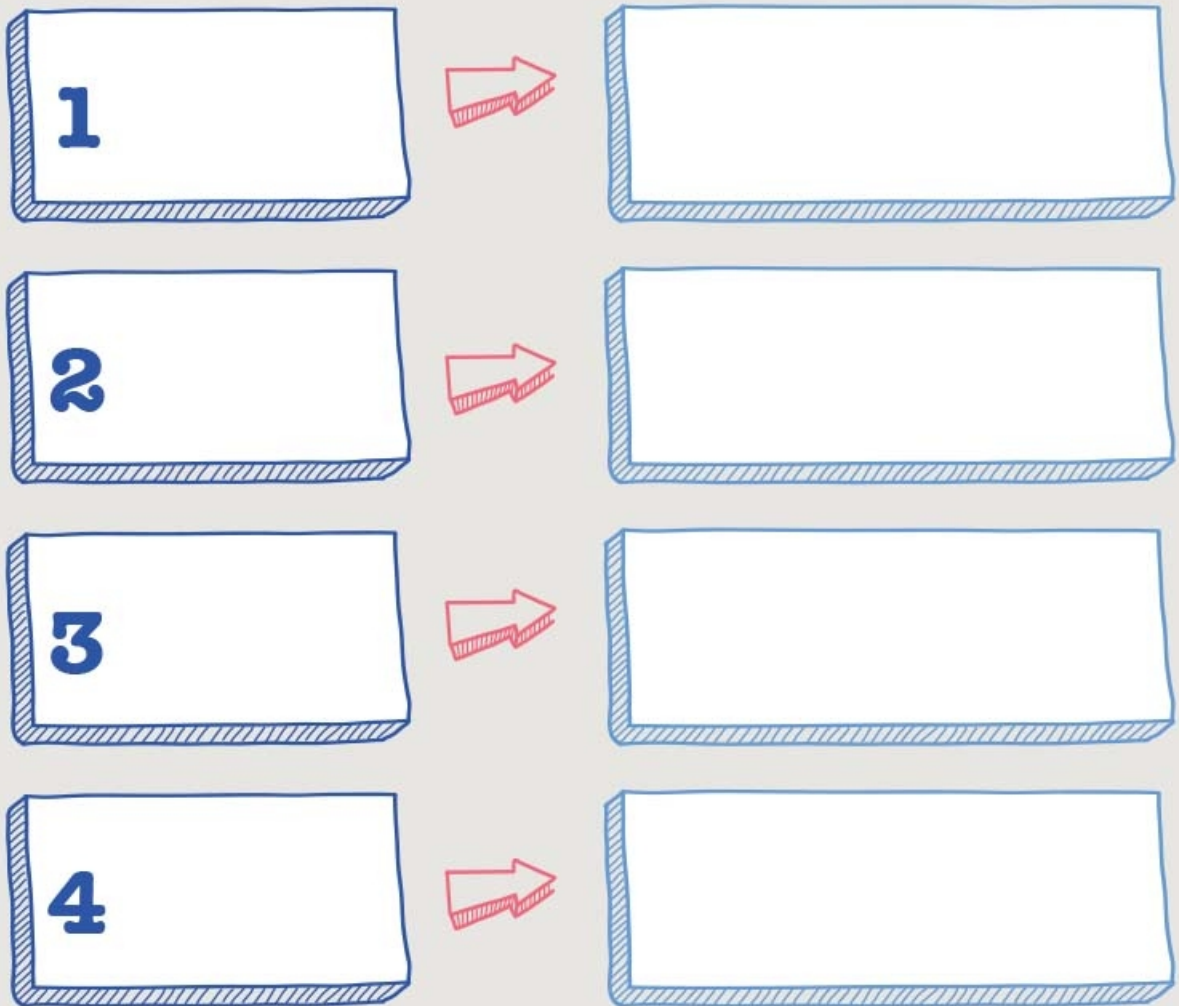
- 1 Drink a lot of water to avoid dehydration. _____
- 2 First, take the heatstroke victim away from the sun. _____
- 3 Avoid strong physical activity outdoors in extreme heat. _____
- 4 Then, cool down the victim with cold water. _____
- 5 Do not leave children or pets locked in a car in extreme heat. _____



For your Final Product

- 6 Gather all the information that you need for your poster. Use what you already know, the information in the texts of this unit, your Reader, or any other source that is available to you. If you can, find also safety tips.
 -  Feel free to use other texts from science textbooks, the library, or the Internet if you have access to them.

- 7  Use a graphic organizer to order the information for the instructions of your poster in steps like you did in Exercise 3. This organizer will also help you decide the sections that your poster is going to have.



Assessment - Think About Your Progress

- 8 Check (✓) the ways to organize instructions that you know now.

- 1 Using sequence words.
- 2 Using sections to group topics together.
- 3 Including additional safety tips.

If you are not sure about your answers, review Exercises 2, 3 and 5.

Development

1 Work in pairs. Look at the signs and discuss what kind of emergency they inform about.



Stand at indicated security areas.



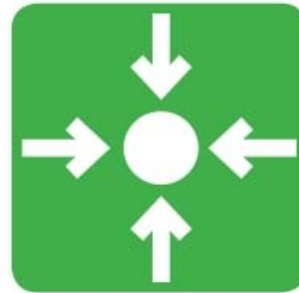
Don't run out of the building.
Walk quickly and calmly.



Stay away from heavy furniture and windows.



Don't go into an elevator.



Go to the assembly point.




A: I have seen this sign before. I think it informs about what to do in case of wildfires.

B: What about this one? I think it's about what to do in case of a hurricane.

2 Work in pairs. Use the instructions from Exercise 1 to write a manual about what to do in case of an earthquake. Use sequencing words.

During the earthquake

After the earthquake

3  Read and listen to the instructions of a fire chief about safety measures during earthquakes. Then discuss the questions with a partner.

Fire Chief: Let's review some things that are important for our safety. Well, it is important not to run, since moving too fast may make you fall. It is also important to stay away from heavy furniture, such as bookcases, because they may fall on you. And it is important not to stand under doorways, as they are not safe. This and the famous safety triangle are both myths. Finally, it is important to plan with your family; for instance, identify a safety zone to meet, and make a list of emergency numbers. OK, any questions?



- 1 What new recommendations to face earthquakes did you learn?
- 2 What instructions did you already know?
- 3 Which recommendations from the fire chief do you think could be important to share with others?

4 **Work in pairs. Discuss what instructions from Exercises 2 and 3 are the most important for you and write them in the flyer. Add a title to explain what emergency they are for.**



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

5 Read the extended instructions from Exercises 2 and 3 and answer the questions with a partner.

- 1 Don't run when an earthquake begins since moving too fast can make you trip and fall.
- 2 During an earthquake, stay away from heavy furniture such as bookcases and chest of drawers.
- 3 Don't stand under doorways during an earthquake because they are not safe places.
- 4 Make an emergency plan with your family; for instance, identify a safety zone to meet in case you are separated during the earthquake.



- 1 Which of the underlined words help us give a reason to explain an instruction?
- 2 Which of the underlined words help us introduce an example to understand an instruction better?
- 3 Was there a reason or an example in the text that helped you understand an instruction better or realize how important it is?


Toolbox

There is a variety of expressions to introduce examples. Some of them are: *for example* or *for instance*. Both of these expressions can go at the beginning or the end of a sentence. Another expression you can use is *such as* which introduces only some of the examples, not all of them.

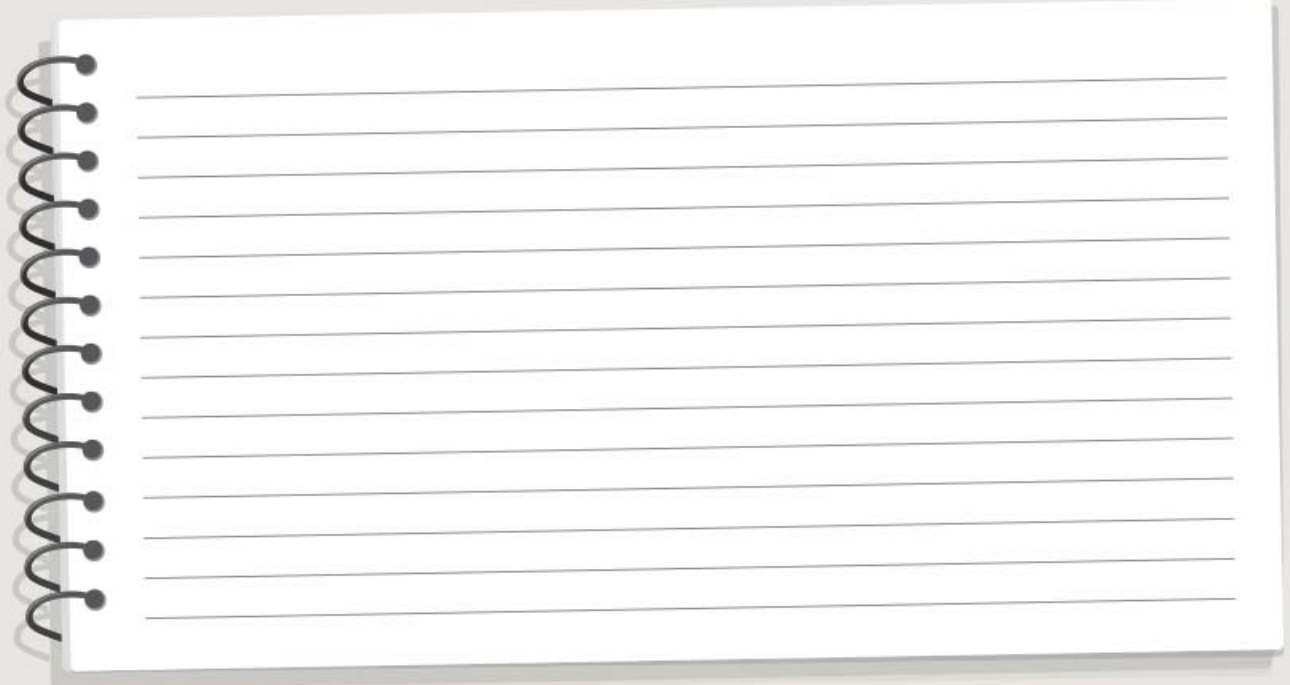
There are also some expressions such as *because* and *since* that help us add reasons / explanations to our instructions.

- Read the instructions in Exercise 5 again. Circle the words that refer to examples and underline those that give reasons.

For your Final Product

- 6  Work in pairs. Use the organizer in Exercise 7, on page 53 to select the most important information. Write sentences for your instructions in your notebook. You can use the instructions from Exercises 2 and 3 as models.

7  Add explanations and examples to the sentences you wrote using the words from Exercise 5.



Assessment - Think About Your Progress

8 Work in groups. Discuss which of the following strategies helped you write your instructions better.

1 Select important information to write steps.

2 Determine the sequence of the steps using a graphic organizer.



A: I think strategy 2 is really helpful when I want to write instructions.
B: I agree with you. Writing instructions in sequence helps us organize the information better.

9 Exchange your sentences from Exercise 7 with a partner. Tell your partner if you think his / her instructions are clearly organized, and if they include examples and explanations.

If you are not sure about your explanations and examples, you can review Exercise 5.

- 1 Read the instruction manual and number the paragraphs in the correct order. Then discuss the questions with a partner.

___ Prevent



Think **ahead** and know how to react in case of this natural disaster. Make adequate plans. Discuss with your family what to do and where you can meet in case of an emergency. Make a detailed evacuation plan and have a first-aid kit in your house.

___ Act!

Finally, in case of a **wildfire**, evacuate your house or the affected area as soon as possible. Try to reach a high point in your community to avoid being swept away by the flood water. If you can't evacuate your house, take curtains and

flammable furniture away from the windows, and close the windows. Turn off the gas and electricity. If smoke comes inside the room where you are, **drop** to the floor and cover your mouth with a wet cloth or **handkerchief**. Call an emergency service, report your location, and ask for further instructions.

___ Introduction

First, you need to know what a wildfire is. Wildfires are uncontrolled fires. They usually happen in places with lots of vegetation because they serve as combustible material for the fire. Wildfires are **unpredictable** and travel very fast, so be aware of the danger and follow these instructions:



- 1 Did you use the titles of the sections to help you determine the order of the paragraphs?
- 2 Did you find sequence words to help you organize the paragraphs? Which?
- 3 Did you use other things to help you determine the order of the paragraphs? Which?

- 2 **Work in groups. Look at the pictures in the text from Exercise 1 and follow the instructions.**

- 1 Describe what you can see in the pictures.
- 2 Discuss if the two pictures are related to the ideas in the paragraphs. Cross out the picture that is not helpful to illustrate the ideas and propose a better picture.
- 3 Look at the paragraph without a picture and propose one that could help explain or illustrate something. It can be a sign or another type of picture.

- 3 **Work in pairs. Read the paragraph with the title *Act!* in the instruction manual in Exercise 1 and discuss why the underlined sentence should not be part of the paragraph.**

What do you think about this sentence?

I think it has a different topic.

What is it about? And what is the paragraph about?

4 Work in small groups. Discuss what you need to do when there is information that is unnecessary or that deviates from your topic.



A: I think we should eliminate information that is not about our important ideas.

B: You can still make changes in the text or with the illustrations before you write your final draft.

5 Read the safety instructions. Choose only those that refer to a flood emergency, and write them in the correct order (before, during, and after the emergency) in your notebook.



6 Work in pairs. Exchange your instructions from Exercise 5 and follow the checklist to review your partner's work.

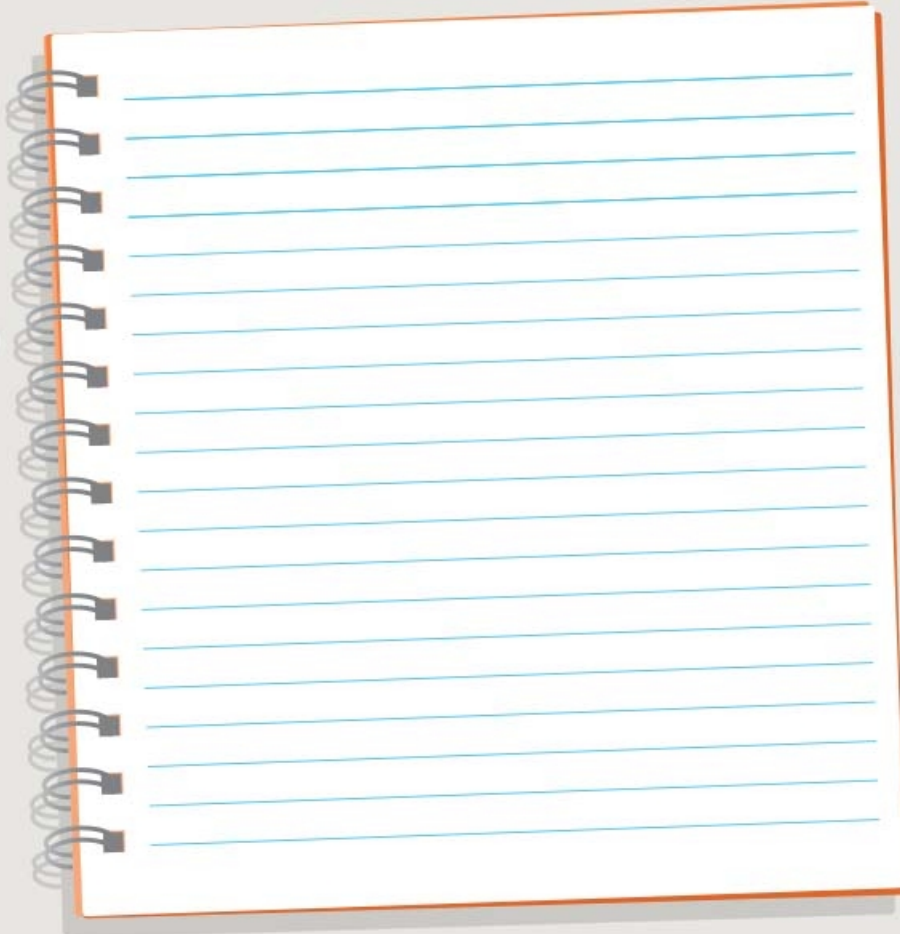
- 1 Do all sentences start with a capital letter?
- 2 Do all sentences end with a period?
- 3 Are there spelling mistakes?
- 4 Is the order correct?

Toolbox

Every sentence in English starts with a capital letter. After you write a text, it is very important to verify the spelling of words and that sentences end with a period (.).

For your *Final Product*

- 7  Read the instructions you wrote in Exercise 7, on page 57. Look for any unnecessary information and eliminate it. Verify spelling and punctuation.
- 8  Make decisions about the final illustrations you will use in your poster. Write your list of illustrations.



Assessment - Think About Your Progress

9 Answer the questions to reflect on your learning.

- 1 How easy or difficult was it for you to edit your instructions?
- 2 Which was more difficult for you: spelling, punctuation, or capital letters mistakes?


If you could not edit your instructions easily, review Exercises 1, 2, and 6. You can also ask your teacher for guidance.

Closure

Final Steps

- 1 **Work in small groups.** Share your instructions and list of illustrations to give and receive feedback. Use the checklist below to help you evaluate your classmates' texts. You can add another strategy that can help you review your texts.

- 1 The instructions have a title, subtitles, illustrations, symbols, etc.
- 2 The information is well organized in sections or steps.
- 3 The instructions are written in sequence and use numbers or words to indicate it.
- 4 The pictures chosen will help understand the instructions for an environmental disaster.
- 5 There are no spelling, capital letter, or punctuation mistakes.
- 6 Other strategy: _____

- 2  **Write the final version of the instructions in your poster with the feedback from your classmates.** If possible, use a large piece of paper or construction paper. Print, cut out, or draw the illustrations you chose for your poster.

Collect your evidence

- 3 In this unit you selected an environmental disaster, you used it to plan and create your own instructions for a poster, and you edited your instructions with the help of your classmates. Now you are ready to share your work. Go back to your Planner on page 44 and check (✓) what you did to accomplish it.

Socialize

- 4 If possible, present and explain your instructions to other classmates or the complete class. Display your work in the classroom.
- 5 Discuss as a class with your teacher. What could you do to make sure your instructions are appropriate and helpful sources of information for other people?
- 6 Discuss in groups.
 - How important are illustrations to understand instructions?
 - How clear and organized were the instructions in my poster?
 - How efficient were the illustrations and graphic resources in my poster?

Assessment

- 1** Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
I learned to identify elements that are necessary in instruction manuals for emergencies.				
I learned strategies to understand instruction manuals better.				
I learned how to write sentences for instructions manuals.				
I learned to find and correct mistakes in my instructions.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2** Read the sentences and underline those that describe the instructions for environmental emergencies that you created for this unit.

- 1 My instructions are divided in sections that include title, steps, and illustrations.
- 2 My instructions are disorganized and do not have enough information.
- 3 My instructions have pictures that illustrate the steps to follow.
- 4 My instructions were clear for most of my classmates during my presentation.
- 5 My instructions still need graphic elements and / or pictures to be clearer.

- 3** Choose the answer that is closer to the way you worked with your classmates during the unit.

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

- 4** Work as a class to review all the answers in this page and discuss how you can improve. Ask your teacher for guidance when necessary.

- 5** Go back to the Initial Assessment on page 44. In small groups, discuss your progress.

Glossary

ahead (adv) – in front of someone

appliance (n) – a machine or piece of equipment that you have in your home

arrange (v) – to make plans for something to happen

avoid (v) – to try to prevent something from happening

board (n) – long piece of wood

death (n) – the state of no longer being alive

dizziness (n) – feeling as if you or the things around you are spinning, especially when you think you are going to fall

doorway (n) – the space created when you open a door

drop (v) – let yourself fall

flood (n) – a large amount of water that covers an area that was dry before

furniture (n) – the chairs, tables, beds, etc. that you put in a room or house so that you can live in it

handkerchief (n) – a small square piece of cloth or paper used for wiping your nose or eyes

headache (n) – a pain in your head

heat (n) – the quality of being hot, or the degree to which something is hot

heatstroke (n) – a serious medical condition caused by doing too much physical activity in hot weather

hit (n) – an occasion when someone or something uses their hand or an object to touch another person or thing with a lot of force

lightning (n) – the bright flashes of light that you see in the sky during a storm

out-of-town (n) – happening in another town or city

overload (n) – a damage in an electrical system or a piece of electrical equipment by putting too much electricity through it

preparedness (n) – the state of being ready for something

shady (adj) – sheltered from the hot sun

sheet (n) – a large piece of thin cloth that you put on your bed and use for lying on or covering your body when you sleep

shutters (n) – covers that can be closed over the outside of a window

strike (v) – to hit against, or to crash into, someone or something

supply (n) – an amount or quantity of something that is available to use

sweat (v) – to produce liquid on the surface of your skin when you are hot, nervous, or sick

turn off (v) – to stop a piece of equipment working temporarily by pressing a button or by moving a switch

unconsciousness (n) – in a condition similar to sleep in which you do not see, feel, or think, usually because you are injured

unpredictable (adj) – changing often, in a way that is impossible to prepare for

wave (n) – raised water

weather (n) – the conditions that exist in the atmosphere relating to temperature

wildfire (n) – a fire that starts in an area of countryside and spreads very quickly

wind (n) – a natural current of air that moves fast enough for you to feel it

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



Stage 2

Understand general sense, main ideas, and details.



Stage 1

Listen to and review conversations about personal experiences.

Unit 4

Social Practice of the Language:

Comment on one's own experiences and those of others in a conversation.

Stage 3

Share personal experiences in a conversation.



Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with information of oneself and that of others.

Opening

Let's start together

- 1 Work in groups. Discuss and answer the questions.
 - 1 Do you know what an anecdote is? What is it?
 - 2 Do you like the anecdotes old people share? Why?
 - 3 What can you learn from people by the anecdotes they share?

Initial Assessment

In this unit, you will share an anecdote about a personal experience. Discuss in small groups the following aspects. Then check (✓) the aspects that describe what you will need to focus on more.

I find it difficult to ...

- describe an experience in English.
- understand what other people tell me in English.
- give details about something that happened to me.
- work collaboratively with a partner.

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	64
2	Development	<input type="checkbox"/> Writing notes about the general ideas of my anecdote.	67
3		<input type="checkbox"/> Making a list of emotions experienced in the event of my anecdote.	68
4		<input type="checkbox"/> Ordering in sequence the events of my anecdote.	71
5		<input type="checkbox"/> Adding reasons and consequences to the events of my anecdote.	72
6		<input type="checkbox"/> Retelling the events of my anecdote to a partner.	74
7		<input type="checkbox"/> Adding details to my anecdote.	74
8		<input type="checkbox"/> Deciding how to begin my anecdote.	76
9		<input type="checkbox"/> Sharing my anecdote in a conversation.	76
10		Closure	<input type="checkbox"/> Reviewing and rehearsing the presentation of my anecdote.
11	Presenting my anecdote to the class.		77
12	Assessment.		78

Don't forget to come back and check (✓) your evidence.

Development

1  Work in small groups. Listen to the conversation and answer the questions.

- How many people participate in the conversation?
- Are they talking **face to face**? How do you know?
- What anecdote does the boy share?




A: Two friends participate in the conversation.

B: Yes, a boy and a girl.



An anecdote is a story about an experience you had. It starts with a small introduction (for example, when and where it **took place**) and then, it tells what happened. It is personal, so we can share our feelings and the reasons why the experience was important or memorable.

Skills

2  Work in pairs. Read and listen to the conversation from Exercise 1 again. Look at the underlined sentences and match them to the parts of the anecdote you think they are.

Sonia: Hi, Carlos! Let's walk back home together. I want to listen to the story you promised to tell me this morning.

Carlos: Oh, yes. (1) One day last month, my alarm clock didn't ring, and I thought, "Oh, man, I'm **late** for school again!"

Sonia: Oh, no! What time was it?

Carlos: (2) It was seven o'clock. It was kind of strange because my house was really silent. I thought everyone left and forgot to wake me up. Anyway, I jumped out of bed and took a shower.

Sonia: Really, Carlos? You were late but you still took a shower?

Carlos: Yes, but it was a really fast shower. I **got dressed**, and then quickly had breakfast. After

that, I **grabbed** my backpack and ran out the door. I was **freaking out!** I had just promised my teacher I would never be late again!

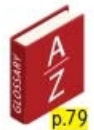
Sonia: Did you take the bus?

Carlos: No, I rode my bicycle really fast to school. When I arrived at school, I ran to the entrance, but the door was closed and **locked!** There were no students or teachers outside. (3) After all I had run ... I was really **upset!**


Sonia: Do you mean everybody was already in class?

Carlos: That's what I thought at first. Then I remembered it was Sunday! I still can't believe I did that! Has anything like that ever happened to you?

- How Carlos felt: _____
- How it all started (introduction): _____
- When it happened: _____



For your Final Product

- 3  In this unit, you are going to prepare an anecdote to share with your classmates. Think about the experience you want to share and make notes about it using the questions as a guide.

When and where did it happen?

What was the experience about?

How did it begin?

My Anecdote

When and where it happened: *Last year, during summer vacation, on the road to the river*

What the experience was about: *The day I met my best friend.*

How it began: *I was helping my mother carry water home from the river.*

My Anecdote

When and where it happened:

What the experience was about:

How it began:

- 4 Work in pairs. Share the information about your anecdotes.

My anecdote is about the day I met my best friend. It happened on the road to the river last year during summer vacation. It began when I was helping my mother carry water home from the river.




My anecdote is about the first time I won a soccer game. It happened on a Sunday in October. It began when a friend told me they needed one player.

Stage 1

5 Work in pairs. Read the conversation in Exercise 2 again and discuss what expressions the speakers use to transmit the ideas listed below. Then read out loud the expressions you identified and try to show the emotions they refer to.

- 1 I was consternated to see I was going to be late for school.
- 2 I am very surprised you decided to take a shower in those circumstances.
- 3 I was nervous and worried.
- 4 I am still surprised and upset about what I did.


6  Work in pairs. Read the Skills box. Then go back to page 66 and listen to the conversation from Exercise 2 again. Circle in red the lines that use emphasis and faster speed. Circle in blue the lines that sound neutral.

Emotions like surprise, excitement, or anger are better expressed with an **emphatic** volume and increasing speed a little. Calmer emotions use a more neutral tone of voice and normal speed.

Skills

7 Work in pairs. Role-play the conversation in Exercise 2. Try to show the intention of the speakers with the speed and volume of your voice.

For your Final Product

8  Think about the anecdote you decided to share in Exercise 3. Make a list of the emotions you felt during that experience. You will use this list later to remember the emotions you will need to transmit when you share your anecdote.

How I felt: *happy, tired, a little upset*

How I felt:

Assessment - Think About Your Progress

9 Work in pairs. Complete the table with what you learned.

Aspects	What I learned
What main elements does an anecdote have?	
What can you do with your voice to express emotions when sharing an experience?	

If you are not sure about your answers review Exercises 2 and 6 and ask your teacher for guidance.

Development

- 1 Work in pairs. Look at the pictures and share what you think happened.



A: I think the dog ate the parrot.

B: I think the boys helped the lady get rid of the parrot.



- 2 Read the anecdote from the pictures in Exercise 1 and then go to page 70 and write the events listed in the organizer, in the order they happened.

Mark: Something terrible happened to us last weekend.

Jane: Really? What?

Mark: Well, my brother Ben and I were at home watching TV in the evening when Rex, our dog, suddenly ran in with our neighbor's parrot in its mouth.

Jane: Do you mean Mrs. Dean, your nice neighbor?

Mark: Yes. And Ben panicked. He asked me what we were going to do.

Jane: And what did you do?

Mark: Well, I said we should clean the parrot and put it back in its cage.

Jane: You cleaned the parrot and put it back in the cage? Why?

Mark: Well, because I was very nervous. I didn't know what else to do.

Jane: What happened then?

Mark: The next morning we heard a loud scream. It was Mrs. Dean. I ran out and asked her what was wrong. She explained that her parrot had died the week before and that she had buried it, so she was terrified when she saw it back in the cage.

Jane: Wait! Her parrot was dead before this happened?

Mark: Yes. She had buried it and Rex had dug it out of the ground because he smelled it.

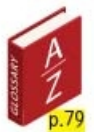
Jane: Did you explain?

Mark: Yes, Ben told her that Rex had found the parrot and we thought he had killed it, so we cleaned it and put it in the cage. We told her we had made a mistake. We said we were sorry.

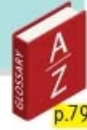
Jane: Was she very angry?

Mark: No, not really. She was a bit disappointed, so she told us to be honest in the future.

Jane: Wow! She is really nice!



- The brothers heard Mrs. Dean scream.
- The brothers **apologized** to Mrs. Dean.
- The brothers cleaned the parrot and put it in its cage.
- Rex arrived with Mrs. Dean's parrot in its mouth.
- Mrs. Dean explained her parrot died the week before.



First, Rex arrived with Mrs. Dean's parrot in its mouth.



Next,



After that,



Then,



In the end,



You can explore an example of how anecdotes are organized in the story on pages 46-56 in your Reader.



For your Final Product

3  Order in sequence the events of the anecdote you are going to share as you did in Exercise 2.

My mother and I were walking to the river with our buckets.



My mother scolded me.



We found a boy with his mother on the road.



My mother gave me an apple and I shared it with the boy.



The boy and I played later and became friends.







Toolbox

• Read the underlined words in the anecdote from Exercise 2 and write them next to their use.

1 To explain a reason: _____

2 To express a consequence: _____

Use *because* after an idea to explain why it happened. Use *so* after an idea to express what it caused as a result.


- 4 Work in pairs. Retell each other Mark's anecdote with the help of the organizer from Exercise 2. Add reasons and consequences.

First, Rex arrived with Mrs. Dean's parrot in its mouth, so the brothers were surprised and nervous.



Next, the brothers cleaned the parrot and put it in its cage because they didn't know what else to do.

For your Final Product

- 5  Add some reasons and consequences for the events of the anecdote you are going to share. Write them in your notebook.

My mother and I were walking to the river with our buckets. It was hot, so I was angry.

My mother scolded me because I was angry and complaining.

- 6 Work in pairs. Retell the main events of your anecdote to your partner. Then, tell each other if the ideas were in a clear order.

Assessment - Think About Your Progress

- 7 Work with your partner from Exercise 6. Check (✓) the aspects that you think you did well. Then ask your partner to evaluate you in the second column.

Aspects	I think I did well.	My partner thinks I did well.
I can tell an anecdote with a clear sequence of events.		
I can express reasons and consequences about events in an anecdote.		

If you think you need more practice, you and your partner can repeat together Exercises 2 and 4. Ask your teacher for guidance if necessary.


Development

- 1 Work in small groups. Look at the pictures of the anecdote about Rex and the parrot that you read before. Underline in the conversation below the parts where it says what you see in the speech bubbles.


1  What are we going to do?
We have to clean the parrot and put it back.

2  Rex found it. We thought he had killed it.

3  Aaaah!
Mrs. Dean is shouting.

4  What's wrong, Mrs. Dean?
My parrot died last week! Why is it in the cage?

5  We made a mistake. We're sorry.

6  Fine, I accept your apology.

Mark: Something terrible happened to us last weekend.

Jane: Really? What?

Mark: Well, my brother Ben and I were at home watching TV in the evening when Rex, our dog, suddenly ran in with our neighbor's parrot in its mouth.

Jane: Do you mean Mrs. Dean, your nice neighbor?

Mark: Yes. And Ben panicked. He asked me what we were going to do.

Jane: And what did you do?

Mark: Well, I said we should clean the parrot and put it back in its cage.

Jane: You cleaned the parrot and put it back in the cage? Why?

Mark: Well, because I was very nervous. I didn't know what else to do.

Jane: What happened then?

Mark: The next morning we heard a loud scream.

It was Mrs. Dean. I ran out and asked her what was wrong. She explained that her parrot had died the week before and that she had buried it, so she was terrified when she saw it back in the cage.

Jane: Wait! Her parrot was dead before this happened?

Mark: Yes. She had buried it and Rex had dug it out of the ground because he smelled it.

Jane: Did you explain?

Mark: Yes, Ben told her that Rex had found the parrot and we thought he had killed it, so we cleaned it and put it in the cage. We told her we had made a mistake. We said we were sorry.

Jane: Was she very angry?

Mark: No, not really. She was a bit disappointed, so she told us to be honest in the future.

Jane: Wow! She is really nice!

When we share anecdotes, we can repeat the exact words the people used when things happened (direct speech) for dramatic effects, but most of the time we will **report** what people said in past form (indirect speech).

Skills

2 Work in pairs. Retell the anecdote with the help of the pictures in Exercise 1. Use indirect speech.

For your Final Product

3 Add details to the sentences you made on page 72 by including what people said and the list of emotions you prepared on page 68.

My mother and I were walking to the river with our buckets. It was hot, so I was angry. I said I was tired and didn't want to go. My mother scolded me because I was angry and complaining. We found a boy with his mother on the road. I said hello and we started talking. He told me his name was Pedro. We laughed a lot because we liked each other. He told me he was hungry. My mother gave me an apple and I shared it with him. My mother said it was a good thing to share. Pedro thanked me and said we should be friends. I was very happy. Pedro and I played later and became friends. We played **hide and seek** and we were very tired and hungry. We shared another apple. Pedro is now my best friend and I feel great about it.



A large blue rectangular area with horizontal lines, intended for students to write their final product.

4 Read the anecdote from Exercise 1 again and follow the instructions.

1 Circle in blue the phrase Mark uses to begin his anecdote.


2 Circle in red the questions Jane asks to **make sure** that she understands.



3 Circle in green the questions Jane asks to know more details.

Repeating what you hear or asking for clarification with expressions like *Do you mean?* help confirm understanding. You can also ask questions to show that you are interested in what people are sharing with you.

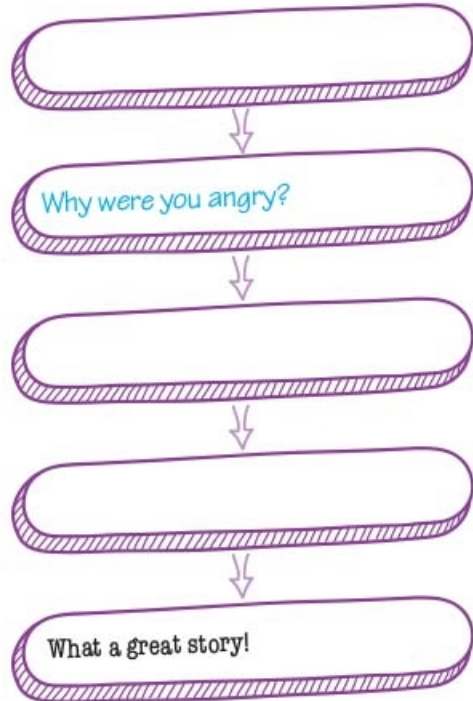
Skills


- 5  Listen to the anecdote and write in your notebook the questions you circled where the tone of voice reflects interest.
- 6 Work in pairs. Place the sentences from the box in the correct place of the organizer. Then role-play the conversation and show interest when asking questions. Exchange roles.

Do you mean you gave him a piece of your apple?
Why were you angry?


Really? What?
Something great happened to me.

What happened next?



-  If you have an available recording device, an interesting way to appreciate if you showed interest with your tone of voice is recording your conversation and listening to it again.

For your Final Product

- 7  Think of a sentence you can use to begin your anecdote. Write it down.

Something great happened to me last summer.

- 8 Work in small groups. In turns, share your anecdotes in a conversation with the help of your sentences from Exercise 3. Review the list of tips below to participate when it is your turn to share your anecdote and when it is your turn to listen. Use the conversation in Exercise 5 as a model.

To speak

- Introduce your anecdote.
- Answer all the questions people ask with as many details as you can.
- Try to use a good tone of voice to express emotions.



To listen

- Ask questions to clarify understanding.
- Show interest by asking questions to know details.
- In the end, make a positive comment such as: *That was interesting! What a great story!*



Assessment - Think About Your Progress

- 9 Answer the questions with what you learned. Then compare your answers with a partner.

- 1 How can you share what people said during a past event?
- 2 How can you show interest when others are sharing an anecdote?

If your answers and your partners' are different, review Exercises 1 to 6 and ask your teacher for guidance.

Closure

Final Steps

- 1 Prepare yourself to share your anecdotes with the class. Use the checklist below to review your anecdote in your mind.

- Mention the events of your anecdote in sequence.
- Give details: time, place, what people said, your emotions, etc.
- Raise your tone of voice and use fast speed to express strong emotions.
- Use an opening.

- 2 Work in small groups. Rehearse presenting your anecdotes in turns. Use the previous checklist to give each other ideas on how to improve or add something missing.

Collect your evidence

- 3 Now that you have selected an anecdote, organized the main events, added details, and rehearsed your presentation, you are ready for a session where all of you will share their anecdote with the class.

Socialize

- 4 Work as a class. In turns, each of you will present your anecdotes.
- 5 Listen respectfully to all the anecdotes and make notes about what you like about all the presentations.
- 6 Share as a class some of the notes you made about the presentations.
- 7 Discuss in groups.
 - 1 Why did you choose the anecdote you shared?
 - 2 Which of the anecdotes you heard did you find the most enjoyable or interesting?

Assessment

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

- 1 Do you need help to identify the main events in a personal experience?
- 2 How well can you add details to a personal experience you share?
- 3 What can you do to share what other people said during a past event?
- 4 What can you do to show interest when someone shares an experience?
- 5 What can you do to improve your performance?

2 After sharing anecdotes with your classmates, answer what you think about your anecdote and ask a classmate for his / her opinion about your work.

My Final Product	I think	My classmate thinks
My anecdote had an opening and it has enough details like emotions, feelings, time, place, and what people said.		
My anecdote was interesting for my classmates.		
In my presentation, I mentioned the events of my unexpected situation in a sequence.		
I expressed my emotions.		
I showed interest in others' anecdotes.		

3 Get together with the classmates you worked with as a group during the unit and together decide which aspects you can check (✓). Discuss what you all need to improve.

- We took turns and listened to others attentively.
- We helped each other prepare for our presentation.
- We participated with questions when others shared their anecdotes.
- We accepted others' suggestions to improve.

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

5 Go back to the Initial Assessment on page 65. In small groups, discuss your progress in this unit.

Glossary

apologize (v) – to tell someone that you are sorry for doing something wrong or for causing a problem

bucket (n) – a round open container with a handle, used for carrying liquid and substances such as sand or dirt

bury (v) – to put someone's dead body in the ground during a funeral ceremony

cage (n) – a container made of metal bars and used for keeping animals in

dig out (v) – to get something out of a place or out of the ground by digging

disappointed (adj) – unhappy because something that you hoped for or expected did not happen or because someone or something was not as good as you expected

emphatic (adj) – said or shown in a very strong, clear way

face to face (adv) – in a situation where you are meeting and talking to another person directly

freak out (v) – to be or to become afraid or frightened

get rid of (v) – to throw away, give away, or sell a possession that you no longer want or need

get dressed (v) – to put your clothes on

grab (v) – to take hold of something in a rough or rude way

ground (n) – an area of land

hide and seek (n) – a children's game in which one player lets the other players hide, and then tries to find them

late (adj) – to arrive somewhere after the correct or usual time

lock (v) – to fasten something such as a door or a container, usually with a key, so that other people cannot open it

loud (adj) – used for describing a sound that is strong and very easy to hear

make sure (v) – to check something so that you can be sure about it

neighbor (n) – someone who lives near you

panic (v) – to have a sudden strong feeling of fear or worry and be unable to think clearly or calmly or decide what to do

parrot (n) – a brightly colored tropical bird that is often kept as a pet

scold (v) – to criticize someone, especially a child, severely and usually angrily for something they have done wrong

scream (n) – a loud high noise that someone makes because they are hurt or excited

take place (phrs) – to happen

upset (adj) – very sad, worried, or angry about something



Stage 2

Read short theater plays and understand general sense, main ideas, and details.



Stage 1

Select and review short theater plays for young people.

Unit 5

Social Practice of the Language:

Read theater plays.

Stage 3

Participate in the reading out loud of theater plays.

Social Learning Environment:

Recreational and Literary

Communicative Activity:

Literary expression.

Opening

Let's start together

1 Check (✓) the type of literary texts you have read.

- short stories
- poems
- theater plays
- novels

2 Work in groups. Discuss and answer the questions.

- 1 Have you ever watched a theater play in your mother tongue?
- 2 Did you like it? Why?
- 3 What is your favorite theater play?



Initial Assessment

In this unit you will perform the reading out loud of theater plays. Discuss in small groups the following aspects. Answer the questions to know how well prepared you think you are.

	Yes	No
Is it <i>easy</i> for you to read out loud in English?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know the characteristics of theater plays in English?	<input type="checkbox"/>	<input type="checkbox"/>
Can you understand scenes of plays in English?	<input type="checkbox"/>	<input type="checkbox"/>
Can you express emotions and reactions when reading a text out loud in English?	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	81
2	Development	<input type="checkbox"/> Writing a list of theater plays.	85
3		<input type="checkbox"/> Completing a notecard with the information about the play we chose.	85
4		<input type="checkbox"/> Circling and writing examples of stage directions from the play we chose.	87
5		<input type="checkbox"/> Reading out loud the scene we chose.	88
6		<input type="checkbox"/> Completing an organizer with the emotions the play we chose makes us feel.	89
7		<input type="checkbox"/> Practicing reading out loud the scene we chose using the guidelines with tips to help us.	91
8	Closure	<input type="checkbox"/> Rehearsing the scene from the play we chose.	93
9		<input type="checkbox"/> Giving and receiving feedback.	93
10		<input type="checkbox"/> Making notes about what I need to improve.	
11		Performing the reading out loud of our scene.	93
12		Assessment.	94

Don't forget to come back and check (✓) your evidence.

Development

- 1 Work in small groups. Read the information about the posters from different theater plays and discuss the questions below.



Romeo and Juliet

by: William Shakespeare

Audience: Adults

Synopsis: The story of two star-crossed lovers who end up badly because of the hate between their families.



Peter Pan

by: J. M. Barrie

Audience: Children

Synopsis: The story of a boy who does not want to grow up, narrated through songs and dance.

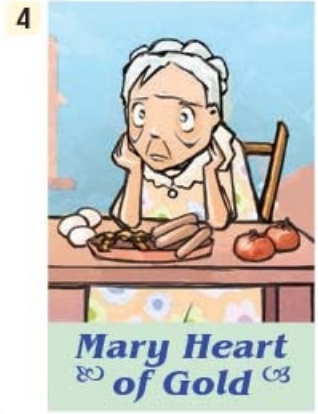


The Proposal

by: Anton Chejov

Audience: Family

Synopsis: The funny story of an unusual marriage proposal with a happy ending.

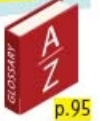


Mary Heart of Gold

by: Adriana Woods

Audience: General public

Synopsis: The story of a good-hearted old woman who solves difficult situations with the help of kindness.



- 1 Which play is for children?
- 2 Which play is about a character that does not want to grow up?
- 3 Which play is for adults only?
- 4 What is *Mary Heart of Gold* about?

- 2 Work in pairs. Read the Skills box and decide what the genre of each of the plays in Exercise 1 is.

There are different types of plays. *Tragedies* end in death and disaster. *Comedies* make people laugh. *Musicals* tell a story mostly through songs. *Melodramas* feature people who face dangers or difficult situations.

Skills

- 1 *Romeo and Juliet*: _____
- 2 *Peter Pan*: _____
- 3 *The Proposal*: _____
- 4 *Mary Heart of Gold*: _____



3 Work in pairs. Read the questions and look for their answers in the scene from the play *Mary Heart of Gold*.

- 1 How many characters are there in the play?
- 2 Who are the characters in scene one?
- 3 Where does the scene happen?
- 4 After this fast scan, what happened in this scene? Explain.



Mary Heart of Gold

By Adriana Woods

Cast of Characters:

Narrator

Mary: a good-hearted old woman.

Mary's conscience: a voice that guides Mary's actions.

Karla: 25 years old

Bus driver: 40 years old

ACT I – SCENE ONE

SETTING

Mary is standing in the kitchen of her house. It is a small and very modest house, but she has a small garden with an apple tree. She is standing by the dining table. On the table we see the following food: eggs, bacon, sausages, tomatoes, and a basket of big, beautiful apples from her apple tree.

Narrator: Once upon a time, there was an old lady named Mary. She was generous and kind, but she was poor. She didn't realize it, but the voice of her good conscience was always next to her to help find ways to be kind. So, even if she was poor, her kindness always helped her. It was Sunday, and Mary was happy, thinking about her weekly breakfast of eggs, bacon, sausages, tomatoes, and toast. Oh, how she was looking forward to her favorite Sunday breakfast!

Mary: Let's see, (looking at the table) I have eggs, bacon, sausages, and tomatoes. What else do I need? (Touches her chin wondering) Of course! I need some bread. (Mary puts her hands on her hips and looks at the audience) I can't have breakfast without a toast! (Worried) I don't have enough money for the bus and the bread! But wait! I have this basket of apples, and the baker can use them for his apple pies. Maybe he'll give me some bread in exchange. (Very calmly and slowly, Mary grabs the basket with the apples and leaves her house. She looks right and then left before she crosses the street, and walks calmly toward the bus stop near her house.)

[Dim lights completely. Change sets.]

4 Read the scene in Exercise 3 and complete Mary's actions. Check your answers with a partner.

1 First, she looks at the table.

2 Then, she _____

3 Next, she _____

4 Finally, she _____



5 Read the Skills box. Work in small groups and discuss the questions.

- 1 Where are Mary's actions explained?
- 2 What do the actions tell you about Mary's character?
- 3 What does this scene make you feel about the character?

A play is more than words actors say. The stage directions, instructions between brackets, and the narrator's voice provide information and details that help you understand the characters and their intentions.

Skills




A: I believe Mary is worried.

B: I think she is very old. She moves very slowly.





For your Final Product

- 6  Work in small groups. You are going to prepare the reading of a play in English. You have to choose a play as a group. If you can, look for plays in English in sources like books or the Internet, if available. You can also use the play in this unit or the play in your Reader. Write a list of options.

Theater plays in English:



-  If available, go to the Internet to look for more examples of theater plays in English. You can go to <https://bit.ly/2G4nTEP>
- 7 Vote together on the play that interests you the most.
- 8  As a group, complete the notecard with information about the play you chose.

Title: *Mary Heart of Gold*
 Author: *Adriana Woods*
 Genre: *Melodrama*
 Setting: *Scene one, the kitchen in her house*
 Cast of characters: *Mary, Mary's conscience, Karla, bus driver*

Title: _____
 Author: _____
 Genre: _____
 Setting: _____
 Cast of characters: _____

Assessment - Think About Your Progress

- 9 Work in small groups and complete what you understand about the topics in this stage.
- 1 The narrator / setting helps us understand where the action is happening.
 - 2 The stage directions / characters give actors information about the character's actions.
 - 3 The setting / narrator helps us understand the characters and their actions.

If you are not sure about your answers, go back to Exercises 1-3 with a partner in the same situation as you.

- 1 Work in pairs. Read the Skills box, and then read the Act II scene from *Mary Heart of Gold*. Discuss who the main characters and secondary characters are and what their relationship is.

ACT II – SCENE ONE

SETTING

Outside, at a bus stop. A young girl, Karla, is standing next to Mary. The girl is wearing a pair of beautifully knitted mittens.

Karla: *(Looking amazed at the basket of apples)*

My goodness! **(Enthusiastically)** I've never seen such beautiful apples. With them, I could make my grandmother the apple pie that she loves so much!

Narrator: Mary, with her heart of gold, was **moved** by the fact that the young girl loved her grandmother so much. Mary didn't know it, but her conscience was watching her again.

Mary: *(Looking at audience attentively)* The girl is so sweet, and what she wants to do is so considerate! Should I give her my apples? ... I think I will.

Mary's conscience: *(Standing away from the characters)* Well done, Mary. You will not **regret** all the good things you do.

Mary: *(Compassionately to Karla)* My dear, if you like them so much, they're yours.

Karla: **(Shyly)** You're too kind, but ...

Mary: *(Interrupting)* No buts, my dear. I insist.

Karla: All right, but I can't take them for **free**, so please take my **mittens** in exchange.

Mary: All right, then. *(Smiling while putting the mittens on)* Thank you, my dear. They're beautiful!

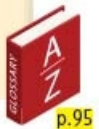
[An abrupt sound of the bus arriving and the doors of the bus opening]

Bus driver: *(Shouting angrily)* Good morning!

Mary and Karla: *(Surprised)* Good morning ...

Mary's conscience: This man is in such bad mood. I wonder if we can help him.

[End of scene. Dim lights.]



A: Karla is a secondary character. She doesn't know Mary.

B: Mary's conscience is an important character. I think it is a main character.

The *main characters* are the most important people in the play; action revolves around them and the play usually tells their story. *Secondary characters* are less important, but essential to the play. *Incidental characters* appear briefly.

Skills

2 Work in pairs. Read the scene in Exercise 1, page 86 again and answer the questions.


- 1 How did Karla react when she saw the apples?
- 2 How did Mary react to Karla's enthusiasm?
- 3 How would you describe the bus driver's attitude?

Toolbox

Stage directions often include descriptive words such as *nervously* and *quickly*. These words are called *adverbs of manner* and they describe character's attitude or the way (manner) in which they do an action. Most adverbs of manner are formed by adding *-ly* to an adjective (*angry – angrily*).


- Go back to the scene in Exercise 1, page 86 and circle all the adverbs of manner you can find.

For your Final Product

- 3  **Work in groups. Select a scene from the play you chose in Stage 1. Read it through and circle the stage directions where there are descriptions of the characters' attitudes. Write some of the examples you circled.**

Karla: (Shyly) You're too kind, but ...



- 4  Listen to and read the scene in Exercise 1. Pay attention to the intonation of words.
- 5 Work in groups of five. Take turns reading out loud the scene in Exercise 1. Pay attention to the stage directions and try to imitate them.



When you read a play out loud, you should pay attention to the stage directions, the volume of your voice, and the pauses to express emotions.

Skills

- 6 Work in pairs. Read the fragment from the scene in Exercise 1. Pay attention to the circled punctuation marks. Discuss and complete the sentences below.

Mary: *(Looking at the audience attentively)* The girl is so sweet, and what she wants to do is so considerate! Should I give her my apples? ... I think I will.

Mary's conscience: *(Standing away from the characters)* Well done, Mary. You will not regret all the good things you do.

Mary: *(Compassionately to Karla)* My dear, if you like them so much, they're yours.

Karla: *(Shyly)* You're too kind, but ...

Mary: *(Interrupting)* No buts, my dear. I insist.

Karla: All right, but I can't take them for free, so please take my mittens in exchange.

Mary: All right, then. *(Smiling while putting the mittens on)* Thank you, my dear. They're beautiful!

Bus driver: *(Shouting angrily)* Good morning!

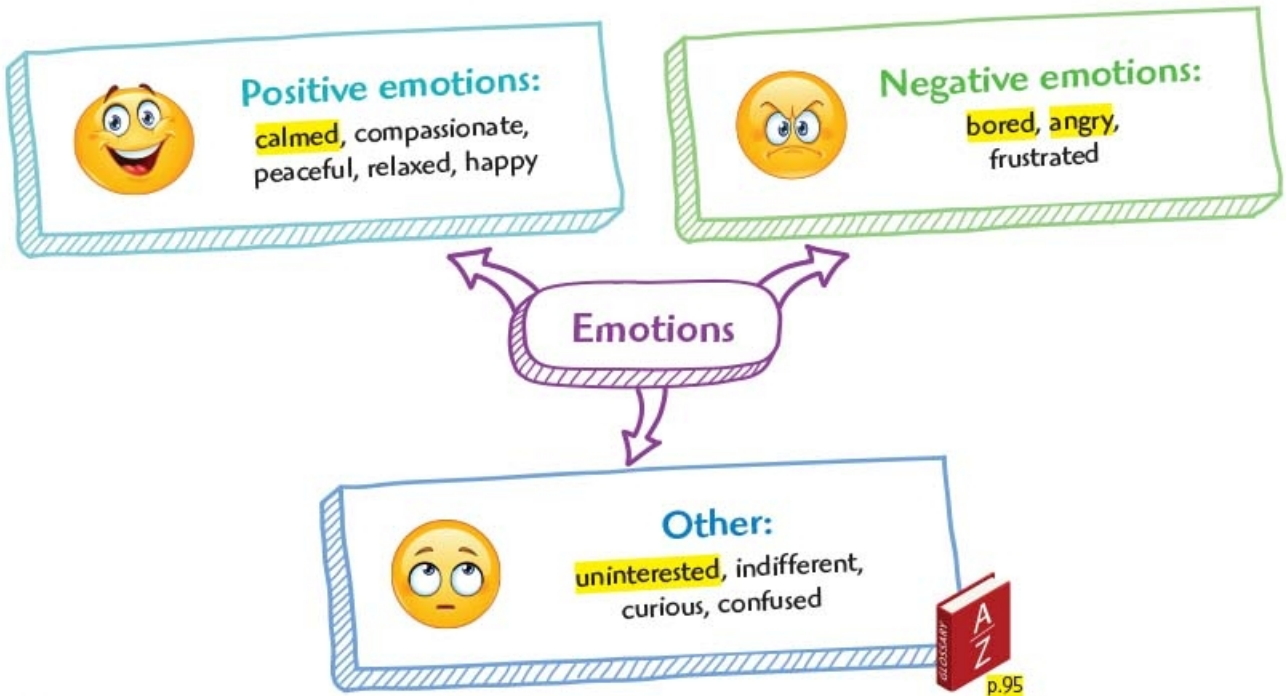
Mary and Karla: *(Surprised)* Good morning ...

- 1 Ellipsis (...) is used to emphasize / pause an idea.
- 2 The exclamation mark (!) is used to emphasize / pause an idea.

For your Final Product

- 7 With your Final Product group, try to read out loud the scene you chose. Emphasize the stage directions you circled in Exercise 3 and pay attention to its punctuation marks.

8 Work in small groups. Use the words in the organizer to describe how the scene in Exercise 1 makes you feel.



A: The scene makes me feel peaceful. Mary is a good person.

B: The scene makes me feel confused. What is going to happen next?

For your Final Product


9 With your Final Product group, complete in your notebook an organizer with the emotions the play you chose makes you feel. You can use the organizer from Exercise 8 as a model.

Assessment - Think About Your Progress

10 Check (✓) what you think you can do now when reading plays. Then discuss as a class ways to improve and make notes with your teacher's suggestions.

- 1 I can read out loud a scene of a play in English.
- 2 I can appreciate emotions in scenes.
- 3 I can convey emotions when reading a play out loud.

If you are not sure you can do all these things, go back to Exercises 5-8 to practice.

- 1  Read and listen to Act II, scene two from *Mary Heart of Gold*. Circle the words that express how the characters feel. Check them with a classmate.

ACT II – SCENE TWO SETTING

Inside the bus. Mary is about to pay the fare. The bus driver looks grumpy. He is upset about something.

Mary: (*Happily*) What a nice day!

Bus driver: (*Angrily*) What's nice about it? It's so cold that I can't feel my hands!

Mary: Oh, dear. I'm sorry to hear that. Here, take these mittens. They'll keep your hands warm. (*Takes her mittens off calmly.*)

Mary's conscience: (*Happily*) Well done, Mary!

Bus driver: Hmm. (*Surprised and embarrassed*) I can't take your mittens!

Mary: (*Gently placing the mittens in his hands*) Please, I insist. You need them more than I do.

Bus driver: Oh (*clearing his throat*), but then let me give you a free ticket. (*The driver returns her money.*)

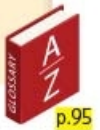
Mary: Thank you! That's very nice of you. (*Happily looking at the audience*)


Now I have money to buy bread!

Narrator: Mary was very happy because she now had money for her bread.

She had given the apples away, but in the end her good deed paid off. As people say, "What you give always comes back to you."

[*We hear the bus drive away. Dim lights completely.*]



- 2  Work in pairs. Listen to the scene in Exercise 1 again and complete the sentences with the names of the characters.


- 1 The _____ speaks louder when he gets angry.
- 2 _____ speaks gently, her voice is softer.
- 3 _____ places emphasis on the final sentence or the moral of the story.

- 3 Work in groups.** Read the Skills box and practice reading out loud the scene in Exercise 1. Emphasize the emotions you circled.

Dramatic reading requires that actors say the line with an intention that reflects the emotions indicated in the stage directions. They can use louder volume to show intense emotions, softer volume for gentle emotions, or emphasize important information.

Skills



- 4**  **Work in pairs.** Listen to a group of students reading out loud the scene from Exercise 1, page 90. Pay attention to their attitudes. Underline the phrase that completes each sentence.

- The actor playing the bus driver uses the expression *err* when he makes a pause because
 - he is nervous and not sure of what to say.
 - he wants to show he is very angry.
- When the actor playing the bus driver uses the expression *oh*
 - he makes a pause and shares with the audience a suspicion he has.
 - he makes a pause to clear his sore throat.
- The actor playing the bus driver answers with a *hmm* because
 - he needs to make a pause because he is very bored.
 - he realizes he was wrong, and makes a pause to change his attitude.

Words like *ah*, *hmm*, *err*, *oh* express attitudes, but you can also use them to give yourself time to think about what you want to say. They can also help you in case you make a mistake or forget your lines when acting out a dramatic reading!

Skills

For your Final Product

- 5 Work with your Final Product group.** Practice reading out loud your scene several times. Use the guidelines to help you.

- Circle the stage directions, words, punctuation marks, or phrases where there is an emotion.
- Read the scene out loud paying attention to your intonation: softer for gentle emotions, loud for strong emotions, emphasis on important ideas.
- If you don't know what to say or need to pause, use the expressions *hmm*, *err*, *oh*, etc.

6 Look at the body language examples and decide what character from the scene in Exercise 1, page 90 felt that way.

grumpy



1 _____

happy



2 _____

surprised



3 _____

embarrassed



4 _____

7 Work in groups. Make a final reading of the scene in Exercise 1. Add gestures and body language.

Assessment - Think About Your Progress

8 Work with a partner from Exercise 7. Use the questions below to give and receive feedback from your partner.

	Yes	No
<input type="radio"/> 1 Was your partner's voice too soft?	<input type="checkbox"/>	<input type="checkbox"/>
2 Was your partner's voice too loud?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did your partner make pauses using words such as <i>hmm</i> and <i>ah</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
4 Did your partner show strong emotion at sentences with an exclamation mark (!)?	<input type="checkbox"/>	<input type="checkbox"/>
5 Did your partner change his / her tone of voice to express the emotions in the stage directions?	<input type="checkbox"/>	<input type="checkbox"/>
6 Did your partner add gestures or sounds to express actions?	<input type="checkbox"/>	<input type="checkbox"/>

If you are not sure about your answers, review Exercises 2-6.

Closure

Final Steps

- 1 Work with your Final Product group. Rehearse reading out loud the scene from the play you chose. Bring props to the rehearsals.



- 2 After rehearsing, give each other feedback according to the checklist. Make notes in your notebook on what you need to improve.

- 1 I understood the emotions of the character.
- 2 The volume and tone of my voice showed the character's emotions.
- 3 When I forgot what to say, I used expressions like *err*, *oh*, etc.
- 4 I used body language like gestures and movements.
- 5 I changed my tone of voice to express emotions.

Collect your evidence

- 3 Now that you have rehearsed and received feedback for your performance, go back to your Planner on page 81 and check (✓) what you did to accomplish it.

Socialize

- 4 Perform the reading out loud of your scene in front of the class or in front of a different team. Then listen to the other team's scene and take notes on the positive and negative things you saw on their presentations.
- 5 When the performances are over, use your notes to tell the other team how well they performed.
- 6 Discuss in groups.
 - What did you learn from your partners' feedback?
 - What was easy or hard to do when preparing for the performance?
 - Did your fluency in English improve?

Assessment

- 1** Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
Read and understand theater plays.				
Read scenes out loud with the proper rhythm and intonation.				
Find and share emotions in a scene.				
Use my tone of voice and body language to express emotions.				
Perform the reading out loud of a scene.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2** Now that you have participated in the reading out loud of a scene, and evaluated how well you did on your Final Product, answer the questions.

- 1 Did I clearly understand the general idea and details of the scene I worked with?
- 2 Was I able to show the emotions of the characters? Why?
- 3 Did I use the proper rhythm and intonation?
- 4 Did I express clearly my emotions and reactions with my voice and body? Why?

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

Teamwork	Yes	No
We gave constructive and respectful feedback.		
We listened attentively and respectfully to the performance of our partners.		
We were well organized for the reading out loud.		

- 4** Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5** Go back to the Initial Assessment on page 81. In small groups, discuss your progress.



Glossary

angry (adj) – very annoyed

apple (n) – a hard round fruit that is white inside and has a smooth green, yellow, or red skin

arrive (v) – to reach a place, after having been somewhere else

bacon (n) – meat from a pig that is treated with smoke or salt, and is often cooked in thin pieces

badly (adv) – in a way that is not skillful, effective, or successful

baker (n) – someone whose job is to make bread, cakes, etc.

basket (n) – a container for carrying or keeping things in, made from thin pieces of plastic, wire, or wood woven together

bored (adj) – feeling impatient or dissatisfied, because you are not interested in something or because you have nothing to do

bread (n) – a common food made from flour, water, and usually yeast

calmed (adj) – to make someone feel more relaxed and less emotional

chin (n) – the center of the bottom part of your face, below your mouth and above your neck

deed (n) – something that someone does

egg (n) – a chicken's egg used for food

embarrassed (adj) – ashamed of something and worried about what other people will think of you

enthusiastically (adv) – in a very excited way

free (adj) – something that is free does not cost anything

give away (v) – to provide someone with something that you no longer want or need

good-hearted (adj) – kind, generous, and helpful

grow up (v) – to change from being a baby or young child to being an older child or adult

grumpy (adj) – unhappy and dissatisfied, often for no obvious reason

guide (v) – to show someone which direction they should walk or travel in by going with them

hand (n) – body part at the end of each arm that you use for picking up and holding things

hate (v) – to dislike someone or something very much

hip (n) – one of the two parts at either side of your body between your waist and the top of your legs

kind (adj) – behaving in a way that shows you care about other people and want to help them

kindness (n) – kind behavior, or kind feelings

leave (v) – to go away from a place

marriage (n) – the relationship between two people who are husband and wife

mitten (n) – a type of glove with one part for your thumb and another part for your fingers

move (v) – to affect someone emotionally, especially by making them feel sad and serious

pay off (v) – if something that you do pays off, it brings you some benefit

poor (adj) – having little money and few possessions

regret (v) – to feel sorry or sad that something has happened

sausages (n) – a food that consists of a tube of skin containing very small pieces of meat mixed with spices

setting (n) – a particular time or place that a play, book, film, etc. happens in

shyly (adv) – in a nervous and embarrassed manner in the company of other people, especially people who you do not know

solve (v) – to find a solution to something that is causing difficulties

stand (v) – to have your body in an upright position supported by your feet

star-crossed (adj) – continuously affected by bad luck

ticket (n) – a piece of paper that shows you have paid for a journey on a train, plane, etc.

toast (n) – bread that has been heated until its outside is brown and hard

uninterested (adj) – not interested

upset (adj) – very sad, worried, or angry about something



Stage 1

Review news stories.

Stage 2

Read news stories.



Stage 3

Contrast news stories in different newspapers.

Unit 6

Social Practice of the Language:

Compare the same news story in different news publications.

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with media.

Opening

Let's start together

1 Work in pairs. Check (✓) the news stories that you like to read.

entertainment	<input type="checkbox"/>	top news	<input type="checkbox"/>	lifestyle	<input type="checkbox"/>
sports	<input type="checkbox"/>	classifieds	<input type="checkbox"/>	travel	<input type="checkbox"/>

2 Discuss in groups.

- 1 What type of newspapers do you read?
- 2 Where can you read news?



Initial Assessment

In this unit you will compare news stories. Read the sentences and write the words that best describe how you normally act (*always, usually, sometimes, never*).

- 1 I _____ read news stories in English.
- 2 I _____ talk about news stories.
- 3 My opinions _____ change when I read news stories.
- 4 I _____ feel comfortable comparing news stories in a conversation.
- 5 I am _____ comfortable asking someone questions about the news.
- 6 I have _____ compared the same news story in different newspapers.

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Stage	Tasks	Pages	
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	97	
2-3	Development	<input type="checkbox"/> Choosing a section in a newspaper to read.	99	
4		<input type="checkbox"/> Looking for news stories from different sources.	101	
		<input type="checkbox"/> Writing headlines of the news stories that I found.	101	
		<input type="checkbox"/> Using a graphic organizer to answer questions about the news story I chose.	103	
		<input type="checkbox"/> Finding quotes and discussing ideas about the articles I chose.	105	
5		<input type="checkbox"/> Writing what our articles are about.	105	
6		Closure	<input type="checkbox"/> Completing a Venn diagram to compare and contrast the news stories we chose.	109
7			<input type="checkbox"/> Exchanging opinions about the articles we chose.	109
8-9	<input type="checkbox"/> Finishing our diagram to compare and contrast our news stories and rehearsing explaining it.		110	
10-11	Sharing our final comparative chart.		110	
12		Assessment.	111	

Don't forget to come back and check (✓) your evidence.

Development

- 1 Read the information about newspapers and complete the sentences below. Check your answers with a partner.

File Edit View History Bookmarks Tools Help

www.newspapers ...

Where to find it

Newspapers are organized in sections according to the topic of the **articles** they contain. These are some of the sections you can find in newspapers:



Top News: It is the section with the most important international, national, and local news. It is usually on the front page of the newspaper. The title or headline of the most important article is printed in big letters.



Lifestyle: News about the arts, information about art exhibits, and artists. It also includes book reviews, recipes, and articles about food, health, and other home-related topics.



Entertainment: Information about movies, radio, concerts, and television shows. It also includes games, puzzles, comic strips, cartoons, and the daily horoscope.



Sports: News about local and international sports events or about famous sports personalities.



Travel: Articles about what to do and see in different countries and cities, information about different types of tourism (ecotourism, adventure, etc.), and advertisements from travel agencies and airlines.



Classifications: Advertisements for employment, properties, items for rent or sale, and services like cleaning, plumbing, carpentry, etc.

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- To check the final score of a soccer game, you can read the _____ section.
- When people look for a job, they can consult the _____ section.
- To read a comic strip, you can go to the _____ section.
- To check for local art exhibits, you can go to the _____ section.
- To read news stories about a terrible natural disaster, check the _____ section.

2 Work in pairs. Look at the news stories and write the name of the section where you can find them.

A

Chihuahua News Top News

Cold Weather Affects Thousands

by A. Torres

The city of Chihuahua experienced its lowest temperature in history when it reached -2°C last night. The heavy snow has blocked roads and public transportation had to cancel access so routes covered by several containers of snow.

The authorities decided to cancel classes in schools to protect the health of students of all ages. There is still no confirmation about when students will return to school.

B

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www.limevalleytimes...

Lime Valley LOG IN

Health

Running Is Good For Your Health

by William B.

Want to feel better, have more energy and even add years to your life? Just run. Running delivers oxygen and nutrients to your tissues and helps your cardiovascular system work more efficiently. And when your heart and lung health improve, you have more energy for daily activities.

Running 30 minutes a day is a good way to exercise.

C

Properties for Rent	Professional Services	Job offers
<p>For rent In Santa Maria New house, 3 bedrooms, 2 bathrooms, 2 parking places fully furnished</p>	<p>Expert electrician offers services for home repairs. Good price. Honestly. Contact George P. 55505500</p> <p>Do you want to learn English? Expert native speaker and teacher offers services for private classes. Professional. Good price. Honestly. Contact Laura J. 555308600</p>	<p>Peterson School, a prestigious elementary school in the Dillon zone is looking for a Science Teacher. Please contact Lauren Smith 55 55 5555.</p> <p>Peterson School, a prestigious elementary school in the Dillon zone is looking for a janitor. Please contact Claude Garcia 55 55 5555.</p>

D

@Sportsnews Local Team Beats Visitors 2-1 After no points during the first half. Local team scored a second goal in the last minute for a tight win. #golocals

3 Work in groups. Review your answers for Exercise 2. Then talk about how knowing the sections in news publications can help you locate information.



A: If you look at the section of the newspaper, you can identify the general topic of a news article, such as Sports or Classifieds.

B: And if you look at other elements, such as the headline and the photo, you can get more information.

For your Final Product

4 Think about your favorite types of news stories and identify the section most of them belong to. You will work with this section in newspapers for the rest of the unit to prepare your Final Product. Write your conclusions.

My favorite news stories are about art, book reviews, and health tips. These stories are usually in the Lifestyle section.

5 Work as a class. Look at the news article and use the question below to discuss its parts.

newspaper name

Chihuahua News

Top News

section

Cold Weather Affects Thousands

heading

author

by A. Torres

lead paragraph

The city of Chihuahua experienced its lowest temperature in history when it reached -2°C last night. The heavy snow has blocked roads and public transportation had to cancel access to routes covered by several centimeters of snow.



pictures

The authorities decided to cancel classes in schools to protect the health of students of all ages. There is still no confirmation about when students will return to school.

1 What parts of an article do you pay the most attention to?

Names of sections, headlines, and pictures are graphic elements that can help us quickly find the information we want to read in a newspaper.

Skills

6 Look at the news stories in Exercise 2 again and answer the questions.

- 1 Do headlines and pictures help you anticipate the topic? How?
- 2 How are headlines different than the body of the news article?
- 3 Why are Top News articles in the front page?

Toolbox

To express that you agree with someone's opinion, use expressions like *I think you're right*. To express you disagree, begin with expressions that are not offensive, such as *I'm not sure about that ...* or *Well, if you ask me ...*

- 7 Read the news headlines and complete what you think the news story is about. Share your opinion with a partner.



A: Well, if you ask me I think story B is about a sports event.

B: What sport do you think it's about?

For your Final Product

- 8 Work in small groups. Each member will look for a news story from the section that you chose. You need to find the same story in two different newspapers. If possible, you can look in different sources, including digital media or your Reader.
- 9 Write the headlines of the news stories that you found.

Assessment - Think About Your Progress

- 10 Work with a partner from your group in Exercise 8. Tell each other how well you worked.

Aspect	My opinion	My partner's opinion
1 I can identify elements in a news story.		
2 I can infer information by looking at graphic elements in a news story.		

If you need more practice, review Exercises 5 and 7 with partners that want to practice too.

- 1 Work in pairs. Look at the headline and the picture in the front page, and predict what you think the newspaper article is about.

The Blockstone Daily

The Stingrays **Crush** the Royal Hounds

The Stingrays finally trashed the Royal Hounds in a 5-0 win

by James Stevenson

After nearly ten years of losing to the Royal Hounds, the Stingrays finally **beat** them 5-0 yesterday at the **Youth Cup** Soccer Championship in Guadalajara. It was a disappointing game for the Royal Hounds, who did not **score** any goals. When asked why they lost, the

coach replied, "Three of our star players are **injured**, but the Stingrays played a good game." He said this **loss** would leave the team out of playing the final game. The coach added, "**It's a shame** that we couldn't move **further** this time but we can always win next year!"



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- 2 Work in small groups. Look at the front page in Exercise 1 again and identify its sections and the information they provide. You can use the words in the box.

picture

newspaper name

headline

author

- 3 Read the Skills box and the article from Exercise 1 and underline the correct answers. Compare your answers with a partner.

- 1 The news story is about a hockey / soccer game.
- 2 It is from the Classifieds / Sports / Lifestyle section.
- 3 The Stingrays / Royal Hounds won the game.
- 4 It is / isn't the first time the Stingrays beat the Royal Hounds.
- 5 To have more information, the newspaper interviewed the Royal Hounds' coach / a sports expert.

The first paragraph of a newspaper article is called a lead paragraph and it usually summarizes the general circumstances of the event (place, time, participants, etc.). Read the headline and lead paragraph to get the general idea of the article.

Skills

- 4 Read again the lead paragraph from the newspaper article in Exercise 1 on page 102 again and the Skills box below. Complete the graphic organizer and share it with a partner.

Why?
Because the Royal Hounds star players were injured and the Stingrays played a good game.

What?

Who?

When?

Where?

5Ws

Lead paragraphs usually answer the 5Ws (*what, when, where, who, and why*) so that people get the general information even if they only read the headlines and first few lines of an article.

Skills

For your Final Product

- 5 Work in groups. Use the graphic organizer to answer the questions about the articles that you found in Stage 1, page 101. Some members of your group should work with an article and some with the other article.

What happened?

Where did it happen?

Who participated in the news story?

When did it happen?

Why did the event happen?

Toolbox

The purpose of quotes in news stories is to present the exact words of experts (or *direct speech*) and people being interviewed. News stories use quotes to support the credibility of their information and to present different points of view. Direct speech uses quotation marks at the beginning and end of the sentence to present the speaker's voice. For example: *The coach added, "It's a shame that we couldn't move further this time."*

On the other hand, when you want to tell other people's words, you use *indirect speech*. For example: *The coach added that it was a shame that they couldn't move further this time.* Indirect speech involves changes in the verbs (present to past) and the pronouns.

- Read the article in Exercise 1 again and underline the sentences with direct speech and circle the sentences with indirect speech.

6 Work in pairs. Read the quotes and underline the idea that reflects their meaning.

- When asked why they lost, the coach replied, "Three of our star players are injured, but the Stingrays played a good game."
 - Most players were injured and that's why they lost.
 - A few players were injured and the other team played very well.
- He said this loss would leave the team out of playing the final game.
 - This was the last game the team will play in the tournament.
 - There is one more game for his team to play.
- The coach added, "It's a shame that we couldn't move further this time but we can always win next year!"
 - The coach is disappointed and the team is ashamed of losing the game.
 - The coach is optimistic and thinks that his team can be successful next year.

The coach said that it was a shame that they lost but that they would try to win next year.




On pages 79-80 of your Reader, you can look for other quotes in different articles.



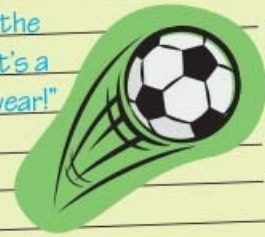
To understand implicit information in news stories you can look for clues in the text. For example, if a story begins with "After nearly ten years of losing to the Royal Hounds, the Stingrays finally beat them," you can infer that they have been long-time rivals even though this fact is not explicitly stated. Implicit fact in reading news stories often involve the motivations of people involved.

Skills

For your Final Product

- 7 Work in groups. Find quotes in the articles that you chose and underline them.
- 8 Read the articles and discuss with your partners the ideas they reflect, as you did in Exercise 6.
- 9  Write notes about your articles including implicit information you can understand from several parts, such as quotes.

The title of the first article is "The Stingrays Crush the Royal Hounds".
 It says the Royal Hounds lost a game because they had injured players and the other team played better. I found this quote that the Hounds' coach said, "It's a shame that we couldn't move further this time but we can always win next year!"
 I could infer that the Royal Hounds want to play again next year.



The title of the article is ...
 It is about ...
 I found these quotes in my article ...
 I could infer this information ...

Assessment - Think About Your Progress

- 10 Answer the questions using what you learned.

Aspects	What I learned
1 In what ways can you identify what people said in a news story?	
2 How can you get to know more information from news stories?	

Compare your answers with a partner. If your answers are different, review Exercises 2, 4, and 6 and ask your teacher for guidance.

1 Work in pairs and read the news stories. Discuss what they are about.

A

FINGERNAIL BITING CAN AFFECT YOUR HEALTH

by Ana Coleman

Last week, the TT Research Institute held a medical **conference** in Bint City to announce the results of their study on people who **bite** their nails. Dr. Samuel Goldman commented that biting your nails can cause **diseases**. "Besides causing bad breath because of all the bacteria accumulated in the mouth, nail biting can also cause **stomach** infections," confirmed Dr. Goldman. "**Fingernails** collect all the dirt and it remains under the nails even if you wash your hands. Remember that you use your hands when you use your mobile phone, when you



go to the bathroom, or go to the supermarket and **push a trolley**. In our study, we found that 30% of people biting their nails gave positive to bacteria and viruses in the laboratory tests," he added.

B

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HOME | NEWS

NAIL BITING: A HORRIBLE HABIT

by James Miller

Last week, the TT Research Institute **announced** a shocking revelation about the horrible habit of nail biting at a medical conference in Bint City. Dr. Samuel Goldman said that nail biters have bad **breath** and can get infections because of the bacteria that accumulate under the nails. Carina Bates, a lady in the audience, said "I was **shocked** to hear about all the **disgusting** things under our nails. Biting your nails is disgusting." Dr. Goldman confirmed that an alarming amount of people with the bad nail biting habit resulted positive to bacteria and viruses in laboratory tests.

- 2 Work in groups.** Read the Skills box and circle the words that are used to describe the events in the articles in Exercise 1 on page 106. Talk about why you think that the authors use those words in the article.

Sometimes, authors use descriptive words to reflect his / her opinion. For example, *massive* and *major* both mean *big*, but *major* sounds neutral in comparison to *massive*, which transmits the idea of something extremely big.

Skills



A: I think the author in article A used the word "final" because the doctor already has some preliminary or first results of his research.

B: I think the word "final" was used because those were the latest results of his study.

- 3 Read the sentences from the news stories in Exercise 1 and underline the correct answer.**

- 1 Which sentence intensifies the event making it sound more terrible?
 - a) The TT Research Institute announced a shocking revelation about the horrible habit of nail biting at a medical conference in Bint City.
 - b) The TT Research Institute held a medical conference in Bint City to announce the results of their study on people who bite their nails.
- 2 Which sentence gives exact numbers in the details?
 - a) "In our study, we found that 30% of people biting their nails gave positive to bacteria and viruses in the laboratory tests," he added.
 - b) Dr. Goldman confirmed that an alarming amount of people with the bad nail biting habit resulted positive to bacteria and viruses in laboratory tests.
- 3 Which quote gives an opinion about the topic?
 - a) "I was shocked to hear about all the disgusting things under our nails. Biting your nails is disgusting."
 - b) "Besides causing bad breath because of all the bacteria accumulated in the mouth, nail biting can also cause stomach infections."
- 4 Which sentences inform the exact words of the doctor without giving his opinion?
 - a) "Fingernails collect all the dirt and it remains under the nails even if you wash your hands."
 - b) Dr. Samuel Goldman said that nail biters have bad breath and can get infections because of the bacteria that accumulate under the nails.

Writers who try to be objective usually give exact numbers and facts that can be proven. A fact is an event or information known to have happened, and which can be confirmed or validated. They avoid giving opinions and using many adjectives. They use neutral quotes from people directly involved.


Skills



4 Work in pairs. Choose the article from Exercise 1, page 106 that best completes the sentence.

- 1 Article A / Article B is more objective because it uses exact numbers, facts, and quotes without expressing an opinion to convince the reader the information is true.
- 2 Article A / Article B is less objective because it uses dramatic quotes and exaggerated facts to convince the reader the information is true.



5  Work in groups. Now that you understand what the articles in Exercise 1, page 106, are about, read and listen to the conversation about them. Answer the questions together.

Omar: What did you think about the news in these articles?

Liliana: I think it was interesting. I didn't know about the consequences of biting your nails, such as bad breath.

Omar: Yes, that was interesting, but I agree with the second article. I think it's disgusting.

Liliana: Speaking of disgusting, did you notice that the second article uses a lot of descriptive words, such as *disgusting*, *shocking*, and *horrible*?

Omar: You're right. Perhaps it's trying to make the habit sound more terrible?

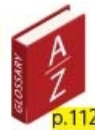
Liliana: I think so, yes. And look at the **headers**: the first one is a description whereas the second one uses an adjective to make it more intense.

Omar: And look at the **quotes**. The quote in the first article is by a doctor and it **states** facts. On the other hand, the second article quotes a lady in the audience giving her opinion.

Liliana: Perhaps it's because the second article was published online, so they wanted to get more attention.

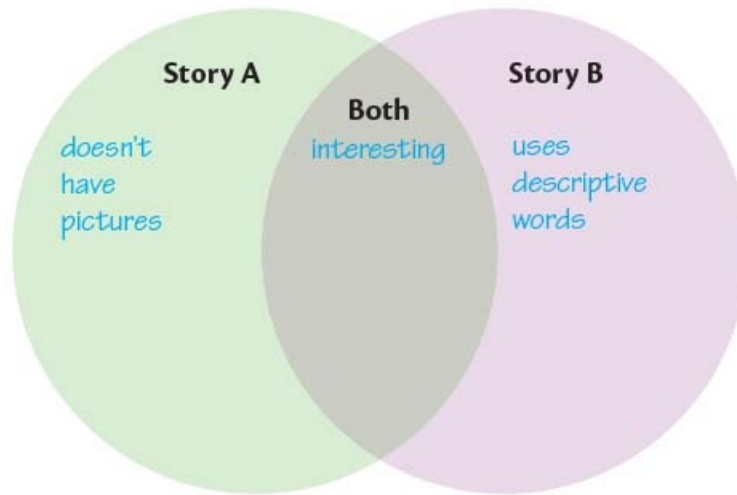
Omar: You have a point. They also included a picture, probably to get attention, too. The first article is not as attractive as the second one, don't you think?

Liliana: I agree. It's a serious article in a newspaper and the **lead** paragraph includes facts and exact numbers, instead of opinions.




- 1 What is the conversation about?
- 2 What does Omar think the author tries to do?
- 3 What sections from the newspapers do they compare?
- 4 How do Liliana and Omar compare the language used by the authors?

6 Work in pairs. Use the conversation and answers from Exercise 5 to complete the Venn Diagram below.



For your Final Product

- 7  Work in groups. Use your notes from Exercise 9, in Stage 2 to fill a Venn Diagram in your notebook, similar to the one in Exercise 6.
- 8 Work in pairs. Exchange your opinions about the articles you read. You can use the conversation in Exercise 5 as a model.

Assessment - Think About Your Progress


9 Work with your partner from Exercise 8. Check (✓) what you think you did well and then ask your partner's opinion.

I did this well.	My opinion	My partner's opinion
I referenced sections in the news story.		
I noticed descriptive words that were used for specific purposes.		
I identified facts in the article I chose.		
I identified opinions in the article I chose.		

If your opinion and that of your partner's are different, go back to Exercises 2, 3 and 4 and review what you have learned.

Closure

Final Steps

- 1  If available, with the information you have from the previous steps, make a chart or Venn diagram on construction paper to compare and contrast your news stories.
- 2 Practice explaining your comparative chart or Venn diagram in your group. Decide who will give each part of the presentation to explain your chart to the class.



Collect your evidence

- 3 Now that you have described your news story articles and expressed your opinions about them, you're ready to share your comparative chart or Venn diagram with others. Go back to your Planner on page 97 and check (✓) what you did to accomplish it.

Socialize

- 4 Now that you rehearsed your presentation to feel more comfortable, work with classmates from a different small group to show and explain the comparative chart you prepared and share your opinions about the articles you selected. Display your work in the classroom.
- 5 Discuss in groups.
 - What should you do when you want to compare and contrast news?
 - Was it helpful to use charts or Venn diagrams when you compared different news stories?
 - With this experience, do you think you can identify facts from opinions?

Assessment

- 1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
I learned to identify elements that are parts of news stories.				
I learned strategies to understand news stories better.				
I learned to share my opinions about a news story.				
I learned how to compare different news stories about the same topic.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2 Now that you have made a comparative chart, answer the questions to evaluate how well you did on your Final Product.

- 1 Did you use the names of sections to refer to parts of a news story?
- 2 Could you express your opinions about a news story?
- 3 How well did you compare news stories? Did you find facts and opinions to contrast?

- 3 Get together with classmates you worked with as a group during the unit and tell each other how well you performed as part of a team. Choose the statement that best describes your performance according to your classmates.

Do I help my partners?

- a) I never try to help.
- b) I help but with no enthusiasm.
- c) I help but I don't let anybody help me.
- d) I help as much as I can.

How do I participate in oral exchanges like presentations or conversations?

- a) I refuse to participate.
- b) I participate very little.
- c) I participate actively.
- d) I participate so much that I don't let others speak.

How do you give feedback to your partners?

- a) I don't give feedback to my partners.
- b) I am very rude when I give feedback.
- c) I say the first thing that comes to my mind and I don't try to be helpful.
- d) I am respectful and try to help when I give feedback.

- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5 Go back to the Initial Assessment on page 97. In small groups, discuss your progress.

Glossary

advertisement (n) – a short movie on television or short article on radio that is intended to persuade people to buy something

airline (n) – a company that owns aircraft and takes people or goods by airplane from one place to another

announce (v) – to make a public or official statement, especially about a plan, decision, or something that has happened

article (n) – a piece of writing about a particular subject that is published in a newspaper or magazine

beat (v) – to defeat someone in a game or competition

bite (v) – to use your teeth to cut or break something, usually in order to eat it

breath (n) – the air that goes in and out of your body through your nose or mouth

carpentry (n) – the activity of making things from wood, or repairing things that are made of wood

conference (n) – a large meeting, often lasting a few days, where people who are interested in a particular subject come together to discuss ideas

crush (v) – to easily defeat someone who is competing against you

Cup (n) – a sports competition in which the prize is a large metal cup

daily (adj) – done or happening every day

disease (n) – an illness that affects people or animals, especially one that is caused by an infection

disgusting (adj) – extremely unpleasant

fingernail (n) – any of the hard smooth parts that cover the ends of your fingers

further (adv) – a longer distance

header (n) – a line or piece of writing that is repeated at the top of every page of a book or computer document

health (n) – the condition of your body, especially whether or not you are sick

injured (adj) – hurt in an accident or attack

lead (adj) – to be in front of a group

lifestyle (n) – the type of life that you have, for example the type of job or house you have or the type of activity you like doing

loss (n) – a failure to win a race, competition, fight, etc.

plumbing (n) – the job of fitting and repairing pipes, water tanks, and other equipment used for supplying and storing water

push (v) – to move someone or something away from you, or from their previous position, using part of your body, especially your hands

puzzle (n) – a game consisting of a set of questions that you have to answer by thinking carefully

quote (n) – a quotation from a book, play, speech, etc.

recipe (n) – a set of instructions for cooking or preparing a particular food

review (n) – an article in which someone gives their opinion of a play, book, art exhibit, etc.

score (v) – to get a point in a game or sport

state (v) – to express something in speech or writing, especially in a definite or formal way

trolley (n) – a shopping cart or a cart for suitcases, etc.

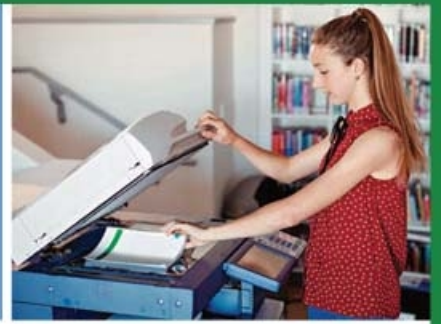
what / it's a shame (exp) – used for expressing sympathy or disappointment

youth (n) – young people in general



Stage 2

Read and understand information.



Stage 1

Select and review materials.

Unit 7

Stage 3

Write information.

Social Practice of the Language:

Paraphrase information to explain how a machine works.



Stage 4

Edit texts.



Social Learning Environment:

Academic and Educational

Communicative Activity:

Search and selection of information.

Opening

Let's start together

1 Work in groups. Discuss the questions.

- 1 Do you like to explain how something works?
- 2 Have you read texts that explain how machines work?
- 3 Do you know what an infographic is? Have you seen one?

Initial Assessment

In this unit, you will make an infographic to explain how a machine works. Discuss in small groups the following questions to evaluate how well prepared you feel.

- 1 Do you feel confident to read and understand information in English?
- 2 Do you feel confident to find the information you need to make your own text?
- 3 Do you feel confident to explain to others information you know?
- 4 Do you feel confident to illustrate information to make it clear?

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	113
2	Development	<input type="checkbox"/> Writing a list of ideas and selecting the topic for my infographic.	116
3		<input type="checkbox"/> Deciding the sections of my infographic.	118
4		<input type="checkbox"/> Discussing what I know about my topic.	120
5		<input type="checkbox"/> Reading the information I need and identifying difficult words and technical terms.	121
6		<input type="checkbox"/> Planning my information in an organizer.	122
7		<input type="checkbox"/> Selecting information that needs good explanations in my infographic.	123
8		<input type="checkbox"/> Preparing a chart of sections with actions and words.	126
		<input type="checkbox"/> Adding safety recommendations to the information I have.	128
		<input type="checkbox"/> Making a list of pictures for my infographic.	131
9		<input type="checkbox"/> Editing my text and receiving feedback for my final version.	130-131
10	Closure	<input type="checkbox"/> Creating my infographic.	132
11		Displaying my infographic in a class exhibit.	132
12		Assessment.	133

Don't forget to come back and check (✓) your evidence.

Development

- 1 Work in small groups. Look at the text below and discuss: What do you think it is for? When would you need to use a text like this?

How to use a can opener



1 Grip both **handles** of the can opener with your dominant hand.

2 With your other hand, put the can on a hard, **flat surface**, and hold it firmly.

3 Position the **cutting wheel** of the opener next to the **edge** of the can.

4 To make a first cut, **squeeze** the handles together until the cutting wheel **punctures** the can.

5 To open the can, turn the butterfly **knob** in a **clockwise** direction, until the can top completely separates.

6 Open the handles to **release** the grip of the can.

7 Be careful not to cut yourself with the **sharp** edges.

8 Enjoy!



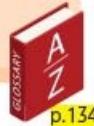
ESSENTIAL A-Z
p.134

An infographic is a picture or diagram with short texts that represents and explains information, such as instructions on how to operate a machine or device. They are very useful to explain complicated things, processes, and to describe the parts of something.

Skills

- 2 Work in pairs. Look at the infographic in Exercise 1 again and check (✓) the elements in the checklist as you identify them. Then discuss what the function of the elements you identified is.


- Small texts with instructions
- Pictures that represent the instructions
- Lines from the pictures to the names of the parts of the machine or **device**
- Pictures with **close-ups** to see the details
- Arrows** or numbers to indicate the order of steps




A: The lines to the names of the parts help us know what are the difficult names mentioned.

B: The instructions help us understand step by step what to do to use the can opener.

For your Final Product

- 3  In this unit, you will create an infographic to explain how a machine works. Brainstorm ideas about the machine you want to describe and write them down.



- 4  Work in small groups. Share the ideas you thought about and vote for one to make your infographic. Use the list of tips on page 117 to make a good decision and add more ideas that you think may be important.

Tips:

- Make sure you can find the necessary information to cover all the aspects on the checklist from Exercise 2.
- If you don't have access to information, you can think of a machine or device you know very well, or you can use your Reader.
- Other: _____

On pages 88-98 of your Reader you can find information about how to operate a vending machine.



We will make an infographic about: _____

Toolbox

- Read the sentence from the infographic in Exercise 1 and discuss with a classmate if the underlined part describes the purpose of the step or if it explains how to do the step.

To make a first cut, squeeze the handles together until the cutting wheel punctures the can.

Use *to + verb* in simple form before or after an action to state the purpose of following an action in an instruction.

- Work with your partner and find a similar example in the infographic from Exercise 1.

Stage 1

5 Work in pairs. Go back to the infographic in Exercise 1 and find the steps that explain what to do for each purpose.

- 1 To prepare for use: Steps 1, 2, and 3
- 2 To describe the process: _____
- 3 To inform about safety: _____

For your Final Product

6  Work with your Final Product group. As in Exercise 5, decide how many parts or sections of instructions you will include in your infographic. Explain the purpose of each section.

Infographic to use a vending machine

- 1 To prepare for use.
- 2 To insert money and select a product.
- 3 To describe the process inside the machine.
- 4 To inform about safety or solve problems.

Infographic to use a



Assessment - Think About Your Progress

7 Work in pairs. Do you know what elements should be included in an infographic to operate a machine or device? Make a list.

If you can't answer the question or if you are not sure your list is complete, go back to Exercises 2 and 6 to review these elements.

1 Work in pairs. Read the instructions and answer the questions below.

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www.howtouse.com/slingshot

How to use a slingshot

- 1 To use a **slingshot**, first choose your **projectile**.
- 2 Grip the base of the slingshot with your dominant hand and place the projectile in the center of the **pouch**. Use your **thumb** and index finger to hold the projectile in place. Make sure it is in the center of the pouch.
- 3 Stand sideways so that the shoulder of the arm you are using to hold the base faces the direction you want the projectile to go. Stand with your feet shoulder-width apart, and keep your feet facing forward.
- 4 **Raise** the slingshot so that it is at a 90° angle to your body.
- 5 Pull the slingshot band all the way back and **aim** in the direction that you want the projectile to go.
- 6 Take a deep **breath**, exhale, and release the band. Not breathing helps you to stand still.
- 7 To prevent accidents, only use slingshots in open spaces and make sure no people are near.
- 8 To avoid **harming** yourself, make sure the elastic bands are in good condition and well **attached** to the pouch.

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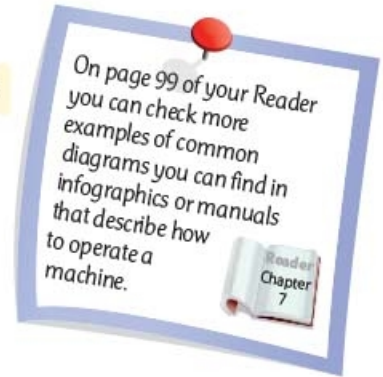
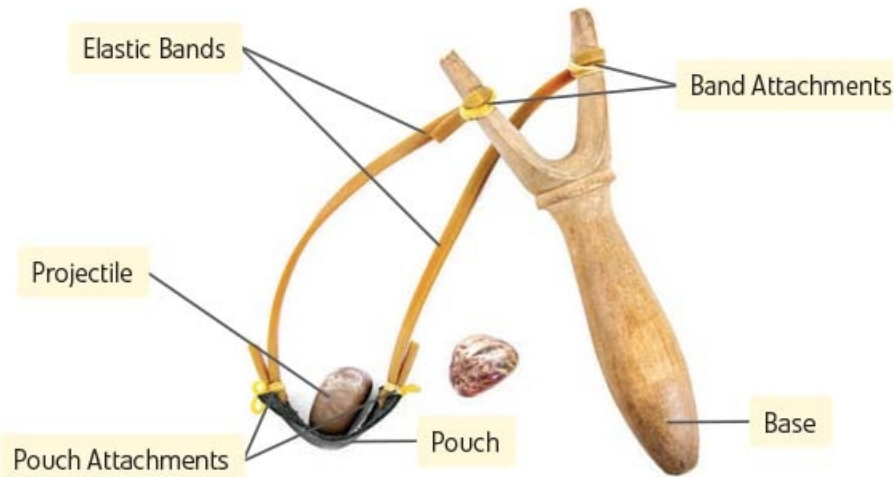
- 1 Was it easy to understand the instructions without pictures?
- 2 What words do you think may be clearer by looking at pictures with labels?

Instructions to operate machines or devices use technical terms that we possibly don't know. Pictures can clarify the meaning of these words in case you don't have a dictionary at hand.

Skills



- 2 Work in small groups. Look at the picture of the machine described in Exercise 1. Discuss what words you can understand now with the help of the picture. Can you understand the instructions better now?



- 3 Work in pairs. Now that you know what a slingshot is, try to explain how to use it to your partner. You can mimic the movements if you want. Then read the instructions in Exercise 1 and discuss if your understanding improved.

A good way to help you understand texts better is to look at pictures and key words to get the general idea. Then think about the knowledge you have gained through experience because this may help you understand what you are reading.

Skills


For your Final Product

- 4 Work in small groups. Share what you already know about the machine you chose for your infographic.



I saw a vending machine in the gas station near town. You need to put coins and the machine gives you something.

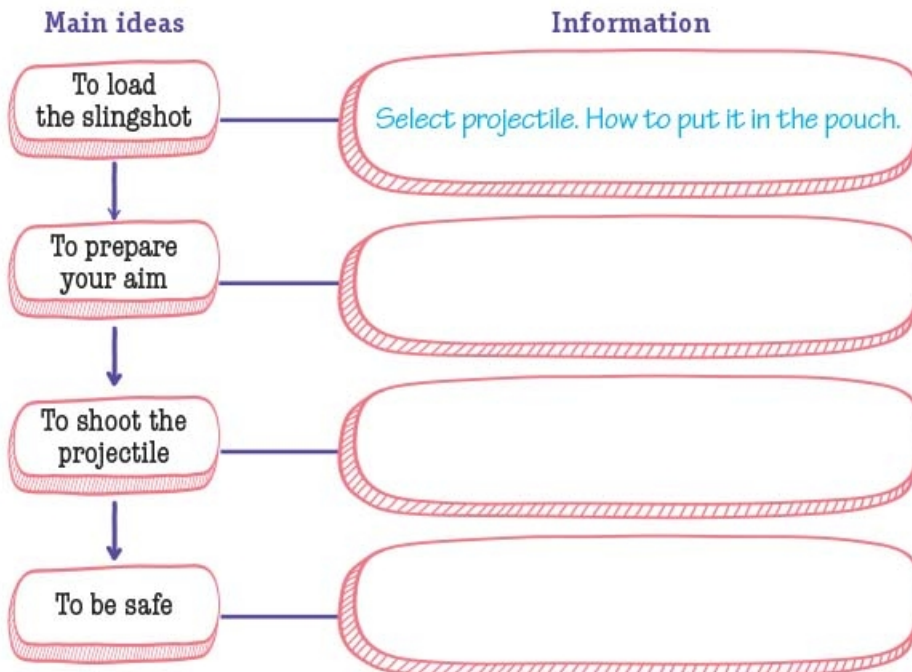
I think you can pick up what you buy by opening a door in the bottom.

- 5  Read carefully the information you will use to make your infographic. Make a list of difficult words or technical terms you can explain with pictures when you make your infographic.


Parts of the vending machine

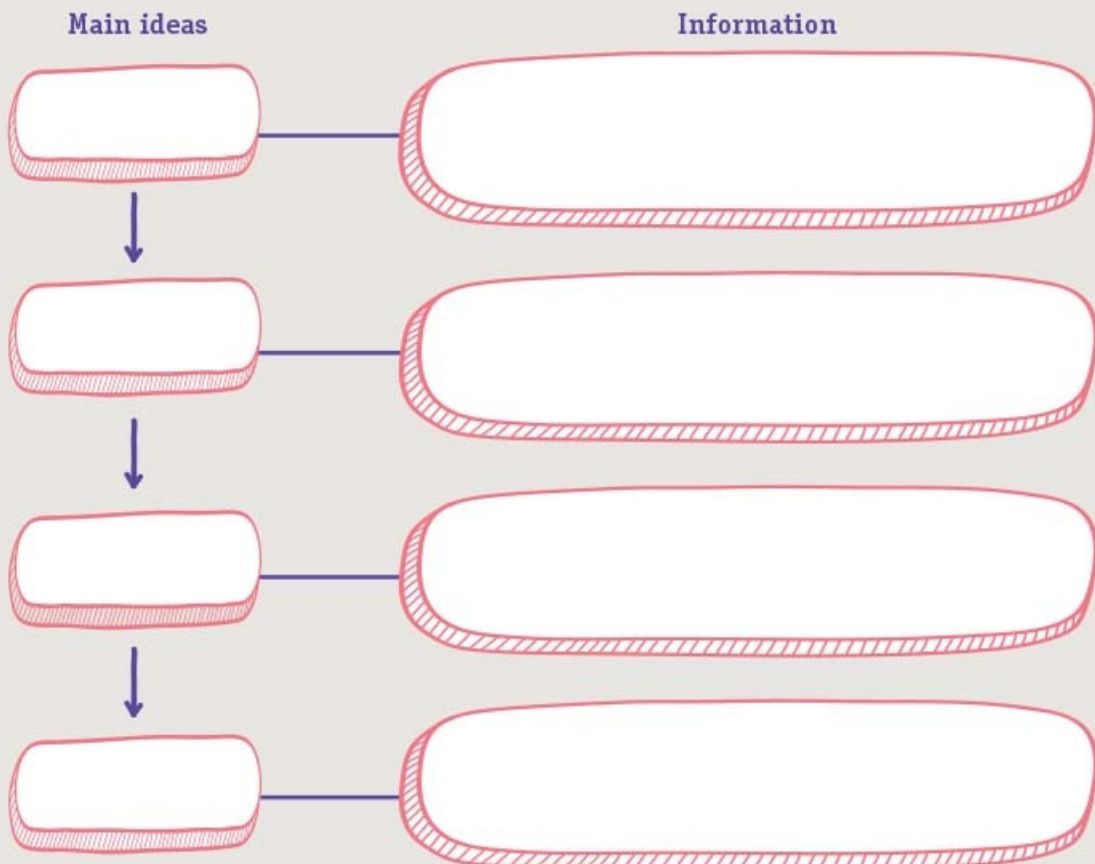
display
keypad
money slot
pick-up box

- 6 Read the instructions from Exercise 1 again. Write in the organizer below ideas about the explanations that are included for each section or main idea.



For your Final Product

- 7  Work in small groups. Complete the organizer with information from Stages 1 and 2. Add the information that needs to be explained in each section as you did in Exercise 6.



- 8 Work in pairs. Read the Skills box and the ideas in the organizer from Exercise 6 and discuss the questions below.

- 1 Do the instructions need to explain what kind of projectile to use?
- 2 Do the instructions need to explain how to stand correctly for a good aim?

Some information in instructions to operate a machine has to be explicitly explained because it may be unknown for many readers, or it needs to be followed exactly to operate the machine successfully. Other information can be inferred or known by the reader without explanations, so it doesn't have to appear.

Skills

For your Final Product

- 9 Work in groups. Discuss and decide what ideas in your organizer from Exercise 7 have to be explained explicitly. Circle or highlight them in your organizer.



A: We need to explain how to open the pick-up box. It is difficult.

B: We don't need to explain how to insert a coin. It is obvious.

Assessment - Think About Your Progress

- 10 Work in pairs. Check (✓) the strategies you think you now can use to understand better the information in texts about how to operate a machine. Tell your partner how you used them.

- | | |
|---|--------------------------|
| 1 Understand technical terms with the help of graphics. | <input type="checkbox"/> |
| 2 Explain to others what I read. | <input type="checkbox"/> |
| 3 Classify information in a graphic organizer. | <input type="checkbox"/> |
| 4 Use my own experience with the topic. | <input type="checkbox"/> |

If you are not sure you can use these strategies, review Exercises 2, 3, and 6.



Development

1 Work in small groups. Look at the pictures and discuss to what instruction below they belong.



- 1 To **load** the slingshot. —
- 2 To prepare your aim. —
- 3 To **shoot** the projectile. —
- 4 To be safe. d



I think picture d goes in To be safe because they are in an open space.

I agree. It shows that they are not pointing the slingshots at any person.



2 Work in pairs. Read the two different instructions and discuss the questions below with your partner.

a

Step 1

How to use a slingshot

To load the slingshot

- 1 To use a slingshot, first choose your projectile.
- 2 Grip the base of the slingshot with your dominant hand and place the projectile in the center of the pouch. Use your thumb and index finger to hold the projectile in place. Make sure it is in the center of the pouch.



b



- 1 First choose a projectile. The projectile needs to fit in the pouch.
- 2 Hold the base of the slingshot with the hand you always write with. Place the projectile in the center of the pouch. Hold the projectile with your thumb and index finger to make sure it doesn't move from the center.

- 1 Which instructions are easier to understand for you? Why?
- 2 What did the author do in the underlined parts in text b? Was it useful?

You can use synonyms or explain in your own words the information you find in the sources you consult to create your own work in a way that is clearer for you. You decide what information you want to include according to your interests and needs.

Skills

3 Read the next section of the instructions and underline the first word of each sentence.

Step 2

To prepare your aim

- 1 Stand sideways so that the shoulder of the arm that holds the base faces the direction you want the projectile to go. Stand with your feet shoulder-width apart, and keep your feet facing forward.
- 2 Raise the slingshot so that it is at a 90° angle to your body. The angle is the inclination; in this case, it has to be straight.



Toolbox

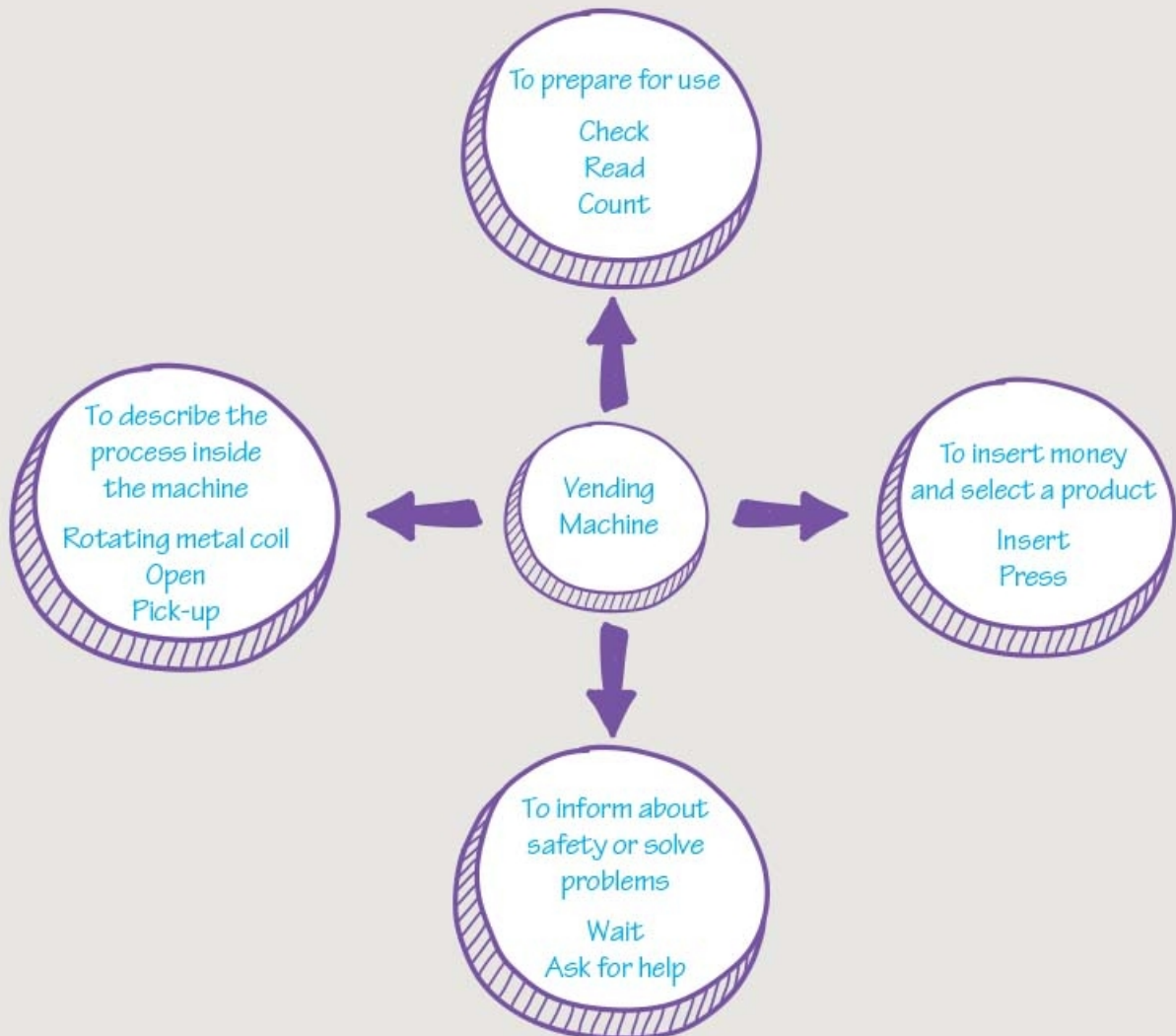
To explain steps, like those to operate a machine, it is very helpful to start with an action word (verb) that says what to do. Begin your sentences with a verb in simple form for every action you have to describe.


To explain difficult words, it is helpful to start your sentence with the word you want to explain.

- Find a sentence in the text from Exercise 3 that explains a difficult word. Circle how the sentence starts.

For your Final Product

- 4  Work in small groups. Use the information from the organizer on page 122 to write instructions of the actions you will include in your infographic.



5  Write sentences with the verbs from your organizer in Exercise 5. You can write a draft below before completing the exercise.

- 1 Check the products inside the machine.
- 2 Read the price of the product you want.
- 3 Count the coins you need to pay.
- 4 Insert the coins in the slot.
- 5 Press the buttons on the keypad to write the code of the product.
- 6 The rotating coil will liberate your product. The coil is a ring that holds the product and it moves.
- 7 The coil drops your product in a box.
- 8 Open the box.
- 9 Pick up your product.

Blank lined area for writing a draft.

6 Read the final part of the instructions to use a slingshot. Underline the sentences that say what you should do and circle the sentences that say what you shouldn't do.

Step 3

To be safe

- 1 To prevent accidents, don't use your slingshot near other people. Use it only in open spaces.
- 2 To avoid harming yourself, don't use the slingshot if the elastic bands are damaged or not well attached. Check the bands are in good conditions before use.




Toolbox

When you include safety recommendations in a text to explain how a machine works, you can use the following structures:

- 1 Start with *to + verb* to explain the purpose of the recommendation.
- 2 Add an idea with *don't + verb* to say what you should not do.
- 3 Start with a verb in simple form to say what you should do.

For your Final Product

- 7  **Work in small groups. Think of safety recommendations you can include in your infographic. Write sentences with what you should do or not do to be safe and add them to your draft.**

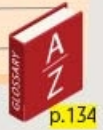
To be safe



To **avoid** accidents, wait for the product to drop and don't kick the machine.

To avoid injuries, don't try to **reach** for a product that didn't drop from the box.

Ask for help.

To be safe



- 8  **Exchange your drafts with another group and tell your classmates if the ideas are clear. If your classmates didn't understand well, read your sentences again and make some changes. Complete the organizer from Exercise 4 with all the written information you now have.**
- 9  **Make a list of pictures you will include in your infographic to illustrate how your machine works. They have to be appropriate, like those in Exercise 1.**

Assessment - Think About Your Progress

- 10 **Work in small groups. Discuss the questions.**



- 1 What steps did you follow to write the information that explains how your machine works?
- 2 How can you organize your information?
- 3 What did you learn about writing safety recommendations when using a machine?

If you are not sure about your answers, review what you did in Exercises 1-3 and 6.

Development

- 1 Work in pairs. Read a student's text about how to use a can opener. This text has spelling and punctuation mistakes. Check (✓) the elements you can find in the text.

A can opener is a **devise** to open metal **canns** with food. to avoid cutting yourself, don't touch the sharp ends of the can when you open it. It is **simpl** to understand how it works. It has handles and a cutting wheel to cut and separate the **leed** of the can. To operate it you have to turn the butterfly knob. First you have to hold the handles **tihgt** and squeeze them. I like to eat canned food.

- The text has a title.
- The text has several pictures that help understand the ideas.
- All sentences begin with a capital letter and end with a period.
- The sentences are organized in sections, according to topics.
- The text has no spelling mistakes.

- 2 Make a list of the spelling and punctuation mistakes you found in the text from Exercise 1 and write the corrections next to them. You can verify the spelling of the highlighted words in your Glossary, page 134.

1	<u>devise</u> _____	<u>device</u> _____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____



3 Work in pairs. In your notebook, edit and write an improved version of the text in Exercise 1 according to the steps below.

- 1 Add a title.
- 2 Put the sentences in order. Start with general information and continue with steps on how to use the can opener. Finally, add safety information.
- 3 Eliminate unnecessary information not related to the operation of the can opener.
- 4 Use the words with the correct spelling that you found in Exercise 2.
- 5 Put periods at the end of each sentence and capital letters at the beginning of them.
- 6 Discuss with your partner what pictures would help understand the text better.

To edit a text about how machines work, don't forget to separate information in topics. Don't add information that is not related to the topic because it can be confusing.

Skills


4 Work in pairs. Discuss how the text you edited is easier to read than the text in Exercise 1.




A: It is difficult to understand how to use the can opener in Exercise 1 because it has no pictures.

B: Yes, our text is better because the information is in order. It is clearer.

For your **Final Product**

5  **Work in small groups. You will now edit the draft you wrote in Exercise 8, page 128. First, organize your sentences in paragraphs. Use a paragraph for each of the sections you defined.**




- 6  Add a title with the name of the machine you chose and add the pictures you decided in Exercise 9, page 128.

- 7 Exchange your paragraphs with another group. Follow the steps in Exercise 3 to evaluate their work and provide suggestions on how they can improve.



I think that this sentence is unnecessary. It does not refer to your machine or how to operate it.

You did not include ideas about safety. Tractors are dangerous. Why don't you include some?

- 8  Work in groups. In your notebook, write the final version of your texts. Use the suggestions your classmates gave you.

Assessment - Think About Your Progress


- 9 According to the suggestions you received to edit your final version, take note of what you need to improve when writing and a possible suggestion to do it. If necessary, ask your teacher for help.

 _____

If you need help, go back to Exercises 1-3 and review what you can improve when writing.

Closure

Final Steps

- 1 With your edited texts, create an infographic on construction paper or stick with tape several pieces of paper. Try to distribute information in an organized and clear way for other people to understand it.
-  If access to the Internet is possible, a way to find ideas to design your infographic is to check examples online. You can find some at <https://bit.ly/2J6b50Y>



- 2 Draw or paste big pictures to your infographic. Add colors and details to make it attractive and easy to read.

Collect your evidence

- 3 In this unit you read texts about how machines work, understood them, and created an infographic with texts and pictures about a machine of your choice. Now you are ready to share your work. Go back to your Planner on page 114 and check (✓) what you did to accomplish it.

Socialize

- 4 Display your infographics in the classroom to make an exhibit.
- 5 Look carefully at the infographics of other groups and make notes on things you liked or that were missing in your work.
- 6 As a class, discuss what you learned from the infographics of your classmates and possible ways to show your work to other people outside the classroom to help them learn about your machines.
- 7 Discuss in groups.
 - Did most of your classmates understand the information in your infographic?
 - Which of the infographics you saw in the classroom was your favorite? Why?

Assessment

1 Now that you have finished this unit, check (✓) the answers to the question that apply to you. This will help you recognize those aspects you need to improve.

1 What things were difficult to do?

- Read and understand information about how a machine works.
- Explain in my own words the information I read.
- Organize information in a text.
- Use pictures to explain my information.
- Other: _____

2 After creating an infographic and seeing the ones of the other groups, work with a partner to answer how well you developed your Final Product.

My Final Product	Yes	No
I included all the necessary information.		
My information was clear for other classmates.		
My pictures helped understand the operation of the machine we chose.		
My infographic was attractive and organized.		

3 Get together with the classmates you worked with as a group during the unit and answer the questions. Then discuss how you can all improve your teamwork performance.

- 1 Did you participate with enthusiasm to create your infographic?
- 2 Did you listen with respect and attention to others' ideas?
- 3 Did you accept the suggestions to improve that you received from others?
- 4 Did you recognize positive things in the infographics of other groups?

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

5 Go back to the Initial Assessment on page 114. In small groups, discuss your progress.

Glossary

aim (v) – to point a gun or an object you are throwing at something that you want to hit

arrow (n) – a sign used for showing people which direction to go in, or where to look for something

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

avoid (v) – to try not to go near someone or something

breath (n) – the air that goes in and out of your body through your nose or mouth

can (n) – a closed metal container with round sides for food or drinks

clockwise (adj) – moving in a circle in the same direction as the hands on a clock

close-up (n) – a photograph of someone or something taken from a position very near them

device (n) – a machine or piece of equipment that does a particular thing

edge (n) – the part of something that is farthest from its center

flat (adj) – smooth on the surface, with no lumps or slopes

grip (v) – to hold something tightly

handle (n) – the part of an object that you hold in your hand when you use it

harm (v) – to injure, damage, or have a bad effect on someone or something

knob (n) – a round switch on a piece of equipment

lid (n) – a cover for a container

load (v) – to put something into a piece of equipment so that it is ready to use

loom (n) – a machine used for weaving cloth

pouch (n) – a small bag made of cloth or thin leather

projectile (n) – an object that is shot or thrown as a weapon

puncture (v) – to make a small hole in the surface of something, such as a tire, with something sharp

purpose (n) – the goal that someone wants to achieve, or that something is intended to achieve

raise (v) – to put something in a higher place or position

reach (v) – to move your hand, arm, leg, etc. toward something that you are trying to touch or pick up

release (v) – to stop holding something

sharp (adj) – a sharp object has an edge that can cut or an end that is pointed

shoot (v) – to throw something in an attempt to score points

simple (adj) – easy to understand, solve, or do

slingshot (n) – an object that children use for firing stones

squeeze (v) – to press something firmly, especially with your hands

surface (n) – the outer part of an object

thumb (n) – the thickest finger in a human's hand

tight (adj) – a tight hold or grip is very firm and strong

wheel (n) – a round object that turns around and around to make a car, bicycle, or other vehicle move



Stage 2
Plan a monolog.



Stage 1
Review genres of monologs.

Unit 8

Social Practice of the Language:
Improvise a brief monolog on a subject of interest.

Stage 3
Present a monolog.



Stage 4
Encourage feedback.



Social Learning Environment:

Recreational and Literary

Communicative Activity:

Recreational expression.

Opening

Let's start together

1 Read and answer the questions in groups.

- 1 Do you know any games where you have to act and speak?
- 2 Do you like them? Why?
- 3 What is your favorite acting and speaking game in your mother tongue?
- 4 What kind of topics do you prefer to speak about?



Initial Assessment

In this unit you will play a game of improvised monologs. Discuss in small groups the following aspects. Answer the questions to know how well prepared you think you are.

	Yes	No
Is it easy for you to speak in English?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know what a monolog is?	<input type="checkbox"/>	<input type="checkbox"/>
Can you use gestures and body language as you are speaking?	<input type="checkbox"/>	<input type="checkbox"/>
Are you prepared to offer and receive feedback?	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	136
2	Development	<input type="checkbox"/> Brainstorming topics of monologs for our game.	138
3		<input type="checkbox"/> Adding more words and ideas to my organizer.	138
		<input type="checkbox"/> Completing the notecard with the topic I chose.	139
4		<input type="checkbox"/> Writing notecards with topics for our game.	139
5		<input type="checkbox"/> Writing the rules of our game.	140
6		<input type="checkbox"/> Writing a hypothesis about the topic I chose.	142
7		<input type="checkbox"/> Practicing reading my monolog out loud.	143
8		<input type="checkbox"/> Adding key ideas to the hypothesis I wrote.	146
9		<input type="checkbox"/> Improvising a monolog using the key ideas I wrote and taking notes about my partners' performance.	147
10		<input type="checkbox"/> Giving and receiving feedback about our monolog performance.	150
11	Closure	<input type="checkbox"/> Playing the improvised monolog game.	151
		<input type="checkbox"/> Giving and receiving feedback and making notes on what I need to improve.	151
12		Assessment.	152

Don't forget to come back and check (✓) your evidence.

Development

1 Work in small groups. Read the monologs and discuss what topic they are about.

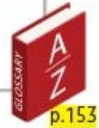
A If I could change something in the world, I would **ban plastic bottles** because they are very bad in many ways. First, they **harm** the environment. Plastic bottles take thousands of years to disintegrate and many **end up** in the sea. This harms marine animals. Second, reusing your water bottles to drink is bad for your health because plastic **releases dangerous substances**. The best thing is to use your own reusable metal **container**. Finally, people **spend** a lot of money buying water bottles. If people used their own containers, they would save money and help the environment. This is why if I could change something in the world, I would ban plastic bottles.



B



If I could play a musical instrument well, I would like to be a better **guitar player** because I only know the **basics**. First, I would work on my **fingering** technique because it is **necessary** to be **precise** before trying to play fast. Of course, the secret is to practice with discipline. All guitar players know the value of **calloused fingers**! And finally, I would also use a **metronome** to improve my rhythm. **Timing** is everything when playing an instrument! This is my **dream**, to be a better guitar player.



A: Monolog A is about pollution.

B: I disagree, it is about plastic bottles.

2 Work in pairs. Read the Skills box and decide what type the monologs in Exercise 1 are.

1 Monolog A: _____

2 Monolog B: _____

A monolog is a short reflection or speech where no speaking interaction with a listener is expected. Some can represent the inner thoughts of a character (interior monolog) or be a short presentation about a topic of personal interest (speech).

Skills



- 3 Read Roberto's monolog again. Circle his opinion and underline his reasons. Check your answer with a partner.

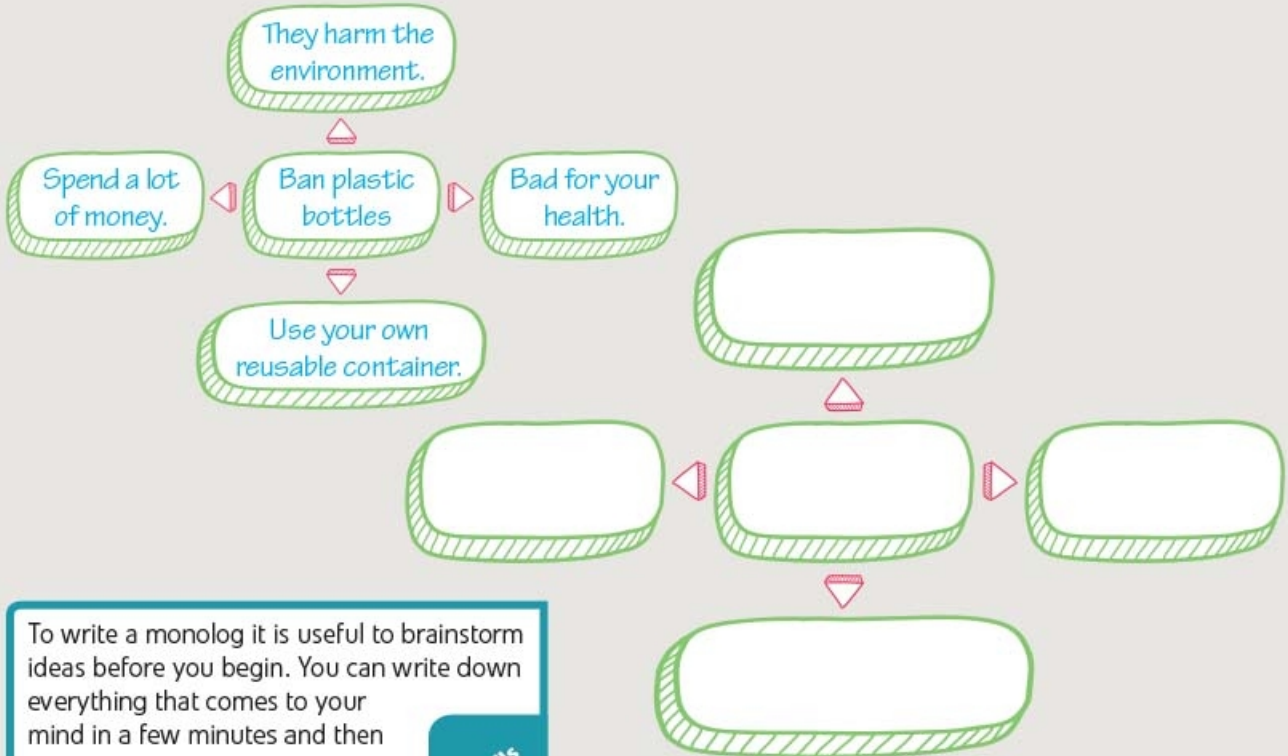
If I could change something in the world, I would ban plastic bottles because they are very bad in many ways. First, they harm the environment. Plastic bottles take thousands of years to disintegrate and many end up in the sea. This harms marine animals. Second, reusing your water bottles to drink is bad for your health because plastic releases dangerous substances. The best thing is to use your own reusable metal container. Finally, people spend a lot of money buying water bottles. If people used their own containers, they would save money and help the environment. This is why if I could change something in the world, I would ban plastic bottles.

Speeches are monologs that can help express an opinion and give reasons to support your point of view.

Skills

For your Final Product

- 4 You are going to improvise a monolog in a game. Choose what kind of monolog you would like to present. Brainstorm topics and ideas related to it. Write as many ideas as possible in the organizer.



To write a monolog it is useful to brainstorm ideas before you begin. You can write down everything that comes to your mind in a few minutes and then you can decide which ideas you want to include.

Skills


- 5 Work in small groups. Exchange your organizers and add more words and ideas to them. Ask for other classmate's or your teacher's help, if necessary.

6  Complete the notecard with the topic, genre, and opinion for your monolog.

Topic: Ban plastic bottles
Genre: Speech
Opinion: If I could change something in the world, I would ban plastic bottles because they are very bad in many ways.



Topic:
Genre:
Opinion:

7  Work with your Final Product group. Write as many notecards with topics as possible to make your game more challenging.





- 8 Work as a class. Read the rules for an improvisation game. Discuss which options are the best for you, and circle them.

Rules

Procedure:

- 1 Work in groups of
 - a) 3.
 - b) 5.
 - c) 10.
- 2 Write topic, genre, and starting sentences in notecards. Write at least
 - a) 5 cards.
 - b) 10 cards.
 - c) 15 cards.
- 3 You can use
 - a) interior monologs.
 - b) speeches.
 - c) both.
- 4 Each student picks up a card and reads the sentence out loud. Then he / she has _____ to talk about the topic of the sentence.
 - a) 1 minute
 - b) 2 minutes
 - c) 5 minutes




 The student that completes all his / her monolog in the given time wins.



A: I prefer we speak for 5 minutes.

B: I don't agree. I prefer 1 minute.

For your Final Product

- 9  Work in your Final Product groups. Write the rules for the improvisation game on a sheet of paper and paste them on the wall for everyone to see them. Use the rules you chose in Exercise 8.

Assessment - Think About Your Progress

- 10 Work in pairs. Answer the questions together.

- 1 What monolog types did you study in this stage?
- 2 What is the structure of a short monolog?

If you are not sure about your answers, go back to Exercises 2 and 6.

Development

- 1  Work in pairs. Read and listen to Luis's monolog. Then discuss why he wants to play a musical instrument.

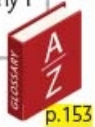
If I could play a musical instrument well, I would like to play the guitar for many, many reasons. First, they are very good for brain gym and improve concentration. They also improve your multitasking skills.



Hey! It's not easy to be doing one thing with your left hand and another completely different thing with your right hand! But more importantly, guitars are really popular with everybody, especially with girls. Guitars are romantic and the perfect instrument for a serenade.



Finally, guitars are also great at parties. They are good for entertaining people and they are like a portable karaoke. People can always sing along. Oh! I almost forgot. If I am stuck for a job, I can always get a job playing my guitar. I've always wanted to be a mariachi. This is why I would like to play the guitar.



A: He wants to learn how to play the guitar to improve his concentration.

B: He also wants to do it to meet girls.

Toolbox

You can structure your monolog by starting with a hypothesis. To hypothesize in English, follow the structure: *If I could / would + verb in simple form, I would / could + verb in simple form*. The hypothesis must have reasons that support it. Include at least three reasons. You can use connectors *first, then / next, and second* to organize your reasons, and end with *finally, for these reasons, or this is why* to give your conclusion.


- Go back to the monolog in Exercise 1 and complete the information.

Hypothesis: _____

Reasons: _____

Conclusion: *This is why* _____

For your Final Product

- 2  To plan your monologs, start by writing a hypothesis about the topics you chose in Stage 1. Then complement your hypothesis with reasons.

Hypothesis: If I could change something in the world, I would ban plastic bottles.

Reason 1: First, bottles harm the environment.

Reason 2: Second, reusing bottles to drink water is bad for your health.

Reason 3: People spend a lot of money buying water bottles.

Conclusion: This is why I would ban plastic bottles forever.

Hypothesis:

Reason 1:

Reason 2:

Reason 3:

Conclusion:

- 3  Read the Skills box. Listen to Luis's monolog again and check (✓) the picture that shows the most appropriate body language for a monolog. Check your answers with a partner.

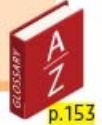


To communicate better and have the audience pay attention to you, look at your audience and accompany your words with body language and gestures that express the emotions and ideas you want to transmit.

Skills

- 4 Work in pairs. Go back to the monolog in Exercise 1 and read it out loud. While you read take into account the body language Luis used in his monolog. Use the checklist to give and receive feedback.

- Look into your classmate's eyes.
- Use your hands to express emotions. Don't cross your arms over your chest or behind you.
- Break the monolog into: hypothesis, reasons, and conclusion.
- Make the necessary pauses, don't rush!
- If you hesitate, stop, breathe, and start again.
- End the monolog with a smile!



For your Final Product

- 5 Work in pairs. Use the checklist from Exercise 4 to practice reading your hypotheses and reasons out loud. Give and receive feedback.




Assessment - Think About Your Progress

- 6 Work with the partner you worked with in Exercise 5. Discuss and tell each other if ...
- 1 your hypothesis and reasons were clear.
 - 2 you used appropriate body language.
 - 3 you made the necessary pauses.
 - 4 you ended the monolog with a smile.

If you are not sure about your answers, go back to Exercises 2-5.

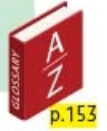
Development

- 1  Read and listen to Cindy's monolog. Check (✓) what you think is happening. Share your answers with a partner.

If I could make the **trip** of my dreams, I would go to the Yucatán Peninsula for many reasons. First, there are many beautiful and **turquoise** water **beaches** to visit. But more importantly, there are colorful **coral reefs** and beautiful fish in them. I would love to **snorkel** to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in **cenotes**. For these reasons, I would choose Yucatán Peninsula as my dream trip.



- 1 She stops constantly, it's not **fluent**.
- 2 She sounds happy.
- 3 She doesn't know what to say.
- 4 She **seems** nervous.
- 5 Her voice is loud.
- 6 She speaks fast.
- 7 Her body language is **appropriate**.



- 2 Discuss with your partner what you can do to improve performing a monolog. Write a list of ideas using the information from Exercise 1 and the Skills box.

Tips to perform an improvised monolog

- Don't stop constantly.
- Be confident.



To control your nerves when presenting a speech or monolog, prepare ideas first so that you feel more confident. Breathe deeply and slowly to help control your speed and use expressions like *as I was saying ...* to buy time if your mind goes blank.

Skills

3 Practice reading Cindy's monolog out loud using the tips from Exercise 2.



If I could make the trip of my dreams, I would go to the Yucatán Peninsula for many reasons. First, there are many beautiful and turquoise water beaches to visit. But more importantly, there are colorful coral reefs and beautiful fish in them. I would love to snorkel to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in *cenotes*. For these reasons, I would choose Yucatán Peninsula as my dream trip.

4 Write notes about your dream trip. You can use the information below, or your own information.

If I could make the trip of my dreams, I would go to _____
for many reasons. First, _____.
Second, _____. But most
importantly, _____. For all these
reasons, I would choose _____ as my dream trip.



Baja California

visit beautiful
beaches, eat delicious
food, watch gray whales,
go fishing

Mexico City

visit interesting museums,
visit Templo Mayor ruins, go
to Frida Kahlo's house, take
trajineras in Xochimilco

Chihuahua


visit
Barrancas del Cobre,
take the train, go to the
Samalayuca dune desert

- 5 Work in pairs. Exchange your notes and provide feedback.
- 6 Work with the same partner. You are going to improvise monologs about your dream trip. Close your books and take turns improvising the monolog from Exercise 4. Use the checklist from Exercise 2 to give and receive feedback. When you finish, write notes on what needs to be improved.


I need to Improve ...

- 1 my body language.
- 2 my fluency.
- 3 my tone of voice.
- 4 the structure of the Ideas.
- 5 the control of my nerves.



-  If available, record your monolog using a cell phone. Review it to complete your feedback.

For your Final Product

- 7  In the notecard on page 147, write the hypothesis you chose and some key ideas.

Hypothesis

If I could change something in the world, I would ban plastic bottles because they are very bad in many ways.

Key ideas

- Plastic bottles harm the environment
- They take years to disintegrate
- Marine animals are harmed
- Use reusable containers
- Save money



Hypothesis:

Key Ideas:

8 Work with your Final Product group to improvise a monolog. Follow the instructions.

- Put all the cards face down and shuffle them.
- One student starts the game by picking up one card and reading the hypothesis.
- He / She will have to improvise a monolog using the key ideas.
- The rest of the group will take notes about his / her performance. Use any of the checklists you prepared in this Stage 1 or in Stage 2.
- The student to the right continues with the same process until everyone has improvised a monolog.



Assessment - Think About Your Progress

9 Work with your group from Exercise 8. Using your notes, give each other honest feedback. Use the questions below as a guideline.


- Did you start your monolog with a hypothesis?
- Did you speak fluently? Were there any interruptions?
- Was your tone of voice varied or monotonous?
- Was your body language appropriate?
- Did you control your nerves? How?

If you want to review different tips to perform a monolog, go back to Exercise 2, or ask your teacher for guidance.

Development

1 **Work as a class.** To understand why feedback is important, discuss the questions about how you feel when giving or receiving feedback.

- 1 Were you or your classmates polite or rude when giving feedback? Why?
- 2 Do you like to receive feedback?
- 3 Was the feedback you received from your classmates useful? How?
- 4 Did you provide useful feedback to your classmates?

2  **Work in pairs.** Read and listen to a feedback conversation about a monolog. Find and underline the recommendations Simon gives Cindy.



Simon: I really enjoyed your monolog, Cindy. It was funny, and your body language was excellent. It really added humor.

Cindy: Thanks, Simon.

Simon: I just have an observation. At some point you started talking really fast.

Cindy: Do you mean after the pause?

Simon: Yes.

Cindy: I suddenly forgot what I was going to say and then I got nervous and started speaking really quickly.

Simon: That happens to me. What I do is breathe deeply and use a time buyer.

Cindy: What do you mean by time buyer?

Simon: Expressions like *What I'm trying to say...* or *In other words...*

Cindy: Thanks! These are really good tips. Do you think my volume was OK?

Simon: Definitely. Overall, you did a great job. Well done!



3 **Work in groups.** Read the Skills box and find the expressions in the conversation.

- 1 A positive comment to begin feedback: _____
- 2 A positive suggestion on how to improve: _____
- 3 A positive response to feedback: _____

When you give feedback, always start with a positive comment. Then, provide feedback with ideas on how to improve, not negative criticism. Finally, end with something positive. Feedback is a way to learn, so be open to listening to suggestions on how to improve.

Skills

4 Work in small groups. Read the expressions to give feedback. Underline the options that you consider good and polite feedback and cross out the options you consider bad feedback.

1

- a) The monolog was interesting but it was very disorganized.
- b) I really liked your topic, but I didn't understand the main point very well.
- c) You did not present organized ideas and no one understood you.

2

- a) Your monolog was good but you never made eye contact with the audience.
- b) Why were you looking at the floor all the time?
- c) I just have one observation. Try to make eye contact with the audience to communicate better.

3

- a) The monolog was fine, but the voice volume was very low.
- b) Good work. I just want to say that you should try to speak louder so that everyone can hear you.
- c) Impossible to hear what you said!



5 Work in pairs. You are going to exchange your cards and rehearse your monologs. Use the aspects from the list to make notes about your classmate's performance.

What to consider when giving a monolog

- 1 Structure of the monolog: hypothesis, explanations, conclusion
- 2 Body language
- 3 Fluency
- 4 Tone and speed of voice
- 5 Controlling your nerves
- 6 Using expressions to help you continue with the idea (As I was saying ... What I'm trying to say ... In other words ...)



For your Final Product

- 6 Work with the same partner. Use the expressions below to give and receive feedback about your monolog performance. You can also add expressions from Exercise 4.

I really enjoyed your monolog.



It was funny / interesting and your body language was excellent.



I just have an observation. At one point you ...



That happens to me. What I do is ...



Thanks! These are really good tips.



Overall, you did a great job. Well done!



A: I really enjoyed your monolog. It was interesting.

B: Thanks.

A: I just have an observation. At some point you paused.

B: I suddenly forgot what I was going to say.

A: That happens to me. What I do is breathe deeply.

B: Thanks! That is a good tip.

A: Overall, you did a great job. Well done!

For further practice, go to your Reader on page 112. Present the monolog in groups, and give feedback to each other.



- 7 Work as a class. Go back to the questions in Exercise 1 and discuss if your ideas about feedback have changed.



A: I didn't like to receive feedback. Now I know it is useful.

B: I think I was not polite.

Assessment - Think About Your Progress

- 8 In small groups, explain what you learned about the things in the list.

- Positive feedback.
- Negative feedback.
- Importance of feedback.

For extra support, review the exercises on this stage with your teacher's help.



Closure

Final Steps

- 1 Work in your Final Product groups. Play the game of improvised monologs. Follow the rules you prepared in Stage 1, Exercise 9, page 140.
- 2 When you finish, give each other feedback according to the list. Make notes in your notebook on what you need to improve.

What to consider when giving a monolog

- 1 Structure of the monolog: hypothesis, explanations, conclusion
- 2 Body language
- 3 Fluency
- 4 Tone and speed of voice
- 5 Controlling your nerves
- 6 Using expressions to help you continue with the idea (*As I was saying ... What I'm trying to say ... In other words ...*)



Collect your evidence

- 3 Now that you have played and received feedback for your performance, go back to your Planner on page 136 and check (✓) what you did to accomplish it.

Socialize

- 4 Get together with other classmates you haven't played with before. Work in small groups. Exchange your rules and play using new monologs. Take notes to give feedback to your classmates.
- 5 When the game is over, use your notes to tell your classmates how they can improve.
- 6 Discuss in groups.
 - What did you learn from your classmates' feedback?
 - What was easy or hard when improvising new monologs?
 - Did your fluency in English improve?

Assessment

- 1** Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
Correctly structure a monolog.				
Use my tone of voice and body language to express emotions.				
Speak fluently in English.				
Improvise monologs based on a hypothesis and key ideas.				
Control my nerves.				
Give and receive feedback.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2** Work in pairs. Now that you have participated in a game of improvised monologs in English, discuss and answer if there's something you could see in your classmates' work or yours that you can improve.

My Final Product	I think	My partner thinks
My monolog was well structured.		
The topic of the monolog was interesting for my classmates.		
I changed my tone of voice to express emotions.		
The feedback I gave was polite and honest.		

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

Teamwork	Yes	No
We gave constructive and respectful feedback.		
We listened attentively and respectfully to the monologs of our partners.		
We were well-organized to play the game.		

- 4** Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5** Go back to the Initial Assessment on page 136. In small groups, discuss your progress.

Glossary

add (v) – to put something with another thing or group of things

another (pron) – one more person or thing of the same type as before

appropriate (adj) – suitable or right for a particular situation or purpose

ban (v) – to say officially that people must not do, sell, or buy something

basics (the) (n) – the most important aspects or principles of something that you should learn, think about, or deal with first

beach (n) – an area of sand or small stones beside the sea or a lake

bottle (n) – a glass or plastic container for liquids, usually with a narrow part at the top that is called the neck

brain (n) – the organ inside your head that allows you to think and feel, and controls your body

breathe (v) – to take air into your lungs through your nose or mouth and let it out again

calloused fingers (n) – calloused fingers are covered with hard thick areas called *calluses*

chest (n) – the upper front part of your body between your neck and your stomach

container (n) – something used for storing or holding things, for example a box, bottle, or bowl

coral reef (n) – a hard natural structure under the sea that is formed from coral

cross (v) – to go from one side of something such as a road or river to the other

deeply (adv) – very or very much

dream (n) – something that you experience in your mind while you are sleeping

end up (v) – to be in a particular place or state after doing something or because of doing it

entertaining (adj) – enjoyable or fun to do

eye contact (n) – a situation in which two people look at each other's eyes

fingering (n) – the positions of your fingers and the way you move them when you are playing a musical instrument

floor (n) – the flat area that you walk on inside a building or room

fluent (adj) – able to speak a foreign language very well

harm (n) – injury, damage, or problems caused by something that you do

hesitate (v) – to pause before doing something, or to do something very slowly

improve (v) – to make something better

job (n) – work that you do regularly to earn money

left (adj) – on the side of your body that is to the west if you are facing north

low (n) – a low voice or a sound is quiet and difficult to hear

metronome (n) – a piece of equipment that repeats a regular beat, used by musicians to help them to play music at the right speed

multitasking skills (n) – the ability of doing more than one thing at the same time

over (prep) – above someone / something

overall (adv) – when everything is considered

precise (adj) – exact and accurate

release (v) – to let a substance or energy spread into the area or atmosphere around it, especially as part of a chemical reaction

right (adj) – on or relating to the side of your body that is toward the east when you are facing north

rush (v) – to hurry in order to get somewhere very quickly

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

serenade (n) – a song or a piece of music that is traditionally performed by a man outside the house of the woman who he loves

sing along (v) – to sing a song with someone who is already singing

snorkel (n) – a piece of equipment with a tube that fits in your mouth so that you can breathe while swimming under water

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

stuck (adj) – unable to solve a problem and continue working

timing (n) – the ability to judge time and do or to say things at exactly the right moment

trip (n) – an occasion when you go somewhere and come back again

turquoise (adj) – bright green-blue in color

well done (exp) – used for giving someone praise when they do something well



Stage 2

Understand general sense and main ideas.



Stage 1

Review texts about a topic from Civics and Ethics Education and select information.

Unit 9

Social Practice of the Language:

Discuss points of view to participate in a round-table discussion.

Stage 3

Discuss points of view by participating in a round-table discussion.



Social Learning Environment:

Academic and Educational

Communicative Activity:

Handling information.

Opening

Let's start together

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

- 1 How do you feel about speaking in public?
- 2 Do you feel that you can express your ideas about a topic in English?
- 3 What can you do to help you discuss a topic in English?
- 4 Do you know what a round-table discussion is?
- 5 Have you ever participated in one?

Initial Assessment

In this unit you will participate in a round-table discussion about a topic from Civics and Ethics Education. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Read texts in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select important information from texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give my point of view about a topic in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss ideas with others in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

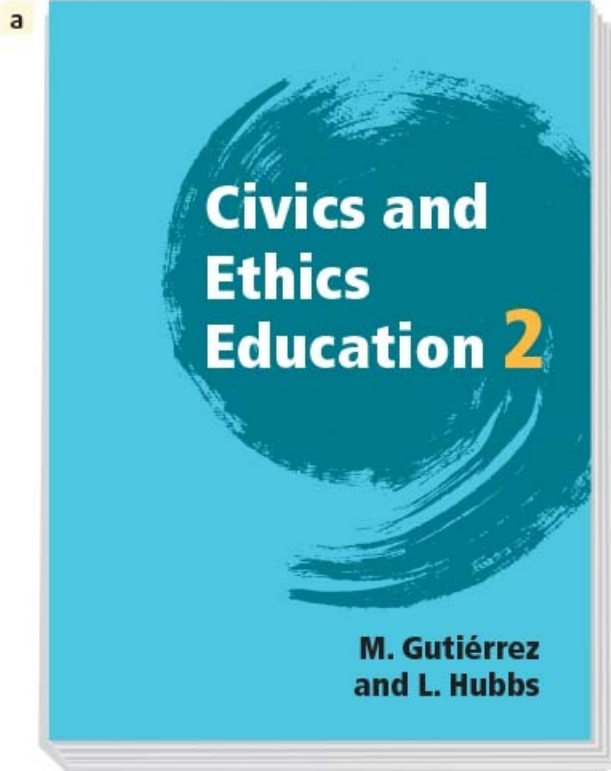
Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	155
2	Development	<input type="checkbox"/> Brainstorming topics about Civics and Ethics for our discussion.	157
3		<input type="checkbox"/> Choosing useful sources of information.	159
4		<input type="checkbox"/> Writing questions to guide my research.	160
5		<input type="checkbox"/> Finding the answers to my research questions in information sources.	162
6-7		<input type="checkbox"/> Deciding my opinion about the topic we chose.	163
		<input type="checkbox"/> Organizing my ideas for arguments in an outline.	164
		<input type="checkbox"/> Completing an organizer with my information.	166
8-9		<input type="checkbox"/> Giving and receiving feedback about our arguments.	169
		<input type="checkbox"/> Writing hypothetical situations for our discussion.	170
		<input type="checkbox"/> Planning the organization for our round table.	170
10-11	Closure	Rehearsing for and participating in a round-table discussion.	171
12		Assessment.	172

Don't forget to come back and check (✓) your evidence.

1 Work in pairs. Look at the information sources and discuss the questions on page 157.



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The Dress Code Debate

Advantages and Disadvantages

by Liliana Torres

The **dress code** debate or the use of uniforms is an **ongoing** topic to discuss in schools, particularly in secondary and high schools. As many students **argue** that they should decide on what they wear every day to school, most adults believe uniforms are a better option. The arguments about dress code at school can be classified in two sides.

Advantages of uniforms:

- All students look equal.
- Students save time getting dressed.

Disadvantages of uniforms:

- Students cannot express their own personalities.
- Uniforms can be expensive.

- 1 What are the names or titles in each source of information?
- 2 Are the three sources about a similar topic? What topic is it?
- 3 Who are the authors of each text?
- 4 What is the purpose of each source?
- 5 Which source probably has a **contents page** or an **index** where you can see the topics?
- 6 Which sources have chapters or sections?



2 Work in small groups. Look again at the information sources in Exercise 1, read the Skills box, and answer the questions. Share your ideas with your partners.

- 1 Who is the information in these sources for? Adults? Children? Or both?
- 2 What graphic elements can you recognize in each source?
- 3 How did these elements help you know what the topic is in each source?
- 4 Which source do you think will give objective information?
- 5 Which source do you think will give opinions about the topic?

When you need to evaluate if an information source is helpful for a topic you are researching about, look at the titles, pictures, and read the first text lines. Do this to select reading materials effectively so that you don't waste time reading information that is not useful for what you are doing.

Skills


Source a is a book. It's a Civics and Ethics Education book. You'll need to look at the contents page to see the topics.

Source b is a magazine. The title is Magazine for Young People. This volume is about going back to school.


Source c is a website. You can find articles about different categories there. This article is about advantages and disadvantages of wearing uniforms at school.



For your Final Product

- 3  You are going to participate in a round-table discussion about a topic related to Civics and Ethics. Brainstorm topics about Civics and Ethics that are interesting for you.

We shouldn't wear uniforms.
My feelings should be considered
for my final grade.

- 4  **Work in groups. Make a list of sources where you can find information on the topic that you selected.**



Blank lined paper for taking notes.

- 5 **Work in pairs. Read the Skills box. Then match the tips to the information sources where you can apply them. Some tips can be useful for more than one source.**


When you search for **accurate**, **reliable**, and **up-to-date** information to **support** your arguments, it is important to know how to look in different types of sources. Magazines use informal language and may include opinions and facts about a topic. Text books have specialized information and usually include important facts on a topic, as their purpose is **mainly** to inform the reader. You can use their contents pages to locate specific information. Alternatively, there are many websites and they can be created by anyone. Be careful! Many websites have inaccurate or **outdated** information. Be sure to use reliable websites that include information about the author and that belong to an identifiable source (for example, the **government** or prestigious institutions).

Skills



Tips to Search for Information in Different Sources

- | | |
|---|---------------------------|
| 1 You can search using key words to obtain more specific information. | a) a government website |
| 2 Write down the number of the page where you found the information. | b) a printed magazine |
| 3 Using synonyms in your search is useful (for example, "pros and cons" instead of "advantages and disadvantages.") | c) a text book |
| 4 You can use specific sections (such as the table of contents or index) to know what to search. | d) a news-related website |
| 5 You can underline the sections that express opinions. | |

6  **Work in small groups. Share your answers from Exercise 5 and answer the questions. Read the Skills box again if necessary.**


- 1 Which source of information provides more accurate information about a topic?
- 2 Which source is more technical?
- 3 Which source is more reliable?
- 4 Which source is more up-to-date?

I don't agree that a website article has reliable information. Articles include a lot of opinions.

I agree that the purpose of an article is to discuss different sides of a topic. The author could include his or her opinion.



For your Final Product

7  **Work in pairs. Use the tips from Exercise 5 to review the sources you found to choose those that are useful for your round-table discussion. Write them here.**

8 **Read the topic about Civics and Ethics for a round-table discussion. Check (✓) the questions that you would use to guide your research about that topic.**

My feelings should be considered for my final grade.

- | | |
|--|--------------------------|
| 1 How can feelings affect your work environment? | <input type="checkbox"/> |
| 2 Why are feelings important for a student's performance? | <input type="checkbox"/> |
| 3 Why should teachers care about their students feelings? | <input type="checkbox"/> |
| 4 Why is it important to express your feelings with your family? | <input type="checkbox"/> |
| 5 How do feelings affect your school work? | <input type="checkbox"/> |
| 6 Why is it important to talk about your feelings? | <input type="checkbox"/> |


9 **Share your answers from Exercise 8 with a partner. Do you have different answers? Which ones? What is your own opinion about the topic?**



A: I think our feelings should be considered for our final grade.

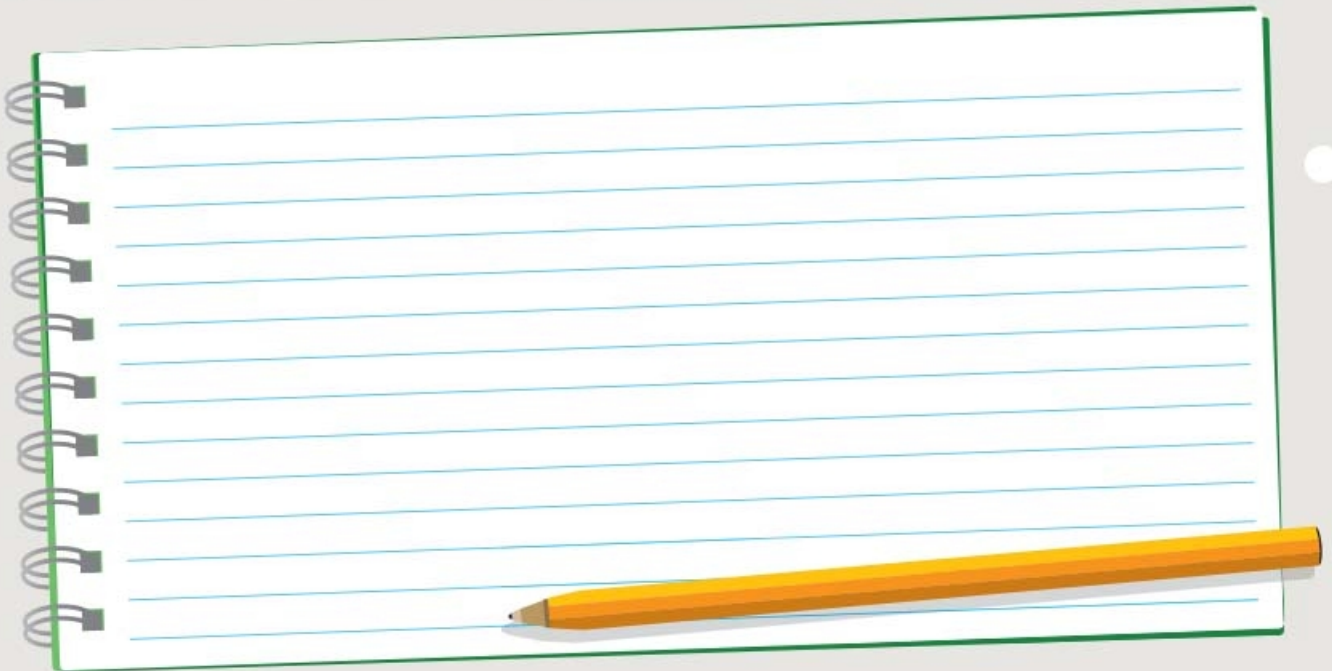
B: I agree, because if you feel sad you probably can't study or be as focused as when you're happy.

For your Final Product

- 10  Work in pairs. Write a few questions to guide your research about the topic of your round-table discussion.

How much do feelings alter a student's grade?

Why should student's feelings matter for their school work?



Assessment - Think About Your Progress

- 11 Work in pairs. Check (✓) which of the information sources below is adequate for your research for the round-table discussion. Share your reasons with your partner.

magazine website textbook other _____

- 12 Explain the steps that you followed to begin preparing yourself for a round-table discussion. Share and compare your answers with your partner.

If you need help preparing for your round-table discussion, you can review Exercises 2 and 5 with your partner.

- 1 Work in pairs. Look through the text and look at the pictures. Talk about what you think it is about.

School Uniforms

by Richard Coulson

The debate about whether or not to make students wear a uniform to school is not new. There are many reasons in favor of and against wearing uniforms. This is a short list of the most common arguments offered by parents and teachers about this topic.



In Favor of School Uniforms

There are several reasons why some teachers and parents are in favor of school uniforms. The first reason is because uniforms establish a sense of community. The school uniform helps students feel they belong to a group. Nobody is more fashionable than anybody else, and everyone is equal.

Another reason is that uniforms are important for the students' safety. Uniforms are important to identify students in school and to identify intruders. They are also useful for identifying students outside of school when they go on school trips.

Finally, parents argue that buying school uniforms saves them money because they need to buy fewer clothes, and uniforms are usually made of materials that last longer and can be washed repeatedly.



Against School Uniforms

However, not everyone likes school uniforms. First of all, some parents feel school uniforms make students uncomfortable and this can affect their concentration. Uniforms are often uncomfortable because they are made of synthetic materials that are not good for hot or cold weather. As a result, students often complain of feeling hot or cold or having to wear extra clothes under their uniforms.

In addition, some parents argue it is actually more expensive. Schools sometimes ask for too many uniforms: a sports uniform, a summer uniform, a winter uniform, and more, but their kids still need clothes for after school and weekends. As a result, they spend money on uniforms and clothes for outside of school.

But the major reason is that students lose their identity and cannot express themselves. Uniforms make all students look the same; consequently, students cannot be creative or be themselves. Uniforms repress their personality.



- 2 Work in pairs. Now read the text and share whether you are in favor of or against wearing school uniforms.


In my opinion, wearing school uniforms is great because I don't waste time deciding what to wear in the morning.

I think that wearing uniforms doesn't allow students to express their personalities.



I believe that wearing uniforms saves our parents money.


For your Final Product

- 3  Read your questions from Stage 1. Find answers in different sources and write them.

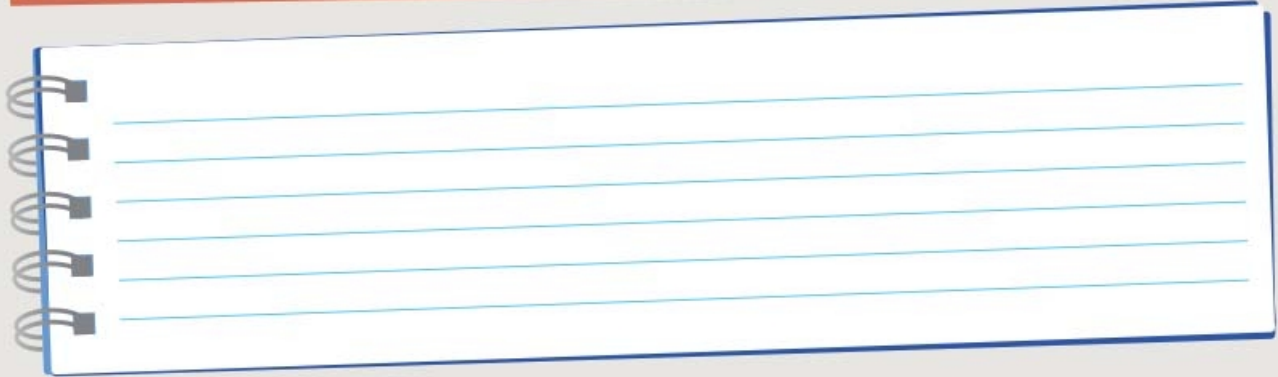
How much do feelings alter a student's grade? _____

Several studies show that when a student is stressed out, he or she might perform poorly during exams. (Magazine for Young People, p. 30) _____

A large, blank, light purple rectangular area with three binder holes on the left side, intended for students to write their answers.

- 4  Taking into consideration the answers that you found, decide on your opinion about the topic of your round-table discussion.

I believe our feelings should be considered for our final grade.



- 5 Check (✓) the ideas that can help you support your own point of view about school uniforms.

- | | |
|---|--------------------------|
| 1 Buying school uniforms is cheaper than buying normal clothes. | <input type="checkbox"/> |
| 2 School uniforms promote good behavior and discipline. | <input type="checkbox"/> |
| 3 School uniforms are uncomfortable. | <input type="checkbox"/> |
| 4 School uniforms limit students' self-expression. | <input type="checkbox"/> |
| 5 School uniforms are important to identify the students of a school. | <input type="checkbox"/> |
| 6 School uniforms are expensive. | <input type="checkbox"/> |

- 6 Work in groups. Read a conversation about the article in Exercise 1 and say who you agree with.

Joe: What do you think about the article? I am completely against wearing school uniforms. I think it's cool to wear any clothes I want.

Ana: I'm sorry but I don't agree with you. The first reason why I think wearing a uniform at school is better is because you don't have to worry about what to wear each morning.

Joe: Oh, but we all look the same!

Ana: Yeah, but another reason to wear a uniform is that it makes me feel like we are all part of a team, like in sports. Sportsmen and women wear uniforms to show they are part of a team, right?

Joe: Yeah, they do. I see what you mean.

Ana: See, uniforms help us feel more like a group!




Toolbox

After stating your opinion, the next step is to express arguments that support it, such as facts and examples. It is very helpful to use sequence words to introduce your arguments in order to express yourself clearly. You can use expressions such as: *first, to begin with, second, finally, also, first of all, besides, the first reason why, another reason to*, etc.

- Read the conversation in Exercise 6 again and circle the expressions used to express your arguments in an organized way.

- 7 Work in pairs. Read the conversation from Exercise 6 again and circle Joe's arguments and underline Ana's arguments. How do they support their opinions? Compare your answers.

For your Final Product

- 8  Prepare notes to express your arguments for your round-table discussion. You can organize your ideas in the outline below.

Sequence expression 1: First of all,
 Argument: I believe our feelings should be considered for our final grade.
 Sequence expression 2: The second reason ...
 Argument: Grades should be more flexible to meet the needs of the students.



Sequence expression 1:

Argument:

Sequence expression 2:

Argument:

9 Now read the Skills box and the examples below. Then complete the graphic organizer with ideas and examples to support your own opinion about uniforms.

To present a personal opinion and support it, it is important to state your opinion clearly in one sentence with a main idea. Then prepare at least two arguments with examples or facts to prove your point. To close your ideas, use one or two sentences to summarize your opinion based on the arguments.

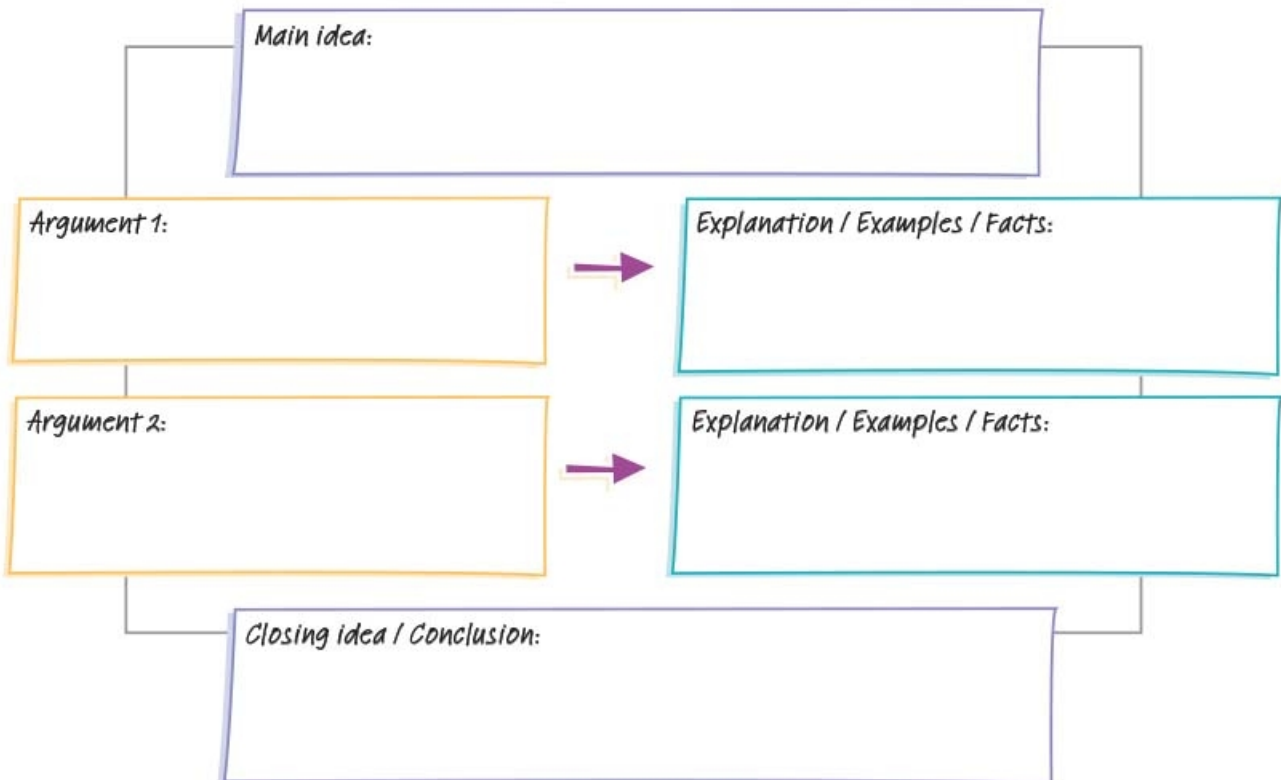
Skills

Ana's main idea: *She thinks uniforms are great.*

Argument 1: *The first reason why I think wearing a uniform at school is better is because you don't have to worry about what to wear each morning.*

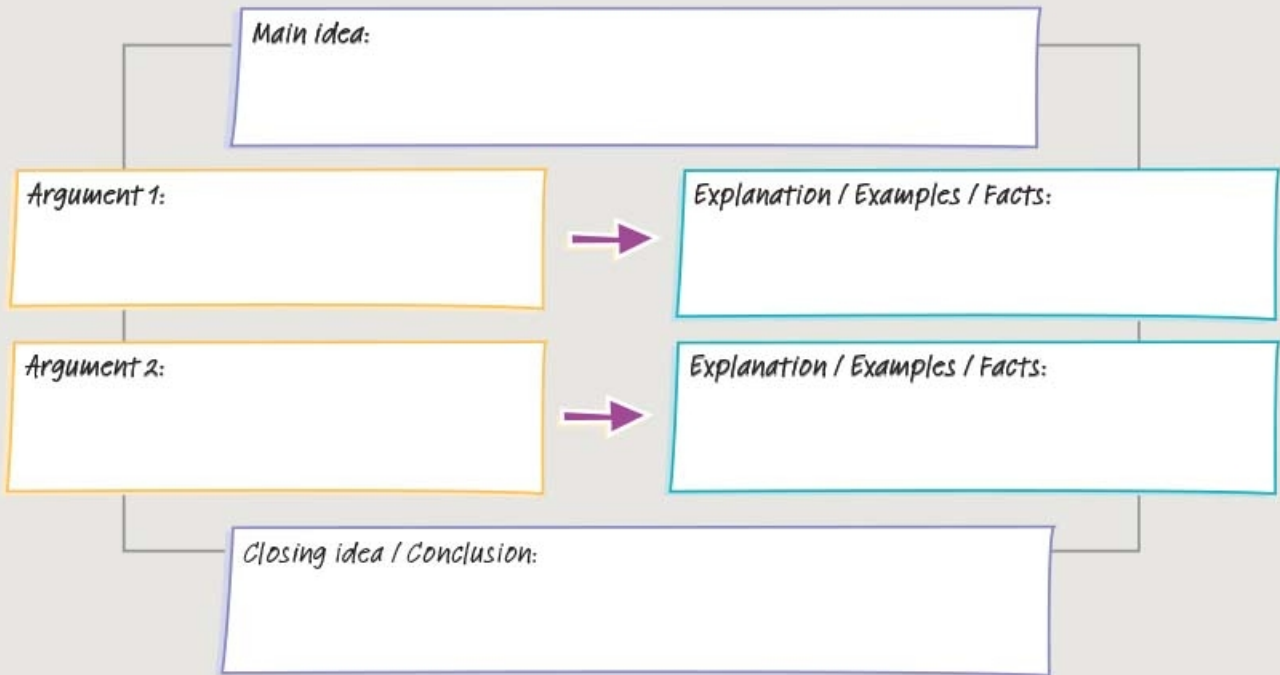
Argument 2: *Another reason to wear a uniform is that it makes me feel like we are all part of a team, like in sports. Sportsmen and women wear uniforms to show they are part of a team.*

Closing: *Uniforms help us feel more like a group.*



For your Final Product

- 10  Complete the organizer with information from Exercise 8. You can use the organizer from Exercise 9 as a model.



- 11 Share your arguments with your classmates from another team and give each other feedback. Tell each other whether the arguments are clear or not.

Assessment - Think About Your Progress

- 12 Work in pairs. Check (✓) the steps to write your arguments for the round-table discussion that you feel you can do on your own. Share your answers with your partner.

- I can organize information for the topic I chose.
- I can write arguments to express my opinion.
- I can use sequencing words to order my arguments.
- I can end with a concluding sentence summarizing my point of view.



If you are not sure how to interpret main ideas and details in an argument for a round-table discussion, go back to Exercises 6 and 9.

Development

- 1 Work in pairs. Read the round-table discussion about another Civics and Ethics topic. Then discuss with a partner which of the speakers you agree with.

Tina: Is Physical Education essential to the **development** of **motor skills** and an integral part of the **growth** of any child? Today, we are discussing some of the pros and cons of Physical Education in schools. Do any of you want to say something about this topic?

Chris: I do. I think this subject requires a lot of physical activity. If everybody had Physical Education, this would **prevent** child obesity. In addition, exercise develops skills which will be necessary later in life.

Laura: I agree with Chris, I believe that it is **rewarding** to do physical activities because of the physical benefits that you obtain.

Tina: Thank you, Chris and Laura. Does anyone have another opinion?

Chris: I also think Physical Education takes place outdoors, so it breaks the **monotony**. If we went outside more often, we would **breathe** fresh air.

Laura: That's exactly what I mean!

Tina: Yes, Samuel. Do you want to say something?

Samuel: What Chris is saying isn't true. Physical Education sometimes demands a lot of the student's time and makes some students work extra hard.

Tina: Sorry, Samuel. Could you repeat your idea and speak a bit **louder**, please?

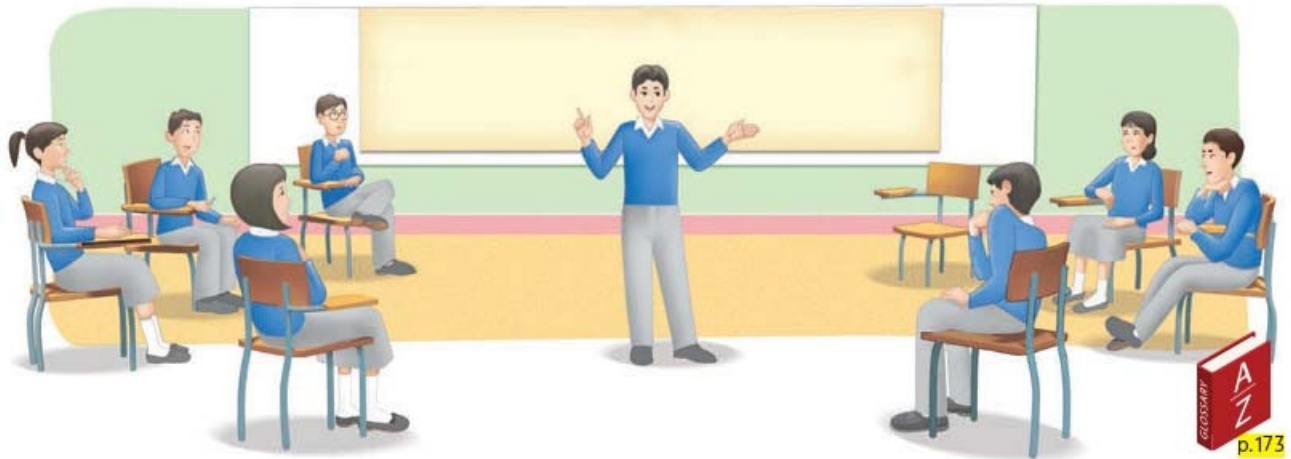
Samuel: Yes, of course. I was saying Physical Education sometimes makes the student's **workload** increase and a lot of students have trouble in sports.

Tina: Could you explain that, please? I don't think I understand.

Samuel: Well, for example, if students were **injured** or had disabilities, they couldn't take part in the Physical Education class, and they would feel excluded.

Laura: OK. I can understand that. But you are forgetting that physical also makes it difficult for a student to develop conditions such as obesity.

Tina: OK, so far, we have heard people on both sides. Who has a different opinion they would like to share?




A: I agree with Samuel. I don't believe that Physical Education is so important.

B: That's true, but I agree with Chris. I think this class helps us have a break from our daily routine.

- 2 Work in pairs. Read the discussion again. Circle the expressions the speakers use to ask for a repetition, and underline the expressions they use to invite others to speak.

During a round-table discussion we should not interrupt others, but it is fine to ask someone to repeat an idea or explain it better if you didn't understand or hear well. To help everyone participate and have a good round-table discussion, the person who is coordinating the round-table discussion should invite others to give their opinion.

Skills

- 3  Listen to some sentences from the round-table discussion. Underline the words that the speakers emphasize with their tone of voice. Which sentence sounds a little angry? Discuss how your tone of voice should be during a round-table discussion.

- 1 Could you explain that, please?
- 2 What Chris is saying isn't true.
- 3 That's exactly what I mean!
- 4 OK. I can understand that.

Remember to use appropriate intonation and tone of voice. You can emphasize your arguments, but always respect your classmate's opinions and never get angry.

Skills

- 4  Work in pairs. Listen to two students presenting the same point of view and check (✓) the aspects in the table. Compare your answers.

Aspects	S1	S2
1 Speaks at a good speed (not too fast or slowly)		
2 Speaks with correct volume (not too quietly, not too loud)		
3 Speaks with a calm tone of voice (not aggressively)		

When you present an argument, speak at a correct speed, use a correct volume of voice, and avoid sounding rude or aggressive. Speak calmly, make pauses, and do not shout to defend your ideas. You will sound more convincing!

Skills

I think that Student 1 should moderate more the tone because I couldn't understand very well the argument.

I agree. A moderate and clear tone is better to present a convincing argument.




- 5 **Work in pairs.** Read the discussion in Exercise 1 again. Decide who shares an opinion similar to yours and talk about it with your partner. Use appropriate speed, volume, and tone.



A: I agree with Laura because I also think exercise is important.

B: I think what Samuel said about excluding students is a good example to support his opinion.

For your Final Product

- 6  **Work in groups.** Present the arguments you prepared in Stage 2. Listen carefully to your partners, write notes in your notebook about their arguments. You can give them feedback using the checklist below.

- Begin with a sentence that expresses my point of view.
- Use sequencing words to order my arguments.
- Include details and examples to support my arguments.
- End with a concluding sentence summarizing my point of view.
- Use appropriate speed, volume, and tone of voice.

Toolbox

You can talk about hypothetical or unreal situations by using the words *if* in the first part of a sentence and *would* in the second part of the same sentence. You can use conditional or hypothetical sentences in a round-table discussion to influence others' opinions. For example, *If everybody had Physical Education, this would prevent child obesity.*


- **Go back to the conversation in Exercise 1 and underline the hypothetical sentences that are used to change other students' opinions.**

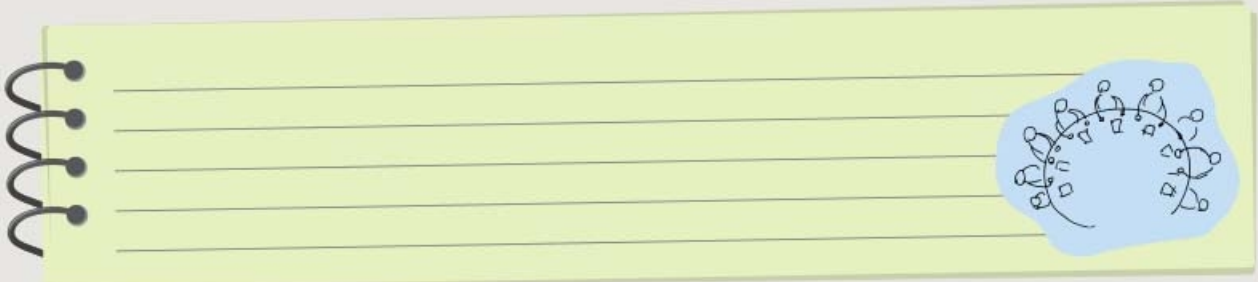
- 7 **Read the sentences and answer the questions.**

- a If everybody had a Physical Education class, we would have less obese children.
- b If Physical Education class were cancelled, obesity rates would probably increase.
- c If Physical Education class were obligatory for everyone, children with disabilities would feel excluded.

- 1 What sentence explains a possible negative effect of having no Physical Education class?
- 2 What would happen if everybody had Physical Education classes?
- 3 Which consequence is positive and which one is negative?

For your Final Product

- 8  Write five hypothetical situations that can work with your arguments for the round-table discussion. Share them in groups. Comment and correct each other's work.



- 9 In your groups, plan how your round table will be organized. You can follow the tips below.

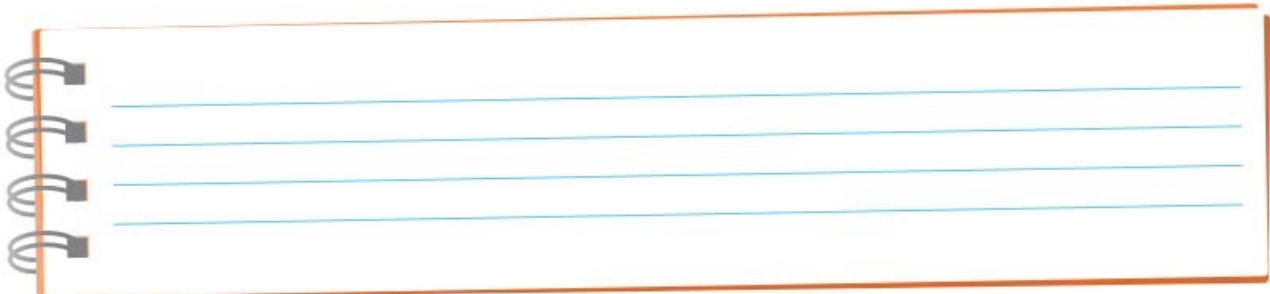
- Establish the time limit for the participants to share their arguments.
- To participate, you should raise your hand and wait until the moderator invites you to speak.
- You can ask someone to speak louder or more slowly if necessary.
- You can politely interrupt if they are going to ask for clarification.
- Finally, if there is an audience, they can participate with their opinions on what they heard.

Read the advantages and disadvantages of a round-table discussion on page 125 in your Reader.



Assessment - Think About Your Progress


- 10 Work in small groups. Share tips to participate in a round-table discussion. Make a list of the most important things you should remember when you participate in the final round-table discussion.



If you don't feel confident about your participation in a round-table discussion, go back to Exercises 2, 3, 4, and 7 to check useful expressions and rules to participate in one. You can also ask your teacher for guidance.

Closure

Final Steps

- 1 **Work with your group.** Rehearse giving and replying your arguments for your round-table discussion. Use your notes and arguments to help you support your ideas.
- 2  **After rehearsing, give each other feedback according to the checklist. Make notes in your notebook on what you need to improve.**

	Yes	No
1 Did I state my opinion clearly?	<input type="checkbox"/>	<input type="checkbox"/>
2 Did I make sure the time limit was respected?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did I interrupt someone politely when necessary?	<input type="checkbox"/>	<input type="checkbox"/>
5 Did I express my opinions to defend my position after the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
6 Did I ask for clarification when necessary?	<input type="checkbox"/>	<input type="checkbox"/>

Collect your evidence

- 3 **Now that you have written arguments and rehearsed to participate in a round-table discussion, go back to your Planner on page 155 and check (✓) what you did to accomplish it.**

Socialize

- 4 **Do your round-table discussion in front of a different team. Then exchange roles. As you listen to the other team's debate, take notes on the positive and negative things you saw on their presentation.**



- 5 **When the discussions are over, use your notes to tell the other team how well they performed.**
- 6 **Discuss in groups.**
 - What did you learn from your partners' feedback?
 - What was easy or hard to do when preparing your arguments?
 - Did you follow the rules?

Assessment

- 1** Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
Check texts in different sources about a topic from Civics and Ethics.				
Understand the general ideas in the texts.				
Discuss my point of view about a topic.				
Participate in a round-table discussion about a topic from Civics and Ethics.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2** Now that you have participated in the round-table discussion, reflect on your performance, so you recognize those aspects where you need to improve. Write your conclusions.

My Final Product	Conclusions
I can research and find useful information for a topic.	
I can determine my opinion about a topic.	
I can build arguments with examples and facts.	
I can participate in a round-table discussion.	

- 3** Get together with classmates you worked with during the unit to describe your teamwork performance. Use the statements below as a guide.

- 1 We exchanged opinions and arguments together.
- 2 We offered constructive and respectful feedback.
- 3 We listened attentively to our partners.
- 4 We appreciated different opinions about the different Civics and Ethics topics.
- 5 We respected turns of participation and took part in a round-table discussion with interest.
- 6 We showed respect and tolerance for others' opinions.

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

- 5** Go back to the Initial Assessment on page 155. In small groups, discuss how you progressed in this unit.

Glossary

accurate (adj) - correct or true in every detail

actually (adv) – used for emphasizing what is really true or what really happened

argue (v) – to give reasons why you believe that something is right or true

belong (v) – to feel happy and comfortable in a particular place or with a particular group of people

breathe (v) – to take air into your lungs through your nose or mouth and let it out again

contents page (n) – a list, usually found on the first pages of a book, that includes its chapter or section titles and the pages where they start

development (n) – change, growth, or improvement over a period of time

dress code (n) – a set of rules about what you should wear in a particular place or at a particular event

fashionable (adj) – popular with rich and successful people, and often expensive

government (n) – the people who control a country, region, or city and make decisions about its laws and taxes

growth (n) – an increase in the size, number, or development of a living thing

index (n) – an alphabetical list of something such as subjects or names, usually at the back of a book, that shows on which page they are mentioned

injured (adj) – hurt in an accident or attack

last (v) – to continue existing or happening for or until a particular time

lose (v) – to stop having something because it has been taken from you or destroyed

loud (adj) – used for describing a sound that is strong and very easy to hear

mainly (adv) – in most cases

monotony (adj) – a bored feeling caused by the fact that nothing different ever happens

motor skills (n) – a function that humans develop which involves the precise movement of muscles with the purpose to do a specific action

ongoing (adj) – still happening or being done

outdated (adj) – old and no longer suitable for modern purposes, methods, or situations

outside (n) – close to a place, building, or room but not in it

prevent (v) – to stop something from happening

reliable (adj) – information that can be trusted to be correct or true in every detail

rewarding (adj) – giving you satisfaction, pleasure, or profit

safety (n) – the fact that something is protected from being hurt, damaged, lost, stolen, etc.

several (adj) – a number of people or things that is more than two or three, but not many

summer (n) – the season between spring and fall, when the weather is hottest

support (v) – to show that an idea, statement, theory, etc. is true or correct

trip (n) – an occasion when you go somewhere and come back again

up-to-date (adj) – including the most recent news and information, using the latest ideas or knowledge

wash (v) – to clean something, usually with soap and water

wear (v) – to have something on your body as clothing, decoration, or protection

whether (con) – used when someone does not know which of two possibilities is true

winter (n) – the season after fall and before spring, when it is usually cold

workload (n) – the amount of work that a person has to do



Stage 2

Contrast effects created by prosodic resources and nonverbal language.



Stage 1

Express reasons for the interest about a problem.

Unit 10

Social Practice of the Language:

Express support and solidarity when faced with an everyday problem.

Stage 3

Define ways to express yourself depending on who you speak to.

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with specific purposes.

Opening

Let's start together

1 Work in pairs. Answer the questions.

- 1 Do you use to help other people in your community?
How?
- 2 Do you feel you can express what you think about a problem in English?
- 3 Do you think you can work with others to do something about a problem?



Initial Assessment

In this unit, you will make a public service announcement. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Say to others what worries me or is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make proposals in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convince others about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	175
2	Development	<input type="checkbox"/> Sharing community problems I care about.	177
3		<input type="checkbox"/> Choosing a problem for a public service announcement.	178
4		<input type="checkbox"/> Deciding what to include in my public service announcement.	179
5		<input type="checkbox"/> Proposing and choosing a catchphrase for my announcement.	182
6		<input type="checkbox"/> Preparing a voice script.	182
7		<input type="checkbox"/> Improving my script with suggestions from my classmates.	183
8		<input type="checkbox"/> Reviewing and discussing if I need to make changes to my script.	185
		<input type="checkbox"/> Making a plan with sounds and pictures.	186
9	Closure	<input type="checkbox"/> Evaluating my plan with the help of others.	187
10		<input type="checkbox"/> Preparing my announcement and make posters.	188
		<input type="checkbox"/> Rehearsing my presentation.	188
11		Presenting my announcement to the class.	188
12	Assessment.	189	

Don't forget to come back and check (✓) your evidence.


Development

1  Work in pairs. Listen to the conversation and discuss what the friends are talking about.



A: They are talking about a problem in their town.

B: Yes, I think it is about rain.

2  Work in small groups. Read and listen to the conversation from Exercise 1 again and answer the questions below.

Sandy: My home is always flooded in these months. I'm tired of it.

Miguel: Well, Sandy, the problem is that we live in a very rainy and wet zone.

Sandy: I disagree. In my opinion, that is not the problem.

Miguel: What do you mean, Sandy? Every rainy season our houses get flooded.

Sandy: I am convinced that the real problem is the amount of garbage in the streets. Garbage and leaves clog the street drains. The solution is to convince people to keep the streets clean.

Miguel: I disagree with you. I think the solution is to move away from here.

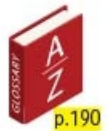
Sandy: Come on, Miguel! Our ancestors were born here, all our friends and family live here. Don't you love your town? Don't you want to make it a better place to live?

Miguel: Hmm. I think you're right, Sandy. I wish we could do something about it. It is hard to convince people not to throw garbage. And the leaves ... we can't do anything about that. Leaves fall from the trees all the time.

Sandy: Well, how about if we convince our neighbors to sweep the sidewalk in turns?

Miguel: We can try. I propose we make posters about the problem and put them in places people can see them. If they are colorful and attractive, I bet people will read them.

Sandy: That is a great idea!



- 1 Are there floods where you live? What problems do you think people have when there are floods in their community?
- 2 Is garbage a problem in your community? How does it affect you?
- 3 Do you think the proposals of Sandy and Miguel could work? Why?



Garbage is a big problem in my neighborhood. We have a lot of rats because of the garbage!



There are no floods where I live but I suppose floods **destroy** homes.

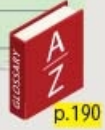
On page 133 of your Reader, you can read about someone who expresses a **concern** about a problem in her community.



For your Final Product


3 Work in small groups. Write a list of problems in your community or in your school that worry or interest you.

Problems we care about:
Garbage on the streets.
We need windows in our classroom.
People with no home need **blankets** for the winter.



Problems we care about:



- 4  Read the Skills box and listen to a public service announcement about the problem mentioned in the conversation from Exercise 1. Discuss with a partner what solution the announcement proposes.

A Public Service Announcement (PSA) is a free commercial about a **campaign** to solve a social problem in a community. These announcements may appear on TV, radio, the Internet, or in posters placed around the community. The purpose of the PSA is to help people **notice** a problem and do something about it.

Skills

For your Final Product

- 5 In this unit, you will make a public service announcement to help with a problem that you are worried about. Discuss with your group the problems you wrote in Exercise 3 and vote for one to make your public service announcement.

The problem we chose is: _____

- 6  Work in small groups. Listen to the public service announcement from Exercise 4 again and discuss the questions below.

- 1 Do you think the problem the announcement wants to solve is the rain or the garbage that clogs the drains?
- 2 Does the announcement mention a fact to explain the importance of the problem?
- 3 What action does the announcement propose to solve the problem?
- 4 Who do you think can do what the announcement proposes? Children? Neighbors who share that problem? Someone else?



A: I think the announcement is proposing to adopt a street drain.

B: I believe it proposes we sweep leaves and garbage off the roads.



In public service announcements, it is important to mention facts or interesting information that can help the audience understand the problem is serious or to make the message more **convincing**.


Skills

For your Final Product

7 Work in groups. Propose and discuss ideas to define what your public service announcement will include. Use the list below as a guide.

- A specific problem
- Propose a concrete action to solve the problem
- A fact to support the importance of the message
- Decide the kind of people that can do the proposed action

Tip: You can research for a fact in books or the Internet, but if you don't have access to them, you can use your own knowledge or ask an informed adult.

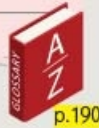
8  Make a list of the agreements from your discussion.

Problem: Homeless people are very cold in winter.

Action to solve the problem: People can donate blankets and sweaters.

A fact: Cold is the main cause of mortal diseases in homeless people.

Who can do it: Teens and adults with extra blankets and sweaters.



Problem:

Action to solve the problem:

A fact:

Who can do it:


Assessment – Think About Your Progress


9 Work with your group from Exercise 7. Check (✓) how well you did the aspects on the table and then see if your partners agree with your answers. If necessary, ask your teacher for guidance.

Aspects	Very well	I am starting to do it	I need help
I am interested in the problems of my community.			
I can propose solutions for problems I care about.			
I know what elements I need to include in a PSA.			


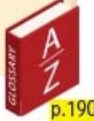
You can review Exercises 3, 4, and 7 if you think you need more practice.

Development

- 1  Read and listen to the public service announcement to prevent floods. Underline the parts where the voice sounds enthusiastic and circle the parts where the voice sounds serious.



It's the rainy season of beautiful trees full of leaves, and like every season, garbage is all over the streets. Rain is fine ... floods are not! Did you know that 15% of our garbage is thrown in the streets and that it is the main cause of floods? Garbage and tree leaves clog the drains. Water can't go down the drains ... and the floods begin. Don't you want to help? Adopt a street drain! Sweep leaves and garbage off the roads and near drains. You can do something to stop flooding! Adopt a street drain!

- 2 Work in pairs. Compare your answers from Exercise 1 and discuss the reasons why you think some parts sound serious and some enthusiastic.

I think you need a serious tone of voice when you talk about a problem. You can't laugh about something you are worried about.

I think you need to show enthusiasm when you want to convince someone to do something.



- 3 Read the Skills box and identify the catchphrase in the public service announcement from Exercise 1. Then discuss with a partner how is the best way to say it, seriously or with enthusiasm? Why?

A *catchphrase* is a short phrase that is repeated several times to help people remember the main ideas or message. They are used in public service announcements to transmit to people the action proposed to solve a problem and make sure they don't forget it.

Skills



Toolbox

To convince people to do something you can use phrases such as *Don't you want to help? You can do something about it! Why don't you help us?* with an enthusiastic tone of voice.

- Look for similar phrases in the announcement in Exercise 1 with a partner. Read them to each other with enthusiasm.

- 4 Work in pairs. Read the list of tips below and then take turns to read out loud the public service announcement in Exercise 1. Try to apply the tips as you read and then tell each other how well you read.


TIPS

- Read at good **pace**. If you read too fast, it is hard to get the message. If you read too slowly, it sounds boring.
- Remember to speak in a volume that can be heard well, but don't exaggerate or **shout**.
- Make a short pause before the catchphrase to give it importance.
- Read the catchphrase and the invitations to participate with enthusiasm.
- Sound serious when you mention facts and problems.




p.190

For your Final Product


- 5  Work in groups. Propose ideas to make a catchphrase for your public service announcements. Write the three best proposals.



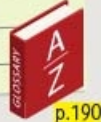
- 6  Evaluate the three proposals according to the checklist and choose the one that has the best qualities.

- The phrase should not be very long.
- The phrase should invite to do something.
- The phrase should have simple words to be easily remembered.

The catchphrase we chose is: _____

- 7  You will now prepare a draft for the voice script (what you will say) in your public service announcement. Use your catchphrase and the ideas you prepared in Exercise 8, page 179.

Winter cold is here, but it doesn't have to be so cold.
 Did you know low temperatures are dangerous for our health? Homeless people are very cold in winter. Cold is the main cause of mortal diseases in homeless people.
 Don't you think we can help them?
 Warm a heart!
 Do you have a nice sweater that is too small for you now? Can you buy an extra blanket? Do it and donate them!
 Warm a heart!



- 8** Read the draft of your voice script to another group in turns and help each other improve your scripts with suggestions.



Assessment – Think About Your Progress

- 9** Work in small groups to answer the questions below.

- 1 What did you learn about how to be convincing when you speak?
- 2 What did you notice you need to improve from your classmates' suggestions in the last exercise?



If you think you need more practice, do Exercises 3 and 4 again with a classmate who feels the same way.

Development

1  Work in pairs. Read and listen to the conversation, and talk about the decisions they made.

Daniel: Hey guys, Pamela and Raul told us that we should say where to donate sweaters and blankets in our announcement. I don't think it is important.

Carmen: I disagree. Our *Warm a Heart* announcement invites people to donate. What if they don't know? We need to find a place and share the information.

Laura: You are right. We want to help people with our announcement, don't we? This problem is important for us so let's do everything we can to make things better.

Beto: I believe *Warm a Heart* has nothing to do with our message. Do we change it?

Laura: I don't think so. The blankets warm people and it is an action from the heart that will help people and make them feel better.

Daniel: In my opinion, the part of the problem is very complicated. We decided the announcement is for adults who can buy blankets, but also for young people who can donate sweaters they don't use anymore. The words are difficult for young people.

Beto: You have a point. Let's think of an easier way to say it.

Carmen: Well, let's get to work.



A: They decided to use easier words in a part of their announcements.

B: They also decided not to change their catchphrase.

When you want to propose actions to solve a problem in a public service announcement, think of the people you want to give the message to. Make sure your proposal has adequate language and examples for them.

Skills

2 Read the conversation again and underline the expressions used to express opinions, agree, and disagree. Then role-play the conversation and stress the expressions you underlined.

For your Final Product

3 Work in small groups. Review the draft for your public service announcement and discuss if you need to make any changes. Try to use the expressions you identified in Exercise 2. Use the questions as a guideline.

- 1 Does your catchphrase express what you want people to do?
- 2 Are the words you are using easy to understand for the people who will listen to it?
- 3 Do you mention enough ideas or information so that people can do what you propose?

4 Work in pairs. Read the plan for the public service announcement to help prevent floods you listened to before. Discuss the questions on page 186.

1



It's the rainy season of beautiful trees full of leaves, and like every season, garbage is all over the streets.

2

Sound effect:



heavy rain

Rain is fine ... floods are not.

3



Did you know that 15% of our garbage is thrown in the streets and that it is the main cause of floods? Garbage and tree leaves clog the drains. Water can't go down the drains ... and the floods begin.

4



Don't you want to help? Adopt a street drain! Sweep leaves and garbage off the roads and near drains.

5

Sound effect:



*water running,
gushing down
a drain.*

You can do something to stop flooding.

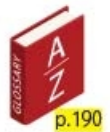
6



Adopt a street drain!

Stage
3

- 1 Do you think the images represent the ideas in the voice **script**? Do they help understand it better?
- 2 Do you think the **sounds** can **improve** the announcement? How?



A: The image of the boy sweeping helped me understand what I can do.

B: I think the sounds will make the announcement more entertaining.


Words are essential to transmit a message, but images and sounds also help us communicate ideas. In announcements, they are very helpful to make the message clear and attractive.

Skills

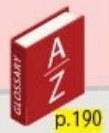
For your Final Product

- 5 Prepare a plan for your public service announcement like the one in Exercise 4. Use the voice script you wrote before and include the images (draw them or describe them) and the sound effects that you want to add.

1	2	3
4	5	6

- 6  Exchange your plans with another group. Evaluate your classmates' plan according to the checklist below and make your comments.

Aspects	Comments
1 The sounds are related to the ideas. They can even help understand some words!	<input type="checkbox"/> _____ _____
2 The pictures are appropriate for the age of the audience (prefer funny cartoons for kids, and for older people use other images like photos or more realistic drawings).	<input type="checkbox"/> _____ _____
3 The images are not violent and help understand the ideas.	<input type="checkbox"/> _____ _____

- 7 Give your comments to your classmates and read what they think of your plan. If you agree with their comments, make the necessary changes to your plan.

Assessment – Think About Your Progress


- 8 Work with your Final Product group. Check (✓) the descriptions that you think say what your work was like. Then ask your teammates if they agree with your answers.

Aspect	Very well	I can do it with some help	I am starting to do it	It is very difficult for me
I understand what is necessary to communicate well with a specific audience.				
I can select pictures and sound effects that help transmit an idea better.				
I can express when I agree or disagree with others.				

If your opinion and the opinions of your teammates are different, you can ask your teacher for guidance.

Closure

Final Steps

- 1 Prepare your public service announcement according to your plan. Make posters with the pictures you decided to include. You can record the sound effects, but if you don't have the possibility to record them you can act them out when you present it.**
 -  If you have access to a computer and you know how to use it, ask your teacher if you can make a digital presentation.
- 2 Decide who will read each part. Rehearse your announcement to present it later to the class. Practice reading with good tone of voice (serious or enthusiastic when necessary), volume, and speed.**



Collect your evidence

- 3 In this unit you discussed problems in your community that worry you and chose one to make a public service announcement to propose a solution. Now that your announcement is ready to share with the class, go back to your Planner on page 175 and check (✓) what you did to accomplish it.**

Socialize

- 4 In turns, each group will present their public service announcement. Listen respectfully to all the presentations.**
- 5 After the presentations, discuss as a class what solutions proposed you think are really possible to do in your community. Discuss with your teacher ways to spread those announcements, probably by putting your posters where other people can see them.**
- 6 Discuss in groups.**
 - With this experience, what did you learn about the problems in your community?
 - Do you now feel that you can help or that you want to help in your community?

Assessment

- 1** Now that you have finished this unit, check (✓) the answer that best describes your performance so that you can recognize aspects you need to improve.

My performance	1	2	3	4
I can identify important problems in my community and propose solutions to solve them.				
I can use my voice and words to transmit ideas and convince others.				
I can adapt a message to make it adequate for a specific group of people.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2** After presenting your public service announcement and watching other presentations, evaluate your work.

My Final Product	I think	My teacher thinks
I was really involved and interested in the problem we chose.		
I proposed good solutions to the problem in our announcement.		
I shared my proposal and I convinced others.		

- 3** Get together with the classmates you worked with during the unit and answer how you worked as a team. Then discuss ways to improve the way you work with other classmates.

Teamwork	Yes	No
We discussed about our tasks in a friendly way.		
We listened to and considered everyone's proposals.		
We participated with enthusiasm in all the activities.		
We accepted and considered the feedback from other classmates.		

- 4** Work as a class and review your answers, and give suggestions on how to improve on the aspects you want to do better.
- 5** Go back to the Initial Assessment on page 175. In small groups, discuss how you progressed in this unit.

Glossary

blanket (n) – a thick cover made of wool or another material that you use to keep warm in bed

campaign (n) – a series of things such as television advertisements or posters that try to persuade people to buy a product

cartoon (n) – a humorous drawing in a newspaper or magazine, often with words written below

clog (v) – to block something such as a pipe, tube, or passage, or to become blocked, so that nothing can get through

concern (v) – to worry about someone or something

convincing (adj) – something that is convincing makes you believe that it is true or persuades you to do something

destroy (v) – to damage something so severely that it no longer exists or can never return to its normal state

disagree (v) – to have an opinion that is different from the opinion that another person has

disease (n) – an illness that affects people or animals, especially one that is caused by an infection

donate (v) – to give something such as money or goods to an organization, especially to a school, hospital, political party, or charity

drain (n) – a pipe or passage through which water or waste liquid flows away

flood (v) – if water floods a place, it covers it

garbage (n) – things that you throw away because they are no longer useful

homeless (adj) – without a place to live

I bet (exp) – used for saying that you understand or agree with what someone has just said

improve (v) – to make something better

leaf (n) – a flat thin green part of a tree or plant that grows on a branch or stem

leaves (n) – the plural of *leaf*

notice (v) – to become conscious of someone or something by seeing, hearing, or feeling them

pace (n) – the speed at which something happens or is done

propose (v) – to suggest a plan, idea, or action

relate (v) – to show or make a connection between two different things

script (n) – the written words of a play, movie, television program, speech, etc.

season (n) – one of the four periods into which the year is divided according to the weather

share (v) – to use or to have something at the same time as someone else

shout (v) – to say something in a loud voice

sidewalk (n) – an area along the side of a street that has a hard surface, used by people who are walking

sound (n) – something that you can hear

sweep (v) – to clean a floor, the ground, or another surface using a broom

throw (v) – send an object away or through the air

warm (v) – to make something or someone warm

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<http://www.esohelp.com>
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<https://bit.ly/1BP7etY>

Unit 2
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<http://www.gob.mx/cultura>
<http://www.mna.inah.gob.mx/>
<https://bit.ly/2hOmiI6>

Unit 7
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Unit 3
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<https://bit.ly/2M2A2II>

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<https://bit.ly/2KczuCA>

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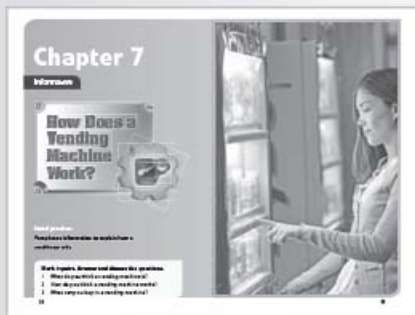
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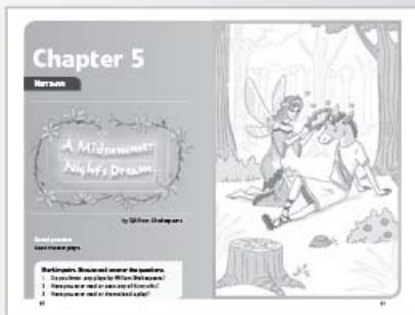
Welcome

This Reader is an interesting and entertaining learning tool to help you improve your level of English. You will find enjoyable informative and literary texts that will expose you to new language in varied contexts and will help you be a more successful reader.

The chapters for each unit are divided into:



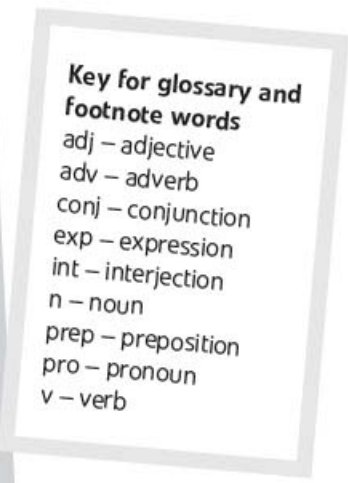
Informative – texts which teach you facts and general information



Literary – short stories and classic tales based on a variety of topics

Features of your Reader include:
Activation box, Footnote word, Extension Exercises page, and Glossary pages.

Enjoy and have fun with your Reader!



Chapter 1

Informative



Social practice:

Express complaints about a product.

Work in pairs. Discuss the questions.

- 1 Have you ever received an unwanted or faulty present?
- 2 Do you always keep the receipts of things you buy?
- 3 There is a saying: "The customer is always right."
Do you agree?



When you buy products or services you become a consumer, and as consumers we all have **rights** that protect us in case the product or service we bought was not to our complete satisfaction. Most people don't know these rights, and it is frequent that they keep the unwanted product and remain with a feeling of having lost their money.

You must know that there are six basic rights consumers have.

1 The right to safety: Consumers have the right to be protected from products and services that are either not safe or dangerous.

2 The right to be informed: Consumers have the right to know all the information about the product or service they are buying; for example, contents, place of origin, production date, etc., so that they can make an informed choice between products.

3 The right to choose: Consumers have the right to buy the product or service of their choice without anyone trying to influence their decision.

right (n) – something that you are morally or legally allowed to do or have

4 **The right to be heard:** Consumers have the right to be heard in case they have a **complaint**. That is why most countries have government institutions which protect consumer rights.

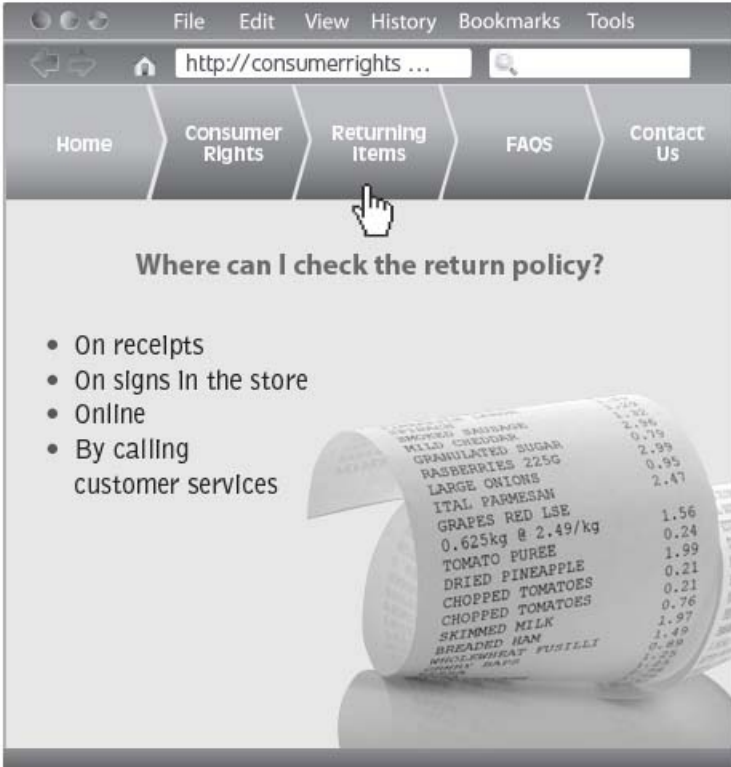
5 **The right to compensation:** Consumers have the right to compensation, retribution, or indemnification for a faulty product or service.

6 **The right to a healthy environment:** Consumers have a right to a safe and healthy environment.



complaint (n) – a written or spoken statement in which someone says they are not satisfied with something

Consumers can only return or ask for a refund of non-defective products or services if the company has a return policy. That is why it is important to read the company's return policy carefully before you buy a product or service. Stores and companies are not required to have a return policy, but if they do have one, they have to follow it.



The image shows a screenshot of a web browser displaying a website. The browser's address bar shows the URL "http://consumerrights...". The website has a navigation menu with five items: "Home", "Consumer Rights", "Returning Items", "FAQS", and "Contact Us". A mouse cursor is hovering over the "Returning Items" link. Below the navigation menu, the main content area features the heading "Where can I check the return policy?" followed by a bulleted list of four options: "On receipts", "On signs In the store", "Online", and "By calling customer services". To the right of the list is a photograph of a grocery receipt with various items and prices listed, such as "WILD CHERRIES", "GRAPES RED LSE", and "SKIMMED MILK".

policy (n) – a set of plans or actions agreed on by a government, political party, business, or other group

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http://consumerrights ...

Home Consumer Rights Returning Items FAOS Contact Us

What do I need to return an item?

- **The receipt or gift receipt:** Always keep your receipt and take it with you to the store when you return your item.
- **The original packaging and tag:** It is very important to keep the original packaging and tag, so don't throw them away until you are sure you are happy with the item you bought.



Tip

Remember:
Keep the original packaging! Most stores will accept returns as long as the item is unused, in perfect condition, and in its original packaging.

receipt (n) – a document that you get from someone showing that you have given them money or goods

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http://consumerrights ...

Home Consumer Rights Returning Items **FAOS** Contact Us

What happens if I change my mind about something I bought?

Customers cannot always get a **refund** simply because they do not like something, it is the wrong size, or they have changed their mind. In this case, stores usually offer store credit, but don't have any legal obligation to return a customer's money.

What happens if I received a gift I don't want?

There is no legal obligation for a store to exchange an unwanted gift, but most stores will usually exchange a gift for another similar item or provide store credit which customers can use to buy anything in the same store.

Tip

If you buy a gift for someone, make sure to ask for a gift receipt, so in case they don't like it or it doesn't fit, they can exchange the gift.

refund (n) – money that was yours that you get again, especially because you have decided you do not want a bought item

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Home Consumer Rights Returning Items FAOS Contact Us

What happens if the company does not have a return policy but the item is faulty?

Consumers have a right to return something and get their money back if the product or service is faulty, but this must be done within 30 days of purchase. If more than 30 days have passed, the retailer may repair or replace the item.

What items cannot be returned?

- DVDs, music, and computer software if the seal or packaging has been broken.
- Perishable items like food and flowers.
- Specially made items that have been personalized; for example, an engraved ring.



packaging (n) – the boxes, bottles, plastic, etc. used for wrapping products so that they can be sold



Let's take a look at Tanya's experience. Her grandmother gave her a turtleneck sweater for her birthday, but Tanya feels that this kind of sweaters choke her. So, she decided to go to the store where her grandmother bought the sweater.

"Good morning! My name is Sandra. How can I help you today?" asked the store clerk.

"I would like to return this turtleneck sweater, please," replied Tanya as she took it out of the bag.

"What's wrong with it?" asked the clerk.

"Oh, nothing is wrong with it. It was a present from my grandmother, but I don't like turtleneck sweaters. I get **claustrophobic**."

"I'm afraid we don't give refunds if the item is not defective, but we could give you store credit that you can spend anywhere in the store to buy anything with the same price."

"That's perfect! Thank you."

claustrophobic (adj) – feeling afraid because you are in a small space or in a closed place

Tanya found a V-neck sweater the same color and price as the turtleneck. She showed the new sweater to the clerk and she asked Tanya to **fill out** a form and to sign a receipt.



fill out (v) – to add information such as your name or address in the empty spaces on an official document




Now that you know your rights as a customer, remember:

- to ask for a gift receipt when you buy a gift so that the person receiving it can change it in case there is a problem with it,
- to open your gifts carefully so that the packaging and **tag** are not broken and you can return it in case you need to do it,
- not to wait too much time to take the product back to the store,
- to look for the return policy on the store's website or phone customer services to ask about it,
- to be very careful when buying products that cannot be returned,
- not to throw the receipt until you are sure you are going to keep the product.

tag (n) – a small piece of paper or other material that is fixed to something to give information about it, such as its price

Extension Exercises

- 1  **Work in pairs. Discuss and answer the questions. Listen to a fragment of Tanya's experience and compare your answers with her experience.**

- 1 What do you do if you don't like a present you receive?
- 2 Have you ever exchanged an item which is not defective? Why?
- 3 How do you return or exchange products where you live?
- 4 Why is it important to know the return policy when you buy products?
- 5 Is it important to be polite when you make a complaint? Why?

- 2 **Work in groups. Discuss the questions with your partners.**

- 1 Have you ever made a complaint about a product? What was it like?
- 2 Do you think it would have been different if the salesclerk or you had a different attitude? Why?

Further Practice Resources

You can use the following links to learn more about consumer rights:

<https://www.gob.mx/profeco/>

<http://lifestyle.inquirer.net/1386/the-eight-basic-consumer-rights/>

Glossary

change your mind (exp) – to change a decision or an opinion

choice (n) – the opportunity or right to choose between different things

choke (v) – to squeeze someone's neck so they cannot breathe

clerk (n) – someone whose job is to serve people in a store. The British word is shop assistant

consumer (n) – someone who buys and uses goods and services

credit (n) – an arrangement to receive goods from a store or money from a bank and pay for it later

defective (adj) – not made correctly, or not working correctly

engraved (adj) – to cut words or pictures into a hard surface such as stone, metal, or glass

exchange (v) – to give someone something in return for something that they give you

FAQS (n) – abbreviation for frequently asked questions, a list of questions with answers provided, intended to help people understand or use something, especially on the Internet

faulty (adj) – not working correctly or made correctly

fit (v) – if someone or something fits somewhere, they are small enough or the right size and shape to go there

item (n) – an individual thing, usually one of several things in a group or on a list

perishable (adj) – perishable food decays after a short time, especially if it is not kept cold

present (n) – something that you give to someone, for example to celebrate a special occasion such as a birthday

provide (v) – to give someone something that they want or need

purchase (n) – the process of buying something

replacement (n) – someone or something that takes the place or does the job of another

retailer (n) – a person or company that sells goods directly to the public for their own use

retribution (n) – punishment that someone deserves because they have done something very bad

return (v) – to put, send, or take something back to the place where it came from

safety (n) – a place or situation in which you are protected from danger or harm

sign (v) – to write your name on something in your own personal way

size (n) – how large or small something is

turtleneck (n) – a high neck that folds over on a sweater

unwanted (adj) – used about something that you no longer need or want

within (prep) – before the end of a period of time

Chapter 2

Informative

Cultural Differences:

Independence Day &

New Year's Eve Celebrations

Social practice:

Read short literary essays to contrast cultural aspects.

Work in pairs. Discuss the questions.

- 1 How do you usually celebrate the Independence Day and New Year's Eve?
- 2 Do you think other countries celebrate these holidays the same way?
- 3 Why do you think it's important to know cultural differences between countries?



Every year, the website for Intercultural Management Organization holds a short essay contest for young writers. Here are two of the top winners for this year's contest! Congratulations!

Independence Day Celebration in Mexico and in the USA

by Martha López, 14 years old, Mexico City

Independence Day is a very important celebration both in Mexico and the USA. However, these countries have different traditions to celebrate this day. Let me walk you through these traditions.

How do people in Mexico celebrate Independence Day?

Independence Day in Mexico is officially on September 16th, but the War of Independence actually started in the early hours of the 16th, 1810, when the priest Miguel Hidalgo rang the church bell in the town of Dolores to encourage people to fight against the Spaniards. This is why our celebrations start the night before, on September 15th. On this night, people gather in the local **squares** and shout *Viva Mexico!* at approximately 11:00 p.m., the same time the Mexican president shouts *Viva Mexico!* in the *Zócalo*, Mexico City's main square at

square (n) – an open area of land in the shape of a square, usually with buildings around it

downtown. This ceremony is often followed by an impressive firework display.

On September 15th, you can hear *mariachi* music everywhere, particularly in Plaza de los Mariachis in Guadalajara and Plaza Garibaldi in Mexico City.



On that day, we usually eat typical local dishes like tacos, pozole, and the traditional *chiles en nogada*, which are green poblano chiles **stuffed** with meat, covered with a white walnut cream sauce, and sprinkled with red pomegranate (red, white, and green like the Mexican flag).

stuffed (adj) – meat or vegetables that have been filled with some other type of food

September 16th is our official holiday and most Mexicans do not go to work. Some people go out to watch the local parades with different displays of traditional Mexican costumes, dances, and cultural shows while others eat with family and friends, or stay at home and rest.

How do people in USA celebrate Independence Day?

Independence Day in the United States is celebrated on July 4th. This federal holiday celebrates the remembrance of the country's declaration of independence from the British in 1776. This was the birth of the United States of America as an independent nation.

In the morning of July 4th, some people go out to watch the local parades, and then they usually get together with friends and family for a barbecue or picnic. Popular dishes are burgers and hot dogs, potato salad, and cupcakes decorated with the colors of the American flag: red, white, and blue. In the evening, many people like watching the **fireworks** display.

fireworks (n) – an object that explodes when you light it and produces colored lights and loud noises



But this is not the only way Americans celebrate the 4th of July. There are carnivals, concerts, baseball games, and other **outdoor** activities. People go out wearing clothes and hats decorated with the colors of the American flag. There are also other fun and exotic events that have become a tradition on this day, like the famous “Nathan’s Hot Dog Eating Contest” in New York City. Last year’s winner ate 72 hot dogs!

outdoor (adj) – done outside a place or building

New Year's Eve Celebrations in Mexico and China

by Guillermo Cortés, 15 years old, Puebla

The New Year's Eve celebration is an event celebrated both in China and in Mexico, where people usually get together with family and friends. However, there are some interesting differences in the way both countries celebrate this special occasion.



Like Mexico, every region in China has its own local practices. But for both countries in general, this day is a joyous occasion filled with traditions, reunions, and delicious food! It is

an occasion for families and friends to **gather** and celebrate prosperity, health, and other things they are thankful for from the year that has passed, and that they wish for the year ahead.

gather (v) – to come together in one place to see or do something



Day of the Celebration

Here in Mexico, New Year's Eve is also known as *Noche Vieja*, and the 1st of January is called *Año Nuevo*. In contrast, the Chinese call this day *Spring Festival* or *Lunar New Year*.

Like most countries in the world, New Year's Eve in Mexico is always celebrated on the night of December 31st. Unlike us, Chinese celebrate New Year's Eve between January 21st and February 20th depending on the Lunar calendar, so it takes place on a different date every year!

spring (n) – the season of the year between winter and summer

The New Year's Eve Dinner

The dishes for a traditional Mexican New Year's Eve dinner vary in each different state, but the most common ones are stuffed turkey or chicken, *romeritos*, *bacalao*, and *tamales*.



Some foods have a symbolic meaning. For instance, eating a spoon of cooked lentils, or giving a handful of raw lentils to family and friends is a gesture to express a wish for good fortune. Another tradition is to eat 12 grapes just as the clock strikes midnight. People eat the 12 grapes one at a time with each of the 12 **chimes** of the clock. Each grape represents one of the 12 months of the next

year. A sweet grape means it will be a good month next year; a sour grape, a bad month.



chime (n) – to make a high ringing sound like a bell or set of bells

The New Year's Eve dinner is the most important dinner for the Chinese because the family gets together, including those family members who have been away from home. Each dish served during the family dinner has a symbolic meaning. For example, they prepare

steamed fish to invite prosperity, dumplings and spring rolls for **wealth**, sweet rice balls for family togetherness, and noodles for happiness and long life. The dishes themselves, the preparation, and ways of serving and eating are equally important for the Chinese people.



wealth (n) – a large amount of money and other valuable things

Other Customs and Practices

Both Mexico and China have other customs and practices for this day, too. Here are some of them:

Both Mexicans and Chinese believe in cleaning the house to **sweep** away the bad luck from the past year. We both believe in lucky colors. Red, for example, means happiness and prosperity. And people in both countries wear red garments to attract them for the coming year.

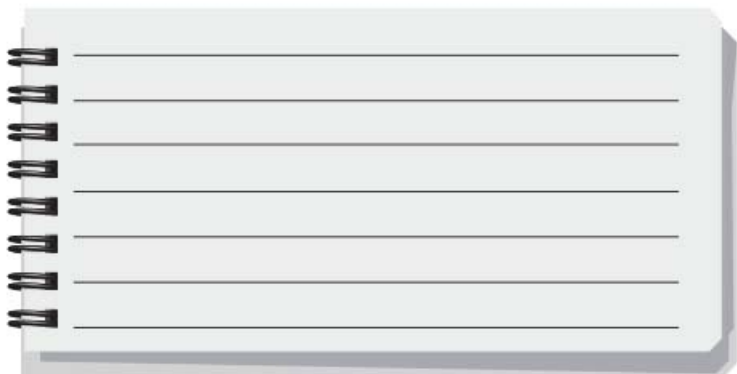
In Mexico, some people take empty suitcases outside their homes and walk around the block or their house to attract the possibility of travelling in the coming year while in China, the Lion or Dragon dance is a very popular tradition. It is performed outdoors in a street parade with lively music, drums, cymbals, and acrobatic dancers. It is said to bring good luck.



sweep (v) – to clean a floor, the ground, or another surface using a broom (brush with a long handle)

Extension Exercises

- 1 Think of the essays you read and choose one to contrast cultural aspects between both countries. Discuss your answers with your partner.



- 2 Work in pairs. Discuss your answers to the questions.
 - 1 What other cultural differences between Mexico and other countries do you know?
 - 2 In your opinion, is it important to learn about cultural differences in different countries? Why or why not?

Further Practice Resources

You can use the following links to find out more about cultural differences around the world:

<https://www.adventureinyou.com/travel-tips/cultural-differences/>

https://www.huffingtonpost.com/vicki-louise/post_13791_b_13715604.html

<https://www.weareteachers.com/cultural-differences-schools-around-world/>

Glossary

ahead (adv) – used when saying what will happen in the future

birth (n) – the occasion of a baby being born

block (n) – the distance along a city street from where one road crosses it to the next road

church (n) – a building that Christians go to in order to worship

contest (n) – a competition, especially one in which people's skill in a particular activity or sport is tested

costume (n) – clothes that are typical of a particular place or of a period in history

cymbal (n) – a simple musical instrument consisting of a thin circular piece of metal that you play by hitting it with a stick

dish (n) – food prepared and cooked in a particular way

display (n) – an arrangement of things for people to look at

dumplings (n) – a small solid lump of cooked food made from flour and water, sometimes eaten with meat or added to soup

garment (n) – a piece of clothing

handful (n) – the quantity of something that you can hold in your hand

joyous (adj) – causing happy feelings

lentil (n) – a round flat dry seed that you boil before you eat it

lively (adj) – full of energy and enthusiasm

noodles (n) – a type of pasta in the form of long thin pieces that cook quickly

parade (n) – a public celebration in which a large group of people move through an area, often with decorated vehicles and bands playing music

perform (v) – to do something in front of an audience in order to entertain them

priest (n) – someone whose job is to lead worship and perform other duties and ceremonies in some Christian churches

raw (adj) – raw food has not been cooked

remembrance (n) – a memory of a person or an event

show (n) – any type of performance, event, or occasion

sour (adj) – with a taste like a lemon

spring roll (n) – a Chinese food consisting of a small roll of pastry filled with meat or fish and vegetables, cooked in hot oil and eaten hot or cold

sprinkle (v) – to shake small amounts of a liquid or a substance such as sugar over the surface of something

steamed (adj) – cooked with steam

strike (v) – when a clock makes a sound like a bell a particular number of times to show what time it is

suitcase (n) – a large container with flat sides and a handle used for carrying clothes and other things when you travel

turkey (n) – a large bird similar to a chicken that has no feathers on its head and is often eaten at Christmas and Thanksgiving

unlike (prep) – different from someone or something else

walk through (v) – to practice or learn something in a slow patient way, or to show someone how to do something

walnut (n) – a nut you can eat that has a surface covered in small round lumps inside a hard round shell

Chapter 3

Informative



Environmental

Emergencies:



Are You Prepared?

Social practice:

Produce instructions to prepare for a risky situation due to a natural phenomenon.

Work in pairs. Discuss the questions.

- 1 What types of natural disasters are there in your country?
- 2 Do you know what to do to be prepared for any natural disaster?
- 3 What should and shouldn't you do during a natural disaster?
- 4 Where can you learn more about what to do in a natural disaster?



Introduction

Environmental emergencies are **sudden** disasters or accidents which may be caused by nature, technology, human action, or a combination of these.



■ Environmental Emergencies Manual

sudden (adj) – happening very quickly and without warning

Natural disasters are usually generated by unpredictable weather conditions such as heavy rain, strong winds, lightning, spontaneous combustion of dry fuel, or the movement of plates. Human action causes a lot of emergency situations, too. For example, wildfires are often started with such a small thing as a cigarette or an unattended campfire. Some other environmental emergencies such as chemical leakages, oil spills, and industrial accidents are also the result of human action and have a serious impact on human and animal lives.



■ Center for Environmental Emergencies

leakage (n) – the process of sending a liquid or gas out into the air or environment

Facing Emergencies

Now, what can you do if you find yourself facing some kind of environmental emergency?

Something which is rarely done, but should be compulsory, is to plan ahead, prepare, and prevent. For example, have a family meeting to discuss what you need to do to prepare for any possible environmental emergency that could happen in your community. You should develop your own emergency plan.



■ Environmental Emergencies Manual

compulsory (adj) – must be done because of a rule or law

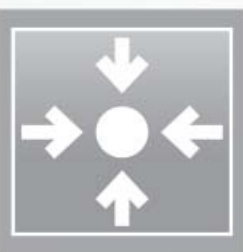
Plan and Prevent



- **How** to prevent emergencies.



- **Who** to contact in case of an emergency.



- **What** to do if there is an emergency.



- **Where** the areas of possible danger are.

- **How often** the plan will be drilled and updated.

■ Center for Environmental Emergencies

drill (v) – to make someone repeat the same thing many times

For example, place emergency phone numbers by the telephone. Show responsible family members how and when to **shut off** the water, gas, and electricity at main switches. Plan several escape routes away from your home, on foot and by car. Also, teach children how and when to call your local emergency service number for help. In case of fire, teach all family members how to use the fire extinguisher, and show them where it is kept. Once your plan is made with your family's collaboration, practice it. This will help you develop your emergency evacuation drills.



■ Environmental Emergencies Manual

shut off (v) – to stop the flow of something

At Home

■ Emergency Supplies

Prepare a portable first aid kit that should contain the indispensable items you require to survive for 72 hours when evacuating from an environmental emergency, including your family's prescription medications.

Additionally, prepare emergency tools which may include a battery powered radio, flashlight, and extra batteries.

Plan your water needs, food, and sanitation supplies.



■ Center for Environmental Emergencies

sanitation (n) – things related to people's health, especially the systems that supply water and deal with human waste

■ Shelter

Choose a room in advance for your shelter. Tell every family member the procedure of the plan so that everybody knows what to do, and practice it regularly.



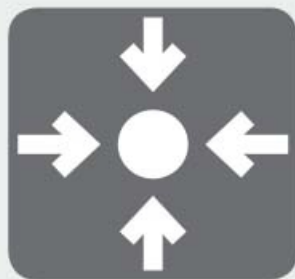
Evacuation Plan

- In case there is an evacuation notice, leave by the nearest exit and alert others in your house to do the same.
- If there are any infants, people with disabilities, or elderly people in your house, help them leave.
- If possible, be prepared to take your valuables and personal documents without risking your life. Finally, lock your home.

■ Environmental Emergencies Manual

shelter (n) – a place that provides cover or protection from bad weather

- Once outside, go to a designated assembly point. Pick two meeting places:
 - a place within a safe distance from your home in case of a home fire.
 - a place outside your neighborhood in case you cannot return home.



- Don't return to the evacuated building unless an official tells you to do so.
- Keep streets, fire lanes, hydrant areas, and walkways clear for emergency vehicles.
- Finally, don't panic! Knowing what to do in case of an emergency will help you stay calm and act quickly and efficiently to make yourself and the people around you safe.

Don't panic!

■ Center for Environmental Emergencies

hydrant (n) – an upright water pipe in the street that the fire department gets water from

Get Information and Spread the Word

- Contact your local authorities, health services, and civil protection for further information on safety measures.
- Talk to your neighbors about safety in case of an environmental emergency.
- Share your plans with different members of your community.



If you follow the steps listed above, you can protect your family, your home, your community, and yourself.

■ Environmental Emergencies Manual

measure (n) – an action that is intended to achieve or deal with something

Extension Exercises

- 1 Write a list of environmental emergencies and natural disasters that could happen in your community.



- 2 Work in pairs. Discuss how you can be prepared for the emergencies in Exercise 1. Think about what to do before, during, and after the emergency.

Further Practice Resources

You can use the following links to find out more about how to act in environmental emergencies:

<https://emergency.cdc.gov/>

<https://www.peakprosperity.com/wsidblog/80131/natural-disaster-survival-tips>

https://www.gob.mx/cms/uploads/attachment/file/108134/258-INFOGRAFAENCASODESISMO_ENINGLS_.PDF

Glossary

assembly point (n) – a designated place where people should go after evacuating a building if there is an emergency

campfire (n) – a fire built outside by people who are camping

danger (n) – a situation in which harm, death, damage, or destruction is possible

disability (n) – a condition in which someone is not able to use a part of their body or brain properly, for example because of an injury

drill (n) – a way of teaching people something by making them repeat it several times

dry (adj) – something that is dry has no water in it or on it

elderly (n) – an elderly person is old. This term is often used in talking about conditions that affect old people

environmental (adj) – relating to the natural world and the effect that human activity has on it

exit (n) – a door that leads out of a public place such as a room or building

first aid kit (n) – a small box or bag with the things that you would need to treat someone if they were injured or suddenly became sick

fuel (n) – a substance such as oil, gas, coal, or wood that produces heat or power when it is burned

flashlight (n) – an electric light that you hold in your hand and point at things

lightning (n) – the bright flashes of light that you see in the sky during a storm

lock (v) – to fasten something such as a door or a container, usually with a key, so that other people cannot open it

near (adj) – close to someone or something

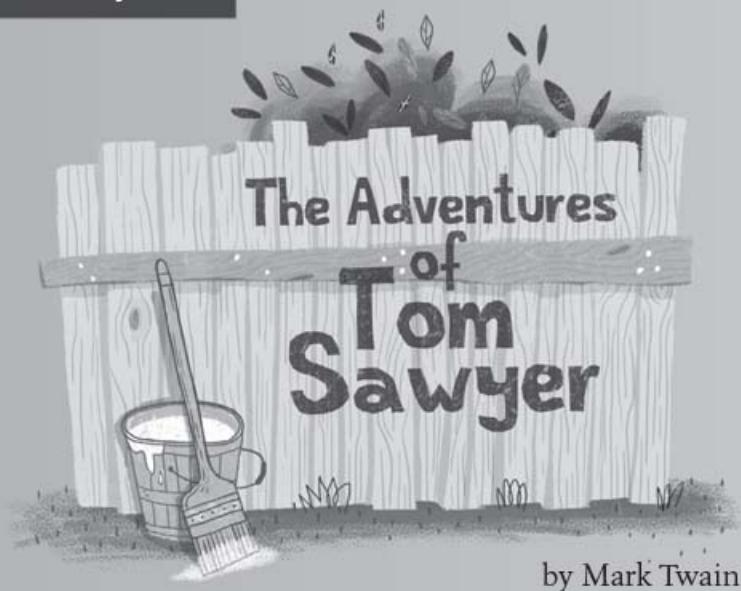
neighborhood (n) – a particular area of a city or town

on foot (exp) – walking
prescription (n) – a piece of paper that a doctor gives you that says what type of medication you need
risk (n) – to do something that makes it possible for something important or valuable to be destroyed, damaged, or lost
spill (n) – an amount of liquid that has accidentally flowed out of its container
spread (v) – to gradually affect or cover a larger area
spread the word (exp) – to tell a lot of people about an idea that you believe in
supply (n) – an amount or quantity of something that is available to use
survive (v) – to stay alive despite an injury, illness, an environmental emergency or a dangerous situation
switch (n) – something such as a button or a key that controls the electrical supply to a light, piece of equipment, machine, etc.

unattended (adj) – left without being taken care of or dealt with
unpredictable (adj) – changing often, in a way that is impossible to prepare for
update (v) – to add the most recent information to something such as a book, document, or list
valuables (n) – small possessions that are worth a lot of money, for example jewelry
walkway (n) – a path that has been built for people to walk along, especially one that is above ground level and connects two buildings
weather (n) – the conditions that exist in the atmosphere relating to temperature, precipitation, and other features
wildfire (n) – a fire that starts in an area of countryside and spreads very quickly
wind (n) – a natural current of air that moves fast enough for you to feel it

Chapter 4

Literary



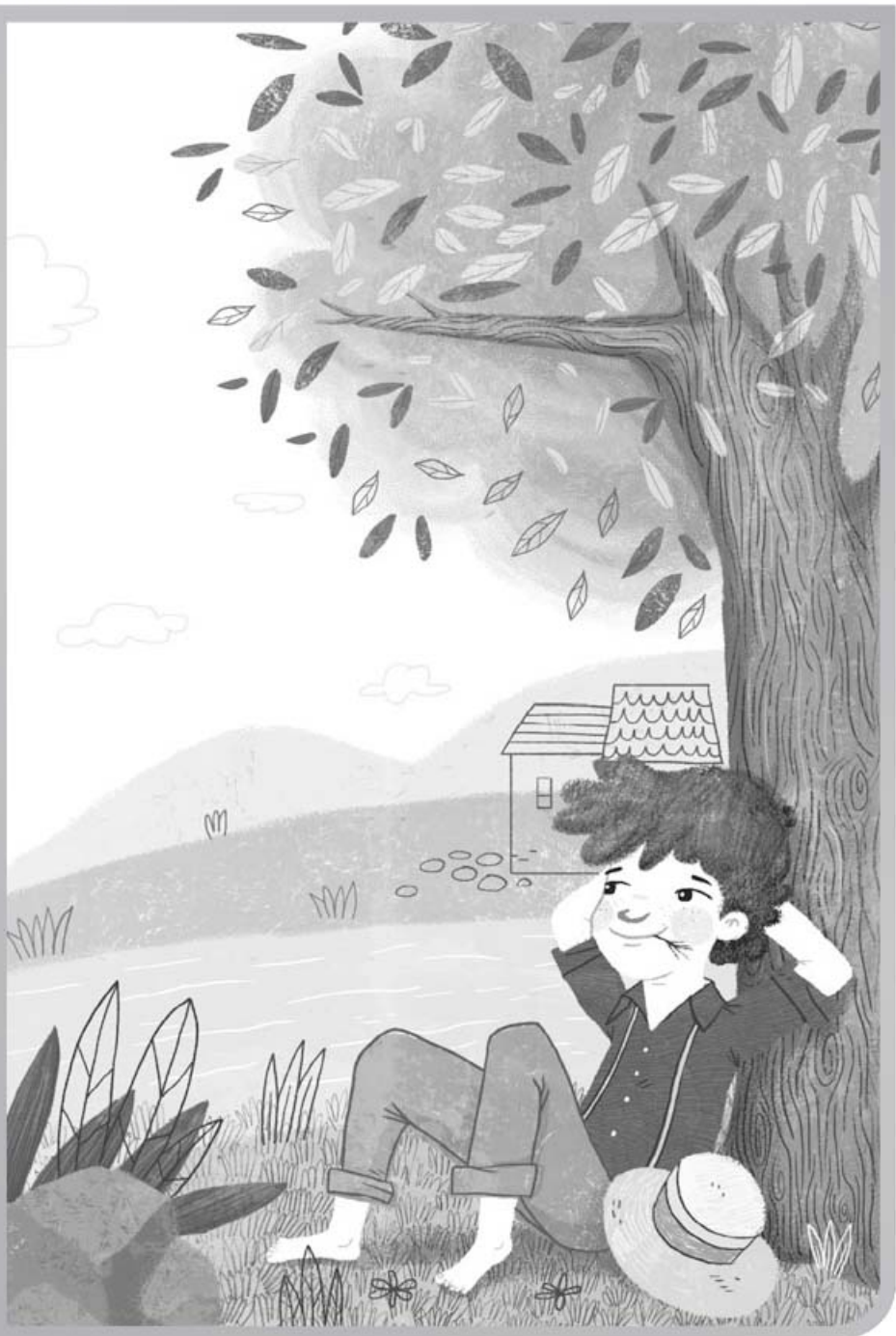
by Mark Twain

Social practice:

Comment on one's own experiences and those of others in a conversation.

Work in pairs. Discuss and answer the questions.

- 1 Have you ever lived a special experience?
- 2 Have you ever met someone who tricks people?
- 3 Has anyone in your family experienced a funny anecdote?



Painting the Fence



Saturday morning had come. The sun was shining and the birds were singing. Tom had to paint his Aunt Polly's fence. He appeared on the sidewalk with a bucket of **whitewash** and a long-handled brush. He inspected the fence, and all joy left him and a deep melancholy came upon his spirit. Thirty yards of board fence nine feet high. Sighing, he dipped his brush and passed it along the wood; repeated the operation; did it again; and sat down on a tree-box discouraged.

Jim came skipping out at the gate with a tin bucket, and singing Buffalo Gals. Bringing water from the town pump had always been hateful work in Tom's eyes before, but now he didn't think so. He remembered that there was company at the pump. Boys and girls were always there waiting their turns, resting, trading toys, fighting, and having fun.

whitewash (n) – a substance used for painting walls or buildings white



Tom said: “Say, Jim, I’ll get the water if you’ll whitewash some.”

Jim shook his head and said: “I can’t, Master Tom. Old lady, she told me I have to go and get this water and don’t stop to play with anyone. She told me she expects Master Tom to ask me for help, and so she instructed me not to distract me and attend my own business.”

“Oh, never mind what she said, Jim. That’s the way she always talks. Give me the **bucket** – I’ll be gone only a minute. She won’t ever know.”



bucket (n) – a round open container with a handle, used for carrying liquid and other substances

“Oh, I can’t, Tom. That’s for sure. Old lady, she would get mad and I would be punished for it,” Jim said.

“Jim, I’ll give you a marble. I’ll give you a white **marble!** White marble, Jim! And it’s a big marble.”

This attraction was too much for Jim. He put down his bucket, and took the white marble, but Aunt Polly was looking at him with a slipper in her hand. Suddenly, Jim was running down the street with the bucket in his hand.

Tom was painting with enthusiasm, but the work was proceeding very slowly. His energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. At this dark and hopeless moment an inspiration burst upon him!

He took up his brush and went tranquilly to work. Then Ben Rogers arrived. He was eating an apple. “Do you want to come swimming?” he asked. Tom wanted to go swimming more than anything else in the world, but he didn’t answer. He stepped back and admired his painting.

marble (n) – a small colored glass ball



No answer. Tom contemplated his last touch with the eye of an artist, then he gave his brush another gentle sweep and looked at the result, as before.

“What a pity you have to work!” said Ben.

“Hello, Ben. I didn’t see you,” answered Tom.

“That’s hard work! Poor you!” Ben sympathized.

“What do you call work? This is fun! And only I can do it. Aunt Polly says so!” The brush continued to move.

what a pity (exp) – used for saying that you are disappointed about something

“This isn’t work. Well, maybe it is, and maybe it isn’t. All I know is that it suits Tom Sawyer. Does a boy get a chance to whitewash a fence every day?” added Tom.

Ben looked at what Tom was doing again. It looked different now. It looked interesting and desirable. He stopped biting his apple. “Say, Tom, let me whitewash a little.”

Tom thought about it, was about to say yes, but he changed his mind.

“No, it wouldn’t be right, Ben. You see, Aunt Polly’s awful particular about this fence, right here on the street, you know — but if it was the back fence I wouldn’t mind and she wouldn’t.

“Only just a little — I’d let you if you was me, Tom.”

“I’m sorry, Ben. It’s special work, you know.”

“I’ll give you my apple if you let me paint,” Ben offered.

“OK. But only as a special favor.” Tom gave up the brush with **reluctance** in his face, but happiness in his heart.

reluctance (n) – a feeling of wishing that you did not have to do something

For an hour, the retired artist sat on a barrel in the shade close by, waved his legs, munched his apple, watched Ben, and planned the way to trick more innocents.

As the day continues, Tom has already made a complete plan to take payment for the privilege of whitewashing—until, before too long, the fence is completely painted.

Tom said to himself that it was not such a dull world, after all. Tom had a wonderful day “painting the fence.” By the time Ben was exhausted, Tom had traded the next chance to Billy Fisher for a kite. From other friends he also collected a toy soldier, an orange, twelve marbles, a key that wouldn’t unlock anything, a fragment of chalk, a dog-collar — but no dog — and other valuable treasures. He rested a lot, he talked a lot, but he didn’t paint very much.

Tom discovered a great law about human nature that day: *If you want someone to do something, you must tell them that they can’t do it.*

shade (n) – a slightly dark area where the light from the sun does not reach because it is blocked by something





At the end of the day, Aunt Polly's fence had three coats of whitewash on it and looked wonderful!



fence (n) – a flat upright structure made of wood or wire that surrounds an area of land

Extension Exercises

-  **Work in groups. Listen to Tom Sawyer's story. Answer the questions and then comment them with your partners.**
 - Do you think Tom Sawyer was very clever or he was a cheat?
 - Have you ever had a similar experience?
- Work in pairs. Write the main events of a personal experience similar to what Tom Sawyer lived and share it with your partner.**



A spiral-bound notebook with several blank lines for writing.

Further Practice Resources

You can use the following links to find out more about Mark Twain and his work:

<https://americanliterature.com/author/mark-twain/>

https://www.brainyquote.com/authors/mark_twain

<https://letterpile.com/humor/Life-Lessons-Stories-That-Will-Make-You-Laugh>

Glossary

at the end of the day (exp)

– used for saying what you consider is the most important thing about a situation after thinking about it

attend (v) – to take care of someone or something

awful (adj) – used for emphasizing how unpleasant someone or something is

barrel (n) – a round container with a flat top and bottom, used for storing liquids

burst (v) – like something that explodes

coat (n) – a layer of something such as paint that you put onto a surface

dip (v) – to lower something into a liquid for a moment before taking it back out again

discouraged (adj) – feeling that it is useless to try to do something

dull (adj) – boring, or not interesting

feet (n) – a unit used for measuring length equal to 30.48 centimeters

gate (n) – a door in a fence or wall that you go through to enter or leave a place

give up (v) – to allow someone to have something that was yours

handle (n) – the part of an object that you hold in your hand when you use it

hateful (adj) – extremely bad, unpleasant, or cruel

hopeless (adj) – a situation that seems very unlikely to succeed or improve

joy (n) – a feeling of great happiness

munch (v) – to eat something using your teeth and jaws in a noisy way

never mind (exp) – used for telling someone not to worry or not to be upset about something

particular (adj) – someone who has very clear ideas about what they like and dislike and wants everything to be exactly as they like it

poor you! (exp) – used to show sympathy

privilege (n) – a special benefit that is available only to a particular person

pump (n) – a piece of equipment for making a liquid move into or out of something

punish (v) – to make someone suffer because they have done something against the law or against the rules

retired (adj) – no longer working in a job, especially after having worked in it for most of their life

shake (v) – to make many quick small movements up and down, or side to side

sidewalk (n) – an area along the side of a street that has a hard surface, used by people who are walking

skip out (v) – to leave a place quickly

slipper (n) – a soft comfortable shoe that you wear in your house

sorrow (n) – great sadness

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

sweep (v) – to move or spread quickly through an area

sympathize (v) – to be kind and show that you understand someone's problems

tin (adj) – made of metal

trade (v) – to exchange something that you have for something else

treasure (n) – a collection of valuable things

unlock (v) – to open the lock on something such as a door or a window, usually with a key

upon (prep) – used after some verbs with the same meaning as "on"

wave (v) – to move smoothly and gently from side to side

wouldn't mind (exp) – used to express that something is not a problem

yard (n) – a unit for measuring length. One yard is equal to 0.91 meters

Chapter 5

Literary



A Midsummer Night's Dream

by William Shakespeare

Social practice:

Read theater plays.

Work in pairs. Discuss and answer the questions.

- 1 Do you know any plays by William Shakespeare?
- 2 Have you ever read or seen any of his works?
- 3 Have you ever read or dramatized a play?



This is the story of four young lovers, the world of the Fairy King and Queen and their elves, and a group of amateur actors trying to perform a play for the wedding of the Duke of Athens. It takes place in Athens and in an enchanted forest, and it is about one of the most popular topics: falling in love and its complications.

The Cast

Narrator of the story and (in alphabetical order):

Demetrius, initially in love with *Hermia*

Egeus, a respected nobleman and father to *Hermia*

Francis Flute, an air blower repairman

Helena, in love with *Demetrius*

Hermia, daughter to *Egeus*, in love with *Lysander*

Hippolyta, queen of the Amazons, fiancée to *Theseus*

Lysander, in love with *Hermia*

Nick Bottom, a **weaver**

Oberon, king of the fairies

Peter Quince, a carpenter

Robin Goodfellow, a fairy also known as *Puck*

Robin Starveling, a tailor

Snug, a cabinetmaker

Theseus, Duke of Athens

Titania, queen of the fairies

Tom Snout, a handyman



weaver (n) – a person that makes clothes by crossing long threads over and under each other on a machine

Act I



[Setting: The scene takes place in the palace of Theseus, in Athens. Hippolyta enters in the hand of Egeus. Theseus, who is Duke of Athens, is excited to be marrying Hippolyta in four days.]

NARRATOR: Theseus the Duke of Athens, and his fiancée, Hippolyta, are to be married in four days. Theseus is planning the big day when Egeus arrives.

EGEUS: My gracious Duke. I come to ask you to order my daughter Hermia to marry Demetrius as is my wish.

THESEUS: Hermia! I order you to obey your father or face the consequences.

HERMIA: *(standing a short distance from the Duke, replies strongly)* Forgive me your grace, but I love Lysander. I would rather die than marry anyone else.

THESEUS: *(strongly)* Take some time to think this carefully. On the day of the next new moon, the day of my wedding, be ready to marry Demetrius, or to face **execution** or life in a convent!

DEMETRIUS: Say yes, dearest Hermia.

LYSANDER: *(angrily)* She loves me. If her father likes you so much, he should marry you!

execution (n) – the act of killing a person as a punishment

[Helena enters into the room. Hermia is there alone.]

NARRATOR: Hermia and Lysander are planning to run away to get married ...

HERMIA: Beautiful Helena! Where are you going?

HELENA: *[sarcastically]* Ha! Did you just call me beautiful? You're the beautiful one in Demetrius' eyes. I would give anything to be you.

HERMIA: I'm sorry, but the more I hate him, the more he follows me around.

HELENA: And the more I love him, the more he hates me.

HERMIA: Do not despair dear Helena, soon he will no longer see my face. Lysander and I are running away tomorrow night. We're going to meet in the woods in the meadow where you and I used to play.

NARRATOR: Helena decides to tell Demetrius about their plans.

HELENA: *(looking at the audience attentively)* I shall tell Demetrius about Hermia's plans. At least that way I can see him and obtain his gratitude. It's a start.

[Setting: The scene takes place in Quince's house, in the city. Snug, Bottom, Flute, Snout and Starveling were invited to rehearse the play for the Duke's wedding.]

NARRATOR: Meanwhile, somewhere in the city, a group of **laborers** get together to plan a theater performance for the Duke's wedding.

QUINCE: Let's meet tomorrow in the forest to rehearse.

laborer (n) – someone whose job involves hard physical work, for example building work



ACT II

[Setting: The scene takes place in a forest near Athens. Enter, from one side, Oberon with his apprentice Robin Goodfellow, from the other side enter Demetrius and Helena.]

NARRATOR: Meanwhile in the forest, Oberon and Titania, the king and queen of the fairies, are fighting. Oberon is not happy and decides to take **revenge**. He orders Robin the fairy to bring a flower with magical properties.

OBERON: Once I have the juice of that flower, I'll put it in Titania's eyes while she sleeps. When she wakes, she will fall in love with the first thing she sees. But who is that coming my way? I will make myself invisible.

[Exit Oberon and Robin Goodfellow]

[Enter Demetrius and Helena, following him]

NARRATOR: Robin leaves for the flower, and Oberon makes himself invisible. Demetrius arrives in the forest, followed by Helena.

DEMETRIUS: *(yelling desperately)* Stop following me, I tell you. I love Hermia, not you.

HELENA: I don't care. I love you.

[Exit Demetrius and Helena; they disappear into the forest.]

revenge (n) – something that you do to hurt or punish someone because they have hurt you or someone else

[*Lysander and Hermia, sleeping in the forest.*]

[*Enter Robin Goodfellow, putting the love juice on Lysander's eyes.*]

NARRATOR: Demetrius disappears into the forest with Helena after him. Oberon feels pity for Helena and orders Robin to use the love juice on Demetrius. Meanwhile Oberon puts the love juice in Titania's eyes. In the forest, Robin confuses Lysander for Demetrius and puts the love juice in his eyes by mistake. Helena finds Hermia and Lysander in the forest asleep, and Lysander **awakens** to see Helena.

LYSANDER: (*Sleepily*) Helena! Your beauty shines! I'm blind with love for you.

HELENA: Don't mock me. You love Hermia.

LYSANDER: Hermia! Never. I am bored of her. It is you I love now.



awaken (v) – to wake up, or to wake someone up

ACT III



[Setting: The scene takes place in another part of the enchanted forest, near Athens. Bottom, Quince, Snug, Flute, Snout, and Starveling are rehearsing the play for the Duke's wedding.]

NARRATOR: Helena runs away and Lysander follows, leaving Hermia asleep. Hermia wakes to find Lysander gone and runs to look for him. The next morning in the forest, the laborers meet to rehearse the play. Titania sleeps nearby.

QUINCE: OK. Let's start. Bottom, you're first. When you finish your lines, hide out of sight in the bushes. Everyone else, hide too when you're not on stage.

[Enter Robin Goodfellow, doing magic on Bottom's head]

NARRATOR: Robin sees Bottom and decides to play a **joke** on him by replacing his head for a donkey's. Bottom does not realize what just happened and walks back to his friends. They all run away scared.

BOTTOM: *(confusedly)* Why are they running? They're probably playing a joke on me, trying to scare me. I'll show them I don't care. I'm going to stay right here and sing. *(loudly)*

[Now we see Titania, sleeping in the forest]

NARRATOR: Bottom started singing so loudly he woke Titania, who was sleeping nearby. The first person she saw was Bottom.

TITANIA: *(Sleepily)* Who is that angel that wakes me? Please don't stop. It's the first time I set eyes on you, but I think I'm in love.

joke (n) – something you say or do that is intended to make people laugh

ACT IV

[Setting: The scene takes place in another part of the same enchanted forest near Athens. Enter Robin Goodfellow, telling Oberon what is happening.]

NARRATOR: Robin, noticing what has happened, rushes back to tell Oberon.

ROBIN: (*worriedly*) My mistress is in love with a monster! She has fallen in love with a donkey.

OBERON: This is going better than I thought! What of the young man? (*asking attentively*)

NARRATOR: As he is asking the question, he sees Demetrius chasing Hermia, declaring his love.

OBERON: (*regretfully*) What have you done? The love juice was for Demetrius to fall in love with Helena. Don't tell me you mistook Lysander for Demetrius! You must fix this.

NARRATOR: Robin waits for Demetrius to go to sleep and squeezes some love juice into his eyes, so he wakes to see Helena and declares his love for her.

DEMETRIUS: Helena, my love. You are so beautiful. I love you.

HELENA: Not you, too! Don't mock me like Lysander.



regretfully (adv) – with sad or sorry feelings

[Enter from one side, Lysander, arriving shortly after Hermia. On the other side, Oberon and Robin are talking.]

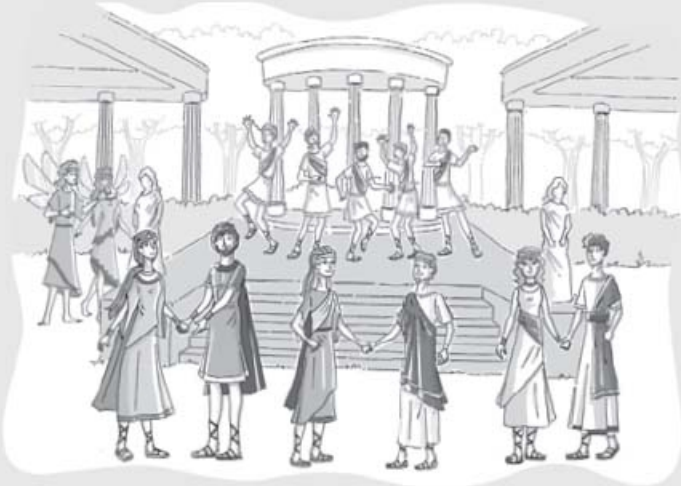
NARRATOR: At that moment Lysander arrives shortly after Hermia. Hermia is furious and cannot believe both men are now in love with Helena. Oberon orders Robin to fix what he has done. Robin waits for Lysander to go to sleep and puts an antidote in his eyes. When he awakens, he is in love with Hermia again and Demetrius is now in love with Helena. Oberon uses the antidote on his wife, and Robin removes the donkey's head from Bottom. Theseus and Egeus come across the couples in the forest. Egeus insists his daughter, Hermia, marry Demetrius. Theseus now disagrees.

THESEUS: (*loudly*) Let the couples marry who they **will** and on my wedding day! It will be a merry occasion.



will (v) – to make something happen by wishing for it very strongly

ACT V



*[Setting: The scene takes place in the palace of Theseus, in Athens. It's a joyful day. The weddings take place, the fairies finally **mend** their mistakes, and the actors perform the play exceedingly well.]*

[Enter, all characters, the six lovers getting married, the King and the queen of the fairies dancing, and the company of actors (Bottom, Quince, Snug, Flute, Snout, and Starveling) performing exceedingly well the play for the Duke's wedding.]

NARRATOR: All the couples got married; the laborers presented their play, and Bottom, like always, had the last word.

BOTTOM: (*merrily*) Forgive us if we have offended, but remember all can be mended. And with these dear sirs, and with all my might, I bid you all goodnight.

[The End]

mend (v) – to repair something that is broken or damaged

Extension Exercises

- 1 **Work in pairs. Read the text again and identify the elements in the script you learned in this unit. Compare your answers with your partners.**



- 2 **Work in groups. Choose a fragment of the play to read out loud. Decide who is going to be which character. Rehearse your reading and then present it to the rest of the class.**
- 3 **As a class discuss which reading was the best and why.**

Further Practice Resources

There are many ways to enjoy drama and plays. If you want to learn more about Shakespeare and this topic check out these sources:

<https://www.folger.edu/shakespeares-life>

<http://shakespeare.mit.edu/midsummer/midsummer.1.1.html>

<https://www.wikihow.com/Act-in-a-Play>

Glossary

amateur (adj) – used about someone who does something because they enjoy it and not as their job

asleep (adj) – not awake

bid someone goodbye (exp) – to say goodbye/good evening etc. to someone

bush (n) – a plant that is smaller than a tree and has many thin branches growing close together

cabinetmaker (n) – someone whose job is to make wooden furniture of high quality

carpenter (n) – someone whose job is to make things from wood, or to repair things that are made of wood

chase (v) – to follow someone or something quickly in order to catch them

dear (adj) – loved or liked very much

donkey (n) – a gray or brown animal similar to a horse, but smaller and with long ears. In some countries it is used for riding and for pulling or carrying heavy loads

elf (n) – a small imaginary person with magic powers

enchanted (adj) – affected by special magical powers

exceedingly (adv) – an old word meaning “very much”

face (v) – to deal with a problem that is likely or certain to happen

fairy (n) – an imaginary creature with magic powers that looks like a small person with wings

fiancée (n) – the woman you are engaged to and are going to get married to

handyman (n) – someone whose job is to repair things and do other types of practical work in people’s houses

hide out (v) – to go somewhere where no one can find you

lover (n) – someone who is in a loving relationship with another person

meadow (n) – a field where grass and wild flowers grow

merry (adj) – happy and lively

might (n) – great power or strength, especially a

country's military or economic

mistake for (phrs. v) – to think that a person or thing is someone or something else

mistress (n) – a woman who is in charge of a house and servants

mock (v) – to make someone or something look stupid by laughing at them, copying them, or saying something that is not kind

nobleman (n) – a man who is a member of the nobility

obey (v) – to do what a law or a person says that you must do

on stage (n) – on the stage of a theater

performance (n) – the act of performing a play, dance, or other form of entertainment

repairman (n) – a man whose job is to fix things that are damaged or broken

run away with (phrs. v) – to secretly leave a place with someone so that you can live together

rush (v) – to hurry to do something

sarcastically (adv) – using sarcasm to show anger

squeeze (v) – to press something such as a liquid out of something

tailor (n) – a person whose job is to make and repair clothes, or to change them to fit individual customers

train (n) – a line of people that move slowly together

wedding (n) – a ceremony in which two people get married

wish (n) – to want something to happen although it is unlikely

woods (n) – a large forest or any smaller area where there are many trees and wild plants

Chapter 6

Informative

Same News, Different Story



Social practice:

Compare the same news story in different news publications.

Work in pairs. Discuss the questions.

- 1 Do you ever read the news in a newspaper?
- 2 If so, how often do you read a newspaper?
- 3 Do you ever watch the news on television?
- 4 If you read news or watched news, what type of news would you read or watch?



If you pass by a newspaper stand or watch several news channels, you will probably come across a news story reported in different versions. Same topic, people, and setting, but reported in various ways with different headlines. Why? Because writers and reporters, like their readers, have *freedom of speech* and can:

- make choices about what to include or exclude in what they write.
- have different opinions and points of view.
- make their own assumptions.
- have biases.
- have different purposes.

This is why it is important to develop media literacy. What is media literacy? It is the ability to critically analyze printed or recorded media productions.



freedom of speech (exp) – the legal or natural right to say what you believe is true, without being prevented or punished

News stories are made to be a reliable and accurate source of information, but in some cases it can be **biased** or subjective. That is why it is important to question, evaluate, and understand what we read.

Some questions you can ask are:

- Who wrote the news?
- What is its purpose?
- Who or what is the focus of the story?
- Does it provide adequate details or information?

What is the real story?

Answering these questions can help you understand why the same news story is communicated differently. Some writers will tell you exactly what happened and stop there. Other writers will make comments about the events to express a personal opinion and influence how the readers understand the news.



biased (adj) – preferring one person, thing, or idea to another in a way that is unfair

Just adding an expression can change the perception of the content. “According to federal statistics, public transportation is insufficient for the city” just informs the result of a research. “Federal statistics say public transportation is insufficient for the city, but offer no solutions” is the same information but adds **criticism** that reflects what the author thinks.

To evaluate if the information is reliable or biased, you should consider issues related to the topic and to the publisher that presents the information you are reading. Besides, you need to ask yourself if the information is current, if it is directly related to the topic it discusses, if the date of publication appears, if it provides sources for supporting ideas, and if the name of the author appears.

Once you have questioned the accuracy, and evaluated the reliability of the information, you can read the article to understand it.

criticism (n) – comments that show that you think something is wrong or bad

Let's take a look at different sides of the same story.
Here's one.

DAILY NEWS

First Edition April 14th

Another Mexican Student Wins Out the Competition

by Caroline Kullman

On a mid-April day at noon, the International Mathematics Competition was held, and a Mexican student was the star of the day. This is not a significant news story anymore since we are used to witnessing more and more Mexican students winning at different competitions. This time, it was the turn of Pedro Duran, a 15 year-old student from a secondary school, who won third place in Beijing, China. It was a mathematics competition with thousands of participants from all over the planet. He arrived at



Great Achievement for Mexico Can Lead to More Victories

the airport last Friday carrying the Mexican flag and his luggage. His parents, his brother Juan and sisters Ana and Maria were there to welcome him.

Continued on page 4

witness (v) – someone who sees an event happen

Now let's read the same story from a different point of view. Notice the similarities and differences on how the news story is presented.



E-NEWS

First Edition Monday April 14th

Mexican Student Age 15, 3rd Place in China

by Patrick Smith

During the International Mathematics Competition, Pedro Durán, a Mexican 15 year-old student, has just won a bronze medal in Beijing, China. There were over 700 participants from all over the world. With only two mistakes, he scored 148 points out of a 150 maximum possible score. According to Miss Silvia Rendón, his math teacher, "Pedro has always been one of my best students. I'm sure he must be highly motivated by his victory. It is never easy to compete in a foreign country against so many students. Pedro is a huge inspiration for all teens of his age," she added. Mexican students have so much capacity that they can compete in any area they choose. Congratulations Pedro. Well done!



> Junior High Student Beats 700 in Mathematics

score (v) – to achieve a particular amount, level, etc. in a test

The two news stories are about the same topic, which is a teenager winning a mathematics competition. If you read both stories carefully, you will notice that the second one presents more facts and concrete information (there were over 700 participants from all over the world) while the first one presents more subjective and nonspecific information (a competition with thousands of participants).

A closer look at both texts shows that the headline for the first story is more **intriguing** and eye-catching, and will probably attract more attention to sell more newspapers. In order to be properly informed, the best thing to do when you find news stories with similar topics is to first evaluate carefully the contents, verify information, and consult several sources before you formulate your own opinion.



And don't forget to check if the information is reliable or biased so you can choose those news that are both accurate and reliable.

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

The headline is one of the most important parts of any news, no matter how much information you have in the article. The headline is the only chance publishers have to get the reader's attention. This is why you should remember to also compare headlines for the same news stories and verify which one offers more accurate and reliable information. Look at the following examples:



They are all headlines for the same story, but each of them **focuses** on a different aspect of the story.

focus (v) – to concentrate on something and pay particular attention to it

The first one talks about the performance of Lester Brown during the game, while the second and the third exaggerate about Lester Brown's performance during the game by naming him in a superlative way. The aspects publications decide to focus on depends on what they feel is important and significant to their readers.

Other useful things to compare are the amount of text, the tone, and the level of formality of the language used. For example, more serious news stories tend to use more text, a serious tone, and more formal language. They may also quote someone's exact words to support the credibility of their information.

Finally, don't forget to look at the illustrations or images. Like writers, photographers also make conscious choices about what information to include or exclude. Photographers and illustrators decide what images and side of the story to show. That's why we should not **judge** stories based on the pictures alone because it may not always be the complete picture of what is truly happening.

judge (v) – to form an opinion about something after considering all the details or facts

So remember, when comparing news stories, try to get the whole picture and do not make an assumption without consulting different media **sources**, asking questions, and critically analyzing and evaluating the content.

Let's analyze the details of the story.



source (n) – a person, place, or thing that provides something that you need or want

Extension Exercises

- 1 Work in pairs. Read the sentences and discuss them with your partner. If possible, look for examples in a newspaper to support your answers.**
 - 1 Journalistic publications are not always reliable.
 - 2 To sell more newspapers, people generally use an eye-catching headline.
 - 3 Media usually uses different headlines for the same story.
 - 4 Photographers often decide what to show of a situation.
 - 5 Politicians influence journalists so that they don't communicate news that may affect the politicians' interests.
- 2 Work in groups. Discuss the questions and share your conclusions with your classmates.**
 - 1 When you read specific news, do you consider the newspaper that is publishing it?
 - 2 Do you think all newspapers or TV news produce quality journalism?

Further Practice Resources

You can use the following links to explore different online newspapers:

<http://www.bbc.com/news>

<http://www.reuters.com/news>

<https://edition.cnn.com/>

Glossary

accurate (adj) – correct or true in every detail

amount (n) – a quantity of something

assumption (n) – something that you consider likely to be true even though you have no proof

choice (n) – the opportunity or right to choose between different things

compete (v) – to try to win a competition

conscious (adj) – noticing that something exists or is happening and realizing that it is important

current (adj) – happening or existing now

eye-catching (adj) – attractive or unusual and therefore noticed

fact (n) – things that are true or that really happened, rather than things that are imaginary or not true

foreign (adj) – from another country

get the picture (exp) – to understand something, especially something that someone tells you indirectly

headline (n) – the title of a newspaper story that is printed in large letters

issue (n) – a subject that people discuss or argue about, especially relating to society, politics, etc.

media (n) – radio, television, newspapers, the internet, and magazines, considered as a group

mistake (n) – something that you have not done correctly

newspaper stand (n) – a place in the street where you can buy newspapers and magazines

performance (n) – the process of doing an action

point of view (n) – a way of judging a situation based on a particular aspect

printed (adj) – to publish something in a newspaper or magazine

properly (adv) – in a manner that is appropriate for the purpose or situation

publisher (n) – a person or company that manages the development and production of books, magazines, etc. and makes them available to the public

purpose (n) – the goal that someone wants to achieve

quote (v) – to say or write words that someone else has said or written

record (v) – to make an electronic copy of sounds or images

reliable (adj) – can be trusted to be accurate

scorer (n) – a player who scores a point in a game

significant (adj) – having a special meaning that only some people understand

subjective (n) – based on your own feelings and ideas and not on facts

superlative (adj) – extremely good

support (v) – to approve of an idea or of a person or organization

tend (v) – to usually do a particular thing

truly (n) – in the most complete, correct, or exact way

Chapter 7

Informative

How Does a Vending Machine Work?



Social practice:

Paraphrase information to explain how a machine works.

Work in pairs. Answer and discuss the questions.

- 1 What do you think a vending machine is?
- 2 How do you think a vending machine works?
- 3 What can you buy in a vending machine?



What is a Vending Machine?

A vending machine is something that people might use when they want a bag of peanuts, a chocolate bar, a granola snack, or something to drink. It works mechanically and electronically, **dispensing** the product that consumers want after they insert the correct amount of money into the machine. After you select a product and insert money, the computer inside the



machine compares the price of the product and the amount of money inserted. If the amount of money inserted is more than the price of the product, the machine usually gives back the change. However, if it is not enough, the machine will ask you to insert more money. Most vending machines accept only coins, but there are some which also accept bills and even credit cards.

dispense (v) – when a machine gives to you something such as food, drink, or money

A Brief History of Vending Machines

Hero of Alexandria, a mathematician and an engineer, invented the first vending machine in the 1st century in Egypt. The machine was found inside Egyptian temples and dispensed holy water after a coin was inserted.

Many centuries later, Simon Denham patented the first automatic machine in 1867, which dispensed postage stamps, and in early 1883, Percival Everitt invented a commercial coin-operated machine which sold envelopes, postcards, and notepaper in railway stations and post offices.



In 1888, the Thomas Adams Gum Company introduced the very first vending machines to the United States. The machines sold fruit gum and, eventually, round candy-coated gumballs in the subway platforms in New York. Machines that dispensed bottles of **beverages** were introduced in 1890. The very first beverage vending machine was located in Paris. Today, beverages are among the most popular items sold through vending machines.

beverage (n) – something to drink

What items can you buy in a vending machine?

Modern and computerized vending machines dispense different types of items: snacks, beverages, and even hygiene products such as soap and shampoo. You can find them in **convenience stores**, offices, shopping malls, sports facilities, gyms, university campuses, and even in hotels and hospitals.

Vending machines are also found in subway and bus stations. They are used to dispense and refill credits for transportation cards. Nowadays, it's also common to find them in cinemas and theaters where you can conveniently buy tickets for movies and shows.

As mentioned before, vending machines usually dispense bottled and canned beverages, but there are some machines which even dispense purified water, hot chocolate, various types of prepared coffee, and tea.

But that's not the only thing you can buy in vending machines. Some other common products you can buy are school supplies such as paper, notebooks, pens, and

convenience store (n) – a small store that is open for long hours and sells a variety of goods

pencils, etc. These days there are some countries with vending machines in which you can buy clothes, shoes, fresh fruits and vegetables, books, newspapers, magazines, **stuffed animals**, and toys. Some machines in Japan even sell fresh crabs!



stuffed animal (n) – a soft toy in the shape of an animal

What are the different parts of a vending machine and their purpose?

Display Window

This is the part of the vending machine that lets you see all the products inside and its corresponding price and code.



Keypad

It is the little box with letters and numbers in the front part of the machine. The keypad is the most important input device for the machine because it is the place where you enter the code for the specific product that you want to buy.



Money slot

This is where you insert your coins to pay the amount of your product. Some machines have slots for bills and credit cards too.



slot (n) – a long narrow hole that you can fit something into

Rotating metal coils

They hold the products in place and rotate to drop the product you bought.



Pick-up box

This is where the machine drops the products. When you see the product fall, you can open it and take out your purchased item.



Coin changer

It's the part of the machine where you get your change if you pay more than the displayed price.



coil (n) – a long thin piece of something that forms rings or curls

How does a vending machine work?

When a customer approaches a machine and wants to buy a specific product in the **display** window, the first step is to insert money to pay for the item.

To begin the process, the consumer has to select a product by pressing the code on the keypad, and then insert the correct amount of money on the money slot. When this is done, the vending machine electronically activates a motor which rotates the metal coil that holds the product. If the machine accepts paper money, the money is pulled in using rollers. Some modern vending machines have special scanners that can also detect and read credit cards, bank checks, and app codes for payment.

The rotating metal coil then pushes the product to the front, allowing it to drop into the pick-up box. This box has several sensors, which let the machine know that the customer has already obtained his or her product successfully. If you paid more, the excess money will automatically drop in the coin changer.

display (n) – an arrangement of things for people to look at

How does the vending machine know how much money you are paying for the product you want?

When you pay with coins, the central computer of the machine calculates the value of the coins depending on the size, the diameter, and the **thickness** of the coin. These three details are particular to each different coin. This is how the machine can tell exactly how much money you have inserted.



thickness (n) – the measurement of the distance between two opposite sides, edges, or surfaces

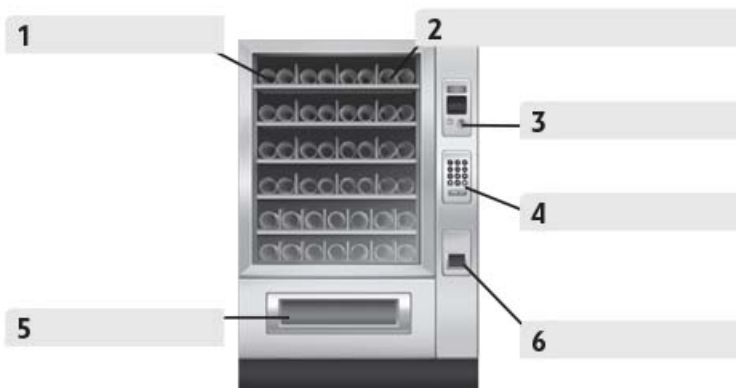
On the other hand, if you are paying for your product with a bank check or credit card, it slides through an optical scanner, which in turn, sends the information to the central computer of the machine. The computer looks for specific details and verifies how much it is **worth** and if it is authentic. So the next time you buy a chocolate bar, a healthy snack, or a beverage in a vending machine, stop for a moment and think about what is going on inside.



to be worth (v) – to state the value of something in money

Extension Exercises

- 1 **Work in pairs. Go over the chapter to label the different parts of the vending machine. Then discuss with your partner the function of each part based on what you read.**



- 2 **Work in groups. Discuss the questions with your partners.**
 - 1 Have you ever used a vending machine? Was it easy or difficult?
 - 2 Imagine you had to explain to your grandparents how a machine works. How would you do it?

Further Practice Resources

You can use the following links to find out more about how different machines work:

<https://www.howstuffworks.com/search.php?terms=machines>

https://www.youtube.com/playlist?list=PL39_ud5aKSvm9CKeS4e9ZmljAcg6LwhEb

Glossary

app (n) – a piece of software that is designed to do a particular job, especially one that people use on a smartphone

approach (v) – to move closer to someone or something

bill (n) – a piece of paper money

campus (n) – an area of land containing all the main buildings of a university, school, or other organization such as a hospital

canned (adj) – canned food has been preserved in a metal container without air

change (n) – the money that someone gives back to you when you give more money than it costs to buy something

coated (adj) – covered with a layer of a substance

code (n) – a set of numbers or letters that gives information about something

crab (n) – a shellfish with ten legs and two large claws used for holding things

coin (n) – a flat round piece of metal with special designs on it, used as money

device (n) – a machine or piece of equipment that does a particular thing

drop (v) – to deliberately let something fall

enter (v) – to write something somewhere, for example in a book, on a form, or on a computer

envelope (n) – a flat paper case for a letter or document, with a part that you stick down to close it before you write an address on it and send it through the mail

facility (n) – an area or building used for a particular purpose

give back (phrs. v) – to give someone something that they owned or had before

gum (n) – a type of candy that you chew for a long time but do not swallow

holy (adj) – important in a religion, or used in worship

notepaper (n) – paper used for writing personal letters or notes

patent (v) – to get the legal right to make or sell an original invention for a particular period of time

peanut (n) – a type of nut that grows under the ground inside a thin shell and that can be eaten

platform (n) – an area next to a railroad track where passengers get onto and off trains

railway (n) – the metal track that trains travel on

roller (n) – a tube in a machine or piece of equipment that goes around and around in order to make something flat

scanner (n) – a piece of equipment that is used for copying a picture or document into a computer

slide (v) – to move smoothly and quickly across a surface

snack (n) – a small amount of food that you eat between meals

stamp (n) – a small official piece of paper that you buy and stick on an envelope to pay for the cost of mailing a letter or a package

temple (n) – a building used for worship in some religions, typically religions other than Christianity

Chapter 8

Literary



by Charles Dickens

Social practice:

Improvise a brief monolog on a subject of interest.

Work in pairs. Discuss and answer the questions.

- 1 Do you think money can buy happiness?
- 2 Do you think your past defines who you are now?
- 3 Do you think people can change old habits?



Stave 1: Marley's Ghost

After seven years from the death of his business partner Jacob Marley, an old man named Ebenezer Scrooge is working in his office. He is greedy, miserable, and hates everything, even Christmas.

“What’s all the hustle and bustle everywhere? Just because it’s Christmas Eve everybody’s wishing everyone a Merry Christmas. Bah! Humbug! What’s merry about it? It’s just another day to me. I don’t understand what people get all excited about! And what’s wrong with Cratchit, my clerk? Why is he shivering so much? It’s not that cold! Doesn’t he understand coal for the fireplace is expensive? Yes, I know I have a lot of money, but I have money precisely because I am **frugal** – although some people say I’m stingy. They’re fools. I have a successful money lending business precisely because I am prudent with cash.”

Scrooge’s thoughts were interrupted by the arrival of his nephew Fred. Fred was very jolly and full of Christmas spirit, and he invited Scrooge to his Christmas party at home. Scrooge declined the invitation, visibly annoyed at the interruption.

frugal (adj) – spending very little money and only on things that are really necessary



“What a day! First people asking for money for the poor; the audacity! I have worked very hard for my money and I certainly do not intend to give it away. Then my nephew interrupts me! I can’t work like this ... Where was I? Fifty, sixty, seventy, eighty ...”

The Christmas cheer had made Scrooge grumpier than usual, but he was finally home in his warm bed when a strange noise scared him. He could clearly hear chains coming up the stairs. Suddenly, his dead partner Marley was standing before him. Marley’s ghost warned Scrooge to prepare himself for the visit of three spirits at midnight. Scrooge wasn’t sure if this was really happening.

“I know Marley is dead. How could he be here, then? He’s dead and **insane**. Saying that I’m going to be visited by three spirits! That it’s for my own good? That I need to change? It’s ridiculous! This can’t be. Surely I must be dreaming; I’m dream ... Z z z z z.”

insane (adj) – suffering from very severe mental illness so that you cannot be considered legally responsible for your actions

Stave 2: The First of the Three Spirits

Mr. Scrooge wakes up and he hears in the distance the bell of a neighborhood church ringing, then stops. He remembers Marley's ghost and now he is not sure it was a dream. He recalls the warning of the visit of three spirits at midnight, and waits. The time has come, a bright light comes into the room and the figure of a small old man appears, the Spirit of Christmas Past.

The Spirit of Christmas Past announces himself and tells Scrooge he has to go with him. Scrooge resists, but



recall (v) – to remember something

the bright light of the spirit blinds him. After an inexplicable sensation, Scrooge realizes he is not in his room anymore.

“Where am I? I can’t believe it. It’s my old school! And that’s me! That’s the time I spent Christmas Day all alone at school. And there’s my dear sister Fan, my nephew’s mother. How I miss her. Why did she have to die? ... No wait. Where are you taking me now? I don’t want to leave my sister. Please! Hey! Don’t fly so fast!”

All of a sudden, they were somewhere else.

“Wait, I know this place. This is where I used to work. And look! There’s Mr. Fezziwig, my boss. I remember this day. He organized a Christmas party for everyone. It was a very simple party, not at all expensive, but everyone had so much fun. And there’s Bell my ex fiancée. She was so beautiful, inside and out. Where is she taking me? Oh, yes. I remember now. That’s the day she broke off our **engagement**. She accused me of being greedy and ambitious, of loving money more than her.” Scrooge was in pain and begged the spirit to take him back.

engagement (n) – a formal agreement to get married

Stave 3: The Second of the Three Spirits

Mr. Scrooge is back in his room and almost asleep when he hears again the ringing bell that strikes one. He is waiting for the second spirit, and suddenly, he sees a light coming from the room next door. A strange voice tells him to enter, and then, an enormous spirit introduces himself as the Spirit of Christmas Present and tells Mr. Scrooge to touch his robe ...

“How is this the present? Ah! I see. It’s Christmas morning. Look at all the people so happy in the street, shoveling the snow, buying presents ...

Whose house is this? Bob Cratchit’s? My clerk? My word! They are poor! They have so little food, but they look so happy. There’s Cratchit! Why is he carrying his small son Tiny Tim on his shoulders? He can’t walk, can he? But they’re all so content. Poor sweet boy!”

Scrooge, who never cared for anyone else, was broken-hearted when the spirit revealed Tiny Tim would die because Cratchit could not pay for his treatment.

clerk (n) – someone whose job is to serve people in a store

Next thing he knew, they were at another place.

“This is my nephew’s house. He invited me, but I said no. They’re having so much fun. Everybody everywhere is having fun, and they are all so happy. Nobody misses me, and I am miserable and alone.”



miss (v) – to feel sad about someone because they are not with you any more

Stave 4: The Last of the Spirits

All of a sudden, it was the time for the last spirit to appear. He approaches Mr. Scrooge in its black garment. He doesn't talk, and just motions Mr. Scrooge to follow ...

Scrooge was exhausted and afraid of this silent spirit. In seconds, they were at a very familiar street in town.

A group of businessmen he recognized were talking about a rich man who died alone and was found three days later. Thieves had stolen his things. They called him a miser. Scrooge felt curious about the identity of this man.

But before the name was revealed, Scrooge found himself at Cratchit's home. The family was sad. Tiny Tim had gone. The sad scene slowly faded and, instead, they were at the cemetery in front of a **tombstone**.

“Oh my god! The tombstone says EBENEZER SCROOGE! That's me! Nooooo. I was the miserable and lonely rich old man! Nooooooooooooooooooooooooooooo.”

tombstone (n) – a large stone with someone's name and their birth date and death date on



Stave 5: The End of It


Finally, Mr. Scrooge wakes up in his bedroom and joyfully repeats his promise to live by the things he learned from the three spirits. He can hear the church bells ringing outside.

“The church bells! Am I really at home ... in my bed? How wonderful! I’m back and it’s morning! Christmas morning. I must **hurry**. I need to visit Fred and of course Cratchit and ...”



hurry (v) – to do something or to move somewhere very quickly

Extension Exercises

-  **Listen to the monolog. Answer the questions and then discuss your answers with a classmate.**
 - 1 What feelings are expressed in the monolog? How do you know?
 - 2 Why does the narrator's tone change?
 - 3 Why do you think it is important for a monolog to have different intonations?
- 2 Work in pairs. Go back to the story and choose one of the staves and write a monolog about the inner thoughts of Mr. Scrooge after he met the spirits. Then present the monolog to another pair. Don't forget to use different intonations.**

Further Practice Resources

You can use the following links to find out more about how the story ends and more novels and stories by Charles Dickens:

<http://www.literaturepage.com/authors/Charles-Dickens.html>

<https://www.charlesdickensinfo.com/>

http://www.bbc.co.uk/learning/schoolradio/subjects/english/a_christmas_carol

Glossary

ambitious (adj) – determined to be successful, rich, famous, etc.

annoyed (adj) – feeling slightly angry or impatient

audacity (n) – the confidence to say or do what you want, despite difficulties

beg (v) – to ask for help

blind (v) – to make someone unable to see for a short moment

boss (n) – the person in charge at work

break off (phrs. v) – to end a relationship

broken-hearted (adj) – extremely sad

businessman (n) – a man who works in business, especially a manager

bustle (n) – a lot of noisy activity in a crowded place

cheer (v) – to give a loud shout of happiness or approval

coal (n) – a hard black substance that is dug from the ground and burned as fuel to provide heat

decline (v) – refuse

die (v) – to stop being alive

fade (v) – to become gradually less clear until it finally disappears

fireplace (n) – a place in a room where a fire burns

ghost (n) – the spirit of a dead person that someone sees or hears

give away (v) – to provide someone with something that you no longer want or need

greedy (adj) – wanting more money, things, or power than you need

grumpy (adj) – unhappy and dissatisfied

humbug (n) – behavior or talk that is not sincere

hustle (n) – a lot of noisy activity

intend (n) – to have a plan in your mind to do something

jolly (adj) – friendly and cheerful

joyfully (adv) – feeling happy

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

miser (n) – someone who likes to keep all their money and is unwilling to spend any

nephew (n) – a son of your brother or sister

nightcap (n) – a hat that people wore in bed in the past

nightgown (n) – a piece of clothing like a loose dress worn by people to sleep in

poor (adj) – having little money and few possessions

precisely (adv) – exactly

realize (v) – to gradually begin to understand something that you did not know or notice before

shiver (v) – when your body shakes slightly

shovel (v) – to use a shovel to move something such as soil or snow

stave (n) – a set of lines on which music is written

stingy (adj) – unwilling to spend, give, or use a lot of money

thief (n) – someone who steals something

treatment (n) – the process of providing medical care

warm (adj) – fairly hot in a way that is comfortable and pleasant

warn (v) – to tell someone that something will happen

Chapter 9

Informative



Social practice:

Discuss points of view to participate in a round-table discussion.

Work in pairs. Discuss the following questions.

- 1 Have you ever participated in a round table?
- 2 If so, what was the topic about?
- 3 Do you know the difference between a round table and a debate?
- 4 What type of round table would you like to organize in your school?



A round table is an academic discussion where people discuss a topic they agreed on beforehand. Each person has equal rights to participate, which explains the idea of having a circular setting with no beginning and no end, without a head or a **chairperson** of the table.

In a way it is like a debate. However, unlike debates, round tables do not necessarily expect to come to a conclusion on what is right or wrong,

but to discuss a topic from different angles and perspectives. It is a direct, honest, and respectful discussion. Participants are given equal opportunity and time to talk about their views, to share their opinions and strategies, or just brainstorm ideas about a specific topic.

When it comes to learning from each other, round-table discussions are particularly useful to develop honesty, respect, and good open communication, especially among small groups.

chairperson (n) – the person who is in charge of a meeting



For example, suppose your class has decided to discuss *The Pros and Cons of Zoos and Aquariums*. In this case, you should discuss both sides; arguments should include both the advantages and disadvantages of zoos and aquariums.

To be **successful** in a round-table discussion, the key element is group participation. First, you need to plan how you are going to participate. You need to analyze the task, write down your goal, and think of strategies and some ideas to achieve it, so as you work, you should monitor and check if you are going in the right direction.



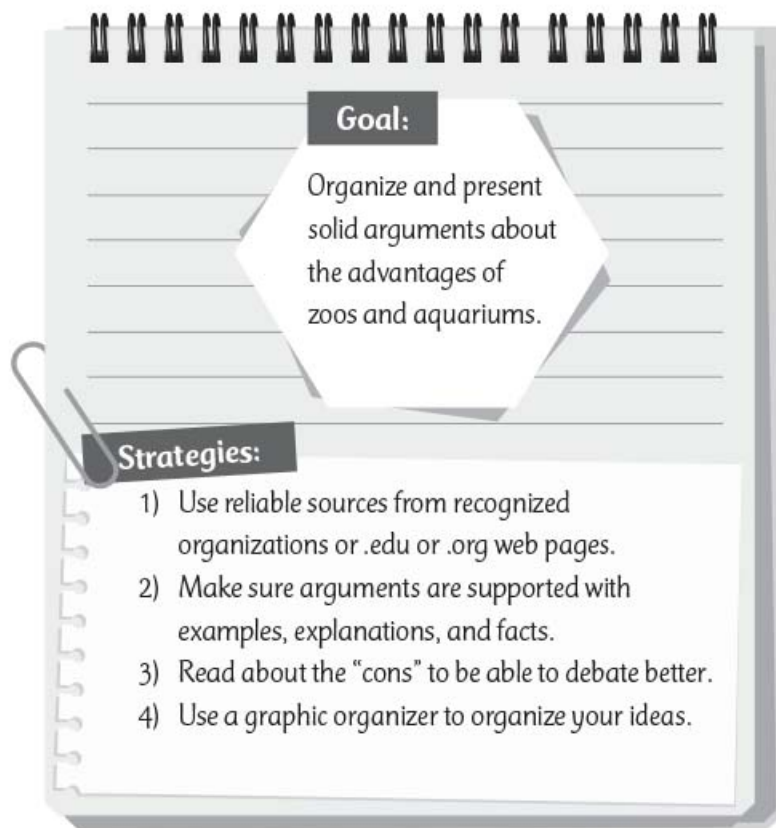
successful (adj) – achieving the result that you want

Let's go back to the topic mentioned previously as an example. In this case, your goal would be to present arguments in favor of or against zoos and aquariums, but arguments alone are not enough. An argument must be supported with examples, explanations, or facts. To do this, you need to find good and **reliable** sources. The Internet is a helpful tool full of reliable information, but also of unreliable information. It is important to use reliable websites from recognized organizations, government pages, and educational institutions. Look for *.org* or *.edu* in the URL of the site to verify the kind of page it is.

Handling a lot of information is not easy, so a good procedure you can follow is to organize your arguments in a graphic organizer.



reliable (adj) – information that can be trusted to be accurate



Once you have written down your **goal** and used the different strategies you have already been practicing, there are other skills you need to consider practicing for your round-table discussion, such as being good listeners and being respectful when discussing and debating ideas and different points of view.

goal (n) – something that you hope to achieve

Let's go through the process step by step. After some initial research, you can come up with several arguments in favor of zoos and aquariums.

Arguments in favor

- 1) They are good for animal conservation.
- 2) They educate.
- 3) They are good for animal research.

Then you need to find interesting facts, examples, and explanations. Each member of the team can research



one argument, so you can work with number one, somebody else with number 2, and a third participant can work on number 3. To complete the task successfully, all the members of the team should participate and the amount of work needs to be distributed **fairly**.

fairly (adv) – equally and in a reasonable way

Possibly, you won't finish on the first day; research is never easy and quick, at least not good research. Often, when you let something rest, you read it again and find you can make many **improvements**. It is not uncommon to notice some of your arguments still need important support, and many times you will need to research more facts to make sure your point of view is solid.



Next, take out all your notes and use a graphic organizer to order your ideas.

improvement (n) – the state of being better than before, or the process of making something better than it was before

Main Idea

Zoos and aquariums are good because they help animal conservation, research, and educate the public.

Argument 1

They help animal conservation.

Example / Fact / Explanation

- Zoos have helped save animals in extinction (World Economic Forum).
- 29 out of 34 species in danger of extinction are actively **bred** in captivity (Association of Zoos and Aquariums).

Argument 2

They help animal research.

Example / Fact / Explanation

- It facilitates research that helps animal conservation and understanding.
- 57% of animal research projects take place in captivity (it's easier and less risky).

Argument 3

They help educate the public.

Example / Fact / Explanation

- Their educational programs raise environmental awareness.
- It's an excellent multisensory experience that increases academic knowledge.

breed (v) – to produce new animals from existing ones, especially those with particular characteristics

Finally, when you finish your graphic organizer and have all the elements you need, you are ready and prepared to participate in a round-table discussion!

Now, a round-table discussion has advantages and disadvantages. One of the advantages is that you can put forth many ideas, no matter what they may be, as long as they relate to the topic. Another advantage is that everybody has something to say, which is very **enriching** because there may be many perspectives and different points of view. Also, you don't have to worry about who is the chairperson because everybody's participation is considered equal. Don't forget to show respect for everybody's opinions at all times.

On the other hand, one of the disadvantages is that not many people can sit at a round table, and not many people obey the round-table discussion rules.

To keep the discussion running fluently, a round-table discussion must:

- have a moderator who should explain the rules.
- have questions prepared by the participants.
- give the different participants a turn to talk.

enrich (v) – to make something better or more enjoyable

In conclusion, round-table discussions provide open interaction with your partners and develop communication **skills**. Although they need planning, preparation, and a good moderator, they are great opportunities to learn in a different way and improve skills for life. Organizing a round-table discussion can sound like a lot of work or a difficult experience for people who are shy. And it probably is, but believe it or not, it can be lots of fun!



skill (n) – the ability to do something well, usually as a result of experience and training

Extension Exercises

- 1 **Work in pairs. Read again and discuss with your partner what steps you should follow to prepare your participation in a round table at school. Write down your notes.**

1 *Make a strategic plan for a round table at school.*

- 2 **Work in groups. Discuss the questions with your classmates and explain the reasons for your answers.**
 - 1 Do you feel prepared for a round table after reading this text?
 - 2 What topics do you think you can discuss in a round table?
 - 3 Can you participate in a round table with respect and honesty, and be open to others' opinions?

Further Practice Resources

You can use the following links to find out more about techniques and tips to improve your participation in a round-table discussion:

<https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/group-discussions/main>

<https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#148c678d3891>

<https://www.youtube.com/watch?v=3TQcOvzTjYw>

Glossary

achieve (v) – to succeed in doing or having what you planned or intended

advantage (n) – something that makes one person or thing more likely to succeed than others

against (prep) – in opposition to someone / something

agree (v) – to have the same opinion as someone else

among (prep) – included in a larger group

argument (n) – a reason or set of reasons that you use for persuading other people to support your views, opinions, etc.

awareness (n) – knowledge or understanding of a subject, issue, or situation

beforehand (adv) – done before a particular event as preparation

brainstorm (v) – to develop new ideas through a discussion in which several people make lots of suggestions and the best ones are chosen

captivity (n) – a situation in which wild animals are kept in a place such as a park or zoo instead of living in their natural environment

come up (v) – to move towards someone, usually because you want to talk to them

debate (n) – a discussion in which people or groups state different opinions about a subject

enough (adv) – used for saying that an amount is as much as you need, or that a number of people or things are as many as you need

expect (v) – to think that something will happen

fact (n) – a piece of true information

fluently (adv) – expressing yourself in a clear and confident way, without seeming to make an effort

forth (adv) – forwards, or out

handle (v) – to take action in order to deal with a difficult situation

improve (v) – to make something better

listener (n) – someone who listens to a person speaking

multisensory (adj) – relating to more than one or all of the senses of sight, hearing, smell, taste, and touch

notice (v) – to become conscious of someone or something by seeing, hearing, or feeling them

obey (v) – to do what a law or a person says that you must do

perspective (n) – a way of thinking about something

pros and cons (n) – the advantages and disadvantages of something

rights (n) – something that you are morally or legally allowed to do or have

setting (n) – the place where someone or something is

shy (adj) – nervous and embarrassed in the company of other people, especially people who you do not know

solid (adj) – strong enough not to break or become damaged easily

source (n) – a person, book or document that provides information

species (n) – a plant or animal group whose members all have similar general features and are able to produce young plants or animals together

task (n) – something that you have to do, often something that is difficult or unpleasant

topic (n) – a subject that you write or speak about

view (n) – a personal opinion, belief, or attitude about a particular situation or subject

Chapter 10

Literary



by Louisa May Alcott

Social practice:

Express support and solidarity when faced with an everyday problem.

Work in pairs. Discuss the questions.

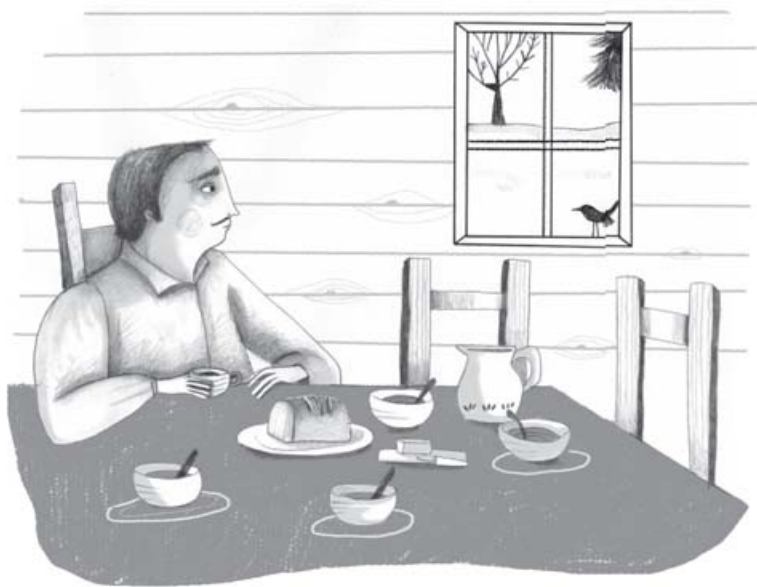
- 1 Have you ever given away something you really liked?
- 2 What do you think brings more satisfaction: giving or receiving?
- 3 Who helps the poor in your community?



Dear Merrys,

Today is New Year's Day, and it reminded me of a New Year's Day breakfast I had when I was little girl. What do you think I ate? A slice of dry bread and an apple! Why only this? Well, this is how it happened, and it is a true story word by word.

When we came down to breakfast that morning, with very shiny faces and impeccable clean aprons, we found father alone in the dining room.



apron (n) – something that you wear to protect the front of your clothes, especially when you are cooking

“Happy New Year, papa! Where is mother?” we all asked. “A little boy came begging and said they were **starving** at home, so your mother went to see and –ah, here she is.” Papa was explaining when mamma walked in the house, looking very cold, a little sad, and very excited.

“Children, don’t start eating until you hear what I have to say,” she cried; and we sat staring at her, with the breakfast untouched before us.

“Not far away from here lives a poor woman with a little newborn baby. Her other six children are huddled in a bed to keep warm because they do not have coal for the fire. There is nothing to eat over there, and the oldest boy came here to tell me they were starving this bitter cold day. My little girls, will you give them your breakfast as a New Year’s gift?”

We sat silent a minute, and looked at the nice hot porridge, creamy milk, and delicious bread and butter in front of us because we were brought up like English children. We always ate porridge for our breakfast; we never drank tea or coffee.

“I wish we’d eaten it up,” I thought. I was a little selfish and very hungry.

starve (v) – to suffer or to die because there is not enough food



“I’m so glad you arrived before we began eating mother,” said Nan, cheerfully.

“Can I help carry the food to the poor, little children?” asked Beth. She had the most tender heart in the world.

“I can carry the honey pot,” said little May, proudly because she was giving the thing she loved best.

“And I shall take all the porridge,” I burst in, now ashamed of my first thoughts.

“You shall put on your things and help me, and when we come back, we’ll get something to eat,” said mother, beginning to pile the bread and butter into a big basket.

porridge (n) – a hot cereal dish made by boiling crushed oats and milk or water, often eaten at breakfast



We were soon ready, and the procession set out. First papa, with a basket of wood on one arm and coal on the other; mamma next, with a **bundle** of warm things and the teapot; Nan and I carried a bucket of hot porridge between us, and each a pitcher of milk; Beth brought some cold meat, May the “honey pot,” and her old hood and boots; and, lastly, Betsey carried a bag of potatoes and some wheat meal.

Fortunately it was early, and we went along back streets, so few people saw us, and no one laughed at our funny group.

bundle (n) – a group of things that have been tied together, especially so that you can carry them easily

When we arrived, I was shocked to see what a poor, bare, miserable place it was – broken windows, no fire, ragged clothes, **wailing** baby, sick mother, and a group of pale, hungry children embracing under a duvet in the bed, trying to keep warm. As we were walking through the door, they stared at us with their big brown eyes, and smiled at us with their frozen blue lips.



wailing (adj) – shouting and crying in a long, high sound

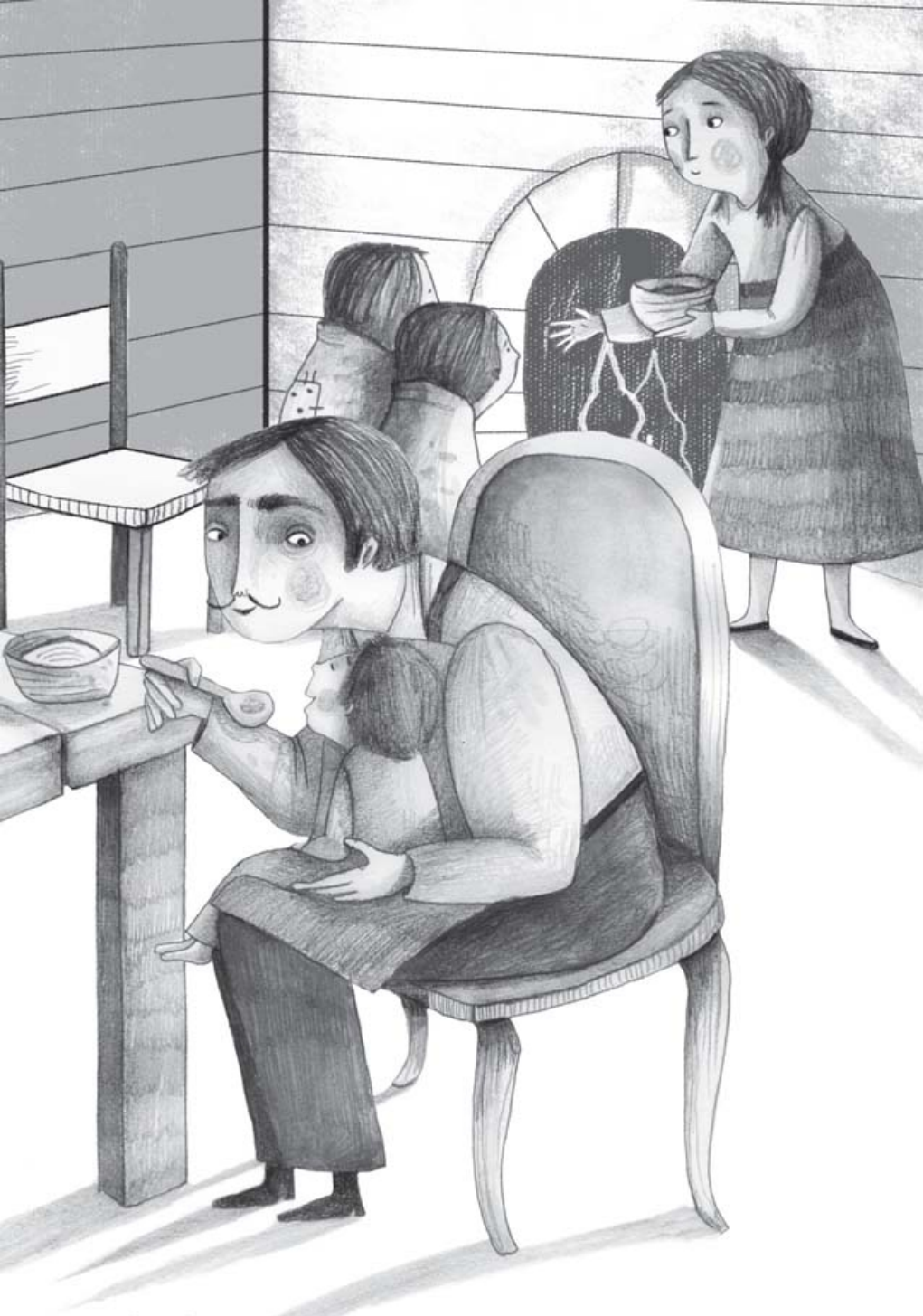
“Ah, mein Gott!” exclaimed the woman. I could not quite understand her. Mamma told us it meant “oh, my God” in German. The family were refugees from Germany.

“It is the good angels that come to us!” cried the poor woman, with tears of joy.

“Funny angels, in woolen hoods and red mittens,” said I; and they all laughed.

Then we began to work, and in fifteen minutes the place looked so different it really was magical. Papa made a splendid fire in the old fireplace and covered the broken window with his own hat and coat. The temperature of the room started to warm up. Mamma sat the **shivering** children round the fire, and wrapped the poor woman in warm clothes. Betsey and the rest of us set the table, and fed the starving little ones. Their sad big eyes brightened up and the woman suddenly had a faint smile on her face. I must confess I could have never imagined their situation was so desperate. I remembered how I had felt before when Mamma asked us to give our breakfast away. Now I could feel the joy of giving and sharing. I then knew I could give my breakfast away any time any day.

shiver (v) – when your body shakes slightly, for example, because you are cold or frightened



“Das is gute! (meaning “that is good” in German). Dear angel-children!” exclaimed the little children as they ate, smiled, and relaxed in front of the fire.

We had never been called “angel-children” before. We loved it, especially me. Everyone always said I was the complete opposite, you know. Among my sisters I was the one who usually got in trouble; I would often **get on my mamma’s nerves**. No one would call me an angel. I felt something special I had never experienced in my life. It was like a nice warmth, and it was not coming from the fire. I could feel it coming from somewhere deep inside me. I was truly happy.

What fun it was! Papa (wearing an apron) fed the youngest child; mamma dressed the poor little newborn baby as tenderly as if it were her own baby. The baby was not crying anymore and seemed quite at peace. Betsey gave the mother bread and tea, and she comforted her. My sisters Nan, Lu, Beth, and May ran about among the seven children, talking and laughing and trying to understand their funny accent.


get on someone’s nerves (exp) – to make someone feel annoyed or nervous

It was a very happy breakfast, although we didn't eat any of it. We left them comfortable and we promised to return with more clothes and food. What we did was so **rewarding**, we didn't mind just eating a slice of dry bread and an apple for breakfast on New Year's Day.



rewarding (adj) – giving you satisfaction, pleasure, or profit

Extension Exercises

-  **Work in pairs. Listen to a fragment of the story and discuss the questions.**
 - 1 How does the child felt after helping others in need?
 - 2 What would you have done in that situation? Why?
 - 3 What do you think happens when you help someone?
- Work in groups. Think of people in need in your community and write down ways to help them.**



Further Practice Resources

You can use the following links to find out about ways to help your community.

<https://www.signupgenius.com/nonprofits>

<https://www.gozaround.com/blog/>

Glossary

accent (n) – a way of saying words that shows what country, region, or social class someone comes from

ashamed (adj) – feeling guilty or embarrassed because you have done something wrong, or think that you have not reached a standard that people expect

bare (adj) – that has no covering or decoration

bitter (adj) – extremely cold in a way that makes you very uncomfortable

bucket (n) – a round open container with a handle, used for carrying liquid and substances such as sand or soil

burst in (v) – to suddenly enter a room where someone is doing something

coal (n) – a hard black substance that is dug from the ground and burned as fuel to provide heat

comfort (v) – to make someone feel less sad, worried, or disappointed

cry (v) – to shout something

dining room (n) – the room in a house or hotel where you eat meals

duvet (n) – a warm cover for your bed, consisting of a large cloth bag filled with feathers or a soft material

embrace (v) – to put your arms around someone

feed (v) – to give food to a person or an animal

give away (v) – to provide someone with something that you no longer want or need

hood (n) – the part of a coat or jacket that covers your head

huddle (v) – to move close together in order to stay warm, feel safe, or talk

hungry (adj) – feeling that you want to eat

mitten (n) – a type of glove with one part for your thumb and another part for your fingers

newborn (adj) – recently born

pale (adj) – a pale person has skin that is lighter than usual because they are cold, sick, shocked, or worried

pile (n) – a number of things put on top of each other

pitcher (n) – a container for serving drinks, with one handle and a spout

proudly (adv) – feeling happy about your achievements, your possessions, or people who you are connected with

ragged (adj) – wearing old, torn, dirty clothes and looking very poor

selfish (adj) – thinking only about yourself and not caring about other people

set out (v) – to leave on a trip

slice (n) – a flat piece of food that has been cut from something larger

spare (v) – give or lend something to someone because you don't need it

stare (v) – to look at someone or something very directly for a long time

teapot (n) – a container with a handle and a spout (=small tube for pouring), used for making and pouring tea

tender (adj) – gentle in a way that shows that you care about someone or something

tribulation (n) – a problem, or a difficulty

walk in (v) – to walk into a room where someone is doing something

warmth (n) – the feeling of heat

woolen (adj) – made out of the thick hair that grows on sheep and some other animals

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

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Come Together Reader 2

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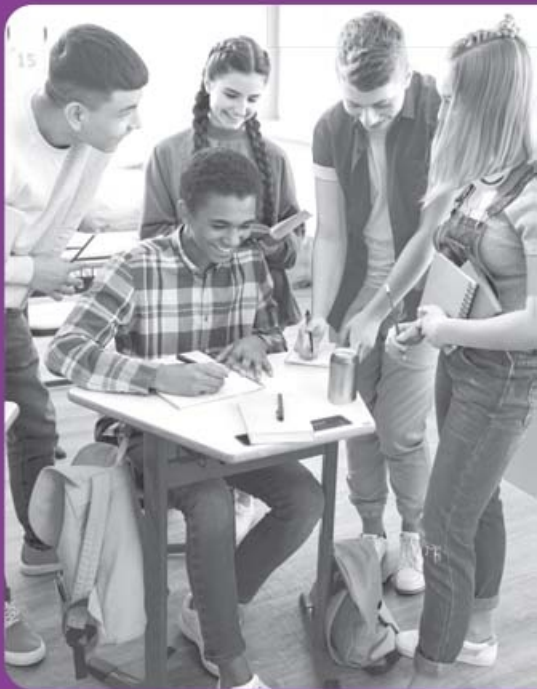
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Come Together

Teacher's
Guide

2



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Introduction

Come Together is an intermediate three-level course aimed at secondary school students. The series is designed to help students consolidate and develop language skills through a wide variety of interactions with texts and contextualized communicative situations. *Come Together* offers the students different opportunities to participate and collaborate in activities that allow them to integrate language models and skills into the production of real exchanges and written material.

Approach

- The learner is considered to be an active agent in the construction of learning.
- Collaborative learning, group work, learner autonomy, and responsibility are fostered.
- Well-thought-out activities are related to learners' experiences and interests.
- Opportunities for all students to engage in oral exchanges, reading, and writing are created.
- Language is learned through communicative activities, models, and interaction among peers.
- Students are motivated to learn in the most effective way possible and to value and respect their own culture and that of others.
- A respectful and confident environment is encouraged, where mistakes are seen as opportunities to practice and improve in the English language, and positive feedback is received and offered.
- Opportunities to reflect on and practice values and social skills are provided.
- Several opportunities for self-assessment are included.

Components

Student's Book

The Student's Book contains ten units, each one with the same structure: *Opening*, *Development*, *Closure*, *Assessment*, and a *Glossary* page. The ten units are distributed in three blocks (Block 1: Units 1-3; Block 2: Units 4-6; Block 3: Units 7-10). The units in the Student's Book are organized according to the complexity of skills required from the students. Regardless of this progression, every unit presents students with a clear process of building activities towards a final product and provides them with the necessary models to do so. Every unit is developed within the context of a particular social learning environment. There are three types of learning environments:

Family and Community – This learning environment emphasizes listening and speaking skills in situations that reflect the student's surroundings.

Recreational and Literary – This learning environment focuses on reading comprehension developed through literature and entertainment material.

Academic and Educational – This learning environment focuses on academic language related to other school subjects and writing skills.

In every unit, students are provided with activities designed to fulfill a specific social practice and a communicative activity.

Student's Book Units

Opener

Each unit starts with an opener, which has four parts:

Learning Stages: This section presents what students will be achieving stage by stage as they build up a language product.

Opening: In this section, students will carry out simple exercises that will activate their previous knowledge and will make them aware of what they need to know for the social practice of the unit.

Initial Assessment: After answering this section, students will have an idea of how ready they are to build the Final Product of the unit and the aspects they need to focus on to be successful.

Planner: This table provides a list of the most important activities that build towards the Final Product. Students will go back and check them to verify their progress once they have completed the activities.

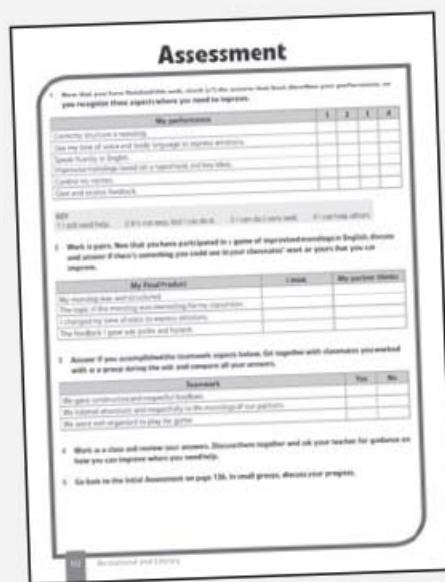
Development

The Development stages in every unit will take students through the social practices of the language and help them progress from a first contact and analysis to different practice exercises that will gradually build up towards a Final Product. Whenever it is necessary to identify and practice certain formal aspects of the language, the Student's Book offers a *Toolbox* with the necessary explanations related to the usefulness of these aspects for the exercise of the social practice and the development of their final product. Each exercise that is part of the chain of activities that leads to the conclusion of the linguistic product is clearly marked as *For Your Final Product*. At the end of each stage, there is a section called *Assessment - Think About Your Progress* with exercises that provide students with an opportunity to evaluate themselves individually, in pairs, groups, or as a class so that they can realize how much they have progressed to that point, and to help them notice if they need review or additional help.

Closure

In this part of the unit, students will go through the evidence they have been creating throughout the entire unit and will present, socialize, and discuss their Final Product.

After students finish with all their work in the unit, they will find an Assessment page where they will self-evaluate their performance, the development of their Final Product, and their teamwork attitudes.



Other Features



This icon indicates when there is an audio support to accompany the activity.



This icon refers students to the Glossary at the end of the unit, where they can find the meaning of words highlighted in the texts.



This icon indicates exercises that can be used as part of the students' portfolios.



This icon refers students to the Reader that accompanies the Student's Book to extend and find examples of what they are learning.



This icon indicates suggestions to develop IT skills.



Skills Boxes appear in several moments for students to reflect and broaden thinking, learning, intercultural, and social skills or as a wrap-up of what they have practiced.

For your **Final Product**

The key activities that have this element are sub-products that build up the Final Product gradually and progressively.

Reader

Each of the three levels of the *Come Together* course is complemented with a Reader that has a chapter for each unit of the Student's Book. This component includes two types of texts: literary and informative. Literary texts are fictional stories that promote creativity and imagination, and most of them are taken from literary classics of English-speaking countries. Informative texts provide facts and information to broaden the student's education. All texts begin with a set of activation questions that work as a pre-reading exercise. At the end of the chapter there are exercises that develop reading comprehension strategies and extend students' knowledge about the text. There is also a Glossary at the end and footnotes that students can refer to for key vocabulary to understand the text.

How to Use the Reader

The Reader is a valuable aid for students to apply strategies they already have in their mother tongue to reading in English. Since the Reader's texts are consistent with the social practice in the Student's Book unit, you can use them to reinforce the production and exchanges proposed in the lessons.

You can use the Reader at any time you feel necessary according to your planning, but it is recommendable to have at least two reading moments during the unit and devote some time to the extension exercises included in each chapter. In certain moments during the lessons in the Student's Book, the Reader icon will appear to suggest how to use the chapter to reinforce teaching contents or extend the work of the social practice of the unit.

Teacher's Guide

The Teacher's Guide has ten units that match the Student's Book. Each unit in the Teacher's Guide includes a table of the contents in the Student's Book, teaching notes for all the sections, and a suggested Evaluation Instrument for summative assessment. The material is planned for 120 core hours. It can be complemented with the additional material provided in the Class CD, according to the teacher's needs and criteria.

Teacher's Guide Organization

- An *Introduction* to the series and its components.
- *Assessment Guidelines* to explain and plan the different types of evaluation throughout the school year.
- A customizable *Portfolio Form* and *Teacher's Journal* to help you organize and assess students' evidence and your observations collected throughout the units.
- An *Initial Diagnostic* page with tips and guidelines to begin the course by understanding where your students are, where they will get, and areas of opportunity to emphasize in your planning throughout the school year.
- Teaching notes and answer keys for the exercises in the Student's Book, including the *Assessment* section. In every page you will find a miniature of the Student's Book where the referred exercises are.
- Teaching notes and suggestions for all the Student's Book special features, such as *Skills Boxes* and *Toolboxes*.
- Teaching notes to apply information technologies in the exercises where the IT icon appears to encourage and guide students in the use of technology to enhance their learning when it is available.

- A suggested *Evaluation Instrument* per unit that can help you establish the outcome of your students' performance.
- A *Bibliography* for teachers with reference materials.
- An *Audio Script* for all the audio tracks.
- A *Track List* with the complete reference to the audio tracks.
- A *Class CD* with audio and visual media resources.

Teacher's Guide Units

The sections in every unit of the Teacher's Guide are exactly the same as in the Student's Book. Every unit opens with a table that shows the contents covered in the Student's Book, with page reference and suggested division of these contents per session.

Suggested number of sessions

Contents in Student's Book

Section	Student's Book Activities	Pages
1	Opening • Share their own opinions and value those of others. Offer examples of conversations and discuss relevant aspects, form, and difficulties in them (intercultural differences, politeness, etc.)	99-101
1.1	• Ask questions about how ideas and people can be expressed in different ways (e.g., formally, informally, in a blog, on a website, etc.) • Evaluate the effect caused by nonverbal language (e.g., proximity, raising eyebrows, eye contact, hand gestures, posture, etc.) • Analyze choices of expressions and appropriate context. • Identify needs of communication.	101-103
	Classroom activities to strengthen communication skills and offer help as they can.	
1.2	• Analyze personal stories and learn ideas. • Analyze the use of context clues to fill gaps (e.g., As the man writing the letter had a bad cold coming from the hospital, he was worried that it would be long).	103-105
1.3	• Evaluate the organization of expressions. • Construct sequences of expressions.	
	Challenge students to expand and develop their repertoire of words and expressions and suggest their own can.	
1.4	• Compare sentences and arrange them in a sequence. Add details to maintain consistency (time, place, and what in which the events occurred (e.g., it was a quiet weekend... Apparently they had some weight left just across the road, etc.) • Ask questions to get more information and check on understanding (e.g., Is there any context that was missing at home...? How did you enjoy the trip?).	
1.5	• Express personal experiences using direct speech (e.g., The boat captain yelled: Everybody get up and listen to my speech (e.g., I've learnt captain orders to get up, at the top of his lungs)). • Use changes to talk about the speaking (e.g., packing using successful language, etc.). Use changes to emphasize something (e.g., using expressions to indicate the order of events, going back to the main idea, paraphrasing, etc.).	105-108
1.6	• Create alternatives to show identical expressions with different people. • Copy and write feedback.	108-110
1.7	Classroom activities	
1.8	Ready and Creativity	

Page reference to Student's Book

- 2 Go to My Computer and right-click on the CD / DVD RW drive (any letter from D:).
- 3 Right-click and hold on the Come Together Class CD icon.
- 4 Select “Open” on the displayed Menu.
- 5 Right click on the folder you want to see (“Introduction” or “Additional Resources”).

Audio Tracks


Computer

- 1 Open your computer’s media player.
- 2 Select the *Come Together* Class CD Audio Tracks icon and double click on it to display the list of tracks.
- 3 Click on the track you want to listen.

CD Player

- 1 Insert the CD on the disc tray of your player.
- 2 Click on the track you want to listen.

The *Come Together* Class CD contains all the audio tracks used to develop listening skills in the Student’s Book exercises and in the Extension Exercises of some Reader chapters. You will find a variety of age-appropriate conversations, interviews, and presentations provided in real-life contexts that are familiar to students. The audio tracks are used in different social environments to reinforce students’ ability to comprehend English in different social situations. In *Come Together*, students are engaged in understanding general meaning, detailed explanations, oral exchanges, words related to specific areas of knowledge, common expressions, and acoustic characteristics.

 This icon shows where and which audio track needs to be used in the exercises.

In the Class CD, you will also find a series of visual support materials to help you with further practice and alternative ways of presenting language content to students that respond better to learning through images. You will find two types of visual materials: posters

(one for each Student’s Book unit) and flashcards for the Reader (three for each informative chapter and four for each literary chapter). These media resources can be projected or printed according to your own needs.

The Class CD also includes a set of documents that will suggest ways to use posters and flashcards to make the most out of these visual aids.

How to Use the Class CD

The teaching notes in the Teacher’s Guide suggest how to use the Class CD for supporting activities. *Come Together* provides an *Audio Script* with all the tracks at the back of the Teacher’s Guide for your convenience. You will also find a *Track List* for easy reference to the audio tracks.

You will find suggestions on how to use the posters in the notes of the Teacher’s Guide, but the Class CD also includes a document with activities you can use to practice specific language, to review, and to reinforce things you have detected that students need to work on more thoroughly.

The Reader includes exercises for reading comprehension and critical reading, but the flashcards in the Class CD are also a good way to engage students in the Reader chapter and help you guide and verify the first stage of comprehension. You can also use them to start class discussions and as triggers for controlled and free oral exchanges for you to monitor. The documents in the Class CD will provide you with general guidelines and ideas to work with the flashcards.

Assessment

Come Together proposes several ways to gather data about students' learning to determine the global assessment. We suggest you build up a varied range of evidence and progress registers from different moments for you to get a more complete picture of students' learning.

Daily assessment and identification of previous knowledge can help you make your lesson planning better fit the needs of your group and have a more successful summative assessment. This class monitoring is essential for assessment and improving class planning. Monitoring during the building of the Final Product is particularly important for your observations on overall performance.

The notes in the Teacher's Guide suggest several moments to begin class discussions or ask students to share opinions and answers in pairs, small groups, or with the whole class. These participations can be very useful for you to monitor oral comprehension in general and monitor the development of the exercises' objectives in order to clarify misconceptions.

Student's Self-assessment

After students complete each stage of the unit, they will find an assessment section called *Assessment - Think About Your Progress*. This section is made up with simple exercises that involve self-assessment, peer assessment in pairs and small groups, and class assessment. These exercises will help students identify if they have fulfilled the achievements proposed for this particular stage. As students recognize their progress, it is suggested that you properly monitor this reflection to detect on time if further practice and review is necessary. Your support is essential in recognizing progress and areas that need improvement.

In the *Closure* section, there is a moment where students review the work done during the unit (*Collect Your Evidence*). This is a good way for students to notice what they have accomplished. The concluding activity for the

Closure section is a discussion which helps students socialize their experience building their Final Product, but it is also an opportunity for students to assess their progress and recognize their strengths and weaknesses.

Finally, students end the work in each unit with an Assessment page. The first section involves the students' self-assessment on the skills acquired during the performance of the social practice of the language. Next, students will have the opportunity for a self-evaluation and peer evaluation about some activities that helped them build their Final Product. Then students will have to reflect on the way they worked as a team during the development of the unit. Finally, there is a class discussion where it will be possible for you to provide feedback. In the end, students will go back to their Initial Assessment of the unit so they can see more clearly the difference between what they knew before and what they know once they have completed the unit

The feedback from this assessment should be used to identify difficult areas that need extra support and further practice. It is very important for the student to be aware of what the problem was and what solution there might be for it. This can become a tool that can help you foresee possible difficulties and plan solutions. Always take into account the feedback from this section, and, if possible, record it in a teaching journal. The combined process between students and teacher will help identify systematic or casual mistakes, come up with solutions, and plan better classes. You can use the *Teacher Journal* form on page 13 to make notes on the observations noticed after the assessment and during your usual monitoring during class activities.

Assessment

Portfolio Form

Student's Name: _____ Group: _____

Date: _____ Unit: _____

Skills	Description of the Evidence	Evidence Result	Observations on Performance
Listening			
Speaking			
Reading			
Writing			

Follow-up notes

Assessment

Teacher Journal

Teacher's Name: _____

School: _____

Date: _____ Group: _____

Observations

Solutions

Plan

Initial Diagnostic

The *Come Together* series is designed so that by the end of the course students:

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- can understand texts that consist mainly of high frequency everyday or job-related language.
- can understand the description of events, feelings and wishes in personal letters.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes, and ambitions.
- can briefly give reasons and explanations for opinions and plans.
- can narrate a story or relate the plot of a book or film and describe my reactions.
- can write simple connected text on topics which are familiar or of personal interest.
- can write personal letters describing experiences and impressions.^[1]

To achieve the goals of this course, it is necessary that you know what areas your students need to work on harder and what language contents require some review so that the planning of your school year addresses the particular issues of your group.

For Your First Week of the Course

In the first class, when you meet your students, it is helpful to devote the complete session to the

diagnostic assessment of your class. Start by welcoming them and introducing yourself. Invite students to answer specific questions about their background (their age, birthdate, family members, hobbies, and so forth) in order to figure out how well they can understand and answer simple questions and connect ideas. This will help you start knowing your students and build an environment where they can feel stimulated and comfortable. An open and warm attitude towards them will help you establish the appropriate atmosphere for future classes.

After this, you can proceed to test vocabulary and handling of verb tenses. You can prepare a formal exam where you provide an input text (a profile or a biography, for example) and ask simple comprehension questions about it. Your text should be about personal information, physical description, and some life events from the past of a person. In this way, you will learn about how they can use and understand present and past, their range of adjectives, and the identification of language to exchange basic information related to contexts that are related to their experience.

Another option is to select and use the activities with posters included in your Class CD. The general activities for each poster will give you a very clear idea of the status of your class in terms of both speaking and writing ability. An advantage of using the *Come Together* posters for initial assessment is that they can allow you to carry out fun activities that do not feel like an assessment. This game environment allows for work in small groups, where you will be able to identify the social skills of your students. The range of activities you can do with posters will allow you to assess and question students about their learning preferences and give you important clues about the multiple intelligences in your classroom.

This initial class will provide important information to plan your course according to the strengths and weaknesses you identify so that your class can reach the expected achievements for this English course.

^[1] From www.coe.int/lang-CEFR. Copyright is held by the Council of Europe: © Council of Europe

Unit

1

Social Learning Environment:
Family and Community
Communicative Activity:
Exchanges associated with
the environment.

**Social Practice of the
Language:** Express
complaints about a product.
Final Product: Role-Play of
a Complaint.

Student's Book		
Session	Activities	Pages
1	Opening	7–8
2–4	<i>Offer several examples of complaints and focus students' attention on what the speakers say and how they say it so they can:</i>	9–11
	• Analyze topic and purpose.	
	• Evaluate the effect of mode of communication (face-to-face or remotely).	
	• Contrast attitudes adopted by speakers.	
	• Detect ways to adjust speaking and listening.	
5–7	• Exchange and evaluate their own experiences and those of others.	12–15
	<i>Model behaviors that you have adopted when listening to complaints and explain out loud the processes you followed to understand and respond to the complaints; invite your students to try said processes so they can:</i>	
	• Clarify the meaning of words.	
	• Infer general sense.	
	• Establish motive or reason for a complaint (e.g. <i>I bought this book but when I opened it I saw there were blank pages</i>).	
• Compare expressions to propose solutions (e.g. <i>I would like a full reimbursement, I strongly demand a free replacement, etc.</i>).		
8–9	• Classify, according to their meaning, expressions to convey emotions when speaking (e.g. disappointment: <i>I felt disappointed when the coffee maker didn't heat water</i> ; annoyance: <i>It was so delicate I couldn't even touch it, etc.</i>).	16–19
	• Evaluate their own behavior and that of others.	
	<i>Produce the need to rely on and use the knowledge and skills that students already have, about language in general and English in particular, so they can:</i>	
	• Choose relevant repertoires of words and expressions to make complaints.	
	• Prioritize information that will be used in complaints.	
10–12	• Express motive or reason and formulate expressions to propose solutions.	20–21
	• Use strategies to influence meaning and repair communication breakdown (e.g. <i>What I mean is... no, look, I don't know exactly the name, but it is the piece you use to...</i>).	
	• Express complaints and make adjustments to improve fluency.	
	• Offer and receive feedback.	
10–12	Closure and Assessment	20–21

Opening

To get students started, you could encourage them to review the three learning goals (Stage 1, Stage 2, and Stage 3) and the social practice to be achieved throughout the unit.

Let's start together


You may ask the question out loud and elicit answers from several students. You might need to help them express themselves by providing the necessary vocabulary. You may want to start by sharing your own experience so students feel this is a safe environment to share their own.

Initial Assessment

You may wish to explain to students that the purpose of this self-assessment is for them to be aware of the skills they already have before starting the unit. You can also explain that these skills will be needed to achieve the goals of this unit. Allow some minutes for groups to discuss and then ask students to individually mark the corresponding boxes.

Planner

You may direct students' attention to the sections of this unit and invite them to read them. You can explain that planning the content of each stage is a way of knowing the steps they will go through to achieve their final goal. Checklists are a valuable tool to remember the important points of a task. They are also useful to evidence students' learning process and provide them with a sense of achievement when fulfilling their goals. Students should feel free to suggest other possible tasks as they work throughout the unit.



Unit 1

Stage 1
Listen and review complaints about products.

Stage 2
Interpret general sense, main ideas, and details.

Stage 3
Make oral complaints.

Social Practice of the Language:
Express complaints about a product.


Social Learning Environment:
Family and Community

Communicative Activity:
Exchanges associated with the environment.

Opening

Let's start together

1. Work in groups. Discuss and answer the questions.
1. Have you ever complained about something wrong with a product or service? Why?
2. How did you feel when making that complaint?



Unit 1

Initial Assessment

In this unit you will role-play a complaint about a product. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Express emotions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in pairs to prepare a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retell an experience in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role-play a conversation in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	8
2		<input type="checkbox"/> Choosing a product or service to make my complaint.	10
3		<input type="checkbox"/> Completing a card with information about my complaint.	11
4		<input type="checkbox"/> Sharing impressions about our complaints.	11
5		<input type="checkbox"/> Choosing the expressions to make our requests and offer solutions.	13
6	Development	<input type="checkbox"/> Sharing feelings and reactions about our complaints.	15
7		<input type="checkbox"/> Gathering information for our role play.	17
8-9		<input type="checkbox"/> Writing questions that I can ask about the product or service.	17
		<input type="checkbox"/> Organizing the information for our conversation.	18
10-11		<input type="checkbox"/> Rehearsing our complaints.	20
12	Closure	Presenting my complaint to the class, and asking for feedback. Assessment.	20
			21

Don't forget to come back and check (✓) your evidence.

Family and Community

1 Work in pairs. Read the conversations and discuss what people are complaining about.

Conversation 1

Service assistant: Hello! Customer services. What can I do for you?

Billy: I want to return a video game. It doesn't work.

Service assistant: What do you mean?

Billy: It doesn't load. The screen just stays black. I guess it is faulty.

Service assistant: Oh, I see. When did you buy it?

Billy: About two months ago.

Service assistant: That's too bad. We can only give you back your money if products are returned 30 days after the purchase. But we can replace your game.

Billy: That's fine. I don't want a refund, I just want to exchange the game, please.

Service assistant: OK then. I'll get you another one.

Billy: Great! Thank you very much.

Conversation 2

Carlos: Excuse me!

Waiter: Yes, sir. How can I help you?

Carlos: We waited a long time for our food. It's finally here but it is cold!

Waiter: I'm very sorry to hear that. I'll replace your dishes.

Carlos: No, thank you. I'm not paying for any of these!

Waiter: Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation.

Carlos: I don't think I can eat anymore. I'm too angry. Just bring me the check.

Waiter: Of course, sir. And again, my apologies.



A complaint is when you ask for a replacement, a refund, or other kind of compensation needed because a product or service does not work in the way you expected.

Skills



A: Carlos is complaining about his food.

B: Yes, the restaurant served something cold.



2 Work in groups. Now that you understand what the people are complaining about listen to the conversations and answer the questions together.

- 1 Which conversation is face to face?
- 2 Which conversation is on the phone?
- 3 How does the boy in Conversation 1 sound?
- 4 How does the man in the restaurant sound?
- 5 Who sounds rude?

To complain about a service or product that does not have good quality is your right as a customer. However, it is not necessary to be rude. Polite complaints will probably get you a more satisfactory solution.

Skills

Skills Box

You can ask students to read the definition of the word *complaint*. It might be necessary to explain what a *refund* and a *replacement* are (*refund*: money that was yours that you get again, especially because you have paid too much for something or have decided you do not want it; *replacement*: something that takes the place or does the job of another thing).

Exercise 2

It is suggested that students read the questions before listening to the audio to know what kind of information they will need to answer. It is important that they pay attention to the intonation and tone of voice to notice attitudes and emotions.

Answers:

- 1 Conversation 2 2 Conversation 1
3 Friendly / Polite 4 Upset / Angry / Impolite 5 The man in Conversation 2.

Media Resources

Use Chapter 1 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 1 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

It is important students understand what type of information they need to identify in the conversations before reading them.

Answers:

- Conversation 1:** Billy is complaining about a video game that is faulty.
Conversation 2: Carlos is complaining about cold food.

Skills Box

You can help students realize that although they are not happy when they complain, they can still be polite and not make anyone feel bad or uncomfortable. Help them get to the conclusion that it is important to treat every person with respect and kindness.

For your Final Product

Exercise 3

You may explain to students this is the first step towards their Final Product. You can ask them to pair up to discuss and agree on a specific situation to role-play. Have them notice that the first thing they should decide on is the reason for their complaint and the way they are going to interact with the assistant. Students should answer the questions to define the main aspects of the situation.

You can refer them to the Reader to get additional examples, before they start preparing their complaint.

Reader Box

You may invite students to open their Readers to pages 6 to 14 to learn about complaints. After reading, you could ask students some questions to check their understanding of the text.

Exercise 4

This activity is for students to identify the specific problem Carlos experiences and the waiter's proposed solutions. After playing the audio, volunteers can share their answers with the class to check them. You could then elicit some common restaurant complaints. Always encourage students to speak in English and provide help with the vocabulary they need to express their ideas.

Stage
1

For your Final Product


3 Decide on one product or service you would like to work with to make an oral complaint. Decide if you will prepare a telephone complaint or a face-to-face complaint.

What did you buy?
A video game

Who did you talk to?
Service assistant, telephone complaint

What did you buy?

Who did you talk to?



To learn more about complaints go to pages 6-14 in your Reader.

4 Read and listen to Conversation 2 again, underline the problem, and circle the solutions.

Conversation 2

Carlos: Excuse me!

Waiter: Yes, sir. How can I help you?

Carlos: We waited a long time for our food. It's finally here but it is cold!

Waiter: I'm very sorry to hear that. I'll replace your dishes.

Carlos: No, thank you. I'm not paying for any of these!

Waiter: Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation.

Carlos: I don't think I can eat anymore. I'm too angry. Just bring me the check.

Waiter: Of course, sir. And again, my apologies.

5 Work in pairs. Role-play the conversation in Exercise 4. Try to emphasize the attitudes in both speakers.

When speaking, you can express different attitudes like being polite, calm, rude, or upset. Being polite and calm can be shown with proper and nice words and a soft tone of voice, while being rude and upset is usually reflected in bad words and a sharp tone of voice.

Skills

10

Family and Community

Answers:

Problem: The food took a long time to be ready and it is cold.

Solutions: To replace the dishes /
To accept some dessert on the house

Exercise 5

You may wish to point out that it is important to say the words *please* and *thank you* to sound polite and calm. It can be useful to monitor the activity, paying attention to students' pronunciation and changes in

tone of voice. Encourage them to sound real and use suitable body language.

Skills Box

Before role-playing the conversation in Exercise 5, you could draw attention to the Skills box and model some sentences that show a polite and rude attitude for the class to identify how the tone of voice changes.

Stage 1

For your Final Product

6 Complete the card about your complaint taking into account what you know now.

My complaint is about a video game that doesn't work.

My attitude will be calm.

As a solution, I expect the store to exchange

My complaint is _____

My attitude will be _____

As a solution, _____

7 **Work in pairs.** With the information you wrote in Exercise 6, share your impressions about each other's complaints.

I decided to complain about a video game because it didn't load. I will ask the store to exchange the game.

I want to complain about a cellphone in a store. I was very upset. The clerk was rude!

Assessment - Think About Your Progress

8 **Work with your partner from Exercise 7.** Tell each other if you did the things on the list when you described your complaint.

- Did you explain what the problem was?
- Did you share the solution they gave you?
- Did you describe your attitude?

If you had problems, review what you did in Exercises 4 and 5 and help your partner clarify doubts. If necessary, ask your teacher for guidance.

Unit 1 11

Assessment - Think About Your Progress

Exercise 8

This is a peer assessment activity where students evaluate the information their partners provided in the previous exercise to check it fulfills the requirements. Let pairs discuss and give each other feedback. You may draw students' attention to the box to promote collaborative learning by solving each other's doubts. Be ready to provide additional help by explaining the aspects students do not feel sure about.

Media Resources

You can use the Poster Unit 1 from the Class CD to give students some ideas about products they can complain about for their final role-play. You can elicit the names of the clothing items and then brainstorm possible problems with them.

For your Final Product

Exercise 6


Students should now be ready for the second step of their Final Product. You can ask them to go back to the previous step to remember the situation they chose. You should explain that now they have to decide how they are going to sound (calm and relaxed, rude, or angry).

Exercise 7

This activity is for students to exchange ideas and comments on the situations they chose. This can be a good moment for them to realize if they need to make changes to the chosen situation. You can have them read the example sentences before they interact with their partners. Volunteers can share their information with the class.

Development

Exercise 1

 It can be useful for students to read the three questions before they listen to the audio. This will prepare them for the kind of information they need to understand in order to answer the questions. Play the audio more than once, if necessary. Then you can invite volunteers to share their answers with the class.

Answers:

1 He is talking to a clerk in a store.
2 Yes, they are. **3** He feels upset at first, and then satisfied.


Exercise 2

You can guide students to read the conversation. After having listened to it in order to get the general idea in the previous exercise, it is time to study the conversation carefully, in detail. Let groups discuss the questions before inviting some volunteers to share their answers with the class. If you see that students need help with vocabulary, you could refer them to the Glossary on page 22.

Answers:

1 He wants to return a CD because he doesn't like the band. **2** He offers Pepe a gift card for the value of the CD to pay for something else.
3 Yes, he is. Because he can use the gift card immediately.

Development

1  Listen to the complaint and discuss what is happening and who is participating. Use the questions as a guide.

- 1 Who is Pepe talking to?
- 2 Are they talking face to face?
- 3 How does Pepe feel?

2 **Work in groups.** Now that you understand what the complaint is about, read the conversation and answer the questions together.

Clerk: Good morning. Can I help you?
 Pepe: Hi, I would like to return this CD. Can you take it back?
 Clerk: I'm sorry to hear that. What is the problem with it? Is it damaged?
 Pepe: Oh, nothing is wrong with it. It was a gift but I don't really like this band.
 Clerk: I'm afraid it is against the store's policy to give a refund if the item is not faulty.
 Pepe: That's disappointing. You are of no help!
 Clerk: Let me see what I can do about it ... We could give you a gift card for the value of the CD. Then, you can choose anything from the store with a similar price and pay with the card.
 Pepe: Well, that's a better solution!
 Clerk: Could you fill in this form, please? It won't take long.
 Pepe: Can I use the card right now?
 Clerk: Of course! You can use the card any time you want.
 Pepe: That's perfect! Thank you!
 Clerk: You're very welcome.



- 1 Why is Pepe complaining?
- 2 What solution does the clerk offer?
- 3 Is Pepe satisfied with the solution? Why?

Media Resources

You can use Poster Unit 1 for further practice. Students can think of a problem they could have with the clothing item they chose and propose solutions they could ask for or be offered.

Toolbox

Notice that the underlined expressions are used to make polite requests and offering solutions.

Offering solutions: We could give you a gift card.

Requests: Could you fill in this form?

When making polite requests and offers use the auxiliaries *can* and *could*. These auxiliaries always use a verb in simple form.

Remember that your tone of voice also helps you sound polite when you use these structures.

- Complete the table with examples of offers and requests from the conversation in Exercise 2.

Offers	Requests
<u>We could give you a gift card.</u>	<u>Can I help you?</u>

For your Final Product

- 3 You will start planning your role-play of the complaint you selected to work with in Stage 1. Choose the expressions to make requests and offer solutions during your role-play.

Request: Can you take back this video game?
Offer solution: We could give you a refund or a gift card.

Request: _____

Offer solution: _____

Answers:

Offers: Can I help you?, Then you can choose anything from the store., You can use the card any time you want. **Requests:** Can you take it back?, Could you fill in this form, please?, Can I use the card right now?

For your Final Product

Exercise 3

This activity can be used as portfolio evidence and be done on a sheet of paper, if you consider it necessary. You may want to point out that now they should decide what suitable expressions from the ones they learned in this stage they want to include in the conversation for their role-play. Have students read the examples provided and go back to the conversation in Exercise 2 and the Toolbox, if in doubt. It could be useful to monitor the activity by walking around the room and providing help if needed.

Toolbox

You could draw students' attention to the Toolbox so they can read it. Besides noticing the use of the verbs *can* and *could* in these expressions, students should be aware that our tone of voice is very important to convey the desired effect.

You can have students read the examples in the table before completing it to make sure they know what kind of expressions to include. Then they should go

back to the conversation to identify them. Allow some minutes for students to work out their answers and then you can invite some volunteers to read the expressions out loud to make sure their pronunciation and tone of voice are appropriate.

Exercise 4

This activity is for students to notice how our body language should match our words to convey the correct meaning. After checking answers with the class, you can invite some students to read the expressions out loud using appropriate body language.

Answers:

1 c 2 a 3 b

Exercise 5

Before students do the activity, you may want to check they understand the meaning of the words *empathy* and *impolite*. Allow some minutes for students to work out their answers and then you can invite some volunteers to share them with the class. You can also encourage students to provide additional examples of each expression, or you can provide some of your own to enrich students' vocabulary and give them more options to include in their Final Product.

Answers:

Show Empathy: I'm sorry to hear that., Let me see what I can do about it ... **Impolite comment:** That's disappointing. You are of no help!

Skills Box


When students finish with the activity, you could have them reflect on the information in the box and share their thoughts. Then, you could have them discuss in pairs or small groups

Stage
2


4 Work in pairs. Figure out the meaning of the expressions and match them to the pictures.

- 1 **Pepe:** That's perfect! Thank you!
- 2 **Pepe:** Well, that's a better solution!
- 3 **Pepe:** That's disappointing. I really don't want this CD.


a



b



c



5 Read the following expressions from the conversation in Exercise 2 and classify them under the correct category.

- 1 **Clerk:** I'm sorry to hear that.
- 2 **Pepe:** That's disappointing. You are of no help!
- 3 **Clerk:** Let me see what I can do about it ...

💡 Show Empathy

🗑️ Impolite Comment

Empathy is to understand the feelings of others. For better communication, when someone is sharing negative feelings, use expressions that transmit that you personally care and understand.

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Family and Community

how important they think empathy is and why.

and give an empathetic answer to the problem.

Media Resources

You can use Poster Unit 1 for students to extend their practice contrasting expressions that show empathy and impolite comments. They could work in pairs and one of them can say a problem with a clothing item they chose and their partner will give an impolite answer. Then they can exchange roles

Stage 2

For your Final Product

6 Choose the expressions to be empathetic during your role-play.

Let me see what I can do ...

I'm sorry to hear that.

7 Work in pairs. Share your feelings and reactions about your complaint with the help of the expressions from Exercise 4.

I was upset. I couldn't get a refund.



I was happy when the clerk helped me.

Assessment - Think About Your Progress

8 Work in pairs. Think about your progress. Do you know expressions to make requests, offer solutions, and be empathetic? Make a table in your notebook.

If you don't remember the expressions, go back to Exercises 4 and 5 and review these elements.

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share their feelings with the class giving reasons for their positive or negative reactions.

Assessment - Think About Your Progress

Exercise 8

This activity is for students to evaluate their progress so far and notice if they need to reinforce certain aspects they do not feel sure about. It is a collaborative activity where students help each other. It is recommended they go over previous exercises to check they have included all possible expressions for each of the three functions. You could also encourage them to provide some additional examples of their own to share with the class.

For your Final Product

Exercise 6

Students should decide what expressions they want to include in the conversations they will role-play for the Final Product. Have them reread the conversation in Exercise 2 if necessary and go over some possible examples before they start working on their own. You could also write them on the board. It would be useful to

monitor the activity and provide help if needed.

Exercise 7

Before students discuss, it would be helpful to draw their attention back to Exercise 4 to remind them of possible feelings and reactions shown with body language when complaining, and to look at the examples provided. Let pairs discuss for some minutes and then you can invite some to

Development

Exercise 1

Before students start reading, you may wish to point out that the objective at this point is just to spot the main idea of the conversation, that is, the customer's problem and the solution provided by the assistant. Students should be reminded they can resort to the Glossary to check the meaning of unfamiliar words. You can invite some volunteers to share their answers with the class. If time allows, you can have students reread the conversation and then ask them further questions to check they understood it fully.

Answers:

Customer's problem: There is a missing part in a fitness machine. **Solution:** The company will send the missing part to the customer.

Exercise 2

The purpose of underlining the questions is for students to recognize not only the structure of questions, but also the moments where they might be useful. You could ask students to brainstorm other questions that the assistant could ask the customer.

Toolbox

Once students have underlined the questions, you can ask them which ones ask for specific information and which ones require a *yes / no* answer.

Unit
1 Stage 3 Development

- 1 Work in pairs. Read the complaint and identify the problem and the solution.

Assistant: Good morning. CT Body Fitness Company. This is Andrew Cooper. What can I do for you?
Customer: Good morning. I purchased a CT Body Fitness machine from your company last month, and I have a problem. There's a missing part. I'm sorry to report it a month later, but I just recently had time to assemble it.
Assistant: That's OK, but are you sure, sir? All of our orders are inspected before shipping.
Customer: I understand, but there is definitely a missing part. I can't finish assembling the machine without it.
Assistant: OK. I'm sorry about that. Do you know the name of the missing part?
Customer: No, I don't know the exact word, but it's the piece you need to change the speed.
Assistant: Oh, that's the gear. I'll make a report, and we'll send you the gear in four to six days.
Customer: OK, that's fine. Thank you very much.
Assistant: I'm happy to help, and I apologise for the inconvenience. Now let me get your information ...



- 2 Go back to the conversation in Exercise 1 and underline the questions the assistant asked the customer.

Toolbox

Questions that ask about information or details use words such as *what*, *how*, and *why* at the beginning of the question. *Yes-No* questions ask about very specific information.

For example, What can I do for you?, Do you know the name of the missing part?

Students should then read the content of the box.

Stage
3

3 Work in pairs. Ask each other the first question in the conversation in Exercise 1. When you answer try to give solutions and the necessary information.

A: What can I do for you?
B: This machine isn't working.
A: Did you turn on the switch that is in the back part of the machine?

For your Final Product

4 To prepare for your role-play, review your notes from previous stages and make a list of the information you have gathered.

- Problem: _____
- Solution: _____
- Expressions to make requests: _____
- Expressions to offer solutions: _____
- Expressions to show empathy: _____

5 Think of questions you can ask to find out information about the product or service and write them below.

What is wrong with the video game?
How did you notice the problem?

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For your Final Product

Exercise 4

This review can be done on a separate sheet of paper. You can explain to students this exercise is for them to make sure they have included all the information they will need in their conversation. This allows them to summarize the main elements their conversation should have. Be ready to help students if necessary.

Exercise 5

Students should read the example questions and then go over their conversation to identify moments where they can add questions that will help the assistant get a clearer idea of what the problem is. Encourage students to use different question words to ask about several details.

Exercise 3

You may wish to make sure students understand what they are expected to do before they start interacting. You can explain that the purpose of the activity is to ask as many questions as possible to obtain specific details about the complaint and to help the customer by offering possible ways to solve the problem. In order to get students started, you could elicit some possible problems

and solutions from them, or provide some of your own.

It is recommended that you monitor the activity walking around the room and listening to pairs interact. Students may find it difficult to structure the questions correctly, so you can make notes on common mistakes to correct them afterwards.

Exercise 6

This activity fosters collaborative learning as students help each other to achieve their goal. They should be encouraged to make suggestions to improve each other's work.

Reader Box

When students finish reading the complaint on page 12 of the Reader and comparing the explanations and solutions, you could have them work as a class, come up with new solutions, and vote for the best one.

Exercise 7


Students should now structure the whole conversation, including all the expressions and questions from previous tasks. You can suggest that they read the conversation in Exercise 1 again and follow the steps to arrange the conversation in a logical sequence. You can also elicit some possible examples of each part of the conversation before they start working on their own. It is suggested that you monitor the activity by walking around the room to provide help if needed.

Media Resources

You can use Poster Unit 1 for students who need extra practice to create a whole conversation about one of the products there. You can encourage them to practice different kinds of questions.

Stage
3

6 Exchange your questions in groups and make any corrections if necessary.



You can go to your Reader on page 12 to read another complaint and compare the explanations and solutions.

Reader
Unit 1

7 Using the information from Exercises 4 and 5 complete the graphic organizer. You can use the conversation in Exercise 1 as a model.

A: Can I help you?

B: Introduce the complaint

A: Ask for information

B: Explain the complaint

A: Offer a solution

B: Agree or disagree

10

Family and Community

8 Now, listen to the complaint from Exercise 1 and pay attention to the problem in the conversation. Underline the correct option below and discuss your answers with a partner.

- 1 When the customer doesn't know what to say, he makes a pause / explains his idea.
- 2 When the customer doesn't understand, he asks a question / interrupts rudely.

When communication is broken in a conversation you can make a pause, rethink your ideas, and express them in a different way. To create a friendly atmosphere you can use a kind and enthusiastic tone. If you want to show sternness, you can emphasize clearly the solution you want.

Skills

9 Work in pairs. Role-play the conversation in Exercise 1. Decide who will play each part and use the tips from Exercise 8 to emphasize your tone of voice.



Assessment - Think About Your Progress

10 Work with your partner from Exercise 9. Check (✓) what you think you did well and then ask your partner's opinion.

I did this well:	My opinion	My partner's opinion
I asked questions about the complaint.		
I used strategies to repair communication.		
I used different tones of voice to emphasize the solution.		

If you and your partner had different opinions on what you did well, review Exercises 3 and 8. You can ask your teacher for guidance if you are not sure.

Exercise 8

Before playing the audio, you can ask students whether they remember what the problem with the fitness machine from Exercise 1 was, and whether the customer knew the name of the missing part. Then you can play the audio more than once, if needed, for students to identify the correct options. You may check answers with the class and ask students to justify them with the exact

words from the conversation. You could then invite students to go to their Reader to get more examples of questions and solutions to problems.

Answers:

1 explains his idea 2 asks a question

Skills Box

Invite students to read the box out loud and provide examples from their own lives. When they

finish sharing the examples, you could play the audio again and have them say if they identify different tones in the audio.

Exercise 9

This is a good opportunity to check students' pronunciation and intonation. You should remind them that intonation and tone of voice are very important as they convey meaning and intention. Remind them to make the conversation sound natural by making appropriate pauses and lowering their voice at the end of sentences. You may find useful to monitor the activity, listening to students and making some notes of common mistakes to correct them afterwards. You can also invite some pairs to role-play the conversation for the class.

Assessment - Think About Your Progress

Exercise 10

This is a peer evaluation that helps students confirm their own ideas with those of a partner or contrast their points of view. Let students exchange ideas and then explain that they should give examples that back up their opinion, which will help their partners to improve their performance.

Assessment

Assessment

- 1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you can recognize those aspects where you need to improve.

My performance	1	2	3	4
Decide what product or service to talk about.				
Identify the reason for a complaint and who is involved in it.				
Identify the solutions to a complaint and the attitudes of people involved in it.				
Identify expressions to request information, offer solutions, and show empathy.				
Share a complaint using reasons and solutions.				
Be polite and empathetic when complaining.				
Repairing communication when it fails.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2 Now that you have participated in the role-play of a complaint, answer the questions to evaluate your Final Product.

- Was my complaint planned and well-organized?
- Did it include all its components?
- Was I polite when asking and offering solutions? Why?
- Did I offer solutions to the complaint?
- Did I express clearly my emotions and reactions with my voice and my words? Why?

- 3 Get together with classmates you worked with as a group during the unit and tell each other how you performed as part of a team. Check the statement that describes you according to your classmates.

Do I help my partners?

- I never try to help.
- I help but with no enthusiasm.
- I help but I don't let anybody help me.
- I help as much as I can.

How do I participate in oral exchanges like complaints?

- I refuse to participate.
- I participate very little.
- I participate actively.
- I participate so much that I don't let others speak.

How do you give feedback to your partners?

- I don't give feedback to my partners.
- I am very rude when I give feedback.
- I say the first thing that comes to my mind and I don't try to be helpful.
- I am respectful and try to help when I give feedback.

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

- 5 Go back to the Initial Assessment on page 8. In small groups, discuss your progress.

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Exercise 1

This assessment process is divided into stages. First students should assess their own performance. In order to do that, you can explain to students how important it is to reflect and give honest answers, as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clarify aspects they do not feel confident about.

Exercise 2

In the second stage of the assessment students should focus only on the Final Product. This activity requires them to analyze their performance to identify whether they fulfilled their goals or not.

Exercise 3

This stage of the assessment is related to teamwork. It is important that students become aware of the specific skills

required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students exchange opinions to assess their partners' performance.

This discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this activity, listening to groups discuss and paying attention to the strategies they mention. Always encourage students to speak in English and be ready to help them achieve this.

Exercise 4

This assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, although they do not know exactly what strategies to implement.

Exercise 5

Students should go back to the Initial Assessment to review the options they checked and evaluate how much they improved by the end of this unit. Encourage groups to exchange opinions and points of view. You can invite some volunteers to share their ideas with the class.

Interview

An Interview is a tool to elicit information by asking specific questions about a subject. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine what you want to know and write ten *Yes / No* questions.
- 2 Ask the questions to the interviewee(s) and check (✓) *Yes* or *No* according to the answers.
- 3 Write any comments or observations in the space provided.

Interview		
Interviewee's Name: _____		
Teacher's Name: _____		
School's Name: _____ Grade: _____ Date: _____		
Questions	Yes	No
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Comments:

Unit 2

Social Learning Environment:
Recreational and Literary

Communicative Activity:
Understanding oneself and others.

Social Practice of the Language: Read brief literary essays to contrast cultural aspects.

Final Product: Comparative Table to Contrast Cultural Aspects

Student's Book		
Session	Activities	Pages
1	<ul style="list-style-type: none"> Opening 	23–24
2–4	<p><i>Provide several examples and model strategies you use to review essays so students can:</i></p> <ul style="list-style-type: none"> Evaluate the choice of texts based on the indexes or table of contents, and publication information. 	25–28
	<ul style="list-style-type: none"> Analyze textual organization to determine patterns (e.g. comparison and contrast, cause and effect, problem and solution, etc.). 	
	<ul style="list-style-type: none"> Use previous knowledge to recognize topic, purpose, and intended audience. 	
	<ul style="list-style-type: none"> Clarify purpose of reading. 	
	<ul style="list-style-type: none"> Explain strategies used to others. 	
5–7	<p><i>Think out loud the steps and actions that you follow when reading an essay and direct students' attention to the use of reading strategies so they can:</i></p> <ul style="list-style-type: none"> Make connections between personal experiences and information that is read and self-regulated. Monitor comprehension. Reread information to solve comprehension issues. Infer implicit information by asking questions about the text. Paraphrase information read. Create images from what has been read. 	29–34
	<ul style="list-style-type: none"> Analyze resources to describe cultural aspects (e.g. <i>An otherwise amazing dance, Quite strange for those not used to...</i>). 	
	<ul style="list-style-type: none"> Distinguish examples, explanations, and main ideas. 	
	<ul style="list-style-type: none"> Understand resources used to compare cultural aspects (e.g. <i>On this hand... on the other...; as surprising as any other... etc.</i>). 	
	<ul style="list-style-type: none"> Encourage questioning and analysis of texts. 	
	<ul style="list-style-type: none"> Explicitly state beliefs and values behind the text and the emotions that it elicits in readers. 	
	<ul style="list-style-type: none"> Answer questions about cultural aspects. 	
	<p><i>Help students decide what they need to practice and learn, in order to continue to progressively develop their skills more independently so they can:</i></p> <ul style="list-style-type: none"> Analyze characteristics of cultural aspects. Contrast own cultural aspects with those described in a text. 	
	<ul style="list-style-type: none"> Suggest titles for descriptions. 	
	<ul style="list-style-type: none"> Create sentences to describe cultural aspects (e.g. <i>Music in my country is very profound and can make anyone cry. / You may love those necklaces. They are the result of hours and hours of hard work, etc.</i>). 	
8–10	<ul style="list-style-type: none"> Order sentences into paragraphs. 	35–39
	<ul style="list-style-type: none"> Exchange opinions and encourage consensus. 	
11–12	<ul style="list-style-type: none"> Closure and Assessment 	40–41

Opening

You may find it useful to encourage students to review the four stages and the social practice to be achieved throughout the unit.

Let's start together

It is a good opportunity to talk about the environment, the social practice, and what students will learn as you brainstorm from students what an essay is and the characteristics it has. You may later want to have students come up with a definition of their own and write it in a separate sheet of paper along with the characteristics written in a graphic organizer.

Initial Assessment

You might want to show examples to help students convey the meaning of all the tasks or also elicit some examples from them that show they have achieved the abilities before they do the task.

Planner

It might be helpful to ask students to do this task in pairs and write their suggestions on a separate sheet of paper. Encourage them to use correct grammar and spelling when writing. Monitor and help them correct if necessary.

Unit 2

Stage 1
Review short literary essays.

Stage 2
Read and understand general sense, main ideas, and details of literary essays.

Stage 3
Describe and compare cultural aspects.

Social Practice of the Language:
Read short literary essays to contrast cultural aspects.

Social Learning Environment:
Recreational and Literary

Communicative Activity:
Understanding oneself and others.

Opening

Let's start together

1. Work in groups. Discuss and answer the questions.
 1. What cultural habits from other countries do you know?
 2. Have you read an essay before?
 3. What kind of topics do you prefer to read?

Initial Assessment

In this unit you will make a comparative table to contrast cultural aspects. Discuss in small groups the following aspects. Then check (✓) the statements that best describe how well prepared you feel.

1. I can read a small text in English and understand it.	<input type="checkbox"/>	I find it difficult to identify and understand main ideas in a text in English.	<input type="checkbox"/>
I sometimes find it difficult to understand small texts in English.	<input type="checkbox"/>	I can't identify and understand main ideas in a text in English.	<input type="checkbox"/>
I can't read texts in English and I don't understand them.	<input type="checkbox"/>	I can write some sentences in English.	<input type="checkbox"/>
2. I can identify and understand main ideas in a text in English.	<input type="checkbox"/>	I find it difficult to write sentences in English.	<input type="checkbox"/>
		I can't write sentences in English.	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	24
2		<input type="checkbox"/> Choosing a cultural topic and voting for the one we like the most.	26
3		<input type="checkbox"/> Reviewing reference material about the cultural topic I chose.	28
4		<input type="checkbox"/> Sharing the material I chose with my partner.	28
5		<input type="checkbox"/> Using strategies to understand main ideas and structure of my text.	31
6	Development	<input type="checkbox"/> Information about the cultural habit I chose and the one I will use to contrast it.	34
7		<input type="checkbox"/> Paraphrasing my ideas using connectors.	34
8		<input type="checkbox"/> Organizing my information into draft paragraphs.	38
9		<input type="checkbox"/> Receiving and providing feedback.	39
10		<input type="checkbox"/> Sharing the cultural habits I chose and discussing our opinions.	39
11	Closure	<input type="checkbox"/> Preparing my final version to present it to the class.	40
12		Presenting my comparative table to the class.	40
		Assessment	41

Don't forget to come back and check (✓) your evidence.

- 1 Read the table of contents from the book and the information from the web page. Find the elements in the box and label them.

author	title	publishing house	date of publication	weblink

A

B

- 2 Work in pairs and discuss what the difference between both reference materials is.

A: In the book, you can find information about specific countries.
B: In the web page, you can find information about the whole world.

Answers:

Author: Alex Wilson

Title: Essays from the World

Publishing house: R&W Publishing

Date of publication: 2010 (book),

January 4, 2018 (web page) **Web**

link: <http://customsaroundtheworld>

Skills Box

You might want to ask students to read the Skills Box and talk about the different resources they might need in order to be able to do the following activity. In case they don't have access to a library and they have to do all their research in the web, remind students that they have to look for reliable webpages, like those run by the government, foundations, or universities to make sure the information is certain.

Exercise 2

You should try to encourage students to use English as much as possible as they are talking. You might want to walk around helping them express their ideas properly and with the correct pronunciation and intonation.

Media Resources

Use Chapter 2 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 2 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

You may draw students' attention to the text and elicit the meaning of the words they don't know before doing the activity. Once they understand them, you might want to allow them to work individually and then in pairs to check and correct their answers if necessary. Elicit the answers from some volunteers to check as a class.

Exercise 3

Students can refer to the model provided to understand the kind of ideas they should propose. It is important to tell them to suggest ideas they are truly interested in so that they feel better engaged in the tasks they will be carrying out throughout this unit. Encourage them to write the information they get on a separate sheet of paper to keep in their portfolio as an evidence of their work.

Media Resources

You can use Poster Unit 2 in the Class CD to help students brainstorm topics or become curious about other cultures by letting them look at the different people in the pictures and the characteristic items of their cultures.

Exercise 4

When they finish, invite volunteers to share the topic they voted for with the class. You might want to write the topics on the board and see if they are alike or different.

Reader Box

It is suggested that you ask students to go to their Reader and read in small groups the example of essays, so they can later create their own.

Stage 1

For your Final Product

3 For your Final Product, you will write sentences to contrast a cultural aspect of another place with your own culture. First, you have to choose a cultural topic. Work in groups and brainstorm cultural habits or customs that could interest all of you. Use the graphic organizer to guide you.

4 Work in pairs. Vote for the topic you like the most.

I want to talk about traditional food in Chihuahua compared to Oaxaca.

I prefer to talk about Day of the Dead celebrations in different countries.

For an example of essays that compare and contrast cultural aspects, go to your Reader, pages 20-28.

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Recreational and Literary


Stage
1


5 Work in pairs. Read the Skills box, then read the paragraph and underline its main idea.

Essays from the World

Chapter 4 Globalization effects in Mexico

Globalization sometimes has some negative effects on local traditions. For example, in Mexico, globalization has affected the tradition of the *Día de Muertos* and our artisans who sell traditional decorations and *pan de muerto*. The main problem is that many children no longer celebrate *Día de Muertos*; they prefer to celebrate Halloween. To solve this problem we should support local artisans, and big retail stores should help sell their traditional products. Also, local and national media should promote this special day and broadcast more programs about this and other Mexican traditions.





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The main idea of a paragraph is the central thought. It tells you what the paragraph is about. It is mostly placed at the beginning or ending of a paragraph.

Skills

6 Read the paragraph in Exercise 5 again and discuss the questions with a partner.

- 1 What does the author think is the main problem?
- 2 What examples does he give?
- 3 What does he propose to solve the problem?
- 4 What is the purpose of the paragraph? Inform? Entertain?

Unit 2 27

Exercise 6

Exhort the students to first work individually. After some time, allow them to work in pairs to discuss the questions. Encourage them to use English at all times.

Answers:

- 1 That globalization has affected the traditions of different countries.
- 2 In Mexico, children no longer celebrate *Día de Muertos*, but Halloween.
- 3 To support local artisans, retail stores should help sell their traditional products, and local media should promote the day and broadcast programs about Mexican traditions.
- 4 Inform

Exercise 5

You could encourage students to look for cognates first and then, using English-Spanish dictionaries or their Glossary, to find out the meaning of words they don't know so they are readier to do the task. When they finish, elicit the main idea they got to check as a class.

Answer:

Globalization sometimes has some negative effects on local traditions.

Skills Box

You should try to encourage students to read the information in the box and then elicit the questions they can ask to find it easily such as: who or what is the paragraph about? You may wish to show students some paragraphs taken from newspapers or magazines and have them find the main idea of each as a practice before they do the activities in the book.

For your Final Product

Exercise 7

Before students begin the activity, you might want to ask them to bring books or magazines from home that could help them do the task. If that is not possible, students can use their Reader or any material you can provide. Alternatively, if there is a school library or a public library, you might want to plan this activity for students to look for the books they need there.

Exercise 8

It might be a good idea to ask students to read the conversation first to take it as a model of what they have to do once they start doing the task. Walk around monitoring and checking that they are using English. Help with any word they might need to express their ideas fluently.

Assessment - Think About Your Progress

Exercise 9

One way to do this could be to ask students to work first individually and then share their answers with a friend.

Stage
1

For your Final Product

7 Look for reference material in order to learn more about the topic you chose. Go through the material and write its basic information in the notecard. Write notes about what the material is about.

Title of the book or reference material: *Essays from the World*

Author: *Alex Wilson*

Publishing house or weblink: *R&W Publishing*

Notes (What is the material about?): *It has information about cultural habits around the world.*

Title of the book or reference material:

Author:

Publishing house or weblink:

Notes (What is the material about?):

8 Work in small groups. Exchange information about the reference material you found. Compare and share the material that works better for each one.

A: *Essays from the World* is a good reference book because it has information about different habits.
 B: I prefer the *Gastome Around the World* web page, it has facts about the countries too.
 C: I think I can use both because my topic is difficult.

Assessment - Think About Your Progress

9 Check (✓) the elements you know now to select your reference material about cultural habits.

Title
 Author
 Publishing house or weblink
 Purpose of the material

If you couldn't check some of the elements, review Exercises 1 and 5.

28
Recreational and Literary

- 1 Work in small groups. Read the essay and discuss which is the main idea of each paragraph. Underline it.

by Alex Wilson

Chapter 1

Greetings Around the World

A custom that exists in every culture is that of people always greeting each other, but the ways and gestures they use differ from country to country. This can be very important when we meet people from other places because something that is very common for us in another country it could be unusual and even rude. This essay will present some of those differences.

You might be surprised, but there are places where handshakes, especially when meeting for the first time, are very rare and considered a bit rude. For example, both in Japan and Thailand, a bow is the proper greeting, but the gesture is a little different. While Japanese bow and avoid direct eye contact, in Thailand, people look at each other when they bow and press their hands together to their chest.

Unlike countries like Japan and Thailand, shaking hands is a common practice in many countries such as the United Kingdom and Russia. Nevertheless, there are some differences in this gesture. Like many Mexicans, Russians greet with a very firm handshake; in contrast, people in the United Kingdom prefer a quick and softer handshake.

Finally, another common way to greet people is kissing. This is especially common in Europe. For example, the French commonly greet with a double cheek-to-cheek kiss (sometimes more). Like the French, Italians usually greet with a quick kiss on each cheek. However, not all Europeans like these greetings. Unlike the French or Italians, Germans don't like kissing and prefer a simple handshake.

In conclusion, greetings can vary around the world, but it is important to know the differences in gestures in order to avoid offending someone. Unlike most Mexicans, not everybody feels comfortable with very enthusiastic greetings.

9

Literary essays are usually short texts where authors share information and express points of view and observations about a topic. The ideas are organized freely, but it is common to have an introduction, body, and conclusion. Body paragraphs start with a topic sentence that expresses the main idea and then give examples and explanations.

5 In conclusion, greetings can vary around the world, but it is important to know the differences in gestures in order to avoid offending someone.

Skills Box

It might be helpful to explain to students that another way to find the main idea easily is to look for five words in the paragraph that give content such as nouns or verbs. They can later put those words together into a sentence to explain in a few words what the topic is about. Invite students to reread the essay to locate the characteristics mentioned in the box.

Exercise 1

Take the opportunity to elicit from students what a main idea is before they start with the task. You might also want to have them look for words they don't know in their Glossary or a dictionary (if they have one), so they can understand the text fully. Once they finish, allow them to check and correct their work in pairs.

Answer:

1 A custom that exists in every culture is that of people always greeting each other, but the ways and gestures they use differ from country to country. 2 (...) there are places where handshakes, especially when meeting for the first time, are very rare and considered a bit rude. 3 (...) shaking hands is a common practice in many countries such as the United Kingdom and Russia. 4 Finally, another common way to greet people is kissing.

Exercise 2

You may wish to elicit from students different ways of greeting each other where they live and also ways they know people use to greet each other in other countries. You might also want them to model the greetings to the class. After doing this, let the students do the task and when they finish, invite volunteers to share their answers with the class.

Exercise 3

It is suggested that you elicit the meanings of the words in the box before students do the activity, so they can do the task properly. Allow them to read the conversation so that they have a model of what they need to do. Encourage them to use English at all times.

Exercise 4

You should try to encourage students to write the words they don't know and the meaning they infer in a separate sheet of paper and when they finish, have them check their answers with another pair. Once they come to an agreement, let them check the answers in their Glossary or an English-Spanish dictionary, if they have one.

Answers:


- 1 Greetings 2 They bow.
3 France 4 Answers may vary.

- 2 Work in pairs. These are ways people greet each other according to the essay in Exercise 1. Check (✓) the ways people greet where you live.



- 3 Work in small groups. Discuss how the greetings in Exercise 2 make you feel. Use the words from the box to help you.

happy welcomed uncomfortable angry appreciated unwelcomed

-  A: In my house, we prefer to give a handshake to strangers. Kissing strangers makes me feel uncomfortable.
B: In my family, we give a firm handshake. I like it, it makes me feel welcomed.
C: In my community, it is important to look at each other directly to the eyes. It makes us feel appreciated.

- 4 Work in pairs. Read the essay in Exercise 1 again and discuss the questions. Try to infer the meaning of the unknown words from the context.

- 1 What cultural habit is the essay about?
- 2 How do people in Japan and Thailand do to greet each other?
- 3 Where is kissing a common habit to greet?
- 4 Why are greetings important?



- 5 Read the essay in Exercise 1 again and put the number of the paragraph next to its description. If necessary, reread the Skills box on page 29 again.
- 1 This paragraph describes the introduction of the essay. ___
 - 2 These paragraphs are the bodies of the essay. ___
 - 3 This paragraph is the conclusion of the essay. ___
- 6 By now, you have read the essay from Exercise 1 several times. To monitor your comprehension, check (✓) if the information you remember is in the essay.
- 1 The importance of greetings around the world.
 - 2 The differences between Japanese and Thai greetings.
 - 3 The differences between Russian and Mexican greetings.
 - 4 The differences between French and German greetings.
- 7 Work in pairs. Share your answers to Exercise 6 and go back to reread the essay in Exercise 1 to solve any doubt.

For your Final Product

- 8 Read any of the reference material you chose in Stage 1. Use any of the strategies below and make notes on page 32 about its main ideas and structure.

Strategies:

- Find the main idea of each paragraph.
- Find its structure: Introduction, body, conclusions.
- Answer questions about it: What? Where? How? When? Why?

Main idea of each paragraph: Paragraph 1 - Greeting each other is a custom that exists in every culture.

Paragraph 2 - Greetings in Japan and Thailand are similar, but the gesture is a little different.

What is it about? It is about the different greetings that exist in every culture and how they are important to know the differences between them to avoid offending someone.

Where does it happen? In different cultures around the world.

How does it happen? Greetings are different in every place. For example, in Japan and Thailand, people bow. In United Kingdom and Russia it is a common practice to shake hands.

Why does it happen? Because greetings are very common for us, but it is very important to know the differences in order to avoid offending someone.



Exercise 5

It might be helpful to elicit from students words they know might help them determine whether a paragraph is part of an introduction, a body, or a conclusion. Write their ideas on the board. You may wish to ask them to make a graphic organizer with them, so it is easier for them to do the task and they can also have them handy in case they have to write an essay later.

Answers:

1 - 1 2 - 2, 3, 4 3 - 5

Exercise 6

As students work, you might want to walk around monitoring and helping if necessary.

Answers:

Checked: 1, 2, 4.

Exercise 7

After allowing some time for students to do the task, elicit the answers to check as a class. In case of a disagreement, encourage students to support their answers making a reference to the text.

For your Final Product

Exercise 8

It is suggested asking students to work in a separate sheet of paper to keep evidence of their work in their portfolio. You might want to walk around checking they are writing their ideas using proper grammar and spelling. Allow them to correct their work if necessary.

This exercise will help visual students see clearly how their work will be organized. You could take a moment to discuss with the class that making an outline before writing is a useful tool in every language. You could share with them that it is not a good idea to write things as they come to our mind, since our thoughts are not structured. Writing like this ends up in a very confusing piece. Outlines will help them organize their ideas logically and make sure they don't forget anything they need to include in their writing. You could wrap up this reflection by asking them if they have used this strategy before and if they think they can use it for other school subjects.

Answers:

- 1 Greetings 2 They bow.
- 3 France 4 Answers may vary.

Main idea of each paragraph:

What is it about?

Where does it happen?

How does it happen?

Why does it happen?



9 **Work in pairs. Read the sentences from the essay in Exercise 1 and write the underlined words under the correct category in the table below.**

- Both in Japan and Thailand, a bow is the proper greeting, but the gesture is a little different.
- Italians usually greet with a quick kiss on each cheek; however, not all Europeans like these greetings.
- Like many Mexicans, Russians greet with a very firm handshake; in contrast, people in the United Kingdom prefer a quick and softer handshake.
- While Japanese bow and avoid direct eye contact, in Thailand, people look at each other when they bow and press their hands together to their chest.
- Unlike the French or Italians, Germans don't like kissing and prefer a simple handshake.

To Show a Difference (Contrast)	To Show a Similarity (Compare)
Unlike	

Toolbox

Connectors are words that link ideas together. They can help you establish the relationship between two ideas, like contrasting, or showing similarities.

• Use the connectors from Exercise 9 to paraphrase the ideas and make sentences. Read the Skills box to understand what paraphrasing is.

- Mexicans usually hug. Americans almost always shake hands.
While Mexicans usually hug when they meet, Americans almost always shake hands.
- Mexico celebrates Independence Day. The USA celebrates the Independence Day.

- Mother's day in the USA is on the second Sunday of May. Mother's day in Mexico is on May 10th.

- Mexico celebrates *Día de Muertos*. Canada doesn't celebrate *Día de Muertos*.

Paraphrasing is to present the ideas in your own words. This is a very important strategy to demonstrate you have understood what you read. When paraphrasing, change the words from the original text into your own words in a reduced form. If the words are very close to the author's, it is called plagiarism.



Skills Box

You may draw students' attention to the Skills Box and have them read the information, so they can explain to you in their own words what paraphrasing is. You could also provide more examples for them to practice some more paraphrasing of ideas, ideally with the connectors they have just learned.

Exercise 9

After students do the task, you may wish to ask them to compare and check their answers with another pair. Once they finish, elicit the answers from some volunteers to check as a class.

Answers:


To Show a Difference (Contrast)
but, however, in contrast, while, unlike
To Show a Similarity (Compare)
both, like

Toolbox


To aid comprehension, ask students to read the conversation in the toolbox and elicit from them words they know are used to contrast such as *but, however, nevertheless*, etc. If possible, write them on the board and have students make a graphic organizer with them in a separate sheet of paper so they don't forget them and also to have them handy if necessary.

For your Final Product

Exercise 10

 Suggest that they use the information they got in Stage 1, Exercise 3 to do this task. Students should look at the examples provided to make sure they know what to do. You may let them compare tables with other classmates to evaluate their own work.

Exercise 11

 You should try to encourage students and explain in their own words what paraphrasing is as they give some examples before they do the activity. You could also elicit some connectors and write them on the board for students to give examples of paraphrasing using them to help them get prepared to do the activity. Once they finish, elicit answers from some volunteers to check as a class.

Assessment - Think About Your Progress

Exercise 12

When checking answers, encourage students to support them by giving examples of what they did during this stage. If students have questions after reviewing the exercises referred, offer them support to know what to practice and clarify their doubts.

For your Final Product

- 10  Complete the table with information about the cultural habit you chose and the one you will use to contrast it.

My Cultural Habit	The Other Cultural Habit
For example, we shake hands and look at each other in the eyes.	For example, people from Thailand don't shake hands.

- 11  Using the information from your notes in Exercises 8 and 10, paraphrase the ideas using connectors.

In my community, people look at each other directly to the eyes and shake their hands when they greet. In contrast, people in Thailand don't shake their hands, they bow.

Assessment - Think About Your Progress

- 12 Check (✓) the strategies you think you can use now to understand an essay better.

- Identify the main idea.
- Making a mental image of how you would feel in such situations.
- Asking questions.
- Understanding the essay's structure.
- Rereading to get more details from the text.
- Paraphrasing the ideas in your own words.

If you are not sure you can use the strategies from Exercise 12. Go back to Exercises 1, 5, 6, and 8. If you need more guidance, ask your teacher.

1 Work in pairs. Read the essay and discuss what subtitle in the box best fits for each section.

Conclusion


Housing

People

Essays from the World

Chapter 2



Japan: From a Traveler's Letter



When travelling around the world you can see many contrasts between different cultures. I finally arrived in Japan after months of travelling and it surprised me. We have many differences, but we also share many similarities.


1 _____
Japan is an ancient and beautiful country, and the people are kind, quiet, organized, and very polite. People in Mexico are also kind and polite, but we are quite loud and affectionate. Japanese bow to greet other people and avoid direct eye contact when they talk to you because it is considered rude, which is quite different from our customs in Mexico.

2 _____
Their country houses are beautiful and very practical. They are made of wood, straw, and paper and are built several centimeters above the ground to avoid humidity. They are also very lightweight, so there is no danger when there are earthquakes. There isn't much furniture in the house, and it is usually small and easy to move.

Both Mexico and Japan have many different types of houses depending on factors like the weather and landscape. For example, some houses from people in states like Yucatán or Guerrero are also made of wood and straw because of the heat. Nevertheless, one surprising feature is that the houses in Japan do not have glass windows. Instead, the windows and both, interior and exterior walls, consist of sliding screens made of wood and rice paper.

3 _____
In conclusion, although both Mexican and Japanese cultures have many differences, we share some common ground and we have always been good friends. I want to come back soon to learn more about Japan.



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Exercise 1

You could encourage students to first find cognates to get the general idea of the text and then look up words they don't know in their Glossary or a dictionary, if they have one, before doing the activity. Once they finish, allow them to compare and check their answers with another pair.

Answers:

1 Conclusion 2 People 3 Housing

Exercise 2

When they finish, invite volunteers to share their answers with the class by reading the information they colored for each country.

Answers:

Mexico: People are polite, loud, and affectionate. Houses from some people in states like Yucatan or Guerrero are also made of wood and straw because of the heat.

Japan: People are kind, quiet, organized, and very polite. They bow to greet other people and avoid direct eye contact. Houses are beautiful and practical. They are made of wood, straw, and paper and are built several centimeters above the ground to avoid humidity. They are also very lightweight, so there is no danger when there are earthquakes. There isn't much furniture in the house and it's usually small and easy to move. Japan does not have glass windows. The windows consist of sliding screens made of wood and rice paper.

Exercise 3

Walk around and monitor, supporting students when necessary. When they finish, elicit answers to check as a class.

Answers:

Mexico:

People: are polite, loud, and affectionate.

Houses: in states like Yucatan or Guerrero they are also made of wood and straw because of the heat. Windows are made of glass.


Stage
3

2 Work in pairs. Read the essay in Exercise 1 again and follow the instructions.

- Use two different colored pencils.
- Underline or highlight in one color all the information related to Mexico.
- Underline or highlight in other color all the information related to Japan.

3 Work in pairs. Use the information you underlined in Exercise 2 to complete the table. Discuss your findings with your partner.

	Japan	Your Community
People	People are kind, quiet, organized, and very polite.	
Greetings	People in Japan...	
Houses	Houses in Japan...	



I believe that people in Mexico are friendlier and loud.

I think houses in Japan are very fragile.

I like the idea of having sliding screens instead of windows.

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Recreational and Literary

Japan:

People: are kind, quiet, organized, and very polite.
 Greetings: They bow to greet other people and avoid direct eye contact.
 Houses are beautiful and practical.
 Houses: They are made of wood, straw, and paper and are built several centimeters above the ground to avoid humidity. They are also very lightweight, so there is no danger when there are earthquakes. There isn't much furniture in the


house and it's usually small and easy to move. Japan does not have glass windows. The windows consist of sliding screens made of wood and rice paper.

Stage
3

4 Use the information from the table in Exercise 3 and the connectors in the box to contrast ideas about Japan and Mexico. Write as many sentences as you can.


but unlike nevertheless in contrast like both however

Both country houses in Japan and Mexico are very practical. However, the windows in Japan are not made of glass.



5 Read the Skills box and put the sentences together into paragraphs. Include a subtitle in each.

Houses in Japan and Mexico
Both country houses in Japan and Mexico are very practical. However, the windows in Japan are not made of glass. In Mexico, there are also earthquakes, but unlike Japan, we don't only live in houses made of wood and straw.



To make a paragraph you must write the main idea first. Then, you can add details and examples. You can also write contrasting sentences to demonstrate your point. Remember to write a conclusion in your last paragraph to summarize or wrap up your ideas.

Skills

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Exercise 5

Exhort students to write their paragraphs first in a separate sheet of paper. Walk around checking that they are writing their ideas properly and help them correct if necessary. Remind them to use as many connectors as they can. Once the paragraph is ready, allow them to write it in the space provided in the book.

Skills Box

After reading the information in the box, you can make the suggestion for students to use a graphic organizer they know (or you can suggest one) to help them write a paragraph and then use the ideas they wrote there to create their first draft.

Exercise 4

Take the opportunity to elicit from students examples using some of the connectors in the box before stating the activity and clarify any doubts before starting the activity. Encourage students to write their sentences using proper grammar and spelling. Monitor and help if necessary.

Media Resources

You can use Poster Unit 2 for further practice. You could ask students to work in groups and select two of the cultures in the pictures. Then they can make a table with their own knowledge and the information provided. Finally, encourage them to complete sentences with the connectors they have just learned.

Exercise 6

As they do the activity, remind students to be kind when giving feedback and support what they say with clear examples to help their partners improve. Walk around monitoring and helping if necessary.

For your Final Product


Exercise 7

Invite students to go back to Stage 2, Exercise 11 to do this task. Encourage them to work in a separate sheet of paper first, writing their ideas with proper grammar and spelling. Once it is ready, they can pass it on their books. Monitor, check, and help if necessary.


Stage
3


6 Work in pairs. Share your paragraphs. Follow the checklist to receive and provide feedback.

There is a subtitle for each paragraph.
 The sentences are complete ideas.
 There is a main idea and examples or contrasting ideas in the paragraph.
 There is a conclusion.



For your
Final Product

7  Organize your sentences from Stage 2 into draft paragraphs. Also include a subtitle for each paragraph.



Include:

- A main idea
- Examples, or contrasting ideas joined by connectors.
- A conclusion

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Recreational and Literary

- 8 Work in pairs. Share your paragraphs. Receive and provide feedback using the checklist in Exercise 6. Make the necessary adjustments and write a final draft in your notebook.
- 9 Work in small groups. Share your different cultural habits and discuss your opinions.

I think that bowing is strange. In contrast, shaking hands is more personal.

I liked the idea of having firm handshakes.



I believe that people in Mexico greet using both handshakes and kisses.

Assessment - Think About Your Progress

- 10 Work with your Final Product partner. Tell your partner to help you by circling the aspect in the table that corresponds to your paragraphs. If you disagree with his / her descriptions, ask your teacher for guidance.

	4	3	2	1
Main idea	The main idea is clear.	The main idea is not very clear or incorrectly placed.	The main idea is not clear and incorrectly placed.	There is no main idea.
Additional information	It has more than two additional sentence.	It has more than one additional sentence.	It has one additional sentence.	There is no additional information.
Conclusion	The conclusion wraps up the idea.	The conclusion summarizes the idea.	There is a conclusion but it does not summarize the idea.	There is no conclusion.

If your answer is 2 or below, go back to Exercises 5 and 6 to review how to make a paragraph.

example in their own work, that way it will be easier to be more objective when assessing the paragraphs. Invite them to review the exercises referred to clarify concepts.

Exercise 8

You may wish to walk around monitoring and helping if necessary. Allow students to write their adjustments on a separate sheet of paper before they write the final draft in their notebooks.

Exercise 9

It might be a good idea to let students first read the conversation as a model of what they have to do. When doing

the activity, encourage them to use as much English as they can. Monitor and help them correct pronunciation if necessary.

Assessment - Think About Your Progress

Exercise 10

A suggestion would be for students to give reasons of why they are circling an aspect and not another as they show an

Closure

Final Steps

Exercise 1

You might encourage students to look for a graphic organizer in the web or use the one they used in Stage 3 to present their work. Encourage them to use proper grammar and spelling. Walk around monitoring and correcting if necessary.

Exercise 2

You might want to let students work individually as you walk around monitoring and helping if necessary. Remember to set a specific time for students to do the activity otherwise you can lose the control of the class.

Collect your evidence

Exercise 3

Students have now completed their tables, so it is a moment to go back to their Planners and identify all the tasks they made to get to this point. Encourage them to add or mention any other task they think was helpful to build their Final Product.

Socialize

Exercise 4

Encourage them to be respectful and find positive aspects they can learn from in their classmates' work.

Exercise 5

It might be a good idea to elicit from students the reasons

Closure

Final Steps

- 1 On a construction paper, write the final version of your paragraphs with the feedback you received. Use an organizer to present your work. It can be a table like the one from Stage 3, Exercise 3.
- 2 Paste cut outs or images related to the cultural habit you worked with in your construction paper. Get ready to present the final version to the class.

Collect your evidence

- 3 Now that you have read literary essays to contrast cultural aspects, go back to your Planner on page 24 and check (✓) what you did to accomplish it.

Socialize

- 4 Present your comparative table or your organizer to the class. As you show them each part, read your paragraphs out loud for your classmates to understand the idea better.
- 5 After all your classmates have finished, vote as a class for the three most interesting cultural habits.
- 6 As a class, discuss how the habits you all talked about relate to your own culture. Compare them to your culture.
- 7 Discuss in groups.
 - What was the most interesting thing you found about cultural habits?
 - What strategies were more useful when reading literary essays?



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they had for choosing a cultural habit and not another one once you have the voting results. This can help students who didn't get votes get ideas to improve their work in the future.

Exercise 6

After discussing, encourage students to make a Venn diagram in a separate sheet of paper to compare the habits they talked about to their own

culture and keep as portfolio evidence.

Exercise 7

As students do the activity, exhort them to speak in English at all times. Walk around monitoring and providing help as necessary. After allowing students some time to discuss in groups, elicit the answers from some volunteers as a wrap up activity for this unit.

Assessment

Assessment

1 Now that you have finished this unit, check (✓) those aspects that you think you can do well now.

- 1 Use the information from resource material.
- 2 Read and understand the structure of essays.
- 3 Identify main ideas and additional information (examples and contrasts).
- 4 Ask and answer questions about an essay.
- 5 Use connectors to paraphrase ideas.
- 6 Structure paragraphs.

2 Now that you have created a comparative table or an organizer, say how well you developed your Final Product. Think about the presentation of other classmates to help you decide your answer and see what you can improve.

My Final Product	I think	My partner thinks
My paragraphs had all the necessary elements. They included a main idea and additional information.		
The cultural habit I chose was interesting for my classmates.		
I paraphrased and linked ideas.		
The contrasts between the cultural habit I chose and my cultural habit were clear.		
The feedback I gave was clear and honest.		

3 Get together with the classmates you worked with as a group during the unit and tell each other how you performed as part of a team. Answer the questions according to your performance.

- 1 Did all the team members take turns and listen to others attentively?
- 2 Did all the team members help to prepare for the presentation of the comparative table or organizer?
- 3 Did all the team members offer constructive and respectful feedback?
- 4 Did all the team members respect others' ideas and suggestions?
- 5 I need to improve _____

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

5 Go back to the Initial Assessment on page 24. In small groups, discuss how you progressed in this unit.

Unit 2 41

Exercise 1

You might want to go through the achievements and clarify any vocabulary word students might not understand before starting the activity. This is an individual activity for students to realize what they accomplished successfully, and what they need to improve.

Exercise 2

In this section, students will evaluate their Final Product by

comparing their work to those of others and by receiving comments from a partner. You may wish to remind students to give reasons that support their answers to make the assessment more accurate.

Exercise 3

Allow students some time to reflect on their own work and answer the questions giving reasons that support their answers. Then, you could

encourage them to set some goals together so that their teamwork can improve in the future or keep having a good quality, depending on what they answered.

Exercise 4

When doing the activity, encourage students to speak in English at all times. You may want to help them with any word they might need to express their ideas properly. It is important that you suggest ways in which they can practice on their own to improve in the aspects they feel they need to work on.

Exercise 5

Going back to their first answers about their skills will allow students to see clearly how much progress they have made and feel good about themselves. Encourage them to see how far they have come, even with the areas of improvement they have identified. After doing the activity, encourage students to write in their own words how much they progressed in the unit in a separate sheet of paper to keep in the portfolio as evidence of their work.

Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Notes:

Unit 3

Social Learning Environment:
Academic and Educational
Communicative Activity:
Interpretation and follow-up
of instructions.

Social Practice of the Language: Produce instructions to prepare for a risky situation due to a natural phenomenon.
Final Product: Poster with Instructions for an Environmental Emergency.

Student's Book		
Session	Activities	Pages
1	Opening	43–44
2-3	<i>Explain and model for students how to access specific information, so they can:</i>	45–49
	• Skim a text to get a general impression.	
	• Reflect on the purpose.	
	• Analyze repertoires of words and expressions to identify intended audience.	
	• Examine distribution and use of graphic and textual components.	
4-5	<i>Help students use their experiences and previous knowledge, so they can:</i>	50–53
	• Make connections between the text and their previous knowledge.	
	• Evaluate how to determine the importance of information.	
	• Anticipate general sense.	
	• Recognize steps and descriptions that explain or illustrate them.	
	• Draw instructions to check comprehension.	
	• Model reading strategies for others.	
6-7	<i>While students write, teach and strengthen processes to solve challenges, so they can:</i>	54–57
	• Use expressions to show generic facts (e.g. <i>It is important that ... if it is not necessary, it is dangerous to ...</i> , etc.).	
	• Use expressions to expand (e.g. <i>The most dangerous period in which you may get close ... The site you have decided to ...</i>), explain (e.g. <i>This is dangerous as you may not see ... You must be alert since a warning may come at any moment</i>), or illustrate steps (e.g. <i>such as, for instance, etc.</i>).	
	• Create instruction manuals by writing steps.	
	• Exchange instructions and promote feedback.	
8-10	<i>Create a positive and supportive environment where students have multiple opportunities to use and combine writing, reading, and speaking. Allow them to share their texts, so they can:</i>	58–60
	• Evaluate decisions about including and omitting information.	
	• Evaluate order of sentences in a sequence.	
	• Point out and resolve doubts.	
	• Remove, add, or change information to improve a text.	
	• Check punctuation marks and spelling.	
11-12	• Review the reliability of information with others.	61–62
	Closure and Assessment	

Opening

To get students started, you could encourage them to review the four learning goals and the social practice to be achieved throughout the unit.

Let's start together


The purpose of this exercise is to activate students' prior knowledge on the topic, so let groups discuss the questions for some minutes, to see if students are already sensitive about natural disasters. You can bring the class together by asking each of the questions out loud and inviting volunteers to share their answers with the class.

Initial Assessment

It is always important to see what we know at the beginning of a learning experience. Sometimes it is difficult for students to show what they don't know about a topic; you may work with these questions as a whole class discussion after an individual reflection about them.

Planner

It would be important to lead students to read this planner so that they know what is expected of them during the process. Checklists are useful to evidence students' learning process and provide them with a sense of achievement when fulfilling their goals. They will come back to this section at the end of the unit in order to see the progress of their learning.



Unit 3

Social Practice of the Language:
Produce instructions to prepare for a risky situation due to a natural phenomenon.

Stage 1
Select and review instruction manuals.

Stage 2
Read and understand instruction manuals.

Stage 3
Write instructions.

Stage 4
Edit instruction manuals.

Social Learning Environments:
Academic and Educational

Communicative Activity:
Interpretation and follow-up of instructions.

Opening

Let's start together

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

- How do you prepare for natural disasters?
- Which natural disasters are common in your community?
- Have you ever seen a poster about how to act in a natural disaster?
- How do you act and feel during an environmental emergency?

Initial Assessment

In this unit you will write instructions to be prepared for an emergency. Discuss in small groups the following questions:

- Do you think it is easy or difficult to read an instruction manual in English? Why?
- What elements do instruction manuals generally have?
- What do you know about natural phenomena?
- Do you think it is easy or difficult to write sentences in English? Why?
- When editing sentences in English, what is your most common mistake? Explain.

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.


Sessions	Sections	Tasks	Pages
1	Opening	<input type="checkbox"/> How ready am I to get started?	44
2		<input type="checkbox"/> Writing conclusions about the type of information and pictures instructions need.	48
		<input type="checkbox"/> Making a list of environmental emergencies.	48
3		<input type="checkbox"/> Choosing an emergency to make a poster with instructions about it.	49
		<input type="checkbox"/> Choosing an audience and brainstorm graphic elements for our poster.	49
4	Development	<input type="checkbox"/> Gathering information for our poster with instructions.	52
5		<input type="checkbox"/> Using a graphic organizer to order our information.	53
6		<input type="checkbox"/> Writing sentences for our instructions.	56
7		<input type="checkbox"/> Including explanations and examples for our poster with instructions.	53
8		<input type="checkbox"/> Editing our instructions and checking punctuation.	60
9		<input type="checkbox"/> Making a list of the final illustrations for your poster.	60
10		<input type="checkbox"/> Writing the version of our instructions.	60
11	Closure	Sharing our poster with instructions.	61
12		Assessment.	62

Don't forget to come back and check (✓) your evidence.

1 Work in pairs. Look at the materials and tell your partner what you think they are about.


A

Hurricane Preparedness Manual
What to do when the storm strikes



B





Hurricane Preparedness
Keep safe: know what to do before, during, and after the hurricane.




Emergency Management Institute (EMI)

C

Public Beach: Weather Warning Flags

High Waves		Storm Warning	
High Winds		Hurricane Warning	



2 Look at the manuals in Exercise 1 again and match them to their characteristics.

- | | |
|--|--------------------------|
| 1 It is about what the general public can do in case of a hurricane. | <input type="checkbox"/> |
| 2 It has the purpose to inform about weather conditions. | <input type="checkbox"/> |
| 3 It is for children. | <input type="checkbox"/> |
| 4 It is for people in a public place. | <input type="checkbox"/> |

Exercise 2

This activity may be linked in sequence to Exercise 1. Students need to focus on the details. You may want to remind them that one word or one picture can change the whole perspective. If working in pairs, monitor the activity and provide help as needed.

Answers:

1 A 2 C 3 B 4 C

Media Resources

Use Chapter 3 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 3 from the Class CD for further practice, to start class discussion, and to support students' comprehension of the text.

Exercise 1

If your students have trouble finding the answer invite them to focus on the pictures to elicit their ideas. You can ask *What do they have in common? Why are the trees moving so much?* You may ask them to exchange their results with other pairs before leading a whole class revision of ideas.

Exercise 3

You may ask students to describe first what they think the meaning of the different graphic elements of the documents is. Then, you may use the Skills Box for expanding their view of the graphic details. You may expand this exercise by asking students to describe the graphic elements for different purposes and documents. It would be helpful to draw student's attention to the sample conversation so that they know what they are expected to do.

Skills Box

After reading the information in the Skills Box, students may think about different documents (magazines, newspapers, books, etc.) and discuss about how they use graphic elements for different purposes. If possible, you may bring different publications for analysis of their graphic details. If that is not possible, all the elements are present in the materials of their Student's Book and they can do all their exercises without any extra material.

Exercise 4

An alternative would be to show students the pages from "out of sight" and ask them to answer the questions. That would lead them to focus on the visuals independently of the content. For closing you may

Stage
1

Skills

3 Work in small groups. Read the Skills box below and look at the manuals in Exercise 1 again. Then each of you will describe each manual.

Important information in instruction manuals is highlighted using titles, subtitles in large sized letters or in different colors. Other graphic elements such as pictures, illustrations, or symbols are used to make instruction manuals appropriate for their audience. For example, instruction manuals for children can use colorful illustrations, and general instructions can use universal symbols so everyone can understand them easily.

TABLE OF CONTENTS

What is a hurricane? ... p 2

Instructions

Before p 3

During p 5

After p 7

Abbreviations p 10

Emergency numbers p 11

1


Instructions During a Hurricane

The destructive power of hurricanes is enormous. You should **never ignore an evacuation order** to leave your house or your city.

If you are ordered to evacuate:

- Have your emergency kit ready.
- Take only essential items with you.
- Turn off gas, water, and electricity supplies.

5



- Disconnect appliances (TV, for example) to avoid overloads when electricity returns.
- Leave your house immediately.
- Follow **only** the designated evacuation routes.

TIP Arrange for each family member to call, email, or text the same out-of-town contact person in case of an emergency.

6

A: This manual explains what the flags mean when you are at the beach.
B: It also uses symbols so everyone can understand what each flag means.

4 Work in pairs. Read some pages from the *Hurricane Preparedness Manual* and answer the questions in your notebook.

1 Where can you find information about the different parts of the manual?
2 How many sections does the manual have?
3 Are bullets (•) used to list instructions or to decorate?
4 What is the purpose of the pictures?
5 What is the purpose of putting text in a green box?
6 Why are some words in intense black?

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Academic and Educational

ask them to read the text and confirm their ideas.

Answers:

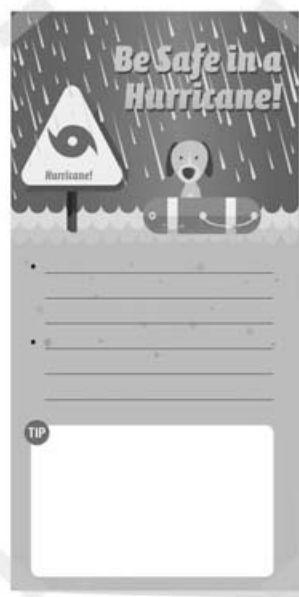
- 1 In the table of contents. 2 four
3 To list instructions. 4 To illustrate the content of the text. 5 To highlight important information.
6 Because they are important words to remember.

5 Work in small groups. Share your answers from Exercise 4 and discuss what graphic elements make the information more visible and easy to identify in instruction manuals.

- A: I think that highlighting important parts helps others see them.
 B: Pictures help me understand better what to do.

6 Read the sentences and write them in the correct poster (for children or for the general public).

- 1 Tip: If you are scared, it's OK. Talk to an adult about it.
- 2 Turn off gas, water, and electricity supplies.
- 3 Protect children. Keep them away from windows.
- 4 Bring your toys inside the house. They can fly away with the wind and hit people!
- 5 Tip: If you don't have shutters for your windows, protect them with boards.
- 6 Don't explore outside without permission. Cool kids take good care!



Answers:

1 Be safe in a Hurricane! (for children): Bring your toys inside the house. They can fly away with the wind and hit people., Don't explore outside without permission. Cool kids take good care!, Tip: If you are scared, it's OK. Talk to an adult about it.

2 Prevent and act if a hurricane strikes (for the general public): Turn off the gas, water, and electricity supplies., Protect children. Keep them away from windows., Tip: If you don't have shutters for your windows, protect them with boards.

Exercise 5

To facilitate a conversational activity it would be important to promote a free flow of ideas. Monitor the activity and help if necessary without interrupting their conversation. It might be a good idea to promote the inclusion of arguments and examples for their ideas. Students can refer to the sample conversation provided so that they have a clear idea of what is expected from them.

Exercise 6

If time is available, it would be a good idea to start with a discussion about the posters and about the kind of information they might include. You may want them to discuss about how to give information to children. How do they know it is for children? Monitor the activity and help if necessary with clues and ideas for selecting the phrases.

Exercise 7

Invite students to discuss and answer the questions based on their own observations regarding Exercise 6. It would be a good idea to have groups discussing the questions and then “scramble” the groups in order to share their conclusions. Then, working as a class, suggest that students share their answers.

Media Resources

You can use Poster Unit 3 for further practice. As a class, you could look at the pictures and texts in the environmental emergencies of the poster and let students discuss if they think children could understand those indications or not.

For your Final Product

Exercise 8

This could be a good opportunity to highlight that they are dealing with environmental emergencies. You may include a discussion as a whole class or in groups about the differences they would find in posters about general emergencies. You may ask students if the graphic elements so far still work. You could ask students to work on a separate piece of paper if you want to file a portfolio evidence of this exercise.

Stage 1

7 Work in groups. Discuss and answer the questions.

- 1 Do you think the illustration for children treats the topic in a more friendly and easy way? Why?
- 2 Do you think a child can follow the instructions in the poster for adults?
- 3 Do you think the instructions in the poster for children are also necessary for adults?
- 4 What differences can you see in the language of the instructions for children and adults?

For your Final Product

8 According to what you discussed, what kind of information and pictures do you need to include in instructions for environmental emergencies depending on your audience? Write your conclusions.

9 Work in small groups. Make a list of environmental emergencies that can happen in your community or nearby.

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Academic and Educational

Exercise 9


Since this is an initial step in building their Final Product, you may ask students to work on a separate piece of paper to keep a portfolio evidence. Suggest that students reflect on some natural disasters they have dealt with so far in their communities. You may ask what they and their families did in those situations and what they think are the most

important things to do when facing natural disasters.


Stage
1

10 Select one emergency that you will use to create a poster with instructions. Complete the title for your poster about the emergency that you selected.

What to Do in Case of:



11 Decide if you want to create a poster for children or for adults and brainstorm ideas about the graphic elements that you want to use in your poster.



Assessment - Think About Your Progress

12 **Answer the question to reflect on your performance.**

1 What graphic elements can you use to highlight and illustrate information?

If you can't answer the question or if you are not sure about your answer, review Exercises 3 to 5 and review graphic elements.

Unit 3 49

reference for deciding what they prefer to do with their emergency on their posters.

Assessment - Think About Your Progress

Exercise 12

This exercise is for students' self-evaluation. It is important that students answer the questions without any reference or support to confirm learning. If there are any doubts they may go back to Exercises 3 and 5 as suggested. You can explain to them the aspects they are not sure about and provide further examples and exercises to practice.

Media Resources

For further practice, you can use Poster Unit 3 in the Class CD and show students the signs that are related to hurricane preparedness. It could be useful for students to explain what the signs indicate and discuss if they are suitable for all types of audiences, or if they would have to make some changes to adapt them to different audiences.

Exercise 10

After students finish brainstorming different emergencies for their Final Product, it is time to select one emergency to work for the rest of the unit. In order to get a practical sense, it would be a good idea to promote an emergency that is likely to happen in your area. However, it is important that students choose any emergency they find

interesting to work with. You may help them with clues and ideas if necessary.

Exercise 11

Finally, you may want to start the exercise with a whole class conversation about the characteristics of posters for children and for adults. You may want to write the characteristics on the board. Students may use those characteristics as a

Development

Exercise 1

You may start this exercise as a whole class conversation, maybe as a warm-up, that seems as natural as possible. During the pair discussion, you may need to lead students to focus not only on the ideas for the poster, but also on how to achieve such ideas. Monitor the activity and help if necessary with some ideas and clues.

Exercise 2

Suggest that students read the words in combination with the text. You may ask which phrase or idea introduces the sections that include the words. Also you may ask about their position in each paragraph. Explain to students that these words are sequence adverbs and are used to describe the order in which two or more actions happen.

Unit 3 Stage 2 Development

- 1 Work in pairs. Look at the poster and discuss the questions.

- 1 What does the poster inform about?
- 2 How do you feel when the weather is extremely hot?
- 3 What other things can you do to protect yourself from extreme heat?

- 2 Read the text in the website and discuss with a partner what it is about and what the words in **intense** and **black** indicate.

Toolbox

When you write instructions, it is a good idea to use words that indicate sequence, such as ordinal numbers (*first, second, third*) or other expressions to start (*first of all, initially, at the beginning*), middle sections (*secondly, then, next, after that*), and expressions for the final sections (*finally, last, in the end*).

3 Read the text from Exercise 2 again and write the details in the correct section of the organizer.

Monitor the victim's temperature.

For example, high temperature, dizziness, confusion, and nausea.

You can, for instance, immerse the victim in cold water or give him a cool drink.

Call the doctor or the hospital to receive more instructions.

1 Identify physical signs → []

2 Cool down the victim → []

3 Help while ambulance arrives → []

4 In case the ambulance is late → []

On pages 34-42 of your Reader, you can find a model of how information is organized in instructions.

beginning of this exercise. Depending on the characteristics of your group, you may want to ask students to answer the exercise without going back to the text. You may want to invite students to read the text again for verifying answers.

Answers:

- 1** For example, high temperature, dizziness, confusion, and nausea. **2** You can, for instance, immerse the victim in cold water or give him a cool drink. **3** Monitor the victim's temperature. **4** Call the doctor or the hospital to receive more instructions.

Reader Box

You can use this opportunity to work with the Reader to engage students into how the information is organized. Read the text from Chapter 3 with them and allow students to identify how the information is organized, and some words they use like *finally, first, next*, etc.

Toolbox

Go through the contents of the Toolbox with the students. Explain that every story has a beginning, a middle, and an end, and sequence words help the reader understand the order of events that are taking place. Then tell them that instructions are similar to stories in this sense because they follow a certain order to make sure the reader understands what to do step by step. Sequence words are

like signals that help us identify when an event or story starts, when a new event is taking place, and when everything ends. Make sure to provide them with more examples and let them go back to the text they have just read in Exercise 2, so they can confirm the presence of these expressions.

Exercise 3

You may suggest that students read the Toolbox before the

Exercise 4

It is important that students know that many answers are possible in this discussion. Some students may want to read the example as a model to understand how and what they are expected to discuss. It would be necessary to promote an exchange of their real ideas. You may need to remind them that there is a question to answer.

Exercise 5

You may start this exercise with a general discussion about the difference between the steps to follow and safety tips. Then, they may want to try to answer the questions without looking at their notes and then use these results to answer the questions.


Answers:

1 Tip 2 Step 3 Tip 4 Step 5 Tip

For your Final Product

Exercise 6

You may suggest that students start this exercise with a pair discussion about the location of materials and information. Depending on your group's conditions, you may lead them to research online about safety tips. Also, you may ask students to guess the safety tips based on the rest of the information and based on what they know about the selected emergency.

 If the resource is available, an alternative is to invite students to use other texts from science textbooks or the

4 Work in pairs. Discuss why it is important to organize instructions in order and grouped by topic as you identified in Exercise 3. Is the result the same if you do the steps in a different order?



A: I think instructions that are not in order can be confusing to read.


B: Yes, when I read a text with a lot of instructions, I want to see the steps of what I have to do.

5 In the poster for your Final Product you will need to include the steps to follow during an environmental emergency as well as safety tips, which are extra recommendations. To make sure that you understand the difference, read the sentences and write whether they are tips or instructions.

- 1 Drink a lot of water to avoid dehydration. _____
- 2 First, take the heatstroke victim away from the sun. _____
- 3 Avoid strong physical activity outdoors in extreme heat. _____
- 4 Then, cool down the victim with cold water. _____
- 5 Do not leave children or pets locked in a car in extreme heat. _____



For your Final Product

- 6 Gather all the information that you need for your poster. Use what you already know, the information in the texts of this unit, your Reader, or any other source that is available to you. If you can, find also safety tips.
- *  Feel free to use other texts from science textbooks, the library, or the Internet if you have access to them.

Internet to know more about what to do in case the environmental emergency they chose happens.

Stage
2

7 Use a graphic organizer to order the information for the instructions of your poster in steps like you did in Exercise 3. This organizer will also help you decide the sections that your poster is going to have.

Assessment - Think About Your Progress

8 Check (✓) the ways to organize instructions that you know now.

- 1 Using sequence words.
- 2 Using sections to group topics together.
- 3 Including additional safety tips.

If you are not sure about your answers, review Exercises 2, 3 and 5.

Unit 3 53

done in pairs with an organized exchange of ideas. Suggest that students use pictures or drawings if necessary to clarify their ideas. Students may go back to Exercise 2, 3, and 5 as suggested. Be ready to offer additional help by giving more examples or providing further explanations if necessary.

Exercise 7

Students will continue working on their Final Product in this exercise. A mind map would be ideal for this exercise because it is more attractive for visual learners. However, any graphic organizer with sections at the core of its formation would work. It is suggested to remind students that the order of steps is important in any set of instructions. Students

may want to check the rest of the unit for ideas.

Assessment - Think About Your Progress

Exercise 8

This exercise is for students to self-assess their learning. You may want to remind students that any assessment exercise needs to be answered with honesty. This exercise may be

Development

Exercise 1

For this exercise, you may start in pairs as suggested, but then you may expand it to a whole class discussion. If students have trouble identifying the situation, you could focus their attention to the falling objects. You may ask *What environmental situation can make things fall?* You may want to draw their attention to the sample dialog for them to realize what and how they are expected to discuss.

Media Resources

You can use Poster Unit 3 in the Class CD for further practice. Students can look at the pictures and elicit the situations. Then invite them to discuss what to do or not to do in case of an earthquake, hurricane, or floods. You can also ask students if observing the images made it easier to know what the topic was about.

Exercise 2

This exercise intends to have students practice using sequencing words and let them get familiar with the topic of this stage. It is also linked to Exercises 3 and 4 since the information students use will be incorporated in Exercise 4. Invite students to write the instructions on their own and then check them with a partner. Remind them the use of sequencing words they learned in the previous stage.

Development

1 Work in pairs. Look at the signs and discuss what kind of emergency they inform about.



Stand at indicated security areas.



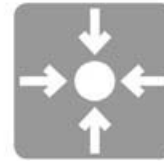
Don't run out of the building.
Walk quickly and calmly.



Stay away from heavy furniture
and windows.



Don't go into an elevator.



Go to the assembly point.



A: I have seen this sign before. I think it informs about what to do in case of wildfires.
B: What about this one? I think it's about what to do in case of a hurricane.

2 Work in pairs. Use the instructions from Exercise 1 to write a manual about what to do in case of an earthquake. Use sequencing words.

During the earthquake

• _____


After the earthquake

• _____

Answers:

During an earthquake: First, stand at indicated security areas. Then, stay away from heavy furniture and windows. Don't go into an elevator.


After the earthquake: Don't run out of the building. Finally, walk quickly and calmly.

3  Read and listen to the instructions of a fire chief about safety measures during earthquakes. Then discuss the questions with a partner.

Fire Chief: Let's review some things that are important for our safety. Well, it is important not to run, since moving too fast may make you fall. It is also important to stay away from heavy furniture, such as bookcases, because they may fall on you. And it is important not to stand under doorways, as they are not safe. This and the famous safety triangle are both myths. Finally, it is important to plan with your family: for instance, identify a safety zone to meet, and make a list of emergency numbers. OK, any questions?



- 1 What new recommendations to face earthquakes did you learn?
 - 2 What instructions did you already know?
 - 3 Which recommendations from the fire chief do you think could be important to share with others?
- 4 **Work in pairs.** Discuss what instructions from Exercises 2 and 3 are the most important for you and write them in the flyer. Add a title to explain what emergency they are for.




- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

highlight the fact that this exercise is similar and thus, may be used as a reference, to their Final Product.

Media Resources

For further practice, you may use Poster Unit 3 from the Class CD. It could be a good practice for your students to verbalize the instructions expressed by the signs in the poster related to earthquakes so that they practice the language models provided to formulate instructions.

Exercise 3

 It would be a good idea to develop the exercise only listening at first and then using the text for support, if necessary; or they could just use the text for the revision of their answers. When discussing the questions, it would be important to lead students to focus on variations of what they already know, since most of them may have been mentioned in previous

activities. Monitor the discussion and help if necessary with the vocabulary they need to express their ideas.

Exercise 4

For this exercise, it is important not to only focus on the selection of instructions but also on why each instruction should be present in the flyer. You may lead students to find an attractive title for their different flyers. You may want to

Exercise 5

You may want to start with a group discussion about the instructions from the previous activities. That would lead to focus on the important element. The final discussion for answering the questions about connectors may be done in small groups or even as a continuation of the first discussion depending on your group and the time available. It would be important to integrate the reading of the Toolbox during the process of this exercise.

Answers:

1 since, because 2 such as, for instance 3 Answers may vary.


Toolbox

Go through the contents of the Toolbox with the students. Explain that expressions to introduce examples are really important for supporting arguments in situations such as presentations, debates, and academic writings. And they are also useful for clarifying meaning. You may also explain to students that expressions to give reasons are also important for adding details or explanations in their instructions. Finally, invite them to read again and look for the words used to give examples, and those that give reasons. Monitor the activity and be prepared to offer additional examples or explanations if necessary.

Stage
3

5 Read the extended instructions from Exercises 2 and 3 and answer the questions with a partner.

- 1 Don't run when an earthquake begins since moving too fast can make you trip and fall.
- 2 During an earthquake, stay away from heavy furniture such as bookcases and chest of drawers.
- 3 Don't stand under doorways during an earthquake because they are not safe places.
- 4 Make an emergency plan with your family; for instance, identify a safety zone to meet in case you are separated during the earthquake.



- 1 Which of the underlined words help us give a reason to explain an instruction?
- 2 Which of the underlined words help us introduce an example to understand an instruction better?
- 3 Was there a reason or an example in the text that helped you understand an instruction better or realize how important it is?

Toolbox

There is a variety of expressions to introduce examples. Some of them are: *for example* or *for instance*. Both of these expressions can go at the beginning or the end of a sentence. Another expression you can use is *such as* which introduces only some of the examples, not all of them.

There are also some expressions such as *because* and *since* that help us add reasons / explanations to our instructions.

- Read the instructions in Exercise 5 again. Circle the words that refer to examples and underline those that give reasons.

For your Final Product

- 6 Work in pairs. Use the organizer in Exercise 7, on page 53 to select the most important information. Write sentences for your instructions in your notebook. You can use the instructions from Exercises 2 and 3 as models.

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Academic and Educational

For your Final Product

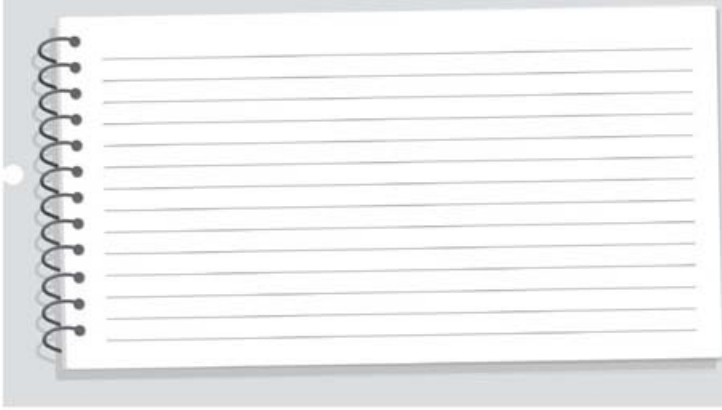
Exercise 6

In this exercise, students will write the actual instructions of their product. During the pair discussion, it would be important to focus on deciding the most relevant instructions, as well as the most convenient order of such instructions. Depending on your group it would be important to take the model

for their own topic as suggested, but as a reference and not as something to copy. Monitor the activity and help if necessary.

Stage 3

7 Add explanations and examples to the sentences you wrote using the words from Exercise 5.



Assessment - Think About Your Progress

8 Work in groups. Discuss which of the following strategies helped you write your instructions better.

1 Select important information to write steps.

2 Determine the sequence of the steps using a graphic organizer.

A: I think strategy 2 is really helpful when I want to write instructions.
B: I agree with you. Writing instructions in sequence helps us organize the information better.

9 Exchange your sentences from Exercise 7 with a partner. Tell your partner if you think his / her instructions are clearly organized, and if they include examples and explanations.

If you are not sure about your explanations and examples, you can review Exercise 5.

Unit 3 57

they have a clear idea on how and what they are expected to discuss. It is suggested to promote a discussion to comment what was the most convenient strategy for each of the group and why. Monitor the activity and help if necessary with ideas for the discussion.

Exercise 9

Before this exercise, it would be important to review the feedback policies of your classroom in order to promote a respectful interaction. You may remind students that the feedback is mainly about organization and the examples used. However, it would be welcomed if they want to mention details about other elements. You may want to guide the feedback process towards the logical integration of examples and explanations and not only about its inclusion. Monitor the activity and encourage students to be respectful when giving feedback.

Exercise 7

This exercise may be linked in sequence to Exercise 6. It would be convenient to remind them that they have examples and explanation for all the instructions selected in the previous exercise for them to use as a model. Working in pairs and receiving feedback could be important not only in writing the instructions but also in the logical integration of the examples.

Assessment – Think About Your Progress

Exercise 8

This exercise is for students' self-evaluation. You might remind students it is important to be honest as the purpose of this exercise is to discover their strong and weak points in order to improve on the last ones. You may draw students' attention to the sample conversation so that

Development

Exercise 1

Doing this exercise individually would be a good opportunity to see the progress of students. You may lead students to read and organize without reading the questions first and then, maybe after the discussion, go back to the text to see the difference, if applicable. You may hold this discussion with the whole class instead of the pairs requested.

Answers:

Order of paragraphs: 2, 3, 1

Exercise 2

Suggest that students try to explicitly describe how each picture connects to its paragraph; that would help them see its relevance in a clearer way. It would be important to promote an explanation of their opinions, for example, *This picture is not helpful, because ...* Regarding the pictures they are suggesting, you may promote drawing for a clearer representation of their ideas.

Exercise 3

It would be important to promote that all students share their ideas. They might have a similar opinion but certainly they have a unique perspective of the sentence. You may expand the exercise to define the best choice for the sentence: replacing, deleting, or rewording. You may remind students they need to justify their ideas.

Development

- 1 Read the instruction manual and number the paragraphs in the correct order. Then discuss the questions with a partner.

Prevent

Think ahead and know how to react in case of this natural disaster. Make adequate plans. Discuss with your family what to do and where you can meet in case of an emergency. Make a detailed evacuation plan and have a first-aid kit in your house.

Act!

Finally, in case of a wildfire, evacuate your house or the affected area as soon as possible. Try to reach a high point in your community to avoid being swept away by the flood water. If you can't evacuate your house, take curtains and

flammable furniture away from the windows, and close the windows. Turn off the gas and electricity. If smoke comes inside the room where you are, drop to the floor and cover your mouth with a wet cloth or handkerchief. Call an emergency service, report your location, and ask for further instructions.

Introduction


First, you need to know what a wildfire is. Wildfires are uncontrolled fires. They usually happen in places with lots of vegetation because they serve as combustible material for the fire. Wildfires are unpredictable and travel very fast, so be aware of the danger and follow these instructions:

- 1 Did you use the titles of the sections to help you determine the order of the paragraphs?
 - 2 Did you find sequence words to help you organize the paragraphs? Which?
 - 3 Did you use other things to help you determine the order of the paragraphs? Which?
- 2 **Work in groups.** Look at the pictures in the text from Exercise 1 and follow the instructions.
 - 1 Describe what you can see in the pictures.
 - 2 Discuss if the two pictures are related to the ideas in the paragraphs. Cross out the picture that is not helpful to illustrate the ideas and propose a better picture.
 - 3 Look at the paragraph without a picture and propose one that could help explain or illustrate something. It can be a sign or another type of picture.
 - 3 **Work in pairs.** Read the paragraph with the title *Act!* in the instruction manual in Exercise 1 and discuss why the underlined sentence should not be part of the paragraph.


What do you think about this sentence?

I think it has a different topic.

What is it about? And what is the paragraph about?



4 Work in small groups. Discuss what you need to do when there is information that is unnecessary or that deviates from your topic.

 **A:** I think we should eliminate information that is not about our important ideas.
B: You can still make changes in the text or with the illustrations before you write your final draft.

5 Read the safety instructions. Choose only those that refer to a flood emergency, and write them in the correct order (before, during, and after the emergency) in your notebook.

Help injured people.

Prepare a first-aid kit.

Locate high places.

Put copies of personal documents in a plastic bag.

Move flammable furniture away from windows.

Prepare a family evacuation plan.

Wear a breathing mask to walk through smoke.

Don't try to swim in flooded roads.

Wait for authorities' instructions to return home.

Disinfect furniture and personal objects.

6 Work in pairs. Exchange your instructions from Exercise 5 and follow the checklist to review your partner's work.

- 1 Do all sentences start with a capital letter?
- 2 Do all sentences end with a period?
- 3 Are there spelling mistakes?
- 4 Is the order correct?

Toolbox

Every sentence in English starts with a capital letter. After you write a text, it is very important to verify the spelling of words and that sentences end with a period (.).

turn off the gas and electricity _____

Corrected sentence:

1. Turn off the gas and electricity.

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Exercise 6

Before doing this exercise, it might be convenient to read the Toolbox so that students don't forget to check that aspect of the language. You may remind students that even if they are following the checklist they may mention something additional if they consider it necessary for improving their partner's work. Monitor the activity and promote a respectful exchange at all times.

Toolbox

Go through the contents of the Toolbox with the students. It is a good opportunity to review with them the usage of capital letters as well as the punctuation rules. Additionally, you may explain the importance of having a good spelling and correcting any mistakes. Make sure to provide them with examples.

Exercise 4

During the group discussion, you may want to monitor the activity in order to promote proper conversation skills and the actual participation of everyone. To establish proper guidelines, it might be necessary to define some criteria to say that something is unnecessary or deviated from the topic.

Exercise 5

You may want to highlight that this is a two-part activity. First, they need to select the relevant instructions and then, they may organize the information with the right connectors. It would be good to make a brief review of the necessary connectors from previous activities. Monitor the activity and help if necessary.

For your Final Product

Exercise 7

Before doing this exercise, you may want to go through the criteria for considering information unnecessary.

Students are getting close to their final version, so promote a careful revision of spelling and punctuation. Remind students that collaboration is an important feature of every work, so they may ask any questions to their partners if they have doubts about the language they are using.

Exercise 8

It would be important to make clear that in this exercise students are only listing the illustrations they will use in their poster. They may include some drafts or cutouts but only with a referential character. The real illustrations will be used in the final poster. Monitor the activity and help if necessary.

Media Resources

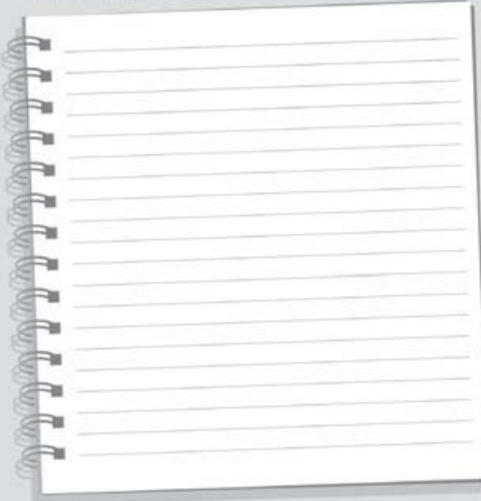
For further practice, you could use Poster Unit 3 from the Class CD for students to point out the signs that would be adequate for a poster using the instructions they wrote in Exercise 7. You could encourage them to select signs that they could include in their posters, or if no sign is suitable, invite them to explain why.


Stage
4

For your Final Product

7 Read the instructions you wrote in Exercise 7, on page 57. Look for any unnecessary information and eliminate it. Verify spelling and punctuation.

8 Make decisions about the final illustrations you will use in your poster. Write your list of illustrations.





Assessment - Think About Your Progress

9 Answer the questions to reflect on your learning.

- 1 How easy or difficult was it for you to edit your instructions?
- 2 Which was more difficult for you: spelling, punctuation, or capital letters mistakes?

If you could not edit your instructions easily, review Exercises 1, 2, and 6. You can also ask your teacher for guidance.

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Academic and Educational

Reader Box

This could be a good moment to read with students Chapter 3 in their Reader. This reading will be helpful not only to learn more about environmental emergencies, but also as an important support to prepare for their Final Product by viewing at appropriate pictures as examples to decide their own.

Assessment - Think About Your Progress

Exercise 9


Remind students of the importance of reflection in the process of learning. It would be important to promote an honest consideration of their work before answering the question. Reviewing the suggested exercises is a good idea if they have any doubts on the process of their activities.

Closure

Closure

Final Steps

- 1 **Work in small groups.** Share your instructions and list of illustrations to give and receive feedback. Use the checklist below to help you evaluate your classmates' texts. You can add another strategy that can help you review your texts.

1	The instructions have a title, subtitles, illustrations, symbols, etc.	<input type="checkbox"/>
2	The information is well organized in sections or steps.	<input type="checkbox"/>
3	The instructions are written in sequence and use numbers or words to indicate it.	<input type="checkbox"/>
4	The pictures chosen will help understand the instructions for an environmental disaster.	<input type="checkbox"/>
5	There are no spelling, capital letter, or punctuation mistakes.	<input type="checkbox"/>
6	Other strategy _____	<input type="checkbox"/>
- 2  **Write the final version of the instructions in your poster with the feedback from your classmates.** If possible, use a large piece of paper or construction paper. Print, cut out, or draw the illustrations you chose for your poster.

Collect your evidence

- 3 In this unit you selected an environmental disaster, you used it to plan and create your own instructions for a poster, and you edited your instructions with the help of your classmates. Now you are ready to share your work. Go back to your Planner on page 44 and check (✓) what you did to accomplish it.

Socialize

- 4 If possible, present and explain your instructions to other classmates or the complete class. Display your work in the classroom.
- 5 Discuss as a class with your teacher. What could you do to make sure your instructions are appropriate and helpful sources of information for other people?
- 6 Discuss in groups.
 - How important are illustrations to understand instructions?
 - How clear and organized were the instructions in my poster?
 - How efficient were the illustrations and graphic resources in my poster?


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Final Steps

Exercise 1

You may want to review your classroom feedback policy before going through the feedback activities of this final section. Depending on your group conditions you may expand this exercise to a whole class exchange of instructions to receive an enriching feedback from more students.

Exercise 2

 Invite students to make any necessary corrections to their instructions based on the feedback received. Now with the text fully edited, revised, discussed, and corrected, it is time to add the illustrations. You may suggest using any materials of their choice to make the poster more personal and illustrative of their own ideas.

Collect your evidence

Exercise 3

The work is done. You may lead your students to the planner at the beginning of the unit in order to check all the learning received throughout the unit. You may profit from this exercise for a final reflection before socializing their product.

Socialize

Exercise 4

Depending on your group, you may organize a museum-like exhibition so that all students can see all the posters with instructions from their classmates. You may include a system to leave different comments so that everyone can give some feedback.

Exercise 5

You may want to elicit ideas and complement giving examples that would enrich the results of students. You may want to start the discussion by defining the words *appropriate* and *reliable* as applied to information.

Exercise 6

Before finishing, you may want to have an additional discussion in smaller groups about some specific details about the posters. Monitor the activity and help if necessary by highlighting aspects or details that might require their attention in that discussion.

Assessment

Exercise 1

You may remind students that an honest reflection is fundamental for any process of self-assessment. The first part of the assessment focuses on their own learning. Monitor the activity and help them if necessary with clues for their consideration.

Exercise 2

The second part of the assessment is specifically about their Final Product, the posters. It would be a good idea to answer the questions with the posters in front of them in order to verify all the details. You may promote peer collaboration to your classroom, if appropriate.

Exercise 3

This time they are describing their work and collaboration with their teams. It would be important to lead them to analyze their work with the whole class and not only about their teammates in collaboration activities.

Exercise 4

This section is an important part of the reflection and assessment process. Socializing the result of their reflection would give everyone ideas about their own work. It would be a good idea to give some general comments about their work, focusing on the positive and only hinting the less positive elements of their work.

Assessment

1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
I learned to identify elements that are necessary in instruction manuals for emergencies.				
I learned strategies to understand instruction manuals better.				
I learned how to write sentences for instructions manuals.				
I learned to find and correct mistakes in my instructions.				

KEY
1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

2 Read the sentences and underline those that describe the instructions for environmental emergencies that you created for this unit.

- My instructions are divided in sections that include title, steps, and illustrations.
- My instructions are disorganized and do not have enough information.
- My instructions have pictures that illustrate the steps to follow.
- My instructions were clear for most of my classmates during my presentation.
- My instructions still need graphic elements and / or pictures to be clearer.

3 Choose the answer that is closer to the way you worked with your classmates during the unit.

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

4 Work as a class to review all the answers in this page and discuss how you can improve. Ask your teacher for guidance when necessary.

5 Go back to the Initial Assessment on page 44. In small groups, discuss your progress.

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Monitor the activity and promote a respectful interaction at all times.

Exercise 5

Finally, students should go back to their Initial Assessment and have a group discussion that will allow them to compare those first answers to what they can do now so they can notice their progress. You may want to promote peer help whenever

someone is falling behind or having difficulty with any element of the assessment. Monitor the activity and promote a respectful interaction.

Evaluation Rubric

Evaluation Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

Instructions:

- 1 Determine and list the criteria to be graded and write them on the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with “Excellent”.
- 3 Discuss the results with your students.

Criteria	Quality		
	Excellent	Good	Needs Improvement

Notes:

Unit 4

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with information of oneself and that of others.

Social Practice of the Language:

Comment on one own's experiences and those of others in a conversation.

Final Product:

Autobiographical Anecdote.

Student's Book		
Session	Activities	Pages
1	Opening <ul style="list-style-type: none"> Share their own opinions and value those of others. 	64-65
<i>Offer examples of conversations and allocate time to explore concerns, fears, and difficulties to share personal experiences, so they can:</i>		
2-4	<ul style="list-style-type: none"> Ask questions about how ideas and people can be represented in different ways (e.g., <i>Suddenly, I felt dizzy vs. And then, everything turned around me; She seemed to be relaxed there; She looked really comfy there</i>). 	66-68
	<ul style="list-style-type: none"> Evaluate the effect caused by nonverbal language (e.g., proximity among speakers, eye contact, voice volume, pauses, etc.). 	
	<ul style="list-style-type: none"> Analyze choice of expressions and repertoires used. 	
	<ul style="list-style-type: none"> Identify mode of communication. 	
<i>Direct students' attention to conversation skills and offer help so they can:</i>		
5-7	<ul style="list-style-type: none"> Anticipate general sense and main ideas. 	69-72
	<ul style="list-style-type: none"> Analyze use of connectors to link ideas (e.g., <i>As we were arriving, we heard a loud sound coming from the house. I got so scared that it made me cry</i>). 	
	<ul style="list-style-type: none"> Evaluate composition of expressions. 	
	<ul style="list-style-type: none"> Contrast sequences of enunciation. 	
	<ul style="list-style-type: none"> Evaluate their own performance and that of others. 	
<i>Challenge students to expand and develop their repertoire of words and expressions and support them so they can:</i>		
8-10	<ul style="list-style-type: none"> Compose sentences and arrange them in a sequence. 	73-76
	<ul style="list-style-type: none"> Add details to main ideas, specifying time, place, and way in which the events occurred (e.g. <i>It was a quiet weekend. ..., Apparently, they had seen a bright light just across the street, etc.</i>). 	
	<ul style="list-style-type: none"> Ask questions to get more information and check understanding (e.g., <i>So, when you arrived there was nobody at home ... ? And you enjoyed the trip?</i>). 	
	<ul style="list-style-type: none"> Express personal experiences using direct speech (e.g. <i>The team captain yelled: Everybody, get up!</i>) and indirect speech (e.g., <i>The team captain asked us to get up, at the top of his lungs.</i>). 	
	<ul style="list-style-type: none"> Use strategies to take turns for speaking (e.g. <i>pausing, using nonverbal language, etc.</i>). 	
	<ul style="list-style-type: none"> Use strategies to emphasize meaning (e.g., <i>using expressions to indicate the order of events, going back to the same idea, paraphrasing, etc.</i>). 	
	<ul style="list-style-type: none"> Create alternatives to share identical experiences with different people. 	
11-12	Closure and Assessment	77-78

Opening

To get students started, you could encourage them to review the three learning goals and the social practice to be achieved throughout the unit.

Let's start together

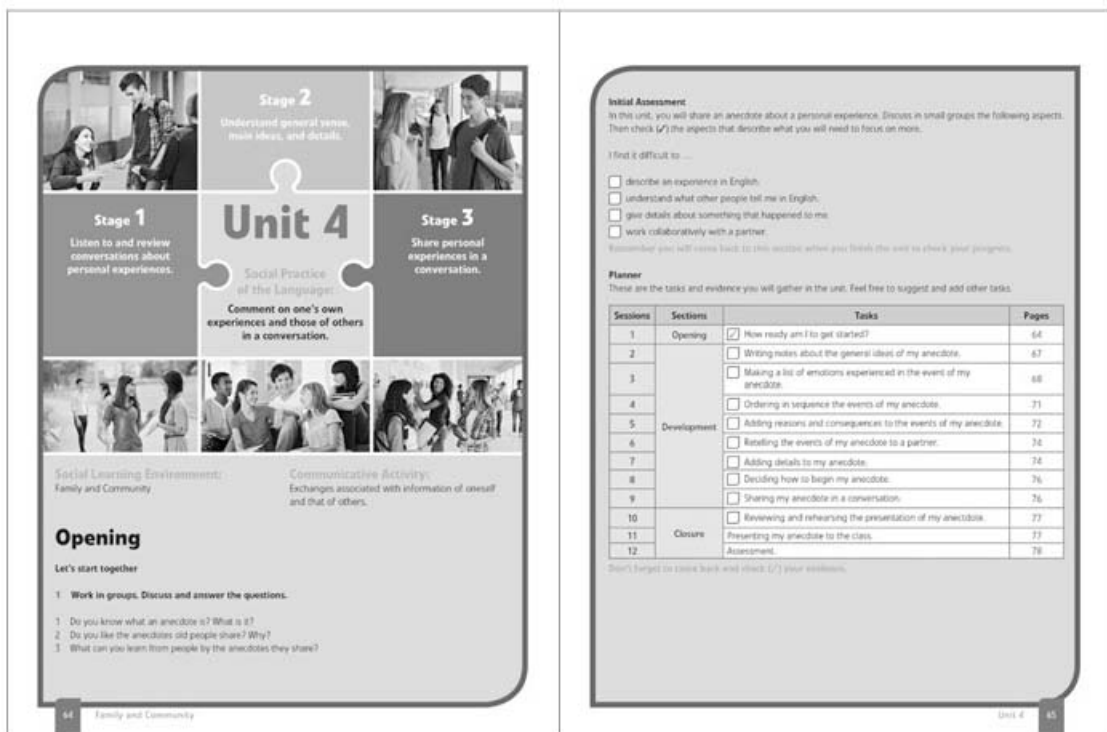
Once students have grouped, you may read the three questions out loud and make sure students understand them before they start discussing. Let them exchange ideas for some minutes and then you can bring the class together by inviting some students to share their answers with the class. Be ready to provide them with the vocabulary they need to express themselves in English.

Initial Assessment

You may wish to explain to students that the purpose of this self-assessment is for them to be aware of their strengths and weaknesses before starting the unit. You can also explain these skills will be needed to achieve the goals in this unit. Allow some minutes for groups to discuss and then ask students to individually mark the corresponding boxes. Students should be reminded that it is important to be honest, so that they are aware of what they are able to do at this point, and in this way, they will appreciate better their improvement by the end of the unit.

Planner

You may direct students' attention to the tasks of this unit and invite them to read them. You can explain that planning the content of each section is a way of knowing the steps they will go through to achieve their final goal. Checklists are a valuable tool to remember the important points of a task. They are also useful to evidence students' learning process and provide them with a sense of achievement when fulfilling their goals. Students should feel free to suggest other possible tasks throughout the unit.



The image shows two pages from a unit planner. The left page is the 'Opening' section, and the right page is the 'Initial Assessment' section.

Unit 4 Overview:

- Stage 1:** Listen to and review conversations about personal experiences.
- Stage 2:** Understand general terms, main ideas, and details.
- Stage 3:** Share personal experiences in a conversation.

Unit 4: Social Practice of the Language: Comment on one's own experiences and those of others in a conversation.

Social Learning Environment: Family and Community

Communicative Activity: Exchanges associated with information of oneself and that of others.

Opening

Let's start together

1. Work in groups. Discuss and answer the questions.
 1. Do you know what an anecdote is? What is it?
 2. Do you like the anecdotes old people share? Why?
 3. What can you learn from people by the anecdotes they share?

Initial Assessment

In this unit, you will share an anecdote about a personal experience. Discuss in small groups the following aspects. Then check (✓) the aspects that describe what you will need to focus on more.

I find it difficult to ...

- describe an experience in English.
- understand what other people tell me in English.
- give details about something that happened to me.
- work collaboratively with a partner.

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	64
2		<input type="checkbox"/> Writing notes about the general ideas of my anecdote.	67
3		<input type="checkbox"/> Making a list of emotions experienced in the event of my anecdote.	68
4		<input type="checkbox"/> Ordering in sequence the events of my anecdote.	71
5	Development	<input type="checkbox"/> Adding reasons and consequences to the events of my anecdote.	72
6		<input type="checkbox"/> Retelling the events of my anecdote to a partner.	74
7		<input type="checkbox"/> Adding details to my anecdote.	74
8		<input type="checkbox"/> Deciding how to begin my anecdote.	76
9		<input type="checkbox"/> Sharing my anecdote in a conversation.	76
10		<input type="checkbox"/> Revising and rehearsing the presentation of my anecdote.	77
11	Closure	Presenting my anecdote to the class.	77
12		Assessment.	78

Don't forget to look back and check (✓) your progress.

Development

Media Resources

Use Chapter 4 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 4 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

06 Explain it is not necessary to pay attention to every word but to get the general idea. Let groups discuss for some minutes before bringing the class together by having volunteers answer the questions.

Answers:

- 1 Two people, a boy and a girl.
2 Yes, because the girl suggests walking together. 3 He hurried to get to school, but it was closed because it was Sunday.

Skills Box

You could start this exercise by drawing students' attention to the Skills Box and asking them to read it to make sure they understand what an anecdote is. You can tell the class, that it is similar to a story: first we are given the setting (time and place) and then the plot (the events that happened), as it is personal, we share our feelings and emotions.

Development

1 Work in small groups. Listen to the conversation and answer the questions.

- How many people participate in the conversation?
- Are they talking face to face? How do you know?
- What anecdote does the boy share?

A: Two friends participate in the conversation.
B: Yes, a boy and a girl.



An anecdote is a story about an experience you had. It starts with a small introduction (for example, when and where it took place) and then, it tells what happened. It is personal, so we can share our feelings and the reasons why the experience was important or memorable.

Skills

2 Work in pairs. Read and listen to the conversation from Exercise 1 again. Look at the underlined sentences and match them to the parts of the anecdote you think they are.

Sonia: Hi, Carlos! Let's walk back home together. I want to listen to the story you promised to tell me this morning.

Carlos: Oh, yes. (1) One day last month, my alarm clock didn't ring, and I thought, "Oh, man, I'm late for school again!"

Sonia: Oh, no! What time was it?

Carlos: (2) It was seven o'clock. It was kind of strange because my house was really silent. I thought everyone left and forgot to wake me up. Anyway, I jumped out of bed and took a shower.

Sonia: Really, Carlos? You were late but you still took a shower?

Carlos: Yes, but it was a really fast shower. I got dressed, and then quickly had breakfast. After

that, I grabbed my backpack and ran out the door. I was freaking out! I had just promised my teacher I would never be late again!

Sonia: Did you take the bus?

Carlos: No, I rode my bicycle really fast to school. When I arrived at school, I ran to the entrance, but the door was closed and locked! There were no students or teachers outside. (3) After all I had run ... I was really upset!

Sonia: Do you mean everybody was already in class?

Carlos: That's what I thought at first. Then I remembered it was Sunday! I still can't believe I did that! Has anything like that ever happened to you?

- How Carlos felt: _____
- How it all started (introduction): _____
- When it happened: _____



Exercise 2

06 This exercise allows students to analyze the conversation in detail, so that they will be able to understand it fully and identify the purpose of certain sentences. You can check answers by inviting volunteers to share them with the class. As a wrap-up you could ask some questions about how students feel about the anecdote.

Answers:

- 1 After all I had run ... I was really upset! 2 It was seven o'clock. It was kind of strange because my house was very silent. I thought everyone left and forgot to wake me up.
3 One day last month, my alarm clock didn't ring.

Stage
1

For your Final Product

3 In this unit, you are going to prepare an anecdote to share with your classmates. Think about the experience you want to share and make notes about it using the questions as a guide.

When and where did it happen? What was the experience about? How did it begin?

My Anecdote

When and where it happened: Last year, during summer vacation, on the road to the river.

What the experience was about: The day I met my best friend.

How it began: I was helping my mother carry water home from the river.

My Anecdote


When and where it happened:

What the experience was about:

How it began:

4 Work in pairs. Share the information about your anecdotes.

My anecdote is about the day I met my best friend. It happened on the road to the river last year during summer vacation. It began when I was helping my mother carry water home from the river.



My anecdote is about the first time I won a soccer game. It happened on a Sunday in October. It began when a friend told me they needed one player.

Unit 4 67

the anecdote is about, then, the setting, and finally how it began. It might be useful to monitor the activity, listening to students and providing help with vocabulary if needed. Once they have exchanged information in pairs, some students could share it with the whole class.

Media Resources

You can use Poster Unit 4 from the Class CD to further engage students in telling an anecdote. You could show them the everyday activities in the poster for them to identify which ones they perform and the time they carry on those activities and tell them this might be useful to include when they tell their anecdote.

For your Final Product

Exercise 3

You could start this exercise by explaining to students what the Final Product will be about. To guide them when choosing an anecdote to share, you may remind them that they are short, and usually about funny, curious, strange, or exciting events so that they cause different emotions and feelings. Allow some minutes

for students to choose and once they picked one, draw their attention to the questions and have them read the example before completing their information.

Exercise 4

Before pairs interact, it is important that they read the examples provided to use as a model when exchanging their own information. Have them notice the pattern; first: what

Exercise 5

You could invite some students to say the expressions out loud to the class.

Answers:

1 Oh, man, I'm late for school again! 2 Really, Carlos? You were late, but you still took a shower? 3 I was freaking out! 4 I can't still believe I did that!

Exercise 6

To check answers, you can invite some students to read each of the sentences they circled with the correct emphasis and speed, so that they sound the same as in the original conversation.

Skills Box

After students read the Skills Box, you could model some expressions using different tones of voice, volume, and speed to the class, so that students notice the differences among them.

Exercise 7

This is an excellent opportunity for students to practice intonation. You can walk around the room listening to students and making notes on common mistakes to be corrected at the end of the activity.

Stage 1

5 Work in pairs. Read the conversation in Exercise 2 again and discuss what expressions the speakers use to transmit the ideas listed below. Then read out loud the expressions you identified and try to show the emotions they refer to.

- 1 I was consternated to see I was going to be late for school.
- 2 I am very surprised you decided to take a shower in those circumstances.
- 3 I was nervous and worried.
- 4 I am still surprised and upset about what I did.

6 Work in pairs. Read the Skills box. Then go back to page 66 and listen to the conversation from Exercise 2 again. Circle in red the lines that use emphasis and faster speed. Circle in blue the lines that sound neutral.

Emotions like surprise, excitement, or anger are better expressed with an emphatic volume and increasing speed a little. Calmer emotions use a more neutral tone of voice and normal speed.

Skills

7 Work in pairs. Role-play the conversation in Exercise 2. Try to show the intention of the speakers with the speed and volume of your voice.

For your Final Product

8 Think about the anecdote you decided to share in Exercise 3. Make a list of the emotions you felt during that experience. You will use this list later to remember the emotions you will need to transmit when you share your anecdote.

How I felt: *happy, tired, a little upset*

How I felt:

Assessment - Think About Your Progress

9 Work in pairs. Complete the table with what you learned.

Aspects	What I learned
What main elements does an anecdote have?	
What can you do with your voice to express emotions when sharing an experience?	

If you are not sure about your answers review Exercises 2 and 6 and ask your teacher for guidance.

68
Family and Community

For your Final Product

Exercise 8

This step of the product can be done on a separate sheet of paper as a portfolio activity. Students should be reminded that it is important they go over their anecdote mentally to recall all the different feelings and emotions they experienced at each point of the event and list them.

Assessment - Think About Your Progress

Exercise 9

This is a very good activity to foster collaborative learning as students exchange ideas and comments and help each other answer the questions.

Remind them that they may refer to previous exercises to clarify doubts and be ready to offer help if needed.

- 1 Work in pairs. Look at the pictures and share what you think happened.



A: I think the dog ate the parrot.
B: I think the boys helped the lady get rid of the parrot.



- 2 Read the anecdote from the pictures in Exercise 1 and then go to page 70 and write the events listed in the organizer, in the order they happened.

Mark: Something terrible happened to us last weekend.

Jane: Really? What?

Mark: Well, my brother Ben and I were at home watching TV in the evening when Rex, our dog, suddenly ran in with our neighbor's parrot in its mouth.

Jane: Do you mean Mrs. Dean, your nice neighbor?

Mark: Yes. And Ben panicked. He asked me what we were going to do.

Jane: And what did you do?

Mark: Well, I said we should clean the parrot and put it back in its cage.

Jane: You cleaned the parrot and put it back in the cage? Why?

Mark: Well, because I was very nervous. I didn't know what else to do.

Jane: What happened then?

Mark: The next morning we heard a loud scream. It was Mrs. Dean. I ran out and asked her what was wrong. She explained that her parrot had died the week before and that she had buried it, so she was terrified when she saw it back in the cage.

Jane: Wait! Her parrot was dead before this happened?

Mark: Yes. She had buried it and Rex had dug it out of the ground because he smelled it.

Jane: Did you explain?

Mark: Yes, Ben told her that Rex had found the parrot and we thought he had killed it, so we cleaned it and put it in the cage. We told her we had made a mistake. We said we were sorry.

Jane: Was she very angry?

Mark: No, not really. She was a bit disappointed, so she told us to be honest in the future.

Jane: Wow! She is really nice!



the anecdote. Remind students to go to the Glossary section if necessary.

Media Resources

For further practice of the expressions the speakers use to transmit their ideas you can use the Poster Unit 4 from the Class CD. You could write the events the students see in the pictures and exchange their impressions about the order in which they happened.

Exercise 1

One way of starting this activity could be to ask students to describe what they see in each picture. Then, you can tell students to read the sample answers and let pairs discuss for some minutes to come up with a possible plot for the story. You can invite some to share their ideas with the class. Try to elicit as many theories about the event as possible and be ready

to help students express themselves in English.

Exercise 2

The purpose of this activity is for students to be able to understand the main events in the story and place them in the correct sequence. You may want to explain that the objective is to pay attention to the most important facts, not the details, in order to get an overall idea of

Once students have read the sentences stating the main events in the story, have them look at the sequence words that introduce each event. You may want to explain that the words *next*, *after that*, and *then* can be used in any order and are followed by a comma. Allow some minutes for students to do the activity and then you can ask them to compare their answers in pairs before checking them with the class.

Answers:


1 First, Rex arrived with Mrs. Dean's parrot in its mouth. **2** Next, the brothers cleaned the parrot and put it in the cage. **3** After that, the brothers heard Mrs. Dean scream. **4** Then, Mrs. Dean explained her parrot died the week before. **5** In the end, the brothers apologized to Mrs. Dean.

Reader Box

You may invite students to open their Readers to pages 46-56 to learn how anecdotes are organized. After reading you could ask students some questions to check they understood the story.

Stage
2

- The brothers heard Mrs. Dean scream.
- The brothers apologized to Mrs. Dean.
- The brothers cleaned the parrot and put it in its cage.
- Rex arrived with Mrs. Dean's parrot in its mouth.
- Mrs. Dean explained her parrot died the week before.



First, Rex arrived with Mrs. Dean's parrot in its mouth.

↓

Next,

↓


After that,

↓

Then,

↓

In the end,



You can explore an example of how anecdotes are organized in the story on pages 46-56 in your Reader.

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Stage 2

For your Final Product

3 Order in sequence the events of the anecdote you are going to share as you did in Exercise 2.

<div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small; margin: 0;">My mother and I were walking to the river with our buckets.</p> </div> <div style="text-align: center;">↓</div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 30px; margin-bottom: 10px;"></div> <div style="text-align: center;">↓</div>
<div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small; margin: 0;">My mother <u>scolded</u> me.</p> </div> <div style="text-align: center;">↓</div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 30px; margin-bottom: 10px;"></div> <div style="text-align: center;">↓</div>
<div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small; margin: 0;">We found a boy with his mother on the road.</p> </div> <div style="text-align: center;">↓</div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 30px; margin-bottom: 10px;"></div> <div style="text-align: center;">↓</div>
<div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small; margin: 0;">My mother gave me an apple and I shared it with the boy.</p> </div> <div style="text-align: center;">↓</div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 30px; margin-bottom: 10px;"></div> <div style="text-align: center;">↓</div>
<div style="border: 1px solid #ccc; border-radius: 15px; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small; margin: 0;">The boy and I played <u>litter</u> and became friends.</p> </div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 30px; margin-bottom: 10px;"></div>

Toolbox

- Read the underlined words in the anecdote from Exercise 2 and write them next to their use.

1 To explain a reason: _____

2 To express a consequence: _____

Use *because* after an idea to explain why it happened. Use *so* after an idea to express what it caused as a result.

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compare their answers in pairs before checking them with the class.

You could elicit some example sentences from the class to make sure students understand how to use them or, if necessary, you could provide the examples yourself.

Answers:

1 because 2 so

Media Resources

You could use Poster Unit 4 for further practice with *so* or *because*. Students can add reasons or consequences with *so* and *because* to some of the actions in the poster and exchange them in pairs or as a class.

For your Final Product

Exercise 3

This activity can be done on a separate sheet of paper, with as many boxes to list the main events as students need. You can start by drawing their attention to the example provided and tell them to use it as a model to list the events in their personal anecdote in the correct sequence. Remind them that details are not important at

this stage. You could monitor the activity providing help if needed.

Toolbox

Students should read the conversation in Exercise 2 again paying special attention to the underlined words. You could explain they are called *connectors* and that their function is to connect ideas to organize what we say in a logical way. Have students

Exercise 4

You may wish to explain to students that it is important to add the reasons and consequences of each event, so that it is not just reading what they already have in their organizers, but adding some details that explain the reasons and results of the events they mention. Before pairs start working, have them read the example sentences as a guide to make sure they understand what they are expected to do.

You can monitor the activity, paying attention to students' oral production. Finally, you may invite some students to retell the story.

For your Final Product

Exercise 5

Students should notice that now they are going to add some details to their own story by expressing the results or consequences of the events and actions that took place. Have them read the example sentences as a guide and then work on their own stories. You may want to point out it is not necessary to add a reason or a consequence to each and every event in the story, because it would not sound natural, only when they think it adds relevant information to the story.


Exercise 6

This exercise promotes collaborative learning as students listen and assess their

Stage
2

4 Work in pairs. Retell each other Mark's anecdote with the help of the organizer from Exercise 2. Add reasons and consequences.

First, Row arrived with Mrs. Deari's parrot in its mouth, so the brothers were surprised and nervous.



Next, the brothers cleaned the parrot and put it in its cage because they didn't know what else to do.

For your Final Product

5 Add some reasons and consequences for the events of the anecdote you are going to share. Write them in your notebook.

My mother and I were walking to the river with our buckets. It was hot, so I was angry.

My mother scolded me because I was angry and complaining.

6 Work in pairs. Retell the main events of your anecdote to your partner. Then, tell each other if the ideas were in a clear order.

Assessment - Think About Your Progress

7 Work with your partner from Exercise 6. Check (✓) the aspects that you think you did well. Then ask your partner to evaluate you in the second column.

Aspects	I think I did well.	My partner thinks I did well.
I can tell an anecdote with a clear sequence of events.		
I can express reasons and consequences about events in an anecdote.		

If you think you need more practice, you and your partner can repeat together Exercises 2 and 4. Ask your teacher for guidance if necessary.

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partner's work. You may encourage students to give each other feedback and make suggestions if needed, to make the story follow a logical sequence.

Assessment - Think About Your Progress

Exercise 7

It is important to create an appropriate atmosphere for this peer evaluation activity.

Remind students to be respectful when giving their opinion about their partner's performance. Have students notice that peer evaluation is about assessing someone's performance in an honest and objective way. Tell students they can review previous exercises to clarify doubts and be ready to offer help if required.

- 1 Work in small groups. Look at the pictures of the anecdote about Rex and the parrot that you read before. Underline in the conversation below the parts where it says what you see in the speech bubbles.

Mark: Something terrible happened to us last weekend.

Jane: Really? What?

Mark: Well, my brother Ben and I were at home watching TV in the evening when Rex, our dog, suddenly ran in with our neighbor's parrot in its mouth.

Jane: Do you mean Mrs. Dean, your nice neighbor?

Mark: Yes. And Ben panicked. He asked me what we were going to do.

Jane: And what did you do?

Mark: Well, I said we should clean the parrot and put it back in its cage.

Jane: You cleaned the parrot and put it back in the cage? Why?

Mark: Well, because I was very nervous. I didn't know what else to do.

Jane: What happened then?

Mark: The next morning we heard a loud scream. It was Mrs. Dean. I ran out and asked her what was wrong. She explained that her parrot had died the week before and that she had buried it, so she was terrified when she saw it back in the cage.

Jane: Wait! Her parrot was dead before this happened?

Mark: Yes. She had buried it and Rex had dug it out of the ground because he smelled it.

Jane: Did you explain?

Mark: Yes, Ben told her that Rex had found the parrot and we thought he had killed it, so we cleaned it and put it in the cage. We told her we had made a mistake. We said we were sorry.

Jane: Was she very angry?

Mark: No, not really. She was a bit disappointed, so she told us to be honest in the future.

Jane: Wow! She is really nice!

When we share anecdotes, we can repeat the exact words the people used when things happened (direct speech) for dramatic effects, but most of the time we will report what people said in past form (indirect speech).

Skills

3 The next morning, we heard a loud scream. It was Mrs. Dean. 4 She explained that her parrot had died the week before. She was terrified when she saw it back in the cage. 5 Ben told her that Rex had found the parrot and we thought he had killed it. We told her we had made a mistake. 6 We said we were sorry.

Skills Box

Before students read this box, you could ask them to analyze and compare the sentences in the comic strip with the ones they underlined to notice how they are different in their structure, although they express the same ideas. You may write an example sentence from the comic strip together with its reported version on the board and elicit some changes students notice in their structure (pronouns, verb tenses, reporting verbs, etc.).

Exercise 1

This is the first time students visualize the whole anecdote in pictures, so allow some minutes for them to read the comic strip. Students should notice that the comic script is much shorter than the version of the story told in the conversation. Then students should read the conversation again paying special attention to locate the sentences in the bubbles as they are expressed in the

conversation. Have them look at the example provided before they start working in their groups, so that they understand what they are expected to do. You could check answers with the class by inviting volunteers to read aloud the conversation parts they underlined.

Answers:

1 He asked me what we were going to do. 2 I said we should clean the parrot and put it back in its cage.

Exercise 2

You may ask students to cover the conversation with a sheet of paper before doing this activity. Finally, students can uncover the conversation and compare their sentences with those in the conversation.

For your Final Product

Exercise 3

You can start by having students compare this version of the example story with the previous ones on pages 71 and 72 and identify what details have been added in each sentence. You can point out how the sentences in reported speech make the story more interesting and help us understand it better. Students should use this text as a guide. They should also go back to the list of emotions and find suitable places in the story to include sentences that describe feelings.

Exercise 4

Before students start working on their own, it might be useful to do an example of a question to check understanding and one to know more details with the whole class to get them started. Students could compare their answers in pairs before checking them with the class. You can also draw a table on the board and write the questions students call out in the correct columns for students to visualize them clearly.

Stage 3

2 Work in pairs. Retell the anecdote with the help of the pictures in Exercise 1. Use indirect speech.

For your Final Product

3 Add details to the sentences you made on page 72 by including what people said and the list of emotions you prepared on page 68.

My mother and I were walking to the river with our buckets. It was hot, so I was angry. I said I was tired and didn't want to go. My mother scolded me because I was angry and complaining. We found a boy with his mother on the road. I said hello and we started talking. He told me his name was Pedro. We laughed a lot because we liked each other. He told me he was hungry. My mother gave me an apple and I shared it with him. My mother said it was a good thing to share. Pedro thanked me and said we should be friends. I was very happy. Pedro and I played later and became friends. We played hide and seek and we were very tired and hungry. We shared another apple. Pedro is now my best friend and I feel great about it.

4 Read the anecdote from Exercise 1 again and follow the instructions.

1 Circle in blue the phrase Mark uses to begin his anecdote.

2 Circle in red the questions Jane asks to make sure that she understands.

3 Circle in green the questions Jane asks to know more details.

Repeating what you hear or asking for clarification with expressions like *Do you mean?* help confirm understanding. You can also ask questions to show that you are interested in what people are sharing with you.

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Answers:

1 Circled in blue: Something terrible happened to us last weekend.

2 Circled in red: Do you mean Mrs. Dean, your nice neighbor? You cleaned the parrot and put it back in the cage? Her parrot was dead before this happened? **3 Circled in green:** Really? What? And what did you do? Why? What happened then? Did you explain? Was she very angry?

Skills Box

After students read this box, you could try to elicit some more examples of questions we can ask to confirm understanding or provide further examples yourself and write them on the board.

- 5 Listen to the anecdote and write in your notebook the questions you circled where the tone of voice reflects interest.
- 6 Work in pairs. Place the sentences from the box in the correct place of the organizer. Then role-play the conversation and show interest when asking questions. Exchange roles.

<p>Do you mean you gave him a piece of your apple? Why were you angry?</p>	<p>Really? What? Something great happened to me.</p>	<p>What happened next?</p>
--	--	----------------------------

Something great happened to me.

↓

My mother and I were walking to the river with our buckets. I was angry.

↓

It was hot and I was tired.

↓

I met a boy named Pedro and I shared an apple with him.

↓

Yes, and we became best friends!

↓

Why were you angry?

↓

↓

↓

↓

What a great story!



- If you have an available recording device, an interesting way to appreciate if you showed interest with your tone of voice is recording your conversation and listening to it again.

provided and elicit the correct response from the box from the class. Then, pairs can continue working on their own. Before students role-play the conversation, you may want to check answers with the class to make sure the conversation follows a logical sequence. You can invite volunteers to come to the board and write it. Remind students that when acting out the conversation it is important to pay attention to question intonation to show surprise, interest, etc. and thus make the conversation sound natural.

Answers:

- 1 Something great happened to me.
- 2 Really? What? 3 Why were you angry? 4 What happened next?
- 5 Do you mean you gave him a piece of your apple?



Explain to students that listening to ourselves is a useful way to check not only our tone of voice, but our pronunciation as well. It is useful to record the conversation as many times as needed until we are satisfied with the result.

Exercise 5

Before playing the audio, you may tell students that they should identify the questions that show the person is engaged in the story and wants to get more information. You can play the audio more than once if needed. When checking answers with the class, elicit what changes in the tone of voice, intonation, and volume they noticed.

Answers:

- 1 Really? What? And what did you do? Why? What happened next? Did you explain? Was she very angry?

Exercise 6

You can start this exercise by drawing students' attention to the organizer and explaining each column should include what each of the people in the conversation say. Have students look at the first example

For your Final Product

Exercise 7

You may point out that the sentence that introduces our anecdote is very important as it may create suspense or interest in our interlocutor to know what the story is about. You can elicit or write on the board some examples to this purpose (*You can't imagine what happened to me ... You won't believe this! Something amazing happened yesterday. Let me tell you about something extraordinary that ... etc.*).

Exercise 8

You should draw students' attention to the tips and ask them to read them carefully to take note of all the aspects they should bear in mind when interacting with their classmates. If you feel students need a little help, you could elicit examples of the different type of questions they may ask and introductory sentences to start telling their anecdote. It is advisable to allow students some minutes before interacting in their groups to go over their final versions of the story and make any necessary changes and adjustments. Remind them that they should not read the text they wrote, as it is only a guide to help them remember the main aspects they want to tell. It is important to monitor this activity, by listening to students interact. Taking notes of problems or difficulties

Stage
3

For your Final Product

7 Think of a sentence you can use to begin your anecdote. Write it down.

Something great happened to me last summer.

8 Work in small groups. In turns, share your anecdotes in a conversation with the help of your sentences from Exercise 3. Review the list of tips below to participate when it is your turn to share your anecdote and when it is your turn to listen. Use the conversation in Exercise 5 as a model.

To speak

- Introduce your anecdote.
- Answer all the questions people ask with as many details as you can.
- Try to use a good tone of voice to express emotions.

To listen

- Ask questions to clarify understanding.
- Show interest by asking questions to know details.
- In the end, make a positive comment such as: *That was interesting! What a great story!*

Assessment - Think About Your Progress

9 Answer the questions with what you learned. Then compare your answers with a partner.

- 1 How can you share what people said during a past event?
- 2 How can you show interest when others are sharing an anecdote?

If your answers and your partners' are different, review Exercises 1 to 6 and ask your teacher for guidance.

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students have might be useful, as you can deal with them later.

Assessment - Think About Your Progress

Exercise 9

This self-assessment activity helps students become aware of their learning process and identify the aspects they need to work more on. When comparing answers in pairs, students put into practice

collaborative learning as they may clarify each other's doubts. Always remind them that when in doubt, they can go back to previous exercises or ask you for help.

Closure

Closure

Final Steps

- 1 Prepare yourself to share your anecdotes with the class. Use the checklist below to review your anecdote in your mind.

- Mention the events of your anecdote in sequence.
 - Give details: time, place, what people said, your emotions, etc.
 - Raise your tone of voice and use fast speed to express strong emotions.
 - Use an opening.
- 2 Work in small groups. Rehearse presenting your anecdotes in turns. Use the previous checklist to give each other ideas on how to improve or add something missing.

Collect your evidence

- 3 Now that you have selected an anecdote, organized the main events, added details, and rehearsed your presentation, you are ready for a session where all of you will share their anecdote with the class.

Socialize

- 4 Work as a class. In turns, each of you will present your anecdotes.
- 5 Listen respectfully to all the anecdotes and make notes about what you like about all the presentations.
- 6 Share as a class some of the notes you made about the presentations.
- 7 Discuss in groups.
 - 1 Why did you choose the anecdote you shared?
 - 2 Which of the anecdotes you heard did you find the most enjoyable or interesting?

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Final Steps

Exercise 1

You can direct students to the checklist and tell them to use it as a guide when telling their story. You may also elicit some examples of each aspect in the list if you think it might be helpful.

Exercise 2

You may want to point out that it is important to listen to their

classmates carefully in order to provide a useful feedback and make suggestions on how to improve their performance, if needed.

Collect your evidence

Exercise 3

Students should now be ready to share their anecdote with the rest of the class. Allow some minutes for students to prepare themselves before their

presentation and be ready to help them if they do not feel confident.

Socialize

Exercise 4

This is the final step of the Final Product where students will present their story to the whole class. You may want to point out that staying calm and relying on what they have learned and rehearsed will help them give a good presentation.

Exercise 5

It is important to remind students that they should show respect to their classmates by listening attentively and expressing interest in what they are telling. You may also point out that showing support increases students' confidence.

Exercise 6

This activity is for the whole class to give positive feedback on the aspects they specially liked about their classmates' presentations. It is rewarding for students to listen to positive comments on their performance.

Exercise 7

As a wrap-up activity, encourage groups to exchange ideas and opinions on their own anecdote and their classmates'.

Assessment

Exercise 1

This assessment process is divided into stages. First students should assess their own performance. In order to do that, you can explain how important it is to reflect and give honest answers as this will help them identify their strengths and weaknesses. Once students have answered the questions, they should discuss them in groups. This stage fosters collaborative learning by allowing students to help each other and clarify doubts.

Exercise 2

In the second stage of the assessment, students should focus only on the Final Product. This exercise requires them to analyze their performance to identify whether they fulfilled their goals or not. It is a very good feedback exercise that also fosters cooperative learning as students exchange ideas and comments on each other's work.

Exercise 3

You may elicit some aspects that are necessary to be able to work with others in a successful way, before students exchange opinions to assess their team's performance.

You may monitor this activity, listening to groups discuss and paying attention to the strategies they mention.

Exercise 4

This final assessment is at class level. Bring the whole group

Assessment

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

- 1 Do you need help to identify the main events in a personal experience?
- 2 How well can you add details to a personal experience you share?
- 3 What can you do to share what other people said during a past event?
- 4 What can you do to show interest when someone shares an experience?
- 5 What can you do to improve your performance?

2 After sharing anecdotes with your classmates, answer what you think about your anecdote and ask a classmate for his / her opinion about your work.

My Final Product	I think	My classmate thinks
My anecdote had an opening and it has enough details like emotions, feelings, time, place, and what people said.		
My anecdote was interesting for my classmates.		
In my presentation, I mentioned the events of my unexpected situation in a sequence.		
I expressed my emotions.		
I showed interest in others' anecdotes.		

3 Get together with the classmates you worked with as a group during the unit and together decide which aspects you can check (✓). Discuss what you all need to improve.

- We took turns and listened to others attentively.
- We helped each other prepare for our presentation.
- We participated with questions when others shared their anecdotes.
- We accepted others' suggestions to improve.

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

5 Go back to the Initial Assessment on page 65. In small groups, discuss your progress in this unit.

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together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects where students do not know exactly what to do.

Exercise 5

Students should go back to the Initial Assessment on page 65 to review the options they checked and notice how much they improved by the end of this unit, so they become aware of

their learning process.

Encourage groups to exchange opinions and points of view. You can invite some students to share their ideas with the class.

Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Notes:

Unit 5

Social Learning

Environment: Recreational and Literary
Communicative Activity: Literary expression.

Social Practice of the

Language: Read theater plays.
Final Product: Dramatic Reading.

Student's Book				
Session	Activities	Pages		
1	Opening	80–81		
<i>Share your appreciation for theater, allocate specific times to explore texts and help students so they can:</i>				
2–4	<ul style="list-style-type: none"> Review the order in which the actions are developed and their role in the text (e.g. <i>attract the reader's attention, provide details, show sequence</i>, etc). Understand stage directions and analyze how they contribute to the actions' development. 	82–85		
	<ul style="list-style-type: none"> Establish links between main ideas of sections and general sense. Express the author(s)' purpose and conveyed emotions. 			
	<ul style="list-style-type: none"> Compare themes and intended audience. Determine genre (tragedy, comedy, melodrama, etc.). 			
	<ul style="list-style-type: none"> Promote exchanges of appreciations. 			
	<i>Help students become aware of the value of their knowledge about the world and culture to understand the general sense of the text so they can:</i>			
	5–7		<ul style="list-style-type: none"> Be aware of the influence of attitudes, beliefs, and values in the interpretation of the general sense of the text. Evaluate the purpose of punctuation marks in dialogues (e.g. exclamation marks to express irony or surprise; ellipsis to express incomplete ideas, etc.). 	86–89
<ul style="list-style-type: none"> Practice intonation and pronunciation of words and expressions. Establish a relationship between main character (s), secondary character (s), and incidental character (s). 				
<ul style="list-style-type: none"> Analyze ways to express details (attitudes, place, time, etc.) about actions (e.g. <i>He was the duke of Warwick who showed goodness to his subjects, Newbies are, arrgg, really annoying</i>, etc.). Contrast current actions, ongoing actions, and actions that started in the past and finish in the present. 				
<ul style="list-style-type: none"> Analyze their own strengths and needs and those of others. 				
<i>Involve students in decisions about which parts to emphasize and how to do so while reading out loud. Encourage them to organize their own dramatic reading, with your guidance, so they can:</i>				
8–10		<ul style="list-style-type: none"> Mend mistakes (e.g. <i>hmm, err, ahh</i>, etc.) Use gestures, eye contact, body language, and pauses. 	90–92	
	<ul style="list-style-type: none"> Link nonverbal language with the meaning of dialogue to reinforce the message. Solve pronunciation difficulties. 			
	<ul style="list-style-type: none"> Monitor their own rhythm, speed, intonation, and volume, and those of others, to improve fluency. 			
	<ul style="list-style-type: none"> 			
11–12	Closure and Assessment	93–94		

Opening

You may find it useful to encourage students to review the three stages and the social practice to be achieved throughout the unit.

Let's start together

You may wish to show students examples of different literary texts to elicit from them what they are (poems, short stories, theater plays, or novels) and also ask them the characteristics each has before starting the first exercise.

During the second exercise, you might want to encourage students to speak in English at all times while discussing, as you walk around monitoring the activity.

Initial Assessment

It might be a good idea to elicit some examples from them that show they have achieved the abilities before answering the questions.

Planner

It might be helpful to ask students to do this task in pairs and write their suggestions on a separate sheet of paper. Encourage them to use correct grammar and spelling when writing. Help them correct their ideas if necessary.

The image shows two pages from a curriculum unit. The left page is the 'Unit 5 Overview' page, and the right page is the 'Planner' page.

Unit 5 Overview Page:

- Stage 1:** Select and review short theater plays for young people.
- Stage 2:** Read short theater plays and understand general ideas, main ideas, and details.
- Stage 3:** Participate in the reading out loud of theater plays.
- Social Practice of the Language:** Read theater plays.
- Social Learning Environment:** Recreational and Literary.
- Communicative Activity:** Literary expression.
- Opening:** Let's start together.
 - Check (✓) the type of literary texts you have read.
 - short stories
 - poems
 - theater plays
 - novels
 - Work in groups. Discuss and answer the questions.
 - Have you ever watched a theater play in your mother tongue?
 - Did you like it? Why?
 - What is your favorite theater play?

Planner Page:

Initial Assessment
In this unit you will perform the reading out loud of theater plays. Discuss in small groups the following aspects. Answer the questions to know how well prepared you think you are.

	Yes	No
Is it easy for you to read out loud in English?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know the characteristics of theater plays in English?	<input type="checkbox"/>	<input type="checkbox"/>
Can you understand scenes of plays in English?	<input type="checkbox"/>	<input type="checkbox"/>
Can you express emotions and reactions when reading a text out loud in English?	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner
These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	81
2		<input type="checkbox"/> Writing a list of theater plays.	85
3		<input type="checkbox"/> Completing a notecard with the information about the play we chose.	85
4	Development	<input type="checkbox"/> Acting and writing examples of stage directions from the play we chose.	87
5		<input type="checkbox"/> Reading out loud the scene we chose.	88
6		<input type="checkbox"/> Completing an organizer with the emotions the play we chose makes us feel.	89
7		<input type="checkbox"/> Practicing reading out loud the scene we chose using the guidelines with tips to help us.	91
8	Closure	<input type="checkbox"/> Rehearsing the scene from the play we chose.	93
9		<input type="checkbox"/> Giving and receiving feedback.	93
10		<input type="checkbox"/> Making notes about what I need to improve.	93
11		Performing the reading out loud of our scene.	93
12		Assessment	94

Don't forget to come back and check (✓) your evidence.

Development

Media Resources

Use Chapter 5 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 5 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

It is suggested that students look for cognates that can help them understand the general idea of the text and then clarify any vocabulary word they might not know before they start the activity. And you can also remind them to go to the Glossary on page 95 for any words they might need help with. Once they finish, encourage some volunteers to say the answers to check as a class.

Answers:

1 Peter Pan 2 Peter Pan 3 Romeo and Juliet 4 A good-hearted old woman who solves difficult situations with the help of kindness.

Exercise 2

It is suggested that you encourage students to speak in English at all times when deciding. Once they finish, you may want to ask them to compare their answers with another pair. When they finish, you could ask students to say which theatre plays they know and what they know about them.

Development

1 Work in small groups. Read the information about the posters from different theater plays and discuss the questions below.



Romeo and Juliet
by: William Shakespeare

Audience: Adults
Synopsis: The story of two star-crossed lovers who end up badly because of the hate between their families.

Peter Pan
by: J. M. Barrie

Audience: Children
Synopsis: The story of a boy who does not want to grow up, narrated through songs and dance.

The Proposal
by: Anton Chejov

Audience: Family
Synopsis: The funny story of an unusual marriage proposal with a happy ending.

Mary Heart of Gold
by: Adriana Woods

Audience: General public
Synopsis: The story of a good-hearted old woman who solves difficult situations with the help of kindness.



- Which play is for children?
- Which play is about a character that does not want to grow up?
- Which play is for adults only?
- What is *Mary Heart of Gold* about?

2 Work in pairs. Read the Skills box and decide what the genre of each of the plays in Exercise 1 is.

There are different types of plays. *Tragedies* end in death and disaster. *Comedies* make people laugh. *Musicals* tell a story mostly through songs. *Melodramas* feature people who face dangers or difficult situations.

Skills

- Romeo and Juliet*: _____
- Peter Pan*: _____
- The Proposal*: _____
- Mary Heart of Gold*: _____



Answers:

1 Tragedy 2 Musical 3 Comedy
4 Melodrama

Skills Box

A suggestion would be for students to read the information and give examples of plays or movies they know that match each genre. You could also ask them about other genres they know that are not mentioned here and write them on the board. If possible, encourage

students to make a graphic organizer on a separate sheet of paper with information of the different genres, their characteristics, and some examples.

3 **Work in pairs.** Read the questions and look for their answers in the scene from the play *Mary Heart of Gold*.

- 1 How many characters are there in the play?
- 2 Who are the characters in scene one?
- 3 Where does the scene happen?
- 4 After this fast scan, what happened in this scene? Explain.



Mary Heart of Gold

By Adriana Woods

Cast of Characters:

Narrator

Mary: a good-hearted old woman.

Mary's conscience: a voice that guides Mary's actions.

Karla: 25 years old

Bus driver: 40 years old

ACT I – SCENE ONE

SETTING

Mary is standing in the kitchen of her house. It is a small and very modest house, but she has a small garden with an apple tree. She is standing by the dining table. On the table we see the following food: eggs, bacon, sausages, tomatoes, and a basket of big, beautiful apples from her apple tree.

Narrator: Once upon a time, there was an old lady named Mary. She was generous and kind, but she was poor. She didn't realize it, but the voice of her good conscience was always next to her to help find ways to be kind. So, even if she was poor, her kindness always helped her. It was Sunday, and Mary was happy, thinking about her weekly breakfast of eggs, bacon, sausages, tomatoes, and toast. Oh, how she was looking forward to her favorite Sunday breakfast!

Mary: Let's see. *(looking at the table)* I have eggs, bacon, sausages, and tomatoes. What else do I need? *(Touches her chin wondering)* Of course I need some bread. *(Mary puts her hands on her hips and looks at the audience)* I can't have breakfast without a toast! *(Worried)* I don't have enough money for the bus and the bread! But wait! I have this basket of apples, and the baker can use them for his apple pies. Maybe he'll give me some bread in exchange. *(Very calmly and slowly, Mary grabs the basket with the apples and leaves her house. She looks right and then left before she crosses the street, and walks calmly toward the bus stop near her house.)*

[Dim lights completely. Change sets.]



Unit 5

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Media Resources

You can use Poster Unit 5 from the Class CD to help students get familiar with the elements on a stage. You could present this for them to have a clear idea of how a scene like the one in Exercise 3 takes place and the elements it involves.

Exercise 3

Reading the questions first is a strategy for students to read with a purpose. Suggest that students use the Glossary on page 95 to look up words they don't know to help them understand the main idea of the text before they are ready to answer the questions. After finishing the activity, invite pairs to join another pair to compare and correct their answers. You might want to walk around

monitoring and helping if necessary. If you find it helpful, you can check answers as a class and ask students to provide evidence from the text to support their answers.

Answers:

1 Five 2 Narrator and Mary 3 In the kitchen of Mary's house 4 Mary wants bread for breakfast, but she doesn't have any. She thinks she can exchange her apples for bread at the bakery and leaves the house.

Exercise 4

You may suggest that students look at the example and elicit the tense in which the sentence is written. Encourage them to complete the exercise with sentences in simple present they find in the text. If necessary, explain that we use present simple to talk about habits, routines, or repeated actions or situations. Tell them that we always add an -s to the verb in present when talking about the third person singular (he, she, it).

Answers:

- 1 First, she looks at the table.
 2 Then, she touches her chin wondering.
 3 Next, she puts her hands on her hips and looks at the audience.
 4 Finally, she grabs the basket with the apples and leaves her house.

Exercise 5

You can invite students to read the information in the Skills Box out loud and clarify any doubt before starting the exercise. Exhort students to speak in English at all times and once they finish discussing, allow them to write their answers on a separate sheet of paper so they don't forget them.

Answers:

- 1 Between brackets. 2 Answers may vary. 3 Answers may vary.

Skills Box

You could encourage students to read the information and

Stage
1


4 Read the scene in Exercise 3 and complete Mary's actions. Check your answers with a partner.

1 First, she looks at the table.

2 Then, she _____

3 Next, she _____

4 Finally, she _____




Mary Heart
of Gold


5 Read the Skills box. Work in small groups and discuss the questions.

- 1 Where are Mary's actions explained?
- 2 What do the actions tell you about Mary's character?
- 3 What does this scene make you feel about the character?

A play is more than words actors say. The stage directions, instructions between brackets, and the narrator's voice provide information and details that help you understand the characters and their intentions.

Skills

 A: I believe Mary is worried.
 B: I think she is very old. She moves very slowly.



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Recreational and Literary

then ask some volunteers to act out Scene One in Exercise 3, following the instructions between brackets. This is a good alternative for kinesthetic students.

Stage 1

For your Final Product

6 Work in small groups. You are going to prepare the reading of a play in English. You have to choose a play as a group. If you can, look for plays in English in sources like books or the Internet, if available. You can also use the play in this unit or the play in your Reader. Write a list of options.

Theater plays in English:

For an example of a theater play, go to pages 62-70 in your Reader.

• If available, go to the Internet to look for more examples of theater plays in English. You can go to <https://bit.ly/2G4nTEP>

7 Vote together on the play that interests you the most.

8 As a group, complete the notecard with information about the play you chose.

Title: *Mary Heart of Gold*
Author: *Adriana Woods*
Genre: *Melodrama*
Setting: *Scene one, the kitchen in her house.*
Cast of characters: *Mary, Mary's conscience, Karla, bus driver*

Title: _____
Author: _____
Genre: _____
Setting: _____
Cast of characters: _____

Assessment - Think About Your Progress

9 Work in small groups and complete what you understand about the topics in this stage.

- 1 The narrator / setting helps us understand where the action is happening.
- 2 The stage directions / characters give actors information about the character's actions.
- 3 The setting / narrator helps us understand the characters and their actions.

If you are not sure about your answers, go back to Exercises 1-3 with a partner in the same situation as you.

Unit 5 85

it including setting, characters, plot, problem, and solution on a separate sheet of paper.

If Internet access is available, an alternative source for students to find more plays to select is the webpage provided in the link.

Exercise 7

Invite students to make a show of hands to decide which play they will be preparing as a group. Encourage students to be respectful at all times if the final decision is not of their preference.

Exercise 8

You could encourage students to look at the model so they know what they have to do. Elicit the information needed from some groups and write it on the board for the students to have another model.

Assessment - Think About Your Progress

Exercise 9

One way to do this could be to encourage students to do the activity on their own first and then compare with their partners. This way, they could identify if they have the same doubts and then review the Exercises together.

For your Final Product

Exercise 6

Allow students to look for plays in any of the suggested sources. Encourage them to write their options on a separate sheet of paper so they can keep evidence of their work in their portfolio.

Media Resources

For students to have a better idea of what their Final Product

will be about, use the Poster for Unit 5 in the Class CD and invite them to talk about what actors do on stage.

Reader Box

Take the opportunity to encourage students to read through the play in their Reader before they make the final decision on the play they like the most. After they finish reading, you could ask them to make a small book report about

Development

Exercise 1

Take the opportunity to ask students to look for known words in the text to elicit the main idea before they start with the task. Once they finish, elicit answers from some volunteers to check as a class.

Answers:

Main characters: Mary and Mary's conscience **Secondary:** Karla

Relationship: Mary and Karla meet at the bus stop, but they don't know each other.

Skills Box

It might be helpful to ask students to give examples of main, secondary, and incidental characters from movies they know so they can know more clearly what the differences among them are.

Development

- 1 Work in pairs. Read the Skills box, and then read the Act II scene from *Mary Heart of Gold*. Discuss who the main characters and secondary characters are and what their relationship is.

ACT II – SCENE ONE

SETTING

Outside, at a bus stop. A young girl, Karla, is standing next to Mary. The girl is wearing a pair of beautifully knitted mittens.

Karla: *[Looking amazed at the basket of apples]*

My goodness! *[Enthusiastically]* I've never seen such beautiful apples. With them, I could make my grandmother the apple pie that she loves so much!

Narrator: Mary, with her heart of gold, was moved by the fact that the young girl loved her grandmother so much. Mary didn't know it, but her conscience was watching her again.

Mary: *[Looking at audience attentively]* The girl is so sweet, and what she wants to do is so considerate! Should I give her my apples? ... I think I will.

Mary's conscience: *[Standing away from the characters]* Well done, Mary. You will not regret all the good things you do.

Mary: *[Compassionately to Karla]* My dear, if you like them so much, they're yours.

Karla: *[Shyly]* You're too kind, but ...

Mary: *[Interrupting]* No buts, my dear. I insist.

Karla: All right, but I can't take them for free, so please take my mittens in exchange.

Mary: All right, then. *[Smiling while putting the mittens on]* Thank you, my dear. They're beautiful!

[An abrupt sound of the bus arriving and the doors of the bus opening]

Bus driver: *[Shouting angrily]* Good morning!

Mary and Karla: *[Surprised]* Good morning ...

Mary's conscience: This man is in such bad mood. I wonder if we can help him.

[End of scene. Dim lights.]



A: Karla is a secondary character. She doesn't know Mary.

B: Mary's conscience is an important character. I think it is a main character.

The **main characters** are the most important people in the play; action revolves around them and the play usually tells their story. **Secondary characters** are less important, but essential to the play. **Incidental characters** appear briefly.

Skills

2 Work in pairs. Read the scene in Exercise 1, page 86 again and answer the questions.

- 1 How did Karla react when she saw the apples?
- 2 How did Mary react to Karla's enthusiasm?
- 3 How would you describe the bus driver's attitude?

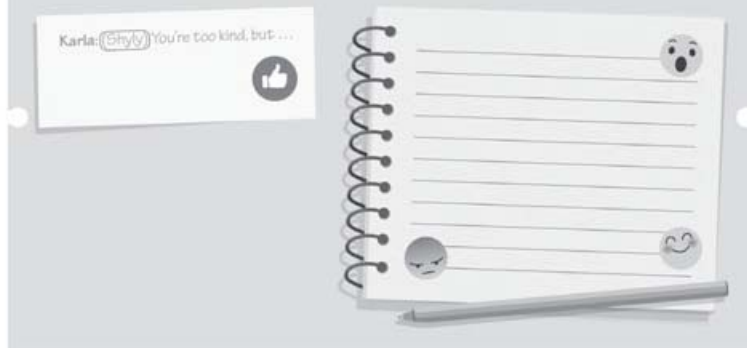
Toolbox

Stage directions often include descriptive words such as *nervously* and *quickly*. These words are called *adverbs of manner* and they describe character's attitude or the way (manner) in which they do an action. Most adverbs of manner are formed by adding *-ly* to an adjective (*angry* – *angrily*).

- Go back to the scene in Exercise 1, page 86 and circle all the adverbs of manner you can find.

For your Final Product

3 Work in groups. Select a scene from the play you chose in Stage 1. Read it through and circle the stage directions where there are descriptions of the characters' attitudes. Write some of the examples you circled.



board. You could provide more examples you think might be useful for them. You may wish to ask them to copy them on a separate sheet of paper to have it handy in the future.

Answers:

Circled: Enthusiastically, attentively, compassionately, shyly, angrily.

For your Final Product

Exercise 3

It is suggested that you elicit from the students how they can recognize character directions in a text before they start the activity. Allow them some time to work and when they finish, elicit the answers from some volunteers to check as a class.

Exercise 2

You may wish to have students read the questions first and clarify any doubt before they start with the task. Once they finish, encourage the pairs to compare their answers with another pair. Walk around monitoring and reminding students to speak in English as much as they can.

Answers:

- 1 Enthusiastically
- 2 Compassionately
- 3 He acted angrily and rudely.

Toolbox

It might be helpful to ask students to answer the questions using adverbs of manner. Elicit from them the adverbs of manner that appear in the text from Exercise 2 and others they know. Ask for the meaning too and write it on the

Exercise 4

CS You could try to encourage students to say what they heard in the audio and how the words were pronounced differently. Ask them to say if the meaning of the message changes if the intonation changes too and also if we can detect moods depending on the intonation we use.

Exercise 5

It might be helpful to walk around monitoring and checking that students are doing the activity correctly.

Skills Box

You may wish to ask students to read the same scene but using different intonation to express different emotions, for example changing the driver's mood from angry to happy, etc. so they can convey the meaning of the information that is given in this box.

Exercise 6

Before students start the activity, elicit the punctuation marks they know and their use. Ask them if punctuation marks work the same way as intonation, to express emotions or feelings when we read a story.

Answers:

1 pause 2 emphasize

- 4 Listen to and read the scene in Exercise 1. Pay attention to the intonation of words.
- 5 Work in groups of five. Take turns reading out loud the scene in Exercise 1. Pay attention to the stage directions and try to imitate them.



When you read a play out loud, you should pay attention to the stage directions, the volume of your voice, and the pauses to express emotions.

Skills

- 6 Work in pairs. Read the fragment from the scene in Exercise 1. Pay attention to the circled punctuation marks. Discuss and complete the sentences below.

Mary: (Looking at the audience attentively) The girl is so sweet, and what she wants to do is so considerate! Should I give her my apples? (...) I think I will.
 Mary's conscience: (Standing away from the characters) Well done, Mary. You will not regret all the good things you do.
 Mary: (Compassionately to Karla) My dear, if you like them so much, they're yours.
 Karla: (Shyly) You're too kind, but (...)
 Mary: (Interrupting) No buts, my dear. I insist.
 Karla: All right, but I can't take them for free, so please take my mittens in exchange.
 Mary: All right, then. (Smiling while putting the mittens on) Thank you, my dear. They're beautiful!
 Bus driver: (Shouting angrily) Good morning!
 Mary and Karla: (Surprised) Good morning (...)

- 1 Ellipsis (...) is used to emphasize / pause an idea.
- 2 The exclamation mark (!) is used to emphasize / pause an idea.

For your Final Product

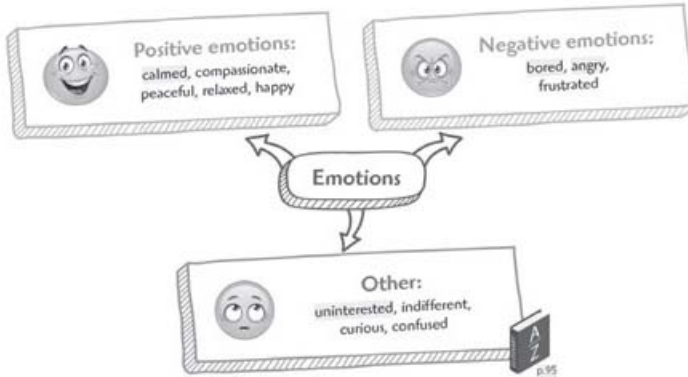
- 7 With your Final Product group, try to read out loud the scene you chose. Emphasize the stage directions you circled in Exercise 3 and pay attention to its punctuation marks.

For your Final Product

Exercise 7

As students do the activity, walk around monitoring and checking that they are doing it correctly. Be supportive and encouraging with shy students, since activities out loud might make them nervous.

- 8 Work in small groups. Use the words in the organizer to describe how the scene in Exercise 1 makes you feel.



- A: The scene makes me feel peaceful. Mary is a good person.
B: The scene makes me feel confused. What is going to happen next?

For your Final Product

- 9 With your Final Product group, complete in your notebook an organizer with the emotions the play you chose makes you feel. You can use the organizer from Exercise 8 as a model.

Assessment - Think About Your Progress

- 10 Check (✓) what you think you can do now when reading plays. Then discuss as a class ways to improve and make notes with your teacher's suggestions.

- 1 I can read out loud a scene of a play in English.
2 I can appreciate emotions in scenes.
3 I can convey emotions when reading a play out loud.

If you are not sure you can do all these things, go back to Exercises 5-8 to practice.

Assessment - Think About Your Progress

Exercise 10

After allowing some time for students to self-evaluate their work, elicit some ideas from volunteers and encourage students to say how they can improve. Write their ideas on the board and ask students to copy them on a separate sheet of paper so they don't forget them.

Exercise 8

If you consider it useful, for this activity you could elicit from students more examples of words that express emotions that they know. It is a good idea to draw their attention to the sample conversation provided so they have a clear idea of what they are supposed to do.


For your Final Product

Exercise 9

Walk around and monitor, supporting students when necessary. If time allows, you could let some of the groups share their organizers with the class so that all students benefit from new vocabulary suggested by their peers.

Development


Exercise 1

 Before starting the activity encourage students to say words that express feelings and also to say what part of speech they are. Elicit adjectives. Then remind them that in Stage 2 they learned adverbs of manner. You could check answers as a class and ask students to make a gesture that reflects the feeling when they say the answer out loud.

Answers:

Circled: grumpy, upset, surprised, embarrassed, happy.


Exercise 2

 You may wish to ask students to read the incomplete sentences first so they know what kind of information they have to listen to in order to complete them. You could play the audio more than once if you deem it necessary. When they finish, invite volunteers to share their answers to check as a class.

Answers:

1 Bus driver 2 Mary 3 Narrator

Development

- 1  Read and listen to Act II, scene two from *Mary Heart of Gold*. Circle the words that express how the characters feel. Check them with a classmate.

ACT II – SCENE TWO
SETTING

Inside the bus. Mary is about to pay the fare. The bus driver looks grumpy. He is upset about something.

Mary: *(Happily)* What a nice day!

Bus driver: *(Angrily)* What's nice about it? It's so cold that I can't feel my hands!

Mary: Oh, dear. I'm sorry to hear that. Here, take these mittens. They'll keep your hands warm. *(Takes her mittens off calmly.)*

Mary's conscience: *(Happily)* Well done, Mary!

Bus driver: Hmm. *(Surprised and embarrassed)* I can't take your mittens!

Mary: *(Gently placing the mittens in his hands)* Please, I insist. You need them more than I do.

Bus driver: Oh *(clearing his throat)*, but then let me give you a free ticket. *(The driver returns her money.)*


Mary: Thank you! That's very nice of you. *(Happily looking at the audience)*

Now I have money to buy bread!

Narrator: Mary was very happy because she now had money for her bread. She had given the apples away, but in the end her good deed paid off. As people say, "What you give always comes back to you."

[We hear the bus drive away. Dim lights completely.]



- 2  Work in pairs. Listen to the scene in Exercise 1 again and complete the sentences with the names of the characters.

- 1 The _____ speaks louder when he gets angry.
- 2 _____ speaks gently, her voice is softer.
- 3 _____ places emphasis on the final sentence or the moral of the story.

3 **Work in groups.** Read the Skills box and practice reading out loud the scene in Exercise 1. Emphasize the emotions you circled.

Dramatic reading requires that actors say the line with an intention that reflects the emotions indicated in the stage directions. They can use louder volume to show intense emotions, softer volume for gentle emotions, or emphasize important information.

Skills



4 **Work in pairs.** Listen to a group of students reading out loud the scene from Exercise 1, page 90. Pay attention to their attitudes. Underline the phrase that completes each sentence.

- The actor playing the bus driver uses the expression *err* when he makes a pause because
 - he is nervous and not sure of what to say.
 - he wants to show he is very angry.
- When the actor playing the bus driver uses the expression *oh*
 - he makes a pause and shares with the audience a suspicion he has.
 - he makes a pause to clear his sore throat.
- The actor playing the bus driver answers with a *hmm* because
 - he needs to make a pause because he is very bored.
 - he realizes he was wrong, and makes a pause to change his attitude.

Words like *ah*, *hmm*, *err*, *oh* express attitudes, but you can also use them to give yourself time to think about what you want to say. They can also help you in case you make a mistake or forget your lines when acting out a dramatic reading!

Skills

For your Final Product

5 **Work with your Final Product group.** Practice reading out loud your scene several times. Use the guidelines to help you.

- Circle the stage directions, words, punctuation marks, or phrases where there is an emotion.
- Read the scene out loud paying attention to your intonation: softer for gentle emotions, loud for strong emotions, emphasis on important ideas.
- If you don't know what to say or need to pause, use the expressions *hmm*, *err*, *oh*, etc.

playing the audio as many times as needed, elicit the answers from some volunteers to check as a class.

Answers:

1 a 2 b 3 b

Skills Box

After reading the information in the box and if it suits your teaching method, you could elicit from them similar expressions they use in their mother tongue for these purposes.

For your Final Product

Exercise 5

Walk around checking that students are doing the activity correctly and provide any necessary help. Once they finish practicing in their small groups, it might be helpful to invite them to practice in front of another group to receive feedback in order to improve.

Exercise 3

Walk around and monitor, supporting students when necessary. As this might be a difficult task for shy students, don't forget to compliment and support them.

Skills Box

After reading the information in the box, you can make the suggestion for students to practice reading the scene using different volumes from the ones

presented in the audio. For example, Mary could be shouting and the bus driver could be speaking very softly to see if volume can change the feelings we project when we speak.

Exercise 4

Take the opportunity to elicit from students what feelings the expressions *err*, *oh*, and *hmm* express. Write their ideas on the board. After

Exercise 6

To help kinesthetic students, before starting the activity you may wish to ask students to play charades in small groups in order for them to identify feelings like: grumpy, happy, surprised, embarrassed, angry, etc. After students do the exercise, elicit the answers from some volunteers to check as a class.

Answers:

- 1 Bus driver 2 Mary 3 Bus driver
4 Bus driver

Exercise 7

You might want to walk around checking that students are doing the activity correctly. As you walk around the class, encourage them to add the gestures and the body language. Remember that for some students it might be challenging to make the final reading plus gestures and body language, so create a comfortable and safe atmosphere by waiting until the end to give them feedback as a class.

Assessment - Think About Your Progress


Exercise 8

Before starting the activity, you may exhort students to first read the questions and clarify any doubt they might have. As they do the activity, remind them to be kind and respectful when giving feedback.

Stage
3


6 Look at the body language examples and decide what character from the scene in Exercise 1, page 90 felt that way.

grumpy




1 _____

happy




2 _____

surprised



3 _____

embarrassed



4 _____

7 Work in groups. Make a final reading of the scene in Exercise 1. Add gestures and body language.

Assessment - Think About Your Progress

8 Work with a partner from Exercise 7. Use the questions below to give and receive feedback from your partner.

	Yes	No
<input type="checkbox"/> 1 Was your partner's voice too soft?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2 Was your partner's voice too loud?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3 Did your partner make pauses using words such as <i>hmm</i> and <i>ah</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 4 Did your partner show strong emotion at sentences with an exclamation mark (!)?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 5 Did your partner change his / her tone of voice to express the emotions in the stage directions?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 6 Did your partner add gestures or sounds to express actions?	<input type="checkbox"/>	<input type="checkbox"/>

If you are not sure about your answers, review Exercises 2-6.

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Recreational and Literary


Encourage them to give reasons or examples that support what they suggest.

Closure

Closure

Final Steps

- 1 Work with your Final Product group. Rehearse reading out loud the scene from the play you chose. Bring props to the rehearsals.



- 2 After rehearsing, give each other feedback according to the checklist. Make notes in your notebook on what you need to improve.

- 1 I understood the emotions of the character.
- 2 The volume and tone of my voice showed the character's emotions.
- 3 When I forgot what to say, I used expressions like *err*, *oh*, etc.
- 4 I used body language like gestures and movements.
- 5 I changed my tone of voice to express emotions.

Collect your evidence

- 3 Now that you have rehearsed and received feedback for your performance, go back to your Planner on page 81 and check (✓) what you did to accomplish it.

Socialize

- 4 Perform the reading out loud of your scene in front of the class or in front of a different team. Then listen to the other team's scene and take notes on the positive and negative things you saw on their presentations.
- 5 When the performances are over, use your notes to tell the other team how well they performed.
- 6 Discuss in groups.
 - What did you learn from your partners' feedback?
 - What was easy or hard to do when preparing for the performance?
 - Did your fluency in English improve?

Unit 5 93

Final Steps

Exercise 1

You might want to remind students to bring from home the props they need to rehearse in advance so they have enough time to get it or prepare it. If that is not possible, encourage them to act as if they had the props in their hands, as this may help them to be aware of their body language.

Exercise 2

You might want to let students work in pairs as you walk around monitoring and helping, if necessary. Remember to set a specific time for students to do the exercise and encourage them to rehearse again improving the aspects they need according to the feedback they received.

Collect your evidence

Exercise 3

Before students perform their dramatized readings, invite them to go back to their Planner to identify everything they did during the unit to reach this point. Encourage them to mention if there is another task that was helpful for their Final Product that they would like to add.

Socialize

Exercise 4

Give students a specific time in the class to read their scene. Not all the students have to present the same day, or you might lose the control of the group since they could lose interest. Encourage them to make notes of the things they like and those they didn't to discuss them in the end.

Exercise 5

It might be a good idea to elicit from students the reasons they are giving a specific feedback. Encourage them to be objective and respectful at all times.

Exercise 6

After discussing, encourage students to write a summary of their discussion so that they have a conclusion of their performance.

Assessment

Exercise 1

You might want to go through the achievements and clarify any vocabulary word students might not understand before starting the activity.

Exercise 2

You may wish to remind students to give reasons that support their answers to make the assessment more accurate.

Exercise 3

Allow students some time to reflect on their own work and answer the questions giving reasons that support their answers. Invite them to propose ways to improve when they compare their answers. If possible, ask them to write their answers on a separate sheet of paper to use in the next activity.

Exercise 4

When doing the activity, encourage students to speak in English at all times. You may want to help them with any word they might need to express their ideas properly.

Exercise 5

After doing the activity, encourage students to write in their own words how much they progressed in the unit on a separate sheet of paper.

Assessment

- 1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
Read and understand theater plays.				
Read scenes out loud with the proper rhythm and intonation.				
Find and share emotions in a scene.				
Use my tone of voice and body language to express emotions.				
Perform the reading out loud of a scene.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2 Now that you have participated in the reading out loud of a scene, and evaluated how well you did on your Final Product, answer the questions.

- 1 Did I clearly understand the general idea and details of the scene I worked with?
- 2 Was I able to show the emotions of the characters? Why?
- 3 Did I use the proper rhythm and intonation?
- 4 Did I express clearly my emotions and reactions with my voice and body? Why?

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

Teamwork	Yes	No
We gave constructive and respectful feedback.		
We listened attentively and respectfully to the performance of our partners.		
We were well organized for the reading out loud.		

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

- 5 Go back to the Initial Assessment on page 81. In small groups, discuss your progress.



Story Graphic Organizer

A Story Graphic Organizer is a tool that serves to arrange data, information, or ideas in a graphic form. This instrument allows students to have a better understanding of and insight into the topic they are exploring or studying.

Instructions:

- 1 Have students copy the Story Graphic Organizer in their notebook or on a sheet of paper.
- 2 Ask students to complete it using the information from the story they are studying or reviewing.

Characters:

Problem or Conflict:

Setting:

Plot Beginning:

Plot Middle:

Plot Ending:

Solution of the Conflict or Moral:

Notes:

Unit 6

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with media.

Social Practice of the Language:

Compare the same news story in different news publications.

Final Product: Comparative Chart

Student's Book		
Session	Activities	Pages
1	Opening	96–97
2–4	<i>Provide students conditions and examples so they can:</i>	98–101
	<ul style="list-style-type: none"> Choose news from headlines and subtitles / subheadings. 	
	<ul style="list-style-type: none"> Analyze ways to express and request opinions about news headlines and subtitles/subheadings with others (e.g. <i>It seems that ... , what do you think? We can say that ... , etc.</i>). 	
	<ul style="list-style-type: none"> Anticipate content of news from structure. 	
	<ul style="list-style-type: none"> Identify if the approach to the review requires adjustments. 	
5–6	<i>Demonstrate explicitly the use of reading strategies and guide students so they can:</i>	102–105
	<ul style="list-style-type: none"> Anticipate news content from graphic components (e.g. <i>photos, infographics, etc.</i>) and textual (e.g. <i>subtitles / subheadings, bullets, body, etc.</i>). 	
	<ul style="list-style-type: none"> Make connections between previous knowledge and reported events. 	
	<ul style="list-style-type: none"> Organize information that answers basic questions (what happened, where, when, who—those involved—, how, and why). 	
	<ul style="list-style-type: none"> Differentiate ways in which stories and statements of people involved in the news are presented (e.g. <i>The author had said that ... / "I thank my supporters," said Jane Smith in a statement ... , etc.</i>). 	
7–9	<i>Monitor students' actions and intervene to help them find solutions so they can:</i>	106–109
	<ul style="list-style-type: none"> Compare changes in suggestions to describe identical facts (e.g. <i>The candidate has withdrawn from nomination. / John Smith has withdrawn from consideration.</i>). 	
	<ul style="list-style-type: none"> Classify resources used to describe people involved, where the event took place, time, etc. (e.g. <i>This city has been ravaged by storms during the last 2 weeks. / Jane Smith, the CEO of the company; Company CEO Jane Smith ... , etc.</i>). 	
10–12	Closure and Assessment	110–111

Opening

To get students started, you could encourage them to review the three learning goals and the social practice to be achieved throughout the unit.

Let's start together

It would be a good idea to promote a discussion (or collective research if the resources are available) in order to unify the characteristics of each kind of news story. Students may include the reasons why they like to read the kinds of stories checked. Monitor the activity and help if necessary, with the categories.


It would be good that groups reach a conclusion and then form new groups to share and enrich their results. This discussion would show a very wide array of reasons to read the news.

Initial Assessment

This activity will highlight news reading habits and customs. It would be important to promote an honest response so to see if there are any changes after the completion of the unit. You may want to include a very brief revision of the frequency words used here.

Planner

It would be important to lead students to read this planner so that they know what is expected of them during the process. They will come back to this section at the end of the unit in order to see the progress of their learning.



Unit 6
Social Practice of the Language:
Compare the same news story in different news publications.

Stage 1
Review news stories...

Stage 2
Read news stories.

Stage 3
Contrast news stories in different newspapers.

Social Learning Environment:
Family and Community

Communicative Activity:
Exchanges associated with media.


Opening
Let's start together

1. Work in pairs. Check (✓) the news stories that you like to read.

entertainment	<input type="checkbox"/>	top news	<input type="checkbox"/>	lifestyle	<input type="checkbox"/>
sports	<input type="checkbox"/>	classifieds	<input type="checkbox"/>	travel	<input type="checkbox"/>

2. Discuss in groups.

- What type of newspapers do you read?
- Where can you read news?



Initial Assessment
In this unit you will compare news stories. Read the sentences and write the words that best describe how you normally act (always, usually, sometimes, never).

- I _____ read news stories in English.
- I _____ talk about news stories.
- My opinions _____ change when I read news stories.
- I _____ feel comfortable comparing news stories in a conversation.
- I am _____ comfortable asking someone questions about the news.
- I have _____ compared the same news story in different newspapers.

Remember you will come back to this section when you finish the unit to check your progress.

Planner
These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Stage	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	97
2-3		<input type="checkbox"/> Choosing a section in a newspaper to read.	99
		<input type="checkbox"/> Looking for news stories from different sources.	101
4		<input type="checkbox"/> Writing headlines of the news stories that I found.	101
		<input type="checkbox"/> Using a graphic organizer to answer questions about the news story I chose.	103
5	Development	<input type="checkbox"/> Finding quotes and discussing ideas about the articles I chose.	105
6		<input type="checkbox"/> Writing what our articles are about.	105
7		<input type="checkbox"/> Completing a Venn diagram to compare and contrast the news stories we chose.	109
8-9		<input type="checkbox"/> Exchanging opinions about the articles we chose.	109
10-11	Closure	<input type="checkbox"/> Finishing our diagram to compare and contrast our news stories and rehearsing explaining it.	110
12		<input type="checkbox"/> Sharing our final comparative chart.	110
		Assessment.	111

Don't forget to come back and check (✓) your evidence.

Development

Media Resources

Use Chapter 6 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 6 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

These are the common sections in a newspaper or news website. You may ask students if there are other sections they would like to consider. You may ask volunteers to share their results with the class. This exercise may be linked to Exercise 2 and the socialization of results together. If necessary, it would be advisable to invite students to go to the Glossary section on page 112 to clarify the meaning of unknown words.

Answers:

- 1 Sports 2 Classifieds
3 Entertainment 4 Lifestyle
5 Top News

Unit 6 Stage 1 Development

- 1 Read the information about newspapers and complete the sentences below. Check your answers with a partner.

The screenshot shows a website titled 'www.newspapers...' with a navigation menu (File, Edit, View, History, Bookmarks, Tools, Help). A 'Where to find it' icon points to the text: 'Newspapers are organized in sections according to the topic of the articles they contain. These are some of the sections you can find in newspapers:'. Below this are six sections, each with an image and a description:

- Top News:** It is the section with the most important international, national, and local news. It is usually on the front page of the newspaper. The title or headline of the most important article is printed in big letters. (Image: A microphone with 'BREAKING NEWS NEWS' on it.)
- Lifestyle:** News about the arts, information about art exhibits, and artists. It also includes book reviews, recipes, and articles about food, health, and other home-related topics. (Image: A woman looking at a whiteboard.)
- Entertainment:** Information about movies, radio, concerts, and television shows. It also includes games, puzzles, comic strips, cartoons, and the daily horoscope. (Image: A stack of popcorn and a movie reel.)
- Sports:** News about local and international sports events or about famous sports personalities. (Image: A soccer player in action.)
- Travel:** Articles about what to do and see in different countries and cities, information about different types of tourism (ecotourism, adventure, etc.), and advertisements from travel agencies and airlines. (Image: A person in a boat on a lake.)
- Classifieds:** Advertisements for employment, properties, items for rent or sale, and services like cleaning, plumbing, carpentry, etc. (Image: A house with a 'FOR SALE' sign.)

- To check the final score of a soccer game, you can read the _____ section.
- When people look for a job, they can consult the _____ section.
- To read a comic strip, you can go to the _____ section.
- To check for local art exhibits, you can go to the _____ section.
- To read news stories about a terrible natural disaster, check the _____ section.

Stage 1

2 Work in pairs. Look at the news stories and write the name of the section where you can find them.

A

B

C

D

3 Work in groups. Review your answers for Exercise 2. Then talk about how knowing the sections in news publications can help you locate information.

A: If you look at the section of the newspaper, you can identify the general topic of a news article, such as Sports or Classifieds.
B: And if you look at other elements, such as the headline and the photo, you can get more information.

For your Final Product

4 Think about your favorite types of news stories and identify the section most of them belong to. You will work with this section in newspapers for the rest of the unit to prepare your Final Product. Write your conclusions.

My favorite news stories are about art, book reviews, and health tips. These stories are usually in the Lifestyle section.

Unit 6 99

Exercise 2

This exercise may be linked in sequence with Exercise 1. If students have trouble defining the section you may ask them to read again the description in Exercise 1. At the end, you may ask volunteers to share their answers with the class. It would be important to elicit from students the reasons why they decided those news stories belong to that section.

Answers:

- A** Top News **B** Lifestyle
C Classifieds **D** Sports

Exercise 3

If time is an issue, you may keep this as a whole class discussion and even link it to the socialization of the previous activities. After the group discussion, you may ask volunteers to share the group conclusions or you may scramble the groups in order to

enrich their conclusions. It would be a good idea to draw students' attention to the sample conversation for a model of how and what they have to discuss. Monitor the activity and help if necessary.

For your Final Product

Exercise 4

This step of the product can be done on a separate sheet of paper as a portfolio activity. This activity is only the initial reflection for the Final Product. It would be important to let students decide what they like and not what their friends like, because they will be working with this for the rest of the unit and liking the topic of their favorite news stories will lead them to better results.

Media Resources

You can use Poster Unit 6 from the Class CD to further engage students in looking for news stories from different sources. You could ask them what the different types of media are displayed in the Poster to identify which ones they prefer and what type of news stories they like to read, watch or listen to.

Exercise 5

The intention of this exercise is to learn the names of the different sections of a news article. Therefore, it is important to promote that students use these names during the discussion. There will be many different answers, so it would be necessary to always specify the reasons of them. If possible, you may try to keep this conversation as natural as possible.

Skills Box

After students read the Skills box, you could point out the importance of the graphic elements that help them identify the information that grabs their attention to read.

Exercise 6

You may want to develop this activity in the form of minute conversations with several pair combinations. That would permit to explore different opinions and enrich their view of the topic. Monitor the activity and help them with the expression of their ideas, if necessary.

Toolbox

Agreeing and disagreeing is a fundamental skill. Students should read the news article again paying special attention to the graphic elements and have a discussion in pairs deciding on the importance of headlines and pictures to anticipate the topic. You could explain that to agree with someone's opinion


Stage
1

5 Work as a class. Look at the news article and use the question below to discuss its parts.

newspaper name

author

lead paragraph



section

heading

pictures

1 What parts of an article do you pay the most attention to?

Names of sections, headlines, and pictures are graphic elements that can help us quickly find the information we want to read in a newspaper.

6 Look at the news stories in Exercise 2 again and answer the questions.

- 1 Do headlines and pictures help you anticipate the topic? How?
- 2 How are headlines different than the body of the news article?
- 3 Why are Top News articles in the front page?

Toolbox

To express that you agree with someone's opinion, use expressions like *I think you're right*. To express you disagree, begin with expressions that are not offensive, such as *I'm not sure about that ...* or *Well, if you ask me ...*


100

Family and Community

we usually say: *I think you are right, I think the same, I have the same opinion as you* and when we disagree we say: *Well, I'm not sure about that, I have a different opinion from yours, Well, if you ask me, In my opinion, etc.* You may want to expand the idea of not being offensive while disagreeing.


You could elicit some example sentences from the class to make sure students understand how to

use the agreeing and disagreeing expressions.





7 Read the news headlines and complete what you think the news story is about. Share your opinion with a partner.

A



B



 A: Well, if you ask me I think story B is about a sports event.
 B: What sport do you think it's about?

For your Final Product

8 Work in small groups. Each member will look for a news story from the section that you chose. You need to find the same story in two different newspapers. If possible, you can look in different sources, including digital media or your Reader.

9 Write the headlines of the news stories that you found.

Assessment - Think About Your Progress

10 Work with a partner from your group in Exercise 8. Tell each other how well you worked.

	Aspect	My opinion	My partner's opinion
1	I can identify elements in a news story.		
2	I can infer information by looking at graphic elements in a news story.		

If you need more practice, review Exercises 5 and 7 with partners that want to practice too.

Unit 6 101

Exercise 7

It would be important to lead students to get as many elements as possible from the available information. You may lead them to consider visual, textual and graphic elements. Monitor the activity and help if necessary, with clues and ideas. Encourage students to use the expressions they reviewed in the Toolbox to state their opinions. You could draw their attention to the model conversation

provided as reference. Elicit from volunteer students some opinions to share with the class.


For your Final Product

Exercise 8

For this exercise it would be interesting to include as many sources as possible and to include both printed and digital media (if that is a possibility for your students) so that students can get a broader vision of the

activity. If necessary, refer students to Chapter 6 of their Reader to find more examples of news stories they can use in case no other resources are available. Students may encounter different stories about the same event. They may need help verifying that all the stories selected are considering the same aspect of the covered event.

Exercise 9

 This step of the product can be done on a separate sheet of paper as a portfolio activity. Even if they will only write the headlines, it would be important to promote a clear distinction of the necessary elements (source, newspaper, section, etc.) Monitor the activity and help when necessary.

Assessment - Think About Your Progress

Exercise 10

You may suggest to students that any assessment activity needs to be answered with honesty. This is a very good activity to foster collaborative learning as students exchange ideas and comments and help each other to answer the questions. It also makes them aware of their progress and what they have learned so far. Remind them that they may refer to previous exercises to clarify doubts and be ready to offer help if needed.

Development

Exercise 1

One way of starting this exercise could be to ask students to read the headline and describe what they see in the picture. Then, you can suggest them to get into pairs and discuss their predictions. You can invite some students to share their ideas with the class. Try to elicit as many theories about the event as possible and be ready to help students express themselves in English.

It would be a good idea to ask students not to read the core of the article until it is time in Exercise 3. This exercise may be linked in sequence to Exercises 2 and 3. If that be the case, the socialization of results could be done until the end of the process. If students get different ideas you may lead them to specify the reasons for their predictions.

Exercise 2

The purpose of this exercise is for students to be able to understand the sections of the news article in Exercise 1 and identify them. Have students get into groups of three or four and promote a real conversation among them instead of only listing the elements. Monitor the activity and provide students with ideas to discuss if necessary.

Skills Box

You could start this activity by drawing students' attention to the Skills box and asking them to read it to make sure they

Unit
6 Stage 2 Development

- 1 Work in pairs. Look at the headline and the picture in the front page, and predict what you think the newspaper article is about.

The Blockstone Daily

The Stingrays Crush the Royal Hounds
The Stingrays finally trashed the Royal Hounds in a 5-0 win

by James Stevenson

After nearly ten years of losing to the Royal Hounds, the Stingrays finally beat them 5-0 yesterday at the Youth Cup Soccer Championship in Guadalajara. It was a disappointing game for the Royal Hounds, who did not score any goals. When asked why they lost, the

coach replied, "Three of our star players are injured, but the Stingrays played a good game." He said this loss would leave the team out of playing the final game. The coach added, "It's a shame that we couldn't move further this time but we can always win next year!"

Skills
p.112

- 2 Work in small groups. Look at the front page in Exercise 1 again and identify its sections and the information they provide. You can use the words in the box.

picture newspaper name headline author

- 3 Read the Skills box and the article from Exercise 1 and underline the correct answers. Compare your answers with a partner.

- The news story is about a hockey / soccer game.
- It is from the Classifieds / Sports / Lifestyle section.
- The Stingrays / Royal Hounds won the game.
- It is / isn't the first time the Stingrays beat the Royal Hounds.
- To have more information, the newspaper interviewed the Royal Hounds' coach / a sports expert.

The first paragraph of a newspaper article is called a lead paragraph and it usually summarizes the general circumstances of the event (place, time, participants, etc.). Read the headline and lead paragraph to get the general idea of the article.

understand what a lead paragraph and its function within a news article is.

Exercise 3

After reading the Skills box, you may want students to read the article and discuss their predictions before actually answering the questions. It would be a good strategy to ask students to indicate the part of the text where they found the

answers. Monitor the activity and help if necessary.

Answers:

1 soccer 2 Sports 3 Stingrays
4 is 5 the Royal Hounds' coach

- 4 Read again the lead paragraph from the newspaper article in Exercise 1 on page 102 again and the Skills box below. Complete the graphic organizer and share it with a partner.

Why?
Because the Royal Hounds star players were injured and the Stingrays played a good game.

What?

Who?

Where?

When?

5Ws

Lead paragraphs usually answer the 5Ws (*what, when, where, who, and why*) so that people get the general information even if they only read the headlines and first few lines of an article.

For your Final Product

- 5 Work in groups. Use the graphic organizer to answer the questions about the articles that you found in Stage 1, page 101. Some members of your group should work with an article and some with the other article.

What happened?

Where did it happen?

Who participated in the news story?

When did it happen?

Why did the event happen?

For your Final Product

Exercise 5

This step of the product can be done on a separate sheet of paper as a portfolio activity. You may divide the groups since the beginning. It would be important that students compare their answers at the end. Even if they have the same story, they might start discovering differences in the sources. A guided conversation at the end of the activity it would be a good idea.

Exercise 4

You may start this exercise by having students read the lead paragraph on page 102 again and underline the information that provides the answers to the questions in the chart. Explain that while completing the chart it would be important to work with a real abstraction of ideas to find the core of the information. Monitor the activity and help if necessary.

Skills Box

Explain to students that the 5Ws (sometimes referred to as Five Ws) are questions whose answers are considered basic in information gathering or problem solving. They are often mentioned in journalism (news style), research, and police investigations.

Toolbox

Students should read the article on Exercise 1 again paying special attention to the sentences in direct and indirect speech. Suggest that students compare their underlined and circled sentences in pairs.

You could elicit some example sentences from the class to make sure students understand the importance of direct speech to quote what the speaker said and know how to use the quotation marks properly.

Exercise 6

This exercise is very important to develop comprehension skills. You may remind students that sometimes the actual meaning of something is not only on specific words, but on the contextual elements such as intonation, pauses, or even in the surrounding words that help us infer the core meaning of a sentence. Monitor the activity and if necessary, help students find the details that lead to the answer. You may draw students' attention to the model answer provided for them to have a clear idea of what they are expected to do.

Answers:

1 b 2 a 3 b

Reader Box

You may invite students to open their Readers to pages 79-80 to look for different quotes in different articles. You can even suggest that they explain the

Toolbox

The purpose of quotes in news stories is to present the exact words of experts (or direct speech) and people being interviewed. News stories use quotes to support the credibility of their information and to present different points of view. Direct speech uses quotation marks at the beginning and end of the sentence to present the speaker's voice. For example: *The coach added, "It's a shame that we couldn't move further this time."*

On the other hand, when you want to tell other people's words, you use indirect speech. For example: *The coach added that it was a shame that they couldn't move further this time.* Indirect speech involves changes in the verbs (present to past) and the pronouns.

- Read the article in Exercise 1 again and underline the sentences with direct speech and circle the sentences with indirect speech.

6 Work in pairs. Read the quotes and underline the idea that reflects their meaning.

- When asked why they lost, the coach replied, "Three of our star players are injured, but the Stingrays played a good game."
 - Most players were injured and that's why they lost.
 - A few players were injured and the other team played very well.
- He said this loss would leave the team out of playing the final game.
 - This was the last game the team will play in the tournament.
 - There is one more game for his team to play.
- The coach added, "It's a shame that we couldn't move further this time but we can always win next year!"
 - The coach is disappointed and the team is ashamed of losing the game.
 - The coach is optimistic and thinks that his team can be successful next year.



To understand implicit information in news stories you can look for clues in the text. For example, if a story begins with "After nearly ten years of losing to the Royal Hounds, the Stingrays finally beat them," you can infer that they have been long-time rivals even though this fact is not explicitly stated. Implicit fact in reading news stories often involve the motivations of people involved.


meaning of each quote in their own words.

Skills Box

Understanding implicit information is a fundamental comprehension skill. You may go through the text of the article and ask students questions about the details that rely on implicit information. If they can't answer, lead them through the words in order to discover the implicit elements.

Media Resources


You can use Poster Unit 6 from the Class CD to further engage students in looking for news stories from different sources. You could ask them to give examples of implicit information they have found in news stories from the different sources. Students could choose a source from the poster to give their example.



For your Final Product

- 7 Work in groups. Find quotes in the articles that you chose and underline them.
- 8 Read the articles and discuss with your partners the ideas they reflect, as you did in Exercise 6.
- 9 Write notes about your articles including implicit information you can understand from several parts, such as quotes.

The title of the first article is "The Stragways Crush the Royal Hounds".
 It says the Royal Hounds lost a game because they had injured players and the other team played better. I found this quote that the Hounds' coach said: "It's a shame that we couldn't move further this time but we can always win next year".
 I could infer that the Royal Hounds want to play again next year.



The title of the article is _____
 It is about _____
 I found these quotes in my article _____
 I could infer this information _____

Assessment - Think About Your Progress


10 Answer the questions using what you learned.

Aspects	What I learned
1 In what ways can you identify what people said in a news story?	
2 How can you get to know more information from news stories?	

Compare your answers with a partner. If your answers are different, review Exercises 2, 4, and 6 and ask your teacher for guidance.

Unit 6 105

Exercise 9

 This step of the product can be done on a separate sheet of paper as a portfolio evidence. Students will write the first set of notes for their Final Product. It would be important to make sure they specify the source of the quote, the author of the quote, and if it was implicit or explicit. They should also be able to understand the core meaning of a quote or infer certain information from the contextual elements. You may want to promote the inclusion of personal ideas and notes about the information.

Assessment - Think About Your Progress

Exercise 10

Monitor the activity and help students by eliciting ideas and examples, if necessary. Only if they have difficulties, they may go to Exercises 2, 4, and 6 as instructed.

For your Final Product

Exercise 7

This exercise is part of their Final Product, so it would be advisable to make notes on the event for your observations.

Students may include as quotes everything that is included as said by someone, just remind them that quotes state the idea as it was said and some of the ideas might be in reported speech.

Exercise 8

Students will continue working on their Final Product in this exercise. They may only perceive the direct meaning of the quotes, so it would be important to guide them to see the actual meaning in context so they understand the main idea of the quotes. If necessary, tell them to use Exercise 6 as a guide. It would be a good idea to promote a conversation during this process.

Development

Exercise 1

Have students work in pairs. Draw their attention to the pictures and ask them what they can see in each news article. Then focus their attention to the highlighted words and ask for their meaning. Remind students that they can infer the meaning of a word by paying attention to the context clues to understand its meaning or look them up in their Glossary on page 112 or a dictionary.

This exercise is mainly focused on understanding the text, however it would be a good idea to lead students to make use of all the strategies they have learned so far.

You may provide students some samples of the most commonly used reading strategies such as reading for gist, which means reading a text quickly to get the general meaning or purpose of it. Reading a text for gist is known as skimming. Before answering detailed comprehension questions on a short story, learners read it quickly for gist, and summarize the main idea of a text.

On the other hand, you can provide samples of the strategy of reading for specific purposes, known as scanning, where students read a text quickly in order to find specific information, e.g. figures, names or quotes. It can be contrasted with skimming, which is reading

Development


1 Work in pairs and read the news stories. Discuss what they are about.

A

**FINGERNAIL BITING
CAN AFFECT YOUR HEALTH**

by Ana Coleman

Last week, the TT Research Institute held a medical conference in Bint City to announce the results of their study on people who bite their nails. Dr. Samuel Goldman commented that biting your nails can cause diseases. "Besides causing bad breath because of all the bacteria accumulated in the mouth, nail biting can also cause stomach infections," confirmed Dr. Goldman. "Fingernails collect all the dirt and it remains under the nails even if you wash your hands. Remember that you use your hands when you use your mobile phone, when you



**30%
positive**

go to the bathroom, or go to the supermarket and push a trolley. In our study, we found that 30% of people biting their nails gave positive to bacteria and viruses in the laboratory tests," he added.

B

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**NAIL BITING:
A HORRIBLE HABIT**

by James Miller

Last week, the TT Research Institute announced a shocking revelation about the horrible habit of nail biting at a medical conference in Bint City. Dr. Samuel Goldman said that nail biters have bad breath and can get infections because of the bacteria that accumulate under the nails. Carina Bates, a lady in the audience, said "I was shocked to hear about all the disgusting things under our nails. Biting your nails is disgusting." Dr. Goldman confirmed that an alarming amount of people with the bad nail biting habit resulted positive to bacteria and viruses in laboratory tests.



112

106

Family and Community

quickly to get a general idea of meaning.

You could work the analysis in a whole class conversation where you may analyze together implicit information and the actual meaning of quotes. Elicit answers from volunteer students.

- 2 **Work in groups. Read the Skills box and circle the words that are used to describe the events in the articles in Exercise 1 on page 106. Talk about why you think that the authors use those words in the article.**

Sometimes, authors use descriptive words to reflect his / her opinion. For example, *massive* and *major* both mean *big*, but *major* sounds neutral in comparison to *massive*, which transmits the idea of something extremely big.

Skills

-  A: I think the author in article A used the word "final" because the doctor already has some preliminary or first results of his research.
B: I think the word "final" was used because those were the latest results of his study.

- 3 **Read the sentences from the news stories in Exercise 1 and underline the correct answer.**

- Which sentence intensifies the event making it sound more terrible?
 - The TT Research Institute announced a shocking revelation about the horrible habit of nail biting at a medical conference in Bint City.
 - The TT Research Institute held a medical conference in Bint City to announce the results of their study on people who bite their nails.
- Which sentence gives exact numbers in the details?
 - "In our study, we found that 30% of people biting their nails gave positive to bacteria and viruses in the laboratory tests," he added.
 - Dr. Goldman confirmed that an alarming amount of people with the bad nail biting habit resulted positive to bacteria and viruses in laboratory tests.
- Which quote gives an opinion about the topic?
 - "I was shocked to hear about all the disgusting things under our nails. Biting your nails is disgusting."
 - "Besides causing bad breath because of all the bacteria accumulated in the mouth, nail biting can also cause stomach infections."
- Which sentences inform the exact words of the doctor without giving his opinion?
 - "Fingernails collect all the dirt and it remains under the nails even if you wash your hands."
 - Dr. Samuel Goldman said that nail biters have bad breath and can get infections because of the bacteria that accumulate under the nails.

Writers who try to be objective usually give exact numbers and facts that can be proven. A fact is an event or information known to have happened, and which can be confirmed or validated. They avoid giving opinions and using many adjectives. They use neutral quotes from people directly involved.

Skills



neutral? If you write an article about it, which word would you use? etc.

Exercise 3

This exercise is similar to the activities of the previous Stage but this time students are looking for specific information or ideas instead of interpreting the ideas. You may want to focus students' attention on certain specific words that will give them the clues for the answers.

Answers:

1 a 2 a 3 a 4 a

Skills Box

You may explain that even though we tend to believe that all of the news articles we read on the media provide accurate and reliable information, most of the times it is not true. The way we can assess the veracity of a news story or article is by paying attention to the validated facts or information the writer provides, information that can be verified in other sources and the way he or she keeps an objective perspective of the information, and does not tend to exaggerate, minimize or manipulate the facts.

Exercise 2

You may start this exercise by reading the Skills box so that students know what they are looking for. Give students some minutes to find the words they are looking for, however after some minutes it would be a good idea to start eliciting and giving clues to the most important elements. Groups will discuss the reasons for word selection; you may exchange group members so

to share the results and conclusions of every group.

Skills Box

After students read this box, you could try to elicit some more examples of words chosen by authors or journalists that mean the same but elicit from students which ones sound more neutral in comparison to the others with questions such as: *pollution vs. contamination, etc. Which one sounds more*

Exercise 4

For a richer view of the articles and their differences you may choose to work with several pairs. If time is an issue, you may prefer to hold a whole class discussion where you explore the characteristics of each article. You may need to remind students that in this exercise the focus is on the objectivity of the information.


Answers:

1 Article A 2 Article B

Reader Box

If students do not have other sources to look up same news stories presented in the different ways, they can go to the Reader for additional material. Chapter 6 includes some more examples on pages 79-80.

Exercise 5

 For this exercise you may start with the listening and leave the reading for revision or confirmation of answers. It would be important not to play the audio more than three times for an actual development of the skill without the guessing factor that comes with multiple repetition. Monitor the activity and help if necessary.


Stage
3


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4 **Work in pairs.** Choose the article from Exercise 1, page 106 that best completes the sentence.



- 1 Article A / Article B is more objective because it uses exact numbers, facts, and quotes without expressing an opinion to convince the reader the information is true.
- 2 Article A / Article B is less objective because it uses dramatic quotes and exaggerated facts to convince the reader the information is true.

You will find more examples of the same news stories presented in different ways on pages 79-80



5  **Work in groups.** Now that you understand what the articles in Exercise 1, page 106, are about, read and listen to the conversation about them. Answer the questions together.

Omar: What did you think about the news in these articles?
Liliana: I think it was interesting. I didn't know about the consequences of biting your nails, such as bad breath.
Omar: Yes, that was interesting, but I agree with the second article. I think it's disgusting.
Liliana: Speaking of disgusting, did you notice that the second article uses a lot of descriptive words, such as *disgusting*, *shocking*, and *horrible*?
Omar: You're right. Perhaps it's trying to make the habit sound more terrible?
Liliana: I think so, yes. And look at the headers: the first one is a description whereas the second one uses an adjective to make it more intense.
Omar: And look at the quotes. The quote in the first article is by a doctor and it states facts. On the other hand, the second article quotes a lady in the audience giving her opinion.
Liliana: Perhaps it's because the second article was published online, so they wanted to get more attention.
Omar: You have a point. They also included a picture, probably to get attention, too. The first article is not as attractive as the second one, don't you think?
Liliana: I agree. It's a serious article in a newspaper and the lead paragraph includes facts and exact numbers, instead of opinions.

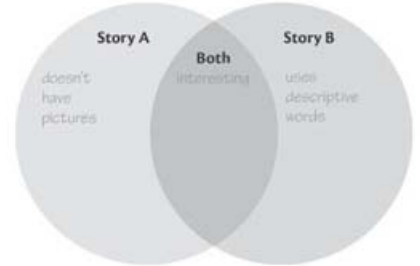



- 1 What is the conversation about?
- 2 What does Omar think the author tries to do?
- 3 What sections from the newspapers do they compare?
- 4 How do Liliana and Omar compare the language used by the authors?

Answers:

1 The speakers discuss the articles about nail biting. 2 The author is trying to make the habit sound more terrible. 3 headers, quotes, pictures, lead paragraph 4 They discuss about how it changes the character of the article.

6 Work in pairs. Use the conversation and answers from Exercise 5 to complete the Venn Diagram below.



For your Final Product

- 7 Work in groups. Use your notes from Exercise 9, in Stage 2 to fill a Venn Diagram in your notebook, similar to the one in Exercise 6.
- 8 Work in pairs. Exchange your opinions about the articles you read. You can use the conversation in Exercise 5 as a model.

Assessment - Think About Your Progress

9 Work with your partner from Exercise 8. Check (✓) what you think you did well and then ask your partner's opinion.

I did this well.	My opinion	My partner's opinion
I referenced sections in the news story.		
I noticed descriptive words that were used for specific purposes.		
I identified facts in the article I chose.		
I identified opinions in the article I chose.		

If your opinion and that of your partner's are different, go back to Exercises 2, 3 and 4 and review what you have learned.

contrast. Monitor the activity and help if necessary.

Exercise 8

To keep working on their Final Product, students should work in pairs. You may start with a new listening of the conversation in Exercise 5. With that reference fresh in their minds it might be easier for students to develop their own conversations. You may suggest using the Venn diagrams as a quick reference of the elements to discuss. You may close with a whole class conversation about the general differences they have found in different sources.

Assessment - Think About Your Progress

Exercise 9

For this collaborative assessment, it would be important to promote an honest reflection, both about the students' work and that of their partners. You may lead them to focus more on the opportunities than on the flaws of their work. It is important to foster a respectful environment for a respectful feedback. When comparing answers in pairs, students put into practice collaborative learning as they may clarify each other's doubts. Always remind them that when in doubt, they can go back to previous exercises or ask you for help.

Exercise 6

Students already know how to complete a Venn diagram, so it would be important to focus on the methodology. You may lead students to follow and look for specific categories to analyze instead of only reading the text and registering the details they find. Monitor the activity and if necessary, help students with ideas and elements that might be missing in their diagrams.

For your Final Product


Exercise 7

For this exercise, students will be representing visually the result of the comparison of their articles. The instruction suggests using the notes from Stage 2, however once the diagram is complete, it would be a good idea to suggest a new scanning of the articles looking for any possible missing elements to

Closure

Final Steps

Exercise 1

 In this exercise students will be preparing the final version of their charts using the information from their previous steps. Monitor the activity and help them balance the distribution of the material and the participation of the team members.

Exercise 2

You may link this exercise to Exercise 1 since students will be rehearsing the presentation of their conclusions. It would be a good idea that students treat it as the “real” presentation in order to see their needs and anticipate any situations. You may suggest students to decide in advance who will give each part of the presentation and divide the work among their group members to explain the chart to the class.

Collect your evidence

Exercise 3

The work is done. You may lead your students to the Planner at the beginning of the unit in order to check all the learning tasks they carried out in the unit. You may profit from this activity for a final reflection before socializing their product.

Closure

Final Steps

-  If available, with the information you have from the previous steps, make a chart or Venn diagram on construction paper to compare and contrast your news stories.
- Practice explaining your comparative chart or Venn diagram in your group. Decide who will give each part of the presentation to explain your chart to the class.



Collect your evidence

- Now that you have described your news story articles and expressed your opinions about them, you're ready to share your comparative chart or Venn diagram with others. Go back to your Planner on page 97 and check (✓) what you did to accomplish it.

Socialize

- Now that you rehearsed your presentation to feel more comfortable, work with classmates from a different small group to show and explain the comparative chart you prepared and share your opinions about the articles you selected. Display your work in the classroom.
- Discuss in groups.
 - What should you do when you want to compare and contrast news?
 - Was it helpful to use charts or Venn diagrams when you compared different news stories?
 - With this experience, do you think you can identify facts from opinions?

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Socialize

Exercise 4

You may post the charts around the classroom and have teams take turns to present their news stories. You could include a moment for feedback after every presentation focusing not only on the content but also on the clarity of the exposition. It would be important to always promote a respectful environment for the presentations.

Exercise 5

This is a whole class discussion, however it would be important to promote that the conversation flows around the students' ideas and not around teacher's comments. You may want to elicit ideas and complement them with examples that would enrich the results of students.

Assessment

Assessment

- 1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
I learned to identify elements that are parts of news stories.				
I learned strategies to understand news stories better.				
I learned to share my opinions about a news story.				
I learned how to compare different news stories about the same topic.				

KEY

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2 Now that you have made a comparative chart, answer the questions to evaluate how well you did on your Final Product.

- 1 Did you use the names of sections to refer to parts of a news story?
- 2 Could you express your opinions about a news story?
- 3 How well did you compare news stories? Did you find facts and opinions to contrast?

- 3 Get together with classmates you worked with as a group during the unit and tell each other how well you performed as part of a team. Choose the statement that best describes your performance according to your classmates.

Do I help my partners?

- a) I never try to help. c) I help but I don't let anybody help me.
b) I help but with no enthusiasm. d) I help as much as I can.

How do I participate in oral exchanges like presentations or conversations?

- a) I refuse to participate. c) I participate actively.
b) I participate very little. d) I participate so much that I don't let others speak.

How do you give feedback to your partners?

- a) I don't give feedback to my partners.
b) I am very rude when I give feedback.
c) I say the first thing that comes to my mind and I don't try to be helpful.
d) I am respectful and try to help when I give feedback.

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

- 5 Go back to the Initial Assessment on page 97. In small groups, discuss your progress.

Unit 6 111

Exercise 1

You may remind students that an honest reflection is fundamental for any process of self-assessment. The first part of the assessment focuses on their own learning. Monitor the activity and help them if necessary with clues and details for their consideration.

Exercise 2

This is a more specific analysis that focuses on the Final

Product. You may suggest students to go back to their partial sections and exercises to assess their own work. It might be a good idea to include some peer contribution. You may help by pointing out any details they might not be considering.

Exercise 3

It is important to notice that students are recording the results of their own reflection about their partners' comments.

In a case like this it would be important to promote an honest reflection not only for each student, but also for the group assessment. Monitor the activity and help students to go beyond the personal opinion onto a more enriching view of the activities.

Exercise 4

This section is an important part of the reflection-assessment process. Socializing the result of their reflection would give everyone ideas about their own work. It would be a good idea to give some general comments about their work, focusing on the positive and only hinting the less positive elements of their work. Monitor the activity and promote a respectful interaction at all times.

Exercise 5

After reviewing what they had previously answered in the Initial Assessment on page 97, a group discussion would permit to compare results. At this point compliment students and help them realize they have accomplished a lot after working in this unit. Monitor the activity and promote a respectful interaction.

Questionnaire

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. It can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or written).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Notes:

Unit

7

Social Learning Environment:

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Communicative Activity:

Search and selection of information.

Social Practice of the

Language: Paraphrase information to explain how a machine works.

Final Product: Infographic.

Student's Book		
Session	Activities	Pages
1	Opening	113–114
2–3	<i>Offer materials that show graphically how a machine works, and guide students to interpret images and texts, so they can:</i>	115–118
	• Evaluate textual organization and determine patterns (cause-effect, comparison-contrast).	
	• Reflect on the use of images or illustrations (e.g. different size, position, number of images, perspective, lines, arrows, etc.).	
	• Express purpose and intended audience.	
4–5	• Define criteria to select information with others.	119–123
	<i>Explain to students how to evaluate and confirm comprehension of a text and help them, so they can:</i>	
	• Activate previous knowledge.	
	• Infer implicit information, considering plausible alternatives.	
	• Explain technical terms.	
	• Evaluate main ideas and the information that complements them.	
6–7	• Establish relationships between text and images.	124–128
	• Monitor the use of their own reading strategies and those of others.	
	<i>Think out loud the steps and actions you follow to write, order, and paraphrase information, and help students, so they can:</i>	
	• Paraphrase information, using a range of relevant expressions and linguistic resources (e.g. comparatives and superlatives, connectors, verbs in present tense, etc.).	
	• Use synonyms to express the same concept (e.g. <i>plane / aircraft; fast / quick</i> , etc.).	
	• Order and link ideas and explanations in a diagram.	
8–9	• Write main ideas.	129–131
	• Complete a diagram with notes that explain main ideas.	
	• Offer and receive feedback.	
	<i>Encourage feedback between students; give them time and opportunities to share their texts. Help them, so they can:</i>	
	• Read to check spelling.	
	• Order sentences in a sequence.	
10–12	• Remove, add, or change information.	132–133
	• Explain reasons to include or omit information.	
	• Adjust language according to intended audience and purpose.	
	• Develop final versions.	
	• Share proposals to promote texts and make them public.	
10–12	• Closure and Assessment	132–133

Opening

To get students started, you could encourage them to review the four learning goals and the social practice to be achieved throughout the unit.

Let's start together

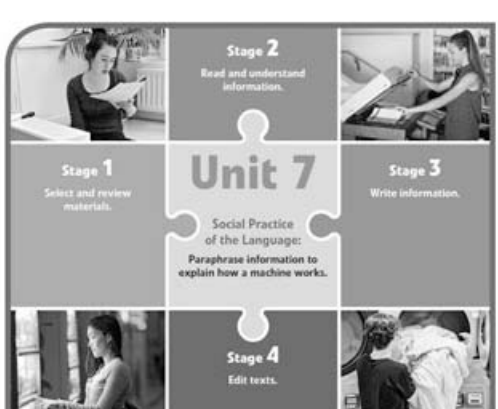
The purpose of this exercise is to activate students' prior knowledge on the topic, so you can let groups discuss for some minutes without explaining what an infographic is at this stage, to see if students already know what it is or if they can figure it out. You may also elicit some examples of infographics for devices and machines they have read or seen.

Initial Assessment

You may wish to explain to students that the purpose of this self-assessment is for them to be aware of their strengths and weaknesses before starting the unit. You can also explain that these skills will be needed to achieve the goals in this unit. Students should be reminded it is important to be honest, so that they are aware of what they are able to do at this point, and in this way, they will appreciate better their improvement by the end of the unit.

Planner

You may direct students' attention to the stages of this unit and invite them to read each one. You can explain that planning the content of each stage is a way to become familiar with the steps they will go through to achieve their final goal. Checklists are a valuable tool to remember the important points of a task. They are also useful to evidence students' learning process and provide them with a sense of achievement when fulfilling their goals. Students should feel free to suggest other possible tasks as they progress throughout the unit.



Unit 7

Social Practice of the Language:
Paraphrase information to explain how a machine works.

Stage 1
Select and review materials.

Stage 2
Read and understand information.

Stage 3
Write information.

Stage 4
Edit texts.

Social Learning Environment:
Academic and Educational

Communicative Activity:
Search and selection of information.

Opening

Let's start together

1. Work in groups. Discuss the questions.
 1. Do you like to explain how something works?
 2. Have you read texts that explain how machines work?
 3. Do you know what an infographic is? Have you seen one?

Initial Assessment

In this unit, you will make an infographic to explain how a machine works. Discuss in small groups the following questions to evaluate how well prepared you feel.

1. Do you feel confident to read and understand information in English?
2. Do you feel confident to find the information you need to make your own text?
3. Do you feel confident to explain to others information you know?
4. Do you feel confident to illustrate information to make it clear?

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	111
2	Development	<input type="checkbox"/> Writing a list of ideas and selecting the topic for my infographic.	116
3		<input type="checkbox"/> Deciding the sections of my infographic.	118
4		<input type="checkbox"/> Discussing what I know about my topic.	120
5		<input type="checkbox"/> Reading the information I need and identifying difficult words and technical terms.	121
6		<input type="checkbox"/> Planning my information in an organizer.	122
7		<input type="checkbox"/> Selecting information that needs good explanations in my infographic.	123
8		<input type="checkbox"/> Preparing a chart of sections with actions and words.	126
9		<input type="checkbox"/> Adding safety recommendations to the information I have.	128
10	Closure	<input type="checkbox"/> Making a list of pictures for my infographic.	131
11		<input type="checkbox"/> Editing my text and receiving feedback for my final version.	130-131
12		<input type="checkbox"/> Creating my infographic.	132
		Displaying my infographic in a class exhibit.	132
		Assessment	133

Don't forget to come back and check (✓) your evidence.

- 1 Work in small groups. Look at the text below and discuss: What do you think it is for? When would you need to use a text like this?



An infographic is a picture or diagram with short texts that represents and explains information, such as instructions on how to operate a machine or device. They are very useful to explain complicated things, processes, and to describe the parts of something.

Skills

students in which situations an infographic might be used.

Skills Box

After reading the information in the Skills Box, you may encourage students to think about some electronic devices or home appliances they are familiar with, which operation can be explained by an infographic. You may also elicit examples of some school subjects that use infographics to explain processes or to describe parts of something other than machines.

Media Resources

Use Chapter 7 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 7 from the Class CD for further practice, to start a class discussion, and to support students' comprehension of the text.

Exercise 1

You can start this activity by drawing students' attention to the infographic and pointing out that, in order to answer the questions, it is not necessary to read the text in detail, but to read the title, look at the pictures, and at the layout to get a general idea of the kind of text it is and its purpose.

You may check answers by inviting volunteers to share them with the class. Try to elicit from

Exercise 2

You can start this exercise by explaining to students that now they will analyze the infographic in detail to identify its components.

Students should read the example answers provided before working on their own. You can remind them that they have a Glossary on page 134 as an available tool to clarify the meaning of the highlighted words and expressions. Let pairs discuss for some minutes to work out the function of each element before checking answers with the class. You may need to provide help when students describe the purpose of each element.

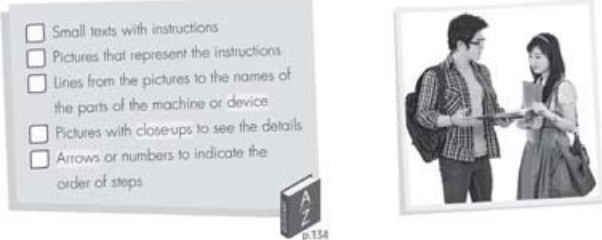
Answers:

Checked: Small texts with instructions. Pictures that represent the instructions. Lines from the pictures to the names of the parts of the machine or device. Arrows or numbers to indicate the order of steps.

Stage 1

2 Work in pairs. Look at the infographic in Exercise 1 again and check (✓) the elements in the checklist as you identify them. Then discuss what the function of the elements you identified is.

- Small texts with instructions
- Pictures that represent the instructions
- Lines from the pictures to the names of the parts of the machine or device
- Pictures with close-ups to see the details
- Arrows or numbers to indicate the order of steps



A: The lines to the names of the parts help us know what are the difficult names mentioned.

B: The instructions help us understand step by step what to do to use the can opener.

For your
Final Product

3 In this unit, you will create an infographic to explain how a machine works. Brainstorm ideas about the machine you want to describe and write them down.

public phone tractor loom

4 Work in small groups. Share the ideas you thought about and vote for one to make your infographic. Use the list of tips on page 117 to make a good decision and add more ideas that you think may be important.

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Exercise 3

You may tell students that the starting point is to decide what device or machine their infographic will be about. It is recommended that students choose simple and common machines. Suggest making a short list of the ones they would like to work on.

Exercise 4

Before groups make their final choice, suggest that they read the *Tips* section on the next page to check the device they choose fulfills those requirements.

Encourage them to add one or more elements they consider important when making their final decision; you can elicit some ideas from the class. You may wish to point out it is

important to respect everybody's ideas to reach a consensus.

Stage
1

Tips:

- Make sure you can find the necessary information to cover all the aspects on the checklist from Exercise 2.
- If you don't have access to information, you can think of a machine or device you know very well, or you can use your Reader.
- Other: _____

We will make an infographic about: _____

Toolbox

- Read the sentence from the infographic in Exercise 1 and discuss with a classmate if the underlined part describes the purpose of the step or if it explains how to do the step.

To make a first cut, squeeze the handles together until the cutting wheel punctures the can.

Use *to + verb* in simple form before or after an action to state the purpose of following an action in an instruction.

- Work with your partner and find a similar example in the infographic from Exercise 1.

Unit 7
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to make a first cut. Finally, you can elicit another example from the infographic. You can also elicit some other examples to clarify the concept.

Reader Box

You may invite students to open their Readers to pages 88-98 to read about the operation of a vending machine. After reading, you could ask students some questions to check their understanding of the text and its elements.

Toolbox

One way to do this task is to write the example sentence on the board and ask students the

question orally to see if they can figure out the answer before reading it in the book. Then, students can read the Toolbox to check their ideas and learn about the structure of the infinitive to state the purpose of following an action in an instruction. You may want to explain that this structure can also be placed at the end of the sentence. For example, *Squeeze the handles together until the cutting wheel punctures the can*

Exercise 5

Before students start working on this exercise, make sure they understand what they are expected to do. Explain that each step serves a specific purpose. Students should look at the example provided and then work out the answers. One way of checking them could be to call out one step at a time and elicit from the class its corresponding purpose.

Answers:

1 Steps 1, 2, and 3 2 Steps 4, 5, and 6 3 Step 7

Media Resources

You can use Poster Unit 7 in the Class CD for further practice. Based on the information provided, elicit some ideas of the information an infographic should include.

For your Final Product

Exercise 6

You can start by explaining to the students that they have to apply the same classification of the steps according to their purpose, but related to the device they have chosen for their Final Product. Have students look at the example provided to use it as a reference when completing the right sticky note. They can go back to their Reader to check that the steps match the purposes stated in the sticky note. This can help them when classifying their

Stage 1

5 Work in pairs. Go back to the infographic in Exercise 1 and find the steps that explain what to do for each purpose.

- 1 To prepare for use: Steps 1, 2, and 3
- 2 To describe the process: _____
- 3 To inform about safety: _____


For your Final Product

6 Work with your Final Product group. As in Exercise 5, decide how many parts or sections of instructions you will include in your infographic. Explain the purpose of each section.

infographic to use a vending machine:

- 1 To prepare for use.
- 2 To insert money and select a product.
- 3 To describe the process inside the machine.
- 4 To inform about safety or solve problems.

infographic to use a



Assessment - Think About Your Progress

7 Work in pairs. Do you know what elements should be included in an infographic to operate a machine or device? Make a list.

If you can't answer the question or if you are not sure your list is complete, go back to Exercises 2 and 6 to review these elements.

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own. This exercise can be done on a separate sheet of paper and students can save it as portfolio evidence. It might be useful for students if you monitor the activity, walking around the classroom and offering help if necessary.

Assessment - Think About Your Progress

Exercise 7

This activity fosters cooperative learning as students help each other to come up with the correct answer. Remind them that they can go back to previous exercises if they have doubts. They can also compare their answers with those of another pair or pairs.

1 Work in pairs. Read the instructions and answer the questions below.

How to use a slingshot

- 1 To use a slingshot, first choose your projectile.
- 2 Grip the base of the slingshot with your dominant hand and place the projectile in the center of the pouch. Use your thumb and index finger to hold the projectile in place. Make sure it is in the center of the pouch.
- 3 Stand sideways so that the shoulder of the arm you are using to hold the base faces the direction you want the projectile to go. Stand with your feet shoulder-width apart, and keep your feet facing forward.
- 4 Raise the slingshot so that it is at a 90° angle to your body.
- 5 Pull the slingshot band all the way back and aim in the direction that you want the projectile to go.
- 6 Take a deep breath, exhale, and release the band. Not breathing helps you to stand still.
- 7 To prevent accidents, only use slingshots in open spaces and make sure no people are near.
- 8 To avoid harming yourself, make sure the elastic bands are in good condition and well attached to the pouch.

- 1 Was it easy to understand the instructions without pictures?
- 2 What words do you think may be clearer by looking at pictures with labels?

Instructions to operate machines or devices use technical terms that we possibly don't know. Pictures can clarify the meaning of these words in case you don't have a dictionary at hand.

Skills



that cognates, for example: *base*, *dominant*, *projectile*, *center*, etc. can help them understand the meaning of surrounding words in a sentence. When checking their answer to question 2, you could have several pairs call out the words while you write them on the board. You may wish to find out if there are students who could work out the meaning of any of those words without the need of a picture, and being that the case, explain to the class how they could figure it out.

Skills Box

You can point out that pictures are a fundamental element in infographics. They make the instructions clear for users so they do not need to look up technical terms in a dictionary.

Exercise 1

This exercise is for students to become aware of the usefulness of pictures in infographics, especially when the parts of a device are mentioned. It is a good opportunity for students to try out their skills to work out the meaning of as many new words as possible. Remind them that they can check the meaning of the highlighted words in the Glossary section on page 134. After analyzing the

text, you could suggest that they make a list of the words they do not understand. Then, you can give an example from the text, the word *grip* for instance, and have them work out whether it is a noun or a verb, so that they understand *grip* is an action. Maybe they cannot figure out the exact action it refers to, but looking at the other words in the sentence might give them a hint as to what *grip* might mean. You might also tell them

Exercise 2

Students should examine the picture carefully to get familiar with the names of the parts of a slingshot and go back to the instructions on the previous page to see if they can now figure out the meaning of other words in the text, for example, verbs that refer to actions which involve specific parts of the slingshot. This exercise intends to make students aware of how useful pictures are when explaining processes. You can invite volunteers to share with the class what specific parts of the text they did not understand at first, but now they do with the help of the pictures.

Reader Box

Students may find useful to look at page 99 to see other examples of diagrams and pictures in infographics.

Exercise 3

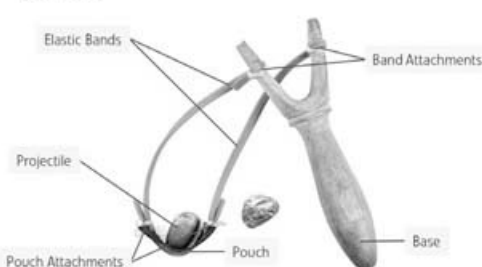
You can start by explaining that the purpose of this exercise is to put into practice the reading skill that involves our prior knowledge of a topic, in this case, how to use a slingshot. Encourage pairs to exchange ideas and mimic the movements first and then go back to the instructions, read each step at a time, and notice that now they are able to figure out the meaning of most of new words.

Skills Box

It might be useful to read this box to help students with

Stage
2

2 Work in small groups. Look at the picture of the machine described in Exercise 1. Discuss what words you can understand now with the help of the picture. Can you understand the instructions better now?




On page 99 of your Reader you can check more examples of common diagrams you can find in infographics or manuals that describe how to operate a machine.

3 Work in pairs. Now that you know what a slingshot is, try to explain how to use it to your partner. You can mimic the movements if you want. Then read the instructions in Exercise 1 and discuss if your understanding improved.

A good way to help you understand texts better is to look at pictures and key words to get the general idea. Then think about the knowledge you have gained through experience because this may help you understand what you are reading.

For your Final Product

4 Work in small groups. Share what you already know about the machine you chose for your infographic.



I saw a vending machine in the gas station near town. You need to put coins and the machine gives you something.

I think you can pick up what you buy by opening a door in the bottom.

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Exercise 3. You may point out that there are several reading skills that can help them understand texts, and that our prior knowledge on a certain topic, plus some key words and pictures, are useful when trying to figure out the meaning of unfamiliar words.

For your Final Product

Exercise 4

This activity fosters cooperative learning as students pool information based on their prior knowledge of the device they chose for their Final Product. Suggest that they read the examples provided to get an idea of the kind of information they should exchange within their groups.

Stage 2


5 Read carefully the information you will use to make your infographic. Make a list of difficult words or technical terms you can explain with pictures when you make your infographic.

Parts of the vending machine

display
keypad
money slot
pick-up box

6 Read the instructions from Exercise 1 again. Write in the organizer below ideas about the explanations that are included for each section or main idea.

Main ideas	Information
<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">To load the slingshot</div>	<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 80%; margin: 0 auto;">Select projectile. How to put it in the pouch</div>
<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">To prepare your aim</div>	<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 80%; margin: 0 auto;"> </div>
<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">To shoot the projectile</div>	<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 80%; margin: 0 auto;"> </div>
<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">To be safe</div>	<div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 80%; margin: 0 auto;"> </div>



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by having them look back at the information in the infographic that relates to the first main idea: *To load the slingshot*, so that they compare it with the example provided. Then, you may elicit the information related to the next purpose together with the class, if you consider students need extra help to complete the organizer. Allow some minutes for them to complete the task and then you can draw a similar chart on the board and invite volunteers to call out the answers for each main idea to complete it.

Answers:

- To prepare your aim:** Position of body and slingshot in relation to body. Movement of slingshot band.
- To shoot the projectile:** Movement of body. Breathing tip.
- To be safe:** How to avoid hurting oneself and others.

Exercise 5

This exercise is for students to analyze a text in detail in order to decide what specific words they need to represent by pictures to make the instructions clear and understandable. You can give them some tips, for example, you could point out they should first find the names of the parts of the device and then they can move on to movements or actions related to those parts

that may be difficult to understand if there is no visual representation. Have students look at the example provided before making their list.

Exercise 6

You can get students started by explaining that the purpose of this activity is to complete the organizer with information that relates to each main purpose or aspect of the instructions. You may want to guide the students

For your Final Product

Exercise 7

Now students should go back to the instructions of the device they chose to complete an organizer similar to the one in the previous exercise. You might guide students by telling them to define the purposes first, that is, how the instructions can be grouped according to the main aspects or objectives to complete the left column of the table. Then, they should define what type of information relates to each of the purposes listed in the column. You can monitor the activity by walking around the classroom and offering help if needed.

Exercise 8

You may tell students to go over the organizer in Exercise 6 to spot the information that does not require specific explanation and information that does. When checking answers with the class you can ask them to support their statements, for instance: *Why is it not necessary to explain what kind of projectile to use? Probably because given the size and shape of the slingshot and our knowledge and experience, we can infer what kind of things we can shoot.* Elicit as many logical answers as possible.

Skills Box

Students should read the Skills Box to understand what kind of information needs to be explicit

Stage
2

For your Final Product

7 Work in small groups. Complete the organizer with information from Stages 1 and 2. Add the information that needs to be explained in each section as you did in Exercise 6.

Main ideas	Information
<div style="border: 1px solid gray; border-radius: 15px; width: 80%; height: 25px; margin: 0 auto;"></div> <div style="text-align: center; margin: 5px 0;">↓</div>	<div style="border: 1px solid gray; border-radius: 15px; width: 95%; height: 35px; margin: 0 auto;"></div>
<div style="border: 1px solid gray; border-radius: 15px; width: 80%; height: 25px; margin: 0 auto;"></div> <div style="text-align: center; margin: 5px 0;">↓</div>	<div style="border: 1px solid gray; border-radius: 15px; width: 95%; height: 35px; margin: 0 auto;"></div>
<div style="border: 1px solid gray; border-radius: 15px; width: 80%; height: 25px; margin: 0 auto;"></div> <div style="text-align: center; margin: 5px 0;">↓</div>	<div style="border: 1px solid gray; border-radius: 15px; width: 95%; height: 35px; margin: 0 auto;"></div>
<div style="border: 1px solid gray; border-radius: 15px; width: 80%; height: 25px; margin: 0 auto;"></div>	<div style="border: 1px solid gray; border-radius: 15px; width: 95%; height: 35px; margin: 0 auto;"></div>

8 Work in pairs. Read the Skills box and the ideas in the organizer from Exercise 6 and discuss the questions below.

- 1 Do the instructions need to explain what kind of projectile to use?
- 2 Do the instructions need to explain how to stand correctly for a good aim?

Some information in instructions to operate a machine has to be explicitly explained because it may be unknown for many readers, or it needs to be followed exactly to operate the machine successfully. Other information can be inferred or known by the reader without explanations, so it doesn't have to appear.

Skills

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and what information can be inferred. Our general knowledge and experience allow us to infer certain information, so it will not be included in our instructions, while specific details related to the performance of a device may not be known by most people and therefore needs to be explained, preferably using pictures.

For your Final Product

9 Work in groups. Discuss and decide what ideas in your organizer from Exercise 7 have to be explained explicitly. Circle or highlight them in your organizer.



A: We need to explain how to open the pick-up box. It is difficult.
B: We don't need to explain how to insert a coin. It is obvious.

Assessment - Think About Your Progress

10 Work in pairs. Check (✓) the strategies you think you now can use to understand better the information in texts about how to operate a machine. Tell your partner how you used them.

- 1 Understand technical terms with the help of graphics.
- 2 Explain to others what I read.
- 3 Classify information in a graphic organizer.
- 4 Use my own experience with the topic.

If you are not sure you can use these strategies, review Exercises 2, 3, and 6.



Assessment - Think About Your Progress

Exercise 10

This exercise promotes peer evaluation by allowing students to share what they learned and how they used the information. Students can help each other clarify doubts and become aware of their learning progress. Suggest going back to previous exercises to go over aspects that might need revising.

For your Final Product

Exercise 9

You can start by pointing out that based on what they learned in the previous activity, students have now to apply the same principle and decide what information in their instructions needs to be explained in detail, and what other does not, because of our general knowledge and experience.

Have students look at the examples provided as a guide before they exchange ideas. You can monitor the activity to listen to students discussing their ideas. Remind them to communicate in English and be ready to offer help, if necessary.

Development

Exercise 1

You may ask students to look at the pictures and then elicit their description. You can explain that each one is related to a certain purpose and therefore belongs to a specific section of the instructions. Tell students to read the examples provided to guide them when exchanging ideas to solve the exercise. One way to check answers could be to call out the four purposes, one by one, for students to say which picture each one is related to.

Answers:

1 c 2 a 3 b 4 d

Media Resources

You can use Poster Unit 7 for further practice. As a class you could look at the pictures and steps in instructions on how to make an infographic and let students discuss how the pictures complement the steps and help make instructions clearer.

Development

1 Work in small groups. Look at the pictures and discuss what instruction below they belong.



- 1 To load the slingshot. —
- 2 To prepare your aim. —
- 3 To shoot the projectile. —
- 4 To be safe. —



I think picture *d* goes in *To be safe* because they are in an open space.

I agree. It shows that they are not pointing the slingshots at any person.



2 Work in pairs. Read the two different instructions and discuss the questions below with your partner.

a

Step 1

How to use a slingshot

To load the slingshot

- 1 To use a slingshot first choose your projectile.
- 2 Grip the base of the slingshot with your dominant hand and place the projectile in the center of the pouch. Use your thumb and index finger to hold the projectile in place. Make sure it is in the center of the pouch.



b

- 1 First choose a projectile. The projectile needs to fit in the pouch.
- 2 Hold the base of the slingshot with the hand you always write with. Place the projectile in the center of the pouch. Hold the projectile with your thumb and index finger to make sure it doesn't move from the center.

- 1 Which instructions are easier to understand for you? Why?
- 2 What did the author do in the underlined parts in text b? Was it useful?

You can use synonyms or explain in your own words the information you find in the sources you consult to create your own work in a way that is clearer for you. You decide what information you want to include according to your interests and needs.

Skills

3 Read the next section of the instructions and underline the first word of each sentence.

Step 2

To prepare your aim

- 1 Stand sideways so that the shoulder of the arm that holds the base faces the direction you want the projectile to go. Stand with your feet shoulder-width apart, and keep your feet facing forward.
- 2 Raise the slingshot so that it is at a 90° angle to your body. The angle is the inclination; in this case, it has to be straight.



our own words, we need to understand the text thoroughly, otherwise we may be prone to misunderstand the main ideas and give wrong information. So, the first step would be for students to check they fully understand the original version of the instructions. Then, they may express the same idea but using different words, that is to paraphrase. Also, if they consider some information should be added in order to make the instructions more understandable, they can do so; likewise, they can leave out any piece of information they consider unnecessary.

Exercise 3

Once students have underlined the words, ask them what type of word they are and elicit what kind of sentences usually starts with a verb.

Answers:

Underlined: stand, rise

Exercise 2

This exercise helps students to learn how to paraphrase and add information to a set of instructions. Suggest that they analyze both versions of the instructions carefully. Tell them to focus on the underlined parts to compare them with the original version. You can check answers by inviting some volunteers to share them with the class. Make sure they are

able to support their answer to question 1 with suitable reasons.

Invite them to reflect on whether the information added in the student's version is useful, and whether the choice of words in this second version makes the instructions clearer or not.

Skills Box

After students read the Skills Box, you may want to explain that in order to change a text and express the same ideas with

Toolbox

You may draw students' attention to the Toolbox and invite a student to read it out loud. You could explain that we start sentences with a verb when we want to give instructions or commands, whereas explanations start with a subject. Encourage students to provide some examples of both types of sentences.

For your Final Product

Exercise 4

You can start by explaining to students that, on this step of the Final Product, they have to decide which word they are going to use at the beginning of each instruction. Let them study the example below and then go back to their organizer and, on a separate sheet of paper, complete a diagram like the one on this page with their own choices. Even though most of their instructions will probably start with a verb, explain that they can use other words. You could provide one or two examples as a guide, for instance, *You should ... / This part ... / Never...* etc. It is suggested for you to monitor the activity, walking around the classroom in case students need to clarify doubts.

Stage
3

Toolbox

To explain steps, like those to operate a machine, it is very helpful to start with an action word (verb) that says what to do. Begin your sentences with a verb in simple form for every action you have to describe.

To explain difficult words, it is helpful to start your sentence with the word you want to explain.

- Find a sentence in the text from Exercise 3 that explains a difficult word. Circle how the sentence starts.

For your Final Product

4 Work in small groups. Use the information from the organizer on page 122 to write instructions of the actions you will include in your infographic.

```

graph TD
    VM((Vending Machine)) --> P1((To prepare for use  
Check  
Read  
Count))
    VM --> P2((To describe the process inside  
the machine  
Rotating metal coil  
Open  
Pick-up))
    VM --> P3((To insert money and select a product  
Insert  
Press))
    VM --> P4((To inform about safety or solve  
problems  
Wait  
Ask for help))
            
```

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Exercise 7

This exercise is useful for the students to add some safety instructions to their first draft. You might remind them of the structures they learned on the previous page as you write them on the board. Students should read the example sentences as a model before they write their own. Suggest that they include recommendations of both types, that is, the *dos and don'ts*.

Exercise 8

This exercise is a good opportunity for students to practice cooperative learning and peer assessment. You should point out that it is important that students analyze their classmates' instructions in detail in order to give a useful feedback. Remind them of the importance of making positive comments and suggestions to make the instructions clearer. Once students get their feedback, encourage them to exchange ideas and opinions to improve their texts. You could tell students that giving feedback is not about criticizing but making helpful comments. Once students are satisfied with their instructions, they can complete the chart in Exercise 4.

Exercise 9

Students should now decide which instructions should be represented by pictures. Remind them that the

Stage
3

For your Final Product

7 Work in small groups. Think of safety recommendations you can include in your infographic. Write sentences with what you should do or not do to be safe and add them to your draft.

To be safe

To avoid accidents, wait for the product to drop and don't kick the machine.
To avoid injuries, don't try to reach for a product that didn't drop from the box.
Ask for help.

To be safe

8 Exchange your drafts with another group and tell your classmates if the ideas are clear. If your classmates didn't understand well, read your sentences again and make some changes. Complete the organizer from Exercise 4 with all the written information you now have.

9 Make a list of pictures you will include in your infographic to illustrate how your machine works. They have to be appropriate, like those in Exercise 1.

A
Z
p.154

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Assessment - Think About Your Progress

10 Work in small groups. Discuss the questions.

- 1 What steps did you follow to write the information that explains how your machine works?
- 2 How can you organize your information?
- 3 What did you learn about writing safety recommendations when using a machine?

If you are not sure about your answers, review what you did in Exercises 1-3 and 6.

objective of adding pictures is to make the instructions clearer and easier to understand. Have them bear in mind this idea when choosing the most suitable pictures.

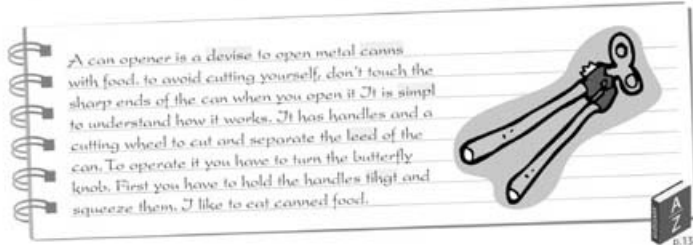
Assessment - Think About Your Progress

Exercise 10

This activity fosters cooperative learning as students help each other answer the questions and

clarify doubts. It is important to build an effective and collaborative environment where students can reflect, analyze, and help each other. If additional guidance is required, you can direct them to previous exercises to review the type of information they provided.

- 1 Work in pairs. Read a student's text about how to use a can opener. This text has spelling and punctuation mistakes. Check (✓) the elements you can find in the text.



A can opener is a devise to open metal canns with food. to avoid cutting yourself, don't touch the sharp ends of the can when you open it. It is simpl to understand how it works. It has handles and a cutting wheel to cut and separate the lead of the can. To operate it you have to turn the butterfly knobs. First you have to hold the handles tight and squeeze them. I like to eat canned food.

- The text has a title.
- The text has several pictures that help understand the ideas.
- All sentences begin with a capital letter and end with a period.
- The sentences are organized in sections, according to topics.
- The text has no spelling mistakes.

- 2 Make a list of the spelling and punctuation mistakes you found in the text from Exercise 1 and write the corrections next to them. You can verify the spelling of the highlighted words in your Glossary, page 134.

- | | | |
|---|---------------------|---------------------|
| 1 | <u>devise</u> _____ | <u>devise</u> _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |



mistakes. Tell them that they can go to their Glossary section in order to check spelling, or they could use a dictionary, if available.

An effective way to check answers with the whole class would be to copy the text on the board and invite volunteers to circle the words that have spelling mistakes and mark the right punctuation where relevant.

Answers:

Spelling: 1 devise-device

2 canns-cans 3 simpl-simple

4 leed-lid 5 tihgt-tight

Punctuation and capital letters: To

avoid cutting yourself, don't touch the sharp ends off the can when you open it. To operate it, you have to turn the butterfly knob. First, you have to hold the handles tight and squeeze them.

Exercise 1

Students should analyze the text carefully to see if it includes the aspects mentioned in the checklist. Allow some minutes for students to do the task and then, you may bring the class together by checking answers with the whole class. You can encourage students to say whether there are other aspects that should be corrected. Ask them whether they found it easy

or difficult to understand the instructions and why.

Answers:

No aspects to be checked.

Exercise 2

You can ask students if they remember the punctuation rules. Then invite them to read the text again and pay attention to the way words and sentences are written in order to find the spelling and punctuation

Exercise 3

Before students begin working, ask them to read the steps to be followed to make sure they understand what they are expected to do. You may want to point out that once they have edited the text, they should go over each of the steps again to make sure all the changes have been included. It might be helpful to use the board again to check answers. Volunteers can come up to the front to write the instructions properly. After the text is edited, you could ask the students what extra information they think would be useful to add to the instructions.

Skills Box

Suggest that students read this section before they start editing the text. Remind them that one of the steps they followed in their Final Product was to classify the information according to the topic or purpose it serves, to present the instructions in an organized way.

Exercise 4

This exercise is a good opportunity for students to exchange ideas and opinions and to evaluate their work by comparing it against the original version of the text. Have them read the example sentences before they start discussing. After some minutes you can invite volunteers to share their ideas with the class. Try to elicit

Stage
4

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3 Work in pairs. In your notebook, edit and write an improved version of the text in Exercise 1 according to the steps below.

- 1 Add a title.
- 2 Put the sentences in order. Start with general information and continue with steps on how to use the can opener. Finally, add safety information.
- 3 Eliminate unnecessary information not related to the operation of the can opener.
- 4 Use the words with the correct spelling that you found in Exercise 2.
- 5 Put periods at the end of each sentence and capital letters at the beginning of them.
- 6 Discuss with your partner what pictures would help understand the text better.

To edit a text about how machines work, don't forget to separate information in topics. Don't add information that is not related to the topic because it can be confusing.


Skills

4 Work in pairs. Discuss how the text you edited is easier to read than the text in Exercise 1.

A: It is difficult to understand how to use the can opener in Exercise 1 because it has no pictures.
B: Yes, our text is better because the information is in order. It is clearer.

For your Final Product


5 Work in small groups. You will now edit the draft you wrote in Exercise 8, page 128. First, organize your sentences in paragraphs. Use a paragraph for each of the sections you defined.



as many reasons why the text improved as possible.

For your Final Product

Exercise 5

 This activity may be done on a separate sheet of paper. It could be useful for students to use the steps in Exercise 3 as a checklist to edit their instructions. Remind them of the importance of arranging the information in sections for the

sake of clarity. Monitor the activity to provide help at this stage, if needed.

- 6 Add a title with the name of the machine you chose and add the pictures you decided in Exercise 9, page 128.

- 7 Exchange your paragraphs with another group. Follow the steps in Exercise 3 to evaluate their work and provide suggestions on how they can improve.



I think that this sentence is unnecessary. It does not refer to your machine or how to operate it.

You did not include ideas about safety. Tractors are dangerous. Why don't you include some?

- 8 Work in groups. In your notebook, write the final version of your texts. Use the suggestions your classmates gave you.

Assessment - Think About Your Progress

- 9 According to the suggestions you received to edit your final version, take note of what you need to improve when writing and a possible suggestion to do it. If necessary, ask your teacher for help.

If you need help, go back to Exercises 1-3 and review what you can improve when writing.

Exercise 8

Students should now take into account all the suggestions made to write their final version of the instructions. You may want to point out that it is important to revise their work once they finish making sure they are satisfied with it and no extra changes are needed.

Assessment - Think About Your Progress

Exercise 9

This exercise is for students to self-assess their work and become aware of their weak points and the remedial work that can be done to improve it.

Although it may be easy for students to spot their weak points, they may not find it easy to realize how they can perform better. So, be ready to guide them and offer possible ways and strategies to improve. Remind them that they can go back to previous exercises to review aspects related to writing.

Exercise 6

Explain to students that they are allowed to edit the pictures they previously chose and discuss whether any other changes should be made.

Exercise 7

This is an excellent feedback exercise that also fosters cooperative learning as students exchange ideas and opinions on each other's work. Students can read the examples provided to


understand what kind of comments and suggestions they are expected to make. They can use the same steps you suggested when writing their edited version of the text. You may find it useful to monitor this activity, listening to students interact and clarifying doubts when necessary.

Closure

Final Steps

Exercise 1

You can let the groups discuss and exchange ideas on the layout of their material. You can point out that the purpose of an infographic is to show information in a clear way, so students should make sure their works are easy to understand.

 Students who have access to the Internet can visit this page to get additional ideas.

Exercise 2

You may want to point out the importance of pictures in an infographic, that is, to make the text easier to understand and to look attractive. Students should take into account the size of the pictures which is vital to understand the information.

Collect your evidence

Exercise 3

It is important that students notice the process they followed to achieve their goal create an infographic. They can go back to the Planner to check all the steps they have taken to reach their objective.

Socialize

Exercise 4

Groups should be ready to present their work to the class. They can come up to the front and explain briefly what their infographic is about

Closure

Final Steps

- 1 With your edited texts, create an infographic on construction paper or stick with tape several pieces of paper. Try to distribute information in an organized and clear way for other people to understand it.
-  If access to the Internet is possible, a way to find ideas to design your infographic is to check examples online. You can find some at <https://bit.ly/2j6b50Y>



- 2 Draw or paste big pictures to your infographic. Add colors and details to make it attractive and easy to read.

Collect your evidence

- 3 In this unit you read texts about how machines work, understood them, and created an infographic with texts and pictures about a machine of your choice. Now you are ready to share your work. Go back to your Planner on page 114 and check (✓) what you did to accomplish it.

Socialize

- 4 Display your infographics in the classroom to make an exhibit.
- 5 Look carefully at the infographics of other groups and make notes on things you liked or that were missing in your work.
- 6 As a class, discuss what you learned from the infographics of your classmates and possible ways to show your work to other people outside the classroom to help them learn about your machines.
- 7 Discuss in groups.

- Did most of your classmates understand the information in your infographic?
- Which of the infographics you saw in the classroom was your favorite? Why?

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before displaying it on the classroom walls.

Exercise 5

You can invite students to walk around the classroom to examine their classmates' infographics. Tell them it is important to study them carefully to notice what elements they would have liked to include in their own work and the ones they specially liked.

Exercise 6

This is a whole class activity for students to make comments on the aspects they liked about their classmates' work and what useful information they got.

Exercise 7

As a wrap-up activity, encourage groups to exchange ideas and opinions on their infographics and their classmates'.

Assessment

Assessment

1 Now that you have finished this unit, check (✓) the answers to the question that apply to you. This will help you recognize those aspects you need to improve.

1 What things were difficult to do?

- Read and understand information about how a machine works.
- Explain in my own words the information I read.
- Organize information in a text.
- Use pictures to explain my information.
- Other: _____

2 After creating an infographic and seeing the ones of the other groups, work with a partner to answer how well you developed your Final Product.

My Final Product	Yes	No
I included all the necessary information.		
My information was clear for other classmates.		
My pictures helped understand the operation of the machine we chose.		
My infographic was attractive and organized.		

3 Get together with the classmates you worked with as a group during the unit and answer the questions. Then discuss how you can all improve your teamwork performance.

- 1 Did you participate with enthusiasm to create your infographic?
- 2 Did you listen with respect and attention to others' ideas?
- 3 Did you accept the suggestions to improve that you received from others?
- 4 Did you recognize positive things in the infographics of other groups?

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

5 Go back to the Initial Assessment on page 114. In small groups, discuss your progress.

Unit 7 133

Exercise 1

This assessment process is divided into stages. First, students should assess their own performance. In order to do that, you can explain how important it is to reflect and give honest answers as this will help them identify the aspects they need to work more on to improve.

Exercise 2

In the second stage of the assessment students should focus only on the Final Product. This activity requires them to analyze their performance to identify whether they fulfilled their goals or not. It is a very good feedback exercise that also fosters cooperative learning as students exchange ideas and comments on their work.

Exercise 3

This stage is related to teamwork. It is important that students become aware of the specific skills required to work in groups. Elicit some aspects that are necessary to be able to work with others in a successful way, before students exchange opinions to assess their team's performance. This discussion provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. You may monitor this activity, listening to group discussions and paying attention to the strategies they mention.

Exercise 4

Perform this exercise with the whole class. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies to implement.

Exercise 5

Students should go back to the Initial Assessment to review the options they've checked and notice how much they improved by the end of this unit, so they become aware of their learning process. Encourage groups to exchange opinions and points of view. You can invite some students to share their ideas with the whole class.

Unit

8

Social Learning Environment:

Recreational and Literary

Communicative Activity:

Recreational expression.

Social Practice of the

Language: Improvise a brief monolog on a subject of interest.

Final Product: Improvised Monologs.

Student's Book		
Session	Activities	Pages
1	Opening	135–136
2–3	<i>Provide repertoires of words and expressions on topics chosen by students and the opportunity to use them when planning monologs. Provide conditions so they can:</i>	137–140
	• Recognize different types of monologs (e.g. <i>comic, dramatic, interior</i> , etc.).	
	• Choose monolog genre.	
	• Analyze characteristics of the chosen genre.	
	• Negotiate rules for a game (e.g. turn order and time limits, monolog genre, etc.).	
4–6	<i>Review own repertoires of words and expressions and those of others.</i>	141–143
	<i>Provide models of behaviors for speaking and listening so that students understand and can:</i>	
	• Value appropriate body language for a monolog (e.g. <i>eye contact and proximity to the audience</i>).	
	• Discuss how to apply body language to elicit desired emotions.	
	• Define strategies to monitor speech (e.g. paraphrasing and pausing).	
7–8	• Take into account the audience's needs and knowledge when choosing topics.	144–147
	• Offer proposals and value those made by others.	
	<i>Encourage students to be confident and help them improvise when speaking, so they can:</i>	
	• Control emotions.	
9–10	• Use the proper register when speaking.	148–150
	• Choose appropriate conventions (e.g. choice of words and expressions, nonverbal language, etc.).	
	• Evaluate their own performance.	
	<i>Focus students' attention on positive and constructive attitudes regarding the use of the foreign language so they can:</i>	
11–12	• Evaluate strengths regarding competency and command of English.	151–152
	• Help solve problems to improve performance.	
	• Explain strategies used.	
	• Value the opinions of others.	
11–12	Closure and Assessment	151–152

Opening

You may find it useful to encourage students to review the four stages and the social practice to be achieved throughout the unit.

Let's start together

To get in contact with what they will do throughout this unit, allow the time you consider appropriate for students to discuss the questions provided. Monitor and foster the use of English.

Initial Assessment

It might be a good idea to elicit from students some examples that show they have achieved the abilities before they do the task. Students should be encouraged to provide honest answers so that in the end of the unit they can come back and appreciate their progress.

Planner

It might be helpful to ask students to do this task in pairs and write their suggestions on a separate sheet of paper. Taking a look at the tasks they will do can help you get them interested in what they will accomplish.

Unit 8
Social Practice of the Language:
Improve a brief monolog on a subject of interest.

Stage 1
Review genres of monologs.

Stage 2
Plan a monolog.

Stage 3
Present a monolog.

Stage 4
Encourage feedback.

Social Learning Environment:
Recreational and Literary

Communicative Activity:
Recreational expression.

Opening

Let's start together

- 1 Read and answer the questions in groups.
 - 1 Do you know any games where you have to act and speak?
 - 2 Do you like them? Why?
 - 3 What is your favorite acting and speaking game in your mother tongue?
 - 4 What kind of topics do you prefer to speak about?

Initial Assessment

In this unit you will play a game of improvised monologs. Discuss in small groups the following aspects. Answer the questions to know how well prepared you think you are.

	Yes	No
Is it easy for you to speak in English?	<input type="checkbox"/>	<input type="checkbox"/>
Do you know what a monolog is?	<input type="checkbox"/>	<input type="checkbox"/>
Can you use gestures and body language as you are speaking?	<input type="checkbox"/>	<input type="checkbox"/>
Are you prepared to offer and receive feedback?	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	156
2		<input type="checkbox"/> Brainstorming topics of monologs for our game.	158
3		<input type="checkbox"/> Adding more words and ideas to my organizer.	158
3		<input type="checkbox"/> Completing the material with the topic I chose.	159
4		<input type="checkbox"/> Writing notecards with topics for our game.	159
5		<input type="checkbox"/> Writing the rules of our game.	160
6	Development	<input type="checkbox"/> Writing a hypothesis about the topic I chose.	162
7		<input type="checkbox"/> Practicing reading my monolog out loud.	163
8		<input type="checkbox"/> Adding key ideas to the hypothesis I wrote.	166
9		<input type="checkbox"/> Improvising a monolog using the key ideas I wrote and taking notes about my partners' performance.	167
10		<input type="checkbox"/> Giving and receiving feedback about our monolog performance.	150
11		<input type="checkbox"/> Playing the improvised monolog game.	151
11	Closure	<input type="checkbox"/> Giving and receiving feedback and making notes on what I need to improve.	151
12		Assessment.	152

Don't forget to come back and check (✓) your evidence.

1 Work in small groups. Read the monologs and discuss what topic they are about.

A If I could change something in the world, I would ban plastic bottles because they are very bad in many ways. First, they harm the environment. Plastic bottles take thousands of years to disintegrate and many end up in the sea. This harms marine animals. Second, reusing your water bottles to drink is bad for your health because plastic releases dangerous substances. The best thing is to use your own reusable metal container. Finally, people spend a lot of money buying water bottles. If people used their own containers, they would save money and help the environment. This is why if I could change something in the world, I would ban plastic bottles.

B



If I could play a musical instrument well, I would like to be a better guitar player because I only know the basics. First, I would work on my fingering technique because it is necessary to be precise before trying to play fast. Of course, the secret is to practice with discipline. All guitar players know the value of calloused fingers! And finally, I would also use a metronome to improve my rhythm. Timing is everything when playing an instrument! This is my dream, to be a better guitar player.



A: Monolog A is about pollution.

B: I disagree, it is about plastic bottles.

2 Work in pairs. Read the Skills box and decide what type the monologs in Exercise 1 are.

1 Monolog A: _____

2 Monolog B: _____

A monolog is a short reflection or speech where no speaking interaction with a listener is expected. Some can represent the inner thoughts of a character (interior monolog) or be a short presentation about a topic of personal interest (speech).

Skills



what they have to do. Walk around monitoring and checking.

Exercise 2

You might want to ask students to give reasons for choosing a type and not another when deciding. Once they finish, you could ask them to compare their answers with another pair.

Answers:

1 speech 2 interior monolog

Skills Box

It might be a good idea to elicit from students examples of famous speeches they know and also examples of monologs they have seen in movies or in plays to verify they have understood the differences fully.

Reader Box

It might be helpful to ask students to read the text to find other examples of monologs. Once they finish elicit their ideas and ask them to support them.

Media Resources

Use Chapter 8 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 8 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

You may wish to elicit from students what a monolog is and its characteristics before starting the exercise.

To help them understand the topic, you may want to ask them to look for cognates first to get the general idea, and then encourage them to use the Glossary on page 153 to look up the words they don't know. Students should read the sample conversation to have a model of

Exercise 3

Allow some time for students to work individually as you monitor and help, if necessary. Once they finish working with a partner, elicit answers from some volunteers to check as a class.

Answers:

Opinion: If I could change something in the world, I would ban plastic bottles. **Reasons:** First, they harm the environment. Plastic bottles take thousands of years to disintegrate and many end up in the sea. This harms marine animals. Second, reusing your water bottles to drink is bad for your health because plastic releases dangerous substances. Finally, people spend a lot of money buying water bottles. If people used their own containers, they would save money and help the environment.

Skills Box

After students finish reading the box, it might be helpful to elicit from students opinion words and phrases they know such as *I think, I strongly believe, In my opinion*, etc., and words used as transitions to give reasons such as *first, second, third, next, finally*, etc. This will help them as clues to do Exercise 3 correctly.

For your Final Product

Exercise 4

You can make the suggestion for students to look at the example and have them

Stage 1

3 Read Roberto's monolog again. Circle his opinion and underline his reasons. Check your answer with a partner.

If I could change something in the world, I would ban plastic bottles because they are very bad in many ways. First, they harm the environment. Plastic bottles take thousands of years to disintegrate and many end up in the sea. This harms marine animals. Second, reusing your water bottles to drink is bad for your health because plastic releases dangerous substances. The best thing is to use your own reusable metal container. Finally, people spend a lot of money buying water bottles. If people used their own containers, they would save money and help the environment. This is why if I could change something in the world, I would ban plastic bottles.

Speeches are monologs that can help express an opinion and give reasons to support your point of view.

Skills

For your Final Product

4 You are going to improvise a monolog in a game. Choose what kind of monolog you would like to present. Brainstorm topics and ideas related to it. Write as many ideas as possible in the organizer.

To write a monolog it is useful to brainstorm ideas before you begin. You can write down everything that comes to your mind in a few minutes and then you can decide which ideas you want to include.

Skills

5 Work in small groups. Exchange your organizers and add more words and ideas to them. Ask for other classmate's or your teacher's help, if necessary.

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Recreational and Literary

work individually first.

Encourage them to do their first draft in a separate sheet of paper. Once they finish, allow them to write their ideas on the graphic organizer in the book.

Skills Box

You may draw student's attention to the Skills Box and ask them in which other ways this technique can help them and how they have used it before.


Exercise 5

You could set a specific time for students to do this exercise. For example, you could devote five minutes and have them exchange papers every two or three minutes, so everyone has the chance to write something onto their other classmates' papers. The only condition is to add something new and not to repeat ideas.

Stage
1


6 Complete the notecard with the topic, genre, and opinion for your monolog.

Topic: Ban plastic bottles
 Genre: Speech
 Opinion: If I could change something in the world, I would ban plastic bottles because they are very bad in many ways.



Topic:
 Genre:
 Opinion:

7 Work with your Final Product group. Write as many notecards with topics as possible to make your game more challenging.



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they can use pieces of paper or any similar material (even reusable). Encourage them to be creative when writing their notes and choose topics that everybody would like to comment on but are not so common to avoid repetitions in the class. Walk around checking that they are writing their ideas with proper grammar and spelling.

Media Resources

You can use Poster Unit 8 from the Class CD if students have trouble brainstorming topics. Suggest that they check the people and the situations in the poster to think about possible topics for their monologs.

what the use of a notecard is and how it can help them when presenting their monolog. You could have them share other times when they have used them. Once students finish, allow them to compare their work with a partner.

Exercise 6

In this exercise, students will continue building for their Final Product. Before starting the exercise, elicit from students

Exercise 7

A suggestion would be for students to bring notecards from home in advance to do the exercise. If that is not possible,

Stage 1

Exercise 8

You should try to encourage students to explain in their own words what they have to do after they choose the rules they want to follow.

For your Final Product

Exercise 9

Once every group finishes, encourage them to paste the rules in order on the wall. If possible, have them work in a large piece of construction paper or paste several pages together so the rules are visible for everyone. As they work, walk around monitoring and checking that they are writing with proper spelling.

Assessment - Think About Your Progress

Exercise 10

You can invite students to write their answers on a separate sheet of paper to keep in their portfolio as evidence of their work. When they finish, elicit answers from some volunteers to check as a class. Offer your help, but it is a good idea to let them review the referred exercises first on their own if they have questions.


Stage 1

- 8 Work as a class. Read the rules for an improvisation game. Discuss which options are the best for you, and circle them.

Rules

Procedure:

- 1 Work in groups of
 - a) 3.
 - b) 5.
 - c) 10.
- 2 Write topic, genre, and starting sentences in notecards. Write at least
 - a) 5 cards.
 - b) 10 cards.
 - c) 15 cards.
- 3 You can use
 - a) interior monologs.
 - b) speeches.
 - c) both.
- 4 Each student picks up a card and reads the sentence out loud. Then he / she has _____ to talk about the topic of the sentence.
 - a) 1 minute
 - b) 2 minutes
 - c) 5 minutes

 The student that completes all his / her monolog in the given time wins.

-  A: I prefer we speak for 5 minutes.
B: I don't agree. I prefer 1 minute.

For your Final Product

- 9 Work in your Final Product groups. Write the rules for the improvisation game on a sheet of paper and paste them on the wall for everyone to see them. Use the rules you chose in Exercise 8.

Assessment - Think About Your Progress

- 10 Work in pairs. Answer the questions together.

- 1 What monolog types did you study in this stage?
- 2 What is the structure of a short monolog?

If you are not sure about your answers, go back to Exercises 2 and 6.

- 1 Work in pairs. Read and listen to Luis's monolog. Then discuss why he wants to play a musical instrument.

If I could play a musical instrument well, I would like to play the guitar for many, many reasons. First, they are very good for brain gym and improve concentration. They also improve your multitasking skills.



Hey! It's not easy to be doing one thing with your left hand and another completely different thing with your right hand! But more importantly, guitars are really popular with everybody, especially with girls. Guitars are romantic and the perfect instrument for a serenade.



Finally, guitars are also great at parties. They are good for entertaining people and they are like a portable karaoke. People can always sing along. Oh! I almost forgot! If I am stuck for a job, I can always get a job playing my guitar. I've always wanted to be a mariachi. This is why I would like to play the guitar.



- A: He wants to learn how to play the guitar to improve his concentration.
B: He also wants to do it to meet girls.

Toolbox

You can structure your monolog by starting with a hypothesis. To hypothesize in English, follow the structure: *If I could / would + verb in simple form, I would / could + verb in simple form*. The hypothesis must have reasons that support it. Include at least three reasons. You can use connectors *first, then / next, and second* to organize your reasons, and end with *finally, for these reasons, or this is why* to give your conclusion.

- Go back to the monolog in Exercise 1 and complete the information.

Hypothesis: _____

Reasons: _____

Conclusion: *This is why* _____

to their books and complete the task.

Answers:

Hypothesis: If I could play a musical instrument well, I would like to play the guitar ... **Reasons:** First, they are very good for brain gym and improve concentration. They also improve multitasking skills. Finally, guitars are also great at parties **Conclusion:** This is why I would like to play the guitar.

Exercise 1

Before starting the exercise, you may wish to ask students to read the text and explain in their own words what it is about. You could play the audio more than once if you deem it necessary. Encourage them to speak in English at all times.

Toolbox

To aid comprehension, ask a volunteer to give an example using the structure to create a

hypothesis in English. Write it on the board and ask students to give reasons using the connectors *first, then, next*, and a conclusion using *finally*. Once students understand what they have to do, ask them to work in pairs creating their own hypothesis, reasons, and conclusion. It doesn't have to be long. Walk around monitoring, checking, and helping with any doubt they might have. Once they finish, have them go back

For your Final Product

Exercise 2

You may wish to have students choose at least five of the topics they wrote to write their hypothesis. Encourage them to work first on separate sheets of paper. Remind them the structure they have to follow and the words they have to use as connectors to give reasons. You could walk around monitoring and checking that they write using proper grammar and spelling. Once they finish, have them choose one to complete the space provided in their book.

Exercise 3

After listening to the audio, elicit from students what they understood and the reasons why they chose a picture and not the other. You could elicit the emotions each picture reflects too.

Answer:

Checked: 2

Skills Box

Invite students to read and mention what kind of body language and gestures they think are more appropriate when saying a monolog and elicit from them if they think there is a difference between the body language and gestures they can use if they are saying an internal monolog or a speech.

For your Final Product

- 2 To plan your monologs, start by writing a hypothesis about the topics you chose in Stage 1. Then complement your hypothesis with reasons.

<p>Hypothesis: If I could change something in the world, I would ban plastic bottles.</p> <p>Reason 1: First, bottles harm the environment.</p> <p>Reason 2: Second, reusing bottles to drink water is bad for your health.</p> <p>Reason 3: People spend a lot of money buying water bottles.</p> <p>Conclusion: This is why I would ban plastic bottles forever.</p>	<p>Hypothesis:</p> <p>Reason 1:</p> <p>Reason 2:</p> <p>Reason 3:</p> <p>Conclusion:</p>
--	--

- 3 Read the Skills box. Listen to Luis's monolog again and check (✓) the picture that shows the most appropriate body language for a monolog. Check your answers with a partner.



To communicate better and have the audience pay attention to you, look at your audience and accompany your words with body language and gestures that express the emotions and ideas you want to transmit.

Skills

- 4 **Work in pairs.** Go back to the monolog in Exercise 1 and read it out loud. While you read take into account the body language Luis used in his monolog. Use the checklist to give and receive feedback.

- Look into your classmate's eyes.
- Use your hands to express emotions. Don't cross your arms over your chest or behind you.
- Break the monolog into: hypothesis, reasons, and conclusion.
- Make the necessary pauses, don't rush!
- If you hesitate, stop, breathe, and start again.
- End the monolog with a smile!



For your Final Product

- 5 **Work in pairs.** Use the checklist from Exercise 4 to practice reading your hypotheses and reasons out loud. Give and receive feedback.



Assessment - Think About Your Progress

- 6 **Work with the partner you worked with in Exercise 5.** Discuss and tell each other if ...
- 1 your hypothesis and reasons were clear.
 - 2 you used appropriate body language.
 - 3 you made the necessary pauses.
 - 4 you ended the monolog with a smile.

If you are not sure about your answers, go back to Exercises 2-5.

Assessment - Think About Your Progress

Exercise 6

After allowing some time for students to self-evaluate their work, elicit some ideas from volunteers and encourage students to say how they can improve. Write their ideas on the board and ask students to copy them on a separate sheet of paper so they don't forget them.

Exercise 4

You should try to encourage students to read making emphasis in the intonation and volume to express the emotions Luis wanted to express. You could model the activity for the students to know what they have to do before they work in pairs. As students do the activity walk around monitoring and checking.


For your Final Product

Exercise 5

It might be helpful to walk around monitoring and checking that students are doing the activity correctly. Encourage them to take notes on the feedback they receive so they can improve next time they have to read a monolog.

Development

Exercise 1

 Before starting the exercise, encourage students to say in their own words what the monolog is about. Play the audio as many times as needed. Ask students to focus on the volume, speed, intonation, etc. When students finish working with a partner, elicit the answers from some volunteers to check as a class.

Answers:

Checked: 1, 3, 4, 6

Exercise 2

You could always encourage students to speak in English as they write their ideas. Walk around monitoring and checking. Set a specific time for them to do the exercise and when time is over, elicit ideas from some volunteers. Write them on the board so students can complete their lists.


Skills Box


Invite students to read the information and elicit other expressions that could help them buy time like: *let's see, you know, give me a second, let me think about that for a second*, etc. Encourage them to write the expressions on a separate sheet of paper to have them handy when needed. You could ask them to keep it in their portfolio as evidence of their work too.

Unit
8

Stage 3

Development

1  Read and listen to Cindy's monolog. Check (✓) what you think is happening. Share your answers with a partner.



If I could make the trip of my dreams, I would go to the Yucatán Peninsula for many reasons. First, there are many beautiful and turquoise water beaches to visit. But more importantly, there are colorful coral reefs and beautiful fish in them. I would love to snorkel to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in cenotes. For these reasons, I would choose Yucatán Peninsula as my dream trip.

- 1 She stops constantly, it's not fluent.
- 2 She sounds happy.
- 3 She doesn't know what to say.
- 4 She seems nervous.
- 5 Her voice is loud.
- 6 She speaks fast.
- 7 Her body language is appropriate.

p.153

2 Discuss with your partner what you can do to improve performing a monolog. Write a list of ideas using the information from Exercise 1 and the Skills box.

Tips to perform an improvised monolog

- Don't stop constantly.
- Be confident.
- _____
- _____
- _____

To control your nerves when presenting a speech or monolog, prepare ideas first so that you feel more confident. Breathe deeply and slowly to help control your speed and use expressions like *as I was saying ...* to buy time if your mind goes blank.

Skills

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3 Practice reading Cindy's monolog out loud using the tips from Exercise 2.



If I could make the trip of my dreams, I would go to the Yucatan Peninsula for many reasons. First, there are many beautiful and turquoise water beaches to visit. But more importantly, there are colorful coral reefs and beautiful fish in them. I would love to snorkel to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in cenotes. For these reasons, I would choose Yucatan Peninsula as my dream trip.

4 Write notes about your dream trip. You can use the information below, or your own information.

If I could make the trip of my dreams, I would go to _____
for many reasons. First, _____
Second, _____. But most
importantly, _____. For all these
reasons, I would choose _____ as my dream trip.



Baja California

visit beautiful
beaches, eat delicious
food, watch gray whales,
go fishing

Mexico City

visit interesting museums,
visit Templo Mayor ruins, go
to Frida Kahlo's house, take
trajineras in Xochimilco

Chihuahua

visit
Barrancas del Cobre,
take the train, go to the
Samalayuca dune desert

Exercise 3

To do this exercise you can ask students to first work individually to practice and then sit in pairs to read the monolog to each other. Walk around and monitor, supporting students when necessary.

working on the task

individually to clarify any doubts they might have. As they do the activity, walk around monitoring and helping if necessary.

Exercise 4


You could model the exercise by writing an example on the board before students start

Exercise 5

Remind students that when giving feedback, they have to be kind, respectful, and have to give reasons that support what they say. Walk around monitoring and checking.


Exercise 6

Before starting the exercise, you may wish to model an example for students, so they know what they have to do. As they talk, encourage them to be aware of the volume, intonation, body language, etc. to help them express the feelings they want to project. Walk around monitoring and helping if necessary.

 If there aren't any cell phones available, you could help students get a tape recorder so they can listen to themselves. This is very helpful for students to complete their feedback. Otherwise, you can listen to them attentively and provide the feedback.

For your Final Product

Exercise 7

 You could elicit from students the structure of a hypothesis as they learned it in previous stages. Write it on the board so students have it present when writing their hypothesis. Allow them to write it first on a separate sheet of paper. Walk around checking and helping them correct any grammar or spelling mistakes they might have. Once they


Stage
3


5 Work in pairs. Exchange your notes and provide feedback.

6 Work with the same partner. You are going to improvise monologs about your dream trip. Close your books and take turns improvising the monolog from Exercise 4. Use the checklist from Exercise 2 to give and receive feedback. When you finish, write notes on what needs to be improved.


I need to improve ...

1 my body language.	<input type="checkbox"/>
2 my fluency.	<input type="checkbox"/>
3 my tone of voice.	<input type="checkbox"/>
4 the structure of the ideas.	<input type="checkbox"/>
5 the control of my nerves.	<input type="checkbox"/>



 If available, record your monolog using a cell phone. Review it to complete your feedback.


For your
Final Product

7  In the notecard on page 147, write the hypothesis you chose and some key ideas.

Hypothesis
If I could change something in the world, I would ban plastic bottles because they are very bad in many ways.

Key ideas

- Plastic bottles harm the environment
- They take years to disintegrate
- Marine animals are harmed
- Use reusable containers
- Save money



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have it ready, ask them to write it on the space provided in their book, on page 147.

Development

Exercise 1

You might want to ask a volunteer to read the first question and then elicit the answer from different students. Continue until you finish. As a wrap up, elicit what they think they can improve next time they have to give feedback. Write their ideas on the board and allow them to copy them on a separate sheet of paper to have them handy next time they have to give feedback again.

Exercise 2

 Before starting the exercise you may wish to ask students what words or phrases indicate in a sentence that someone is going to give a recommendation or suggestion. Write their ideas on the board so they can use them as hints to do the task. After they finish, elicit the recommendations they found to check as a class.

Answers:

Underlined: I just have an observation. At some point you started talking really fast., What I do is to breathe deeply and use a time buyer. Expressions like *What I'm trying to say...* or *In other words...*

Exercise 3

Before starting this exercise, refer students to the Skills Box so they can read the information about how to give constructive feedback. Elicit some examples where they have given a positive comment or suggestion when giving feedback. When they

Unit
8 Stage 4 Development

1 **Work as a class.** To understand why feedback is important, discuss the questions about how you feel when giving or receiving feedback.

- 1 Were you or your classmates polite or rude when giving feedback? Why?
- 2 Do you like to receive feedback?
- 3 Was the feedback you received from your classmates useful? How?
- 4 Did you provide useful feedback to your classmates?

2  **Work in pairs.** Read and listen to a feedback conversation about a monolog. Find and underline the recommendations Simon gives Cindy.



Simon: I really enjoyed your monolog, Cindy. It was funny, and your body language was excellent. It really added humor.
Cindy: Thanks, Simon.
Simon: I just have an observation. At some point you started talking really fast.
Cindy: Do you mean after the pause?
Simon: Yes.
Cindy: I suddenly forgot what I was going to say and then I got nervous and started speaking really quickly.
Simon: That happens to me. What I do is breathe deeply and use a time buyer.
Cindy: What do you mean by time buyer?
Simon: Expressions like *What I'm trying to say...* or *In other words...*
Cindy: Thanks! These are really good tips. Do you think my volume was OK?
Simon: Definitely. Overall, you did a great job. Well done!

 p.153

3 **Work in groups.** Read the Skills box and find the expressions in the conversation.

- 1 A positive comment to begin feedback: _____
- 2 A positive suggestion on how to improve: _____
- 3 A positive response to feedback: _____

When you give feedback, always start with a positive comment. Then, provide feedback with ideas on how to improve, not negative criticism. Finally, end with something positive. Feedback is a way to learn, so be open to listening to suggestions on how to improve.

Skills

finish, invite volunteers to share their answers to check as a class.

Answers:

1 I really enjoyed your monolog, Cindy. It was funny, and your body language was excellent. It really added humor. 2 That happens to me. What I do is to breathe deeply and use a time buyer. 3 Thanks! These are really good tips.

Skills Box

It might be a good idea to elicit from students different examples of positive messages they can say when giving feedback. Point out that to avoid criticism, feedback should always be objective and has to be supported by examples so that the person that is receiving it can correct easily and right away. Also, the purpose of feedback is to help others improve.

4 **Work in small groups.** Read the expressions to give feedback. Underline the options that you consider good and polite feedback and cross out the options you consider bad feedback.

1

- a) The monolog was interesting but it was very disorganized.
- b) I really liked your topic, but I didn't understand the main point very well.
- c) You did not present organized ideas and no one understood you.

2

- a) Your monolog was good but you never made eye contact with the audience.
- b) Why were you looking at the floor all the time?
- c) I just have one observation. Try to make eye contact with the audience to communicate better.

3

- a) The monolog was fine, but the voice volume was very low.
- b) Good work. I just want to say that you should try to speak louder so that everyone can hear you.
- c) Impossible to hear what you said!



5 **Work in pairs.** You are going to exchange your cards and rehearse your monologs. Use the aspects from the list to make notes about your classmate's performance.

What to consider when giving a monolog

- 1 Structure of the monolog: hypothesis, explanations, conclusion
- 2 Body language
- 3 Fluency
- 4 Tone and speed of voice
- 5 Controlling your nerves
- 6 Using expressions to help you continue with the idea (As I was saying... What I'm trying to say... In other words...)



students could have a better reference. Remember that Imitation Learning or Learning from Demonstration help students reinforce their knowledge through observation.

Exercise 4

Walk around and monitor, supporting students when necessary. After allowing some time for them to do the exercise, elicit the answers from some volunteers to check as a class. If necessary, refer students to the Glossary section on page 153.

Answers:

Underlined: 1 a, b 2 a, c 3 a, b

Crossed out: 1 c 2 b 3 c

Exercise 5

Take the opportunity to encourage students to read the aspects and explain in their own words each one of them. When doing the activity, walk around monitoring and checking. Be prepared to give examples or further practice to help students understand all the aspects from the list. If you consider it necessary, use one of your students' monolog and model each aspect of the list so

For your Final Product

Exercise 6

Exhort students to read the model conversation so that they are sure of what they have to do before starting the exercise. Walk around monitoring and checking. Remind them to use English all the time.

Reader Box

For further practice, it might be helpful to ask students to use the aspects listed in Exercise 6 to give feedback after reading the monolog on page 112. If you want to do this practice, it is recommended that students read the chapter first if you haven't worked with the Reader just yet.


Exercise 7

Invite volunteers to share their ideas. They can read the model conversation provided as a guide. If possible, have them make a comparative table in a separate sheet of paper to write what they thought and what they think now about feedback to compare them. They may share their ideas in pairs or small groups.

Assessment - Think About Your Progress







Exercise 8

This exercise is for students' self-evaluation. It is important that students answer the questions without any reference or support to confirm learning.



For your Final Product

6 Work with the same partner. Use the expressions below to give and receive feedback about your monolog performance. You can also add expressions from Exercise 4.


I really enjoyed your monolog. 	It was funny / interesting, and your body language was excellent. 	I just have an observation. At one point you ... 
That happens to me. What I do is ... 	Thanks! These are really good tips. 	Overall, you did a great job. Well done! 

7 Work as a class. Go back to the questions in Exercise 1 and discuss if your ideas about feedback have changed.

8 In small groups, explain what you learned about the things in the list.

- Positive feedback.
- Negative feedback.
- Importance of feedback.

For extra support, review the exercises on this stage with your teacher's help.



For further practice, go to your Reader on page 112. Present the monolog in groups, and give feedback to each other.

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Recreational and Literary

After allowing some time for students to say what they learned, encourage them to write their ideas in their notebook so they don't forget them. If there are any doubts they may go back to the exercises on this stage as suggested. You can explain to them the aspects they are not sure about and provide further examples of how to give positive feedback and its importance.

Closure


Closure

Final Steps

- 1 **Work in your Final Product groups. Play the game of improvised monologs. Follow the rules you prepared in Stage 1, Exercise 9, page 140.**
- 2 **When you finish, give each other feedback according to the list. Make notes in your notebook on what you need to improve.**

What to consider when giving a monolog

- 1 Structure of the monolog: hypothesis, explanations, conclusion
- 2 Body language
- 3 Fluency
- 4 Tone and speed of voice
- 5 Controlling your nerves
- 6 Using expressions to help you continue with the idea (As I was saying... What I'm trying to say... In other words...)



Collect your evidence

- 3 **Now that you have played and received feedback for your performance, go back to your Planner on page 136 and check (✓) what you did to accomplish it.**

Socialize

- 4 **Get together with other classmates you haven't played with before. Work in small groups. Exchange your rules and play using new monologs. Take notes to give feedback to your classmates.**
- 5 **When the game is over, use your notes to tell your classmates how they can improve.**
- 6 **Discuss in groups.**
 - What did you learn from your classmates' feedback?
 - What was easy or hard when improvising new monologs?
 - Did your fluency in English improve?

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Final Steps

Exercise 1

You might want to have students play the game in small groups, in pairs, or as a class. Before starting the game, elicit the rules they have to follow in their own words. Walk around monitoring and checking.

Exercise 2

You might want to let students work in pairs to give each other

feedback. Walk around monitoring and helping if necessary. Remember to set a specific time for students to do the exercise and encourage them to write their ideas using proper grammar and spelling.

Collect your evidence

Exercise 3

The work is done. You may lead your students to the planner at the beginning of the unit in

order to check the learning tasks carried out throughout the unit. Encourage students to mention any other task not listed that they think helped them accomplish their Final Product. You may profit from this exercise for a final reflection before socializing their product.

Socialize

Exercise 4

Give students a specific time in the class to play again. Remind them to use English at all times and to be objective and polite when giving feedback.

Exercise 5

It might be a good idea to ask students to take notes on the feedback they received so they remember what they need to improve.

Exercise 6

Before finishing, you may want to have an additional discussion in smaller groups about what they learned through this unit. After discussing, encourage students to write their answers in their notebooks. Monitor the activity and help if necessary.

Assessment

Exercise 1

You may remind students that an honest reflection is fundamental for any process of self-assessment. The first part of the assessment focuses on their own learning. Monitor the activity and help them if necessary with clues for their consideration.

Exercise 2

The second part of the assessment is specifically about their Final Product, improvised monologs. It would be a good idea to invite students to answer the questions thinking about their performance when they participated in the game in order to verify all the details. Remind partners to give honest and objective opinions on their work.

Exercise 3

This time they are describing their work and collaboration with their teams. It would be important to lead them to analyze their work with the whole class and not only about their teammates in collaboration activities.

Exercise 4

This section is an important part of the reflection and assessment process. Socializing the result of their reflection would give everyone ideas about their own work. It would be a good idea to give some general comments about their work, focusing on the

Assessment

1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
Correctly structure a monolog.				
Use my tone of voice and body language to express emotions.				
Speak fluently in English.				
Improvise monologs based on a hypothesis and key ideas.				
Control my nerves.				
Give and receive feedback.				

KEY
1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

2 Work in pairs. Now that you have participated in a game of improvised monologs in English, discuss and answer if there's something you could see in your classmates' work or yours that you can improve.

My Final Product	I think	My partner thinks
My monolog was well structured.		
The topic of the monolog was interesting for my classmates.		
I changed my tone of voice to express emotions.		
The feedback I gave was polite and honest.		

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

Teamwork	Yes	No
We gave constructive and respectful feedback.		
We listened attentively and respectfully to the monologs of our partners.		
We were well-organized to play the game.		

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

5 Go back to the Initial Assessment on page 136. In small groups, discuss your progress.

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positive and only hinting the less positive elements of their work.

having difficulty with any element of the assessment.

Exercise 5

Finally, students should go back to their Initial Assessment and have a group discussion that will allow them to compare those first answers to what they can do now so they can notice their progress. You may want to promote peer help whenever someone is falling behind or

Evaluation Rubric

Evaluation Rubrics are scoring tools used to grade the quality of each criterion in a more precise way. If shared with students, they can help them understand the assessment of their performance.

Instructions:

- 1 Determine and list the criteria to be graded and write them on the first column.
- 2 Describe in detail and write the first quality assessment for each criterion, starting with “Excellent”.
- 3 Discuss the results with your students.

Criteria	Quality		
	Excellent	Good	Needs Improvement

Notes:

Unit 9

Social Learning Environment:
Academic and Educational
Communicative Activity:
Handling information.

Social Practice of the Language: Discuss points of view to participate in a round-table discussion.
Final Product: Round-Table Discussion.

Student's Book		
Session	Activities	Pages
1	Opening	154–155
2–4	<i>Foster exploration of sources and direct students' attention to detect their strengths and needs so they can:</i>	156–160
	• Define purposes of research.	
	• Ask questions that guide research.	
	• Locate adequate sources.	
	• Select and record information that answers questions.	
5–7	<i>Help students to:</i>	161–166
	• Anticipate general sense.	
	• Contrast personal points of view with the main ideas of a text.	
	• Detect changes in meaning caused by modifying words (e.g. <i>legal-illegal, act-action, etc.</i>).	
	• Establish connections between personal points of view and information that complements, exemplifies, or explains them.	
8–9	<i>Offer enough models so students can explore not only different discussions but also different ways to have a discussion. Help them determine when they do or do not need support, and to:</i>	167–170
	• Decide how to express their opinions using prosodic resources.	
	• Monitor use of prosodic resources (e.g. volume, tone, rhythm, clarity, and pronunciation).	
	• Use non-verbal language and prosodic resources to create an effect.	
	• Use strategies to influence the opinion of others (e.g. proposing hypothetical situations: <i>If this were a problem, everybody would recognize it; If everybody acted as he or she wanted, there would be terrible consequences.</i>).	
10–12	• Evaluate their own behavior and that of others.	
	• Closure and Assessment	171–172

Opening

To get students started, you could encourage them to review the three learning goals and the social practice to be achieved throughout the unit.

Let's start together

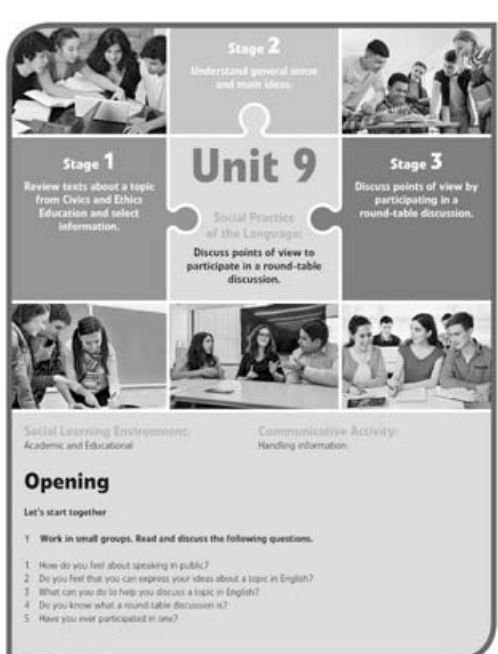
It would be a good idea to promote a discussion about the interesting things about public speaking. Should the negative aspects (stress, stage-fright, etc.) arise, you might look for students' ideas to overcome the feelings. You may want to include the story of King Arthur for understanding the concept of a round-table discussion.

Initial Assessment

This activity will highlight skills and opinions from different areas: reading habits, abstraction of ideas and analysis of information, and conversational skills. It would be important to promote an honest response so to see if there are any changes after the completion of the unit. You may remind them that there are no right or wrong answers.

Planner

It would be important to lead students to read this planner so that they know what is expected of them during the process. They will come back to this section at the end of the unit in order to see the progress of their learning.



Unit 9
Social Practice of the Language
Discuss points of view to participate in a round-table discussion.

Stage 1
Review texts about a topic from Civics and Ethics Education and select information.

Stage 2
Understand general sense and main ideas.

Stage 3
Discuss points of view by participating in a round-table discussion.

Social Learning Environment: Academic and Educational

Communicative Activity: Handling information.

Opening
Let's start together

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

- How do you feel about speaking in public?
- Do you feel that you can express your ideas about a topic in English?
- What can you do to help you discuss a topic in English?
- Do you know what a round-table discussion is?
- Have you ever participated in one?

Initial Assessment

In this unit you will participate in a round-table discussion about a topic from Civics and Ethics Education. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Read texts in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select important information from texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give my point of view about a topic in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss ideas with others in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner
These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	<input checked="" type="checkbox"/> How ready am I to get started?	155
2		<input type="checkbox"/> Brainstorming topics about Civics and Ethics for our discussion.	157
3		<input type="checkbox"/> Choosing useful sources of information.	159
4		<input type="checkbox"/> Writing questions to guide my research.	160
5		<input type="checkbox"/> Finding the answers to my research questions in information sources.	162
6-7	Development	<input type="checkbox"/> Deciding my opinion about the topic we chose.	163
		<input type="checkbox"/> Organizing my ideas for arguments in an outline.	164
		<input type="checkbox"/> Completing an organizer with my information.	166
		<input type="checkbox"/> Giving and receiving feedback about our arguments.	169
8-9		<input type="checkbox"/> Writing hypothetical situations for our discussion.	170
		<input type="checkbox"/> Planning the organization for our round-table.	170
10-11	Closure	Rehearsing for and participating in a round-table discussion.	171
12		Assessment	172

Don't forget to come back and check (✓) your evidence.

Development

Media Resources

Use Chapter 9 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 9 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.


Exercise 1


Elicit from students the three type of information sources they can see in the pictures: *a book, a magazine, and a website*. Ask them what they all have in common: the topic. Draw students' attention to the fact that all the three sources are related to Civics and Ethics. Before organizing the class into pairs you may have a whole class discussion about school uniforms (benefits, advantages, disadvantages, opinions, etc.). Students will probably say that the first samples are not related, as an extension you may draw their attention to clue words such as: *uniform, dress code, Civics and Ethics*, so as to find a possible form of linking it to the topic. You may lead a class discussion about the ideas that the website provides and ask students if they agree or disagree with them. Then allow time for students work in pairs and discuss the questions on page 157. Monitor and help if necessary.

Unit
9 Stage 1 Development

1 Work in pairs. Look at the information sources and discuss the questions on page 157.

a 

b 

c 

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Answers:

1 A Civics and Ethics Education 2
 B The Uniform Debate: Should we keep wearing uniforms?
 C The Dress Code Debate 2 Yes, about using uniforms as a dress code for school. 3 M. Gutierrez and L. Hobbs, the second doesn't say, and third Liliana Torres 4 To provide information in different ways: academic, entertaining, and digital. 5 The book and the magazine. 6 The three of them.

Stage 1

- 1 What are the names or titles in each source of information?
- 2 Are the three sources about a similar topic? What topic is it?
- 3 Who are the authors of each text?
- 4 What is the purpose of each source?
- 5 Which source probably has a contents page or an index where you can see the topics?
- 6 Which sources have chapters or sections?

2 Work in small groups. Look again at the information sources in Exercise 1, read the Skills box, and answer the questions. Share your ideas with your partners.

- 1 Who is the information in these sources for? Adults? Children? Or both?
- 2 What graphic elements can you recognize in each source?
- 3 How did these elements help you know what the topic is in each source?
- 4 Which source do you think will give objective information?
- 5 Which source do you think will give opinions about the topic?


When you need to evaluate if an information source is helpful for a topic you are researching about, look at the titles, pictures, and read the first text lines. Do this to select reading materials effectively so that you don't waste time reading information that is not useful for what you are doing.

Skills

Source a is a book. It's a Civics and Ethics Education book. You'll need to look at the contents page to see the topics.

Source b is a magazine. The title is Magazine for Young People. This volume is about going back to school.

Source c is a website. You can find articles about different categories there. This article is about advantages and disadvantages of wearing uniforms at school.



For your Final Product

3 You are going to participate in a round-table discussion about a topic related to Civics and Ethics. Brainstorm topics about Civics and Ethics that are interesting for you.

We shouldn't wear uniforms. My feelings should be considered for my final grade.

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Exercise 2

You may want to start with students answering the questions individually and then checking their answers into small groups of three or four in order to generate elements for discussion. You may suggest them to re-read the Skills box when they get together as a group so that they take into account the specific elements for selecting materials effectively in their conversation. Students

should read the sample conversation to have a model of what and how they have to discuss. Monitor the activity and promote that their discussion includes the content of the information sources and ask them to assess if this information is useful.

Skills Box

You could start this activity by drawing students' attention to the Skills Box and asking them


to read it to make sure they understand what they need to focus their attention on when evaluating an information source. You can tell the class, that it is very important to look for important details when researching about a topic; such as looking at the title, pictures, and reading the first lines of the magazine article, book chapter or website blog where they are doing their research to avoid wasting their time and to select materials effectively.

For your Final Product

Exercise 3

You can use this activity as portfolio evidence. Have students work on a separate piece of paper, if necessary. This brainstorming activity could be done with the whole class to get a broader scope of possible topics. Then you may ask students to organize in their groups for the Final Product to narrow the ideas to those that they consider more interesting. You may want to start by defining, as a reminder, the concept of Civics and Ethics.

Exercise 4

 You may start the activity asking students to get together with their Final Product group, but at the end of the activity, you may join groups with similar topics in order to expand their possibilities of research. If that is the case, you may remind them of the value of sharing information. Monitor the activity and help them with clues and ideas.


Exercise 5


A good idea would be to divide the exercise into two parts. First you may lead the students to match the sources without reading the Skills Box and then do it again (not only checking) after reading it. Students may discuss (in pairs or even as a whole class) if there were any differences and why.

Skills Box

You could start Exercise 5 by drawing students' attention to the Skills Box and asking them to read it to make sure they follow proper strategies when searching for information to support opinions. You can tell the class that specialized text books such as encyclopedias, academic books, or instruction manuals include facts about a topic that can be verified and that they usually quote their source of information. Make sure students understand that not everything that they read on the Internet is truthful information and many websites

Stage
1


4  **Work in groups. Make a list of sources where you can find information on the topic that you selected.**



5 **Work in pairs. Read the Skills box. Then match the tips to the information sources where you can apply them. Some tips can be useful for more than one source.**

When you search for accurate, reliable, and up-to-date information to support your arguments, it is important to know how to look in different types of sources. Magazines use informal language and may include opinions and facts about a topic. Text books have specialized information and usually include important facts on a topic, as their purpose is mainly to inform the reader. You can use their contents pages to locate specific information. Alternatively, there are many websites and they can be created by anyone. Be careful! Many websites have inaccurate or outdated information. Be sure to use reliable websites that include information about the author and that belong to an identifiable source (for example, the government or prestigious institutions).

Skills



You can read about some tips to find reliable information on page 120 from your Reader.

Tips to Search for Information in Different Sources

<ol style="list-style-type: none"> 1 You can search using key words to obtain more specific information. 2 Write down the number of the page where you found the information. 3 Using synonyms in your search is useful (for example, "pros and cons" instead of "advantages and disadvantages.") 4 You can use specific sections (such as the table of contents or index) to know what to search. 5 You can underline the sections that express opinions. 	<ol style="list-style-type: none"> a) a government website b) a printed magazine c) a text book d) a news-related website
---	---

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have outdated information. Suggest students to always do their Internet research of a topic on prestigious websites supported by a well-known institution.

Reader Box

If you haven't worked with the Reader yet, this might be a good time for a reading moment. On page 120, students will find helpful ideas on how to find reliable information.


Stage 1

6 **Work in small groups. Share your answers from Exercise 5 and answer the questions. Read the Skills box again if necessary.**

- Which source of information provides more accurate information about a topic?
- Which source is more technical?
- Which source is more reliable?
- Which source is more up-to-date?

I don't agree that a website article has reliable information. Articles include a lot of opinions.

I agree that the purpose of an article is to discuss different sides of a topic. The author could include his or her opinion.



For your Final Product

7 **Work in pairs. Use the tips from Exercise 5 to review the sources you found to choose those that are useful for your round-table discussion. Write them here.**

8 **Read the topic about Civics and Ethics for a round-table discussion. Check (✓) the questions that you would use to guide your research about that topic.**

My feelings should be considered for my final grade.

- How can feelings affect your work environment?
- Why are feelings important for a student's performance?
- Why should teachers care about their students feelings?
- Why is it important to express your feelings with your family?
- How do feelings affect your school work?
- Why is it important to talk about your feelings?

9 **Share your answers from Exercise 8 with a partner. Do you have different answers? Which ones? What is your own opinion about the topic?**

A: I think our feelings should be considered for our final grade.
 B: I agree, because if you feel sad you probably can't study or be as focused as when you're happy.

Unit 9 **159**

Exercise 6

If you deem necessary, you could do this exercise in a separate piece of paper to keep it as portfolio evidence. Depending on your setting, this exercise may be linked to Exercise 5. You may join students that haven't worked together in the process so they can have the opportunity to share different views. Highlight the point that they are agreeing and disagreeing, and they need

to provide their reasons why. This is the first step towards a debate.

For your Final Product

Exercise 7

Students will apply the ideas and considerations of the previous activities to the sources they selected for the Final Product. You may highlight the fact that after this evaluation they might need to change the

sources. Consider the allocation of some time for a new process for selecting new useful material.

Exercise 8

Depending on the time available you may do this exercise individually or in pairs linking it to Exercise 9. You may want to promote that students have clear reasons for their answers since they will need to support their arguments for the round-table discussion. You may monitor the activity and ask them *why?* whenever they are missing this point.

Exercise 9

Students will share the answers to the questions they selected in the previous exercise. It would be important to promote that they have to provide the reasons for their selection. With this discussion students might be getting the idea that justifying ideas and providing a personal point of view about a topic is fundamental for a debate of any kind. Students can read the model conversation first so that they have a clear idea of what to do. Monitor the activity and help if necessary.

For your Final Product

Exercise 10

You can use this activity as portfolio evidence. You could ask students to work on a separate piece of paper, if necessary. You may want to point out to students that they are not looking for the topic for the discussion, but the questions that will guide their research. Students may include some reasons for the questions. Even if they have a clear idea of their topic it would be important to suggest that they write several questions from different perspectives in anticipation to the actual research and preparation for the debate. You may promote the idea that the better prepared they are, the more chances they have for a successful debate.

Assessment - Think About Your Progress

Exercise 11

This is a very quick review of the sources. Have students work in pairs. You may remind them that they need to choose the sources they will be using for their research for the round-table discussion. If they select the box *other*, you may give extra time to specify which are the sources they are selecting and support their reasons to their partners.

Stage
1

For your Final Product

10 Work in pairs. Write a few questions to guide your research about the topic of your round-table discussion.

How much do feelings alter a student's grade?
Why should student's feelings matter for their school work?

Assessment - Think About Your Progress

11 Work in pairs. Check (✓) which of the information sources below is adequate for your research for the round-table discussion. Share your reasons with your partner.

magazine website textbook other _____

12 Explain the steps that you followed to begin preparing yourself for a round-table discussion. Share and compare your answers with your partner.

If you need help preparing for your round-table discussion, you can review Exercises 2 and 5 with your partner.

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Exercise 12

This is the final record of their learning so far. You may ask them to do it in the form of a quick graphic organizer so that they can easily visualize the details. If they have doubts about the steps they followed, you may lead to check the exercises suggested.

Media Resources

You can use Poster Unit 9 from the Class CD to further engage students in identifying that information they can use for a discussion may come in the form of tables or graphs.

1 Work in pairs. Look through the text and look at the pictures. Talk about what you think it is about.

School Uniforms
by Richard Coulson

The debate about whether or not to make students wear a uniform to school is not new. There are many reasons in favor of and against wearing uniforms. This is a short list of the most common arguments offered by parents and teachers about this topic.

In Favor of School Uniforms

There are several reasons why some teachers and parents are in favor of school uniforms. The first reason is because uniforms establish a sense of community. The school uniform helps students feel they belong to a group. Nobody is more fashionable than anybody else, and everyone is equal.

Another reason is that uniforms are important for the students' safety. Uniforms are important to identify students in school and to identify intruders. They are also useful for identifying students outside of school when they go on school trips.


Finally, parents argue that buying school uniforms saves them money because they need to buy fewer clothes, and uniforms are usually made of materials that last longer and can be washed repeatedly.

Against School Uniforms

However, not everyone likes school uniforms. First of all, some parents feel school uniforms make students uncomfortable and this can affect their concentration. Uniforms are often uncomfortable because they are made of synthetic materials that are not good for hot or cold weather. As a result, students often complain of feeling hot or cold or having to wear extra clothes under their uniforms.

In addition, some parents argue it is actually more expensive. Schools sometimes ask for too many uniforms: a sports uniform, a summer uniform, a winter uniform, and more, but their kids still need clothes for after school and weekends. As a result, they spend money on uniforms and clothes for outside of school.

But the major reason is that students lose their identity and cannot express themselves. Uniforms make all students look the same; consequently, students cannot be creative or be themselves. Uniforms repress their personality.

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quantity of written material. Suggest that they identify the section(s) of the text that they probably need to read. Then let them sweep their eyes (like a radar) using even their fingers to follow over the text to find specific pieces of information.

Alternatively, in order to develop the scanning skill for this task, it would be a good idea to give a limited time. Students might limit their answer to the topic of uniforms, you may insist on developing ideas or possible topics about uniforms. Students may start developing positions in favor or against wearing uniforms to be used at a later debate.

Exercise 1

Remind students that active readers use reading strategies to help save time and cover a lot of ground. The purpose for reading should determine which strategy or strategies to use. First, ask students to get an idea of what it is about without actually reading the main body of the text.

Elicit from students what they can see in the pictures and ask them to predict what they

think the text is about. Draw students' attention to the highlighted words and ask them for their meaning. If students don't know the meaning of a word, suggest them to look it up in their Glossary, page 173, or infer their meaning from context. If necessary, clarify the meaning of words.

After that, explain to students that scanning is a reading strategy to quickly locate specific information from a large

Exercise 2

Have students read the text in Exercise 1 about school uniforms but now taking their time or slowing down their reading as to read relevant sections more thoroughly. It is important to tell them that they can underline or highlight important words or phrases, to locate information that requires their attention.

Then ask them to have a discussion but this time supporting their opinions in favor or against using uniforms at schools. Encourage students to use expressions like: *In my opinion, from my point of view, I think, I believe, I consider, I don't think, I disagree, I don't believe, etc.* to share their opinions and remind them that even if we don't agree with a classmate's opinion, we have to be respectful. You can also ask students how reading the complete text might have changed their view of the topic. Students need to take a position based on the arguments of the text, however you may clarify that this position may change if they keep on researching about the topic. Draw their attention to the model conversation so that they can have a reference of what to do.

For your Final Product

Exercise 3


You can use this activity as portfolio evidence. Have students work on a separate piece of paper, if necessary.

Stage
2

2 Work in pairs. Now read the text and share whether you are in favor of or against wearing school uniforms.

In my opinion, wearing school uniforms is great because I don't waste time deciding what to wear in the morning.

I think that wearing uniforms doesn't allow students to express their personalities.



I believe that wearing uniforms saves our parents money.

For your Final Product

3 Read your questions from Stage 1. Find answers in different sources and write them.

How much do feelings alter a student's grade?

Several studies show that when a student is stressed out, he or she might perform poorly during exams. (Magazine for Young People p. 30)

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Students will use the questions they wrote in Stage 1 and find different answers to those questions using diverse sources of information (magazines, websites, books, blogs, newspapers, etc.) For more clarity of ideas, you may lead your students to answer the questions with simple quotes from the texts. You may suggest the inclusion of notes and observations that could enrich their research and set their

positions in favor or against the topic. Students might need help narrowing the content and finding the key ideas of their answers.

Stage 2

4 Taking into consideration the answers that you found, decide on your opinion about the topic of your round-table discussion.

I believe our feelings should be considered for our final grade.

5 Check (✓) the ideas that can help you support your own point of view about school uniforms.

- 1 Buying school uniforms is cheaper than buying normal clothes.
- 2 School uniforms promote good behavior and discipline.
- 3 School uniforms are uncomfortable.
- 4 School uniforms limit students' self-expression.
- 5 School uniforms are important to identify the students of a school.
- 6 School uniforms are expensive.

6 **Work in groups.** Read a conversation about the article in Exercise 1 and say who you agree with.

Joe: What do you think about the article? I am completely against wearing school uniforms. I think it's cool to wear any clothes I want.


Ana: I'm sorry but I don't agree with you. The first reason why I think wearing a uniform at school is better is because you don't have to worry about what to wear each morning.

Joe: Oh, but we all look the same!

Ana: Yeah, but another reason to wear a uniform is that it makes me feel like we are all part of a team, like in sports. Sportsmen and women wear uniforms to show they are part of a team, right?

Joe: Yeah, they do. I see what you mean.

Ana: See, uniforms help us feel more like a group!



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could be useful for them during a debate about uniforms.

Exercise 6

You may highlight that the students in the conversation are taking positions (one in favor, one against) about the article, so they need to think about their own positions as students. Once they have taken a position, you may ask them to read the Toolbox and underline the supporting elements as instructed. Once this is completed, it is a great opportunity to discuss an additional idea: In the end one student is convinced about the idea (Ana). Is it because of the argument she used to support her final idea?

Exercise 4

Based on their previous research of the topic, students need to redefine or adjust their reflections and opinions about it. Remind them that they have to provide arguments in favor or against to support their opinions on the selected topic. With this activity, students are collecting information to establish different positions for a debate. You may help students consider ideas in order to

improve their topics, from the availability of information about the topic to the degree of a polemic it might arise in the classroom.

Exercise 5

This is mainly a summary of the main ideas about uniforms. Once students have completed the exercise, you may give some time to add any other ideas that might have been mentioned during the process and that

Toolbox

Students should read the conversation again paying special attention to the opinions each student gives and how they support this idea. You could explain that in order to express arguments that support our opinion we use sequence words and that their function is to connect ideas to organize what we say in a logical way and to express ourselves clearly. Have students read the conversation again and circle the expressions that give an opinion and the sequence words used to express those ideas.

You could elicit some example sentences from the class to make sure students understand how to use them.

Answers:

The first reason why..., But another reason is...

Exercise 7

This exercise concludes the previous activities (6 and Toolbox) and therefore could be linked in sequence to them. More than focusing on the “winning” argument, you may lead students to focus on the expressions used by each student to support their opinions. You may ask students to include any other supporting elements they might consider useful. Monitor and help if necessary with clues and ideas.

Toolbox

After stating your opinion, the next step is to express arguments that support it, such as facts and examples. It is very helpful to use sequence words to introduce your arguments in order to express yourself clearly. You can use expressions such as: *first, to begin with, second, finally, also, first of all, besides, the first reason why, another reason to, etc.*

- Read the conversation in Exercise 6 again and circle the expressions used to express your arguments in an organized way.

- 7 Work in pairs. Read the conversation from Exercise 6 again and circle Joe's arguments and underline Ana's arguments. How do they support their opinions? Compare your answers.

For your Final Product

- 8 Prepare notes to express your arguments for your round-table discussion. You can organize your ideas in the outline below.

Sequence expression 1: First of all

Argument: I believe our feelings should be considered for our final grade

Sequence expression 2: The second reason

Argument: Grades should be more flexible to meet the needs of the students



Sequence expression 1:

Argument:

Sequence expression 2:

Argument:

Answers:

Circled: I'm completely against wearing school uniforms.

I think it's cool to wear any clothes I want. Oh, but we all look the same!

Underlined: The first reason why I think wearing a uniform at school is better is because you don't have to worry about what to wear each morning. But another reason to wear a uniform is that it makes me feel like we are all part of a team, like in sports. Sportsmen and women wear uniforms to show they are part of a

team, right? See, uniforms help us feel more like a group!

For your Final Product

Exercise 8

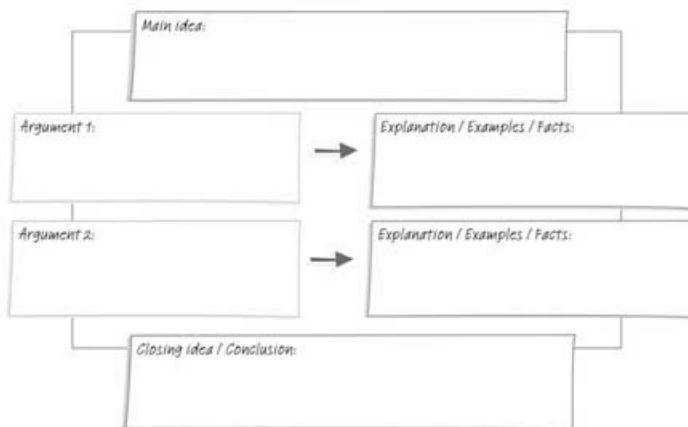
In this exercise students will define the arguments that they will use to support their opinions in the final debate. Promote that this is a good opportunity to evaluate their ideas and use sequence words to express them clearly.

9 Now read the Skills box and the examples below. Then complete the graphic organizer with ideas and examples to support your own opinion about uniforms.

To present a personal opinion and support it, it is important to state your opinion clearly in one sentence with a main idea. Then prepare at least two arguments with examples or facts to prove your point. To close your ideas, use one or two sentences to summarize your opinion based on the arguments.

Skills

Main idea: She thinks uniforms are great.
Argument 1: The first reason why I think wearing a uniform at school is better is because you don't have to worry about what to wear each morning.
Argument 2: Another reason to wear a uniform is that it makes me feel like we are all part of a team, like in sports. Sportswomen and women wear uniforms to show they are part of a team.
Closing: Uniforms help us feel more like a group.



It would be important to note that the conclusion of the argument should not be taken from the sources but from students' personal opinions.

Skills Box

It is important students read the contents of the box before in order to realize how personal, and therefore different, their impressions of a common topic can be. Tell students that there are many real-life situations where they have to give their opinion, or state a position in favor or against a topic. Suggest students that in order to do it effectively, they need to reflect on what they want to say and how they are going to say it first. Then suggest that students state their opinion with a main idea and then discuss and provide a short overview on what they think and why. Finally, ask them to provide reasons for their opinion and use sequence words to establish connections between their personal point of view and information that complements, exemplifies, or explains their ideas. They can even provide factual information that supports their personal point of view. In the conclusion, they can summarize the most important arguments that best support their opinion.

You could use this opportunity to remind them all opinions and arguments are fine and should be respected.

Exercise 9

You may highlight that the content of this Skills Box is fundamental for the success of their arguments. You may dedicate some time to reading and analyzing the argument structure as suggested in the Skills Box. With that information in mind, they might go back to their notes about the uniform debate in order to restructure them and provide an explanation, example, or fact

that supports each argument so as to arrange their ideas into a graphic organizer. Point out the importance of using *sequence words* when introducing an argument to make it clear and organize information in a logical way. Remind students to use expressions such as: *I think, I guess, I agree with the article because, I believe, From my personal point of view, In my opinion, It seems to me that, etc.* to state their opinion.

For your Final Product

Exercise 10

You could work on a different piece of paper to keep this exercise as portfolio evidence. Now it is time to define their main idea and support their arguments for the final debate. They will take the graphic organizer from the last exercise as a reference but use the notes from Exercise 8 to express their arguments in a logical way. You may need to remind students that the opening and the conclusion are not taken directly from the sources but written by them in order to reflect their personal point of view on the topic. Monitor the activity and help if necessary with the structure of their ideas.

Exercise 11

You may join teams with similar topics or you may join teams with different topics so that they all can enrich from their ideas. You may remind students that the purpose of this exercise is to prove that they are presenting their arguments in a clear and logical way as well as to provide explanations, facts, or examples that support each one. Have students share their arguments in groups of three or four. However, remind them to point out any important details that might be confusing for them as to provide feedback to each other.

Stage
2

For your Final Product

10 Complete the organizer with information from Exercise 8. You can use the organizer from Exercise 9 as a model.

Main idea:

Argument 1:

Explanation / Examples / Facts:

→

Argument 2:

Explanation / Examples / Facts:

Closing idea / Conclusion:

11 Share your arguments with your classmates from another team and give each other feedback. Tell each other whether the arguments are clear or not.

Assessment - Think About Your Progress

12 Work in pairs. Check (✓) the steps to write your arguments for the round-table discussion that you feel you can do on your own. Share your answers with your partner.

I can organize information for the topic I chose.
 I can write arguments to express my opinion.
 I can use sequencing words to order my arguments.
 I can end with a concluding sentence summarizing my point of view.

Check other ways to present your arguments and supporting ideas on page 124 in your Reader.

If you are not sure how to interpret main ideas and details in an argument for a round-table discussion, go back to Exercises 6 and 9.

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Assessment - Think About Your Progress

Exercise 12

Self-analysis is an exercise that leads to honest self-assessment, which is a fundamental reflection. During the socialization you may highlight that they are not talking about their arguments but about the process to support them. Monitor the activity and

promote a respectful exchange at all times.

Reader Box

If students haven't thought on additional ideas on how to present their arguments and supporting ideas, they can go to the Reader to page 124.

- 1 Work in pairs. Read the round-table discussion about another Civics and Ethics topic. Then discuss with a partner which of the speakers you agree with.

Tina: Is Physical Education essential to the development of motor skills and an integral part of the growth of any child? Today, we are discussing some of the pros and cons of Physical Education in schools. Do any of you want to say something about this topic?

Chris: I do. I think this subject requires a lot of physical activity. If everybody had Physical Education, this would prevent child obesity. In addition, exercise develops skills which will be necessary later in life.

Laura: I agree with Chris, I believe that it is rewarding to do physical activities because of the physical benefits that you obtain.

Tina: Thank you, Chris and Laura. Does anyone have another opinion?

Chris: I also think Physical Education takes place outdoors, so it breaks the monotony. If we went outside more often, we would breathe fresh air.

Laura: That's exactly what I mean!

Tina: Yes, Samuel. Do you want to say something?

Samuel: What Chris is saying isn't true. Physical Education sometimes demands a lot of the student's time and makes some students work extra hard.

Tina: Sorry, Samuel. Could you repeat your idea and speak a bit louder, please?

Samuel: Yes, of course. I was saying Physical Education sometimes makes the student's workload increase and a lot of students have trouble in sports.

Tina: Could you explain that, please? I don't think I understand.

Samuel: Well, for example, if students were injured or had disabilities, they couldn't take part in the Physical Education class, and they would feel excluded.

Laura: OK. I can understand that. But you are forgetting that physical also makes it difficult for a student to develop conditions such as obesity.

Tina: OK, so far, we have heard people on both sides. Who has a different opinion they would like to share?



A: I agree with Samuel. I don't believe that Physical Education is so important.
B: That's true, but I agree with Chris. I think this class helps us have a break from our daily routine.

Have students read the round-table-discussion in Exercise 1 and check if the arguments, opinions, and reasons speakers provide are similar to those your students told you when modeling the activity. Ask them to state a position and decide on which speaker they agree with. When students say with whom they agree, you may want to ask them to give the reason why. Then organize the class into pairs and encourage students to share the answer with a partner.

Remind students to use expressions to state their opinion like: *I agree with ...*, *I believe that ...*, *I disagree with ...*, *I don't believe that ...*, *I think it is ...*, *I don't think it is ...*, etc. You may focus the exercise on the arguments and their structure as a link to the previous stage of the unit. You may have a whole class discussion about what makes this conversation a round-table debate.

Exercise 1

You can model the activity by asking students what they think about Physical Education as a school subject. If they like it or not and why. To create a debate you can elicit from students the reasons why it is part of a school program and also the reasons why it shouldn't be part of the school program and only an optional or extracurricular activity. You can even suggest that it could be replaced by an

artistic activity (theater, musical orchestra, a choir, dancing, painting classes, etc) or completely delete it from the curricular program. Divide the board in two columns and write the reasons in favor or against this school subject. Then ask volunteer students to share with the class if they agree or disagree with a specific reason. Encourage them to provide a specific example, fact, or explanation that supports their opinion.

Exercise 2

You may start by reading the Skills Box. After completing the exercise you may ask volunteers to share their results.

Answers:

Circled: Could you repeat your idea and speak a bit louder, please? Could you explain that, please?

Underlined: Do any of you want to say something about this topic? Does anyone have another opinion? Do you want to say something? Who has a different opinion they would like to share?

Skills Box

After students read this box, you could elicit some more examples on how they can interact in a round-table discussion for the first time. Suggest them to list what they know about the topic and what they would like to learn, and to make notes on things that haven't been clear for them.

Exercise 3

15 You may start by reading the Skills Box so that students have a clearer idea on what to focus their attention. While listening you may lead your students to focus on the specific words that receive a particular intonation. Finally, you may promote that the key feature of a round table is a respectful exchange of ideas.

Answers:

1 you, explain, please **2** Chris, saying, true **3** exactly, mean **4** OK, understand, that

3

2 Work in pairs. Read the discussion again. Circle the expressions the speakers use to ask for a repetition, and underline the expressions they use to invite others to speak.

During a round-table discussion we should not interrupt others, but it is fine to ask someone to repeat and idea or explain it better if you didn't understand or hear well. To help everyone participate and have a good round-table discussion, the person who is coordinating the round-table discussion should invite others to give their opinion.

3

3 Listen to some sentences from the round-table discussion. Underline the words that the speakers emphasize with their tone of voice. Which sentence sounds a little angry? Discuss how your tone of voice should be during a round-table discussion.

1 Could you explain that, please?
 2 What Chris is saying isn't true.
 3 That's exactly what I mean!
 4 OK, I can understand that.

Remember to use appropriate intonation and tone of voice. You can emphasize your arguments, but always respect your classmate's opinions and never get angry.

4


4 Work in pairs. Listen to two students presenting the same point of view and check (✓) the aspects in the table. Compare your answers.

Aspects	S1	S2
1 Speaks at a good speed (not too fast or slowly)		
2 Speaks with correct volume (not too quietly, not too loud)		
3 Speaks with a calm tone of voice (not aggressively)		

When you present an argument, speak at a correct speed, use a correct volume of voice, and avoid sounding rude or aggressive. Speak calmly, make pauses, and do not shout to defend your ideas. You will sound more convincing!

I think that Student 1 should moderate more the tone because I couldn't understand very well the argument.

I agree. A moderate and clear tone is better to present a convincing argument.



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Skills Box

You could explain students that intonation and tone of voice affect the way others perceive what we say.

Exercise 4

16 The focus is on intonation and other speech features not on comprehension, so you may ask your students to compare their results to see if someone has a different point of view.

Answers:

S1: 2 **S2:** 1, 2, 3

Skills Box

Whatever the content of the things we say, it's our tone that communicates what we're feeling when we say them.

5 **Work in pairs.** Read the discussion in Exercise 1 again. Decide who shares an opinion similar to yours and talk about it with your partner. Use appropriate speed, volume, and tone.

A: I agree with Laura because I also think exercise is important.
B: I think what Samuel said about excluding students is a good example to support his opinion.

For your Final Product

6 **Work in groups.** Present the arguments you prepared in Stage 2. Listen carefully to your partners, write notes in your notebook about their arguments. You can give them feedback using the checklist below.

- Begin with a sentence that expresses my point of view.
- Use sequencing words to order my arguments.
- Include details and examples to support my arguments.
- End with a concluding sentence summarizing my point of view.
- Use appropriate speed, volume, and tone of voice.

Toolbox

You can talk about hypothetical or unreal situations by using the words *if* in the first part of a sentence and *would* in the second part of the same sentence. You can use conditional or hypothetical sentences in a round-table discussion to influence others' opinions. For example, *If everybody had Physical Education, this would prevent child obesity.*

- Go back to the conversation in Exercise 1 and underline the hypothetical sentences that are used to change other students' opinions.

7 **Read the sentences and answer the questions.**

- a If everybody had a Physical Education class, we would have less obese children.
- b If Physical Education class were cancelled, obesity rates would probably increase.
- c If Physical Education class were obligatory for everyone, children with disabilities would feel excluded.

- 1 What sentence explains a possible negative effect of having no Physical Education class?
- 2 What would happen if everybody had Physical Education classes?
- 3 Which consequence is positive and which one is negative?

Exercise 5

In Exercise 1 they have already said with what student they agree. If students feel that they are out of ideas, you may highlight that they will repeat that conversation but taking care of specific speech features.

For your Final Product

Exercise 6

You may take this exercise as a rehearsal for the final

debate. Peer feedback is very important. You may start with the checklist, but students may want to add their own details to help their partners improve their arguments. Monitor the activity and promote a respectful development of the feedback process.

Toolbox

Students should read the conversation in Exercise 1 again paying special attention to the

hypothetical sentences. You could explain they are called *second conditional sentences* and that their function is to talk about unreal or imaginary situations. Point out the structure of the *second conditional sentences*: *If + subject + past simple + complement + subject + would + infinitive + complement*

Have students do the task and compare their answers in pairs before checking them with the class. You could elicit some example sentences from the class to make sure students understand how to use them.

Exercise 7

Ask students to read the Toolbox and clarify any doubts about the function or structure of hypothetical sentences. You could also elicit from students different unreal or imaginary situations and discuss them as a class. You may do this exercise as part of a whole class discussion. Besides the questions, you may use these sentences to go deeper into the concept of hypothetical situations. You may also discuss how these hypothetical situations can help them supporting their arguments in a debate.

Answers:

1 b, c 2 a 3 Positive: a
Negative: b, c

For your Final Product

Exercise 8

You may ask students to formulate these hypothetical situations individually and then share them with their groups as part of the main arguments so that feedback can include logical integration of both parts. You may insist on focusing the feedback on the arguments but also on the grammar correction of the sentences.

Exercise 9

This exercise is mainly for setting the rules for the final round-table discussion. You may ask students to go back to the previous exercises as a reference. The elements in the list are the basic common features of a debate, however you may remind students to feel free to add or replace any ideas that would enrich their own round-table debate.

Reader Box

You may invite students to open their Readers to page 125 to read about the advantages and disadvantages of a round-table discussion. After reading, you could ask students some questions to check they understood the pros and cons.

Assessment - Think About Your Progress


Exercise 10

It is important to promote that students do this exercise

Stage
3


For your Final Product

8 Write five hypothetical situations that can work with your arguments for the round-table discussion. Share them in groups. Comment and correct each other's work.




9 In your groups, plan how your round table will be organized. You can follow the tips below.

- Establish the time limit for the participants to share their arguments.
- To participate, you should raise your hand and wait until the moderator invites you to speak.
- You can ask someone to speak louder or more slowly if necessary.
- You can politely interrupt if they are going to ask for clarification.
- Finally, if there is an audience, they can participate with their opinions on what they heard.



Assessment - Think About Your Progress

10 Work in small groups. Share tips to participate in a round-table discussion. Make a list of the most important things you should remember when you participate in the final round-table discussion.



If you don't feel confident about your participation in a round-table discussion, go back to Exercises 2, 3, 4, and 7 to check useful expressions and rules to participate in one. You can also ask your teacher for guidance.


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without consulting their books or any other reference. Otherwise they won't have a clear view of the weak points in their own learning. If they have doubts or don't remember the process and good practices for a round-table discussion you may lead them to go back to the suggested exercises (2, 3, 4, and 7) as a reference and then repeat this assessment activity.

Closure

Closure

Final Steps

- 1 **Work with your group.** Rehearse giving and replying your arguments for your round-table discussion. Use your notes and arguments to help you support your ideas.
- 2  **After rehearsing, give each other feedback according to the checklist. Make notes in your notebook on what you need to improve.**


	Yes	No
1 Did I state my opinion clearly?	<input type="checkbox"/>	<input type="checkbox"/>
2 Did I make sure the time limit was respected?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did I interrupt someone politely when necessary?	<input type="checkbox"/>	<input type="checkbox"/>
5 Did I express my opinions to defend my position after the presentation?	<input type="checkbox"/>	<input type="checkbox"/>
6 Did I ask for clarification when necessary?	<input type="checkbox"/>	<input type="checkbox"/>

Collect your evidence

- 3 **Now that you have written arguments and rehearsed to participate in a round-table discussion, go back to your Planner on page 155 and check (✓) what you did to accomplish it.**

Socialize

- 4 **Do your round-table discussion in front of a different team. Then exchange roles. As you listen to the other team's debate, take notes on the positive and negative things you saw on their presentation.**



- 5 **When the discussions are over, use your notes to tell the other team how well they performed.**
- 6 **Discuss in groups.**
 - What did you learn from your partners' feedback?
 - What was easy or hard to do when preparing your arguments?
 - Did you follow the rules?

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Final Steps

Exercise 1

You may suggest students not to use fixed or memorized sentences, but to use their arguments to construct new spontaneous ideas. You may remind them to treat this exercise as a final performance of their debate and so interrupt it only when absolutely necessary.

Exercise 2

The arguments have been commented before, so you may lead students to focus on details and specific ideas when they are giving the corresponding feedback. You may suggest students to add any details they might consider important for improving their partner's performance.

Collect your evidence

Exercise 3

You may lead your students to the planner at the beginning of the unit on page 155 in order to check all the learning tasks they carried out during the unit. You may profit from this exercise for a final reflection before socializing their round-table debate.

Socialize

Exercise 4

For this exercise, it would be advisable to organize your students in stage format so that teams take turns to present their debate for the whole class. In any case remind them that their notes and feedback are a fundamental element of this activity.

Exercise 5

You may want to check your class feedback policies before starting this exercise. You may insist on the importance of respectful feedback. An important thing you may remind students about is the inclusion of both positive and negative elements (in that order).

Exercise 6

You may treat this final discussion as a collective final reflection on the work done during the unit. Once the questions are answered from different perspectives you may want to promote the inclusion of other elements that might enrich everyone's performance.

Assessment

Exercise 1

You may remind students that an honest reflection is fundamental for any process of self-assessment. The first part of the assessment focuses on their own learning. Monitor the activity and help them if necessary with clues and details for their consideration.

Exercise 2

This is a more specific analysis that focuses on the actual Final Product. You may suggest students to go back to their partial sections and exercises to assess their own work. It might be a good idea to include some peer contribution. You may help by pointing out any details they might not be considering.

Exercise 3

Students will now assess together how they worked as teams. Encourage them to be honest and recognize that some partners may have worked better than others. Invite them to suggest to each other ways to improve and, in the end, they can set goals for the future. Monitor the activity and help students go beyond the personal opinion onto a more enriching view of the activities.

Exercise 4

This section is an important part of the reflection-assessment process. Socializing the result of their reflection would give everyone ideas about their own work. It would be a good idea to

Assessment

1 Now that you have finished this unit, check (✓) the answer that best describes your performance, so you recognize those aspects where you need to improve.

My performance	1	2	3	4
Check texts in different sources about a topic from Civics and Ethics.				
Understand the general ideas in the texts.				
Discuss my point of view about a topic.				
Participate in a round-table discussion about a topic from Civics and Ethics.				

KEY
1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

2 Now that you have participated in the round-table discussion, reflect on your performance, so you recognize those aspects where you need to improve. Write your conclusions.

My Final Product	Conclusions
I can research and find useful information for a topic.	
I can determine my opinion about a topic.	
I can build arguments with examples and facts.	
I can participate in a round-table discussion.	

3 Get together with classmates you worked with during the unit to describe your teamwork performance. Use the statements below as a guide.

- 1 We exchanged opinions and arguments together.
- 2 We offered constructive and respectful feedback.
- 3 We listened attentively to our partners.
- 4 We appreciated different opinions about the different Civics and Ethics topics.
- 5 We respected turns of participation and took part in a round-table discussion with interest.
- 6 We showed respect and tolerance for others' opinions.

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

5 Go back to the Initial Assessment on page 155. In small groups, discuss how you progressed in this unit.

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give some general comments about their work, focusing on the positive and only hinting the less positive elements of their work. Monitor the activity and promote a respectful interaction at all times.

Exercise 5

Finally, students should go back to their Initial Assessment and have a group discussion that will allow them to compare those first answers to what they

can do now so they can notice their progress. You may want to promote peer help whenever someone is falling behind or having difficulty with any element of the assessment. Monitor the activity and promote a respectful interaction.

Unit 10

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with specific purposes.

Social Practice of the

Language: Express support and solidarity when faced with an everyday problem.

Final Product: Public Service Announcement (PSA).

Student's Book		
Session	Activities	Pages
1	Opening	174–175
2–4	<i>Provide students with feedback when they:</i>	176–179
	• Determine speaking situations (family, school, etc.).	
	• Define key ideas about reasons to support others based on purpose and intended audience.	
5–7	<i>Offer students models, so they can:</i>	180–183
	• Vary prosodic features (e.g. volume, tone, rhythm, clarity, and pronunciation) and clarify repertoires of words used (e.g. <i>You could well ..., what if you ..., etc.</i>).	
	• Alternate nonverbal language (e.g. facial expressions, body posture, eye contact, gestures, etc.).	
	• Use nonverbal language and prosodic resources to create an effect.	
8–10	<i>Promote discussions concerning students' opinions about what they need to know how to do and offer examples, so they can:</i>	184–187
	• Decide how to express their opinions, recognizing the effects of prosodic resources.	
	• Choose strategies to influence the opinion of others (e.g. use of nonverbal language).	
	• Propose and suggest alternatives and action plans, adjusting repertoires of words and expressions.	
	• Show motivation, encouragement, and empathy, using nonverbal language.	
	• Adjust language according to intended audience and purpose (e.g. by rephrasing or paraphrasing).	
11–12	• Show students how to recognize different points of view when analyzing oral texts.	188–189
	• Show resilience when facing complex tasks.	
11–12	Closure and Assessment	188–189

Opening

You may find it useful to encourage students to review the three learning goals and the social practice of the language to be achieved throughout the unit.

Let's start together


It is useful to introduce students to the topic of this unit by asking them about their personal experiences, how well they consider their communicative skills in English are, and what kind of challenges working in teams represents to them. Let pairs discuss the questions for some minutes and then bring the group together by inviting volunteers to share their answers with the class.

Initial Assessment

You can explain to students the purpose of this self-assessment. You can also explain these skills will be needed to achieve the goals in this unit. Allow some minutes for groups to discuss and then ask students to individually mark the corresponding boxes. Students should be reminded it is important to be honest, so that they are aware of what they are able to do at this point, and in this way, they will better appreciate their improvement by the end of the unit.


Planner

You may direct students' attention to the stages of this unit and invite them to read the corresponding task. You can explain that planning the content of each stage is a way of knowing the steps they will go through to achieve their final goal. Checklists are useful to remember the important points of a task and to evidence students' learning process and provide them with a sense of achievement when fulfilling their goals.



Stage 1
Express reasons for the interest about a problem.

Stage 2
Contrast effects created by prosodic resources and nonverbal language.



Stage 3
Define ways to express yourself depending on who you speak to.

Unit 10

Social Practice of the Language:
Express support and solidarity when faced with an everyday problem.

Social Learning Environment:
Family and Community


Communicative Activity:
Exchanges associated with specific purposes.

Opening

Let's start together

1. **Work in pairs. Answer the questions.**

- Do you use to help other people in your community? How?
- Do you feel you can express what you think about a problem in English?
- Do you think you can work with others to do something about a problem?



Initial Assessment

In this unit, you will make a public service announcement. Discuss in small groups the following aspects. Then check (✓) the answer that best describes how well prepared you are to ...

	I'm ready and I can help others.	I think I'm ready.	I might need help.	I'm sure I will need help.
Talk to others what worries me or is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make proposals in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convince others about something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remember you will come back to this section when you finish the unit to check your progress.

Planner

These are the tasks and evidence you will gather in the unit. Feel free to suggest and add other tasks.

Sessions	Sections	Tasks	Pages
1	Opening	How ready am I to get started?	175
2		Sharing community problems I care about.	177
3		Choosing a problem for a public service announcement.	178
4		Deciding what to include in my public service announcement.	179
5		Proposing and choosing a catchphrase for my announcement.	182
6	Development	Preparing a voice script.	182
7		Improving my script with suggestions from my classmates.	183
		Reviewing and discussing if I need to make changes to my script.	185
8		Making a plan with sounds and pictures.	186
		Evaluating my plan with the help of others.	187
9		Preparing my announcement and make posters.	188
10		Rehearsing my presentation.	188
11	Closure	Presenting my announcement to the class.	188
12		Assessment.	189


Don't forget to come back and check (✓) your evidence.

Development

Media Resources

Use Chapter 10 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 10 from the Class CD for further practice, to start class discussion, and to support students' comprehension of the text.


Exercise 1

 Before playing the audio, you may explain to students that this initial listening is for them to identify the topic of the conversation only, so it is not important to understand every detail, as they will listen to the conversation again later. Play the audio more than once if needed and elicit answers from the class.


Answers:

They are talking about the problem of floods in their town.


Exercise 2

 Invite students to read and listen to the conversation in more detail. You may explain it is important to understand what proposals are made. Play the audio again for students to follow the conversation in their books and remind them that they can check the meaning of the highlighted words in the Glossary section on page 190. You may direct their attention to the example answers on page 177 as a model. Allow some minutes for students to discuss.

Development

1  Work in pairs. Listen to the conversation and discuss what the friends are talking about.

 A: They are talking about a problem in their town.
B: Yes, I think it is about rain.

2  Work in small groups. Read and listen to the conversation from Exercise 1 again and answer the questions below.

Sandy: My home is always flooded in these months. I'm tired of it.

Miguel: Well, Sandy, the problem is that we live in a very rainy and wet zone.

Sandy: I disagree. In my opinion, that is not the problem.

Miguel: What do you mean, Sandy? Every rainy season our houses get flooded.

Sandy: I am convinced that the real problem is the amount of garbage in the streets. Garbage and leaves clog the street drains. The solution is to convince people to keep the streets clean.

Miguel: I disagree with you. I think the solution is to move away from here.

Sandy: Come on, Miguel! Our ancestors were born here, all our friends and family live here. Don't you love your town? Don't you want to make it a better place to live?

Miguel: Hmm, I think you're right, Sandy. I wish we could do something about it. It is hard to convince people not to throw garbage. And the leaves ... we can't do anything about that. Leaves fall from the trees all the time.

Sandy: Well, how about if we convince our neighbors to sweep the sidewalk in turns?

Miguel: We can try. I propose we make posters about the problem and put them in places people can see them. If they are colorful and attractive, I bet people will read them.

Sandy: That is a great idea!




- 1 Are there floods where you live? What problems do you think people have when there are floods in their community?
- 2 Is garbage a problem in your community? How does it affect you?
- 3 Do you think the proposals of Sandy and Miguel could work? Why?




It might be interesting and useful to elicit as many answers as possible from different groups. Be ready to offer students assistance when communicating their ideas in English, as they may need new vocabulary.

Stage 1

Garbage is a big problem in my neighborhood. We have a lot of rats because of the garbage!



There are no floods where I live but I suppose floods destroy homes.




For your
Final Product

3 Work in small groups. Write a list of problems in your community or in your school that worry or interest you.


Problems we care about:

- Garbage on the streets
- We need windows in our classroom
- People with no home need blankets for the winter

Problems we care about:



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Unit 10 177

For your Final Product

Exercise 3

You can start by explaining to students this is the first step towards their Final Product.

Now, it is a good idea to ask students if there are any problems in their neighborhood they're concerned about and why. Let groups brainstorm everyday problems to make a list and choose one. They can read the example problems provided to get an idea of the type of situation their announcement will be about. You may guide them by eliciting some common problems at school and in their neighborhood to get students started. Let groups discuss and exchange ideas for some minutes and then, you can invite some volunteers to share their choices with the class.

Reader Box

Students can learn about another example of a community problem in their Reader. After reading, you could ask some questions to check their general understanding of the text. Also, you might ask if they feel related to her concerns.

at the pictures and reflect on those topics. You may ask if they are concerned about any of those issues; if so, invite them to share their reasons. You can also suggest that they reflect whether they think these topics affect us directly and if they have ever come up with a solution.

Media Resources

You can use Poster Unit 10 in the Class CD for further practice. Invite students to look

Exercise 4

18 Before playing the audio, make sure students understand what kind of information they need to pay attention to. After playing the audio, you may invite volunteers to share their answers and ask for their opinion on the solution proposed and say whether it is a good proposal or not.

Answers:

To adopt a street drain.

Skills Box

You can draw students' attention to this section and ask them to read it out loud. Then, you can elicit some examples of public service announcements students know. You can provide an example for students to get a clear idea of what they are expected to produce by the end of the unit.

For your Final Product

Exercise 5

You could mention that a good way to choose is by voting. It is important that students understand they should respect each other's opinions to reach a consensus. You may invite groups to share their choices with the class.

Exercise 6

18 It is recommended students read the questions before listening to the announcement again so that they know exactly what kind of information they

Stage 1

4 **18** Read the Skills box and listen to a public service announcement about the problem mentioned in the conversation from Exercise 1. Discuss with a partner what solution the announcement proposes.

A Public Service Announcement (PSA) is a free commercial about a campaign to solve a social problem in a community. These announcements may appear on TV, radio, the Internet, or in posters placed around the community. The purpose of the PSA is to help people notice a problem and do something about it.

For your Final Product


5 In this unit, you will make a public service announcement to help with a problem that you are worried about. Discuss with your group the problems you wrote in Exercise 3 and vote for one to make your public service announcement.

The problem we chose is: _____

6 **18** Work in small groups. Listen to the public service announcement from Exercise 4 again and discuss the questions below.

- 1 Do you think the problem the announcement wants to solve is the rain or the garbage that clogs the drains?
- 2 Does the announcement mention a fact to explain the importance of the problem?
- 3 What action does the announcement propose to solve the problem?
- 4 Who do you think can do what the announcement proposes? Children? Neighbors who share that problem? Someone else?

18 A: I think the announcement is proposing to adopt a street drain.
 B: I believe it proposes we sweep leaves and garbage off the roads.



In public service announcements, it is important to mention facts or interesting information that can help the audience understand the problem is serious or to make the message more convincing.

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Family and Community

need to answer. One way to check answers with the class could be to read out one question at a time and elicit answers from several groups.

Answers:

1 The garbage that clogs the drains. **2** Yes, it does. 15% of our garbage is thrown in the streets and clog the drains. **3** To sweep leaves and garbage off the roads and near drains. **4** Everyone.

Skills Box

This box will provide students with useful information regarding PSA in order for them to make it more persuasive and, consequently, more successful in terms of public response.

Stage 1

For your Final Product

7 Work in groups. Propose and discuss ideas to define what your public service announcement will include. Use the list below as a guide.

- A specific problem
- Propose a concrete action to solve the problem
- A fact to support the importance of the message
- Decide the kind of people that can do the proposed action

Tip: You can research for a fact in books or the Internet, but if you don't have access to them, you can use your own knowledge or ask an informed adult.

8 Make a list of the agreements from your discussion.

Problem: Homeless people are very cold in winter.

Action to solve the problem: People can donate blankets and sweaters.

A fact: Cold is the main cause of mortal diseases in homeless people.

Who can do it: Teens and adults with extra blankets and sweaters.

Problem: _____

Action to solve the problem: _____

A fact: _____

Who can do it: _____

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Assessment – Think About Your Progress

9 Work with your group from Exercise 7. Check (✓) how well you did the aspects on the table and then see if your partners agree with your answers. If necessary, ask your teacher for guidance.

Aspects	Very well	I am starting to do it	I need help
I am interested in the problems of my community.			
I can propose solutions for problems I care about.			
I know what elements I need to include in a PSA.			

You can review Exercises 3, 4, and 7 if you think you need more practice.

Unit 10 179

Exercise 8

After discussing and exchanging ideas, groups should now complete the table with the information they came up with. They can write it on a separate sheet of paper as portfolio evidence. It is recommended they read the sample answers provided as a model. Make sure they understand the fact they mention should support the reason why the problem is important and must be dealt with. They can go to the Glossary section on page 190 to check the meaning of the highlighted word.

Assessment - Think About Your Progress

Exercise 9

It is suggested that you create an appropriate environment for this peer assessment exercise. Remind students that it is important to be objective, not to criticize, and to show a respectful attitude when evaluating their partners' performance. Tell students they can review previous exercises to clarify doubts if necessary.

For your Final Product

Exercise 7


You can start by explaining to students they should now decide on the elements their announcement will include. Invite them to read the points listed and make sure they understand what kind of information a PSA involves. You can explain that basically the information they should provide answers the next

questions: *What is the problem? What can be done? Why is it important? Who can help?* It might be helpful to write these questions on the board.

Explain to students that they have many available resources besides the Internet. Encourage them to look for information by asking people in their families or community if they do not have access to other sources.

Development

Exercise 1

 You may explain to students that our tone of voice is very important to convey feelings and emotions and to be persuasive and convincing. In order to be able to point out the importance of a certain issue, our voice should match the feelings we want to transmit. This will create a positive effect on the public and they will become aware of the importance of the message. Play the audio more than once, if needed, for students to be able to identify the changes in the tone of voice.

Answers:


Enthusiastic tone of voice: ... floods are not! Don't you want to help? Adopt a street drain! Sweep leaves and garbage off the roads and near drains. You can do something to stop flooding! Adopt a street drain!

Serious tone of voice: Did you know that 15% of our garbage is thrown in the streets and that it is the main cause of floods? Garbage and tree leaves clog the drains. Water can't go down the drains ... and the floods begin.

Exercise 2

Invite students to discuss their opinions and points of view about why they think the tone of voice changes depending on the message said. Elicit as many ideas as possible. Then, you can invite volunteers to read the announcement out loud with the suitable tone of voice to imitate the one in the audio.

Development

- 1  Read and listen to the public service announcement to prevent floods. Underline the parts where the voice sounds enthusiastic and circle the parts where the voice sounds serious.



It's the rainy season of beautiful trees full of leaves, and like every season, garbage is all over the streets. Rain is fine ... floods are not! Did you know that 15% of our garbage is thrown in the streets and that it is the main cause of floods? Garbage and tree leaves clog the drains. Water can't go down the drains ... and the floods begin. Don't you want to help? Adopt a street drain! Sweep leaves and garbage off the roads and near drains. You can do something to stop flooding! Adopt a street drain!

- 2 Work in pairs. Compare your answers from Exercise 1 and discuss the reasons why you think some parts sound serious and some enthusiastic.

I think you need a serious tone of voice when you talk about a problem. You can't laugh about something you are worried about.

I think you need to show enthusiasm when you want to convince someone to do something.



- 3 Read the Skills box and identify the catchphrase in the public service announcement from Exercise 1. Then discuss with a partner how is the best way to say it, seriously or with enthusiasm? Why?

A *catchphrase* is a short phrase that is repeated several times to help people remember the main ideas or message. They are used in public service announcements to transmit to people the action proposed to solve a problem and make sure they don't forget it.



Toolbox

To convince people to do something you can use phrases such as *Don't you want to help? You can do something about it! Why don't you help us?* with an enthusiastic tone of voice.

- Look for similar phrases in the announcement in Exercise 1 with a partner. Read them to each other with enthusiasm.

- 4 Work in pairs. Read the list of tips below and then take turns to read out loud the public service announcement in Exercise 1. Try to apply the tips as you read and then tell each other how well you read.

TIPS

- Read at good pace. If you read too fast, it is hard to get the message. If you read too slowly, it sounds boring.
- Remember to speak in a volume that can be heard well, but don't exaggerate or shout.
- Make a short pause before the catchphrase to give it importance.
- Read the catchphrase and the invitations to participate with enthusiasm.
- Sound serious when you mention facts and problems.

specific example. Then, invite students to mention some they usually listen to.

Toolbox

You may draw students' attention to this section and explain that an enthusiastic tone of voice will most surely encourage us to take action and adopt a positive attitude towards solving a problem. It's an effective way of inviting people to participate in a campaign. Pay attention to students' tone of voice when reading parts of the announcement to make sure they achieve the intended purpose. Model some sentences if needed.

Exercise 4

Before students start reading out loud, suggest that they go over the tips one by one and make sure they understand them. You could model some sentences according to the aspects mentioned in the tips to guide students before they do the exercise. It is suggested that you monitor the activity listening to students to check that they are reading the announcement correctly.

Exercise 3

Invite pairs to discuss their answers for some minutes and then, you can invite some volunteers to share them with the class. Try to elicit as many possible reasons for their choice of tone of voice as possible.

Answers:

Catchphrase: Adopt a street drain!

Skills Box

You can direct students' attention to the Skills Box and ask a volunteer to read the text out loud. For students to get a clear idea of what a catchphrase is, you could mention that besides public service announcements, advertisements on the radio and TV also include this type of phrases to identify a certain product, so that we always associate a brand with a specific phrase. You can give a

For your Final Product

Exercise 5

This is a good opportunity for students to foster their creativity and exchange ideas and proposals. Create a suitable environment for students to feel free to make suggestions. Remind them to always be respectful. Explain it is important to accept all initial proposals made by their classmates before shortlisting the three best ones. You may point out that voting is a good way to come up with their final choices.

Exercise 6

Students should now verify whether the three best phrases they chose fulfill the requirements. By doing this, they may have to leave some out or maybe their three choices comply with them. Being that the case, you may suggest that they vote again to choose the one they like the most. You can invite some volunteers to share their group's choices with the class.

Exercise 7

Students should gather the material they prepared in the previous stage to write their first version of the announcement. Suggest that they read the example provided as a guide. Allow enough time for students to do this activity. It is suggested that you monitor the exercise by walking around

Stage
2

For your Final Product

5 Work in groups. Propose ideas to make a catchphrase for your public service announcements. Write the three best proposals.

6 Evaluate the three proposals according to the checklist and choose the one that has the best qualities.

The phrase should not be very long.

The phrase should invite to do something.

The phrase should have simple words to be easily remembered.

The catchphrase we chose is: _____

7 You will now prepare a draft for the voice script (what you will say) in your public service announcement. Use your catchphrase and the ideas you prepared in Exercise 8, page 179.

Winter cold is here, but it doesn't have to be so cold. Did you know low temperatures are dangerous for our health? Homeless people are very cold in winter. Cold is the main cause of mortal diseases in homeless people. Don't you think we can help them? Warm a heart! Do you have a nice sweater that is too small for you now? Can you buy an extra blanket? Do it and donate them! Warm a heart!

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the classroom helping students when needed.

You can point out that it is important the text is not too long and that it follows a certain sequence: first, they should state clearly what the problem is; then, they can mention some facts to support it; and finally, they should invite and persuade people to take action to solve it.

- 8 Read the draft of your voice script to another group in turns and help each other improve your scripts with suggestions.



Assessment – Think About Your Progress

- 9 Work in small groups to answer the questions below.

- 1 What did you learn about how to be convincing when you speak?
- 2 What did you notice you need to improve from your classmates' suggestions in the last exercise?



If you think you need more practice, do Exercises 3 and 4 again with a classmate who feels the same way.

previous exercises to clarify doubts and improve their performance according to the suggestions their classmates made. Be ready to provide help if necessary.

Exercise 8

This is a good opportunity to practice peer assessment. Remind students of the importance of giving positive and objective feedback and of making suggestions that will improve their classmates' work. Have them read the example comments as a guide. Students should not only assess the content of the announcement, but also the way it is said; that is, volume and tone of voice,

necessary pauses, etc. Remind them that the main objective is to get people involved in their proposal.

Assessment - Think About Your Progress

Exercise 9

This activity fosters cooperative learning as students exchange ideas and help each other answer the questions. Suggest that students review the

Development

Exercise 1

Before students read and listen to the conversation, you can explain that people are discussing a PSA they created and are trying to improve it based on suggestions given by others. Play the audio and invite students to follow it in their books. Remind them to go to the Glossary section on page 190 to check the meaning of the highlighted words if necessary. Explain to students that they should pay special attention to the decisions made. Let pairs discuss for some minutes before inviting volunteers to share their answers with the class.

Answers:

To find a place to make the donations and share the information about it. They decide to use simpler words in a part of the announcement to make it easier for young people to understand. They decided to work on their catchphrase to make it better.

Skills Box

Once students have read this section, you may explain that the audience defines the kind of language we need to use. Usually PSA are addressed to the public in general, but in cases where a message is targeted to a specific sector of the public, we should bear in mind whether the content and choice of words is suitable for that audience. You may further explain that, depending on the age group, some messages may be too difficult to understand or may

not engage the audience because of a too formal speech register.

Exercise 2

You can get students started by eliciting some expressions they already know to express opinions, agreements, and disagreements to activate their previous knowledge. Students can compare their answers in pairs, before checking them with the whole class. It may be useful to walk around the

classroom listening to students, paying attention to their pronunciation, intonation, and to check they stress the correct phrases.

Answers:

Underlined expressions: I don't think it is important, I disagree, You're right, I believe, I don't think so, In my opinion, You have a point

Unit 10 Stage 3 Development

1 Work in pairs. Read and listen to the conversation, and talk about the decisions they made.

Daniel: Hey guys, Pamela and Raul told us that we should say where to donate sweaters and blankets in our announcement. I don't think it is important.

Carmen: I disagree. Our *Warm a Heart* announcement invites people to donate. What if they don't know? We need to find a place and share the information.

Laura: You are right. We want to help people with our announcement, don't we? This problem is important for us so let's do everything we can to make things better.

Beto: I believe *Warm a Heart* has nothing to do with our message. Do we change it?

Laura: I don't think so. The blankets warm people and it is an action from the heart that will help people and make them feel better.

Daniel: In my opinion, the part of the problem is very complicated. We decided the announcement is for adults who can buy blankets, but also for young people who can donate sweaters they don't use anymore. The words are difficult for young people.

Beto: You have a point. Let's think of an easier way to say it.

Carmen: Well, let's get to work.



A: They decided to use easier words in a part of their announcements.

B: They also decided not to change their catchphrase.

When you want to propose actions to solve a problem in a public service announcement, think of the people you want to give the message to. Make sure your proposal has adequate language and examples for them.

Skills







2 Read the conversation again and underline the expressions used to express opinions, agree, and disagree. Then role-play the conversation and stress the expressions you underlined.

For your Final Product

3 **Work in small groups. Review the draft for your public service announcement and discuss if you need to make any changes. Try to use the expressions you identified in Exercise 2. Use the questions as a guideline.**

- 1 Does your catchphrase express what you want people to do?
- 2 Are the words you are using easy to understand for the people who will listen to it?
- 3 Do you mention enough ideas or information so that people can do what you propose?

4 **Work in pairs. Read the plan for the public service announcement to help prevent floods you listened to before. Discuss the questions on page 186.**

<p>1 </p> <p>It's the rainy season of beautiful trees full of leaves, and like every season, garbage is all over the streets.</p>	<p>2 Sound effect:  <i>heavy rain</i></p> <p>Rain is fine ... floods are not.</p>	<p>3 </p> <p>Did you know that 15% of our garbage is thrown in the streets and that it is the main cause of floods? Garbage and tree leaves clog the drains. Water can't go down the drains ... and the floods begin.</p>
<p>4 </p> <p>Don't you want to help? Adopt a street drain! Sweep leaves and garbage off the roads and near drains.</p>	<p>5 Sound effect:  <i>water running, gushing down a drain.</i></p> <p>You can do something to stop flooding.</p>	<p>6 </p> <p>Adopt a street drain!</p>

For your Final Product

Exercise 3

This is a good opportunity for students to exchange ideas and points of view. You may ask them to read the questions first, as they are a kind of checklist to go over different aspects of their announcement. You may point out that they can also discuss the suggestions their classmates made previously when they gave them feedback on their

announcement. Suggest that they use the expressions they underlined. It could be useful to monitor the activity, listening to students interact and offering help if needed. You may also make notes on possible difficulties students have when expressing themselves and go over them once they finish the activity. Finally, you could invite some volunteer groups to share with the class the changes they made, if any.

Exercise 4

It is suggested that you allow some minutes for students to analyze the plan. Tell them to pay attention to the images and the sound effects included. You can draw students' attention to the sample answers before they discuss the questions. Invite some volunteers to share their answers with the class. Try to elicit as many opinions as possible.

Skills Box

You can say or write the following sentence on the board: *A picture paints a thousand words* and elicit its meaning from the class. You may wish to explain that even though words are very important, when we include images and sounds in a message, we communicate our ideas more effectively, as we address auditory and visual people as well, and it helps us to remember the message better.

Media Resources


You can use Poster Unit 10 in the Class CD for further practice. Invite students to choose a picture and create a short catchphrase to alert and make people aware of that problem.

For your Final Product

Exercise 5


Now it is time for students to apply visual and audio resources to their announcement. Have students work on a separate sheet of paper. As this activity involves exchanging opinions and ideas, you can point out that they should show respect for their classmates' ideas and apply team skills to profit from everybody's contributions. It is advisable to monitor the activity and offer help if necessary.

Stage
3



1 Do you think the images represent the ideas in the voice script? Do they help understand it better?


2 Do you think the sounds can improve the announcement? How?

 A: The image of the boy sweeping helped me understand what I can do.


B: I think the sounds will make the announcement more entertaining.

Words are essential to transmit a message, but images and sounds also help us communicate ideas. In announcements, they are very helpful to make the message clear and attractive.


For your Final Product

5  Prepare a plan for your public service announcement like the one in Exercise 4. Use the voice script you wrote before and include the images (draw them or describe them) and the sound effects that you want to add.


1

 _____


2

 _____


3

 _____


4

 _____

5

 _____

6

 _____

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Family and Community

6 Exchange your plans with another group. Evaluate your classmates' plan according to the checklist below and make your comments.

Aspects	Comments
1 The sounds are related to the ideas. They can even help understand some words!	<input type="checkbox"/> _____
2 The pictures are appropriate for the age of the audience. (prefer funny cartoons for kids, and for older people use other images like photos or more realistic drawings).	<input type="checkbox"/> _____
3 The images are not violent and help understand the ideas.	<input type="checkbox"/> _____

7 Give your comments to your classmates and read what they think of your plan. If you agree with their comments, make the necessary changes to your plan.

Assessment – Think About Your Progress

8 Work with your Final Product group. Check (✓) the descriptions that you think say what your work was like. Then ask your teammates if they agree with your answers.

Aspect	Very well	I can do it with some help	I am starting to do it	It is very difficult for me
I understand what is necessary to communicate well with a specific audience.				
I can select pictures and sound effects that help transmit an idea better.				
I can express when I agree or disagree with others.				

If your opinion and the opinions of your teammates are different, you can ask your teacher for guidance.

and tolerant when exchanging opinions to reach a consensus.

Assessment - Think About Your Progress

Exercise 8

When carrying out this exercise, please have in mind that some of the peer assessment objectives are to provide positive peer influences, to increase confidence, and to develop and enhance communication and social skills. Hence, always bear in mind to encourage an environment that fosters a positive self-concept, self-acceptance, high self-esteem and tolerance by respecting others' ideas. It is important that students provide an objective point of view on their classmates' work, they can also support their choices with examples that may help students realize what their weak points are and why. It is a good idea to guide students to work on their weak areas in order to improve.

Exercise 6

Based on the knowledge acquired throughout the unit, encourage students to evaluate their classmates' choice of images and sound effects and provide them with useful feedback. The checklist should guide them in their assessment. You can point out that their comments should include some suggestions on how to improve their work. Remind them to be

honest, objective, and respectful when giving feedback.

Exercise 7


It might be useful to mention that some opinions may differ, and if students think their classmates' comments are valuable, they should take them into account when improving their work. Nevertheless, if they do not agree with some of them, it is OK to omit them. Always remind them to be respectful

Closure

Final Steps

Exercise 1

You can suggest that they group according to their own personal skills to work on their Final Product. Remind them to make the pictures attractive to engage the public. Monitor and provide help as needed.

 According to the resources available to students, they could create a digital presentation.

Exercise 2

Invite students to rehearse their presentation to practice their intonation, to correct the tone and volume of voice, and to include sound effects. You can walk around to monitor and provide help.

Collect your evidence

Exercise 3

It is important students notice the scaffolding process they followed to achieve their goal and be able to create a Public Service Announcement. They can go back to the Planner to check all the steps they have taken to reach their objective.

Socialize

Exercise 4

Invite groups to come up to the front of the classroom to present their announcements in turns. It is a good opportunity for you to build confidence in your students by reminding

Closure

Final Steps

- 1 Prepare your public service announcement according to your plan. Make posters with the pictures you decided to include. You can record the sound effects, but if you don't have the possibility to record them you can act them out when you present it.
 -  If you have access to a computer and you know how to use it, ask your teacher if you can make a digital presentation.
- 2 Decide who will read each part. Rehearse your announcement to present it later to the class. Practice reading with good tone of voice (serious or enthusiastic when necessary), volume, and speed.



Collect your evidence

- 3 In this unit you discussed problems in your community that worry you and chose one to make a public service announcement to propose a solution. Now that your announcement is ready to share with the class, go back to your Planner on page 175 and check (✓) what you did to accomplish it.

Socialize

- 4 In turns, each group will present their public service announcement. Listen respectfully to all the presentations.
- 5 After the presentations, discuss as a class what solutions proposed you think are really possible to do in your community. Discuss with your teacher ways to spread those announcements, probably by putting your posters where other people can see them.
- 6 Discuss in groups.
 - With this experience, what did you learn about the problems in your community?
 - Do you now feel that you can help or that you want to help in your community?

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them to rely on their skills and recognizing their hard work to make a good presentation.

Exercise 5

Encourage a friendly and respectful environment to exchange ideas and points of view. Invite students to state the reasons why they think certain proposals might be easier to carry out than others, and to suggest ways they can make them known to the public.

Exercise 6

As a wrap-up activity, encourage groups to exchange ideas and opinions on how becoming aware of the existence of certain community problems can encourage them to take action.

Assessment

Assessment

- 1 Now that you have finished this unit, check (✓) the answer that best describes your performance so that you can recognize aspects you need to improve.

My performance	1	2	3	4
I can identify important problems in my community and propose solutions to solve them.				
I can use my voice and words to transmit ideas and convince others.				
I can adapt a message to make it adequate for a specific group of people.				

KEY:

1 I still need help. 2 It's not easy, but I can do it. 3 I can do it very well. 4 I can help others.

- 2 After presenting your public service announcement and watching other presentations, evaluate your work.

My Final Product	I think	My teacher thinks
I was really involved and interested in the problem we chose.		
I proposed good solutions to the problem in our announcement.		
I shared my proposal and I convinced others.		

- 3 Get together with the classmates you worked with during the unit and answer how you worked as a team. Then discuss ways to improve the way you work with other classmates.

Teamwork	Yes	No
We discussed about our tasks in a friendly way.		
We listened to and considered everyone's proposals.		
We participated with enthusiasm in all the activities.		
We accepted and considered the feedback from other classmates.		

- 4 Work as a class and review your answers, and give suggestions on how to improve on the aspects you want to do better.
- 5 Go back to the Initial Assessment on page 175. In small groups, discuss how you progressed in this unit.

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with others in a successful way before students exchange opinions to assess their team's performance.

This discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on. Always encourage students to speak in English and be ready to help them achieve this purpose.

Exercise 4

Bring the whole group together to examine their answers, discuss them, and make useful suggestions. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies to implement.

Exercise 5

Students should go back to the Initial Assessment to review the options they checked and notice how much they improved, so they become aware of their learning process. Encourage groups to exchange opinions and points of view.

Exercise 1

You can explain how important it is to reflect and give honest answers as this will help them identify their strengths and weaknesses. You may help students clarify aspects they do not feel confident about.

Exercise 2

Suggest that students analyze their final performance to identify whether they fulfilled their goals or not. Invite them to

compare their own opinions with yours. It is important that in case opinions differ, you should be ready to explain the reasons and offer examples that support your points of view. Also, you should guide them and offer useful strategies that will help them improve their results.

Exercise 3

You may elicit some aspects that are necessary to be able to work

Graded Scale

A Graded Scale is an instrument used to evaluate certain characteristics or aspects of the students' performance. Its purpose is to measure the range of certain aspects in terms of quantity and / or quality.

Instructions:

- 1 Determine a list of criteria or characteristics to be evaluated.
- 2 Determine the kind of evaluation scale you will use: numbers (traditional grading), letters, percentages, etc.
- 3 Evaluate your students and determine their performance level.

* **Key:** 5 is the highest value and 1 is the lowest.

	Graded Scale	Evaluation Scale*				
		5	4	3	2	1
	Criteria					
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

5: _____

4: _____

3: _____

2: _____

1: _____

Audio Script

Unit 1

Track 2

Stage 1 / Exercises 2 and 4

Conversation 1

Service assistant: Hello! Customer services. What can I do for you?

Billy: I want to return a video game. It doesn't work.

Service assistant: What do you mean?

Billy: It doesn't load. The screen just stays black. I guess it is faulty.

Service assistant: Oh, I see. When did you buy it?

Billy: About two months ago.

Service assistant: That's too bad. We can only give you back your money if products are returned 30 days after the purchase. But we can replace your game.

Service assistant: That's fine. I don't want a refund, I just want to exchange the game, please.

Service assistant: OK then. I'll get you another one.

Billy: Great! Thank you very much.

Conversation 2

Carlos: Excuse me!

Waiter: Yes, sir. How can I help you?

Carlos: We waited a long time for our food. It's finally here but it is cold!

Waiter: I'm very sorry to hear that. I'll replace your dishes.

Carlos: No, thank you. I'm not paying for any of these!

Waiter: Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation.

Carlos: I don't think I can eat anymore. I'm too angry. Just bring me the check.

Waiter: Of course, sir. And again, my apologies.

Track 3

Stage 2 / Exercise 1

Clerk: Good morning. Can I help you?

Pepe: Hi. I would like to return this CD. Can you take it back?

Clerk: I'm sorry to hear that. What is the problem with it? Is it damaged?

Pepe: Oh, nothing is wrong with it. It was a gift but I don't really like this band.

Clerk: I'm afraid it is against the store's policy to give a refund if the item is not faulty.

Pepe: That's disappointing. You are of no help!

Clerk: Let me see what I can do about it ... We could give you a gift card for the value of the CD. Then you can choose anything from the store with a similar price and pay with the card.

Pepe: Well, that's a better solution!

Clerk: Could you fill in this form, please? It won't take long.

Pepe: Can I use the card right now?

Clerk: Of course! You can use the card any time you want.

Pepe: That's perfect! Thank you!

Clerk: You're very welcome.

Track 4

Stage 3 / Exercise 8

Assistant: Good morning. CT Body Fitness Company. This is Andrew Cooper. What can I do for you?

Customer: Good morning. I purchased a CT Body fitness machine from your company last month, and I have a problem. There's a missing part. I'm sorry to report it a month later, but I just recently had time to assemble it.

Assistant: That's OK, but are you sure, sir? All of our orders are inspected before shipping.

Customer: I understand, but there is definitely a missing part. I can't finish assembling the machine without it.

Assistant: OK. I'm sorry about that. Do you know the name of the missing part?

Customer: No, I don't know the exact word, but it's the piece you need to change the speed.

Assistant: Oh, that's the gear. I'll make a report, and we'll send you the gear in four to six days.

Customer: OK, that's fine. Thank you very much.

Assistant: I'm happy to help, and I apologize for the inconvenience. Now let me get your information ...

Unit 3

Track 5 Stage 3 / Exercise 3

Fire Chief: Let's review some things that are important for our safety. Well, it is important not to run since moving too fast may make you fall. It is also important to stay away from heavy furniture such as bookcases because they may fall on you. And it is important not to stand under doorways, as they are not safe. This and the famous safety triangle are both myths. Finally, it is important to plan with your family; for instance, identify a safety zone to meet, and make a list of emergency numbers. OK, any questions?

Unit 4

Track 6 Stage 1 / Exercises 1, 2 and 6

Sonia: Hi, Carlos! Let's walk back home together. I want to listen to the story you promised to tell me this morning.

Carlos: Oh, yes. One day last month, my alarm clock didn't ring, and I thought, "Oh, man, I'm late for school again!"

Sonia: Oh, no! What time was it?

Carlos: It was seven o'clock. It was kind of strange because my house was really silent. I thought everyone left and forgot to wake me up. Anyway, I jumped out of bed and took a shower.

Sonia: Really, Carlos? You were late but you still took a shower?

Carlos: Yes, but it was a really fast shower. I got dressed, and then quickly had breakfast. After that, I grabbed my backpack and ran out the door. I was freaking out! I had just promised my teacher I would never be late again!

Sonia: Did you take the bus?

Carlos: No, I rode my bicycle really fast to school. When I arrived at school, I ran to the entrance, but the door was closed and locked! There were no students or teachers outside. After all I had run ... I was really upset!

Sonia: Do you mean everybody was already in class?

Carlos: That's what I thought at first. Then I remembered it was Sunday! I still can't believe I did that! Has anything like that ever happened to you?

Track 7 Stage 3 / Exercise 5

Mark: Something terrible happened to us last weekend.

Jane: Really? What?

Mark: Well, my brother Ben and I were at home watching TV in the evening when Rex, our dog, suddenly ran in with our neighbor's parrot in its mouth.

Jane: Do you mean Mrs. Dean, your nice neighbor?

Mark: Yes. And Ben panicked. He asked me what we were going to do.

Jane: And what did you do?

Mark: Well, I said we should clean the parrot and put it back in its cage.

Jane: You cleaned the parrot and put it back in the cage? Why?

Mark: Well, because I was very nervous. I didn't know what else to do.

Jane: What happened then?

Mark: The next morning we heard a loud scream. It was Mrs. Dean. I ran out and asked her what was wrong. She explained that her parrot had died the week before and that she had buried it, so she was terrified when she saw it back in the cage.

Jane: Wait! Her parrot was dead before this happened?

Mark: Yes. She had buried it and Rex had dug it out of the ground because he smelled it.

Jane: Did you explain?

Mark: Yes, Ben told her that Rex had found the parrot and we thought he had killed it, so we cleaned it and put it in the cage. We told her we had made a mistake. We said we were sorry.

Jane: Was she very angry?

Mark: No, not really. She was a bit disappointed, so she told us to be honest in the future.

Jane: Wow! She is really nice!

Unit 5

Track 8 Stage 2 / Exercise 4

Narrator: Act two, scene one.

Karla: My goodness! I've never seen such beautiful apples. With them, I could make my grandmother the apple pie that she loves so much!

Narrator: Mary, with her heart of gold, was moved by the fact that the young girl loved her grandmother so much. Mary didn't know it, but her conscience was watching her again.

Mary: The girl is so sweet, and what she wants to do is so considerate! Should I give her my apples? I think I will.

Mary's conscience: Well done, Mary. You will not regret all the good things you do.

Mary: My dear, if you like them so much, they're yours.

Karla: You're too kind, but ...

Mary: No buts, my dear. I insist.

Karla: All right, but I can't take them for free, so please take my mittens in exchange.

Mary: All right, then. Thank you, my dear. They're beautiful!

Bus Driver: Good morning!

Mary and Karla: Good morning ...

Mary's conscience: This man is in such bad mood. I wonder if we can help him.

Track 9

Stage 3 / Exercises 1 and 2

Narrator: Act two, scene two.

Mary: What a nice day!

Bus Driver: What's nice about it? It's so cold that I can't feel my hands!

Mary: Oh, dear. I'm sorry to hear that. Here, take these mittens. They'll keep your hands warm.

Mary's conscience: Well done, Mary!

Bus Driver: Hmm. I can't take your mittens!

Mary: Please, I insist. You need them more than I do.

Bus Driver: Oh, but then let me give you a free ticket.

Mary: Thank you! That's very nice of you. Now I have money to buy bread!

Narrator: Mary was very happy because she now had money for her bread. She had given the apples away, but in the end her good deed paid off. As people say, "What you give always comes back to you."

Track 10

Stage 3 / Exercise 4

Narrator: Act two, scene two.

Mary: What a nice day!

Bus Driver: What's nice about it? ...err... It's so cold that I can't feel my hands!

Mary: Oh, dear. I'm sorry to hear that. Here, take these mittens. They'll keep your hands warm.

Mary's conscience: Well done, Mary!

Bus Driver: *Hmm.* I can't take your mittens!

Mary: Please, I insist. You need them more than I do.

Bus Driver: Oh, but then let me give you a free ticket.

Mary: Thank you! That's very nice of you. Now I have money to buy bread!

Narrator: Mary was very happy because she now had money for her bread. She had given the apples away, but in the end her good deed paid off. As people say, "What you give always comes back to you."

Unit 6

Track 11

Stage 3 / Exercise 5

Omar: What did you think about the news in these articles?

Liliana: I think they were both interesting. I didn't know about the consequences of biting your nails, such as bad breath.

Omar: Yes, that was interesting, but I agree with the second article. I think it's disgusting.

Liliana: Speaking of disgusting, did you notice that the second article uses a lot of descriptive words, such as *disgusting*, *shocking*, and *horrible*?

Omar: You're right. Perhaps it's trying to make the habit sound more terrible?

Liliana: I think so, yes. And look at the headers: the first one is a description whereas the second one uses an adjective to make it more intense.

Omar: And look at the quotes. The quote in the first article is by a doctor and it states facts. On the other hand, the second article quotes a lady in the audience giving her opinion.

Liliana: Perhaps it's because the second article was published online, so they wanted to get more attention.

Omar: You have a point. They also included a picture, probably to get attention, too. The first article is not as attractive as the second one, don't you think?

Liliana: I agree. It's a serious article in a newspaper and the lead paragraph includes facts and exact numbers, instead of opinions.

Unit 8

Track 12

Stage 2 / Exercises 1 and 3

Luis: If I could play a musical instrument well, I would like to play the guitar for many, many reasons. First, they are very good for brain gym and improve concentration. They also improve your multitasking skills. Hey! It's not easy to be doing one thing with your left hand and another completely different thing with your right hand! But more importantly, guitars are really popular with everybody, especially with girls. Guitars are romantic and the perfect instrument for a serenade. Finally, guitars are also great at parties. They are good for entertaining people and they are like a portable karaoke. People can always sing along. Oh! I almost forgot. If I am stuck for a job, I can always get a job playing my guitar. I've always wanted to be a mariachi. This is why I would like to play the guitar.

Track 13

Stage 3 / Exercise 1

Cindy: If I could make the trip of my dreams, ...er... I would go to the Yucatán Peninsula for many reasons. First, there are many beautiful and turquoise water beaches to visit. ... But more importantly, there are colorful coral reefs and beautiful fish in them. I would love to snorkel to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in *cenotes* ... er ... For these reasons, I would choose Yucatán Peninsula as my dream trip.

Track 14

Stage 4 / Exercise 2

Simon: I really enjoyed your monolog, Cindy. It was funny, and your body language was excellent. It really added humor.

Cindy: Thanks, Simon.

Simon: I just have an observation. At some point you started talking really fast.

Cindy: Do you mean after the pause?

Simon: Yes.

Cindy: I suddenly forgot what I was going to say and then I got nervous and started speaking really quickly.

Simon: That happens to me. What I do is breathe deeply and use a time buyer.

Cindy: What do you mean by time buyer?

Simon: Expressions like *What I'm trying to say* or *In other words*.

Cindy: Thanks! These are really good tips. Do you think my volume was OK?

Simon: Definitely. Overall, you did a great job. Well done!

Unit 9

Track 15

Stage 3 / Exercise 3

1

Student 2: Could you explain that, please?

2

Student 1: What Chris is saying **isn't** true.

3

Student 2: That's **exactly** what I mean!

4

Student 2: OK. I can understand **that**.

Track 16

Stage 3 / Exercise 4

Student 1: In my opinion, exercise can be beneficial for your health, but it can also cause injuries.

To begin with, anyone can get hurt just from running if they do not warm up.

For example, if you are not used to exercising you should start by walking a few minutes every day.

Then the beginner could start with walking and jogging in intervals for every couple of minutes. Each time they exercise they should stretch before and after their work out. This is important because 74 % of people who get injuries are because they do not warm up properly.

In conclusion, it is very important to warm up your body and joints before you exercise if you do not want to get hurt.

Student 2: In my opinion, exercise can be beneficial for your health, but it can also cause injuries. To begin with, anyone can get hurt just from running if they do not warm up. For example, if you are not used to exercising you should start by walking a few minutes every day. Then the beginner could start with walking and jogging in intervals for every couple of minutes. Each time they exercise they

should stretch before and after their work out. This is important because 74 % of people who get injuries are because they do not warm up properly.
In conclusion, it is very important to warm up your body and joints before you exercise if you do not want to get hurt.

Unit 10

Track 17

Stage 1 / Exercises 1 and 2

Sandy: My home is always flooded in these months. I'm tired of it.

Miguel: Well, Sandy, the problem is that we live in a very rainy and wet zone.

Sandy: I disagree. In my opinion, that is not the problem.

Miguel: What do you mean, Sandy? Every rainy season our houses get flooded.

Sandy: I am convinced that the real problem is the amount of garbage in the streets. Garbage and leaves clog the street drains. The solution is to convince people to keep the streets clean.

Miguel: I disagree with you. I think the solution is to move away from here.

Sandy: Come on, Miguel! Our ancestors were born here, all our friends and family live here. Don't you love your town? Don't you want to make it a better place to live?

Miguel: Hmm. I think you're right, Sandy. I wish we could do something about it. It is hard to convince people not to throw garbage. And the leaves ... we can't do anything about that. Leaves fall from the trees all the time.

Sandy: Well, how about if we convince our neighbors to sweep the sidewalk in turns?

Miguel: We can try. I propose we make posters about the problem and put them in places people can see them. If they are colorful and attractive, I bet people will read them.

Sandy: That is a great idea!

Track 18

Stage 1 / Exercises 4 and 6

Stage 2 / Exercise 1

Announcer: It's the rainy season of beautiful trees full of leaves, and like every season, garbage is all over the streets. Rain is fine ... floods are not.
Did you know that 15% of our garbage is thrown in the streets and that it is the main cause of floods? Garbage and

tree leaves clog the drains. Water can't go down the drains ... and the floods begin.

Don't you want to help? Adopt a street drain! Sweep leaves and garbage off the roads and near drains. You can do something to stop flooding. Adopt a street drain!

Track 19

Stage 3 / Exercise 1

Daniel: Hey guys, Pamela and Raul told us that we should say where to donate sweaters and blankets in our announcement. I don't think it is important.

Carmen: I disagree. Our *Warm a Heart* announcement invites people to donate. What if they don't know? We need to find a place and share the information.

Laura: You are right. We want to help people with our announcement, don't we? This problem is important for us so let's do everything we can to make things better.

Beto: I believe *Warm a Heart* has nothing to do with our message. Do we change it?

Laura: I don't think so. The blankets warm people and it is an action from the heart that will help people and make them feel better.

Daniel: In my opinion, the part of the problem is very complicated. We decided the announcement is for adults who can buy blankets, but also for young people who can donate sweaters they don't use anymore. The words are difficult for young people.

Beto: You have a point. Let's think of an easier way to say it.

Carmen: Well, let's get to work.



Track 20

Chapter 1 / Exercise 1

CSR: Good morning! My name is Sandra. How can I help you today?

Tanya: I would like to return this turtleneck sweater, please.

CSR: What's wrong with it?

Tanya: Oh, nothing is wrong with it. It was a present from my grandmother, but I don't like turtleneck sweaters. I get claustrophobic.

CSR: I'm afraid we don't give refunds if the item is not defective, but we could give you store credit that you can spend anywhere in the store to buy anything with the same price.

Tanya: That's perfect! Thank you.

Track 21

Chapter 4 / Exercise 1

Narrator: Saturday morning had come. The sun was shining and the birds were singing. Tom had to paint his Aunt Polly's fence. He appeared on the sidewalk with a bucket of whitewash and a long-handled brush.

He inspected the fence, and all joy left him and a deep melancholy came upon his spirit. Thirty yards of board fence nine feet high. Sighing, he dipped his brush and passed it along the wood; repeated the operation; did it again; and sat down on a tree-box discouraged.

Jim came skipping out at the gate with a tin bucket, and singing Buffalo Gals. Bringing water from the town pump had always been hateful work in Tom's eyes, before, but now he didn't think so. He remembered that there was company at the pump. Boys and girls were always there waiting their turns, resting, trading toys, fighting, and having fun.

Tom said: "Say, Jim, I'll get the water if you'll whitewash some."

Jim shook his head and said: "I can't, Master Tom. Old lady, she told me I have to go and get this water and don't stop to play with anyone. She told me she expects Master Tom to ask me for help, and so she instructed me not to distract me and attend my own business.

"Oh, never mind what she said, Jim. That's the way she always talks. Give me the bucket — I'll be gone only a minute. She won't ever know."

"Oh, I can't, Tom. That's for sure. Old lady, she would get mad and I would be punished for it," Jim said. "Jim, I'll give you a marble. I'll give you a white marble!"

"White marble, Jim! And it's a big marble."

This attraction was too much for Jim. He put down his bucket, and took the white marble, but Aunt Polly was looking at him with a slipper in her hand. Suddenly, Jim was running down the street with a bucket in his hand.

Tom was painting with enthusiasm, but the work was proceeding very slowly. His energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. At this dark and hopeless moment an inspiration burst upon him!

He took up his brush and went tranquilly to work. Then Ben Rogers arrived. He was eating an apple. "Do you want to come swimming?" he asked. Tom wanted to go swimming more than anything else in the world, but he didn't answer. He stepped back and admired his painting.

No answer. Tom contemplated his last touch with the eye of an artist, then he gave his brush another gentle sweep and looked at the result, as before.

"What a pity you have to work!" said Ben.

"Hello, Ben. I didn't see you," answered Tom.

"That's hard work! Poor you!" Ben sympathized.

"What do you call work? This is fun! And only I can do it. Aunt Polly says so!" The brush continued to move.

"This isn't work. Well, maybe it is, and maybe it isn't. All I know is that it suits Tom Sawyer. Does a boy get a chance to whitewash a fence every day?" added Tom.

Ben looked at what Tom was doing again. It looked different now. It looked interesting and desirable. He stopped biting his apple. "Say, Tom, let me whitewash a little."

Tom thought about it, was about to say yes, but he changed his mind.

"No, it wouldn't be right, Ben. You see, Aunt Polly's awful particular about this fence, right here on the street, you know — but if it was the back fence I wouldn't mind and she wouldn't.

"Only just a little — I'd let you, if you was me, Tom."

"I'm sorry, Ben. It's special work, you know."

"I'll give you my apple if you let me paint," Ben offered.

"OK. But only as a special favor." Tom gave up the brush with reluctance in his face, but happiness in his heart.

For an hour, the retired artist sat on a barrel in the shade close by, waved his legs, munched his apple, watched Ben, and planned the way to trick more innocents.

As the day continues, Tom has already made a complete plan to take payment for the privilege of whitewashing — until, before too long, the fence is completely painted.

Tom said to himself that it was not such a dull world, after all. Tom had a wonderful day 'painting the fence'.

By the time Ben was exhausted, Tom had traded the next chance to Billy Fisher for a kite. From other friends he also collected a toy soldier, an orange, twelve marbles, a key that wouldn't unlock anything, a fragment of chalk, a dog-collar — but no dog —, and other valuable treasures.

He rested a lot, he talked a lot, but he didn't paint very much.

Tom discovered a great law about human nature that day: If you want someone to do something, you must tell them that they can't do it.

At the end of the day, Aunt Polly's fence had three coats of whitewash on it and looked wonderful!

Track 22

Chapter 8 / Exercise 1

Narrator: How is this the present? Ah! I see. It's Christmas morning. Look at all the people so happy in the street, shoveling the snow, buying presents ... Whose house is this? Bob Cratchit's? My clerk? My word! They are poor! They have so little food, but they look so happy. There's Cratchit! Why is he carrying his small son Tiny Tim on his shoulders? He can't walk, can he? But they're all so content. Poor sweet boy!

This is my nephew's house. He invited me, but I said no. They're having so much fun. Everybody everywhere is having fun, and they are all so happy. Nobody misses me, and I am *miserable* and *alone*.

Track 23

Chapter 10 / Exercise 1

Narrator: "It is the good angels that come to us!" cried the poor woman, with tears of joy.

We had never been called "angel-children" before. We loved it, especially me. Everyone always said I was the complete opposite, you know. Among my sisters I was the one who usually got in trouble, I would often get on my mamma's nerves. No one could call me an angel. I felt something special I had never experienced in my life. It was like a nice warmth, and it was not coming from the fire. I could feel it coming from somewhere deep inside me. I was truly happy.

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Online Resources

- <http://americanenglish.state.gov/>
Resources for teaching American English and culture
- <http://learnenglishteens.britishcouncil.org/>
Games, videos, songs, stories, listening activities, and grammar exercises for teenage English language students
- <http://librosdelrincon.sep.gob.mx/>
Information about books provided for the class library and suggestions on how to use them
- <http://www.aprende.edu.mx/>
Fun videos that model use of grammar and vocabulary topics
- <http://www.bbc.co.uk/education/subjects/z3kw2hv>
Activities in English
- <http://www.cambridgeenglish.org/>
Information about ESOL Examinations
- http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf
The Common European Framework of Reference for Languages
- <http://www.onestopenenglish.com/>
Macmillan Education's resource website for English language teachers
- <http://www.teachingenglish.org.uk/>
The joint BBC and British Council website for classroom materials and teacher development

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