

Teacher's Guide

Play & Play Connections 3

SECONDARY



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Introduction

Play and Play Connections is a three-level course for Secondary School students that has been written after extensive research on how teenage students learn and which adopts a variety of methods to suit their needs. It has been designed according to the standards and descriptors stated for the B1 level in the Common European Framework of Reference (CEFR) for languages and it aligns to the objectives and learning outcomes described in the Mexican National Syllabus for English as a Foreign Language (EFL).

The course aims to provide students with the necessary language tools to understand language and produce it in real-life contexts that are relevant for their personal lives, both inside and outside the classroom. It offers a variety of activities that expose the learners to a comprehensive range of written and oral materials that have been either purposefully created or adapted from real sources so as to provide the students with real input and put them in situations that are relevant and significant for applying the knowledge and develop the skills to use the target language in a meaningful way. The different techniques that have been put into the activities also allow the learners to reflect on their learning process as well as on the characteristics of the language for better understanding. In this way, we aim at providing them with plenty of opportunities to achieve concrete goals which motivate them to become successful learners.

Each of the units has been carefully developed to present language in contextualized situations through reading and listening texts that set the foundations to link the topics to what they are exposed to in real life. The activities have been designed so that students can collaborate closely and help one another by participating in pair work and group work tasks that foster communication through interactive exchanges to reach a common goal. The products play an important role in doing so and students are expected to develop these as an evidence of their comprehension and application of the target language. Taking into consideration that students will have contact mainly with non-native speakers of the language, this approach plays a significant role as they have enough opportunities to practice within the classroom.

Learners are expected to build on their pre-existing knowledge of the language and connect the learning experience to their real life. The *Get connected* sections, at the beginning of the unit will help them to make these connections and access the new knowledge in a more achievable way. Similarly, the *Portfolio Connection*, *Language Connection* and *Connecting You* sections are meant to provide learners with opportunities to make sense of language in a guided way and transfer their knowledge to situations that are less controlled outside the classroom.

Teachers are encouraged to use the *Portfolio Connection* sections in order for students to generate evidences of their work and use them to gain confidence in using the language by means of realizing what they are capable of doing at each stage. These evidences are also important in measuring their progress so that the teacher can evaluate them and each learner can actually assess themselves in what they are achieving.

Each unit is written around a learning environment that fosters the development of a particular social practice of the language. Through this approach, students are regarded as social agents and active participants in building their own knowledge, so that they can: participate as users of the language; develop critical thinking skills to share ideas; develop their knowledge, strategies, behaviors, and values to successfully interact with others; analyze their own communicative practices as well as those of others so that they can solve problems when facing new communicative situations that imply a new challenge; be responsible and make decisions about their own learning process.

In order to help the teacher in accompanying the students in this process, the course offers clear instructions and suggestions to deliver each of the activities in the *Student's Book*, as well as ideas on how to link the contents of the unit and develop reading skills through the use of the *Reader's Book*.

Taken from Common European Framework of Reference for Languages: Learning, Teaching, Assessment www.coe.int/lang-CEFR.

Structure of the Series

Student's Book

The Play and Play Connections *Student's Book* has been designed so that students can use the language in context and reflect on the different ways they learn. The activities in the *Student's Book*:

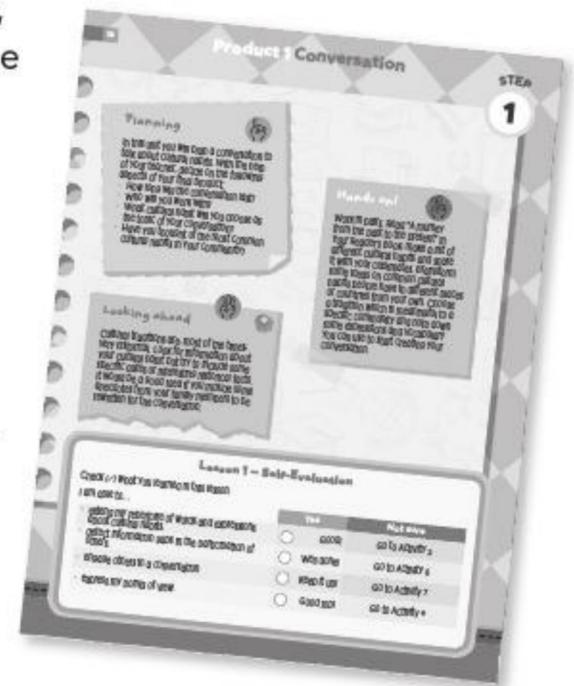
- Focus on the integration of the expected outcomes linked to each social practice of the language. They allow students to participate in diverse communicative interactions which foster reflection and use of the English language. By doing so, students collaborate and work in teams, promoting respect and value of others' cultures and languages.



- Present a level of challenge for students to use the language in oral and written communicative interactions that are attractive and appealing to the learners' characteristics and needs. In this way, the activities in each unit foster the reflection about language, as well as behaviors, values, and attitudes pertaining to each of these processes.
- Are flexible enough so that the teacher can adapt them to suit the students' needs.
- Provide the teacher with opportunities to set up different interaction patterns (individual work, pair work, group work and whole class activities) so that students can develop the social practice of the language and relate their learning to the environment set for each unit.



- Have been designed so that the instructions are clear enough and achievable for students.
- Promote the development of ICT and digital learning skills.
- Allow the students to learn in a fun, safe, and relaxed environment so that they are able to self-assess their progress throughout the learning process.
- Are well-structured so that students can build their learning products with the guidance of the teacher, by developing social skills which allow for collaboration, team work, and interaction with their peers.
- Foster opportunities for learners to construct, deepen and use their knowledge, strategies and attitudes to use the language in social interactions with others.



Unit 4

Let's Express Our Emotions about a TV Show!

In this unit you will analyze different types of events.

- How would you express the emotions that you feel?
- What is a TV format?



Key words of the language:
Exchange emotions and reactions caused by a show.

After reading this unit, you will be able to:
• Compare television programs.
• Interpret general terms and some details.
• Write notes about emotions and reactions to a show.
• Draw emotional and reaction notes.

Unit 5

Let's Suggest Possible Explanations about past Events

In this unit you will work with different arguments and hypotheses about past events in order to create the reasons for an event.

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



Key words of the language:
Create and suggest hypotheses about past events.

After reading this unit, you will be able to:
• Create a past event.
• Write a hypothesis about the reasons for an event.
• Suggest hypotheses to show facts that explain past events.

Lesson 2: A Green Celebration!

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



Read and write about the origins of the celebration. Work together with a partner. One of you will read text A and the other will read text B on page 16. Write what you learned with your partner and ask each other questions to check and correct each other's work.

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

St. Patrick Day commemorates the anniversary of the death of the famous saint on March 17th. This religious festival has been observed in Ireland for more than 1,000 years. In the nineteenth century, many people went to the park / church / the city and there were lots of parades, dancing, drinking, and eating Irish food.

St. Patrick first started the church / faith / faith country, and he is the patron saint and national apostle of Ireland. He is credited for having brought Christianity to the island. According to legend, he explained the Holy Trinity using the shamrock plant.

People in Ireland have been observing the festival since the sixth or seventh century. People in Ireland have been observing the festival since the sixth or seventh century. People in Ireland have been observing the festival since the sixth or seventh century.

What questions do you have to ask your partner to check the correct words? Write them here.

Lesson 1: My Favorite TV Shows!

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



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

Gladiators in Real Life?

American Gladiators was an American TV program which aired weekly from January 6 to February 17, 2006. The series format is called **game show**. It involved two women and two men who competed in six events distributed in an arena surrounded by a limited audience. The arena was formed by different courses of increasing difficulty. Some of the events were: Assault, Earthquake, Joust, and All-Attack. The aim of the events was to earn points before the final event. Each point was translated into a half-second advantage for the leader or handicap for the trailing competitor. The final event was called **The Gladiator**. Contestants whose efforts paid off were the winners of \$100,000 dollars, a half-sized SUV, and the chance to become a gladiator in the next season of the program.

a. How does watching a TV program like American Gladiators make you feel?
b. What questions would you ask the competitor if you had the chance to interview them?

c. Do you know any similar TV programs?
d. Do you think the prize is fair?
e. Is this TV show intended for all audiences?

Go to page 18 to learn more about television programs.

What other words do you know related to TV shows? Go around your classroom to interview your classmates and complete the sentences.

a. A _____ is the place where a movie or TV show is filmed.
b. All the people who perform in a play, movie, or TV show is called a _____.
c. A _____ is one of several episodes of television programs.

Product 3 Instructions to Carry out an Experiment

STEP 1

Planning

Write down what you are going to do in your experiment. Write down what you are going to do in your experiment. Write down what you are going to do in your experiment.

Hands-on!

Check your work in advance. Do your work in small groups and discuss an experiment for you to do. Write down what you are going to do in your experiment. Write down what you are going to do in your experiment.

Looking ahead

As you have read, experiments are carried out in the lab. Investigate about them and think about possible risks and safety. Check that everyone has learned the rules. Remember they need to be safe. Think about what safety instructions would make your instructions more clear.

Lesson 1 - Self-Evaluation

Check if you have learned in this lesson.

Write here:

Yes	No	Not sure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 7

Let's Read Poems!

In this unit you will read and understand poems.

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



Key words of the language:
Read poems.

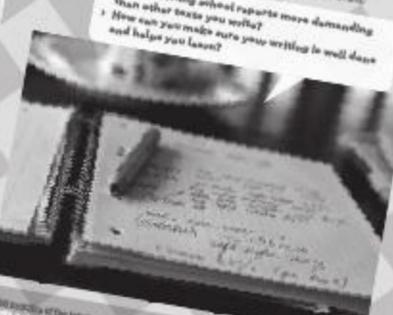
After reading this unit, you will be able to:
• Choose and revise poems.
• Understand the topic, main idea, and supporting details.
• Describe a poem.
• Write sentences from words and expressions that fit the poem.

Unit 8

Let's Write a Report about a Historical Event!

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

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



Key words of the language:
Read a short report about a historical event.

After reading this unit, you will be able to:
• Read and write reports about historical events.
• Understand the main idea and supporting details.
• Describe a report.
• Write sentences from words and expressions that fit the report.

Lesson 3: This is My Enigma!

Look at the pictures. How can we know if the following are clues or not about an enigma? Discuss with a partner.



Do you know the best way to find the answer to an enigma? Work in pairs and complete the statements. Add your answers.

William Shakespeare
He was born in Stratford-upon-Avon. He was a famous English playwright, poet, and actor. He is considered one of the greatest writers in the English language.

Answer: They were playing a game called Clue when I played it in my class. Shakespeare is well known for his plays and poems. After we studied the text of Clue, I studied his most famous plays... and guess what? They actually played it!

We are going to play for hours and trying to solve the puzzle. We are going to play for hours and trying to solve the puzzle. We are going to play for hours and trying to solve the puzzle.

Clue: A. Look like a bird but not a bird. B. Start with a letter that is not a letter. C. They tried to solve the puzzle but they couldn't. D. They tried to solve the puzzle but they couldn't. E. They tried to solve the puzzle but they couldn't.

Language Connection

Auxiliaries for negative and interrogative sentences

The use of auxiliary verbs helps the speaker to locate an event in the present time and to function among other uses. Look at the examples below. Match them to the corresponding function.

1. When did she see him?
2. When they playing video games?
3. That novel didn't cost the price.
4. How was talking to the people who were meeting?
5. They hadn't brought the book with them.

1. Auxiliary that begins and finishes at the past.
2. Auxiliary happening simultaneously or interrupted by another.
3. Auxiliary that happened before another in the past.

Indefinite pronouns

Indefinite pronouns which help to locate an event in the present time and to function among other uses. Look at the examples below and complete the text.

1. I am sure that someone will find the answer.
2. I am sure that someone will find the answer.
3. I am sure that someone will find the answer.

Linking words or connectors

Can be classified into categories. In this unit you have three types.

Linking words or connectors	Linking words or connectors	Linking words or connectors
And	Or	But
So	Because	Although
Therefore	Nevertheless	However

1. People were meeting... the government officials were observing carefully.
2. They decided to complete the job... they didn't have enough money.
3. She was surprised to see the result... she had expected the opposite.

Possessive pronouns

Use these to show possession. Look at the examples below. Match them to the corresponding possessive pronoun.

Possessive pronouns	Use these to show possession
My	His
Her	Its
His	Its
Her	Its
His	Its
Her	Its
His	Its
Her	Its
His	Its
Her	Its

Reader's Connection

Work in pairs. After reading the text "Where Did It Begin? The Origins of Music" the chart with some arguments for or against the topic of the following activity.

Topic	Arguments FOR	Arguments AGAINST
Books		
World of art		
Clothes and technology		

Work in groups. Organize a debate where people can express their points of view.

Evaluation

Think of three different art topics that might be controversial. Write your ideas on the topics. Follow the example.

Topic	Arguments FOR	Arguments AGAINST
Street art or graffiti		
Video games and social media		
Artificial intelligence		

Choose one of the topics above to write some ideas and information about it. You can elaborate a final note about the most important points to include.

Write down some arguments where you express your opinion to support or go against the topic.

For	Against

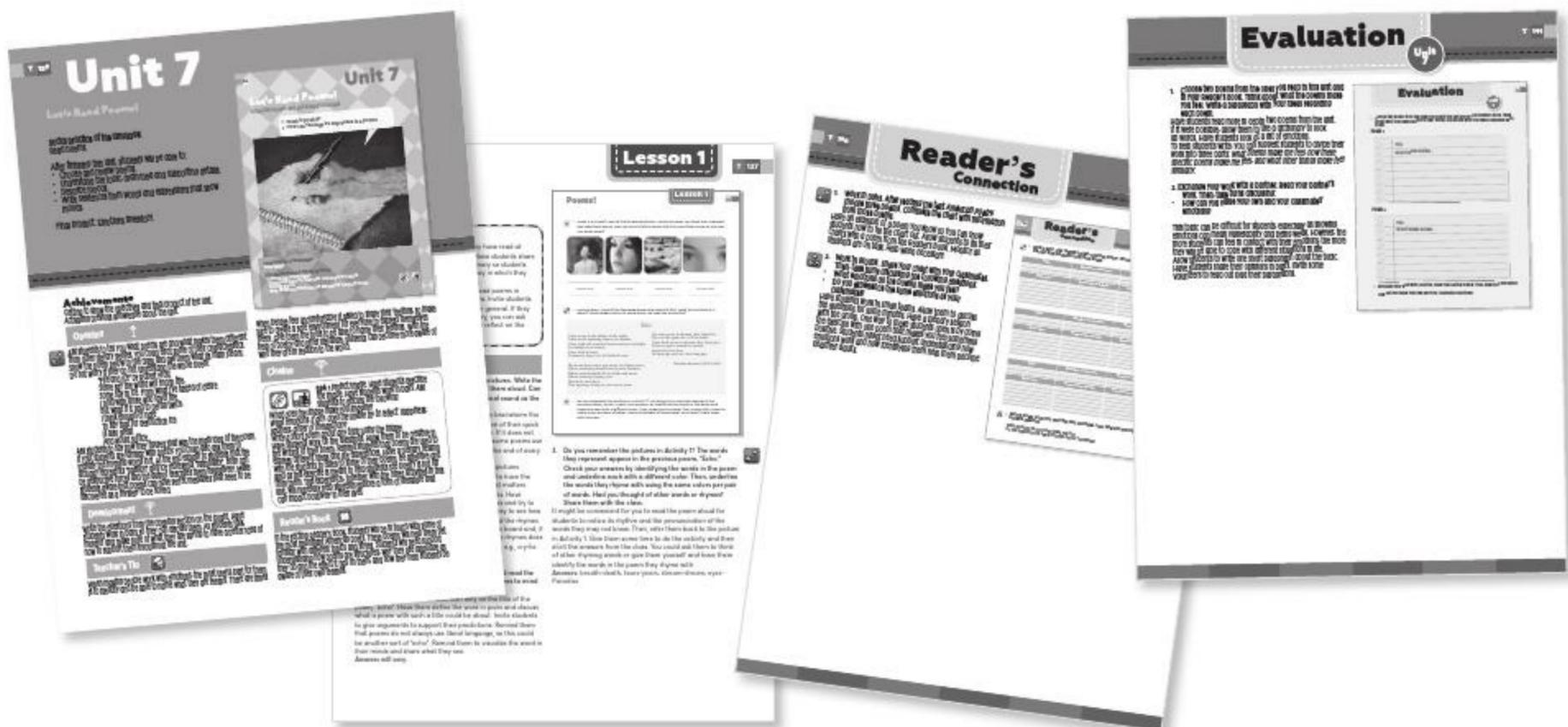
Share your ideas with some classmates and organize a debate. Do not forget to use the notes you have written.

Write a summary of the debate and include a conclusion with your final stance on the topic.

Teacher's Guide

The *Teacher's Guide* constitutes the main resource for teachers in understanding the methodology of the series, as well as the way the components interact together to provide learners with the opportunities for meaningful learning through the activities in the *Student's Book*. It is thought to be a friendly guide and it offers a number of teaching tips that will serve both the experienced teachers as well as those who are just starting to develop a career in TEFL. The *Teacher's Guide* includes:

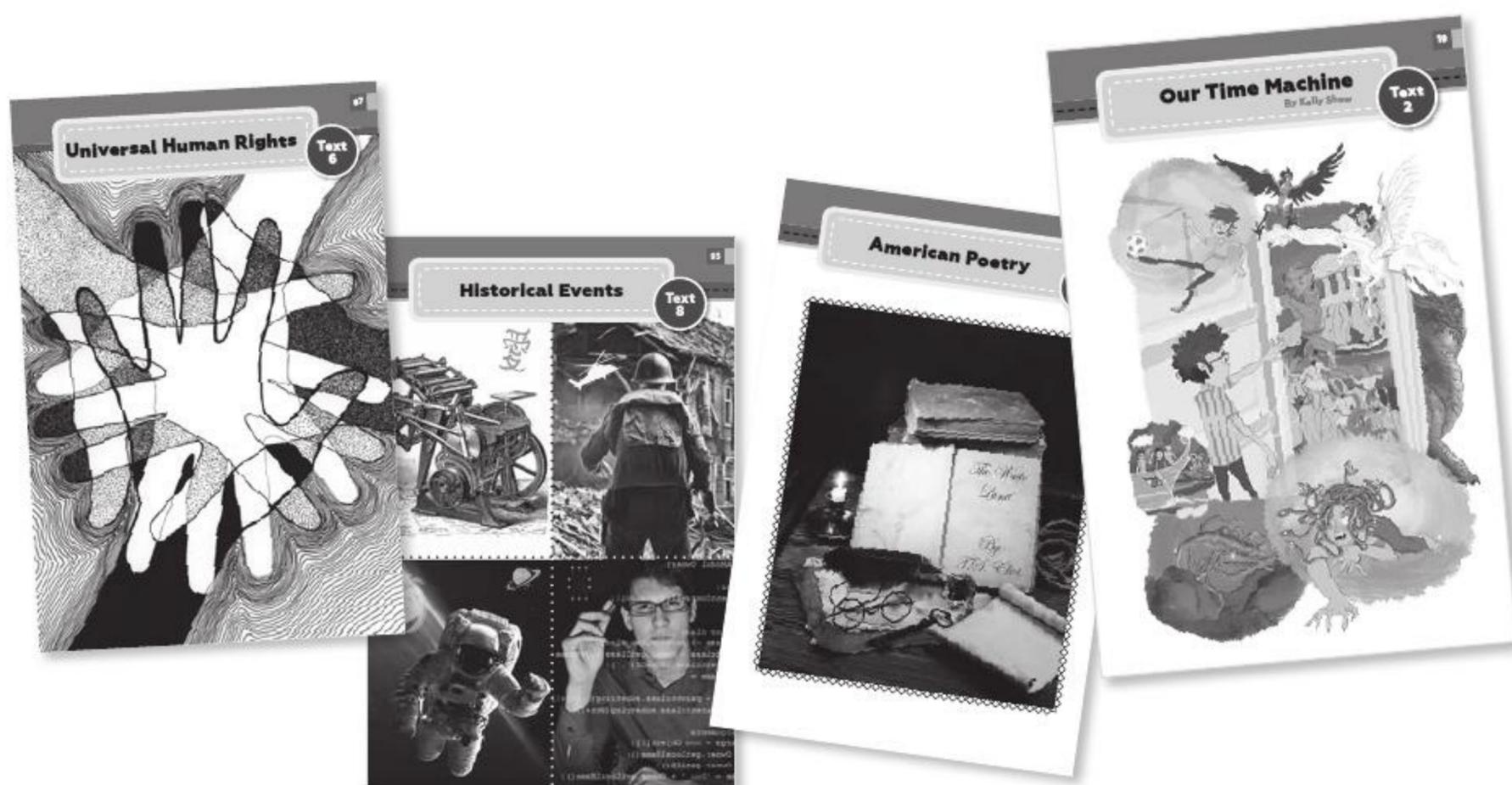
- A clear reference guide which explains the methodology and strategies to teach each of the lessons and activities from the *Student's Book*.
- The pedagogical background behind the explanations of the way the teacher's role is going to change from one activity to another in order to suit the students' needs.
- A variety of teaching tips taken from different teaching approaches that will serve as the basis of their teaching practice.
- Clear explanations of the way all of the components in the series work together to provide the learner with a safe learning environment which sets the context for significant learning.
- Assessment tools which allow teachers to evaluate the students' progress at different times of the learning process, both formally and informally. These tools include specific instruments to be used at the end of each unit, in order to facilitate the evaluation process for teachers.
- A transcription of the audio scripts, so that they can use it in the best way possible or just as a reference tool for comprehension of the listening passages.
- A reduced page of the *Student's Book*, as a reference of what is to be covered in every lesson.
- Answer keys of the activities and exercises in the *Student's Book* in order to facilitate the teacher's job.



Reader's Book

The *Reader's Book* is an essential component of the series, since it provides the learners with:

- A rich variety of fiction and non-fiction texts that are a source of input to the target language.
- Exposure to the richness of knowledge and culture of the target language that allows students to use the language following up on their work in the *Student's Book*.
- A number of opportunities to develop reading for pleasure by using their imagination and curiosity at the same time as they work on analytical and reflective skills coming from the activities suggested in the *Reader's Book*.



CD-ROM

The **Resource CD** is a hybrid component which provides a number of resources for the teacher. The characteristics of the Resource CD are:

- All of the recordings of the listening exercises serve as the means of exposure to the language via speaking skills. These exercises are linked to the proposed social practice of the language, which has been defined for each unit. They also have a close relationship with the expected learning objectives marked for the unit.
- The recordings are available in formats that can be played in a number of devices, from a CD player to a computer, so as to be a user-friendly resource for teachers, who do not have to depend on a given format, nor on the installation of complicated software to access the material.
- The recordings serve as a model of the target language that teachers can use in order to present the students with the correct pronunciation, intonation, rhythm, and stress. This way, the students can use them as a guide whenever they may be required to read aloud.



Methodology

According to Penny Ur (2010), the learning potential of adolescents “is greater than that of young children, but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships”. This represents a high challenge for teachers, who need to carefully plan activities that are appealing and engaging for teenagers to get involved in the learning process.

Taking into consideration their characteristics, both as learners and individuals, is a fundamental aspect in achieving learning. The activities need to be contextualized so that learners can relate to them and incorporate their knowledge to their real lives. This is why learning styles have to be considered but at an individual as well as at group level in order to help students develop specific learning strategies which will allow them to be successful users of the language outside the classroom.

Play and Play Connections aims at developing the four skills of the language (listening, reading, speaking, and writing), as well as learning and using the language needed at the B1 level as per defined in the descriptors of the Common European Framework of Reference (CEFR) for languages.

The book has been written taking into consideration the characteristics and needs of adolescent students; the activities presented in the *Student's Book* draw from different methods and approaches to teaching English as a foreign language, and have been carefully structured so that the learner is presented with significant opportunities to generate input in the target language, have enough controlled and semi-controlled practice in the classroom to activate the new knowledge, and then build upon knowledge to create concrete products of learning that serve as an evidence of their work, as well as an example of the acquired competence to use the language more freely.

Language can be defined as a communicative, cognitive and reflexive activity that allows the learner to express, exchange, and support ideas, emotions, interests, and wishes, as well as maintain inter-personal relations, access and interpret information and contribute to building knowledge. The methodological principles of **Play and Play Connections** focus on the development of social practices of the language which fit in specific learning environments to facilitate the learning process. These social practices aim to provide the learners with communicative interactions which allow the students to integrate their knowledge, skills, attitudes, and values, at the same time as they reflect on the different aspects of the target language and culture.

Every unit of **Play and Play Connections** starts with opening questions which are aimed to trigger the previous knowledge of the learner on the new topic. By presenting the student with these questions, the teacher will be able to activate schemata, which will set the foundations and prepare the students to access the new knowledge in the unit.

Students are encouraged to actively participate in discussions from the beginning of the unit, thus fostering critical and creative thinking skills. Throughout the unit, they

will participate in varied interaction patterns (from individual work, to pair work, and small group work), including whole class activities, all of which maximize their exposure to the language, but most importantly, the opportunities to activate their use in productive skills.

Similarly, the *Reader's Book* is a fundamental component of the series, since it is one important source of input for students. Each story in the *Reader's Book* is linked to the topic and learning aims of the unit. The stories have been divided into narrative and non-fiction stories, so that students can discriminate between the two types of texts. At the same time, they will also serve as a model for the products learners will create as an evidence of their learning.

Each lesson has been designed following a three-stage cycle which follow a learner-centered approach and that helps the teacher maintain a certain structure in delivering their lessons:

During the "Opening" stage, teachers are able to contextualize the lesson, as well as help students activate their schemata to be ready for the presentation of the main activities of the unit.

The "Development" stage presents the main activities of the lesson, in which skill-oriented work will take place, both at a receptive and at a productive level. Students are expected to participate actively in the construction of their new knowledge both at an individual and group level.

During the "Closing" stage, students will practice and consolidate their newly-learned concepts and skills through reflection and productive activities, which include specific preparation for the unit project which will be presented at the end of Lesson 3.

As mentioned before, the ***Play and Play Connections*** approach also draws on the creation of projects as evidences of the learners' work. These projects have a collaborative nature and are also examples of the communicative exchanges that will take place as part of the social practices of language and will allow the students to develop discursive skills to prepare, negotiate, give opinions, and present their projects to the class. The projects are also linked to the texts presented in the *Reader's Book*, so that less confident students can use the latter as a model for the production of their own projects. Each product has been carefully designed so that at the end of each lesson, students are expected to work in groups to brainstorm, plan, prepare, modify, adapt, analyze ideas, give their own opinions, and create the project step by step.

As we will see in the following page, assessment is fundamental to know how learners gradually progress. They are encouraged to actively participate in reflection activities to understand what their achievements are at different stages of the lesson, the unit, and the course.

Assessment Guidelines

The main purpose of evaluation is to gather information about the level of attainment students have in each of the stages of the learning process, which will allow the teacher to identify the progress in the comprehension and command of the language each student will achieve at the end of a given period. By doing so, the instructor is able to analyze whether the teaching situations, materials, activities, and the strategies used for teaching and learning are being effective to reach the goals stated in the program.

The student is assessed through their performance in the classroom activities, the evidences created to show their achievement in relation to the stated objectives, and how they have progressed from the starting point of learning. This has an impact in the approach the teacher takes towards the delivery of the lessons and how the students and the community perceive the level of progress in the course, in the way students develop their own learning strategies, and how their interaction changes at different stages of learning.

Assessing students implies considering the development of communicative skills as an individual process according to the following strands: *a)* how they acquire such communicative skills, *b)* when they acquire them, and *c)* the level of command of the language that each student achieves. Therefore, the role of the teacher is fundamental in identifying the ways and moments in which they have to intervene so as to work on individual needs and provide them with opportunities to develop collectively.

Assessment is seen, then, as a continuous process that requires permanent monitoring on the part of the teacher to identify individual needs, rather than a sole event that happens only at the end of a period of instruction to identify how much they know. For this, Harmer (2007) has identified the differences between summative and formative assessment:

Summative assessment is the kind of assessment that takes place to round things off or make a one-off measurement. To assess the students with a summative focus, the teacher uses instruments such as formal tests that are given at the end of a learning period, and whose focus will be on getting a grade. This is done through end-of-unit or end-of year-tests that will show the progress and achievements gained throughout the whole period.

Formative assessment, on the other hand, relates to the kind of feedback teachers give students as the course is progressing and which, as a result, may help them to improve their performance. This can be done through several ways: by monitoring the

students' work in collaborative tasks; when students are assigned individual exercises either at school or for homework, noting how they respond to instructions given by the teacher; identifying what mistakes the students are making and how they are tackling the problem; paying attention to their participation in class; using both routine and non-routine questions to promote critical thinking; or even by going to the results of achievement tests with students and giving feedback on how they performed and suggesting ways to improve their learning. In other words, formative assessment is done at a micro-level every time we indicate that students are wrong and we do something to help them get it right.

Play and Play Connections places a strong emphasis on formative assessment and provides the teacher with suggestions and ideas to check the students' understanding at each stage of the lesson, by encouraging students to reflect on what they are doing, how they do it, and how they come to results. Reflection, then, plays a key role in helping students identify their own progress, and gives the teacher invaluable feedback about what is going on in the lessons, so that they can adapt their teaching practice to suit their needs. By doing so, the course focuses on a learner-centered approach in which the facilitator leaves the traditional roles of director, controller, tutor, and "educational island" to the side, to take on the roles of facilitator, monitor, guide, prompter and resource as more important in their everyday practice.

Self-evaluation is, therefore, a key factor in the students' understanding of their learning. The *Student's Book* includes activities to provoke reflection and analysis that will help the learners to identify the areas in which each, at an individual level, need to work on. In this way, students have access to their reflections anytime they need to review a topic.

Nevertheless, the collection of evidences of the students' progress will still have its role. If formative assessment is effectively conducted and feedback is given accordingly to help students learn throughout the whole period of evaluation, we should expect that they perform better in the summative assessment. ***Play and Play Connections*** provides teachers with concrete ideas for summative assessment. The *Student's Book* includes an evaluation page at the end of the unit; this can be done either as a simple exam, or as pre-test activity/quiz which prepares students to know the main elements that will be assessed with a formal instrument, included in the *Teacher's Guide*.

Scope & Sequence

Learning Environment	Communicative activity	Social practice of the language
Unit 1 Let's Talk about Cultural Habits! p. 18		
Family and Community	Exchanges associated with specific purposes.	Talk about cultural habits of different countries.
Unit 2 Let's Read Some Fantastic and Suspense Stories! p. 36		
Ludic and Literary	Understanding oneself and others.	Read fantastic literature or suspense to evaluate cultural differences.
Unit 3 Let's Write Instructions to Carry Out an Experiment! p. 54		
Academic and Educational	Interpretation and follow-up of instructions.	Interprets and writes instructions to perform a simple experiment.
Unit 4 Let's Express Our Emotions about a TV Show! p. 72		
Family and Community	Exchanges associated with media.	Exchange emotions and reactions caused by a television show.
Unit 5 Let's Suggest Possible Explanations about Past Events! p. 90		
Ludic and Literary	Recreational expression.	Guess and formulate hypotheses about past events.

Achievements	Assessment	Final product
<ul style="list-style-type: none"> • Negotiate the topic of a conversation (cultural habits). • Exchange propositions and opinions to initiate a conversation. • Formulate and answer questions to go deeper in the conversation. • Use strategies to keep a conversation about cultural habits going and to conclude it. 	<i>Scale to value performance</i>	Conversation
<ul style="list-style-type: none"> • Select and revise narratives. • Read narratives and understand general sense, main ideas and details. • Describe characters. • Complete and write statements from characters' actions and features. 	<i>Evaluation rubric</i>	Comic strip
<ul style="list-style-type: none"> • Select instruction sheets and evaluate their content and structure. • Interpret instructions. • Write instructions. • Edit instruction sheets. 	<i>Evaluation between peer's card</i>	Instructions to carry out an experiment
<ul style="list-style-type: none"> • Examine television programs. • Interpret general sense and some details. • Write notes about emotions and reactions to participate in an exchange of views. • Share emotions and reactions. 	<i>Control card</i>	Interview
<ul style="list-style-type: none"> • Choose a past event. • Describe enigmatic events. • Formulate hypothesis to guess riddles that explain past events. 	<i>Anecdotes</i>	An enigma inventory

Scope & Sequence

Learning Environment	Communicative activity	Social practice of the language
Unit 6 Let's Discuss about Young People's Rights! p. 108		
Family and Community	Exchanges associated with the environment.	Discuss concrete actions to address rights of youth.
Unit 7 Let's Read Poems! p. 126		
Ludic and Literary	Literary expression.	Read poems.
Unit 8 Let's Write a Report about a Historical Event! p. 144		
Academic and Educational	Search and selection of information.	Write a brief report on a historical event.
Unit 9 Let's Describe Unexpected Events! p. 162		
Family and Community	Exchanges associated with information of oneself and of others.	Interpret and provide descriptions of unexpected situations in a conversation.
Unit 10 Let's Have a Debate! p. 180		
Academic and Educational	Exchanges associated with specific purpose.	Write agreements or disagreements to intervene in a debate on one of the fine arts.

Achievements	Assessment	Final product
<ul style="list-style-type: none"> • Present initial proposition. • Assume a personal posture and anticipate others'. • Offer counterarguments and defend their posture in a discussion 	<i>Descriptive value scale</i>	Public discussion
<ul style="list-style-type: none"> • Select and explore poems. • Understand general sense, main ideas and some details. • Describe moods. • Write sentences based on words and expressions that communicate moods. 	<i>Self-evaluation card</i>	Emotions inventory
<ul style="list-style-type: none"> • Select and revise descriptions of historical events. • Understand historical texts content. • Write brief reports. • Edit reports. 	<i>Questionnaire</i>	Report about a historical event
<ul style="list-style-type: none"> • Listen and value descriptions of unexpected situations shared in an oral exchange. • Interpret general sense, main ideas, and some details. • Describe unexpected events. 	<i>Control questionnaire</i>	Description of an unexpected events
<ul style="list-style-type: none"> • Look for a topic of interest in various sources. • Read texts and interpret general sense, key ideas and details. • Value agreements or disagreements about a topic of interest, for writing arguments. • Participate in a debate. 	<i>Value scale</i>	Debate

Unit 1

Let's Talk about Cultural Habits!

Social practice of the language:

Talk about cultural habits of different countries.

After finishing this unit, students will be able to:

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

Final product: Conversation

Achievements

- Extend their repertoire of words and expressions about cultural habits, Engage others in a conversation, Express their points of view.

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way which is easy for students to understand.

Tell students to look at the picture and predict what topic it refers to. Ask volunteers to comment on what they notice: *Where are the people in the different scenes? What are they doing? What is the relationship between them?*

Explain that the specific project for this unit will be creating a conversation in which they share their opinions about cultural habits.

Development



Focus student's attention on the questions and invite them to share all the possible answers which come to their minds. The main purpose of these two questions is to start a group discussion about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked but it is expected that at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

Teacher's Tip



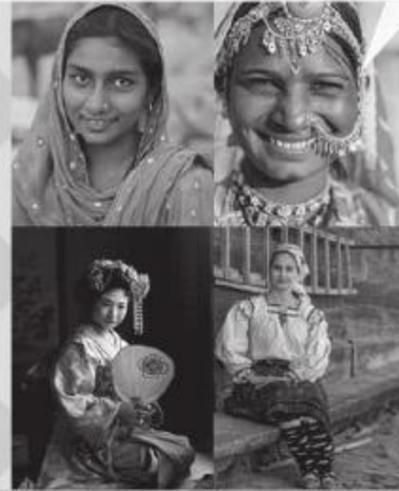
Play background music when students are reading the story. Explain to students that the music will help stimulate the young students' imagination while they are listening to the story.

Unit 1

Let's Talk about Cultural Habits!

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

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



Social practice of the language:
Talk about cultural habits of different countries.

After finishing this unit, you will be able to:

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



Closing



BPA Project the Big Picture #1 (U1_BPA1) and allow students to work in pairs. Invite them to tell five words that can describe the situation.

Then ask more specific questions about what is happening: *What are the people in the picture doing? What do you think the problem is? Can you think about a possible situation?*

Achievements

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

Get connected!

In two columns, write on the board the following words:

Column 1: Spaghetti, Samba, Karate, Yoga, Flamenco

Column 2: Italy, Brazil, Japan, India, Spain. Do it in a random order and ask the students to match the words with the country they think each one belongs to.

Opening



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

Arrange students to work in pairs, have them look at the pictures and describe them to their partners. You can invite them to reflect on the elements of a culture beforehand so that they have a better idea of what to write on the lines.

Possible answers: a. festivities b. clothing c. education or religion d. transportation e. food



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

Introduce the topic of cultural differences providing some examples of Mexican culture aspects (e.g., official and unofficial bus stops, people not crossing the streets at the crosswalks.) You could then elicit some other differences between Mexico and other countries. Students could use the pictures in Activity 1 for reference, saying how these elements are different around the world or even within Mexico. Then, encourage them to read the text in silence and identify the element of culture that is being described.

Answer: Transportation



- 3. How does Josefina express her confusion to different cultural habits? Read the text again and underline the ideas that Josefina uses to talk about what is new for her. Then, work in groups and take turns to discuss the following questions.**

Ask students to reread "My life as an exchange student". Tell them to notice the expressions Josefina uses to show her confusion and her opinions regarding transportation in Chicago and to underline them. You could then organize the class in groups of three to have them discuss the questions below. You might then elicit some answers from the class.

All About Culture

Lesson 1

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



a. _____ b. _____ c. _____ d. _____ e. _____

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

My Life as an Exchange Student

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



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

Possible answers: a. Because she is in a new country and certain habits regarding transportation are different from the ones in her own country. b. Students go abroad for a short period of time to study there, and then go back to their own country. c. In my community, buses do not follow a schedule and you can cross the street anywhere.

Achievements

- Detect information gaps in the participation of others.

Development



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

Have students work in small groups to discuss cultural elements in their community. You could ask a volunteer to read the different elements in the chart and describe what each one refers to. Give groups some time to discuss. Invite them to be as specific as possible and to think of examples that are particular to their communities. Encourage them to speak in English at all times and summarize their ideas in the chart. You could copy the chart on the board and ask students to fill it in collaboratively so that all groups have a more complete chart. **Answers will vary.**



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

Tell students to look at the pictures and label them. If they do not know the words, invite them to use a dictionary. Alternatively, you could write the answers spread on the board and just have them match them to the correct image in their books. You could also invite them to read the conversation on the next page to find some of the words they will need. Students might already know that the dish is a hot dog, but tell them that one of the ingredients is not used in Chicago. Have them read the conversation ignoring the blanks for now, and cross out the ketchup.

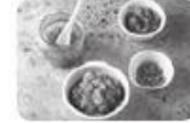
As a follow up to the activity you could ask students: Have you ever tried hot dogs? Would you like to try one? What ingredients are used in your favorite dish? Is it typical from Mexico?

Answers: mustard, poppy-seed bun, sweet relish, pickle spear, ketchup, sausage

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

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

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



Teacher's Tip



While monitoring, write down any particular strengths or weaknesses, pronunciation, question formation, vocabulary use, etc. of your students. This will help you detect and give personalized assistance to your students.

Achievements

- Identify the prosodic features of the language.

Closing



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

Have students work in pairs to read the conversation between Michael and Josefina again (they should have read it before to identify ketchup as the extra ingredient). This time, though, invite them to read the phrases in the box and put them in the appropriate blanks so the conversation makes sense.

To round up, you could have students practice the conversation with their partners and try to remember it. You could ask some volunteers to reproduce it in front of the class, improvising in case they don't remember something, but trying to use all the expressions in the box. Alternatively, you could have them change the conversation talking about a dish they like.

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



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

Arrange the class in pairs and invite them to think of the cultural habits that may seem strange to someone outside their community. You can direct them back to their charts on page 10 to get some ideas.

Give students some time to think of the way they would explain this habit or element of culture to a foreigner. Encourage them to use facts (e.g., Buses don't follow a particular schedule) and opinions (e.g., I believe this is quite inconvenient, but we're used to it!). It could be a good idea to ask one member of each pair to roleplay as an exchange student so that they test the clarity of their explanations.

Answers will vary.



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

Bring students' attention to the last column in the chart on page 10. Let them know that they are going to choose another city or country to do some research and write the information they find in the chart. You could have students fill it in with the knowledge they have from places they have been to or you could direct them to the school library or to the Internet, if possible. Alternatively, you could print out some handouts with cultural information from several places and have students pick one and read it.

Answers will vary.

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

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

Michael: Hey, Josefina! _____ Are you getting used to life in Chicago?

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

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

Josefina: To be honest, _____ it's too spicy...

Michael: _____

Josefina: Yes, I mean, _____, I love Chicago-style hot dogs, but...

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

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

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

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

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

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

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

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

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



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

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

After students have completed their charts, invite them to get together with another person so that they can share their information. Remind them to use expressions to share their opinions, such as *In my opinion*, *to be honest*, *personally speaking*, *I think*, etc. Emphasize the importance of being respectful towards other cultures, ways of living, habits, and beliefs when giving their opinions.

Answers will vary.

10. Write these opinions in your portfolio. Exchange your thoughts with other partners.

Portfolio Connection



Invite students to make a list of the opinions they shared from the cultural habits of other countries in their notebooks.

Answers will vary.



Lesson 1

Product 1 Conversation

Step 1

Planning



Tell students they are going to make a conversation in which they give their opinion about cultural aspects in their country. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on what topic to choose and its importance for their community.

Hands on!



Encourage students to form their pairs and choose a topic to write their conversation on. Tell them to write down their ideas on a piece of paper and monitor to help them with any vocabulary or spelling questions. Encourage students to use the information they have and remind them about the components of a conversation, as they need to be included in their product.

Looking ahead



Divide the class into pairs and ask them to think about the organization of their conversation. Encourage them to think of how they can arrange the information they gathered into simple speech.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear that the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

12
Product 1 Conversation
STEP 1

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

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

Teacher's Tip



Monitor students' work and highlight mistakes. Simply tell them that there is something wrong with the highlighted part, but don't tell them what the mistake is. Give them a chance to find out for themselves.

Achievements

- Support their points of view with reasons, examples and evidence, verify the order of adjectives when using some of them to describe a single entity, formulate questions based on what has been said by the interlocutor, provide authentic opportunities for students to participate in planned and unplanned conversations, determine what cultural habit they will talk about, based on common interests.

Get connected!

Begin the lesson explaining what a holiday is and ask the class what days are holidays in their country and what is celebrated. Write one on the board and invite students to write two or three more. Use this to review months of the year and the vocabulary for telling the date if necessary.

Opening



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

Give the students a few minutes to look at the pictures. Invite them to describe what is going on in each of them to their partners. Encourage them to identify the kind of holiday it is and the place it is celebrated.

Answers will vary.



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

If students could not guess it from Activity 1, let them know that the pictures show the celebration of St. Patrick's Day, an originally Irish holiday which is now celebrated around the world. You could spark their curiosity by asking: *Why do you think people are dressed in green in the last picture? What did St. Patrick do?*

Invite them to work in pairs to read the corresponding texts about the origins of the holiday. Have them notice the words in bold. Ask them to formulate questions and write them down to ask their partner and choose the correct word to fill in the information gaps in the text.

Answers:

text A: death-What does St. Patrick's Day commemorate? church-Where did families celebrate this day? fifth-In what century did St. Patrick live? reconnect with their roots and with fellow Irishmen-Why did Irish soldiers celebrate this day? text B: March 17th-When did St. Patrick die? cabbage-What did people eat together with Irish bacon? using a shamrock-How did St. Patrick explain the Holy Trinity? New York City-Where did the first parade to honor St. Patrick take place?

A Green Celebration!

Lesson 2

18

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



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

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

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

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

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

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



BPA Project the Big Picture #1 (U1_BPA2). Allow students to work in pairs. Invite them to tell five emotions they would feel in such a situation. Then ask more specific questions about what is happening: *What are the people in the picture doing? How would you feel if you were in the picture? Is it possible to feel the same in a family environment?*

Achievements

- Formulate questions based on what has been said by the interlocutor.

Development



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

Ask students to read the text. Invite them to connect the way St. Patrick's Day is celebrated in Chicago to its origins in Ireland as they read in the previous activity. Have them share some opinions about the holiday.

You could also invite them to say whether they celebrate this holiday in their community or not. If they do, ask: What do people usually do to celebrate? Is it a popular holiday?

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

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

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

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

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

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

The City of the Green Winds

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

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



Closing



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

Give the students some time to go over the text and work on the task. Then check the answers together as a class and clear up any language questions they have.

Answers: a. True, b. True, c. False, d. False



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

Divide the class in three groups and assign one of the boxes to each group. Give them some time to think about what questions they could ask. Give them strips of paper to write their questions on them. Collect the strips of paper from all the groups. Now give the questions written by one of the teams to a different group and have them walk around the classroom asking their questions to the other groups until they find the answers.

Answers will vary.



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

You can ask students to brainstorm everything they remember about St. Patrick's Day in Ireland and in Chicago. Then, ask them to read the notes on the celebration in New York. Have them work in pairs to discuss their opinions and choose a place where they would like to celebrate the holiday. You could use this opportunity to remind them of the importance of giving facts and evidence to support their arguments.

Answers will vary.

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

Portfolio Connection



If possible, have students do some research on the Internet of traditions that are not very well-known around the world. They could also focus on traditions particular to their communities. Be ready to give handouts about traditions around the world in case access to the Internet is difficult.

Answers will vary.

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

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

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

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

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

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

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



The Empire State Building is lit up in green.



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



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



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

Lesson 2

Product 1 Conversation

Step 2

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 2.

Planning



Tell students they are going to make a conversation in which they give their opinion about cultural aspects in their country. Divide the class into teams and ask them to discuss the questions in this section. Ask them to write notes and mingle around the classroom to check their understanding. Encourage them to make decisions on the roles each one of them chooses and the way they want to present their conversation.

Hands on!



Encourage students to form their pairs and write the first draft of their conversation. Students should take into account that in the script they will include the place where the interaction will take place. Go around the classroom to help and answer questions on spelling and punctuation that may arise. Encourage them to use dictionaries in case they have questions about vocabulary.

Looking ahead



Divide the class into pairs and ask them to think about how they will complete their conversation. Let them know that in addition to writing it down, they can record it using an electronic device. Encourage them to think about how they can organize the materials and devices if they go for that alternative, as well as the time and place to do it. Students will have to pick specific roles in their conversation and choose a format of their preference.

Ask students to look for some web pages where they can find some sounds to use in their PSA. Encourage them to think of sounds and special effects related to their topic. Once they have the websites, students should download the sounds and use them to give their PSAs another characteristic.

10
Product 1 Conversation
STEP

2

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

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

I made some research about that cultural habit.

I included some historical information about it.

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 2 - Self-Evaluation

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

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

Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the questions. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to assign a number to each question and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Achievements

- Take the floor naturally (e.g. refer to a fact known by both interlocutors, Use expressions to repair a false start (e.g. *John, I mean... Lucy/ On Monday, no...on Tuesday, etc.*). Bring up a previous exchange, etc.).
- Distinguish between facts (things that can be proved) and opinions (things that cannot be proved), creating links to previous knowledge.
- Recall propositions to answer the interlocutors' questions.
- Arouse the interlocutor's interest by means of the use of words and expressions that determine qualities or properties

Get connected!

Begin the lesson by playing hangman with the class. On the board write the blanks for the word: *c u s t o m s*. Give the students a brief definition of the word and encourage them to tell you letters of the alphabet that they think are in the word. Let them know that they only have 10 chances to guess the word.

Opening



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

Divide the class into pairs and have them look at the information on the definition column. Ask them if they recall the thing they're describing. Encourage them to use their dictionaries and try to infer the meaning of the words, in case it is necessary. Invite volunteers to say the answers for the class.

Answers: 1. Chocolate 2. Love 3. Greeting card
4. Anniversary 5. Shopping

Teacher's Tip



Tell students that a good way to learn and remember new vocabulary is to use the last pages of their notebooks and make a vocabulary journal there. They can use that section to write new words they encounter and their definitions as well as a synonym. They can also write a brief note to recall where they found it, (an internet post, a song, a meme, etc.) and finally, one or two sentences written by them in which they use the word.



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

Divide the class into groups of three or four students and assign each group to read about only one of the two countries. Give them 5 minutes to do so, when the time runs out, ask the different groups to share their answers to the questions.

Love Is in the Air

Lesson 3

17

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

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

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

The United States

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

Japan

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

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

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

Answers: a. Different ways in which St. Valentine's Day is celebrated b. In a similar way as in the US. c. The roles in the gift-giving convention swap. d. With your friends or other people close to you.

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

Portfolio Connection



After giving students time to create their mind maps, you could have some volunteers copy theirs on the board and explain them. You could also have them share the maps of the students who chose a different festivity.

Answers will vary.

Lesson 3

Development



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

Encourage students to come to the board and write examples of presents for the following occasions: a friend's birthday, an anniversary with your boyfriend/girlfriend, mother's day, a secret friend (gift exchange). Ask them to tell you words (adjectives) to describe the presents on the board. Bring their attention to the pictures on the book and ask them to write some more adjectives to describe the presents in the pictures.

Answers: a. small/nice b. tasty, creamy, sweet c. interesting, amazing d. pretty, smelly e. colorful, warm



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

Explain to students the grammar rules for using adjectives. It's important to point out the word order in English and contrast it with the word order in Spanish. Ask students to work on the exercise in their books. Give them some minutes to do so and then go over the answers as a class.

Answers: pretty square white, nice stylish golden, delicious artisanal Belgian

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

Language
Connection



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

Digital
Connection



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



2 Students listen to the conversation and answer the questions. Then they compare their answers. After that, play the recording again and give them feedback on language that isn't clear for them.

Answers will vary.

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

Portfolio
Connection



Remind students of the importance of being respectful when giving their opinions. Give them some time and elicit some ideas from the class.

Answers will vary.

18 Family and Community



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



a. _____ b. _____ c. _____ d. _____



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

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

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

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



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



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



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



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



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

Closing



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



Invite students to pay special attention to the phrases the speakers use that could be use in any conversation. Have them write these down and share them with a partner. Let them know what a false start is and encourage them to identify the ways to repair them.

Answers will vary.



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

Give students a couple of minutes to read the phrases. Now, model each phrase with the proper voice pitch so that your students can distinguish better formal from informal when listening to you. After doing this, ask them to answer the exercise.

Answers: a. I, b. F, c. F, d. I, e. F, f. F,



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

Give students 3-4 minutes to read the text, clarify any vocabulary or language questions and then give them 10-15 minutes to have their conversations.

Answers will vary.

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

Digital Connection



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

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

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

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

The White Day

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

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



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



BPA Project the second big picture and allow students to work in pairs. Invite them to describe what is happening and why they think people do those things. Then ask more specific questions about what is happening: *What are the consequences of littering? If a person is driving, why does the person litter? What are some recommendations? Have you ever contributed to pick up the garbage in a public place or forest? Would you like to?*

Lesson 3

Product 1 Conversation

Step 3

Ask students to reflect on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning



Tell students they are going to make a conversation in which they express their opinion. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding. Encourage them to state if they present supportive perceptions to the problem they chose. Make clear they already know the format of their conversation.

Hands on!



Encourage students to form their pairs and check the draft they worked on in the previous step so that they can write a final version of their conversation script. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation.

Looking ahead



Remind students that the next step implies the presentation of their project. Encourage them to set a day and a specific time to deliver the presentation. Let them know they will present their project and it would be interesting if they invited their family members.

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Product 1 Conversation
STEP 3

Check the steps you have followed up to this point.

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

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

I checked the spelling and punctuation of my writing.

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 3 - Self-Evaluation

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

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

Lesson 3 Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 1 Conversation

Step 4

Final steps

Ask students to reflect on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to listen to their conversation. Encourage students to invite their family and to make the presentation of their conversation, taking into account all its components, the use of vocabulary, good pronunciation patterns and the correct use of resources.

Alternative products

Ask students if there are any other products in case they didn't go for the conversation. Read the options and encourage them and the people who were in the presentation to keep on learning and working on projects like these.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to reflect on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process. Additionally, ask students to go back to the questions they had on page 8 and include some more information they learned about PSAs and how their opinions, perspectives and ideas on problems changed once they identified there are solutions, too. Concentrate on how students can apply the knowledge they acquired not only at school but in daily life.

STEP
Product 1 Conversation
31

4

Final steps

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

Alternative products

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

End of unit Self-Evaluation

Reflect on these questions:

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

Go back to the questions on page 8. What other ideas can you add to your answers? Would you say that now you know more about cultural habits? What can you use this knowledge for?

1. Read the following sentences. Order them according to the time expressions to make a logical sequence:

Ask students to make pairs and read the expressions in the box. Make clear they understand the expressions and vocabulary. Ask them to read the text and fill in the gaps with the expressions. Give them time to complete the exercise and go around the classroom to check their understanding. Have some volunteers answer in the class.

Answers: a. 3 b. 1 c. 2 d. 5 e. 4

2. Describe the following pictures with a partner. Use the vocabulary you learned in this unit.

Focus students' attention on the pictures. Give them some time to make notes about each one and then nominate a couple to share their ideas with the class.

Answers: 1. Hand-made chocolates are usually more expensive than regular chocolates. 2. it's a document you need when you want to travel to other countries. 3. It's a Shamrock which is traditionally worn by people on St. Patrick's day.

3. Imagine that you are going to discuss a celebration. Prepare the necessary information to talk about one of the following topics and write some notes in the "Facts" post-it. Then, on the lines, write your opinion about the way this festivity is celebrated in your country.

Students work on the exercise and then share their opinion with the class.

Answers will vary.

Evaluation

23

Unit
1

- Read the following sentences. Order them according to the time expressions to make a logical sequence. Then identify the cultural habits that are being discussed in each sentence and share this with a partner.
 - This morning I crossed the street using the pedestrian crossing. I just pushed the button. _____
 - Last week I used my bus pass to go home after school. _____
 - Yesterday evening I had dinner at Michael's. I gifted him some flowers. He said it wasn't necessary. _____
 - Tomorrow we're going out. I shouldn't forget tipping. It's very important in this country. _____
 - Tonight, I shouldn't thank my classmate for his help. They're not used to saying *thank you* that often like Mexicans do. _____
- Describe the following pictures with a partner. Use the vocabulary you learned in this unit.




- Imagine that you are going to discuss a celebration. Prepare the necessary information to talk about one of the following topics and write some notes in the "Facts" post-it. Then, on the lines, write your opinion about the way this festivity is celebrated in your country.

St. Patrick's Day



FACTS

St. Valentine's Day



OPINIONS

Teacher's Tip



You can concentrate on linking the Language Connection with this section, too. Students will be able to relate the contents of both sections and make it more significant and even raise questions if necessary.

Collection of evidence template

List of Cultural Habits

Go around your classroom and ask for the most important cultural activities your classmates celebrate. Fill in the calendar with the cultural habits they like and the exact date they celebrate it.

January	February	March
April	May	June
July	August	September
October	November	December

Evaluation instrument

Scale to value performance

Take a look at this scale to value performance. Give it to students and encourage them to check the learning outcomes which they have achieved after the unit.

After this Unit I can...	Assessed? Tick if you say "Yes"!	Comments
Talk about cultural habits of different countries.		
Express my point of view about cultural habits.		
Exchange propositions and opinions.		
Keep a conversation about cultural habits.		
Use expressions that repair a false start.		
Engage others in conversations.		
Use adjectives in the correct order.		
Give examples and evidence of my points of view.		
Make mind maps.		
Have a conversation.		

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Unit 2

Let's Read Some Fantastic and Suspense Stories!

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

After finishing this unit, you will be able to:

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

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Final product: Read fantasy and suspense stories to identify and evaluate cultural differences.

Opening



Use the image of the cover page from the unit to trigger students' interest in the topic of fantasy and suspense stories. Ask students to look at the picture. On the board draw a three-column chart. Each column can be labeled as: *What is happening at this moment? What happened just before this scene? What will probably happen?* Give students some minutes to write the answers to these questions. Allow students to share their "narrations" in groups of four. Invite some volunteers to share their "narrations." To wrap this section up, ask students to tell you who likes reading suspense and fantasy stories, what stories they can name and if they liked them or not and why, for those who answered yes to the previous question.

Teacher's Tip



Encouraging reading

Development



Refer to the question on the cover page of the unit. Ask students to say in their own words how they know they are reading a fantasy or suspense story. As students answer, jot some key points down on the board. Ask students the second question. Come up with follow-up questions that help you get a general idea of how keen your students are on reading, especially the kind of texts in the unit.

Unit 2

Let's Read Some Fantastic and Suspense Stories!

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

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



Social practice of the language:

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

After finishing this unit, you will be able to:

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



Teacher's Tip



Promoting reading for pleasure.

Closing



BPA 1 Make groups of three. Ask students to look at the picture and take turns describing what the girl in the image might be thinking or doing.

The girl seems to be choosing a book from a set of publications on a shelf. Write the following questions on the board:

1. How much do you like reading?
2. Why do you / don't you like reading?
3. What are the benefits of reading literature you like and not only magazines or the Internet?

These questions, or others you can think of, are meant for the students to start confronting their not liking reading and, possibly, change this habit by recognizing that reading literature can help them thrive in school.

Share your own answers with the students. Listen to some volunteers sharing their responses. Encourage students to start reading a story or book apart from their regular school assignments.

Reader's Book



In the section Reader's Book, the student will read the text "Our time machine," in order to reflect on the main elements of fantastic literature.

Achievements

- Infer what a story is about by using contextual devices.
- Identify key components of a text by interacting with it.
- Identify the topic, audience and purpose of a text.

Get connected!

Refer back to the question you asked about how much students like reading (see page 36 BPA1 Activity). Ask students to think about what would be the worst thing that could happen to a person who does not like reading. Ask students to write this on the top of the page of their book (the first page of lesson 1) so they can refer to it later when they have finished reading the tale.

Opening



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

Remind students to use the contextual clues to understand the main idea of a text, for example: the title, the images, footprints, the author, etc. Have students use these clues to have an idea of what they will read. Ask students to write on top of the text what it can be about. This does not have to be right at this moment.



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

Have students read the text in silence or with you reading it aloud. When you read aloud, remember to pronounce the text correctly giving it the right pauses and intonation as well. Have students identify where the answers to the questions are inside the text. Monitor as students are on task. Ask some volunteers to read answers a and b. Have some volunteers imagine how the story may continue.

Answers: a. It's a tale by Enrique Lepe. b. Answers may vary. c. Answers may vary.

A Perfect Day!

Lesson 1

33

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

Preface

By Enrique Lepe

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



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



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

- a. What kind of text is it and who wrote it?
- b. What do you think will happen next?
- c. What are the most interesting events of the text? Select the most important ones.



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

This section invites students to know about an author, in this case Edgar Allan Poe. If you have the chance to use a short tale by Poe, in addition to the ones in the text, do it. This will enrich the exposure students have to different kinds of literary genres.

Culture Connection



Development



3. Look at the picture, what will happen next? Read individually the second part of the story "Preface." Have students read the text in silence or with you reading it aloud. When you read aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Have students identify where the answers to the question is inside the text. Monitor as students are on task. Have students write the answer on top of the story. Have a volunteer or two give their opinion. Write what the main idea of the text is: *The story of a person who does not like reading who becomes a book himself.*



4. Work in groups. Read the complete story again and answer the questions. Have students read the text in silence. Have students discuss probable answers to the questions. Monitor as students are on task. Ask some volunteers to read questions a, b, and c. Have some volunteers express why they think this can be considered a fantasy story. In case students are not familiar with the topic, purpose or intended audience, help them by changing the exercise into a multiple choice exercise, for example:
- a. To persuade To entertain To inform
b. Experts in the area Language Teachers Young readers
- You can encourage students to explain their answers to support their choice.

Answers: a. To entertain young readers. b. Because it focuses on a fantastic transformation. c. It is fiction. Yes, the story focuses on unreal situations.

Encourage students to research the main elements of a comic. If it is possible, ask the for some examples of their favorite comic.

Digital Connection



5. Work in groups. Go back to the story and analyze the words in blue. Then discuss with your classmates what kind of words you think they are. Are they verbs, adjectives, or nouns? What do you do to understand words and expressions in literary texts? Write on the board a simple sentence: "The white rabbit runs quickly." Ask them to help you identify the grammar category the words "white" (adjective), "rabbit" (noun), "runs" (verb), and "quickly" (adverb) are. Have students define how grammar categories are used. Ask students to look at the words in green in the text. Tell students to identify the grammar category. Have students find other examples inside the text.

Tell students to ask questions regarding verbs that work as nouns and adjectives. Ask students to study the section Language Connection in pairs and check if it answers their questions.

Language Connection



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

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



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

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

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



4. Work in groups. Read the complete story again and answer the questions.

- a. What is the purpose? _____
b. Who is the intended audience? _____
c. Why do you think "Preface" is a fantastic story? _____
d. How is a literary text like "Preface" different from other kinds of texts such as news or informative texts? Are topics, purposes, and ways of communication different? How do you know? _____



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



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



Go to page 179 to learn more about word formation.

Closing



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

Help students identify the different parts of the graphic organizer. In pairs or small teams, have students list why it is useful to use a graphic organizer to understand a text. Have students tell you some of their ideas and write them on the board. Have students read the text again and write the answers in the corresponding space. Draw a big version of the graphic organizer on the board. Invite some students to write their answer. Support when necessary to avoid correcting in front of the whole class.

Answers: Characters: A teenager setting: The teenager's home Plot: A teenager who falls asleep while reading a book becomes a book himself. Problem: The teenager falls asleep easily when reading.



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

Brainstorm the main characteristics of a comic and write them on the board. Explain that a comic has panels that give sequence to the main events of a story. Every panel has captions that narrate the story and have pictures that correspond to the narrated event in the panel. Invite students to work in groups in order to discuss their ideas and have a consensus of the main ideas of the text. Let them decide what kind of information must be included in each panel and create pictures that describe the events.

8. Introduce students to their Reader's Books, invite them to read the text "Our Time Machine" and encourage them to identify the main ideas and actions provided by the text. Ask them to present a comic that represents the main ideas of the story.

Portfolio Connection



Ludic and Literary 27

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

Character (s)	Setting
Title	
Plot	Problem

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

First of all...	

Portfolio Connection

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

Lesson 1

Product 2 Comic Strip Step 1

Planning



Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each question with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

Hands on!



Have students list fantasy and suspense books or stories they have read and know. It is advisable they have read and know the stories, so they can work on the comic strip more easily. They can also ask other teachers to recommend one that can be suitable for them. Have a list of possible tales available in your community in case you are the only source of knowledge for your students.

Looking ahead



Create a sense of expectation. Tell students that they are going to create a comic based on a fantasy or suspense story. Remind students that they will present this comic as a final product of the unit. If you have a comic strip from other courses as an example, this can help students have an idea of what the final product can be like. Remind students the content has more weight than the presentation, though the latter should be clean, clear and visually pleasant.

Lesson 1 Self-Evaluation

Draw your student's attention Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read items out loud as students tick which they feel about. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

28
Product 2 Comic Strip
STEP 1

Planning

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

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

Digital Connection

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

Looking ahead

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

Hands on!

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

Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...	Yes	Good!	Not sure
identify topic, purpose, and intended audience.	<input type="radio"/>	Good!	Go to Activity 4
reflect on the resources used by the writer and illustrator to convey meaning.	<input type="radio"/>	Well done!	Go to Activity 7
identify verbs that work as nouns or as adjectives.	<input type="radio"/>	Keep it up!	Go to Activity 5 Language Connection
explain strategies that help me get the meaning of words and expressions.	<input type="radio"/>	Good job!	Digital Connection

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



Achievements

- Identify the major and minor characters of a story.
- Identify the publishing features of a story.

Opening



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

Have students look at the title of the story. Encourage students to write what they think will happen in it, what purpose it has, and if there are any contextual clues.

Have students read the text in silence or with you reading it aloud. When you read aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Monitor as students are on task. Have some volunteers imagine how the story may continue.



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

Have students read the questions, then ask them to read the text again. Remind students to focus on the main idea of the text and the specific information they are required. The text may be difficult to read if students focus on a word-by-word understanding of the text.

In case the text is too advanced for your group, read the paragraph where the answer or part of it can be found and have students identify it.

Answers: a. To narrate b. A couple of ghosts c. A treasure

Teacher's Tip



Create a set of habits when reading a text so, ideally, in the long run, students use this set of habits when reading any other kind of text in the same way. Make students know why they are creating this set of habits, before reading, ask students what steps they have to take. If they use these habits when reading for other subjects even in their native language, they are becoming more prepared for the academic life.

Who Is Afraid of Virginia?

Lesson 2

29

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

A Haunted House

By Virginia Woolf

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

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

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

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

Taken from <https://abdnwriting.com/authors/vw/vw/essays/oldady-ep-en.html>

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

- a. What is the topic of the text?
- b. Who are the characters?
- c. What are they looking for?



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

This section invites students to know about an author, in this case Virginia Woolf. If you have the chance to use a short tale by Woolf in addition to the one in the text, do it. This will enrich the exposure students have to different literature.

Culture Connection



Development



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

Have students read the text in silence or with you reading it aloud. When you read aloud, remember to pronounce the text correctly giving it the right pauses and intonation as well. Have students identify where the answers to the question are inside the text. Monitor as students are on task.

Write on the board the following phrases: a) *I look for linking words.* b) *I use a dictionary to understand the verbs.* c) *I use the visual cues in the text if there are any.* Have students talk about which of these strategies they use and if they have any other. Allow students who have different options to write their suggestions on the board. Comment the benefits of having strategies to get the meaning of words and expressions when reading any kind of text.



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

Ask students to think about what kind of tenses (simple past, the past continuous, and past perfect) they see in narrations. You can also write on the board a few tenses including those that are not included in the text.

Teacher's Tip



Developing reading skills also means to tell students why they do some exercises in class and how they benefit from the habit of reading. For example, when using the contextual clues, students can have a better idea of what a text is about. If they don't do it, the text may seem meaningless and just part of another activity to spend time in class.



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

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



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

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

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

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

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

Taken from: <https://ballswriting.com/author/loris/wood/poems/haunted-house-ep-10.html>



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

Closing



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

Ask students to read the text again. Tell them to identify the characters. Those that are major have an important role in the tale. Those that are minor have a small and incidental role in the story. Monitor as students are on task.



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

Ask students to read the front page of the book the tale comes from. Have them identify the information in it. Go over the answers as a group.

Knowing the publishing information helps the reader know a little more about the culture of the writer, the historical context in which it was written, the country it was written in, and how that impacts the story you are reading. It can also help us know more work about the same author.

Answers: a. A Haunted House and Other Short Stories
b. Virginia Woolf c. The Hogarth Press d. 1943

Teacher's Tip



Reading can be promoted by bringing to class publications in which students learn to do something from a text. This is another way to foster reading among our students. When they can create something concrete out of a text, this can also help students see that reading helps in developing skills beyond the intellectual ones. Some ideas are texts about how to do models, how to cook something, how to study better, etc.



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

Encourage students to read the text again and select the main events narrated. Ask them to look at the picture and continue the story based on their perception of the main elements of the story. Ask them to draw, so they can have pictures that correspond to the elements narrated.

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

Major characters	Features	Minor characters	Features

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



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

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



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

8. Organize students to work in groups. Invite them to select a fantastic or suspense story they find appealing. Help them identify the characters and make a description of them. This will be part of the Portfolio.

Portfolio Connection



Lesson 2

Product 2 Comic Strip Step 2

Opening



Have students take a look at what they have done so far. Read out loud the options. Ask students to tick those activities they have done so far. Remind the students they can use this list to see what they need to do by the end of the unit.

Planning



Have students follow the instructions. You can propose displaying the comics as in an art gallery. This way people will try to predict what the story is about, and then, the students will confirm or tell the actual fantasy or suspense story to the present audience.

Hands on!



Have students share the stories they created in the previous steps. Ask students to identify the elements found in the graphic organizer on page 27 of their student's book. Give students time to identify the differences between their culture and that of the story they chose.

Allow students to write the first draft of their comic based on the story they selected or one they created. In any case, have them check the story has identifiable characters, settings and topic. Monitor the drafts so students can make the necessary corrections.

Looking ahead



Create a sense of expectation by telling students they will have the chance to make improvements in their comic strip. Tell students to be creative in the making of their comic strip. Some students may not be as creative as others so tell them the most important part of this task is to read a fantasy and suspense story to base their comic on. Content will be more important than the presentation, though, the presentation has to have minimum requirements (clean, clear, comic strip like, a good summary of the story read).

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Product 2 Comic Strip
STEP

2

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

I already know who my teammates are going to be.

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

I wrote a list of fantastic and suspense books.

Planning

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

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

Hands on!

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

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

Looking ahead

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

Lesson 2 – Self-Evaluation

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

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

Lesson 2 Self-Evaluation

Draw your student's attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud as student tick which they feel sure about not so sure about or completely unsure. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what they have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Achievements

- Describe major and minor characters.
- Identify the main parts of a story by using a story map.

Opening



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

Ask students to look at the picture and imagine what is the story about so they can visualize the story, write some of their ideas on the board. Then, give them some time to read the text. Encourage students to use the contextual clues to understand the main idea of the text. Invite them to work in pairs and discuss the order of the story, ask them to pay special attention to key words to identify the sequence.



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

Have students read the text in silence or with you reading it aloud. When you read aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Have students identify the sequence of the events (beginning, development, and conclusion). Explain the use of connectors of sequence and how they provide cohesion and coherence to the complete text. Monitor as students are on task. Ask some volunteers to read some probable answers. Have some different volunteers.

Tell Us about Your Adventure!

Lesson 3

33

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

The Beast in the Cave (Fragment)

By H. P. Lovecraft

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



Token from <https://idolwriting.com/worksheets/lovecraft-the-beast-in-a-cave.html>

2. Work in groups. Read the story "The Beast in the Cave" again. Then, complete the following ideas based on what you remember from the story.
 - a. First, _____
 - b. Then, _____
 - c. Lately, _____
 - d. Finally, _____

Development



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

Have students read the text in silence again. If you read it aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Monitor as students are on task. Have students write the answer on top of the story. Have some volunteers to give their opinion.



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

Tell students to identify where the descriptions of the characters of the tale are. Have students underline the different phrases and adjectives used to describe the characters. Have students work in groups of three to four. Allow time for them to describe what the characters are like. As an additional step, have students draw what the characters look like, and a dialogue from the tale. This can help them visualize what the comic strip will be like.

Teacher's Tip



Teacher's Tip Students can choose the way in which they present their knowledge. Giving freedom of choice when it comes to showing knowledge from time to time can make a regular task into a more engaging one. Give students the main way to present information, but you can allow for alternatives as long as the information is complete.

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

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



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

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

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

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

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



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

Closing



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

Allow students to identify where the information about the characters is. For example, the narrator was on an expedition inside a cave. There is not much information about what they look like, but students can infer what kind of clothing they could wear. In contrast, as for the beast there are several parts describing it. Allow students to identify these parts. Have them rewrite them with the help, if possible, of a dictionary. If not, create a glossary with difficult words they could use in their written work.

Some difficult words can be: *claws, unearthly, whiteness, jetty black*, etc. Use synonyms so students know what they are. Encourage students to use words they are familiarized with so they can write their own version. In case they use the words from the text, they have to know what these words mean. Allow for some time to edit the work. Make sure students know what to check when giving feedback. The description has to be easy to read. It has to include complete sentences. Spelling mistakes are not too many or interfere with communication. Grammar has to be consistent in present or past, though not mixed (to describe the beast).

6. Have students work in groups of three. Ask them how to use the story map to retell the story. Students can use their own words. Show them how to use the map. Then, ask students to prepare a comic strip with the main events mentioned in the text, invite them to prepare drawings.

Portfolio Connection



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

Have students work in groups of three. Ask them to retell the story. Invite students to recall their story and explain if their interpretation of the story was similar to those of their classmates. In the end, retelling the story is not to memorize it and say out loud, it is to recall important parts of it and discuss how similar or different situations are to those of the students' depending on their culture.

Ludic and Literary 35

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

Portfolio Connection

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

Story Map

Title and Authors	
Characters	Setting
Problem	Main Events
Solution	Theme

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



BPA2. Make groups of three. Ask students to look at the picture and take turns describing what the girl in the image might be thinking or doing. The girl seems to be thinking about something important as there are many clouds over her head. Write the following questions on the board.

1. What did you like the most about the readings in the unit?
2. Which of the texts did you like the most?
3. Can you recommend a story for the group to read? Monitor as students are on task. Make sure students share their opinions respectfully. Hold a plenary with the group, especially to know their book recommendation on fantasy and suspense stories.

Lesson 3

Product 2 Comic Strip Step 3

Have students take a look to what they have done so far. Ask the students to tick those activities they have accomplished. Remind students they can use this list to see what they need to do by the end of the unit.

Planning



Allow students to work on the final touches of their comic strip, especially the content. Remind them of the pages they can look up to polish their work. Have students define when and where you will display the final product. You can give them options, so students can have a sense of choice.

Hands on!



Have students prepare the final version of their comic. Have students focus on grammar, spelling, and punctuation in order. Do not ask students to correct everything at the same time, ask them to do it step by step. Monitor to provide some help. Allow students to share their work with other groups in order to provide positive feedback.

Looking ahead



Have students be prepared for the presentation of the final product. By this step, they must have a draft of the content of the comic strip with the corresponding revision of the linguistic part (grammar, vocabulary, spelling, and punctuation). Set a date, a place and the audience that will see the final product. If it were possible, have other students and teachers see the comic strips made by your students.

Lesson 3 Self-Evaluation

Draw student's attention to the list of activities. Provide some help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud as student tick which they feel sure about not so sure about or completely unsure. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

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Product 2 Comic Strip
STEP

3

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

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

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

I wrote the first draft of my comic strip.

Planning

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

- In groups check your draft, pay attention to spelling, punctuation, logical sequence of the events, accurate descriptions of the characters, interesting plot, and settings.
- Revise your Portfolio so you can check your previous work and select useful expressions.

Hands on!

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

Looking ahead

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

Lesson 3 – Self-Evaluation

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

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

Product 2 Comic Strip

Step 4

Final steps

Help students organize the way in which they will present their comic strips. This organization can imply a more formal event with parents, and students from other groups involved to a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve.

For the gallery-like option, organize the group into two teams: one which will present, and the other which will visit the different visual supports. Then, switch the roles so everybody has the chance to participate.

Before starting the activity, remind students that the product is not read. Model the activity if necessary so students know the criteria of success. This helps students know exactly what to do and what they will be focusing on. Allow some freedom from students to be creative.

Go back to the questions on page 24. What other ideas can you add to your answers.

End of unit Self-Evaluation

Draw students' attention to the list of activities. Read them out loud as student tick which they can or can't do. Allow students to use a question mark or draw a serious face if they do not feel very sure about how well they can do the activities in the list. Ask students to tell you what they liked the most and what they did not like. Tell students what you learned from the unit and share it with the students. The teaching learning process of a two-way street in which both parties have something important to share.

STEP
Product 2 Comic Strip
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4

Final steps

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

Alternative products

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

End of unit Self-Evaluation

Reflect on these questions:

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

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

Teacher's Tip



Allowing different ways to present knowledge or a final product can make a task more motivating so students can make their own decisions and take a more active role in a subject matter students usually find challenging.



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

Allow students to write a list of three to four books they have read and know. Have students work in pairs or small teams. Give students time to discuss the stories they have read. You can invite students to say which stories seemed more interesting and which they would like to read.



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

Have students choose one of the stories and create a similar comic to the one in the final product. You can assign this for homework, so students have time to create this new short comic strip. Remind students they have to focus first on the content and then on the presentation of the comic strip.



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

To help students focus on the cultural aspect of their life and that of the story by writing on the board the following: Where do they live? What do they do for a living? Do they have similar problems to the people I live with? How would I react in a similar situation? Have students write the answers to the questions.

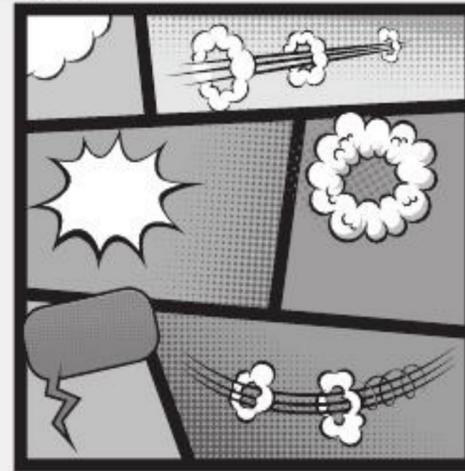
Evaluation

Unit
2

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



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



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

Collection of evidence template

Work in pairs and select one story you like. Use the checklist below to tick what characteristics are described of at least one character in the story you read. Write what your classmate says about the character they describe. In case there is no information, just write "the book does not say".

Oral description of characters		
	Character 1	Character 2
Facial features		
Physical description		
Emotions and personality		
Clothing		

Evaluation instrument

Rubric

	Needs Improvement	Average	Good
Grammar	Grammar has many mistakes and prevents the reader from understanding the story.	Grammar has some mistakes, but the message of the story is understandable.	Grammar is mainly accurate. It also transmits the message clearly.
Vocabulary	The vocabulary is not clear, and it makes the story hard to understand.	The vocabulary is adequate for the audience and it makes the story understandable.	The vocabulary is rich. It helps the reader have a good idea of the character, the setting and plot.
Punctuation	Punctuation is faulty and not consistent. Capitalization and use of basic punctuation is not clear.	Basic punctuation is used correctly. It has minor mistakes, but it makes sometimes the text hard to understand.	Punctuation has no mistakes. It is correctly used and it helps the text.
Content	The content is not complete, or it lacks a clear plot or characters. It is difficult to understand what happens.	The content misses some parts for the story to be clearly understood.	The story had a clear plot. The characters are clearly defined and it has an interesting ending.

Unit 3

Let's Write Instructions to Carry Out an Experiment!

Social practice of the language:

Interpret and write instructions to perform a simple experiment.

After finishing this unit, students will be able to:

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

Final product: instructions for an experiment.

Achievements

- Classify abbreviations for their meaning (e.g. l, kg, etc.).
- Use bullets, ordinal numbers, or words that indicate sequence.
- Verify the order of statements in the sequence.
- Check spelling and punctuation.

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way which is easy for students to understand.

Tell students to look at the picture and predict what topic it refers to. Ask volunteers to comment on what they notice: *Where are the people in the different scenes? What are they doing? What is the relationship between them?*

Explain that the specific project for this unit will be creating instructions for an experiment. Highlight the importance of experiments by telling them they are the first step in the development of an invention.

Development



Focus students' attention on the questions and invite them to share all the possible answers which come to their minds. The main purpose of these two questions is to start a group discussion about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked, but it is expected that at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

Unit 3

Let's Write Instructions to Carry Out an Experiment!

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

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



Social practice of the language:
Interpret and write instructions to perform a simple experiment.

After finishing this unit, you will be able to:

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



Achievements

- Classify abbreviations for their meaning (e.g. liter-l; kilogram-kg, etc.).

Get connected!

Begin the lesson by writing on the board the words: *gallon, pint, fl oz*, and ask the students if they know the quantity they stand for (a gallon is 3.78 l, a pint is 473 ml, a fl oz is 30 ml).

Opening

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

Bring students' attention to the pictures and ask them: *Do you understand these pictures? What are they? Where have you seen them?* Give them a few minutes to discuss the answers with a partner and then invite one or two couples to share their ideas with the class.

Answers: a. atom to. b. solution c. compound d. flammability e. boiling point



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

Ask students to tell you if they know what *flammability, solution, boiling point, compound*, and *atom* are, and ask them to explain to the class.

Read the sentences to the class and ask them to complete the ideas with words from the previous vocabulary.

Answers: a. boiling point b. atoms c. flammability



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

Tell students the use of connectors is to link ideas, helping the reader follow the meaning of the text.

Answers:

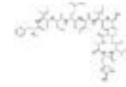
- First,
- Try not to...
- You have to...
- Don't
- Finally,

The Importance of Experiments**Lesson 1**

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

Flammability solution boiling point compound atom



a. _____ b. _____ c. _____ d. _____ e. _____

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

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

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

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

The Importance of Experiments

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

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

Lesson 1

Achievements

- Use bullets, ordinal numbers, or words that indicate sequence.
- Verify the order of statements in the sequence.

Development



4. **Work in groups. Read the sentences and tick True or False.**

Discuss with students safety measures in a laboratory in order to have a safe experience. Ask them what experiences they've had while carrying out experiments.

Answers: a. T b. answers may vary c. T



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

Elicit what are some common accidents that might happen while doing an experiment. Then, divide the class into groups and have them look at the pictures. Have students discuss the causes, dangers, and possible consequences of the different situations presented in the pictures. Give them 4-5 min to do so. Monitor the activity and go around listening and helping students with vocabulary and questions they have. After time runs out, make a plenary to comment on the general ideas of the group.

Answers will vary.



6. **What would you do to avoid those experiment accidents? Choose one of the images above and, in your notebook, write some recommendations in order to prevent accidents. Use the words in Activity 3.**

Divide the class in pairs and ask them to choose from one of the pictures in the previous exercise and come up with some safety recommendations for a laboratory. Tell them to use the words and phrases in the box from Activity 3. Give them 5-8 min to complete this task. Invite them to share their ideas with the class.

Answers will vary.



7. **Some experiments are not as dangerous as others. Read these instructions and put them in the correct order. Have you tried this fun (and safe) experiment?**

Give students 2 min to two read the different steps. In the meantime, write the name of the experiment and 2-6 on the board; then invite five students to come to the front and write the steps in the correct order. After this, give them some time to do it in their books.

Answers: 2. Carefully poke a sharp pencil all the way through it. Try not to make big holes. You have to be very careful.

3. Don't worry! See how not a single drop will spill.

4. Do you know why this happens? Plastics are made of long chains of molecules called polymers.

5. Finally, piercing the bag forces polymers apart, but they quickly press back as much as possible, sealing the hole you have made.

6. That is why water doesn't spill from the pencil holes.

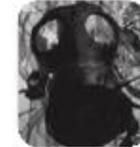
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4. **Work in groups. Read the sentences and tick True or False.**
- | | True | False |
|--|-----------------------|-----------------------|
| a. It's really important to remember that experiments are carried out all the time. | <input type="radio"/>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

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



a.



b.



c.

6. **What would you do to avoid those experiment accidents? Choose one of the images above and in your notebook write some recommendations in order to prevent accidents. Use the words in exercise 3.**

7. **Some experiments are not as dangerous as others. Read these instructions and put them in the correct order. Have you tried this fun (and safe) experiment?**

Leak-proof bag science experiment

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



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

Portfolio Connection



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

Present students with 3 simple experiments. (How to make a paper clip float, how to make an electromagnet, how to build a soap-powered boat). Tell students to choose one or think of a simple experiment they would like to do. Give them a few minutes to write down a list of things they might need to do it. Go over their lists and check if there is anything missing from them.

Answers will vary.

Achievements

- Check spelling and punctuation.
- Classify abbreviations for their meaning (e.g. liter-l; kilogram-kg, etc.).
- Use bullets, ordinal numbers, or words that indicate sequence.

Closing



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

On the board, draw six beakers (cylindrical containers). Write different measures and "fill" one indicating one of the quantities. Use a different color to make it stand out. Invite students to help you filling the others with the quantity they think is right. Check the answers as a class and finally give students 5 minutes to make their drawings on their books.
Answers: a. liter b. pint c. quarter d. pound e. gallon f. teaspoon



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

Tell students to read the text and organize it in a more comprehensible way using bullet points. Give them 5-8 min to complete this task. When time runs out, nominate some students to come to the board and share their answers. When all the text is on the board, discuss the proposed organization, give students feedback, and answer any questions about vocabulary they have.

Answers will vary.



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

Ask students to look at the text again and correct any spelling errors and add punctuation marks to it (periods, commas, semi colons, etc.) give them 5 min to do so.

Answers will vary.



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

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



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

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



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



BPA Project the first big picture and allow students to work in pairs. Invite them to tell five words that can describe the situation. Then, ask more specific questions about what is happening: *What are the people in the picture doing? What do you think the problem is? Can you think about a possible solution?*

Lesson 1

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Product 3 Instructions to Carry Out an Experiment Step 1

Planning



Tell students they are going to write instructions for an experiment. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on what topic to choose and its importance for their community.

Hands on!



Encourage students to form pairs and choose a topic to write their instructions for an experiment of their choice. Tell them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling.

Looking ahead



Divide the class into pairs and ask them to think about the organization of their instructions. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to revise the activities they have been working on as an example to organize their ideas.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

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Product 3 Instructions to Carry Out an Experiment

STEP 1

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

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

Achievements

- Read instructions and recognize forms of expressing actions (present simple, imperative, infinitive and gerund), specify them (e.g. using adverbs) and link them. Ask questions about procedures to complete statements.
- Set number of steps.
- Organize statements in sequence according to the procedure. Discuss with students how to adapt instruction sheets for different audiences.

Get connected!

Begin the lesson by organizing a spelling competition. Choose 5 words which you have reviewed in the previous class. Tell students that you're going to spell some words aloud and they have to write them down on their notebooks.

Opening



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

Pair students up and give them some time to describe the pictures. Provide some language models: In the first picture, there is a bottle, some water, and a balloon. Provide some vocabulary: blow, boiling water, etc.

Answers will vary.



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



Focus students' attention on the questions and nominate some of them to read each questions aloud. Remind students that making notes is a great way to complete listening tasks like this one. Play the recording once and have students compare their answers with a partner. Then, play the recording again and finally, check the answers as a class.

Answers: a. Because she was very interested and the experiment caught her attention from the very beginning.
b. She had lunch and went immediately after to her room.
c. How to invert a balloon in a bottle.
d. A glass bottle, a balloon and some water.



3. Work in pairs, look at the sentence and underline the action.

Write the sentence: The teacher made her students do the experiments at home.

Draw students' attention to the sentence, ask them to look at it and point out what word represents the action. Tell them to open their books to the language connection section (page 180) and take a look at the explanation. Write some sentences on the board such as: *She loves reading about science. / They tried to experiment with water.* Explain that some verbs need preposition to while others are followed by *-ing*. There are some other verbs which only need the simple form of the verb. Give them 5 min to answer the exercise and then check their answers as a class.

Answers: a. 1 b. 2 c. 1 d. 2, 4 e. 2

Let's Carry Out an Experiment!

Lesson 2

48

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



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

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

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

The teacher made her students do the experiments at home.

Now, look at these categories for verbs:

- | | | | |
|---------------------------|-------------------------|--------------------------------|-----------------------------------|
| 1. Verb + infinitive (to) | 2. Verb + gerund (-ing) | 3. Verb + preposition + gerund | 4. Verb + (to) + verb simple form |
|---------------------------|-------------------------|--------------------------------|-----------------------------------|

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

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



Go to page 180 to learn more about verb patterns.

Go to page 180 to learn more about verb patterns. Ask students to visit the section Language Connection on page 180 and give them some minutes to read the explanation in silence. Then, encourage them to answer the exercises. Provide some minutes to answer the exercises in pairs.

Language Connection



BPA Project the second big picture and allow students to work in pairs. Invite them to tell five emotions they would feel in such a situation.

Then, ask more specific questions about what is happening: *What are the people in the picture doing? How would you feel if you were in the picture?*

Lesson 2

Achievements

- Ask questions about procedures to complete statements. Set number of steps.
- Organize statements in sequence according to the procedure.
- Discuss with students how to adapt instruction sheets for different audiences.

Development



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

Divide the class in groups and tell them to discuss the questions. Give them 3-4 min to do so and then nominate different groups to share their comments.

Answers will vary.



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



Divide the class on groups and play the recording once and give 2 min to students so that they compare their answer with a partner. Then play the recording again and finally, check the answers as a class.

Answers: a. F b. F c. T d. T



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

Explain briefly that adverbs are words which usually end in -ly. Do not talk about their function yet, play the recording again and stop it after an adverb is mentioned. Tell students to fill in the answers in their book. Go to the language connection section and go over the language explanation.

Give students 5 minutes to work on the next exercise. When the time runs out, invite volunteers to write their sentences on the board.

Answers: carefully, secondly, exactly, completely



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

Divide the class in pairs and give them 5 min to work on this exercise. Monitor the activity and answer vocabulary and language questions students have.

Answers: firmly, attentively, Fortunately, cautiously, briefly

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

a. Is it easy for you to understand instructions?

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

c. Is there an experiment you did recently?

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

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

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

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

happily cautiously carefully attentively

briefly fortunately firmly

a. He grabbed the bottle _____ before pouring the hot water inside it.

b. You must listen to the instructions very _____.

c. Andrew dropped the chemical out the sink. _____, he was wearing gloves.

d. Michael poured the water _____ into the flask.

e. Jackie explained the instructions very _____, five or six steps probably.

Language Connection
Go to page 180 to learn more about adverbs.

Go to page 180 to learn more about adverbs. Encourage students to visit page 180 so they can study some explanations related to the -ly adverbs. Provide some time so they can answer the questions. Let them compare their answers and ask for some volunteers to write their answers on the board.

Language Connection



Achievements

- Set number of steps.
- Organize statements in sequence according to the procedure.
- Discuss with students how to adapt instruction sheets for different audiences.

Closing



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

Encourage students to read "Life Is an Experiment" in their Reader's Book. Ask them to summarize the main steps to clean a coin. After that, show students some pictures of the procedure to clean a coin and have them arrange them in the correct order. Point out that there are two which are not necessary and encourage them to spot them. Give them 10 minutes to illustrate the process in their books and write the instructions each step is illustrating.

Answers will vary.

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

Portfolio Connection



Send the class to do some research on the internet or at the school library. Tell students they are going to make a poster in which they illustrate each step with instructions. Emphasize the importance of using sequence words.



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

As an extension of the two previous activities, tell students to adapt the instructions for the blind or for a child who can't read. Ask them to do some research on how this could be done. Check their ideas in class.

Answers will vary.

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

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

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

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

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

Digital Connection



Assign this task for homework. In class, you could have an experiment fair and have students present their ideas to the whole class.

Teacher's Tip



Monitor students' work and point out mistakes. Do not tell them what the mistake is until they come up with an idea to solve it out.

Lesson 2

T 62

Product 3 Instructions to Carry Out an Experiment Step 2

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 2.

Planning



Tell students they are going to make instructions for an experiment. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding. Encourage them to make decisions on what experiment to choose.

Hands on!



Encourage students to form pairs and make a draft of the instructions for an experiment of their choice. Do not forget to tell them that they have to write no more than 5 or 6 steps for their experiments. Ask them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling.

Looking ahead



Divide the class into pairs and ask them to think about the organization of their instructions. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to use the take a look at the activities they have been working on as an example to organize their ideas.

Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

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Product 3 Instructions to Carry Out an Experiment
STEP 2

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

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

I know where I will get the information from.

I already chose an experiment to do in class.

I know the phrases to indicate sequence.

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 2 - Self-Evaluation

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

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

Achievements

- Read instructions and recognize forms of expressing actions (present simple, imperative, infinitive, and gerund), specify them (e.g. using adverbs) and link them.
- Anticipate general sense.
- Write statements both simple and complex. Remove, add, change and / or substitute information to improve instruction sheets.
- Understand how textual organization and graphic components help to the understanding of their content.

Get connected!

Begin the lesson by giving students a coded message made up with numbers. (22-11-12-6 _ 20-11-8-19-21-6_ 6-11_ 7-6-5-22-1) tell them that to discover the message they'll need to decode it. To make do this they need to number the letters of the alphabet from zero to 25 starting with the letter Z=0, Y=1 X=2, and so on.

Opening



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

Draw student's attention to the photograph of Marie Curie. Ask them what they know about her. Encourage students to read the text in silence and help them with difficult words. After that, give them some time to read the questions. Divide the class in groups of 4 and assign a different question to each member. Give them 5 min to complete this task and share their answers in their groups. Then check the sentences as a class.

Answers will vary.

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

Culture Connection



Ask students about famous scientists they know. Encourage them to give as much information as they possibly can about each scientist.



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

Divide the class in pairs, Ask students about punctuation marks and make sure they have a rough idea as to when to employ them. Tell them to look at the sentences in Activity 2 and find and correct the mistakes in each one. Check answers as a class.

A Revolutionary Woman

Lesson 3

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



Marie Curie and Her Experiments for Humanity

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

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

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

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



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

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

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

Connecting you

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

Answers:

- She was born in Poland.
- Marie and Pierre Curie lived in France.
- Marie Curie married Pierre Curie.
- She studied at the Sorbonne University.
- They researched at the School of Chemistry.
- Marie's hypotheses would be entirely revolutionary.

Connecting you

Choose two or three students to tell you their full names. Write them on the board and misspell either their name or their last name. Ask the class what the problem is with their classmates' names. Now focus their attention on the question in the Connecting you box, and have them discuss them in 5 min.

Lesson 3

Achievements

- Write statements both simple and complex.
- Remove, add, change and/or substitute information to improve instruction sheets.

Development



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

Divide the class in groups of six and assign a different sentence to each member. Tell them to ask their partners what the best way to complete sentences is. Give them 5 min to complete this task. Then check the sentences as a class.

Answers will vary.



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

Divide the class in groups of six students and tell them that they will have to ask about two different things from the list on their book to all the members of their team. When one of them answers *yes*, they'll have to write his/her name next to the activity. Give them 10-15 minutes to complete this task.

Answers will vary.

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

Culture Connection



Explain to students it is important to select the appropriate words while speaking with others because it is a form of showing respect. Encourage them to research possibilities to sound natural and polite while speaking.

3. Instructions are easy-to-read sentences as they need to be comprehensible. Go around the classroom and ask your classmates to complete the sentences logically.
- I last made an experiment _____ when _____
 - I always study _____ so that _____
 - Experiments at school make me feel _____ because _____
 - I don't like _____ because _____
 - My favorite subject is _____ as _____
 - I enjoy _____ very much because _____



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



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

Find someone who...

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



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

Achievements

- Write statements both simple and complex.
- Understand how textual organization and graphic components help to clarify the content.

Closing



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

Divide the class in pairs and focus their attention to the sentences on page 51. Give them 2 minutes to read them and complete them with the words from the box.

Answers:

a. collects b. likes c. fixes d. playing e. makes



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

Have students go over all the pages in the unit so far, and in their Reader's Book as well, to select the experiments that they would like to try on their own. Give them some time to choose them and then invite them to reflect their answers with a partner.

Answers will vary.

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

Portfolio
Connection



Encourage students to continue reading more experiments in "Life Is an Experiment" in their Reader's Book. Ask students to make a list with the most important actions mentioned in the text. A different option could be that students research different experiments on the Internet or other sources.



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

Individually, ask students to select one of the experiments and encourage them to write the instructions to follow the experiment. Emphasize that they can use bullets or ordinal numbers to form a sequence of steps.

Answers will vary.

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

like collects makes playing fixes

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

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

Experiment 1 _____
Experiment 2 _____
Experiment 3 _____

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

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

Experiment's name _____

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

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

Go to page 180 to learn more about infinitives, gerunds, and the simple present. Have students study and answer the exercises provided on page 180 in their Student's Book. Encourage them to answer the exercises provided.

Language
Connection



Lesson 3

T 66

Product 3 Instructions to Carry Out an Experiment Step 3

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning



Tell students they are going to write instructions for an experiment. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding.

Hands on!



Encourage students to form pairs and check the sketch they made in the previous step so that they can write a final version of their set of instructions. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation.

Looking ahead



Remind students that next step implies the presentation of their project. Encourage them to set a day and a specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invite their family members.

Lesson 3 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

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Product 3 Instructions to Carry Out an Experiment

STEP 3

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

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

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

I thought about the format of the product.

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 3 - Self-Evaluation

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

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

Product 3 Instructions to Carry Out an Experiment

Step 4

Final steps

Ask students to make a reflection on the steps of the product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to listen to their instructions for an experiment. Encourage students to invite their family and to make the presentation of their set of instructions, taking into account all its components, the use of vocabulary, good pronunciation patterns, and the correct use of resources.

Alternative products

Let students know there are some other products in case they didn't want to do the instructions for an experiment. Read the options and encourage them and people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process. Additionally, ask students to go back to the questions they had on page 40 and include some more information they learned about following instructions and carrying out experiments in different places. Concentrate on how students can apply the knowledge they acquired not only at school but on daily life.

STEP
Product 3 Instructions to Carry Out an Experiment
33

4

Final steps

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

Alternative products

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

End of unit Self-Evaluation

Reflect on these questions:

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

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

Reader's Connection



1. **Work in pairs.** After reading the text "Life Is an Experiment", complete the chart describing the experiments and their instructions. Discuss your answers with other classmates.

Ask the students to read the text on their Reader's Book and work on the activity. Then have them discuss their answers with a partner. Finally, check the answers as a class. Give them 20 min to do this.

Answers will vary.



2. **Work in groups.** Take turns to discuss these questions: Tell the students to sit making a semi circle and, together as a class, discuss the questions in this section. Make sure every student in your class has a chance to speak.

Answers will vary.

Visit this website to know more about a Museum of Science. <http://www.universum.unam.mx>

Digital Connection



Ask students to go to *Universum* homepage, read some of the different sections, and report to you the next time you meet them in class.

Reader's Connection

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

Experiment	Easy Instructions

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

- a. Have you ever been in a science museum?
- b. What activities do you think you can do there?
- c. Look for a science museum in your city or town. Are there any collections or temporal expositions that you consider interesting?
- d. Visit a science museum and write your impressions.

1. You have to prepare an oral presentation to close this unit. You will talk about a famous scientist and share your information with your class. You have to talk about his/her life and work. Don't forget to use quotes and remember to mention as many details as possible. Visual aids are also important, you have some space to draw your scientist.

Tell students to think about their favorite scientist. In case they can't pick one, tell them to look up one on the Internet also find what his/her contributions to science were.

Answers will vary.

2. Investigate about an experiment your favorite scientist did and write the instructions to carry it out.

Have students use their notebooks as well as their notes from this lesson and if necessary, their dictionaries. Give them time to write and make clear they don't have questions of spelling or punctuation.

Answers will vary.

3. Share your instructions with the class. Check the spelling and punctuation of your work before you present it.

Ask students to exchange their instructions with other team. The idea is to have students recording a different conversation from their own. By doing so, they can learn and concentrate on new patterns of pronunciation and learn some new words. After the students changed their conversations, set some time so that they can read and practice their new conversation. Mingle around the classroom to listen to their pronunciation and give advice about prosodic features they may use. Encourage students to use their electronic resources to record the conversation and present the audio in front of the class.

Answers will vary.

Teacher's Tip



You can concentrate on linking the Language Connection with this section, too. Students will be able to relate the contents of both sections and make it more significant and even raise questions in case it is necessary.

Evaluation

Unit 3

1. You have to prepare an oral presentation to close this unit, you will talk about a famous scientist and share it with your class. You have to talk about his/her life and work. Don't forget to use quotes and remember to mention as many details as possible. Visual aids are also important, you have some space to draw your scientist.

My favorite scientist is:

2. Investigate about an experiment your favorite scientist did and write the instructions to carry it out.

First, _____

3. Share your instructions with the class. Check the spelling and punctuation of your work before you present it.

Collection of evidence template

Collection of evidence template – Sequence of instructions

Ask students to sit in pairs and draw an experiment in the box. Then, they have to write clear instructions using the space provided, in pairs. Encourage them to check their grammar and spelling. Have them read the instructions for their experiment to the class.

Student A





Student B



Evaluation instrument

Evaluation Between Peers Card

Take a look at this Evaluation Card. Give it to students and encourage them to check the learning outcomes which they have achieved after the unit and give their classmates feedback.

Let's evaluate my peer!	Yes or No	Feedback
1. Can you tell me some abbreviations you learned in the unit?		
2. Can you use words that indicate sequence?		
3. Is it easy for you to identify spelling mistakes?		
4. Can you ask questions about procedures?		
5. Can you adapt instruction sheets for different audiences?		
6. Can you read and write instructions?		
7. Can you write simple and longer sentences?		
8. Can you recognize forms of expressing actions?		
9. Can you infer images in readings?		
10. Can you tell me something you learned in the unit?		

Unit 4

Let's Express Our Emotions about a TV Show!

Social practice of the language:

Exchanges associated with media. Exchange emotions and reactions caused by a television show.

After finishing this unit, students will be able to:

- Examine television programs.
- Interpret general sense and some details.
- Write notes about emotions and reactions to participate in an exchange of views.
- Share emotions and reactions.

Final product: public discussion.

Achievements

- Activate previous knowledge. Recognize topic.

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way that is easy for students to understand.

Tell students to look at the picture and predict what topic it refers to. Ask volunteers to comment what they notice: *Where are the people in the different scenes? What are they doing? What is the relationship between them?*

Talk about the way these announcements are advertised and the different audiences they are directed to.

Development



Focus students' attention on the questions and invite them to share all the possible answers that come to their minds. The main purpose of these two questions is to start a group discussion about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked but it is expected that at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

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Unit 4

Let's Express Our Emotions about a TV Show!

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

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



Social practice of the language:
Exchange emotions and reactions caused by a television show.

After finishing this unit, you will be able to:

- Examine television programs.
- Interpret general sense and some details.
- Write notes about emotions and reactions to participate in an exchange of views.
- Share emotions and reactions.



Teacher's Tip



Play background music when students are reading the story. Explain to students that music will help stimulate the young students' imagination while they are listening to the story.

Closing



BPA Project the first big picture and allow students to work in pairs.

Invite them to tell five words that can describe the situation. Then, ask more specific questions about what is happening: *What are the people in the picture doing? What do you think the problem is? Can you think about a possible situation?*

Achievements

- Identify grammatical differences between British and American English. (e.g. the team is /are, had got / gotten, etc.).
- Analyze the communication situation (e.g. place, participants, relationship).
- Formulate and respond questions about the content and emotions.
- Link sentences to express emotions and explain what originated them (e.g. When I saw him singing, I literally jumped out of my seat. / What a good program! I felt curious about the last scene).

Get connected!

Write The US and The UK on the board and then write the words TV, telly, tube, the box, boob tube, TV set in another column and invite students to tell you which they think are used in British English and which in American. Ask them what other names there are for TV in their language.

Answers: The US: TV, TV set, boob tube, the box. The UK: Telly, tube

Opening



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

Divide the class into pairs and have them look at the pictures. Ask them to use a dictionary and the glossary to check the exact meaning of each word. Check answers by inviting a volunteer to say the word they wrote.

Possible answers: a. TV program b. excitement
c. contenders d. audience



2. **Do you like watching TV? Have you ever heard the word *gladiator*? Read the text and answer the questions below.**

Pay attention to the words in bold. What do they mean?

Ask students to look up the word "gladiator" in their dictionaries. Tell them that they're going to read an article about American Gladiators. Give them some time to read the text and then ask them to tell you some differences between gladiators from the past and the American Gladiators. You can write the differences on the board. After that, discuss the questions.

Answers: Answers may vary.

Invite students to visit the Language Connection section, so they can discover some uses related to relative pronouns, in order to avoid repetition.

My Favorite TV Shows!

Lesson 1

57

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



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

Gladiators in Real Life?

American Gladiators was an American TV program **which** aired weekly from January 6 to February 17, 2008. The series format is called *game show*. It involved two women and two men **who** competed in six events distributed in an arena surrounded by a **crowded** audience. This arena was formed by different courses of increasing difficulty. Some of the events were: *Assault*, *Earthquake*, *joust*, and *Atlasphere*. The aim of the events was to earn points before the final event. Each point was translated into a half-second advantage for the leader or handicap for the trailing competitor. The final event was called *The Eliminator*. Contestants **whose** efforts paid off were the winners of \$100,000 dollars, a **big** **prize** **and** the chance to become a *Gladiator* in the next season of the program.

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

Language Connection

Go to page 181 to learn more about relative pronouns.

3. **What other words do you know related to TV shows? Go around your classroom to interview your classmates and complete the sentences.**

- a. A **s** _____ is the place where a movie or TV show is filmed.
b. All the people who perform in a play, movie, or TV show is called c. _____
c. A **s** _____ is one of several episodes of television programs.

Connecting you

Divide the class into small groups and read the questions. Allow some minutes for students to exchange opinions. Invite some volunteers to share their answers with the class.

3. **What other words do you know related to TV shows? Go around your classroom to interview your classmates and complete the sentences.**

Invite students to come to the board and write a word related to the television industry that they know. Then, have them guess if the words they wrote can be used to complete the sentences on their book.

Answers: a) set b) cast c) season



Achievements

- Analyze the communication situation (e.g. place, participants, relationship between them, etc.)

Development



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



Divide the class in pairs and have them look at the questions. Read the questions out loud so that students listen to the intonation and pronunciation of each one of the words. Make clear they understand the questions before they start sharing their opinions. Give them some time to discuss and walk around the classroom while they do it. Pay close attention to their ideas and share some comments with the groups, too. When the time runs out, invite students to share their ideas with the group.

Answers: may vary



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

On the board write the following words: big, important, rich, beautiful, amazed, clean, shocked, sad, expensive, tall, thrilled, delicious, terrible, excited, and surprised. Ask them to circle the words which can be used to describe feelings. Point out that sometimes adjectives can be synonyms. Then, bring their attention to the books and ask them to work on the exercise there.

Answers: a. thrilled b. amazed c. shocked



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

As a class, write the prompts about watching TV on the board then arrange students in a circle and elicit TV shows which are similar to the one in the book.

Answers: Possible questions they could ask: What time is it on? What kind of contests does it have? Who is the host? How many participants are there?



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

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



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



a. _____ b. _____ c. _____



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

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

I felt kind of curious when I saw...

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

Teacher's Tip



Using dictionaries

Make students aware of the benefits of using dictionaries. They can become more independent and thus take more advantages of having the phonetic symbols and parts of the speech in every word. You can advise students to use them in activities like the previous one.

Achievements

- Formulate and respond questions (e.g. place, participants, relationship between them, etc.).

Closing



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

Ask students to form small groups, read the text, and decide whether the sentences are true or false. Go over the answers as a class and clear up any vocabulary questions they have.

Answers: a. T b. F c. F d. T e. T



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

Divide the class in five groups and assign one adjective to each group. Give a piece of poster paper to each group as well as some color markers. Tell them that they have to make one or several drawings that help them explain their adjective to the class. Give them 5-10 min to complete this task.

When the times runs out tell them that one group is going to show their poster to them while they try to guess what the adjective is. Model the activity with an adjective of your choice.



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

Elicit names of popular game shows in their country and write them on the board. Tell the students to work in pairs for this activity and come up with three questions about one of the TV shows. Give them 5-10 minutes to work on this, monitor the activity, and help your students with any questions or language problem they have. After that, tell them to mingle their questions to their classmates.

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

A Good TV Show

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

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

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



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



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

10. Write some ideas about situations where people can feel emotions. Keep your work in your Portfolio.

Portfolio Connection



Ask students to work in the portfolio connection and write some sentences where they can express how people feel with some emotions, ask students to include it in their portfolio.

Lesson 1

Product 4 Interview

Step 1

Planning



Tell students they are going to write an interview. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on what topic to choose and its importance for their community.

Hands on!



Encourage students to form pairs and choose a topic to write their interview. Tell them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling. Encourage students to use the information they already have.

Looking ahead



Divide the class into pairs and ask them to think about the organization of their interview. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to use their notes from Activity 9 as an example to come up with the ideal questions.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 4 Interview
STEP 1

Planning

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

- Work in teams.
- Decide the topic of the interview.
- Choose the emotions you want to express in your interview. Review your portfolio.
- Write some questions based on your work in Activity 5.

Hands on!

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

Looking ahead

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

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...	Yes	Not sure
Identify grammatical differences between British and American variants.	<input type="radio"/> Good!	Go to Activity 4
Analyze the communication situation.	<input type="radio"/> Well done!	Go to Activities 2 and 7
Formulate and answer questions about the content and emotions generated by a TV program.	<input type="radio"/> Keep it up!	Go to Activities 2 and 8
Link sentences to express emotions and explain what originated them.	<input type="radio"/> Good!	Go to Activity 6

Teacher's Tip



Monitor students' work and point out mistakes. Don't tell them what the mistake is, straight away, give them a chance to figure it out by themselves. Then, check if their hypothesis is correct.

Development



5. Work in pairs. Look at these sentences. Read them aloud and pay close attention to your speed, intonation, and volume.

Focus students' attention on the sentences. Model the first one so students hear the rhythm and pronunciation and try to copy it.

In order to go over the language point, tell them to go to the language connection section on their book (page 181) and take a look at the explanation.

Go to page 181 to learn more about homophones.

Language Connection



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

Portfolio Connection



Ask students to talk about their favorite TV shows and how the shows make them feel. Then, encourage them to make a diagram where they can include the name of the TV show and the emotions related to it. Ask them to share the final versions of the diagrams to the classroom and share it with their classmates.



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

It could be a good idea to ask students to work in pairs. Encourage them to prepare an interview that expresses their personal likes and dislikes about TV shows. Ask them to use the words they selected in their Portfolio and they have learned so far. Additionally, let students present their work in front of the class, paying special attention to intonation and pronunciation.



8. Work in pairs. What do you know about these places? Tell students to read the paragraphs about each city. Ask them to focus on the highlighted words. And look up the ones they don't understand. Write on the board: adjectives, nouns, verbs and invite students to write one of the words in the correct column.

Additionally, you could organize a "sentence race" to consolidate the students' knowledge of the vocabulary. Write the words on small pieces of paper and give them out to the

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



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



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

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

8. Work in pairs. What do you know about these places?

Santorini, Greece	Paris, France	Kyoto, Japan
What do you think about watching the sunset over the blue Aegean Sea from the terrace of your hotel room? The best destination for lovers. Santorini Island is located in Greece, a place filled with romance and tradition .	Imagine holding hands with your significant other as you walk by the Seine River or visit the Notre-Dame Cathedral , one of the most famous monuments in the world. This destination is a must on your wish list .	Cherry blossoms and Japan are a metaphor of life... Time is precious , and you should spend it with the one you love the most. Don't forget to visit Okazaki Canal during spring. This iconic destination will be the experience of a life time.

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

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

students. Tell them that you're going to call out the words one by one, when they hear the word they have; they have to run to the board and write a sentence with their word.

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

Tell students to go through the paragraphs about cities one more time and give them some time to come up with 10 sentences about the three cities.



Closing



10. Work in pairs. Look at these emotions and write some notes on how you adopt body language and facial features to express them. Discuss in groups your notes.
 Model the first feeling to the class using body language instead of words. Ask students to guess what the feeling is. Invite another student to play charades with a different feeling and so on. Once you've covered all of them, elicit some examples of body language from them. (It's a good idea that you prepare some examples from different cultures so that you can contrast them in class.)

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

Culture Connection



Ask students to use their body language to express anger, or happiness. Encourage them to look for information and specific examples where they can tell their classmates what people do in other countries to express an emotion. Ask them to make a list and bring it to their classroom.



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

Tell the students that they need to start working on a draft of their interview. Give them 10-15 min to do this. Monitor the activity and help them with any vocabulary questions they have. Also, point out their mistakes and give them a chance to figure out what's wrong with their sentence. Later on you can check whether they managed to correct their mistakes.

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

surprise	pain	anger
disappointment	affection	worry



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

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

Someone you would like to interview
 (family member, famous person, a teacher): _____

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

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

What would be the final question to close the interview?

Product 4 Interview

Step 2

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize that it is important to cover those tasks before continuing with Step 2.

Planning



Tell students they are going to do an interview. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to make decisions on the roles each one of them chose and the way they want to present their interview.

Hands on!



Ask students to form pairs and write the first draft of their interview. At this point they must already know who they are going to interview. Students should take into account that their questions have to be interesting, appealing, and entertaining enough. Also, remind them that spelling and punctuation are important. Go around the classroom to help them and answer questions about spelling and punctuation. Encourage them to use dictionaries in case they have doubts about vocabulary.

Looking ahead



Divide the class into pairs and ask them to think about how they will record their interview. Encourage them to think how they can organize the materials and gadgets they need to record it, as well as the time and place to do it. Students need to pick specific roles for that.

04
Product 4 Interview
STEP

2

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

I have chosen the person I want to interview.

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

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

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 2 - Self-Evaluation

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

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

Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Achievements

- Value function and purpose of visual (e.g. ticker, subtitles, etc.) and sound resources (soundtrack, sound effects, etc.).
- Clarify the meaning of words using key words or contextual clues.
- Discriminate main ideas from information that broadens, exemplifies or explains them.
- Take into account grammatical particularities of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions. Vary intonation, rhythm and volume.

Get connected!

Begin the lesson by asking students to observe you and guess how you feel. Sit in front of everyone and drum your fingers on the desk. Cross your legs and move them as if you were desperate. Ask students to interpret your body language and direct them to the answer: impatience.

Opening



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

Pair students up to read the text. Give them some time to do so. Encourage them to read aloud and clearly. While they're reading, write the following adjectives on the board: interesting, difficult, entertaining, elicit the comparative form of the adjectives from students and as class, work on the comparison of both shows using the adjectives on the board. You could also invite students to use other adjectives which are appropriate for comparing the shows.

Answers: a) They explain two different game shows.

Answers in b) and c) may vary.



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

Introduce this exercise by asking students what their favorite game show is. Encourage them to tell the class a little about it. Now focus their attention on the text in their books. Give them some time to read it and check if they have questions about vocabulary or language. Give them 2- 4 min to work on the questions. Then, as a class, check them together.

Answers . a. TV game shows. b. someone who loves to watch TV. c. it is adapted to different parts of the world. d. they make you feel immerse in the program.

Lesson 3

63

An Interview

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

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

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

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

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

Jeopardy: A Good TV Show

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

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

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

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

- a. _____ is the main topic in the reading.
- b. A TV fan is someone who _____.
- c. The main characteristics of this type of TV format are: _____.
- d. Visual and sound resources are important because _____.

Teacher's Tip



Monitor students' pronunciation and intonation. You can have some of them read instructions so that they serve as role models for the others.

Lesson 3

Achievements

- Discriminate main ideas from information that broadens, exemplifies or explains them.

Development



3. Work in pairs. Exchange your ideas about what you think the pictures portray and describe each using one word.

Compare your answers with different partners.

Tell students to work with a partner and together look at the images in their books. Give them some time to talk about what they're looking at and come up with a word to describe each image. When the time runs out, write the answers on the board and tell student to check their answers. After that, pronounce each pair of words slowly and out loud. Make sure students hear and ask them: if they noticed anything funny when you pronounced the words. Move on to the second pair, the third, and so on, and do the same drill.

Answers: a. steal b. waist c. break d. write e. steel
f. waste g. brake h. right



4. Work in pairs. Complete the sentences with homophones from the previous exercise. Once you finish, read sentences aloud and pay close attention to your intonation, rythm and volume.

Tell students to work on the exercise on their book. Give them 3- 4 min to do so. In the mean time write the sentences on the board and when the time runs out, call on volunteers to come to the board and fill in the answers

Answers: a) Write an email to your friend. b) What a waste of lifelines! c) Superman is called the man of steel. d) The host of the program always steals the show. e) I hate the commercial breaks while watching my favorite show! f) I need a break! g) He was always right in his answers. I think he was cheating.

Go to page 181 to learn more about homophones.

Language Connection



5. Work in pairs. Put the following conversation in order. Do you know who the participants are? Do you know who the participants are? Write your answers and act out the conversation.

Students work in pairs. Give them 3-5 min to read the conversation and rearrange it. Check the answers and make sure they understand the vocabulary. Then have them read the conversation aloud. Do this for two or three times with different students, check their rhythm and pronunciation.

Answers: Line 1 1. audience 2. contestant 3. host
4. contestant 5. contestant 6. host 7. audience.
1. Audience 2. Host 3. Contestant 4. Host 5. Contestant
6. Host 7. Audience

68 Family and Community

3. Work in pairs. Exchange your ideas about what you think the pictures portray and describe each using one word. Compare your answers with different partners.

4. Work in pairs. Complete the sentences with homophones from the previous exercise. Once you finish, read the sentences aloud and pay close attention to your intonation, rhythm and volume.

- _____ an email to your friend.
- What a _____ of lifelines!
- Superman is called the man of _____.
- The host of the program always _____ the show.
- I hate the commercial _____ while watching my favorite show!
- My _____ line is getting bigger every day.
- He was always _____ in his answers. I think he was cheating.

Language Connection
Go to page 181 to learn more about homophones.

5. Work in pairs. Put the following conversation in order. Do you know who the participants are? Write your answers and act out the conversation.

Applauses and cheering	_____	_____
Oh... umm... I'm feeling very nervous, John.	_____	_____
Of course, but if you do it, you will be using your last resource...	_____	_____
I get it... I choose I want to ask the audience... please John.	_____	_____
Welcome back to the show, Sam, how are you feeling, dear?	_____	_____
Humm... No, I'm just not sure... can I use a Lifeline?	_____	_____
Do not worry, Sam. You've got this. Have you made up your mind?	_____	_____
What is your answer?	_____	_____
Applauses	_____	_____

Portfolio Connection
6. Make a comparative table of registers of speech using a word processor. Include the ones you have studied so far and bring it to the class.

6. Make a comparative table of registers of speech using a word processor. Include the ones you have studied so far and bring it to the class. (Comparative table with registers of speech).

Portfolio Connection



Ask students to make a chart of the registers of speech in a computer. Encourage them to work on it for a couple of days and investigate more on the topic. Ask them to bring their chart to the class and have some time to share their ideas on this.



BPA Project the second big picture and allow students to work in pairs. Invite them to describe what is happening and why they think people do those things.

Then, ask them if they would like to be in a game show on television.

Teacher's Tip



Vocabulary is very important to make students' lexicon larger so that they can be more fluent in communicative activities. Encourage your students to acquire vocabulary while they read or carry out activities like sentences in context, drawing concepts, making an agenda vocabulary (order words alphabetically as they appear in their material), etc.

Achievements

- Take into account grammatical particularities of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions.

Closing



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

Give students some time to discuss the questions with a partner and then go through each question as a class. **Answers will depend on what each student says.**



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

Write the questions and the body of the interview.

By this point students will know how to put together an interview. Give them 10-15 minutes to come up with the questions for their interviews. Monitor the activity and help them with grammar and vocabulary questions they have.

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

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



Famous person to interview:



Area in which this person is famous:



Questions to ask:

Final question or comment to close the interview:

Product 4 Interview

Step 3

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize that it is important to cover those tasks before continuing with Step 3

Planning



Tell students they are going to do an interview. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and walk around the classroom to check their understanding. Encourage them to state if they present supportive perceptions to the problem they chose. Make clear they already know the format of their interview: a video, a radio broadcasting, a podcast, or a play.

Hands on!



Encourage students to form their pairs and check the draft they made in the previous step so that they can write a final version of their interview script. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation. Have students get familiar with their questions so that they read them with ease.

Looking ahead



Remind students that next step implies the presentation of their project. Encourage them to set a day and a specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invite their family.

Lesson 3 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 4 Interview
STEP 3

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

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

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

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 3 - Self-Evaluation

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

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

Product 4 Interview

Step 4

Final steps

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to listen to their interviews.

Encourage students to invite their family and to make the presentation of their interviews taking into account all of the components, the use of vocabulary, good pronunciation patterns and the correct use of resources, depending on the type of interview they decided to make.

Alternative products

Ask students there are some other products in case they don't want to do the interview. Read the options and encourage them and the people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Additionally, ask students to go back to the questions they had on page 8 and include some more information they learned about PSAs and how they opinions, perspectives and ideas on problems changed once they identified there are solutions, too. Concentrate on how students can apply the knowledge they acquired not only at school but on daily life.

STEP
Product 4 Interview
09

4

Final steps

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

Alternative products

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

End of unit Self-Evaluation

Reflect on these questions:

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

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

Reader's Connection



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

Ask students to go to their Readers Books and focus on the reading text: *You Were Saying...* Ask students to get some ideas from the pictures in order to infer the story and use dictionaries to get the meaning of vocabulary they do not know.

Ask students to form pairs and read the questions in the exercise. Give them some time to answer the questions and mingle around the classroom to listen to their discussion. After some time, have some volunteers answer and express their ideas about the questions.

Answers may vary for the rest of the questions.



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

On the board, brainstorm student's favorite authors.

Encourage them to imagine they have him / her in front of them and they want to know a little bit more about them.

Check question's structure to improve grammar.

Answers may vary.



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

Encourage students to read "You Were Saying..." to find a model of interview. Ask them to work in pairs and write an interview. Give them some minutes to practice the conversation paying special attention to intonation and pronunciation.

Reader's Connection

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

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

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

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

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

Collection of evidence template

Collect Evidence – Emotions Diagram

It is important that students can identify and describe emotions.

Ask students to create a character that represents each feeling. They have to describe it physically and emotionally, tell a color that is related to him, how he is dressed, how he acts, what music he listens to, what does he enjoy and hate.

Ask them to draw the character and present it to the class.

I feel...	(Drawing)	... when...
Happy		
Sad		
Angry		
Nervous		
Thrilled		
Excited		

Evaluation instrument

Control Card

Ask students to identify when they feel happy, sad, angry, nervous, thrilled and excited. Which emotion predominates on them?

Ask them to take notes and prepare an oral presentation, remind them the importance of rhythm and intonation.

Ask them to record their presentation with their phone or a computer and then send it to you, so you can listen to their pronunciation.

Name: Draw an emoticon on how you feel today: Why is it?	Name: Draw an emoticon on how you feel today: Why is it?
Name: Draw an emoticon on how you feel today: Why is it?	Name: Draw an emoticon on how you feel today: Why is it?
Name: Draw an emoticon on how you feel today: Why is it?	Name: Draw an emoticon on how you feel today: Why is it?

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Unit 5

Let's Suggest Possible Explanations about past Events

Social practice of the language:

Recreational expressions

Guess and formulate hypotheses about past events.

After finishing this unit, students will be able to:

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

Final product:

An enigma inventory!

Achievements

Use skills of deduction for recreational purposes. Ask questions to get details about the event (e.g. What happened? When could it happen? Who may have done it? Why did it happen in that way?) Formulate assumptions about probable causes that originate past events, based on available evidence (e.g. It may have been a cat who broke the vase.). Share ideas for evaluating assumptions according to their feasibility (e.g. that does not convince me, because..., Maybe your option is better, as...).

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way which is easy for students to understand.

Development



Focus student's attention on the questions and invite them to share all the possible answers which come to their minds. The main purpose of these two questions is to start a group discussion about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked but it is expected that at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

Unit 5

Let's Suggest Possible Explanations about past Events!

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

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



Social practice of the language:
Guess and formulate hypotheses about past events.

After finishing this unit, you will be able to:

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



Teacher's Tip



Play background music when students are reading the story. Explain to students that music will help stimulate the young's students' imagination while they are listening to the story.

Opening



BPA Project the first big picture and allow students to work in pairs. Invite them to tell five words that can describe the situation. Then, ask more specific questions about what is happening: *What are the people in the picture doing? What do you think the problem is?*

Achievements

Use skills of deduction for recreational purposes. Determine speaking questions to get details about the event (e.g. What happened? When could it have happened? Who may have done it? Why did it happen in that way?). Formulate assumptions about probable causes that originate past events, based on available evidence (e.g. It may have been a cat who broke the vase.) Share ideas for evaluating assumptions according to their feasibility (e.g. That does not convince me, because..., Maybe your option is better, as...).

Get connected!

On the board write: The best day of this year. Ask students: What did you do? Where did you go? Who was with you? What did you wear? Encourage them to recall that information and invite volunteers to write some of their ideas on the board.

Opening



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

Students work in pairs. Focus their attention on the pictures and elicit common games in which those things are involved. A good way to teach vocabulary like this is with realia. Bring a dice, some cards, a board from any game and one or two tokens to the classroom and show each one the things to the students and tell what they are as you are holding them in your hands. Invite a student to come to the front of the class and write the words on the board. Drill pronunciation and make sure they get it right from the beginning.
Answers: a. players b. game board c. token d. cards e. dice



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



Divide the class into groups and have them look at the questions. Read the questions aloud so that students listen to the intonation and pronunciation of words. Make clear they understand the questions before they start discussing them. Give them some time to discuss and mingle around the classroom while they do it. Pay close attention to their ideas and share some comments with the groups, too. When the time runs out, invite students to share their ideas with the group.

Answers will depend on what the students say.



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



Before they listen remind them that taking notes during a listening task is the best way to complete it successfully. Encourage them to take a piece of paper and write down words, names or numbers they catch from the recording.

What Is an Enigma?

Lesson 1

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



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

a. What type of board games do you know?

b. What is Clue about?

c. Do you like playing board games?

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

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

Rules for CLUE

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



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

Play the recording. Leading by an example is a good way to encourage your students so during the recording, write some words that you catch on the board. After they listen to the recording tell them to use their notes to fill in the answers on the exercise in their book.

Answers: a. cards b. token c. dice d. was murdered. e. guess

4. **Portfolio Connection: Choose one of your favorite board games and write the rules in easy steps. Bring the rules and explain the game to your classmates. (Game rules)**

Portfolio Connection



Ask students to think in different board games and think of one they like the most. Invite them to discuss why they like it and discuss it with their classmates. Encourage them to write the rules in a different piece of paper. It is important they pay attention to the spelling and punctuation. Ask them to bring the rules and share them with their classmates, they need to include it in their portfolio.

Achievements

Ask questions to get details about the event (e.g. what happened? When it could have happened, who may have done it? Why did it happen in that way?)

Development



5. What do you know about CLUE? Work in pairs. Read the text and discuss the questions. Justify your answers.

Give 3-4 min to students to read the text. After the finish reading, check if they have any questions about vocabulary. Once you've cleared up their questions, give another 3-5 min to discuss the questions in their book. Then, go over each one of them as a class.

Answers will depend on what the students say.



6. Work in pairs: How important are past events to decipher enigmas? Look at the pictures and describe them.

Give students 2-3 min to look at the pictures and talk about what they think it happened in each one and what could be the connection between each one. After that Invite three volunteers to come to the front and share their ideas.

Answers will depend on what the students say.



7. Can you guess what happened in the pictures from Activity 6? Work with a partner and try to answer the questions in the detective notes. Complete the sentences with a suitable verb.

Introduce the topic of past events writing on the board a couple of sentences about events that have happened in your community recently. Tell your students to go to page 182 on their book and as a class go over the language connection for this unit. After that, give them some time to work on the exercise on p. 74.

Answers: a. killed b. went c. wrote d. was e. went f. was

Teacher's Tip



Remind students that looking up new words in their dictionaries is a great way not only to build up their vocabulary, also to keep in touch with the language and minimize translation to their L1.

5. What do you know about CLUE? Work in pairs. Read the text and discuss the questions. Justify your answers.

Who Killed MR. Boddy?

Published in 1949, CLUE is considered the classic mystery board game in which players compete to solve the 'whodunit' of the history. The main elements of the game are: the game board, the tokens, the cards, and the detective notes.

The tokens represent each one of the characters of the game: Colonel Mustard, Professor Plum, Mrs. Peacock, Mr. Green, Ms. Scarlet, and Mrs. White. The game board is divided into nine different rooms. There are also two secret passages. The cards contain the characters of the game, the murder weapons, and the rooms of the mansion.

To play the game first you must select a character, a weapon, and a room from the deck of cards and put them in the evidence envelope. This is the combination that will solve the case.

Then, throw the dice and move the token clockwise around the rooms. Throw the dice as many times as necessary in order to get into a room. When in the room, make a suggestion on who you think is guilty. Then, just use your Detective Notes to keep a record of the 'clues' that the other players have. The first player to solve the enigma wins...

- a. Do you know what a clue is? c. Do you like solving enigmas? Why or why not?
b. What do you think 'whodunit' means? d. Is there a similar game you like playing?

6. Work in pairs: How important are past events to decipher enigmas? Look at the pictures and describe them.



7. Can you guess what happened in the pictures from Activity 6? Work with a partner and try to answer the questions in the detective notes. Complete the sentences with a suitable verb.

What happened?
Is there any weapon?
Where did it happen?
Who could have done it?

- a. Someone _____ killed _____ the man.
b. The victim _____ to the study.
c. The victim _____ something in a diary.
d. There _____ a candlestick on the floor.
e. The suspect _____ through the secret passage.
f. The suspect's coat's color _____ purple.



Go to page 182 to learn more about the past tense.

Encourage students to learn more about past tenses. Explain to them that it is important to use past to talk about actions that have finished. Review the main elements such as auxiliaries and grammatical aspects.

Language Connection



Achievements

Formulate assumptions about probable causes that originate past events, based on available evidence (e.g. It may have been a cat who broke the vase.).

Closing



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

Now focus students' attention on the pictures on their book. And in teams or in pairs have them talk about them briefly. You can write some prompts on the board to help them expressing their assumptions more accurately. (It must have been... The secret passage might have been... It could have been...)

Answer may vary.



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

Set up new pairs so that students work with a different partner this time. Give students 10-15 min to compare their sentences and use the vocabulary from the box to determine if their assumptions are possible or not possible.



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

Divide the class in five teams and tell them they're going to work on creating a board game around the topic of mystery. Give them 10-15 minutes to come up with the players, tokens, and some of the rules for their games. Monitor the activity and help them with vocabulary, spelling or language questions they have.

Answer may vary.

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

Portfolio Connection



Ludic and Literary 73

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



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

<i>That does not convince me, because... Oh! I didn't consider these details...</i>	<i>Maybe your opinion is better because... I wouldn't like to jump to conclusions but...</i>	<i>I'm sure that... It is possible... I think that what could have happened was...</i>
---	--	--

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

What's the story?

Where does it happen?

Who are the suspects?

Are there any weapons?

Players	Tokens	Rules

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

Ask students to imagine a crime scene. Think of what happened, what they think could have been different. Encourage them to write a story of past events using connectors and assumptions. Ask them to write the beginning, the development of the scene, and an ending. Motivate them to bring the stories to class and read them aloud.

Lesson 1

UNIT 5 An enigma inventory!

Step 1

Planning



Tell students they are going to make an Enigma inventory. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding.

Hands on!



Divide the class in groups of three or four students and tell them to think of popular enigmas in society, like the crop circles in European fields or the Loch Ness Monster. Allow them to look up information on the internet.

Looking ahead



Divide the class into pairs and ask them to think about the organization of an Enigma inventory. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to use the notes they made in Activity 9 to organize their ideas.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences, show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Teacher's Tip



Monitor students' work and point out mistakes. Don't tell them what the mistake is until they come up with an idea to solve it out.

Product 5 An Enigma Inventory!
STEP **1**

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

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

Achievements

Propose past events for a game of enigmas. Analyze characteristics of past events starting from facts and evidence. Include details to precise conditions (e.g. *A huge old glass vase got broken in a dark living room*). Propose alternative assumptions (e.g. *I rather think that the wind made the vase fall*). Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she/he must have broken the vase*).

Get connected!

Begin the lesson by writing: murder on the orient express, the murder at the Vicarage, the ABC murders. Ask students if they know who wrote them. Write Agatha Christie, J.K. Rowling, and Roald Dahl on the board and ask students to choose the right author. (Agatha Christie wrote the three books) Mention that J.K. Rowling wrote *Harry Potter*, and Roald Dahl wrote *Charlie and the chocolate factory*.

Opening



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

Divide the class into pairs and have them discuss the question in this exercise. Make sure they understand the questions in the speech bubbles. Clear up any vocabulary or language questions. Give them 3-4 minutes to read the text and answer the questions.

Answers: a. person who can communicate with ghosts.
b. find out who murdered the servant. c. with different clues.



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



Now focus students' attention to the listening task. Elicit a description of the picture in their book (What do the people look like? What are they doing? What are they wearing? Move on to the statements, go over them and let students decide if they are true or false in 1-3 minutes and play the recording. Check and discuss the answers as a class.

Lesson 2

A Perfect Day!

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

Talking About the Supernatural

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

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

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

a. What's a medium?

b. What is the objective of the game?

c. How does the ghost communicate with the mediums?

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

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

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

Lesson 2

- 3. How important is the order of events to solve a mystery? Listen again and order the following events.**
 Give students 3-5 minutes to go through the events and number them from 1-6. Check the answers as a class. Clear up questions about vocabulary or language they have.
 Answers: a. 4 b. 1 c. 5 d. 3 e. 2 f. 6

- 4. Work in teams. Look at one of the set of cards from the game *Mysterium*. How could these objects be used in a crime?**
 Divide the class in four teams and assign an object to each team. Tell them to think of two different ways to use their object to commit a crime. Give them about 5 min to discuss their ideas and then ask them to share them with the class.
 Answers may vary.

- 5. Take a look at your cards and evaluate what your classmates wrote in the same spaces. Write down some ideas you would incorporate into your partner's cards and report them on it. Discuss your suggestions (Peer evaluation card).**

Portfolio Connection



Ask student to link this activity with the previous exercise. Encourage them to read what their students have in their cards and write ideas on how crime could have been different. Ask them to write some suggestions and share them in their teams. They have to include these notes in their portfolio.

78 *Luft und Liberty*

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

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

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

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

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

 A candlestick	 An old vase	 A razor blade	 An antique clock

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

Achievements

Analyze characteristics of past events starting from facts and evidence. Include details to precise conditions (e.g. *A huge old glass vase got broken in a dark living room*). Propose alternative assumptions (e.g. *I rather think that the wind made the vase fall*). Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she / he must have broken the vase*).

Development



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

Focus students' attention on the language connection section (page 182) Go through the explanation as a class, clear up questions and finally give students 3-5 minutes to work on Activity 5.

Answers: 1. The crooked golden candlestick can be the main evidence on the carpet. 2. The old porcelain vase might have fallen on the hallway. 3. The dirty broken razor might be in the shed. 4. The rusty wooden clock can't have fallen on from the wall.

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

Divide the class in groups and tell them to come up with ideas of enigmas they could use in the final version. Give them 5-10 minutes to work on this task.

Explain to students that when they are not sure about how to talk about their ideas or express their feelings, they can use modals. Invite them to visit the section Language Connection.



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



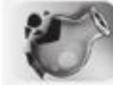
Ask students to prepare a PowerPoint presentation or a poster to illustrate their ideas from the previous exercise. Encourage them to choose nice photographs or draw clear images of what they think. Ask them to bring their ideas to the class and read them with their classmates.

Logic and Library 79

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



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



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



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



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



Go to page 182 to learn more about modals.

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

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

Ideas for the enigmas



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

Product 5 An enigma inventory! Step 2

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 2.

Planning



Tell students they are going to make an Enigma inventory. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding.

Hands on!



Encourage students to form groups and write the first draft of their Enigma inventory. Students should take into account that they have to include the most significant enigmas. Monitor the activity and go around classroom to provide them help and answer questions on spelling and punctuation. Encourage them to use dictionaries in case they have doubts about vocabulary.

Looking ahead



Divide the class into pairs and ask them to think about how they will deliver the final version of their Enigma inventory. Encourage them to choose from different formats and pick one to present their work. (In a poster, on a presentation, in a leaflet or a list.) In your notebook, make a list of the things that you can check; for example, time and place for the presentation, the illustration for the Enigma inventory.

Lesson 2 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they relate to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 5 An Enigma Inventory!
STEP **2**

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

I already investigated enigmas to write about.

I can enlist some enigmas which are interesting or transcendental.

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 2 - Self-Evaluation

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

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

Achievements

Value the interest caused by past events. Ask questions to get details about the event (e.g. *When could it have happened? Who may have done it? Why did it happen in that way?*) Formulate assumptions about probable causes that originate past events, based on available evidence (e.g. *It may have been a cat who broke the vase.*). Propose alternative assumptions (e.g. *I rather think that the wind made the vase fall.*). Connect information to consolidate assumptions (e.g. *If there was water, somebody may have slipped and she / he must have broken the vase.*).

Get connected!

Begin the lesson by dividing the class in 4 groups and give each group a jigsaw puzzle. Give them 3 minutes to assembly it. When the time runs out, check if any of the groups could do the task. Ask them what is the best way to assembly a jigsaw puzzle.

Opening



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

How can we know if something is a piece of evidence or just an object? In pairs, look at the images and write the actions on the lines.

Give students a couple of minutes to look at the pictures and ask them to describe them to you. Then, elicit the words for the characteristics each picture has. Encourage them to use their dictionaries to look up the words. Check the answers as a class and clear up any questions.

Answers: a. break b. tear c. dent d. stain e. crook



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

Divide the class into pairs and have them look at the questions in their book. Give the students 5 minutes to read the text and complete the statements with their partner.

Answers: a. a mystery b. at a (popular board game)
c. puzzles / enigmas d. clues / assumptions e. crook

This Is My Enigma!

Lesson 3

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



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

Mystery Lover

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

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

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

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



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

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

Culture Connection



Look for some interesting and historical tools which helped people survive (or not) during specific times. Bring your investigation to class and discuss them with a partner

Explain students that in many civilizations people used tools and objects to survive. Invite them to look for interesting facts and history about tools these people used centuries ago. Ask them to bring their findings to class and have a discussion on that.

Lesson 3

T 100



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

Divide the class in groups of 3 or 4 students and have them discuss about the objects in the pictures. On the board write: why do you think they are damaged? What do you think happened to them?

Answers may vary.



4. **Work in pairs. Write sentences about the state of the objects. Follow the example.**

Now ask students to work with a partner and write sentences about the state of the objects. Give them 5 min to complete this task and then check it as a class.

Answers may vary.



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

On the board write the phrases to make guesses about the first picture in the exercise. Focus students' attention on the picture and encourage them to share their ideas with the class. Remind them that they have to use one of the phrases proposed at the bottom of the activity to express themselves more accurately. Let them continue the discussion in pairs or small groups and then share their ideas as a class.

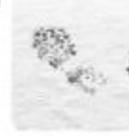
Answers may vary.



BPA Project the second big picture and allow students to work in pairs. Invite them to describe what is happening and why they think people do those things. Then, ask more specific questions about those actions.

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



4. **Work in pairs. Write sentences about the state of the objects. Follow the example.**

A huge old glass vase got broken in the dark dining room.

- A curtain _____
- The dress _____
- A poke _____
- The golden candlestick _____

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



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

Lesson 3

T 102

Product 5 An enigma inventory! Step 3

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning



Tell students they are going to make an enigma inventory. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding.

Hands on!



Encourage students to do some self correction of their own work. Encourage them to use the dictionary every time they find new vocabulary.

Looking ahead



Remind students that next step implies the presentation of their project. Encourage them to set a day and a specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invite their family members.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

Product 5 An Enigma Inventory!
STEP **3**

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

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

I made a draft with significant enigmas.

I have checked out and made my research on enigmas.

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 3 - Self-Evaluation

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

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

Product 5 An enigma inventory! Step 4

Final steps

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to look at their enigma inventory. Encourage students to invite their family and to make the presentation of their enigma inventory, taking into account all its components, the use of vocabulary, and good pronunciation patterns.

Alternative products

Tell students there are some other products in case they don't want to do the enigma inventory. Read the options and encourage them and people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process. Additionally, ask students to go back to the questions they had on page 72 and include some more information they learned about PSAs and how their opinions, perspectives, and ideas on problems changed once they identified there are solutions, too. Concentrate on how students can apply the knowledge they acquired not only at school but on daily life.

STEP 4 Product 5 An Enigma Inventory!

Final steps

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

Alternative products

A detective enigma. Work in groups of three or four. Choose an enigma from another country and write some facts about why it is an enigma.

A story with a crime enigma. Work in groups of three or four. Investigate about an enigma dealing with a crime. Write a story about it and include details about why it is considered an enigma.

End of unit Self-Evaluation

Reflect on these questions:

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

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

Reader's Connection



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

Ask students to go to their Reader's Book and focus on the reading text: *The treasure hunters!* Ask students to get some ideas from the pictures in order to infer the story and use dictionaries to get the meaning of vocabulary they do not know.

Ask students to form pairs and complete the table with the necessary information. Give them some time to answer the questions and mingle around the classroom to listen to their discussion. After some time, have some volunteers answer and express their ideas about the questions.

Answers may vary.



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

Divide the class into groups and have them discuss the questions in this exercise. Clear up any vocabulary or language questions. Give them 3-4min to answer the questions.

Answers may vary.

Reader's Connection

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

Enigmas

Assumptions

Conclusions

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

a. Do you enjoy solving enigmas?

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

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

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

1. Choose a mystery board game to talk about. If you don't know any, you may create your own. Write only some ideas in order to have a general view of the game.
2. Use the information you wrote in Activity 1 to describe your board game in a paragraph. Pay close attention to spelling and punctuation.
3. Share your game with the class!. Don't forget to use the proper verbal or non-verbal language.

Give students time to work on this part of their book. When they have finished, check the exercises and give feedback.

Opening



It would be ideal to pre-teach some vocabulary for them to easily connect their ideas and to describe the situations in a more detailed way. Example: murder, guilty, innocent, weapon, suspect, corps, victim, blame, deny, etc.

Pre-activity



Composition of the main story and alternative endings.
In order to prepare students for the design of their boardgame, ask them to write the plot of the story around which the board game is going to develop.
Be aware that the students will have to design a number of alternative stories according to the number of suspects. In this case, you can work the stories as a series in episodes.

Evaluation

Unit 5

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

Name of the game	How many players	Equipment

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

Rules

What's the story about?

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

Extra ideas



An alternative way to work in this section is to set students free to propose an enigmatic situation for their boardgame.

Some possible topics could be the Bermuda Triangle, the Colossus of Rhodes disappearance, etc.

Collection of evidence template

Detailed description past events

Think of a past event you experienced. Do you remember when it happened? Where were you? Complete the chart and write a detailed description of a situation you lived some time ago. Use time expressions and verbs in past.

My past event: _____

Some expressions I could use:

2 points.	The student uses at least 3 expressions to connect ideas. Example: Last week, yesterday, that day, later, after, before, therefore etc.
1 point.	The student uses only one expression to connect ideas.
0 points.	The student uses no expressions to connect ideas.

Some verbs which help give details of my story:

2 points.	The student uses verbs in past with correct grammar.
1 point.	The student uses verbs in past with scarce grammar mistakes.
0 points.	The student does not use verbs in past in the composition.

My detailed story:

3 points.	The composition has an extension of 70-100 words. It contains information about the past related to the topic, divided in an introduction, body and conclusion.
2 points.	The composition has an extension of 70-100 words and is related to the topic, but does not contain an introduction, body and conclusion, or it is the opposite case.
1 point.	The composition is in the word range 30-69 words, but presents not relevant information to the topic and it is not divided in an introduction, body and conclusion.
0 points.	The composition is less than 10 words long.

Evaluation instrument

Anecdotes

Ask students to think of an anecdote and write it in a space, using past narratives and time expressions. Give student this chart and have them fill it with the information they are asked. Then, give them time to write their anecdote. Brainstorm. Students should write at least an idea in each category so that they have relevant vocabulary and ideas to integrate their composition.

My title: _____		
Some ideas to complement my anecdote		
Place:	People in it:	Time of the year:
How I felt:	What I did:	Why it was special:
My anecdote		
3 points.	The composition has an extension of 70-100 words. It contains information about the past related to the topic, divided in an introduction, body and conclusion.	
2 points.	The composition has an extension of 70-100 words and is related to the topic, but does not contain an introduction, body and conclusion, or it is the opposite case.	
1 point.	The composition is in the word range 30-69 words, but presents not relevant information to the topic and it is not divided in an introduction, body and conclusion.	
0 points.	The composition is less than 10 words long.	

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Unit 6

Let's Discuss About Young People's Rights!

Social practice of the language:

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

After finishing this unit, you will be able to:

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

Final product: Public discussion.

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Opening



Scramble the letters of the phrase "Human Rights." Write them on the board. Have students guess what the correct order of the letters is. Once they have discovered what the words are. Ask students what Human Rights are and what basic Human Rights they know.

Development



From the opening section, write the questions on the board. Have students work in pairs so they can discuss the questions. As students are talking, listen attentively to what they are saying so you can use these during the unit for improvement. Wrap-up the answers without overkilling the topic of public discussion.

Teacher's Tip



This topic can be enriched with material from other subjects (cross-curricular references). Remind students that English is a tool they can use to learn more about a topic from whatever subject. You can tell students about a subject or topic you have learned which was in English. If you give them that example, this might trigger some of your students interests in using English beyond the purpose of passing the subject, but to learn and expand their knowledge about a specific subject.

Unit 6

Let's Discuss about Young People's Rights!

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

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



Social practice of the language:

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

After finishing this unit, you will be able to:

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



Closing



BPA 4 Project image. Ask students to look at the picture. Have students describe it. Ask students the following questions:

Why is the image related to Human Rights? Why is inclusion of different groups of people in society important? What are other groups of people that need to protect their Human Rights?

Have students discuss the questions in a plenary session with you leading the discussion. Have students think of situations they have seen and experienced. The objective of this discussion is just to make students understand that Human Rights are not negotiable and everybody in the world should have them respected.

Reader's Book



In the section Reader's Book, the students will read about Basic Human rights from the document called The Universal Declaration of Human Rights in a simplified version. Students will get to know their basic rights as human beings.

Achievements

- Identify the main ideas of a text.
- Discuss information from texts about a given topic.

Get connected!

Refer back to the question you asked about how much students like reading (see page 108 BPA1 Activity). Ask students to think about historical facts about the Universal Declaration of Human Rights. Have students look at the text and find words and phrases. Tell students to use these words and phrases to infer what the text is about.

Opening



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

Remind students to use the contextual clues to understand the main idea of a text, for example: the title, the images, footprints, the author, etc. Have students use these clues to have an idea of what they will read. Ask students to write on top of the text what it can be about. These inferences do not have to be right at this moment.



2. **Work in groups. Read the words in green and answer these questions.**

Write on the board a simple sentence with a connector and related to the topic of the unit, for example: *"I think Human Rights are important because they help us fight injustice."* Ask students to identify how many sentences there are (two sentences), and how these sentences are linked (with the word because). Make students tell you more words and phrases they can use to link sentences (but, and, so, when, while, if, etc.). Have students discuss the questions in the section. You can make students discuss the questions in pairs or hold a plenary with the whole group.

Tell students to ask questions regarding connectors. These questions can come from the discussion in the previous activity. Ask students to study the section Language Connection in pairs and check if it answers their questions.

Language Connection



Lesson 1

Human Rights

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

Our Rights and Responsibilities

by Lorna Hall

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



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

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

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

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



Language Connection Go to page 183 to learn more about connectors.

Lesson 1

Development



3. Complete the sentences with one of the words in green from the previous exercise. They should be used once only.

Have students read the text again. Remind students to focus on the main idea of the text and the specific information they are required. The text may be difficult to read if students focus on a word-by-word understanding of the text. Monitor as students are on task. Focus students' attention on the words in green. Encourage them to complete the exercise; finally, ask for some volunteers to answer the exercise.

Answers: a. and b. because c. therefore d. also
e. in order to f. as important as

Connecting you

Have students draw two columns and list different obligations they have at home. In the other column, have students what obligations they have at school. Have them compare the list and rank them from most important to the least important. Make students answer the questions in pairs. Monitor in order to provide some help. Have some volunteers state their opinion on the topic.



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

Ask students to look at the examples in the book. Have students underline the connectors. Have students to bookmark the Language Connection section. Tell students to think of possible consequences if their Humans Rights are not respected. You can draw a chart with three columns: labeled from left to right: Action connector consequence. This can help them visualize how their ideas should be organized. You can create two of your own so students see how these are made. Give students time to write their sentences. Monitor as students are on tasks. Have some volunteers give their opinion on the topic.



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

Allow students to write their opinion about the topic; however, they have to be sympathetic to those classmates who are struggling in life and may not have the emotional tools to see this as part of life. Remind students to give opinions that express how they feel, without being hurtful or disrespectful to less fortunate classmates and people in general.

3. Complete the sentences with one of the expressions in green from the previous exercise. They should be used once only.

- Kids have the right to play _____ to receive education, too.
- We cannot force people to share personal information _____ they have the right to confidentiality.
- I read a lot about human rights; _____ I am very well informed about them.
- Adults and teenagers have rights, but _____ responsibilities.
- We have to be respectful of other people's rights _____ expect to receive the same respect.
- Knowing about your rights and responsibilities is _____ knowing your name and address!

Connecting you

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



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

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



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



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

Closing



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

Have students read the text in silence or with you reading it aloud. When you read aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Monitor as students are on task. Help with difficult vocabulary if necessary. Write these words on the board so students can underline them later for further study. Have some volunteers give their opinion on the topic.



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

Show students what a mind map is by drawing one on the board. Remember to write in the center of the mind map what the main topic is and a few branches to talk about a world that is fair and just. Have students focus first on the content of the mind map and then on the decoration. Monitor as students are on task.

When the time is over, have students compare their mind maps. They have to learn tolerance and active listening as part of successful communication.

Have students do research about the Rights and Obligations for Children in their country, if it's available. Tell students to find this set of rights in English if possible.

Culture Connection



8. **From the research done about the Rights and Obligations for Children in their country, if it's available, have students include a few of the most important rights for them. Create a list of your own. Have students compare their work. Have some volunteers give their opinion on the topic. Show a model you made about the topic. Have students see if you and they agree or disagree with the ranking. Listen to their opinion and be respectful of different points of view.**

Portfolio Connection



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

What Are Our Rights?

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

Some of our rights are:

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



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



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



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

Lesson 1

Product 6 Public Discussion Step 1

Planning

Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each question with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

Show students how a Human Rights can spark controversy. For example, children should not work; however, they do to support their families or a sick parent. Is it correct of not to let this kid work? Try to be sensitive to those students whose rights may not be respected as this can be a difficult topic to discuss. Make sure students know that school is a safe place to talk.

If it is available, have students find out about Young People's rights. If not, you can do the research if you have access to the Internet. Make handouts so you can share them with the students and they can use this material.

Digital Connection



Looking ahead

Create a sense of expectation. Tell students that they are going to hold a discussion about Human Rights. Remind students that they will present this debate as a final product of the unit. Remind students the content has more weight than the presentation, though the latter should be clear, organized, and with good English (grammar, vocabulary, and pronunciation).

Lesson 1 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud while students tick if they feel sure about not so sure about or completely unsure. Tell students to be honest and to look back on the different parts of the lesson, so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

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Product 6 Public Discussion
STEP 1

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...	Yes	Not sure
• define points of and value reasons for controversy.	<input type="checkbox"/>	<input type="checkbox"/>
	Good!	Go to Activity 4
• take a personal stand regarding a point of controversy.	<input type="checkbox"/>	<input type="checkbox"/>
	Well done!	Go to Activities 7 and 8
• analyze facts, examples, and data that support my own and others' arguments.	<input type="checkbox"/>	<input type="checkbox"/>
	Keep it up!	Go to Activities 1 and 5
• use comparative, contrastive, and expressions of consequence to give arguments.	<input type="checkbox"/>	<input type="checkbox"/>
	Good job!	Go to Activities 4 and 7

Opening



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

Have students read the text. Remind students to focus on the main idea of the text and the specific information they are required. The text may be difficult to read if students focus on a word-by-word understanding of the text. Monitor as students are on task. Check answers as a group by writing some of the answers on the board.

Encourage students to continue reading about the topic. Invite them to read this text at home and highlight the rights they consider more important. Ask them to prepare a short presentation related to what they have researched. In order to complete their work ask them to look for appropriate images or drawings to complete their work. Then, let them paraphrase their ideas in groups.

Portfolio Connection



Teacher's Tip



Listen to your students actively and ask questions based on what they say, not only to correct them. Show authentic interest in what they say to create a better environment in class.



BPA 2 Project image. Ask students to look at the picture. Have students describe it. Ask students the following question:

Why is it important to speak your mind? What benefits can you get when speaking your mind? When is it not a good idea in your community to speak your mind? What topics are not allowed?

Have students discuss the questions in a plenary session with you leading the discussion. Have students think of situations they have seen and experienced. The objective of this discussion is just to students aware that speaking their minds can help them defend their human rights.

Teen Rights

Lesson 2

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

Pros and Cons of Allowing a Teenager to Work

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



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

Pros

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

Cons

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

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



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

Lesson 2

Development



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

Have students read the text again. Remind students to focus on the main idea of the text and the specific information they are required. Explain to students that this exercise is ideal for them to express their opinions because one of the fundamental human rights is based on respect so ask them not to be afraid of what they think. According to what they have read, ask them to write if they agree or disagree with the main ideas of the text.



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

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

Ask students to work in pairs. Have students think choose one topic and develop it. Then they will present this topic from the chart and the text to their partner. Tell students that the listener will be asked questions to show they are listening actively. Have students take turns discussing the different points of view. This exercise is meant for students to learn how to express their opinions in a safe environment. It also promotes learning how to listen actively.



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

Have students read these words and phrases related to the topic. Have students rank them down from them most important to the least important. Ask them to select three and have students write some explanation to each of these ideas. Encourage students to add example or supporting details to their text. Monitor as students are on task. Help with difficult vocabulary if necessary. Have some volunteers give their opinion on the topic.



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

Allow students to work in pairs and share their points of view. Have students take turns to talk about their selection. Tell students that the listening partners ask questions to show they are listening actively. Have students take turns discussing the different points of view. This exercise is meant for students to learn how to express their opinions in a safe environment. It also promotes learning how to listen actively.

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

I agree	I disagree

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

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

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

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

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

Closing



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

Have students look at the title of the article in the magazine. Encourage students to write what the text is about, what purpose it has, and if there are any contextual clues to understand it better.

Have students read the text in silence or with you reading it aloud. When you read aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Monitor as students are on task. Have some volunteers tell you what the main idea of the text is.



8. **Work in groups. Read the text again and do the following activities:**

a) Express if you agree with what the text says; for example: *I agree when the text proposes because...*

b) Express if you disagree with what the text says; for example, *I disagree because...*

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

Have students read the text again. Remind students to focus on the main idea of the text and the specific information they are required. The text may be difficult to read if students focus on a word-by-word understanding of the text.

9. **Have students create a chart about young people's human rights and some points of controversy. Have students exchange their charts and give positive feedback on how understandable a text is, the use of connectors and grammar in general, and vocabulary.**

Portfolio Connection



Teacher's Tip



If your group is competitive and very active, ask them to write as many answers as possible. The winner is that with more answers with almost no communicative or grammatical and lexical mistakes. Remember that for contests and competitions you have to set clear guidelines.

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

WHAT IS A RESPONSIBILITY?

A responsibility is something that is your job to do.
It is something that affects our lives and other people's lives.

Some of our responsibilities

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



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

8. **Work in groups. Read the text again and do the following activities:**
- a. Express if you agree with what the text says; for example: *I agree when the text proposes that... because...*
 - b. Express if you disagree with what the text says; for example, *I disagree because...*
- Note:** if you need clarification about what your classmates say, use questions such as: *When you say..., what do you mean? I don't get it, do you mean...? Use connectors when you discuss your ideas.*



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

Lesson 2

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Product 6 Public Discussion Step 2

Have students take a look at what they have done so far. Read the options out loud. Ask students to tick those activities they have done so far. Remind students they can use this list to see what they need to do by the end of the unit.

Planning

Plan beforehand how you will organize the activity. In groups decide how you will select and organize the information to participate in the public discussion. Select the kind of audience you will have.

Hands on!

Have students answer the questions. Have students choose and organize the information presented during the discussion. Have students integrate information from their own life as this will enrich the discussion. Remind students that a discussion is not a debate, it is a talk among people in which they share different points of view about a common topic.

Looking ahead

Create a sense of expectation by telling students they will have the chance to make improvements in their text for the discussion. Content will be very important, the presentation has to have minimum requirements (clean, clear, and good use of English in general).

Draw your students' attention to the list of activities. Help them with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud a student tick if they feel sure about not so sure about or completely unsure. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Teacher's Tip

Identifying one's emotions should not be segregated from learning a language. To convey the right message, you need to identify how you are feeling, what makes you feel that way, who you have to say it to, and how you will transmit the right message. Students need guidance from an adult, so they can learn to do it when they need it in their own adult life.

Product 6 Public Discussion
STEP **2**

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

I have already shared my list of rights.

I have defined points of controversy.

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 2 - Self-Evaluation

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

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

Opening



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



Ask students to look at the picture. Have students describe it. Have students give their opinion to the questions in a plenary session with you leading the discussion. Have students think of situations they have seen and experienced similar to that of the image. Have students listen to the audio and read the text. Ask what the main idea of the discussion is.



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



Have students listen to the discussion again and answer the questions. Depending on the level of the students, play the audio two or three times. You can ask students to listen to it two times and then have a few volunteers to read the texts aloud.

Answers: a) Older children living with their parents.
b) Children up to 18 should support themselves. c) Answers may vary. d) Answers may vary.

Teacher's Tip



Bring a movie clip to the class. Show students how shadowing, repeating what other people say using the same prosaic features, help them being more fluent in the language. The task may be difficult so make sure the clip has subtitles in English, so it is easier for students to connect the written word to the sounds. Make sure they don't read as it is written, though. Spelling and pronunciation in English almost never go hand in hand.

This technique can be very useful with these kinds of speaking activities. Learners of a second language can feel more confident having a clear idea of what the final result should look like.

Lesson 3

Friendly Discussions

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



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

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

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

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

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

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



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



- a. What is the discussion about? _____
- b. What points of controversy can you find? _____
- c. Do you agree with what people said in the discussion? _____
- d. What arguments can you find? How do you know they are arguments? _____

Lesson 3

Development



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



Ask students to look at the picture. Have students describe it. Have students give their opinion to the questions in a plenary session with you leading the discussion. Have students think of situations they have seen and experienced similar to that of the image. Have students listen to the audio. Ask what the main idea of the discussion is.



4. **Think about the question below. Then, write some arguments and opinions about it. Follow the example: How would this world be without rights?**

Have students write down phrases related to the topic. Three phrases or ideas is more than enough. Have students write some explanation to each of these ideas. Have students write arguments in favor and against the question. Remind students not to write everything but just phrases. They will have the chance to write texts later in during the course. Monitor as students are on task. Provide some help with difficult vocabulary if necessary. Have some volunteers give their opinion on the topic.



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

Ask students to read the discussions in the lesson again. Tell students to make groups of four to five people. Remind students to learn to listen actively by asking follow-up questions to hold a respectful discussion. Have students hold the discussion for some minutes: 5 minutes is more than enough. Monitor as students are on task. Help with difficult vocabulary if necessary. Give feedback so students have another round and improve their performance listening to their classmates' arguments and points of view and reply accordingly.

Teacher's Tip



In case students need vocabulary to do a given task, prevent this by bringing vocabulary activities so students focus their attention on the vocabulary of the day. Depending on your premises, you can write scrambled key words on the board; you might want to create word maps in categories, collocations with key expressions, reviewing previously seen vocabulary through images, etc.



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



Teacher: Can you imagine a world without obligations?

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

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

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

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

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



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

How would this world be without rights?

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



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

Closing



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

Hold a plenary session with your students. Ask students to help you brainstorm a list of 10 rights they have at school. Be careful with obligations as these are different. Help students with vocabulary if needed. Thank every participation to encourage the rest of the students to participate. Write the ideas as they are said. At the end of the listing, have the group help you correct the grammar and vocabulary mistakes. Try to make concrete and quick corrections not to transform this activity into a grammar section.



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

Have students work in pairs. Have students write down phrases related to the topic. Three phrases or ideas is more than enough. Have students write some explanation to each of these ideas. Remind students not to write everything but just phrases. They will have the chance to write texts later in the course. Monitor as students are on task. Help with difficult vocabulary if necessary. Have some volunteers give their opinion on the topic.



8. Use the information you wrote in the previous exercises. Carry out a discussing by doing the following activities.

Ask students to read the discussions in the lesson again. Tell students to make groups from four to five people. Remind students to learn to listen actively by asking follow-up questions to hold a respectful discussion. Have students hold the discussion for some minutes: 5 minutes is more than enough. Monitor as students are on task. Help with difficult vocabulary if necessary. Give feedback so students have another round and improve their performance listening to their classmates' arguments and points of view and reply accordingly.

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

Portfolio Connection



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

Obligations at school	Rights at school
At school I have to attend all my classes...	I have the right to take a break every 3 hours...
_____	_____
_____	_____
_____	_____

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

Points of controversy regarding your rights at school.	Actions you can carry out to take care of your rights.
_____	_____
_____	_____
_____	_____
_____	_____

8. Use the information you wrote in the previous activities. Carry out a discussion by doing the following:

- Share your opinions regarding the points of controversy.
- Justify your opinions with reasons.
- Express agreement and/or disagreement; for example: *I agree when you propose that... I disagree with your proposal because...*
- Reformulate proposals; for example: *Well, after listening to you... Maybe you're right... It seems that your proposal is better...*



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

From the previous discussions, have students create a chart similar to that on the student's book page 99 to discuss points of controversy about teens' rights. Have students write down phrases related to the topic. Three phrases or ideas is more than enough. Have students write some explanation to each of these ideas. Remind students not to write everything but just phrases. Have students share their work. Have students exchange their charts and give feedback on how understandable a text is, the use of connectors and grammar in general, and vocabulary.

Lesson 3

T 120

Product 6 Public Discussion Step 3

Have students take a look at what they have done so far. Ask the students to tick those activities they have done so far. Remind students they can use this list to see what they need to do by the end of the unit.

Planning



Allow students to work on the final touches of their discussion, especially the content. Remind them of the pages they can look up to polish their work. Have students define when and where you will display the final product. You can give them options, so students can have a sense of choice. Give students time to rehearse their public discussion. Remind students that they do not have to memorize their presentation. They have to be familiar with the topic and the phrases they will use during the discussion. Active listening and the use of proper body language are skills to be trained on.

Looking ahead



Have students be prepared for the presentation of the final product. By this step, they must have a draft of the content of the public discussion. Set a date, a place and the audience that will see the final product. If it were possible, have other students and teachers see the public discussions. Find a space where it is possible for students to be listened to. If it were possible, you can have a microphone, and a speaker that students can use them to be heard.

Lesson 3 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud a student tick if they feel their work was awesome, satisfactory or needs improvement. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

Product 6 Public Discussion
STEP 3

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

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

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

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 3 - Self-Evaluation

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

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

Product 6 Public Discussion Step 4

Final steps

Help students organize the way in which they will present their public discussion. This organization can imply a more formal event with parents, and students from other groups involved to a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve.

Model the activity if necessary so students know the criteria of success. This helps students know exactly what to do and what they will be focusing on. Allow for some freedom from students to be creative.

Go back to the questions on page 88. Ask students to add more information to their answers in that page.

End of unit Self-Evaluation

Draw students' attention to the list of activities. Read them out loud as student tick which they can or can't do. Allow students to use a question mark or draw a serious face if they do not feel very sure about how well they can do the activities in the list. Ask students to tell you what they liked the most and what they did not like. Tell students what you learned from the unit and share it with the students. The teaching learning process of a two-way street in which both parties have something important to share.

Teacher's Tip



Teach students to hold respectful conversation with other classmates. Also, tolerance should be part of a healthy debate. This can help them build better relationships. Being part of a respectful conversation can create better relationships among people in a society.

STEP
Product 6 Public Discussion
101

4

Final steps

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

Alternative products

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

End of unit Self-Evaluation

Reflect on these questions:

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

Go back to the questions on page 88. What other ideas can you add to your answers? Would you say that now you know more about teens' human rights? What can you use this knowledge for?



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

Have students read the statements and match both columns. Have students write arguments in favor and against the statements. Remind students not to write everything but just phrases. They will have the chance to write texts later in during the course. Monitor as students are on task. Help with difficult vocabulary if necessary. Have some volunteers give their opinion on the topic.



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

Have students write down phrases related to the topic. Three phrases or ideas is more than enough. Have students write some explanation to each of these ideas. Have students write arguments in favor and against the question. Remind students not to write everything but just phrases. Have students discuss the topic in pairs. Have a few volunteers have their discussion in front of the group for two minutes.

Evaluation

Unit
6

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

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

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

A spiral notebook with lined pages and a pencil resting on the right side.

Evaluation instrument

Rubric

	Needs improvement	Good	Above average
Understandability	The points of view are not clear. It is hard to understand the general idea the student tries to express.	The student's points of view are clear. You can understand the main idea. If it is not clear, with a few questions, doubts can be cleared out.	The points of view are clear and well expressed. It seems students prepared their topic properly.
Use of English	The student uses basic structures with inconsistent grammar. The student does not possess command of the most basic structures.	The student uses consistent good use of basic grammar. They make minor mistakes regularly, but these does not interfere with communication.	The student makes good use of grammar seen in the unit and there are very few mistakes.
Vocabulary	The student does not make use of expressions to agree or disagree, connectors, and precise vocabulary to discuss their point of view.	The student knows the necessary vocabulary to express their point of view. They employ the vocabulary and expressions from the unit from time to time.	The vocabulary is varied and properly used along the discussion.
Communication	The students does not listen actively consistently. The students does not use body language to make their message clear.	The student makes a good effort to listen actively and to use body language.	The student possesses good use of their body language. They ask pertinent follow-up questions to interact naturally in the discussion.

Unit 7

Let's Read Poems!

Social practice of the language:

Read poems.

After finishing this unit, students will be able to:

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

Final product: Emotions inventory.

Achievements

- Getting to know the objectives and final product of the unit.
- Activating previous knowledge about the unit.

Opening



Ask students to tell you what poems are and what makes them different from other literary genres. You could elicit some of their characteristics. Show the poem below to the class and ask them what its main idea is. Show the poem below to the class and ask them what its main idea is.

Do not worry if they do not understand the whole poem:

"Fire and Ice" by Robert Frost
 Some say the world will end in fire,
 Some say in ice. From what I've tasted of desire
 I hold with those who favor fire.
 But what if it had to perish twice,
 I think enough of hate
 To say that for destruction ice
 Is also great
 And would suffice.

Ask students to say how they figured that was the main idea of the poem. If your students are familiar with poetry, you could also ask them to identify the rhyming words in it. At the end explain to students that fire actually represents "passion" and ice represents "rationality". Both can be destructive forces and the author describes them figuratively. Make students aware that poems can have secret messages that need to be discovered as a mystery to be solved.

Development



Write the questions from the opening section on the board. Have students work in pairs so they can discuss them. As students talk, monitor and make note of what they are saying to have a better idea of how to support them throughout the unit.

Teacher's Tip



When making people work with emotions, the most useful part for them is to identify and be able to name what they are feeling. There are times

Unit 7

Let's Read Poems!

In this unit you will read and understand poems.

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



Social practice of the language:
Read poems.

After finishing this unit, you will be able to:

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



when people feel uncomfortable if asked to share their feelings, so make sure to create a safe environment for everyone to express themselves freely. Give them the tools to be able to name their feelings. With the help of poetry and other literature, students can become more aware of who they are in relation to the world.

Closing



BPA 1 Project image. Have students describe the image. Have students work in pairs. Ask students to discuss the following:

What does the image make you imagine?

What emotions, if any, does the image try to reflect: happiness, sadness, anger or melancholy?

Write a short poem about any topic using the image.

Have students work on the questions. Allow them to be creative in the writing of their poem. Remind students that poems are used to express different ideas and life experiences. Have a plenary session with the students to listen to some of their poems. Be attentive and kind as this exercise is meant to help students see poetry is not far from them. This experience, together with the other activities in this unit, will hopefully help students explore a form of literature that can impact positively in their lives.

Reader's Book



In the section Reader's Book, students will be in touch with some of the most important American poets. These poems will help them get familiar with different topics and styles. Students will need support understanding how poems are structured, why they use language as they do and the effect it has on them, and how they help students be aware of their own feelings.

Achievements

- Analyze the main idea of a poem
- Identify words that have similar sounds.

Get connected!

Ask students to think about poems they have read at school and how they analyzed them. Have students share their points of view in pairs. Hold a plenary so students can express their opinions about the way in which they have analyzed poems in other subjects.

Have students remember if they have read poems in English at school. Listen to their opinions. Invite students to express their opinions about poetry in general. If they do not have much experience with poetry, you can ask them about music. You could have them reflect on the importance of lyrics in a song.

Opening



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

If you consider it necessary, invite students to brainstorm the characteristics of a poem. You can remind them of their quick analysis of "Fire and Ice" in the opening lesson. If it does not come up in your discussion, remind them that some poems use rhyming words which can usually be found at the end of every line or verse.

Invite students to write the word they think the pictures represent just below them. Do not expect them to have the same or the "correct" answers; at this point, what matters is that they use the language and identify rhymes. Have students read the words they wrote to themselves and try to find rhyming words. You could make a quick survey to see how many students came up with the same words and the rhymes they found for them. Write some examples on the board and, if possible, highlight the fact that the spelling of the rhymes does not have to be the same to have the same sound, e.g., cry-lie.

Answers will vary.



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

You should focus students' attention only on the title of the poem, "Echo". Have them define the word in pairs and discuss what a poem with such a title could be about. Invite students to give arguments to support their predictions. Remind them that poems do not always use literal language, so this could be another sort of "echo". Remind them to visualize the word in their minds and share what they see.

Answers will vary.

Poems!

Lesson 1

104

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



rhymes with



rhymes with



rhymes with



rhymes with

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

Echo

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

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

Christina Rossetti (1830-1894)

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

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

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

It might be convenient for you to read the poem aloud for students to notice its rhythm and the pronunciation of the words they may not know. Then, refer them back to the picture in Activity 1. Give them some time to do the activity and then elicit the answers from the class. You could ask them to think of other rhyming words or give them yourself and have them identify the words in the poem they rhyme with.

Answers: breath-death, tears-years, stream-dream, eyes-Paradise



Development



4. Work in groups. Read the poem again and answer these questions:

- What is the poem about?
- What kind of feelings is the poet expressing?
- What do you feel when you read this poem?

Invite students to share their opinions on the theme of the poem plus the feelings they experienced while reading it. As they discuss the theme and the feelings the poet expresses, encourage them to share keywords in the poem that helped them come to those conclusions. Elicit some answers from volunteers.

Answers will vary.



5. Go back to the poem and find words that are pronounced like the ones in the chart. Write them in the space provided. Notice that different spellings may have the same sounds.

You could have students read the words in the chart aloud and figure out their homophones even before checking the poem again. If this proves difficult, you could be the one reading the words and then reading the poem aloud so students identify the homophones.

Answers:

Who's	Whose	Meat	Meet
Knight	Night	Two	To

Tell students to ask questions regarding homophones. These questions can come from the discussion in the previous activity. Ask students to study the section Language Connection in pairs and check if it answers their questions.

Language Connection



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

Write on the board the phrases: "The cloud looked like cotton". "The red in the painting looked like fire". Tell students to tell you what other comparisons they can think of. Students can work in pairs to come up with ideas. Have a few students say their comparisons. Explain to students these comparisons are called similes. Ask them to work in pairs to find similes in the poem. Allow them to circle the definition of a simile. Check answers as a group.

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

Connecting you

Have students discuss the questions in pairs. Allow students to express their points of view about poetry. These may not be very positive, but allow students to express why they feel like that. Make them understand that expression can be simple as in a sentence or complex as in a poem.



4. Work in groups. Read the poem again and answer these questions:

- What is the poem about?
- What kind of feelings is the poet expressing?
- What do you feel when you read this poem?



5. Go back to the poem and find words that are pronounced like the ones in the chart. Write them in the space provided. Notice that different spellings may have the same sounds.

Who's	_____	Meat	_____
Knight	_____	Two	_____



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



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

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

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

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

Figurative language that intentionally exaggerates the characteristics of something.

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

Connecting you

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



7. A poem is divided into stanzas, which are themselves divided into verses. Discuss with your classmates: What is a verse? What is a stanza? Then, complete the information.

- The poem "Echo" has _____ verses.
- The poem "Echo" has _____ stanzas.



8. Go to the text "American Poetry" in your Reader's Book (pages 81-91). Read and listen to the poems. Choose one of them, analyze its verses and stanzas, and find similes. Discuss your findings with your classmates.

7. A poem is divided into stanzas, which are themselves divided into verses. Discuss with your classmates: what is a verse? What is a stanza? Then, complete the information.

As a group analyze the poem "Echo". Ask students to tell you why there are 18 verses in the poem. What is the evidence for their answers (Verses are the lines in a poem). Then, ask students to analyze the first two stanzas (Groups of verses that usually rhyme). Tell them there are six verses in the first stanza of the poem. Have them work out how many stanzas there are in the whole poem.

Monitor as students are on task. Help if necessary when a student gets stuck. Check answers as a group.

Answers: The poem "Echo" has 18 verses. The poem "Echo" has 3 stanzas.

8. Go to the text "American Poetry" in your Reader's Book (pages 81-91). Read and listen to the poems. Choose one of them, analyze its verses and stanzas, and find similes. Discuss your findings with your classmates.

Ask students to choose one poem from the text "American Poetry". Guide students when analyzing the poem. Have them read the poem to understand the general idea and, if the poem includes audio, play it for them. Have students identify other ideas the text may be talking about. Invite students to identify the verses and stanzas in the poem and then, tell them to find rhymes and similes. Finally, invite them to reflect on the emotions the poem made them feel, as well as on the memories that it could have brought to them. This sort of structured analysis can help students organize their work into stages. Monitor as students are on task. Help if necessary when a student gets stuck.

Answers will vary.



Closing



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

Have students read the poem in silence or with you reading it aloud. When you read aloud, remember to pronounce correctly the text giving it the right pauses and intonation as well. Monitor as students are on task. Help with difficult vocabulary if necessary. Write these words on the board so students can underline them later for further study. Have some volunteers say what they think the poem is about. Remind students to use the contextual clues to understand a text better by predicting its content.

Answers will vary.



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

Have students read the poem again. Remind students to focus on the main idea of the text and the specific information or keywords and details that helped them identify the theme. The text may be difficult to read if students focus on a word-by-word understanding of the text. Monitor as students are on task. Check answers as a group by writing some of the answers on the board.

Answers will vary.

This section invites students to know about the writer Richard Eberhart. If you have the chance to use a short poem by Eberhart, in addition to the one in the book, do it. This will enrich the exposure students have to different literature.

Culture Connection



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

Portfolio Connection



Ludic and Literary 107

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

Rumination

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

Richard Eberhart (1904-2005)

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

Title	
Number of stanzas	Number of verses
Rhyming words	Similes
Theme: What is the poem about?	What keywords helped you identify the theme?



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



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

Have students work on their portfolio by making a list of two or three poems they would like to read. To make the task easier, they could opt for poems by popular authors, by topic, or by nationality of the authors. In case the poems are in Spanish or in their mother tongue, they can preserve the title and contents in the original language. Have students write their list in their notebooks. They will use this list in their portfolios.

Answers will vary.

Product 7 Emotions inventory

Step 1

Planning

Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each question with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

If possible, ask students to do research online. Ask students to access the webpage provided in their *Student's Book*. Remind students to choose a few poems they can use for their final product. Have students list poems they have read and know. They can also ask other teachers to recommend one that can be suitable for them. Have a list of possible poems available in your community in case you are the only source of knowledge for your students. Allow students to be free to choose them based on their interest so the task becomes more meaningful.

Digital Connection

Looking ahead

Create a sense of expectation by asking students to choose poems they would like to talk about. This personalization process can ease a topic which may be difficult for students as this may be the only contact they have with this kind of literature.

Lesson 1 Self-Evaluation

Direct your students' attention to the list of activities. Help with difficult vocabulary so they can concentrate on their performance during the lesson. Read the items out loud as students check the statements they feel they can do. Tell students to be honest and to look back at the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. You could also invite students to share what they learned from the lesson and what they already knew before but were able to practice.

100
Product 7 Emotions Inventory
STEP **1**

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
- enjoy and appreciate literature	<input type="checkbox"/>	<input type="checkbox"/>
- read and re-read poems	<input type="checkbox"/>	<input type="checkbox"/>
- identify homophones	<input type="checkbox"/>	<input type="checkbox"/>
- make connections using explicit and implicit information	<input type="checkbox"/>	<input type="checkbox"/>
- identify different letters that make similar sounds	<input type="checkbox"/>	<input type="checkbox"/>

Achievements

- Identify details of a poem.
- Discuss strategies to understand poems.

Opening



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

If possible, you could start the activity by showing or projecting a picture similar to the ones in the book. You could choose, for instance, a quiet field. Ask the class to share the feelings they associate to that picture. Let them explain their reasons. Alternatively, you could ask them to say whether they agree or disagree with the phrase "A picture is worth a thousand words".

Direct them to the activity in the book and ask them to share their impressions with a partner. Give them a few minutes to discuss and monitor their work, so that you can help them with the vocabulary they might be missing. Finally, you could invite some volunteers to share what they discussed in their pairs.

Answers will vary.



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

You could have students read the words in the box out loud and ask for vocabulary questions. Instead of translating the words they do not know or explaining them, you could have a student who knows their meaning give an example sentence. If no one does it, you can give the example. Give the groups enough time to talk about their feelings. It might be convenient to have students group themselves so that they feel comfortable talking about this. Finally, you could ask: *Did the pictures in the previous activity inspire any of these feelings in you? Why?*

Answers:

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



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

Invite students to think of more feelings to include in their lists. You can copy the chart on the board and ask students to come to it to write down the feelings they came up with in the appropriate space. This way, everyone's list could be improved.

Feelings!

Lesson 2

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



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

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

positive feelings	negative feelings

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



BPA 2 Project image. Have students describe the image in pairs. Ask students to discuss the following questions:
How do you show your emotions?
How do your friends show their emotions?

Why is it that showing emotions is not always well seen?
How can showing emotions improve relationships?
Have students work on the questions.

Development



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

Encourage students to remember the last rainy day they experienced. Ask them: *What do people do on rainy days? How do they change life? How do you feel once the sun comes back up again? Why would anyone write a poem titled "The Rainy Day"?* Ideally, this would engage them to listen to and read the poem.

Play the track as many times as necessary, especially if you feel students enjoyed the poem. Then, allow them to take turns in reading it to their partners. You could ask some volunteers to read it for the whole class.

Answers will vary.



5. Go over "The Rainy Day" again and answer the following questions in pairs.

This activity is meant for students to analyze the effects of rhythm and repetition in poetry, and to help them identify the mood and tone of poems based on the words that are repeated. This could also help them understand a poem better and identify its theme or main idea.

Additionally, to show the power of words, you could ask the class: *What words would you repeat in a poem titled "The Sunny Day"?* This might also help them reflect and associate words with feelings, which will be useful for the next activity.

Answers will vary.



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

The Rainy Day

by Henry Wadsworth Longfellow

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

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

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



5. Go over "The Rainy Day" again and answer the following questions in pairs.

a. What words are repeated in the poem?

b. What effect does this repetition have?

c. What is the main idea of the poem?

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

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

Closing



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

After having students read the instructions, ask a volunteer to read the example so students are clearer on what they have to do. Remind them that it is vital for them to explain the words they chose as in the example.

To check the activity, you can survey the class to see the most popular words in this task. Then, you can ask volunteers to share their sentences.

Answers will vary.



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

Have students analyze the poem through a diagram. Let them know that the sentences they wrote in the previous activity could be of help to write their paragraphs. Elicit from the class what a paragraph is or remind them that these are group of sentences connected by linking words and revolving around one main idea.

Go around the class monitoring the students' work. As you do so, encourage them to give specific examples to explain the reasons the poem made them feel a certain way. Remind them of the power of specific words, but tell them that the division of stanzas could also play a role in the effect the poem had on them.

Answers will vary.

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

Portfolio Connection



Ask students to analyze Wadsworth's poetry to find differences and similarities in structure, themes, and feelings. Invite them to share their opinions on the poems giving reasons for them.

Before having them write their paragraph, you could guide them to write an effective topic sentence. You could also have them come up with a checklist to give feedback to their partners.

Answers will vary.

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

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

- a. _____
 b. _____
 c. _____

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

first stanza	At first, I thought / the poem made me feel / I felt / I was... _____ _____ _____
second stanza	_____ _____ _____
third stanza	_____ _____ _____



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

Product 7 Emotions inventory

Step 2

Have students take a look at what they have done so far. Read the options out loud. Ask students to tick those activities they have done so far. Remind students they can use this list to see what they need to have done by the end of the unit.

Planning



Ask students to make a checklist with the different steps they have to make sure all the team members follow through. This list will help students make sure they are organizing their work. This list will include items in the following order: *Team has read the poem. Main idea is clear. Supporting details are clear. Number of verses and stanzas. Examples of rhymes and similes. Feelings the poem(s) evoke(s).*

Hands on!



Monitor as students are on task. Help if necessary when students get stuck in a step. Have a plenary session to check to what extent students have made progress.

Looking ahead



Remind students that they will still have chance to improve and perfect their inventory. Have them reflect on the things they could do to make it better.

Lesson 2 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so they can concentrate on their performance during the lesson. Read the items out loud as students check the statements they relate to. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson.

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Product 7 Emotions Inventory
STEP

2

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

Have you written a list of poems?

Have you chosen poems from your list?

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 2 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

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

Achievements

- Value other classmates' opinions and emotions.
- Contrast and compare poems.

Opening



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

If possible, invite students to have a dictionary at hand in case certain words in the fragments prove to be too difficult for them. Otherwise, encourage them to read the fragments, disregarding the words they do not know, but rather focusing on the ones they do.

Have students briefly discuss what they think the poems are about with a partner. You could write some keywords on the board, taken from all the poems, to help them, such as *coffin*, *mourners*, *soul*, *Death*, *absence*, *time*. Invite some volunteers to share their opinions giving reasons to justify them.

Answer: The theme in all is death.



2. Answer the following questions.

Invite students to reflect on the theme of the poems and how each of these addresses it. Have them notice that one theme can have several main ideas and possibilities to be developed. Apart from the questions in their books, you could ask them: *Do you think any of these poems is humorous? Does any of these seem to teach a lesson? Which seems to be the saddest one?*

Answers will vary.

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

Culture Connection



Tell students that poets sometimes use their poems to show their grief over the death of a public figure. Share with them that these poems are called eulogies, and that they will be reading one in memory of Abraham Lincoln. If anyone knows anything about him, let them share this information with the class. Then, proceed to read the Cultural Connection box.

O Poetry!

Lesson 3

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

from "Funeral Blues" by W.H. Auden

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

"Here Lies..." by Stevie Smith

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

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

from "The Mower" by Philip Larkin

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

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

2. Answer the following questions.

a. What feelings are usually associated with death?

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

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



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



BPA 3 Project image. Have students describe the image in pairs. Tell students to write a short poem of 4 to 8 verses about the image or including elements from the unit. Encourage students to include rhymes in their poems

Closing



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

You might want to refer students back to the list of strategies they wrote down on the previous page to understand poetry better. Invite them to follow one of their strategies and read "O Captain! My Captain!" sharing what new things they understood from the poem this time.

Give students some minutes to fill in the charts individually. Then, have them work in small groups to compare what they wrote, especially concerning the last three cells. As you check, invite them to reflect on whether or not they all identified the same main idea using the same details. You can also encourage them to share if the feelings they wrote down were similar. Reassure them that there are no wrong answers in that question, since poems are interpreted and felt in different ways by everyone who reads them.

Answers will vary.



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

Invite some volunteers to read both verses, the original and the modified one, out loud emphasizing their difference in punctuation. You could even go to the full poem and read the stanza or the verses surrounding these with their respective modifications. Invite students to notice the difference in the effect the poem has based "merely" on the punctuation marks and capitalization it uses. You could ask: *Which verse sounds more urgent? Which expresses a feeling of excitement?* Have students share their answers with the whole class.

Answers will vary.



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

Have students go to their Reader's Book to read another poem by Walt Whitman. Invite them to reflect on the effect questions have on them. You could also have them "play" with the punctuation and capitalization of the fragment and see how the feelings expressed change, as well as the ones perceived by the readers.

Answers will vary.

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

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

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

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

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



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

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

Portfolio Connection



To continue with the aim of having students visualize poetry, invite them to create a drawing, as abstract or specific as they want, of what they pictured or felt while reading any of the poems in the unit. Have them make a list of emotions surrounding it to have another classmate guess the poem. They could then compare their feelings and discuss how they would have drawn a representation of that poem.

Product 7 Emotions inventory

Step 3

Ask the students to tick those activities they have done so far. Remind students they can use this list to see what they need to have done by the end of the unit.

Planning



Have students work on the draft for the inventory of emotions. Write on the board a few items that students need to check and focus on. Make sure students focus on all items.

Hands on!



Monitor as students are on task. Make sure students know how to give positive feedback. Feedback to other team's work can include a few lines about what they found interesting about the text, what they learned from the text, and a question for the team.

Looking ahead



Create a sense of expectation by asking students to think about an illustration that can summarize a poem and the emotions it causes. The most important part of the project is the content, not the illustration. Give free reign to students to illustrate the work with cutouts from magazines or drawings or pictures. It all depends on the team's creativity. Creativity can be praised, but the content will be the key element to be assessed.

Lesson 3 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud as students check the ones they relate to. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson.

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Product 7 Emotions Inventory
STEP

3

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

Have you read and understood the poems you chose?

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

Have you valued your own and others' emotions?

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

Planning

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

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

Hands on!

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

Looking ahead

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

Lesson 3 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...	Yes	Not sure	
use different reading strategies to understand a poem	<input type="checkbox"/>	Good!	Check Activity 3
analyze the effects of punctuation marks on the reader's emotions	<input type="checkbox"/>	Good!	Check Activities 5 and 6
create mental images based on the reading of poems	<input type="checkbox"/>	Good job!	Look at Activity 7

Product 7 Emotions inventory

Step 4

Final steps

Help students organize the way in which they will present the inventory of emotions. This organization can imply a more formal event with parents, and students from other groups involved to a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve.

Model the activity if necessary so students know the criteria of success. This helps students know exactly what to do and what they will be focusing on. Allow for some freedom from students to be creative.

Alternative products

Go back to the questions on page 104. Have students read the questions again and see if they can answer them differently after having done all the work in the unit.

End of unit Self-Evaluation

Draw students' attention to the list of questions. Give them some minutes to reflect on them. Tell them that writing down the answers is not necessary; they just have to do some introspection to realize what they did well and how they can improve.

Teacher's Tip



Dealing with emotions through literature can help students find an outlet to their current stage in life. The more students are aware of their own feelings, the better they will be prepared for a healthy adult life.

STEP
Product 7 Emotions Inventory
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4

Final steps

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

Alternative products

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

End of unit Self-Evaluation

Reflect on these questions:

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

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

Reader's Connection



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

Have an example of a poem you know so you can show students how to fill the chart out. Allow students to fill their charts with a poem from the Reader's Book. Monitor as students are on task. Help when necessary.



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

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

Have students work in small teams. Allow them to discuss the questions for some minutes. Have a plenary session with the group. One way to make students open is by doing the exercise with one poem that makes you feel something positive. Students might need support understanding how emotions work and how identifying them help them become healthier adults.

Reader's Connection



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

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

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

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



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

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

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

Have students read more in depth two poems from the unit. If it were possible, allow them to use a dictionary to look up words. Have students look at a list of emotions.

To help students write, you can suggest students to divide their work into three parts: *what poems make me feel, how these specific poems make me feel, and what other things make feel similarly.*

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

This topic can be difficult for students, especially as showing emotions can mean vulnerability and being weak. However, the more students can feel in contact with their emotions, the more they will be able to cope with different situations in life. Allow students to write one short paragraph about the topic. Have students share their opinions in pairs. Invite some volunteers to read out loud their paragraphs.

Evaluation

Unit 7

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

Poem 1

	Title:
	What it makes me feel...

Poem 2

	Title:
	What it makes me feel...

2. Exchange your work with a partner. Read your partner's work. Then, take turns discussing:

- How can you value your own and your classmates' emotions?

Evaluation instrument

Self-Evaluation tool

Put a check to indicate you have identified what the statement asks you to. Use the chart to help you.

Item to check	Poem 1	Poem 2	Poem 3
I know the main idea of the poem.			
I know some details about the content of the poem.			
I know the number of verses of the poem.			
I know the stanzas the poem has.			
I can identify some emotions the poem expresses.			
I have written an opinion about the poem			

Unit 8

Let's Write a Report about a Historical Event!

Social practice of the language:

Write a short report about a historical event.

After finishing this unit, you will be able to:

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

Final product: Written report of a historical event.

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Opening



Ask students to discuss what the most difficult parts of writing are for them. Have students rank these difficulties from 1 to 5. Have a class discussion about what these difficulties are. The purpose is mainly to identify what ideas students have about writing. In general, people do not like writing and proofreading what they have done. So, it is important for students to acquire the habit of putting up with the process of good writing.

Development



Write the questions from the opening section on the board. Have students work in pairs so they can discuss the questions. As students are talking, listen attentively to what they are saying so you can use this information during the unit for improvement. Wrap up the answers without overkilling the topic of writing a report on a historical event.

Teacher's Tip



The most pressing difficulties for writing in English are lack of vocabulary and finding what to say to the reader. These two difficulties can be overcome by having students doing research on what they will write about. When students have a draft of key vocabulary and what they will write about, it will be easier for them to carry out writing tasks. These ideas can

Unit 8

Let's Write a Report about a Historical Event!

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

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



Social practice of the language:

- Write a short report about a historical event.

After finishing the unit you will be able to:

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



be given in the form of readings, images, mind maps, audios, videos, etc. Remember that a person who has information to work on will be more likely to produce richer texts than someone who does not have information. It will be harder for them to come up with ideas that will be worth reading about.



BPA 1 Project image. Ask students to look at the picture. Have students describe it. Ask students the following question: *How is doing research on*

history different to that of doing research on subjects such as chemistry and biology? Which one do you prefer and why? Make sure students end the activity knowing that for history, the more sources they use to do their research, the better. They will have more evidence to support their writing.

Reader's Book



In the section Reader's Book, students will read the text "Historical Events." Explain to students that this unit is based on different reports about historical events that changed the course of humanity. The importance of having different texts is that students can have choices. Decisions are important while reading.

Achievements

- Identify the key events of a historical event.
- Express the general sense of a text.
- Use accurately tenses to report on a historical event.

Get connected!

Have students look back on the final product and write down a short description of the written report of a historical event. You can make the process of writing less stressful for both you and the students by explaining how you will work, bringing writing games to the class, coming up with grammar and vocabulary activities in which students write about the main topic of the unit.

Opening



1. Work in pairs. Look at the picture in Activity 2 and describe it. What do you know about this monument? Take turns talking and asking questions about it.

Have students identify a famous landmark in their community. Ask them to tell you why landmarks are important and if they know their history. Students may know more about this topic than expected. Ask students if they know about famous landmarks in the world. Listen attentively. Refer students to their *Student's Books*. Have students work in teams and talk about what they know about the image. Monitor as students are on task. Then, ask them to focus on the Statue of Liberty and talk about what they know, for example:

- I know this statue is called the Statute of Liberty
- Do you know where it is?
- I think it is in the United States.

Answers will vary.



2. Read the text about the Statue of Liberty. Match the headings to the paragraphs in the text. There are two extra headings that you do not need to use.

Have students read the text. Encourage them to underline key words to identify the main idea in each paragraph. Then, ask them to select the best heading for each paragraph.

Answers: a. Two nations, one monument b. From one country to another c. Starting with the wrong foot.



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

Explain to students that there are different forms to express ideas in past. That is, they have to learn to decide which connectors and auxiliaries are more appropriate to use. Tell them that auxiliaries are important to form questions. Time lines are an important tool to identify the kind of tenses to use.

Lesson 1

121

A Historic Monument

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

1. The full name of the statue

2. Two nations, one monument

3. Immigrants saw it first

4. Starting with the wrong foot

5. From one country to another

a.



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

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

b.

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

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

c.

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

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

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



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

Answers: a. Who designed the Statute of Liberty? *Frédéric Bartholdi did*. b. When did they finish the right arm? *The right arm and the torch were finished by 1876*. c. What monument had Alexandre Gustave designed previously? *The Eiffel Tower*. d. Who were working on the statue for years before sending it to America? *The French were*.

Explain to students that linking words or connectors are important to provide cohesion and coherence to any text. They provide sequence to the events mentioned (at some point); they sometimes contrast ideas (however); they add information about a specific topic (moreover), etc. Have students refer to the section on linking words or connectors. In case students ask why the use of two names, you can remind students there are times when it is important to know the different names some vocabulary or grammar points have so they have more ways to find out about them.

Language Connection



Lesson 1

Development



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

Have students identify what the main purpose of the text is. If it helps them know more about a given topic, the text is informative. These can be seen in newspapers and magazines. Invite students to say what texts are persuasive and entertaining. If you have the chance, you can bring examples and carry out a survey as to which of the publications you brought to class students read and why.

Answer: c. inform



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

Draw students' attention to the picture and ask them: *Have you ever visited the Angel of Independence? Did you like it? What does it represent? Is it too old?* Then, have students work on the chronological order of the text. Monitor as students are on task. Check answers as a group. Wrap up this activity by pointing out that students need to have a clear chronological order when writing a text so they can report a historical event more accurately. This also makes reading it easier.

Possible answers:

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



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

Gather students' attention. As a group, ask students to go over the two texts: the one about the Angel of Independence and the one about the Statue of Liberty. Ask them which one gives more information and is more interesting to read. Invite students to express what they feel when they just read a text as a list instead of paragraphs. Here it is suggested to write two paragraphs; the objective is for students to transform isolated sentences into compound sentences using basic connectors. In case they remember more connectors or linking words, encourage them to use them. Monitor as students are on task. Help when necessary.

Answers:

	Statue of Liberty	Angel of Independence
a. It is written in paragraphs.	YES	NO
b. It uses linking words.	YES	NO
c. It is informative.	YES	YES
d. It uses formal language.	YES	YES



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

a. entertain

b. persuade

c. inform



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



- This monument was built in the capital of the country: Mexico City.

- The architect in charge was Antonio Rivas Mercado.

- The monument cost more than 2 million pesos.

- People used it to commemorate the anniversary of the Independence of Mexico.

- The monument became a mausoleum when the remains of many heroes were taken.

- This happened in 1925.

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

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

Connecting you

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

Connecting you

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

This may be the first time students have to write a report in English or it may be just a reinforcement of what they have done for some time. Check where students are standing when it comes to writing more efficiently. In case they do know how to structure a report, then you can work on weaker areas such as punctuation, increasing the use of linking words, or being more accurate using narrative tenses.

Closing



7. Based on the two texts on pages 121 and 122 (The Statue of Liberty and The Angel of Independence), complete the following sentences.

Introduce the topic of narrative tenses. Ask students to identify what tenses the texts use to report on historical events. The main narrative tenses used are simple past, past continuous, and past perfect. Draw a three-column chart with an example on top of each column, for example: *They worked*, *They were working*, and *They had worked*. From the texts, ask students to give you examples to fill this chart. At the end, have students remind you how to use these tenses: simple past for concluded events, past continuous for actions in progress or for actions that were interrupted, and past perfect when something happened before another action in the past.

Have students answer the exercise. Monitor as students are on task. Check answers as a group.

Answers:

- a. It *was* (be) originally a gift from the French to America
 b. Alexandre Gustave Eiffel *designed* (design) the armature of the statue.
 c. Porfirio Díaz *inaugurated* (inaugurate) the monument on September 16th, 1910.
 d. The monument *became* (become) a mausoleum.
 e. This event *happened* (happen) in 1925.



8. Read the sentences below and decide what event happened first and circle the answer. Discuss how you know it happened first. There is an example for you.

Write on the board a sentence that students can identify quickly, for example: *The American had built the Statue of Liberty when the Mexicans inaugurated the Angel of Independence*. You can choose any other example. Ask students to tell you which event happened first (the Americans had built the Statue of Liberty). Give students more examples. Have them analyze how the structure is made for this use. Invite students to create examples where it is evident one thing happened before another in the past. These examples don't have to be related to the topic of the unit, so they can understand better. Have students work on the exercise individually. Then have them compare their answers. Go over the answers as a group.

Answers:

- a. The Americans had built the statue of Liberty when the Mexicans inaugurated the Angel of Independence. b. The Mexican independence had started long ago when the Americans finished the Statue. c. The Americans had inaugurated the statue when the immigrants arrived in the new continent. d. The Mexican Revolution started shortly after the Angel of Independence had been presented officially. e. When the works started, the sculptors had created the plans for the monuments.



9. Complete the questions below. Use the sentences in Activities 7 and 8 to help you. Discuss with your classmate how you make questions in English with different past tenses.

Ask students to go over the exercise in pairs. Remind them that in English, depending on the tense, you have to use a given auxiliary. Check the answers as a group.

- a) What *did* Gustave Eiffel *design*? He designed the armature of the statue. b) What *had* the sculptors *created* before starting the works? They had created the plans. c) When *did* Porfirio Díaz *inaugurate* the monument? He inaugurated the monument in 1910. d) What *had* the Americans *made* before the Mexicans inaugurated the Angel? The Statue of Liberty. e) When *was* the Angel *presented* to the public? It was presented shortly before the Revolution.

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



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



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

*This report is about...



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

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

Language Connection



Invite students to go over the Language Connection section to reinforce what they learned in the lesson. Students can redo the exercises, or you can bring new ones. Remember to try to focus the examples to the topic of historic events so students can relate these to what they will write about for the main product of the unit.

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

Portfolio Connection



Encourage students to do research on a topic they may be interested in. In this lesson, the topics are monuments or landmarks with a historical importance to a given community; however, reporting on historical events can be about any other topics related to a legacy of a community, country or the world itself. Students can choose a person in history, how the arts were affected by historical events, or a period of time students can be interested in.

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

Culture Connection



Encourage students to explore an interest they may have or they didn't have the chance to know more of as students are usually guided as to what to study. Check their answers as a group and ask follow-up questions for students to think of different options for their topic.

Lesson 1

Product 8 Report about a Historical Event Step 1

Planning



The final product is for students to write a report on a historical event. Students have to select a topic that they find interesting and research about it. It is important to write a draft, so emphasize that they must focus on the chronological order of the events.

Hands on!



Have students create their teams and decide on a topic in the history of their community, of the country, or the world. Keep track of this information so you can follow up on the team's projects. It is important to assign dates to the final products so students can learn to manage their time and deliver each part of the report.

Looking ahead



Create a sense of expectation by showing students a report written by yourself or one by previous students. It is important to highlight the positive side of the products if you are showing other students' works. These are meant for students to have a reference or an idea of what the final product looks like.

Lesson 1 Self-Evaluation

Draw students' attention to the list of activities. Help them with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud while students decide if they feel sure about, not so sure about, or completely unsure about the topics. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well.

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Product 8 Report about a Historical Event
STEP

1

Planning

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

Hands on!

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

Looking ahead

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

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

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

Achievements

- Identify the key events of a historical event.
- Express the general sense of a text.
- Use accurately tenses to report on a historical event.

Opening



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

Have students look at the images. Pair students up and let them express their ideas about the pictures. Ask them what they know about them, brainstorm their ideas, and write them on the board. Encourage them to tell you what event the lesson is going to be about. Then, invite them to tell you some facts about these important characters in Mexican history.

Answers: Porfirio Díaz, Francisco I. Madero, Emiliano Zapata, Francisco Villa, Venustiano Carranza.



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

Have students read the text in silence. You can also read it yourself. In case you want students to practice their pronunciation, you can invite them, at the end of the exercises, to read out loud. After that, encourage them to identify the main events mentioned and underline them. They can look for the dates as well.

Answers will vary.



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

Have students study the text again and identify key events during the Mexican Revolution. Students can add more key events; however, make sure they do not get distracted with details that are not essential to the historical event.

Possible answers:

The Mexican Revolution began in 1910.	In 1910, Francisco I. Madero was exiled for his political views.	Madero wrote a draft of the Plan of San Luis Potosí.	Emiliano Zapata called people to fight for the land reform through El Plan de Ayala.	On May 25 th , 1911, Francisco I. Madero became president.
---------------------------------------	--	--	--	---



4. Use the chart above to write a draft of a report on this historical event. Pay special attention to the tenses and connectors you use.

Have students work individually for some time. If you do not have enough of it, assign this for homework. This will be useful in future activities to compare progress.

Answers will vary.

Lesson 2

123

This Is a Revolution!

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



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

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

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

The Mexican Revolution began in 1910.			On May 25 th , 1911, Francisco I. Madero became president.
---------------------------------------	--	--	---

4. Use the chart above to write a draft of a report on this historical event. Pay special attention to the tenses and connectors you use.

Lesson 2

Development



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

Have students work in pairs and discuss the sentences. Tell them they do not need to have the right answer at this moment. Have them read the first part of the report on the Mexican Revolution. Monitor as students are on task. Check answers as a group.

Answers:

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



6. Read the text below and choose the necessary linking words to make the sequence more complete. Discuss your answers with a classmate.

Ask students to tell you how the Revolution ended or what important events led to the assassination of Venustiano Carranza. Have students read the text and check their answers. After that, have students do the exercise. Monitor as they are on task. Check answers as a group.

Answers:

1. After that, 2. However, 4. While, 5. Owing to this,



7. Look at the sentences below. Add the necessary punctuation (commas and periods). Read the texts 2 and 6 to help you. Discuss your answers with a partner.

Have students notice how some linking words have special punctuation. This can help them read and understand a text better. Monitor as students are on task. Another way to check the exercise is to copy the sentences on the board and invite students to add the necessary punctuation. Remember to help instead of just overcorrecting.

Answers:

1. They didn't like him as president; however, Porfirio Díaz didn't want to step down. 2. They had many ideas, so they wrote a document. 3. He took the power. Unfortunately, he was assassinated by his enemies. 4. People were unhappy. Consequently, they started to plan a better strategy.

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5. Work with a partner. Read the sentences below. Which of them are key to understand the historical event? Which are irrelevant? Mark the statements with a *K* for key or an *I* for irrelevant.

1. Porfirio Díaz had been in the power for too many years. _____
2. The weather on November 30th was very sunny. _____
3. Francisco I. Madero wrote the Plan of San Luis Potosí. _____
4. Emiliano Zapata wanted to redistribute the land among peasants. _____
5. Porfirio Díaz had a mustache the day he left the presidency. _____



6. Read the text below and choose the necessary linking words to make the sequence more complete. Discuss your answers with a classmate.

Sadly, Francisco I Madero was assassinated by Victoriano Huerta, a counterrevolutionary. 1. *Before that, / After that*, he assumed the presidency. 2. *However, / At the same time*, he was not well received by everybody. Huerta lost many important battles. So, he resigned the presidency and left the country. After that, Venustiano Carranza, a powerful landowner, and Zapata with Villa met to decide the future of Mexico. 3. *While / In contrast*, Zapata and Villa supported the Plan de Ayala, Carranza supported the Plan of San Luis Potosí. Carranza made a draft of a supreme law of Mexico. The final version was finally accepted in 1917. It promised unprecedented economic rights for the Mexican people. Unfortunately, Carranza didn't keep his promises. 4. *Owing to this, / As soon as*, the Revolution continued for many more years until 1920. Carranza was killed, and general Alvaro Obregón finally rose to power.



7. Look at the sentences below. Add the necessary punctuation (commas and periods). Read the texts 2 and 6 to help you. Discuss your answers with a partner.

1. They didn't like him as president however Porfirio Díaz didn't want to step down.
2. They had many ideas so they wrote a document.
3. He took the power unfortunately he was assassinated by his enemies.
4. People were unhappy consequently they started to plan a better strategy.



Go to page 185 to check how punctuation is used with some linking words.

Go to page 185 to check how punctuation is used with some linking words.

Language Connection



Invite students to go over the Language Connection section to reinforce what they learned in the lesson. Students can redo the exercises, or you can bring new ones. Remember to try to focus on examples related to historic events, so students can relate these examples to what they will write about for the main product of the unit.

Closing



8. Think of a historical event you know very well. You can use an event you have recently studied in other classes. You can also read "Historical Events" in your Reader's Book. Then, in your notebook, list around 5 sentences of that moment in history.

Have students think of topics of their interest in terms of history. This topic may be easy as they have already discussed these topics in previous exercises. Have students now think of possible topics to write about. If they show some problems to decide the topic of their report, you can suggest reading the text "Historical Events" in their Reader's Book, so they can find different options to develop the task.

Answers will vary.



9. Write a report about this historical event in two paragraphs. Pay attention to the use of past tenses. Use the lines below.

Encourage students to start writing. It can be useful for them to make a list with the most prominent aspects of the historical event. It could be useful to write an example on the board, write a list and then, try to join the events using linking words. Emphasize that it is important to write a topic sentence (the most important idea in the paragraph) and develop the content base on that.

Answers will vary.

10. Exchange your report with a classmate. Check your classmate's use of past tenses. Mark any mistake. When you finish checking your partner's report, give it back and give each other feedback. Rewrite your report in your notebook paying special attention to the use of linking words and punctuation.

Portfolio Connection



Have students review their classmates' work and underline the past tenses so they can check if they were used correctly in the report. Monitor to clarify doubts. Giving feedback and reviewing someone else's work will be important as students may not have any training on how to proofread a text. In case they notice an important spelling mistake or the text is not understandable, try to go back to those issues later. Just make sure students receive your guidance in these cases.

Answers will vary.



11. Exchange the final version of your report with a classmate. Check the use of linking words and punctuation. Use the chart below to help you. Write a positive comment on your classmate's report.

Once again, have students underline the good use of linking words and punctuation. Underlining helps people identify where the evidence of something is, so they can discuss it, if necessary, later. Tell students to keep all these documents as they can be part of their portfolio.

Answers will vary.

8. Think of a historical event you know very well. You can use an event you have recently studied in other classes. You can also read "Historical Events" in your Reader's Book. Then, in your notebook, list around 5 sentences of that moment in history.
9. Write a report about this historical event in two paragraphs. Pay attention to the use of past tenses. Use the lines below.

10. Exchange your report with a classmate. Check your classmate's use of past tenses. Mark any mistake. When you finish checking your partner's report, give it back and give each other constructive feedback. Rewrite your report in your notebook paying special attention to the use of linking words and punctuation.

11. Exchange the final version of your report with a classmate. Check the use of linking words and punctuation. Use the chart below to help you. Write a positive comment on your classmate's report.

Events ordered in chronological order	YES	NO
Report included key events	YES	NO
Report used past tenses correctly	YES	NO
There is good use of linking words	YES	NO
Punctuation is appropriate	YES	NO

If you have access to a computer, try to write your report in a Word processor. With the help of your teacher you can add titles, subtitles, and pictures. This gives a more professional result to your document as it makes it more readable. In addition to this, edition is easier and quicker.

In addition to reports, in what other ways is history passed on in your community? Is it a word of mouth tradition? How do you know about traditions in your community?

If you have access to a computer. Try to write your report in a Word processor. With the help of your teacher you can add titles, subtitles, and pictures. This gives a more professional result to your document as it makes it more readable. In addition to this, edition is easier and quicker.

Digital Connection



Even though these skills are not developed thoroughly in the language class, encouraging students to make use of technology can help them explore other ways to expand their repertoire of skills for life. Just as with writing, developing these skills need guidance; encourage students to learn how to type on a keyboard, how to make use of essential tools or how to check their spelling, and how to use the Internet to do research effectively.

In addition to reports, in what other ways is history passed on in your community? Is it a word of mouth tradition? How can you know about traditions in your community?

Culture Connection



Depending on the community you are working with, the way in which history is passed from generation to generation can differ. It is important to have an accurate written account that can help history pass on to other generations. You can encourage students to focus on this in their reports.

Lesson 2

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Product 8 Report about a Historical Event Step 2

Have students take a look at what they have done so far. Read options out loud. Ask students to tick those activities they have done so far. Remind students they can use this list to see what they need to do by the end of the unit.

Planning



Help students identify what the chronological order of the report will be. Help them use a chart or a list to order the events. Remind students to use the tenses seen in the lesson so the report is more complete and accurate. They can mix the tenses correctly by using the list with chronological ordered events.

Hands on!



Have students write a draft of around 150 words. Tell them to count the words and divide the text into paragraphs. They could have three paragraphs with a corresponding title with 50 words each. This can ease the burden of writing seemingly too much.

Looking ahead



Create a sense of anticipation by telling students they can improve their writing by having a strategy to write better. Remind students that to become a good writer, they have to do things one step at a time. Tell students they will have the chance to review their work and improve it. However, they have to do their best each time. Have students place their writing in a special place as this will be part of the portfolio.

Product 8 Report about a Historical Event
STEP **2**

Check (✓) the steps you have followed up to this point.

I have decided the topic of the anthology.

I have chosen one topic to write a report on.

I have found sources of information (books, websites, etc).

Planning

Think of the chronological order of the events to write your report on. Think about what tenses you will use, what vocabulary is useful, and what time expressions you will include. Plan what picture or pictures you might help use to support your writing.

Hands on!

Write a first draft of your report. Try to include the most relevant information such as important people, how they participated, how the event changed history, and a conclusion. Your final report will have around 150 words. Ask a classmate or classmates to check the text is understandable. Pay special attention to grammar, spelling, and punctuation.

Looking ahead

Think how you will present the report. You can do it by hand and include pictures drawn by you and your team. You can also opt for an electronic report you can share with your classmates via the Internet. This choice will largely depend on your resources at hand and at school. Your teacher can help you decide.

Lesson 2 – Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you set order of key events in timelines? Go to Activity 7					
• Can you group similar information statements to form paragraphs, using expressions and connectors that show sequence? Go to Activity 7					
• Can you check punctuation and spelling of adverbs and connectors? Go to Activity 8					

Lesson 2 Self-Evaluation

Draw students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud while students tick if they have accomplished, improved, or found it difficult to achieve these objectives. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well.

Achievements

- Identify key events to complete a mind map.
- Make use of possessive pronouns.
- Make use of indefinite pronouns.

Opening



1. Work in pairs. Look at the following graphic and say if you have used it before.

Pair students up and allow them to discuss briefly the task of the exercise. Have students look at the mind map. They may probably know it from other subjects or previous English classes. Brainstorm from students what this mind map is for and how to use it.

Answers will vary.



2. Read the text about World War I in groups. Complete the chart in Activity 1 with information from the text. Use short phrases.

Ask students to read the text in silence. This will help them focus their attention on the content of the text. You can read the text in a clear and paused way too. However, it is best for students to learn how to read on their own. Have students fill out the mind map in Activity 1. Encourage them to underline where the answers in the text are. Check answers as a group.

Answers:

- Countries involved – In the text: Great Britain, France, the United States, Mexico, and Germany.
- Important events – Lusitania disaster, signing of a policy broken, Zimmerman telegram, Treaty of Versailles.
- Agreements – Policy between USA and Germany, Treaty of Versailles.
- Mexico's role – Zimmerman's Telegram

The Zimmerman Telegram can be a historical event you can write a report about. What do you know about it? Do some research at your local library or ask your teachers about this event. What was the exact role of Mexico in World War I?

Culture Connection

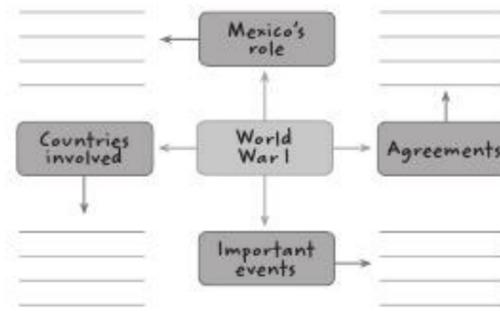


This event has a lot more information to be known about. You can encourage a team to develop their topic on this event in case they haven't decided about one yet. You can also enrich the lesson by bringing more information about this topic in the format of printed text or audiovisual support, such as a video.

Mexico in World War I

Lesson 3

1. Work in pairs. Look at the following graphic and say if you have used it before.



2. Read the text about World War I in groups. Complete the diagram in Activity 1 with information from the text. Use short phrases.

World War I started in August 1914. The world was experiencing a tense situation. While Great Britain, France, and Germany were in war, the United States wanted to stay neutral and be able to sell products to both countries. The British would opt to stop the ships that would do business with the Germans. However, the Germans decided to sink one of the American merchant ships with products. After the Lusitania, a luxury liner, was sunk with 128 American passengers by the Germans, everybody was shocked. Consequently, Woodrow Wilson, the president of the United States at that time, got Germany to sign a policy for submarine warfare. This policy agreed to let passengers of a ship know when a submarine would attack so nobody in that ship could be hurt. However, the German didn't keep their promise for too long. Both the Americans and the British became closer due to the tension they had with Germany. When the British intelligence intercepted a telegram from the Germans to Mexico, this made the United States take more serious actions. Its contents included an invitation for Mexico to become Germany's ally in the war. Mexico had to cause a war in the southwest of the United States. So, the Americans declared the war to Germany in 1918. After the war, the affected nations, especially France, Great Britain, and The United States, decided to sign the Treaty of Versailles so they could reach agreements on how to move on after all the disaster the war left in all the countries involved.



The Zimmerman Telegram can be a historical event you can write a report about. What do you know about it? Do some research at your local library or ask your teachers about this event. What was the exact role of Mexico in World War I?

Lesson 3

Development



3. Read the sentences about World War I. Are they true or false according to the text? Discuss your answers with a classmate.

Ask students to read the text. Remind students they need to answer based on what the text says, so the answer can be supported with evidence. They can also underline where the answer in the text is. Monitor students' work. Check answers as a group.

Answers: 1. TRUE 2. FALSE 3. FALSE 4. TRUE



4. Read the sentences again and complete the chart below. Then, complete the sentences next to the chart with a possessive pronoun. There's an example for you in the chart.

Draw students' attention to the sentences in Activity 3. Ask students to note that *Its position* is a way to avoid repeating "the United States' position." Then, draw the chart on the board. Come up with other examples without using the ones in the book yet. Ask students to identify what the possessive pronouns substitute. The examples do not have to be strictly related to the topic of the unit, so they can have different examples.

Have students work on the task. Check answers as a group.

Answers:

I – Mine	1. Everybody's reports were about Great Britain. But I did something else; mine was about Mexico.
You – Yours	2. Rosie's presentation was better than the rest. Hers included pictures and drawings.
He – His	3. My report will be about the discovery of America. As for your report, Pedro, yours can be about the relationship between India and the British empire.
She – Hers	4. Among the many texts given to the teacher, we felt ours was more complete.
It - Its (possessive adjective)	5. My friend Luis and I are different. My favorite part of the unit is to listen to historical events. His is to read about them.
We – Ours	
They – Theirs	

Go to page 185 to know more about possessive pronouns.

Invite students to go over the Language Connection section to reinforce what they learned in the lesson. Students can redo the exercises, or you can bring new ones. Remember to try to focus the examples on the topic of historic events so students can relate these examples to what they will write about for the main product of the unit.

Language Connection



5. Take a look at the report you did on page 127. Try to include at least three possessive pronouns in your text to avoid repetition of some information. Exchange your writing with a classmate.

Encourage students learn to compare how they have learned. You can make the discovery more controlled by writing on the board sentences they can complete based on their pieces of

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3. Read the sentences about World War I. Are they true or false according to the text? Discuss your answers with a classmate.

	True	False
1. Unlike other countries, such as Britain and France, the position of the United States was different. <i>Its</i> position was neutral towards Germany.	<input type="radio"/>	<input type="radio"/>
2. The response of the British to the American merchant ships was different from that of the Germans. <i>Theirs</i> was more violent.	<input type="radio"/>	<input type="radio"/>
3. After the incident of the Lusitania, people's reactions were of shock. Woodrow Wilson's was wiser. <i>His</i> was to get Germany to pay for the ship they attacked.	<input type="radio"/>	<input type="radio"/>
4. The Zimmerman Telegram included a role for us Mexicans to play in the war. <i>Ours</i> was to start a conflict in the southern part of the United States.	<input type="radio"/>	<input type="radio"/>

4. Read the sentences again and complete the chart below. Then, complete the sentences next to the chart with a possessive pronoun. There's an example for you in the chart.

Pronoun	Possessive pronoun
I	
You	
He	
She	
It	Its possessive adjective
We	
They	

- Everybody's reports were about Great Britain. But I did something else; _____ was about Mexico.
- Rosie's presentation was better than the rest. _____ included pictures and drawings.
- My report will be about the discovery of America. As for your report, Pedro, _____ can be about the relationship between India and the British empire.
- Among the many texts given to the teacher, we felt _____ was more complete.
- My friend Luis and I are different. My favorite part of the unit is to listen to historical events. _____ is to read about them.

Language Connection Go to page 185 to know more about possessive nouns.

5. Take a look at the report you did on page 127. Try to include at least three possessive pronouns in your text to avoid repetition of some information. Exchange your writing with a classmate.

Digital Connection If you have access to the internet. Look up a site that gives you more examples on the topic of possessive pronouns. You can choose another topic from the unit. If you can, print it out, and paste the information on your notebook. If not, write the most relevant information to create a Language Connection of your own!

Portfolio Connection 6. Now, that you have more information about how to use a mind map and how to use it in your reports, take a look at one of the readings from the unit and create a mind map to help you identify key events. Keep it in your Portfolio.

writing, for example: *What I have improved is...*, *What I need to pay more attention to is...*, *One thing I find easier now is...*, etc. Allow students to share their impressions. Self-regulation is a task teachers have to work on regularly so it can be effective.

Answers will vary.

If you have access to the Internet. Look up a site that gives you more examples on the topic of possessive pronouns. You can choose another topic from the unit. If you can, print it out, paste the information on your notebook. If not, write the most relevant information to create a Language Connection of your own!

Digital Connection



In case a computer with access to the Internet is available, encourage students to do more research on topics of their interests from the class. This way they can learn on their own. In case there is not, make sure you know if there is available material in the local library so students can study on their own about topics of the class.

6. Now that you have more information about how to use a mind map and how to use it in your reports, take a look at one of the readings from the unit and create a mind map to help you identify key events.

Portfolio Connection



Encourage students to improve their English skills. It is important for them to select a text and read it again in order to create a mind map. Let them check their previous work so they can have a model to develop their ideas.

Closing



7. Work with a group of five to six classmates. Tick those sentences that are true for the team.

Have students work in small teams and find out if the sentences are true or false for them. They can do this by asking in the team: *Who likes to write in English?* And keeping a record of what the students are answering. After that, invite the teams to report on what they found about their likes and dislikes. You can change the topic given in the book; however, try to focus on the use of indefinite pronouns.

Answers will vary.

Writing properly is important in certain situations. What kinds of things do adults write in your mother tongue? Do adults in your community write in English? What do they write in English in case they do it? Discuss these questions with an adult or more and take notes to present your results in class.

Culture Connection



Have students ask some adults they know about the importance of writing and report it back to class. They can report those answers in their notebooks and then discuss them in class. They can see how important it is for them or not; especially be ready to face lack of interest in writing in a digital era.



8. In teams, transform the sentences above so they are true for your team. Report the results to the group. For example:

Ask students to report their results to other classmates in case they have not done it in the previous exercise. Students need to focus on the use of indefinite pronouns. Students can invent their own sentences to refer to other members of the group and have their classmates guess which person is. Remind students to keep the descriptions respectful.

Answers will vary.



9. Complete the following sentences using one of the options so they are true for your context at school.

Ask students to work on transforming the sentences by choosing the best option. Students can create their own based on their own life. Monitor as students are on task. Invite some volunteers to say the answers out loud.

Answers will vary.

10. Write one or two sentences using the words in Activities 7 and 9 above (everybody, no one, somebody, etc.) to complement the report you wrote on page 127. Write your sentences below. Look at one example from the text about World War I on page 129.

Portfolio Connection



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7. Work with a group of five to six classmates. Tick those sentences that are true for the team.

1. Everybody in the team likes to write in English.
2. Someone in the team loves to read about history.
3. No one in the team speaks French.
4. Somebody in the team has visited different cities.
5. Nobody in the team dislikes English.
6. Everyone in the team reads a lot.



Writing properly is important in certain situations. What kinds of things do adults write in your mother tongue? Do adults in your community write in English? What do they write in English in case they do it? Discuss these questions with an adult or more and take notes to present your results in class.

8. In teams, transform the sentences above so they are true to your team. Report the results to the group. For example:

1. Everybody in the team likes to write in English. Someone likes to write in English. That is Maria.

9. Complete the following sentences using one of the options so they are true to your context at school.

1. Everyone / No one in my school wears a uniform.
2. Someone / No one in my school has a pet at home.
3. Not everybody / Everybody in my class is respectful.
4. Somebody / Everybody in my class lives near the school.
5. Nobody / Not everybody in my class is punctual.



10. Write one or two sentences using the words in Activities 7 and 9 above (everybody, no one, somebody, etc.) to complement the report you wrote on page 127. Write your sentences below. Look at one example from the text about World War I on page 129. Include it in your Portfolio.

"After the Lusitania, a luxury liner, was sunk with 128 American passengers by the Germans, everybody was shocked."

11. Add the sentences to you text from page 127. Ask your classmate to compare what you wrote on page 120. What are the most important differences in content? Which one looks more complete and well-written? Give positive comments on your classmate's progress. For example:

"I see your report has more information. It is divided in chronological order and paragraphs. You have a good use of punctuation marks"

Encourage students to use indefinite pronouns to complement their reports. Direct them to the example. You could also elicit some other ideas from the class before having them work on their own.

11. Add the sentences to you text from page 127. Ask your classmate to compare what you wrote on page 120. What are the most important differences in content? Which one looks more complete and well-written? Give positive comments on your classmate's progress. For example:

Giving feedback to peers can be difficult without the proper model and guidance. Without having a clear idea of what to observe, feedback can turn into mere opinions which can be useful or not. Having clear guidelines as to what to give feedback on is necessary.

Answers will vary.



Lesson 3

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Product 8 Report about a Historical Event Step 3

Have students take a look and what they have done so far. Ask the students to tick those activities they have done so far. Remind students they can use this list to see what they need to do by the end of the unit.

Planning



Take an active role in the presentation of the historical events. Prepare a short speech to welcome the visitors. Make sure students have time to prepare a short monologue per team so they can introduce the topic. One person per team will talk for one minute or two maximum.

Hands on!



Allow students to write a second draft of their report now with all the information from the lessons. They can always go back to the previous pages of their book to check they are including all the necessary elements for their reports. Remember to encourage students to take one step at a time while writing. First, checking the chronological order of the events, then what events were key to the main topic to be described, finally, everything related to grammar, linking words, and punctuation.

Looking ahead



Create a sense of achievement by telling students to compare in pairs the first report they wrote with the last version of the report they have written. It is important for students to know that the first time they write a formal report can be hard; however, as they get used to working with a method, this writing process will be easier.

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Product 8 Report about a Historical Event
STEP

3

Check (✓) the steps you have followed up to this point.

I have thought about how to organize my team to present the anthology.

I have written a 150-word draft to present as part of the anthology.

I have given feedback to a classmate on their report.

Planning

Think about how you will present the anthology so your classmates or invited people can appreciate it. Also, prepare a short presentation summarizing the most important part of your report without saying everything on it. This short presentation can be rehearsed. At the same time, use a list to check all the members of your team have written a good report.

Hands on!

Write a second draft of your work based on comments made by your classmates or teacher. Remember your text should have 150 words. Ask a classmate or classmates to review your text. Pay special attention to grammar, vocabulary, punctuation, and spelling.

Looking ahead

Start thinking how you will present the anthology with your team. With your teacher, ask about the possibility of having other students from different classes to show your anthologies. These can also be part of a bulletin board at school. Use your creativity to show your final product.

Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means Needs improvement; 2 means Satisfactory; 3 means Awesome. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals
express general meaning of a text.				Go to Activity 9
group similar information statements to form paragraphs, using expressions and connectors that show sequence.				Go to Activity 10

Lesson 3 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud while students tick if they think they need to improve, if their development has been satisfactory or if they felt awesome. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson.

Product 8 Report about a Historical Event Step 4

Final steps

Help students organize the way in which they will present their historical events. This organization can imply a more formal event with parents, and students from other groups involved to a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve.

Have students present in a chronological order by teams. This can help the guests understand how the presentation will be organized. You can organize a gallery-like presentation of the reports so guests and students can walk around the room or area where the reports are.

Allow guests to ask questions about the topic. However, focus on language production and not necessarily on how much students know about the topic.

Go back to the questions on page 120. Have students read the questions again and see if they can answer them differently after having done all the work in the unit.

End of unit Self-Evaluation

Draw students' attention to the list of activities. Read them out loud as student tick which they can or can't do. Allow students to use a question mark or draw a serious face if they do not feel very sure about how well they can do the activities in the list. Ask students to tell you what they liked the most and what they did not like. Tell students what you learned from the unit and share it with the them. The teaching learning process is of a two-way street in which both parties have something important to share.

Teacher's Tip



The core of the teaching process during this unit is to teach students that to achieve a more professional piece of writing, they need to constantly write and focus on specific things until these become more automatic to them, that is, how to organize their thoughts into paragraphs, how to use accurately some tenses, or how to proofread their texts.

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Final steps

- You can put together with your team the reports you created about the same historical event in chronological order. You can give an oral overview of the different chapters of your anthology.
- If parents or other people were invited, make sure all the teams present their topics in a chronological order, that is, the teams talking about ancient cultures go first, then those talking about the Middle Ages, for example, and finally those talking about the Modern Era.
- Give feedback to your classmates.
- Invite questions from the audience as long as they are in English.

Alternative products

- Newspaper or bulletin board** with events that took place in the historical moment your team and you decided on. You can give a spoken overview of what the newspaper articles are about. If it were possible, share a version of your newspaper.
- Poster** that you can use as a visual support to talk about the historical event. Try to give as much information as possible to your classmates.

End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What historic events are more interesting?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 120. What other ideas can you add to your answers? Would you say that now you know more about a historical event and how to describe them? What can you use this knowledge for?

Reader's Connection

1. Read the text about the invention of the printing press. Which of the options below best describes each paragraph?

Answers:

Paragraph 1. a. Who the scribes were.

Paragraph 2. a. The use of different techniques.

Paragraph 3. a. Gutenberg improves the Chinese invention.

2. Read the text again. Mark whether the statements are true or false. Answer according to the text.

The first book known is a text called *The Diamond Sutra*. "T"

The first books were written by hand. "T"

The Chinese used carved stone blocks. "F"

Gutenberg started using wooden movable type. "F" Gutenberg printed the Bible with his machine. "T"

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Reader's Connection

1. Read the text about the invention of the printing press. Which of the options below best describes each paragraph?

Paragraph 1

a. Who the scribes were
b. The first book in history
c. A Buddhist sacred book

Paragraph 2

a. The use of different techniques
b. The first printed books
c. The Chinese carving method

Paragraph 3

a. Gutenberg improves the Chinese invention
b. The definition of a metal smith
c. A man changed history

2. Read the text again. Mark whether the statements are true or false. Answer according to the text.

	True	False
a. The first book known is a text called <i>The Diamond Sutra</i> .	<input type="radio"/>	<input type="radio"/>
b. The first books were written by hand.	<input type="radio"/>	<input type="radio"/>
c. The Chinese used carved stone blocks.	<input type="radio"/>	<input type="radio"/>
d. Gutenberg started using wooden movable type.	<input type="radio"/>	<input type="radio"/>
e. Gutenberg printed the Bible with his machine.	<input type="radio"/>	<input type="radio"/>

1. Write a report on a historical event. Remember to check the chronological order of the events the right tenses, good spelling and vocabulary, and punctuation, too. Have students write a report on a topic they are familiar with in a given amount of time. In case they do not remember specific details of names, ask students to write what they know so they do not waste time recalling information which may be important, but not essential for the task. You can prevent this by asking students to do research on a topic as they will write about it during the evaluation. They can bring the names, dates, places, etc. on a piece of paper, but they cannot do the writing before.

2. Exchange your report with another classmate. Read their report and answer these questions. Identify where the information is in the text. In case you do not find it, write in the answer: "Not found in the text". Ask students to take a look at the chart and read a classmate's report. They should be able to answer the questions with a short phrase taken from the report given by their classmates. In case the information is not included, the students need to add it later. The last question is important, so students reflect that they can learn something from their peers.

Evaluation 133

Unit
8

1. Write a report on a historical event. Remember to check the chronological order of the events the right use of tenses, good spelling, vocabulary, and punctuation, too.

2. Exchange your report with another classmate. Read their report and answer these questions. Identify where the information is in the text. In case you do not find it, write "Not found in the text".

a. When and where did the historical event take place?

b. Who were involved in the event?

c. What were the most important moments of this event?

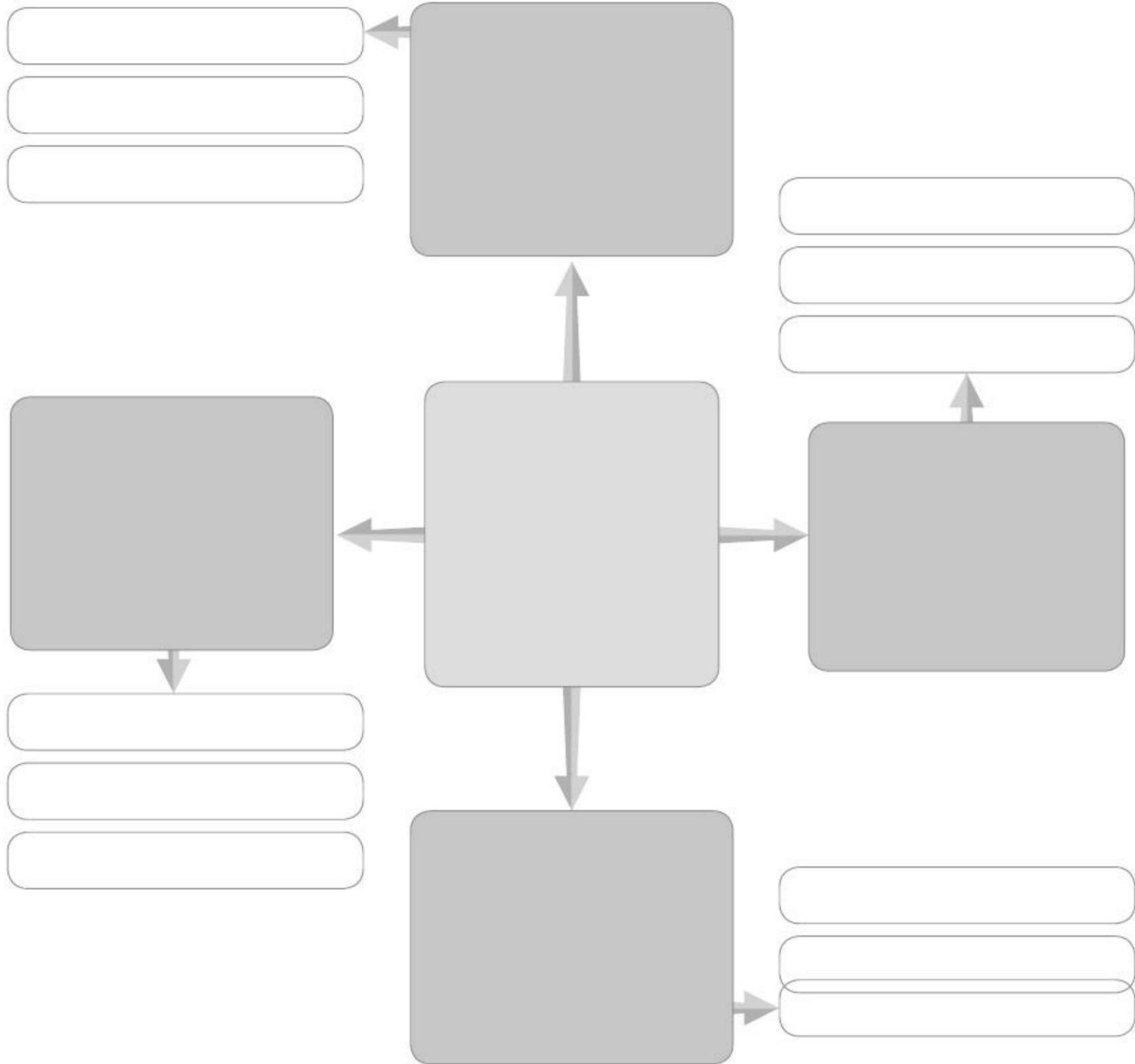
d. How did this historical event end?

e. What did you learn from this report?

Collection of evidence template

Mind map

Choose one of the texts from the unit and complete this mind map. Include key events and supporting details.



Evaluation instrument

Questionnaire

1. Complete the following questionnaire with information from the final products of other teams.

a. When and where did the historical event take place?

b. Who were involved in the event?

c. What were the most important moments of this event?

d. How did this historical event end?

e. Is the report written using different past tenses?

f. Does the report include different linking words?

g. Does the report have correct punctuation?

h. What did you learn from the report you read?

Unit 9

Let's Describe Unexpected Events!

Social practice of the language:

Interpret and offer descriptions of unexpected events in a conversation.

After finishing this unit, students will be able to:

- Listen to and value descriptions of unexpected events in a conversation.
- Interpret main sense, the main ideas, and details of a description of unexpected events.
- Describe unexpected events

Final product: Description of an unexpected event.

Achievements

- Identify the final product of the unit.
- Activate previous knowledge.

Opening



Divide the group in teams of three to four. Ask students to describe the image. Ask students to think why the guy is up in the air. Have students discuss if they have been in an unexpected event. Invite volunteers to talk. Ask follow-up questions. Listen actively and respectfully.

Teacher's Tip



Listen to your students actively and ask questions based on what they say, not only to correct them. Show authentic interest in what they say to create a better environment in class.

Development



Have students work in groups of four. On a piece of paper, ask students to write answers to the questions on the cover page. The answers should be written randomly on the piece of paper. Students will discuss the sentences and respectfully agree or disagree with the answers. Ask students to work with other group to play and listen to their opinion. Invite some students to participate.

Teacher's Tip



If your group is competitive and very active, ask them to write as many answers as possible. The winner is that with more answers with almost no communicative or grammatical and lexical mistakes. Remember that for contests and competitions, you have to set clear guidelines.

Unit 9

Let's Describe Unexpected Events

In this unit you will listen to and read different unexpected events, so you can describe one that happened to you.

- › How can you describe an unexpected event effectively?
- › How can describing events help you become a better listener and speaker?



Social practice of the language:
Interpret and offer descriptions of unexpected events in a conversation.

After finishing this unit, you will be able to:

- Listen to and value descriptions of unexpected events in a conversation.
- Interpret the main sense, the main ideas, and the details of a description of unexpected events.
- Describe unexpected events.



Closing



BPA 1 Project image. Ask students to look at the natural phenomena.

Ask students to describe them for one minute as much as they can. Tell students to mention what damages these phenomena can cause. Monitor as students are on task. Ask 4 teams to share their opinions. Praise good contributions and log important communication mistakes to correct them at the end.

Reader's Book



In the section Reader's Book, the student will read the text "Unexpected Situations: Testimonials" where students will find people talking about different risky situations they faced and survived.

Achievements

- Identify the main parts of a description of an unexpected event. Distinguish attitudes and emotions.

Get connected!

Have students look back on the final product and write down a short description of the unexpected event portrayed in the images. Even though, the final product is spoken, the written account can help them compare what they currently know and how much they have achieved by the end of the unit.

Opening



- Look at the following pictures. Discuss the situations with a partner and write complete sentences in the lines provided.

Pair students up. Ask them what it is happening in the pictures. Write their ideas on the board. Provide vocabulary such as fire, firefighter, hailstorm, storm, earthquake, etc. Then, ask them to write complete sentences:

They are firefighters. There is a fire.



- Look at the pictures: How do Liza and her mom feel? How do you know? Discuss your opinion with a classmate.

Ask students to discuss if emotions have any effect on the way they speak. Have students discuss the questions and choose the most suitable option. Encourage students to use the follow-up questions. Make with the students a list of more follow-up questions if possible.

This activity does not have one correct option, but it allows students to justify their answers.



- Listen to Liza, a secondary student, talking about an emergency in her community. Did you guess correctly how they felt?



Write the following words on the board: "people in the event," "Liza's mom" and "Liza." Write a blank in front of them. Play the audio twice. Ask some volunteers to write the answers to these questions. Ask students to justify their answers.

Possible Answers: 1. Serious 2. Worried 3. Calm 4. No correct answer

Lesson 1

137

This Is an Emergency!

- Look at the following pictures. Discuss the situations with a partner and write complete sentences on the lines provided.



- Look at the pictures: How do Liza and her mom feel? How do you know? Discuss your opinion with a classmate.



Liza's mom



Liza

- I think that Liza's mom looks *worried* / *serious* / *calm*.
 - In my opinion, Liza's mom looks *happy* / *excited* / *worried*.
 - I feel like Liza seems to be *excited* / *calm* / *serious*.
 - If I were in a similar situation, I would feel...
- Listen to Liza, a secondary student, talking about an emergency in her community. Did you guess correctly how they felt?

Teacher's Tip



Identifying one's emotions should not be segregated from learning a language. To convey the right message, you need to identify how you are feeling, what makes you feel that way, who you have to say it to, and how you will transmit the right message. Students need guidance from an adult, so they can learn to do it when they need it in their own adult life.

Lesson 1

T 164

Development



4. Listen to the interview again. Answer the questions below with a short phrase. Check your answers with a classmate.

Before doing the exercise, remind students of the objective of the unit. Ask students to tell you how the description on Activity 1 is organized and what information is included. In case it is too easy to answer for your group, ask them to identify the grammar tenses.

Ask students to answer the exercise individually. Then, write the number of the questions on the board. Finally, ask some volunteers to write their answers to check them as a group. Stress the importance of not writing at this point whole sentences, but key ideas.

Answers: 1. Liza, Liza's mom, her dad, firefighters and people. 2. Last Thursday at around two. 3. At Annie's father work, the building Annie's father work. 4. The ceiling of the building collapsed. 5. There was a flood in the building. 6. The firefighters rescued the people trapped.



5. Classify the answers in Activity 4 in the column "Liza's description" depending on where they belong in the story: beginning, development, or conclusion.

Ask them why it is important to identify the parts of a description of an event such as Liza's (it is because it helps people follow the speaker better and ask pertinent questions to know about an incident).

Ask students to copy their answers to the previous exercise in the corresponding column. Monitor as students are on task. Check answers as a group.



6. Think of a similar situation you had. Use the questions in Activity 4 and the column "My Description of an event" in Activity 5. Remember to write key words or phrases. Take turns to ask questions to know more. Follow the example below:

Ask students to think of a similar situation of that of Liza's. Ask them to write the general idea in one sentence on a space in their books. Ask a strong student to help you fill the chart out step by step. Another approach is to create a collective description of an event. At the end, you describe the event based on what the whole group created. Encourage students to ask you questions so you speak more. After that, ask students to work on their events individually. Set a time limit so they focus on the task. Have students tell their descriptions to different classmates.

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4. Listen to the interview again. Answer the questions below with a short phrase. Check your answers with a classmate.

- Who were involved?
- When did it happen? What time?
- Where did it happen?
- What happened?
- How did this event affect the people involved?
- How did it end?



5. Classify the answers in Activity 4 in the column "Liza's description" depending on where they belong in the story: beginning, development, or conclusion.

	Liza's description	My description of an event
Beginning		
Development		
Conclusion		



6. Think of a similar situation you had. Use the questions in Activity 4 and the column "My description of an event" in Activity 5. Remember to write key words or phrases. Take turns to ask questions to know more. Follow the example below:

I remember that there was an explosion in the factory where my uncle works. It started at around 5 pm on a Friday afternoon.

How terrible! How did you feel when you heard the news?

Actually, my uncle helped other people during the emergency...

Connecting you
How good are you at describing unexpected events?

Language Connection Go to page 186 to learn more about narrative tenses.

Connecting you

Ask students to read the questions. Have them write their answers in sentences. Have students compare their answers and discuss the questions. The objective is for students to reflect on their own performance and how it can be improved. Elicit answers from a few students and, if possible, give pieces of advice.

Explain to students that when we are narrating a story, it is important to use the appropriate tense, regularly those ideas are expressed in past. It is very useful to order the ideas in chronological order to know what kind of tense we are going to use.

Language Connection



Closing



7. Listen to some phrases from people interviewed at Liza's father's workplace after the flood. Identify what kind of emotions the speaker may be feeling. Discuss your answers with a classmate.



Ask students to brainstorm suggestions to prevent what happened at Liza's father's workplace. Write the suggestions as sentences not complete paragraphs. Write these on the board. Ask students to brainstorm what emotions people in such a situation may feel.

Ask students to choose one suggestion and one emotion and say it to the group. The group has to guess what emotion the student is trying to reflect.

Ask students to do the exercise. Play the audio twice. Ask students to say the answer using the emotion they guess they heard.

Answers: 1) excited 2) surprised 3) curious 4) angry 5) calm



8. Practice with a partner saying the phrases above but showing a different emotion. Have your classmates guess how you were feeling. Take turns saying the phrases above or phrases from another narration.

Have students focus now on saying things with the right emotion. Emphasize that meaning is also transmitted by how you say things, not only with being grammatically correct.

9. Model the activity so students know what to do. Encourage students to create conversations, rather than reciting some memorized text. Allot some time for them to practice. Monitor as students are on task. Give feedback and allow for a second round if necessary.

Portfolio Connection



If the group is too competitive or hyperactive, create a competition in which one team tells a narration and the other has to ask pertinent questions. If the team member communicates correctly, the team gets a point.

Ask students to think of the role of emotions in their community. In some cultures, expressing emotions is not well regarded, while in some others, people are more aware of how they are feeling and can name exactly how they feel.

Culture Connection



7. Listen to some phrases from people interviewed at Liza's father's workplace after the flood. Identify what kind of emotions the speakers may be feeling. Discuss your answers with a classmate.

- a. Sam: "The firefighters came very quickly." (excited / angry / calm)
- b. Diane: "Suddenly the ceiling collapsed!" (happy / angry / surprised)
- c. Reporter: "How did you feel at that moment?" (surprised / curious / bored)
- d. Adam: "Why the authorities didn't check the building before?" (excited / angry / surprised)
- e. Liza: "I knew my father would be all right." (bored / calm / excited)

8. Practice with a partner saying the phrases above but showing a different emotion. Have your classmates guess how you are feeling. Take turns saying these phrases.

Portfolio Connection

9. Work with a partner. Describe the same narration you did in Activity 5. Practice showing the right emotions when speaking. Remember not to memorize the narration. Describe it as if you were in a conversation. Take turns asking questions to know more. Follow the example below.



Culture Connection

In English, saying things showing your emotions is important to send the right message. Ask your family or friends how emotions play a role when speaking in your mother tongue. Can you identify the emotions people feel when they are talking to you? Do you think it is important to improve communication with the people in your community and from another country?

Digital Connection

Look up a clip from a movie. Use a web search engine and type 'learn English with movie clips.' Choose a movie clip and identify what emotions they transmit through the tone of voice and the message sent. Encourage your teacher to bring a short movie clip you can use to imitate in class.

Bring a movie clip to the class. Show students how shadowing, repeating what another people say using the same prosaic features, helps them to be more fluent in the language. The task may be difficult, so make sure the clip has subtitles in English, so it is easier for students to connect the written word to the sounds. Make sure they don't read as it is written, though. Spelling and pronunciation in English almost never go hand in hand.

Digital Connection



Lesson 1

T 166

Product 9 Let's Describe an Unexpected Event Step 1

Planning

Plan beforehand how you will organize the activity. This will largely depend on the number of students you have. Think about the space you can use and the time for the lesson. Go over each question with the students. Model the answers so they can see the criteria of success. Listen to your students' ideas and suggestions.

Hands on!

Ask students to look back on the unexpected events in the lesson. Explain briefly that these descriptions have parts. Tell them to use the chart in exercise 5 to create a draft of their description of an unexpected event. Ask students to think of a possible title for their description. Monitor students when they are on task.

Looking ahead

Create a sense of expectation. Tell students that they are going to create a visual support to tell the narration. Remind students that they will present this visual support and the description of the unexpected event as a final product of the unit.

Lesson 1 Self-Evaluation

Direct your students' attention to the list of activities. Help with difficult vocabulary so they can concentrate on their performance during the lesson. Read the items out loud. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

140 Product 9 Description of an unexpected event STEP 1

Planning

In this unit you will describe an unexpected event. With the help of your teacher, work on the following aspects of your product:

- Think of three different unexpected events that you want to share with your group.
- Think of a working title for each of the descriptions. You can change these titles later if it is necessary.

Hands on!

Use the chart in Activity 5 to identify each part of the descriptions. Write short phrases; these will only guide you during your descriptions. Give a title to each one of your unexpected events.

Looking ahead

At the end of the unit, you will talk to different classmates about their unexpected events and choose the most interesting / the most unexpected from the group. Make sure you structure correctly your narration, so it is easy to understand. When presenting the event, ask questions to know more about it. The description should not take more than 90 seconds.

Lesson 1 – Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...	Yes	Not sure
identify emotions and attitudes from other people.	<input type="radio"/>	Good! Go to Digital Connection
identify the main ideas and details of a narration.	<input type="radio"/>	Well done! Activities 3 and 7
classify parts of an unexpected event description.	<input type="radio"/>	Keep it up! Go to Activity 7
determine the sequence of a narration.	<input type="radio"/>	Good! Go to Activity 5
identify how we also transmit the message using the voice.	<input type="radio"/>	Good job! Go to Activities 8 and 9

Achievements

- Identify the main ideas and supporting information.
- Identify and apply direct and indirect speech.
- Interpret context clues.

Opening



- 1. Read and listen to two students talking about events that happened in their community. Each story will stop almost at the end of the story. Discuss with a classmate what the outcome of each story might be. Write your answer on the pace provided. Then, continue listening and write the actual ending.**

Help students with the vocabulary (first reading: laboratory burner and earthquake). Ask students to think what event can happen related to these items. Have students work in pairs. Then, get their attention before playing the listening activity. Ask students to read the instructions. Play the audio twice. Ask students to write their version of the ending. Ask volunteers to share their answers. Play again so students can write the actual ending.
- 2. Write a title on top of each story in the space provided. Discuss with your classmates why you opted for that title.**

Have students work in the exercise. Monitor as students are on task. Listen to their answers. Make sure the title helps the listener or reader know the general idea of the description. Write a few titles on the board.
- 3. Discuss with a partner how you react in similar situations. Follow the examples:**

Model the activity so students know what the criteria of success is. Ask a volunteer and include follow-up questions. Allow students to work for some time. Monitor as students are on task. Give feedback at the end.

Have students brainstorm different emergencies at school. You can opt to brainstorm as a group, so students can choose from the list you all created. When they have one emergency to talk about, ask students to think what steps are necessary for people to be safe and sound when one of these emergencies takes place. In case the group wants to talk about the same emergency, they can discuss what to do before, during, and after the emergency.

Culture Connection



Unexpected Events!

Lesson 2

141

- 1. Read and listen to two students talking about events that happened in their community. Each story will stop almost at the end of the story. Discuss with a classmate what the outcome of each story might be. Write your answer on the space provided. Then, continue listening and write the actual ending.**

Unexpected event 1:

As every Tuesday, my classmates and I took our science class in the school lab. We did a few experiments heating substances. It was around 8 a.m. Once we had finished, we left the lab for our next class. Unfortunately, Bryan, one of my classmates, forgot to turn off one of the Bunsen burners we were using. An hour later, we heard a loud noise and then we smelled the smoke. Our English teacher's reaction was quick: He told us, "Leave the room in order." The other groups were taken to the playground. The school staff gave us clear directions and Mr. Wilson, the school principal, told us, "Please keep calm and go down the stairs." Suddenly, we heard a hissing noise coming from the lab...

Your ending of the story:

The actual ending of the story:

Unexpected event 2:

Last Monday, at around 11 a.m., we were going up to our classroom when suddenly the building started to shake. Our teacher immediately followed the earthquake safety protocols and started to give us directions, "Go back to the playground," he told us. He also reminded us, "Walk fast and in order." One of the school staff members said, "Look for the meeting points marked in green." Mr. Smith, one of the janitors who was mopping the floor at that moment, told us, "Be careful because the floor is wet!" One of my classmates told me, "Please help me with my bag." She seemed very upset because of the earthquake. A few minutes later, we heard some voices outside the school...

Your ending of the story:

The actual ending of the story:

- 2. Write a title on top of each story in the space provided. Discuss with your classmates why you opted for that title.**

- 3. Discuss with a partner how you react in similar situations. Follow the examples:**

A: During an earthquake, I usually...

B: If there is a fire in my home, I have to...



Culture Connection

What are some unexpected events you have lived at school? What are the steps to follow? Can you remember the steps by heart? Create a mini-poster signaling what to do in an emergency.

Ask students to present their posters. You can carry out a drill in English in case it is allowed by the institution you are at.

Teacher's Tip



In case students need vocabulary to do a given task, prevent this by bringing vocabulary activities so students focus their attention on the vocabulary of the day. Depending on your premises, you can write scrambled key words on the board; you might want to create word maps in categories, collocations with key expressions, reviewing previously seen vocabulary through images, etc.

Lesson 2

T 168

Development



4. Answer the following questions. Compare with a classmate.

Ask students to work in the exercise. Encourage them to find where in the text the answer is. Play the audio again if necessary. Check answers as a group.



5. Listen to the descriptions again. Find a sentence similar in meaning to the sentences in the chart. Check your answers in teams. More than one answer is possible. There's an example for you.



Have your students identify in the text sentences similar in meaning. Do the first exercise with the group in case they find the task difficult or new. Monitor as students are on task. Have students check their answers as a group.



6. Match the sentences to reflect things that happened to you recently. Check your answers with a partner. More than one answer is possible. Follow the example:

Encourage students to do a few sentences using the model. Tell them to make them as close as possible to their lives. Ask students to do peer-review to check the structure is correct and understandable. Monitor as students are on task. Ask some volunteers to share their answers.



7. Add the examples you made in Activity 6 to a narration. Take turns transforming the sentences from direct to indirect speech.

Allow students to look back on page 138 in their student's book. Encourage your students to follow the questions and chart in exercises 4 and 5 respectively. This will help them create or remember the description better. Ask a few volunteers to say their narrations out loud.

Ask students to ask questions regarding direct and indirect speech. Ask students to study the section Language Connection in pairs and check if it answers their questions.

Language Connection



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4. Answer the following questions. Compare your answers with a classmate.

1. What caused the incident in event 1?
2. What was causing the hissing noise in event 1?
3. How did they notice there was an earthquake in event 2?
4. Whose voices were the ones they heard outside the school in event 2?



5. Listen to the descriptions again. Find a sentence similar in meaning to the sentences in the chart. Check your answers in teams. More than one answer is possible. There's an example for you.



Direct speech	Indirect speech
1) He told us, "Leave the room in order."	a) He told us to leave the room in order.
2) _____	b) The school staff reminded us to keep calm...
3) He told us to go back to the yard.	c) _____
4) He reminded us to walk fast and in order.	d) _____
5) _____	e) One of the janitors warned us to be careful...
6) One of my classmates asked, "Help me with my bag."	f) _____



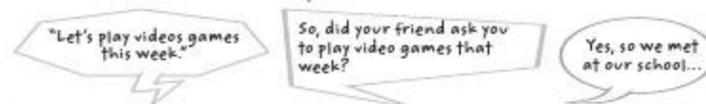
6. Match the sentences to reflect things that happened to you recently. Check your answers with a partner. More than one answer is possible. Follow the example:

My mother/father	told	me		to	play...
My best friend	asked	you			go to...
Our teacher	wanted	her / him / it			do homework...
Some classmates	needed	us / them			visit...

My best friend asked me to play video games with him last week.



7. Add the examples you made in Activity 6 to a narration. Take turns transforming the sentences from direct to indirect speech.



Language Connection

Go to page 186 to learn more about direct and indirect speech.

Teacher's Tip



Teacher's Tip: The section Language Connection can be tackled in many different ways. Study your group so you can train them to discover the grammar rules through very controlled exercises. You need to constantly train your students to think deductively so they can transfer these abilities to other areas of study or their lives.

Closing



8. Work in pairs. You will listen to Paul describing an accident Kevin had. Look at the pictures and discuss: What kind of accident did Kevin have? Then, listen to the description and order the events.



Ask students to read the instructions. Play the audio twice. Check answers as a group.



9. Read the phrases from the description above. Then discuss and take turns to answer the questions below.

Ask students to work in pairs. Have them discuss what the words are about and how these can be used.

Answers: 1. Sequence 2. First 3. Finally 4. Answers may vary.



10. Think of a story a friend or a relative told you, similar to Paul's. Write three to four key words on your notebook. Ask a classmate to guess what the narration is about. Then, tell the actual narration to them. Ask questions to know more. Take turns describing your event.

Clarify students what context clues are: help from spoken or written texts to understand it better. Make sure they understand that their guesses are useful whether they are right or wrong as these give them an idea of what the text could be about.

11. Encourage students to read "Unexpected Events: Testimonials" ask them to summarize the main ideas. Group students and ask them to select one of testimonies. Then, tell them to select four events, illustrate them, and write ideas related to each illustration.

Portfolio Connection



Family and Community 148



8. Work in pairs. You will listen to Paul describing an accident Kevin had. Look at the pictures and discuss: What kind of accident did Kevin have? Then, listen to the description and order the events.



a. _____ b. _____ c. _____ d. _____



9. Read the phrases from Kevin's accident. Then, discuss and take turns to answer the questions below.

First, our teacher told us how to organize the information...

Then, when Kevin wanted to get down the stairs, he tripped...

Immediately after, the Mrs. Grant, some of our classmates and I tried to help...

After a few minutes, the ambulance arrived...

They **finally** took Kevin to the hospital.

1. What do the words in **bold** help you to describe? **purpose / sequence / reason.**
2. Do you know similar words to help you describe events?



10. Think of a story a friend or a relative told you, similar to Paul's. Write three to four key words on your notebook. Ask a classmate to guess what the narration is about. Then, tell the actual narration to them. Ask questions to know more. Take turns describing your event.

Portfolio Connection

11. Create a paper-size poster with four pictures. Each picture should have a description of what it is. These four images should be related to the text "Unexpected Events: Testimonials" in your Reader's Book. They have to reflect something one of the main characters lived. Follow the example below. Keep your work in your Portfolio.



"There was a short circuit in my bedroom when I was in my English class."

Lesson 2

T 170

Product 9 Description of an Unexpected Event Step 2

Have students take a look at what they have done so far. Read out loud the options. Ask students to tick those activities they have done so far. Remind the students they can use this list to see what they need to do by the end of the unit.

Planning

Have students answer the question. You can propose displaying the visual supports as in an art gallery. This way people will try to predict what the event was about, and then, the students will confirm or tell the actual description of the unexpected event.

Hands on!

Allow students to tell you the story they have thought about presenting. Give feedback on what they can focus on. They can focus on the use of grammar tenses, the right pronunciation, or using a visual support to help them remember the description without memorizing it.

Looking ahead

Create a sense of expectation by telling students they have now to create a final version of the visual support. Tell students they will have time to practice their description with a visual support so they can say it to people different from their classmates.

Lesson 2 Self-Evaluation

Take your students attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out loud. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

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Product 9 Description of an unexpected event
STEP

2

Check (✓) the steps you have followed up to this point.

I have thought about possible unexpected events to describe.

I have thought about the titles for these events to be described.

I use the chart to include important information and structure to my description.

Planning

In this unit you will describe an unexpected event. With the help of your teacher, work on the following aspects of your product:

- How will you present the description? Remember you don't have to memorize it. You will talk it over with your classmates as in any conversation. Use a supporting image, so your classmates can predict what may have happened to you, then you start narrating the event. You can use scattered images on a poster, or one part of the story in a drawing, or you can even use key words to create expectation.

Hands on!

Create a draft of the supporting image that will help you as a visual guide to describe an unexpected event. You can also paraphrase the story working on pronunciation features practiced in class, for example, how you can express meaning through the voice (see page 139). Focus on the main ideas.

Looking ahead

At the end of the unit, you will talk to different classmates about their unexpected events and choose the most interesting / the most unexpected from the group. Make sure you structure correctly your description so it is easy to understand. The description should not take more than 90 seconds.

Lesson 2 – Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
• Can you identify main ideas of a written or spoken text? Go to Activities 1 and 2.					
• Can you identify information that supports or explains a point? Go to Activity 4.					
• Can you use context clues to understand better? Go to Activity 4.					
• Can you say things with direct and indirect speech? Go to Activities 5 to 7.					
• Can you change direct to indirect speech? Go to Activities 5 to 7.					
• Can you use words and phrases to sequence a narration? Go to Activities 9 to 10.					

Achievements

- Negotiate meaning by using speaking strategies.
- Repair communication.
- Analyze changes of style.

Opening



1. Discuss these questions with a classmate.

Read the questions. Ask students to work in pairs and brainstorm the answers to the questions. Ask volunteers to write some of their ideas on the board. Help students with vocabulary related to the questions.



2. Read and listen to the testimonies. "Last Sunday's afternoon our town was severely hit by one of the worst hails in recent years, many people were taken by surprise when the natural event took place. Here are a few testimonies." What event are they talking about?



Ask students to read the instructions. Write in the board the question: What event are they talking about? Play the audio once. Ask students to answer the question and say one thing they remember from the descriptions.



3. Match the numbers, in Mr. Lopez's description to a number in Mario's description. There's an example for you. Then, discuss with a classmate why Mario doesn't say the exact words.

Ask students to pay attention to the phrases in bold type. Emphasize these phrases can be used when they have forgotten an exact word. Ask students to do the exercise individually. Then, let them compare. Finally, check answers as a group.

Answers: a) 1 b) 3 c) 2 d) 5 e) 4



4. Work in teams of three. Individually think of a natural event you experienced. Write four words you are going to describe. Have your classmates guess what words they are. Take turns saying the phrases "kind of," "sort of," and "type of." Follow the example below.

Read the questions with the group. Model the task with a strong student, so they know the criteria of success. Allot a time of 3 minutes for approximately 4 students to speak in turns. Monitor as students are on task. Give feedback for students to improve their performance.

Lesson 3

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My Strategy

1. Discuss these questions with a classmate:

1. Can you name some natural events related to water?
2. How do they affect the places where they happen?

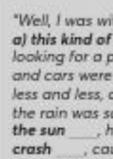


2. Read and listen to the testimonies. "Last Sunday's afternoon our town was severely hit by one of the worst hails in recent years, many people were taken by surprise when the natural event took place. Here are a few testimonies." What event are they talking about?



Mr. Taylor
(aged 16)

I found myself in the middle of my grocery shopping when a 1) **hailstorm**, all of a sudden, started. All the people took their kids or their pets to shelter them in businesses nearby. One or two windows of some shops were torn into pieces. I could hear some of them cracking! Some of the 2) **awnings** of a few businesses were covered with ice. After a few minutes, around 10 a.m., the hailstorm stopped and turned into a 3) **drizzle**. A few minutes later, many people started to leave their shelters and took 4) **shovels** to remove the ice from the sidewalk. Unfortunately, there was a 5) **pile-up** when three cars slipped on the ice. No one was hurt, but the whole experience caught us off guard.



Jeremy
(aged 14)

"Well, I was with my aunt taking out our dog Casper for a walk when a) **this kind of frozen rain** started falling so hard! We ran to the market looking for a place to hide. You could see how some windows, light bulbs, and cars were getting damaged. Some minutes after, these ice balls became less and less, and there came b) **this sort of light rain**, you know. Mmm, the rain was so hard that c) **some covers used in businesses to protect from the sun**, had ice on them. Oh, I remember there was d) **a sort of a car crash**, caused by the tons of ice that were on the street. Some people took, hmm, e) **this kind of tool that farmers use to remove earth**, you know, and then they started to sweep the ice from the streets."



3. Match the numbers, in Mr. Lopez's description to a number in Mario's description. There's an example for you. Then, discuss with your classmates why Mario doesn't say the exact words.



4. Work in teams of three. Individually think of a natural event you experienced. Write four words you are going to describe. Have your classmates guess what words they are. Take turns saying the phrases "kind of," "sort of," and "type of." Follow the example below.

- A: So there was **this kind of movement in the earth**, you know...
 B: You mean an **earthquake**?
 A: Exactly! So, we immediately...

Connecting you
 Think of a time you have seen two adults talking. What are some differences and similarities you have noticed? Why do you think you talk about different topics? Do you think you use a different kind of language? Discuss with a classmate.

Connecting you

Ask students to discuss the questions in teams. Have students summarize their viewpoints. Tell students to appoint one person to report what the students discussed. Invite the other students to comment if it is possible.

Lesson 3

Development



5. Discuss these questions with your classmates:

Ask students to discuss the questions as a group. Lead the discussion to realizing there are different ways of talking depending on the context.



6. Analyze in pairs the following narration: Alice and Mr. Grant are narrating the same event. Mr. Jones talking to his daughter's teacher and Alice, Mr. Jones' daughter, is talking to her classmates. Read the descriptions and write A for Alice and J for Mr. Jones. Then, listen and check your answers.



Answers: 1) J 2) A 3) J 4) A 5) J 6) A 7) J 8) A 9) J 10) A



7. Work in pairs. Discuss the following questions. Compare your answers with the group.

Ask students to read the questions. Remind students that adult language tends to have more vocabulary which is more specific. When we are with friends we tend to be more direct when we talk.

Allow time for students to talk in pairs. Monitor as students are on task. Check the answers as a group.

Possible answers: 1. The answers use specific words.

2. Alicia uses more colloquial language. 3. Mr. Jones sounds more formal. 4. Formality shows respect to a person, seriousness about the topic to be discussed and it can avoid misunderstandings.

In this section, students have to analyze the differences between how two people of different ages describe the same event and use a different kind of language. Students have to notice the differences in level of formality. Ideally, students should be able to record the interviews, 2 minutes long approximately, and note down some similarities and differences. They can write down what they listen to, it is more difficult. The report has to be in English, and they can include direct speech from the interviewees. At no point should this exercise be seen as a translation exercise as this is a different set of skills to be developed.

Digital Connection



5. Discuss these questions with your classmates:

1. Do you and your friends speak different from the adults you know?
2. What words and expressions do adults use when they talk to other adults?
3. Do you speak the same with the principal of your school as with your friends?



6. Analyze in pairs the following narration: Alice and Mr. Jones are narrating the same event. Mr. Jones is talking to his daughter's teacher and Alice, Mr. Jones' daughter, is talking to her classmates. Read the descriptions and write A for Alice and J for Mr. Jones. Then, listen and check your answers.



1. "So, Mrs. Grant. When we were on our way to school that morning, there were very stormy winds which unfortunately caused serious damages to the trees down the road."
2. "And, you know, I was coming to school with my dad and the wind was very, very strong."
3. "There was one old tree which unexpectedly collapsed on a vehicle full of merchandise."
4. "All the trees were moving back and forth. When, suddenly, this huge tree fell on a truck!"
5. "Consequently, this caused a terrible traffic jam."
6. "So, all the cars stopped and we couldn't move for a long time."
7. "It is no excuse, but due to this eventuality we could not arrive at school on time to drop Alice off."
8. "We didn't make it to school!"
9. "We made sure Alice took time to review her notes for the day."
10. "So my father got me back home and I started to watch some TV."



7. Work in pairs. Discuss the following questions. Compare your answers with the group.

1. How do you know the phrases are said by Mr. Jones?
2. How do you identify those phrases said by Alice?
3. Who sounds more formal?
4. Why do people have to sound formal?



If it's possible interview two people, one adult and one classmate, about the same incident. Record how they describe the events. Report the differences. The interview does not have to be long. In case you cannot record it, take notes in your notebook as accurate as possible to report on the differences you notice between how an adult and a teenager speak.

Closing



8. Listen to the following sentences about speaking in English. Discuss with a classmate if you agree or disagree with them. Follow the example below:



Ask students to read the instructions. Play the audio two times. Have students listen and write if they agree or disagree with the sentences. Then in pairs, have students explain their answer.



9. Listen to the phrases again. Identify the words you hear louder and clearer. Check your answers with a partner. Then, practice saying the phrases. Look at the example below:



Review the activity before doing in class as the rhythm of English is different from other languages. Ask students to identify what kind of grammatical words are emphasized (nouns, adjectives, verbs and adverbs). Monitor as students are on task. Invite some volunteers to share their answers.



10. Look at the dialog below. Mark with an arrow if the intonation goes up, or if it goes down. Look at the example below:



Review the activity before doing in class as the rhythm of English is different from other languages. Monitor as students are on task. Write the sentences on the board or just the number of the sentence and draw the arrow depending on where it goes.

Amy: (1) So, Juan, do you practice difficult words by repeating them to yourself?

Ben: (2) Yes, I do. (3) I say them to myself in sentences.

Amy: (4) Do you practice only in that way?

Ben: (5) No, I don't. (6) I also watch TV shows and repeat what the actors say. (7) I imitate them all the time.

Ask students to take a look at the section about language production. Be mindful of the different languages your students can speak so you can help them appreciate the differences in the rhythm in the different languages they are in contact with. Spanish, for example, is syllabic, that is why a stress-based rhythm is difficult for us to conceptualize.

Language Connection



Family and Community 147

8. Listen to the following sentences about speaking in English. Discuss with a classmate if you agree or disagree with them. Follow the example below:

"I agree with sentence number one. When I forget a word, I try to describe it."

1. I use phrases like "kind of" when I want to describe a word.

3. I express the right emotion depending on the topic.

5. I use the right rhythm and intonation when I speak.

2. I like to talk even if I make mistakes.

4. I use a visual support to help me speak better.

6. I rehearse rather than memorize my speaking presentations.

7. Speaking in public is very stressing for me.

9. Listen to the phrases again. Identify the words you hear louder and clearer. Check your answers with a partner. Then, practice saying the phrases. Look at the example below:

"I use phrases like kind of when I want to describe a word."

10. Look at the dialogue below. Mark with an arrow if the intonation goes up (↗) or down (↘). Look at the example below:

Amy: (1) So, Edward, do you practice difficult words by repeating them to yourself? ↗

Edward: (2) Yes, I do. (3) I say them to myself in sentences. ↘

Amy: (4) Do you practice only in that way? ↗

Edward: (5) No, I don't. (6) I also watch TV shows and repeat some of the phrases the actors say. (7) I imitate their pronunciation all the time. ↘

Language Connection: Go to page 188 to learn more about rhythm and intonation.

Portfolio Connection: Work in groups. Use the description you wrote in Lesson 1. Create a short presentation and pay particular attention to rhythm and intonation. Use arrows to know when to rise your voice. Keep your work in your Portfolio.

"When we were on our way to school, it suddenly started to rain..."

Ask students to improve the story they wrote in Lesson 1. Encourage them to improve their work and practice retelling the story paying special attention to rhythm and intonation, using the patterns they were thought in the previous exercise.

Portfolio Connection



Lesson 3

Product 9 Description of an Unexpected Event Step 3

Have students take a look at what they have done so far. Ask the students to tick those activities they have done so far. Remind students they can use this list to see what they need to do by the end of the unit.

Planning



Allow students to work on the final touches of their description of unexpected events, especially the content. Remind them of the pages they can look up to polish their work.

Hands on!



Have students prepare the final version of their visual support. Give them some time to rehearse difficult words or phrases. They can practice asking questions about what they are listening to.

Monitor as students are on task.

Looking ahead



Create a sense of achievement by telling students they will resend their final version of their description to other students or their parents. Ask students to include phrases to repair communication.

Lesson 3 Self-Evaluation

Draw your students' attention to the list of activities. Help with difficult vocabulary so students can concentrate on their performance during the lesson. Read the items out. Tell students to be honest and to look back on the different parts of the lesson so they know what you're talking about and how well they have achieved the objectives of the lesson. Also, ask students to tell you what they liked the most and what they did not like about the lesson. Tell students what you have learned from the lesson and share it as well. Teaching the learning process is a 2-way-street in which both parties have something important to share.

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Product 9 Description of an unexpected event
STEP

3

Check (✓) the steps you have followed up to this point.

I have thought about how to present my description: images, poster, key words, etc.

I have created a draft my visual support.

I have practiced the pronunciation needed for the description.

Planning

In this unit you will describe an unexpected event. With the help of your teacher, work on the following aspects of your product:

- Check that your description includes key information. Use the chart on page 138 to help you.
- Make sure your description includes words to give it a logical sequence. Review page 143 to help you.
- Make sure you can use phrases to repair communication. See page 147 to help you.

Hands on!

First, work on a final version of your visual support to help you describe the unexpected event. Then, rehearse the description with a classmate. They can help you remember something you may have skipped. Practice the phrases to repair communication with easy and difficult words and phrases with a classmate.

Looking ahead

You will do your presentation in class describing the unexpected event in a maximum of 2 minutes by using your visual support. Your classmates will have the chance to make you further questions at the end of your presentation.

Lesson 3 – Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means needs improvement; 2 means satisfactory; 3 means awesome. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals	Go to
recognize strategies to negotiate meaning.					Activity 2
use strategies to repair communication.					Activities 2 to 4
analyze changes in style depending on the context					Activities 5 to 7
pronounce using rhythm and intonation.					Activities 9 to 10
use speaking strategies and model them.					Activities 11

Product 9 Description of an unexpected event

Step 4

Final steps

Help students organize the way in which they will present their unexpected events. This organization can imply a more formal event with parents, and students from other groups involved to a more casual presentation where the only people involved are the students. In any case, both have to be given the seriousness they deserve.

For the gallery-like option, organize the group into two teams: one which will present, and the other which will visit the different visual supports. Then, switch the roles so everybody has the chance to participate.

Before starting the activity, remind students that the product is not said by heart. It is part of a conversation. Model the activity if necessary so students know the criteria of success. This helps students know exactly what to do and what they will be focusing on. Allow for some freedom from students to be creative. The objective is to describe an unexpected event, and to do so, there are not hard and fast rules.

Go back to the questions on page 135. What other ideas can you add to your question?

End of unit evaluation.

End of unit Self-Evaluation

Draw students' attention to the list of activities. Read them out loud as student tick which they can or can't do. Allow students to use a question mark or draw a serious face if they do not feel very sure about how well they can do the activities in the list. Ask students to tell you what they liked the most and what they did not like. Tell students what you learned from the unit and share it with the students. The teaching learning process is a two-way street in which both parties have something important to share.

Teacher's Tip



Criteria of success refers to what the final outcome should look like, and what elements it should have so students can focus on performing them or present them efficiently. You can make these criteria of success known through a yes-no questionnaire or through a series of steps to be followed.

Product 9 Description of an unexpected event 149

STEP 4

Final steps

- You can paste your visual support on a wall in the room and have classmates visit you to describe your unexpected event. Think of it as a gallery in a museum.
- You can also invite your parents to show them what you can do in English.
- Give feedback to your classmates.
- Decide which of the unexpected events was the most interesting or the most surprising.

Alternative products

- You can prepare an interview in teams where one member is the interviewer and the other team members are the interviewees. Your team can talk about the same unexpected event but from a different perspective.
- You can create a series of comic strips, with three or four drawings. You can display them in the room and describe what exactly is happening in each image. Try to give as much information as possible to your classmates.

End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What steps of the project did I find most enjoyable?
- How did I feel working with my classmates?

Go back to the questions on page 136. What other ideas can you add to your answers. Can you say that now you know more about describing unexpected events? What can you use this knowledge for?

Reader's Connection



1. After reading the text "Unexpected Situations: Testimonials," choose the sentence that best summarizes the story.

Encourage students to read the first testimony in "Unexpected Situations: Testimonials" ask them to organize the events chronologically and decide what the best answer is for this exercise.



2. **Work in pairs. Take turns to answer these questions.** Encourage students to work in pairs and paraphrase the story they have just read orally. Give them some time to answer the questions provided and let them compare their answers.

Reader's Connection



1. After reading the text "Unexpected Situations: Testimonials," choose the sentence that best summarizes one of the stories.

- a. Two students momentarily disappeared from their group during an expedition.
 b. An officer stopped a group of students to talk about biology.
 c. A girl went to the forest with her friends and found a cave.



2. **Work in pairs. Take turns to answer these questions.**

- a. What were the group and teacher doing in the forest?

- b. How many people were there in the expedition?

- c. Where did the missing kids probably go to?

- d. Who described the missing kids?

- e. Did the kids appear?

Collection of evidence template

Descriptions

Find four objects in the classroom. Draw the object. Describe it with as much detail as possible.

desk

"It is kind of a table for people to work on it. It has drawers and you can put your documents, computer and books to study in it."

Evaluation instrument

Control Questionnaire

Descriptions of unexpected events.

Mark with a tick if the description contains the parts indicated. Use the comments column to provide answers or examples of the information mentioned in the questions.

	YES	NO	Comments
1. Does the description say when and where the event happened?			
2. Does the description mention the people involved?			
3. Does the description give details about what took place?			
4. Does the description mention why the event was unexpected?			
5. Does the description mention what resulted from the event?			
6. Does the presenter respond to questions adequately?			
7. Does the speaker ever repair communication if necessary?			
8. Does the description include sequencing words to present the events in order?			

Unit 10

Let's Have a Debate!

Social practice of the language:

Exchanges associated with specific purpose. Write agreements or disagreements to intervene in a debate on one of the fine arts.

After finishing this unit, students will be able to:

- Look for a topic of interest in various sources.
- Read texts and interpret general sense, key ideas, and details.
- Value agreements or disagreements about a topic of interest for writing arguments.
- Participate in a debate.

Final product: Debate

Achievements

Review and select texts on controversial art topics. Recognize textual organization and graphic components. Determine purpose and recipient of the debate. Recognize expressions to express concordant arguments or conflicting points of view on a subject. Use a neutral language (e.g. Some people are forgetting to...; I feel frustrated when...; It might help...).

Opening



Discuss the objectives planned for this unit with students. Talk about the things they will explore, learn, and reinforce. Go through the achievements listed and explain them in a way which is easy for students to understand.

Tell students to look at the picture and predict what topic it refers to. Ask volunteers to comment on what they notice: *Where are the students? What are they doing?*

Explain that the specific project for this unit will be formulating ideas and preparing arguments for a debate.

Development



Focus student's attention on the questions and invite them to share all the possible answers which come to their minds. The main purpose of these two questions is to start a discussion group about the main topic of the unit. On this stage, students will probably have a vague idea of what is asked but it is expected that at the end of the unit, students' knowledge about the topic increases so they can give more details and further information.

Unit 10

Let's Have a Debate!

In this unit you will formulate ideas and prepare arguments for a debate.

- › Do you know what a debate is?
- › Have you ever expressed your opinion in a debate?



Social practice of the language:

Write agreements or disagreements to participate in a debate on one of the fine arts.

After finishing this unit, you will be able to:

- Look for a topic of interest in various sources.
- Read texts and interpret general sense, key ideas, and details.
- Value agreements or disagreements about a topic of interest for writing arguments.
- Take part in a debate.



Teacher's Tip



Play background music when students are reading the story. Explain to students that music will help stimulate the young's students' imagination while they are listening to the story.

Achievements

- Review and select texts on controversial art topics.

Get connected!

Begin the lesson by writing the definition of the word DEBATE on the board. And write six blanks (_ _ _ _ _) so you can play hangman with the class. Go over the rules briefly and get to it!

Opening



1. **Work in pairs. Look at the pictures. How would you describe each one? Ask your partner and write one word that describes each one.**

Bring students' attention to the pictures and ask them: Which of these have you seen before? Where did you see them? Give them a few minutes to discuss the answers with a partner and then invite one or two couples to share their ideas with the class.

Answers: 1. Portrait 2. Fabergé egg 3. Sculpture
4. Sacred art 5. Archaeological art



2. **Look at the following picture and discuss: What adjectives would you use to describe this painting? What is the girl's attitude? Is the portrait old?**

On the board write the word ART and ask students what springs to their minds when they hear / see that word. Then focus their attention on the painting. Encourage them to express their ideas about the painting; for example, their perception of the colors, the message the artist wanted to express, etc. After that, it might be a good idea to ask for volunteers to read the text out loud, so students can have a pronunciation model. Explain the context of the painting; for example, *there were lots of poor children who sold fruit in that time*. It is important to encourage students to express their personal opinions in order to set the basis to have a debate.



3. **Work in pairs. Read the text again and check True (T), False (F), or Not Mentioned (NM).**

Encourage students to read the text again. In order to answer this exercise, it is important to identify some clues. Ask them to read the statements and underline a clue, so they have a clearer idea of what they need to find. Have them read the text and discern if the information in the statements is true or false. As an extended activity, ask them to correct the false statements.

Answers: 1. F 2. F 3. T 4. NM

Art

Lesson 1

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1. **Work in pairs. Look at the pictures. How would you describe each one? Ask your partner and write one word that describes each one.**



2. **Look at the following picture and discuss: What adjectives would you use to describe this painting? What is the girl's attitude? Is the portrait old?**

"Girl Selling Fruit" was created by Bartolome Esteban Murillo, who was born in 1618 in Seville, Spain and died in 1682 in the same place. In fact, he only left Seville once to go to Madrid. Murillo was the youngest of fourteen children. His father was a barber and passed away when he was ten, as a consequence, Murillo was adopted by his aunt. What can we say about his style? His work does not belong to only one category. Although he was



a religious man and many of his paintings exemplify his beliefs, his work cannot be classified in sacred art, historians say. His most captivating works are the ones that depict urchins and homeless children. Why was the Sevillian painter fascinated by this topic? One of the theories is that Murillo was not only inspired in his own childhood but also in his surroundings, where there were lots of poor children. Nowadays, Murillo's work can be found in different important museums such as the Hermitage and the Pushkin, in Russia.

3. **Work in pairs. Read the text again and check True (T), False (F), or Not Mentioned (NM).**

	T	F	NM
1. Murillo's father abandoned his family when he was only 10 years old.			
2. Murillo only painted sacred art.			
3. His most fascinating paintings portray poor children.			
4. "Girl Selling Fruit" belongs to a Russian museum.			

Lesson 1

Achievements

- Use a neutral language (e.g. Some people are forgetting to...; I feel frustrated when...; It might help...)

Development



4. Read the text again, focus on the words in blue. How do you form the passive voice? Why do we use the preposition by? In your notebook, change the sentences in blue to active voice. Is it possible to change all of them?

Encourage students to read the text again, but this time they have to focus on the words in blue. *Who did the action? What is the main idea?* Invite them to transform the sentences in blue into the active voice. It might be a good idea for them to continue working in pairs so they can experiment collaborative work.

Answers may vary.

Encourage students to find more information related to the passive voice on page 178.

Language Connection



5. Is it easy for you to express your opinion about artistic topics? Look at the following expressions and classify them according to the tone they express.

Divide the class in pairs and draw their attention to the phrases in their book. Write some of them on the board and read them out loud. Tell students to pay attention to the rhythm and intonation you use for each one and try to copy it when they use one. Give them 5 min to decide if they are neutral or not. After that, check the answers with the whole class.

Answers: Neutral Tone: It might help..., Ladies and Gentlemen, Some people forget to..., You also have to consider..., Not Neutral Tone: You're completely wrong! Your argument is really valid because..., That's is nonsense, I am afraid, I can't agree..., Yes, we should all agree!



6. Look at the painting "Boy with a Dog" and answer the following questions. Use the expressions you learned in the previous exercise.

Explain to students that the main purposes of debates is that people can express their opinions and defend them in front of a group of people. Emphasize that the tone needs to be respectful because despite the disagreements, everybody can have the right to say what he / she thinks. To develop a style, it is important to practice, so you can set this activity by inviting students to use the expressions from the previous exercise; for example:

- Ladies and gentlemen! Welcome to our debate! Tell me, what is your opinion of the painting?
- I think it is completely beautiful. We should all agree!
- You are completely wrong!
- That is non sense! This painting is only about a boy and a dog. There is not more.



4. Read the text again, focusing on the words in blue. How do you form the passive voice? Why do we use the preposition by? In your notebook, change the sentences in blue to active voice. Is it possible to change all of them?

... his work cannot be classified in only this category, historians say. (PV)
Historians cannot classify his work in only one category. (AV)



Go to page 187 to learn more about the passive voice.



5. Is it easy for you to express your opinion about artistic topics? Look at the following expressions and classify them according to the tone they express.

Some people forget to...
Your argument is really valid
because...
You also have to consider...

You're completely wrong!
I am afraid, I can't agree...
That is nonsense...
It might help...

Ladies and Gentlemen
Yes, we should all agree!

Neutral tone

Not neutral tone



6. Look at the painting "Boy with a Dog" and answer the following questions. Use the expressions you learned in the previous exercise.
- Describe the painting. What is your opinion about it?
 - Do you like it? Why?
 - Is the child happy or sad?
 - What is the relationship between the child and his dog?

Achievements

- Recognize expressions to express arguments or concordant or conflicting points of view on a subject.

Closing



7. Now, it is time to prepare a debate. Look at the following pictures. Do you think they are beautiful? Do you think that art needs to be beautiful? What is art?

On the board, write these questions: What is the name of the piece? Who painted it? When was it completed? Why did it become lost? What's left of it? Give students 5 min to read the two cards and answer the questions. After that, check the answers with the whole class.

Investigate about two more pieces of art which were never found. Make a couple of cards with their information and bring them to class to share the important points with your classmates.

Digital Connection



Assign this for homework so students can look up information on the Internet. The next time you meet your class display the cards around the classroom and have students read 2 cards written by a different student. Then, have them vote secretly to decide which one was the most amazing.



8. Read the following expressions in the box. Classify them into the correct column. Then, discuss with your partner the following question: Why are the paintings in Activity 8 considered art? Use these expressions to support your answers.

Divide the class in pairs and draw their attention to the phrases in their book. Write some of them on the board and read them out loud. Tell students to pay attention to the rhythm and intonation you use for each one and try to copy it when they use one. Give them 5 min to decide if they are expressions to support or to go against an argument. After that, check the answers with the whole class.

Answers: Expressions For: A convincing argument in favor is..., People are convinced that..., They believe that..., It is widely maintained that...

Expressions Against: It could be argued that..., A further criticism of..., Opponents claim that..., All are opposed to...

9. Look for more expressions to use in a debate. Those need to help you express if you are for or against opinions so that any person can paraphrase them in context. Share them with your classmates.

Portfolio Connection



Assign this activity for homework so students can look up information on the Internet. Tell them to bring one expression for and one against. The next time you meet your class, ask them to write one of the expressions they found on the board. Then, as a class, discuss and decide on the best ones.

7. Now, it is time to prepare a debate. Look at the following pictures. Do you think they are beautiful? Do you think that art needs to be beautiful? What is art?



Name of the piece of art: Malcesine on Lake Garda
Author: Gustave Klimt
Date of creation: 1913
Cause of loss: Fire
Documentation: Surviving photographs



Name of the piece of art: The Lovers: The Poet's Garden IV
Author: Vincent Van Gogh
Date of creation: 1888
Cause of loss: Missing in the Second World War
Documentation: None



Investigate about two more pieces of art which were never found. Make a couple of cards with their information and bring them to class to share them with your classmates.



8. Read the following expressions in the box. Classify them into the correct column. Then, discuss with your partner the following question: Why are the paintings in Activity 8 considered art? Use these expressions to support your answers.

It could be argued that... A convincing argument in favor is...
A further criticism of... Opponents claim that...
People are convinced that... They believe that... All are opposed to...
It is widely maintained that...

Expressions for

Expressions against



9. Look for more expressions to use in a debate. Answer the questions on Activity 8 again but this time use the expressions you learned to make yourself clearer. Share your opinion with a classmate. Keep your work in your Portfolio.



BPA Project the first big picture and allow students to work in pairs. Invite them to tell you five words that can describe the situation. Then, ask

more specific questions about what is happening: *What are the people in the picture doing? What do you think the problem is? Can you think about a possible solution?*

Lesson 1

Product 10: Debate Step 1

Planning



Tell students they are going to debate arguments. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding. Encourage them to make decisions on what topic to choose and its importance for their community.

Hands on!



Encourage students to form their pairs and choose a topic to write their arguments for a debate. Tell them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling.

Looking ahead



Divide the class into pairs and ask them to think about the organization of their arguments for a debate. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to use the take a look at the activities they've been working on as an example to organize their ideas.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

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Product 10 Debate
STEP
1

Planning

In this unit you will participate in a debate on one of the fine arts. With the help of your teacher, decide on the following aspects of your product:

- How long will the debate take?
- Who will you work with?
- What kind of arguments would you like to include in a debate?
- Have you thought of the most common expressions to start an argument?

Hands on!

Work in small groups. Brainstorm some ideas on debates and arguments you know, or you have heard about and their possible explanations. Consider why you know about those arguments, where you heard of them, and why they are appropriate to be used in a debate.

Looking ahead

In Step 2, you will read and analyze expressions and ideas in order to write the first draft of your debate. A debate is a discussion on a topic where people have different opinions. Think about some interesting topics and the kind of expressions you would use to express your opinion on them. Think about topics related to the meaning of some art pieces. Use the linguistic prompts you learned through the unit.

Lesson 1 - Self-Evaluation

Check (✓) what you learned in this lesson.

I am able to...

	Yes	Not sure
- value the use of passive voice to write clear and understandable statements.	<input type="radio"/> Excellent!	Go to Activities 3 and 6
- recognize textual organization and graphic components.	<input type="radio"/> Good!	Go to Activity 7
- determine purpose and audience of the debate.	<input type="radio"/> Well done!	Go to Activity 5
- recognize expressions to argue concordant or conflicting points of view on a subject.	<input type="radio"/> Keep it up!	Go to Activity 8
- use neutral language.	<input type="radio"/> Good job!	Go to Activity 5

Achievements

- Distinguish writing differences between British and American English (e.g. learned, learnt; dreamed, dreamt, etc.).
- Ask for clarification or repetitions (I didn't understand the question, Could you repeat it? etc.), or offer help to improve communication (Ah, do you mean...? etc.).

Get connected!

Begin the lesson by writing the word Piracy on the board. Along with the following questions: What is it? What do you think about it? Is it a serious crime? Is it a big problem in your community? Give them a couple of minutes to discuss with a partner, and then discuss the answers as a class.

Opening



1. Look at the following picture and discuss: What is the main message of the picture? Read the text and answer the questions below it. Use the expressions you learned in Activity 8, Lesson 1.

Explain to students the meaning of the word "Forgery," tell them that it refers to an illegal copy, in the context of Art, it could be related to paintings, sculpture, documents, etc. Tell students that works of art are usually bought and sold at auctions for thousands of dollars and for that reason, the most famous art collectors are wealthy people. Dishonest artists dedicate part of their time to produce pieces that seem originally created by famous artists, but they are only imitations. Give students 5 min to read the text, clear up questions about vocabulary when they arise. Then, give them three to five min to write down some of their ideas to answer the questions of this exercise. After that, invite students to share their ideas with the whole class.

2. Read the story "Where Did It Begin? The Origins of Piracy" in your Reader's Book. Summarize the story and make a list of difficult words. Keep your work in your Portfolio.

Portfolio Connection



Invite students to read "Where Did It Begin? Origins of Piracy" and prepare a summary of the main facts described there. Encourage students to look up difficult words such as counterfeited in their dictionaries. They might find words like piracy and you can start discussing the similarities and differences between "piracy" and "forgery." Have them summarize the main ideas of the text so they can prepare a debate.

Invite students to visit the section Language Connection to research about the differences and similarities between American and British English.

Forgery and Piracy

Lesson 2

187

1. Look at the following picture and discuss: What is the main message of the picture? Read the text and answer the questions below it. Use the expressions you learned in Activity 8, Lesson 1.



Forgery Art

Art is not only an emotive expression of the interior of people, but it is also a huge business all around the world. Some people pay millions of dollars in order to acquire masterpieces created by great artists such as Van Gogh, Picasso, Rubens, Kahlo, etc. These works of art are a symbol of status and good taste. Those are the main reasons for forgery art, which consists of falsely attributing a piece of work to highly recognized artists in order to obtain financial benefits.

When did it begin? Forgery art began in ancient times when Roman artists imitated the Greek style. We can find lots of similarities between the Greeks and the Romans. In that time, imitation was not something wrong because it was a form of expressing perfection. Then, in the 18th century, originality became an important factor to create art. Painters tried to experiment with different techniques and ideas in order to express something never shown before. A signature became important and forgeries tried to imitate the most valuable pieces of work to obtain great sums of money.

Forgery is difficult to identify, which is why technology has become an important tool to authenticate paintings, mainly, because forgeries imitate not only techniques but also materials. Honesty is the main factor to fight this kind of fraud. What is your opinion?

- a. Why is forgery so widespread? _____
- b. Why is art so valuable? _____
- c. Is imitation good or bad? _____
- d. Why are people obsessed with making art? _____



2. Read the story "Where Did It Begin? The Origins of Piracy" in your Reader's Book. Summarize the story. Keep your work in your Portfolio.



Go to page 187 to learn more about the differences between American and British English.



BPA Project the second big picture and allow students to work in pairs. Invite them to tell five emotions they would feel in such a situation.

Then ask more specific questions about what is happening: *What are the people in the picture doing? How would you feel if you were in that situation?*

Lesson 2

Achievements

- Select information to write agreements or disagreements.

Development



3. Look at the following picture and predict: What happened to it? Read the following text and pay particular attention to the words in blue. How are these words spelled in British English?

On the board write the words flat, biscuits, crisps, cookies, chips, and apartment. Ask students: How are these words similar and different at the same time? Explain that they refer to the same thing, but the first three are used in British English mostly whereas the other three are used in American English. Encourage students to read the text and pay particular attention to the words in blue. Draw a chart on the board and ask for volunteers to complete the exercise with the British variant.

Answers: British English: recognised, got, organised, colonised, learnt, burnt, emphasise, analysing.



4. What do you think about piracy? Read the following text and discuss: What can governments do to stop this activity?

Prepare a power point slideshow with pictures of counterfeited products. Ask students what is wrong with each one. Teach the word counterfeit now. Explain the meaning, give some examples, and drill pronunciation.

Now, bring students' attention to the text in their books. Give them 5 min. to read it and answer the questions. Then, check the questions as a class.

Answers may vary.



3. Look at the following picture and predict: What happened to it? Read the following text and pay particular attention to the words in blue. How are these words spelled in British English?

How can Roman Art be recognized? Have the specialists gotten enough evidence? This piece was apparently created by the Romans, although it was found in the Netherlands. We must remember that they were organized in legions, they colonized different parts of Europe, and they learned to imitate Greek art. This piece could have been burned on purpose; we are not sure, but we must emphasize that specialists are still analyzing it because it can be a common case of forgery.



4. What do you think about piracy? Read the following text and discuss: What can governments do to stop this activity?

Counterfeit around the World

Copying products is an activity that has become more and more common in the last decades. The problem is serious, and many regulations have been established to stop people from bootlegging. Recently, governments around the world are analyzing the best strategies to stop a global industry which is hazardous as many people lose benefits from their creativity when copies are made.

Every year there are reports which give a general idea of how much damage is being done from the detected infringements, but there are some non-detected ones.

In 2013, the sales of counterfeited products exceeded 400 billion dollars around the world. The problem is that this amount doubled in less than 10 years. There are many products which are copied, footwear being number one. Other fake products are clothes, leather items, watches, and tools.



- What products are counterfeited?
- Why do people do that?
- What can governments do to stop this activity?

Closing



5. Read the text again and find some words which match with the following definitions. Go around the classroom to share your ideas and justify your answers.

Have students read the text a second time and work on the exercise, give them 3-5 min and go over the answers as a class.
Answers: 1. Copying 2. Illegal. 3. Bootlegging
4. Infringement, 5. Counterfeiting

6. Work in pairs. Read the sentences and circle if you Agree (A) or Disagree (D) with them.

Pair students up and explain the meaning of agree and disagree, for example, you can use some sentences to make your point clear, (*Acapulco has the most beautiful beaches in Mexico. / NYC is the most beautiful city in the world. / China is a very powerful country.*). Then, ask them whether they agree/disagree with the statements. After that tell them to look at the sentences in page 158 and give them 2 minutes to work on the exercise.

Encourage them to express their opinion by using the expressions they have learned at this stage. Invite them to exchange partners and repeat the process again.

7. Work in pairs. Take turns to answer these questions.

Use this exercise as a reminder of the introduction of the lesson. By the time you get to this exercise students will feel more comfortable talking about the topic, in order to take advantage of this, have students ask one of the questions to a partner and report the answer back to you. (He/she thinks... In his/her opinion...) do this for about 5 min. Write mistakes they make on the board and at the end go over them as a class.
Answers may vary.

8. Imagine you are in a debate and you miss some information from the speech. Look at the expressions in the box and write some more expressions that can express clarification or repetition. Share your answers with a partner and justify your answers.

Dictate ten phrases that can be used to perform different functions in the language e.g. agreeing / disagreeing, asking for directions, conversation starters, etc. Ask students to write them down and then have them tell you which ones can be used to express clarification / repetition. Give them 3-5 minutes to work on this.

Possible phrases: That's completely false! I don't agree with you. Did you say she is lying? Sorry, I didn't catch that. What was that again? So, in other words... Could you be more specific? So, what you are saying...

9. In groups, gather some ideas to prepare a debate based on what you learned in this lesson. Decide on the topic and recollect useful expressions to prepare yourself. Look for some information if necessary.

Portfolio Connection



5. Read the text again and find some words which match with the following definitions. Go around the classroom to share your ideas and justify your answers.
- To make something that is like something else _____
 - Something that is not allowed by law _____
 - To make and sell something illegally _____
 - The act of breaking a rule or law _____
 - To make something look exactly like something else to trick people _____

6. Work in pairs. Read the sentences and circle if you Agree (A) or Disagree (D) with them.

a. Government analyzes good tactics to fight piracy in my country.	A	D
b. Burned music from the internet is not piracy.	A	D
c. People should organize debates on the importance of art.	A	D
d. I have learned new words related to arts and counterfeiting.	A	D

7. Work in pairs. Take turns to answer these questions.

a. What do you think about piracy?

b. Have you ever bought bootleg products?

c. What are common counterfeiting products in your country?

d. What can authorities do to stop piracy?

8. Imagine you are in a debate and you miss some information from the speech. Look at the expressions in the box and write some more expressions that can ask for clarification or repetition. Share your answers with a partner and justify your answers.

I didn't understand the question. Could you repeat it, please?
Ah! That's what you mean...

Portfolio Connection



9. In groups, gather some ideas to prepare a debate based on what you learned in this lesson. Decide on the topic and recollect useful expressions to prepare yourself. Look for some information if necessary.

Digital Connection



Prepare a PowerPoint presentation or a poster where you illustrate the ideas you wrote in this activity. Bring the presentation or poster to the class and read the sentences to your classmates.

Encourage students to select a topic studied in this lesson: Piracy, Forgery Art, or let them choose a different topic that they find appealing but related to Art.

Divide the class in groups of 4- 5 students and ask them to prepare a mind map. Tell them to look at their notes from previous lessons in order to recall the information that has been reviewed. Monitor the activity and help them with any questions they have. Give them 15 minutes to complete this task and then have the groups share their ideas with the whole class.

Answers may vary.

Prepare a PowerPoint presentation or a poster where you illustrate the ideas you wrote in this exercise. Bring the presentation or poster to the class and read the sentences to your classmates.

Digital Connection



Lesson 2

Product 10: Debate Step 2

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact that it is important to cover those tasks before continuing with Step 2.

Planning



Tell students they are going to write arguments for a debate. Divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding. Encourage them to make decisions on what topic for their debate to choose.

Hands on!



Encourage students to form groups and choose make a draft of their arguments for a debate. Don't forget to remind them of trying to include arguments which can be used to support or to be against a point of view about a specific topic related to art. Ask them to write their ideas on a piece of paper and go around the room to help them with any question on vocabulary and spelling.

Looking ahead



Divide the class into pairs and ask them to think about the organization of arguments. Encourage them to think how they can arrange the information they gathered into simple speech. Tell them to use the take a look at the activities they've been working on as an example to organize their ideas.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

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Product 10 Debate
STEP 2

Check (✓) the steps you have followed up to this point.

I already know what a debate is.

I know where to look for some expressions to start a debate.

I have thought about some topics that people can express their opinion about.

Planning

With the help of your teacher, decide on the following aspects of your product:

- What role will each student have?
- What team will present their debate arguments first?

Hands on!

Make the first draft of your arguments for the debate. Try to include arguments which can be used to support or to be against a point of view about a specific topic related to art. You can check some examples in your Student's Book and Reader's Book. Pay close attention to the spelling and punctuation of your paper, as well as the clarity and concision of your statements.

Looking ahead

In Step 3, you will write down the final version of your debate arguments. Think about what you may need, like the format you will choose for your presentation (a poster, a presentation, a leaflet, etc.). Make a list in your notebook of the things that you can check, for example, time and place for the presentation, the illustration for the debate arguments, etc.

Lesson 2 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means you found it difficult; 5 means you could accomplish it; 2, 3, and 4 mean you are improving. Then, talk about some ways you both can improve.

Questions	1	2	3	4	5
Can you make connections between a personal opinion and concordant or conflicting information? Go to Activity 6					
Can you distinguish written differences between British and American English? Go to Activity 2					
Can you select information to write agreements or disagreements? Go to Activity 7					
Can you ask for clarification or repetitions, or offer help to improve communication? Go to Activity 8					

Opening

**Achievements**

Detect points to discuss. 2. Build an approach of your own. 3. Detect information concordant or conflicting with a personal opinion. 4. Write statements to express arguments in favor or against. 5. Use words or emphatic expressions (Exactly! That is just what I... / Of course...) or qualify (That might be... / Quite the opposite...) agreements or disagreements.

Get connected!

Get connected!

Begin the lesson by telling students to complete the phrase: In a debate sometimes you have to: **19-11 3-17-6-18 6-18-21 20-14-11-3** (go with the flow). Ask them to decode the rest of the message. Tell them that to discover the message they'll need to number the letters of the alphabet from zero to 25 starting with the letter Z =0, Y=1 X=2, and so on.



1. Imagine that you go to an art gallery or you are walking down the street and you observe the following pieces. What do you think about them? Is it art? Write your opinion about them, using only one word.

Emphasize that art has different conceptions and some artists have stated that art must be against a set of rules. For some people street art does not correspond to any of the conceptions of art, mainly because it is something frugal. Encourage students to express their opinions about the pictures; for example: *In my opinion the first picture is not art, it is only a piece of metal.*

I must say that the second picture does not belong to any conception of art because it is going to disappear. The third one is only an eye. What does it mean?



2. Read the following text and answer the questions below. Encourage students to read the text, write the question: What is Contemporary Art? Brainstorm some ideas and write them on the board. Have students read the text in silence and then give them some minutes to discuss the answers to the questions. Focus their attention on the sentences in blue. Explain that in order to avoid repetition they can use pronouns and they are an important element while speaking and expressing ideas.

Contemporary Art**Lesson 3**

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1. Imagine that you go to an art gallery or you are walking down the street and you observe the following pieces. What do you think about them? Is it art? Write your opinion about them, using only one word.



2. Read the following text and answer the questions below.

Contemporary Art

Imagine that you paid your ticket to an important museum and the main piece exhibited is a banana stuck on the wall. Then, you research and find out that the cost of that piece is \$120,000. How might you feel about that?

What is Contemporary Art? Contemporary Art is the art produced today. It started in the second half of the 20th century. Its main characteristic is freedom, but its production is polemic because it seems to break all kinds of boundaries; it especially rejects academicism.

You might definitely find different opinions on what can be considered art and what not, but it cannot be denied that art is strongly linked with technology and advertising. A piece of art might be considered as such because of the publicity surrounding it.

One of the conceptions of art was focused on conveying emotions and ideas from the creator to people who appreciate it; however, one of the ideas of modern art is to disrupt this definition because sometimes it says "nothing," that is why critics claim that modern art is superficial and in moments frugal.

Nowadays, we can find different expressions related to Contemporary Art such as minimalism, street art, conceptualism, or performance, only to mention some of them.

- a. What is the problem with Contemporary Art?
- b. What are the characteristics of Contemporary Art?
- c. Read the sentences in blue. What does "its" and "it" refer to?

Lesson 3

Achievements

- Value the use of the passive voice, pronouns (e.g. personal, reflective, etc.).

Development



3. How important is it to have an approach when you are in a debate? Look at these approaches and try to classify your topics into one of them.

Arrange students to work with a partner. Give them a few minutes to look through their notes and decide on four topics they would like to debate about. After that, nominate some students to share their ideas and reasons for choosing their topics. Give students 3-5 minutes to work on classifying their topics into the different categories. Check their answers as a class.

Answers may vary.



4. Choose one of the approaches from the previous activity. Use the chart to write common expressions which you can use in a debate to support your opinion. Fill in the chart with the expressions you investigated.

Divide the class in pairs and tell them to look up information on the Internet or take a look from previous lessons in order to come up with some useful expressions to use in their debate. Give them 5-10 minutes. Monitor and help with any questions they have.



5. In groups, choose one controversial topic and write some of your opinions in the space provided.

Divide the class in groups of three or four students. Give them some time to think of a controversial topic. e.g. Is graffiti art? Give them 5-10 min to gather the opinions of each one of the members of the group.

Answers may vary.

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3. How important is it to have an approach when you are in a debate? Look at these approaches and try to classify your topics into one of them.

Persuasive	Defensive

Divisive	Controversial

4. Choose one of the approaches from the previous activity. Use the chart to write common expressions which you can use in a debate to support your opinion. Fill in the chart with the expressions you investigated.

Approach I choose: _____

Useful expressions:

5. In groups, choose one controversial topic and write some of your opinions in the space provided.

My topic: _____

My opinion:

Achievements

- Write statements both simple and complex. Understand how textual organization and graphic components help to the understanding of their content.

Closing



6. Go around the classroom and talk about your topic with your classmates. In the chart, choose some of the most common opinions and write a summary of those points of view which are for or against, according to your ideas.

Now, break down the groups so that every member gets to talk to a member from a different group. Have the students exchange their points of view about the topic they chose, monitor, help with any questions they have and serve as moderator in case the debates get a little heated. Give students 5-7 minutes to complete this task.

Answers may vary.

Make a rubric and decide if each one of the previous statements include an expression to indicate a for or against argument. (Evaluation rubric)



Class work: explain briefly what a rubric is and how they can be done. Then tell students to come up with some criteria to assess the effectiveness of their work.



7. This time, in groups, prepare a debate where you can use the expressions from the box. Fill in the gaps in the mind map and have the debate with another classmate about a topic you found interesting.

Tell the students to work with their classmates from the previous exercises. Tell them to work on a summary of the opinions in favor and opinions against. Give them 5-8 min to complete this task and then go over the answers with the whole class. Divide the class in groups and have the students prepare a debate in which they can incorporate the phrases in the box. Tell them to use the mind map in their book to organize their ideas. Give them 10-15 minutes to complete this task.

Present and have the debate you organized with your classmates. Record it or have a registration of the debate on paper and share it with your classmates.



In order to do this, students will need a camera or a voice recorder. The good thing about this activity is that most cell phones have both built in, just tell students to make sure they have enough storage capacity available to record the whole debate. Then, each group will write an article about what happened during their debate.

Academic and Educational 183

6. Go around the classroom and talk about your topic with your classmates. In the chart, choose some of the most common opinions and write a summary of those points of view which are for or against, according to your ideas.

Concordant opinions from:	Conflict with my personal opinion:

Portfolio Connection: Make a rubric and decide if each one of the previous statements includes an expression to indicate a for or against argument. Keep your work in your Portfolio.

7. This time, in groups, prepare a debate where you can use the expressions from the box. Fill in the gaps in the mind map and have the debate with another classmate about a topic you found interesting.

Exactly! That is just what I... Of course...
That might be... Quite the opposite...

Topic:	Approach:

Let's prepare a debate!

Participants:	Extra expressions:

Portfolio Connection: Present and have the debate you organized with your classmates. Record it or have a registration of the debate on paper and share it with your classmates. Add your work in your Portfolio.

Lesson 3

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Product 10: Debate Step 3

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to check the chart and emphasize the fact it is important to cover those tasks before continuing with Step 3.

Planning



Tell students they are going to write arguments for a debate divide the class into teams and ask them to discuss the questions on this section. Ask them to write notes and mingle around the classroom to check their understanding.

Hands on!



Encourage students to form pairs and check the draft they made in the previous step so that they can write a final version of their set of arguments. Before you have the final version in your teams, work with the format you selected and include some illustrations, and make sure it is easy to recognize which arguments express a supportive point of view, and which ones are against the topic you previously selected. Encourage them to use dictionaries in case they have doubts about vocabulary and pronunciation.

Looking ahead



Remind students that next step implies the presentation of their project. Encourage them to set a day and specific time to carry out the presentation. Let them know they will present their project and it would be interesting if they invite their family members.

Lesson 1 Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

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Product 10 Debate
STEP 3

Check (✓) the steps you have followed up to this point.

I have written a draft of my debate arguments. ○

I have included for and against expressions for the debate. ○

I have thought about the format for the presentation of the debate arguments. ○

Planning

With the help of your teacher, decide on the following aspects of your product:

- Have you checked your debate arguments to have the final version?
- Are the debate arguments well-stated?
- Will the audience be able to use those arguments in a further debate?
- What format did you choose to present the arguments for the debate? Did you choose a video or a recorded conversation?

Hands on!

Make sure the debate arguments follow spelling conventions (you can use a dictionary to check them and / or ask your teacher for help), before you have the final version. In your teams, work with the format you selected and include some illustrations. Make sure it is easy to recognize which arguments express a supportive point of view, and which ones are against the topic you previously selected.

Looking ahead

In step 4, you will present your debate arguments. If you have already decided the time and date, it would be nice to invite teachers and students from other groups to see the presentation of your product.

Lesson 3 - Self-Evaluation

Talk with a partner about what you learned in this lesson. Then, fill in the table: 1 means needs improvement, 2 means satisfactory, 3 means awesome. Then, talk about some ways you both can improve.

I am able to...	1	2	3	Next Goals	Go to
• detect points to discuss.					Activity 2
• build an approach of my own.					Activity 3
• detect information concordant or conflicting with a personal opinion.					Activity 6
• write statements to express arguments in favor or against.					Activity 6
• use words or emphatic expressions or qualify agreements or disagreements.					Activity 6

Product 10: Debate

Step 4

Final steps

Ask students to make a reflection on the steps of their product they have covered so far. Give them time to make sure they have the final steps ready before they present their product. Ask students to invite their friends and teachers from other groups to observe the debate. Encourage students to invite their family and to have the debate taking into account its components, the use of vocabulary, good pronunciation patterns, and the correct use of resources

Alternative products

Let students know there are some other products in case they don't want to write arguments for a debate. (Video debate and poster making) Read the options and encourage students and people who were in the presentation to keep on learning and doing these kinds of projects.

End of unit Self-Evaluation

Emphasize the importance of evaluation. Ask students to make a reflection on their learning and read the statements. Make clear the sentences show the outcomes they need to achieve, and they are related as well to their progress and performance. Ask them to check the sentences individually and then compare their answers with a partner or in small groups. Monitor the activity and provide them with some advice in case they do not feel confident enough. You may ask them to go back to specific activities and aspects, so students feel more engaged with their own learning process.

STEP
Product 10 Debate
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Final steps

- Invite students and teachers from other groups to see the presentation of your debate arguments.
- You can also invite your parents to show them what you can do in English.
- Present your debate arguments on a specific topic!

Alternative products

- **A video debate.** Record your debate and make a video library for presenting this to future students.
- **A poster.** Write the most common expressions of agreement and disagreement on a poster and hang it inside your classroom.

End of unit Self-Evaluation

Reflect on these questions:

- What is the most important thing that I learned in this unit?
- What would I do different next time? Why?
- What part of the project did I find most enjoyable? Why?
- How can I improve my work?

Go back to the questions on page 152. What other ideas can you add to your answers? Would you say that now you know more about debates? What can you use this knowledge for?

Reader's Connection



1. **Work in pairs.** After reading "Where Did It Begin? The Origins of Piracy" complete the chart with some arguments for or against about the piracy of those products:

Ask students to read the text on their Reader's Book and work on the Activity, then have them discuss their answers with a partner and finally, check their responses as a class. Give them 20 min to do this.

Answers may vary.



2. **Work in small groups.** Share your thoughts and organize a debate where people can express their points of view.

Divide the class in groups and tell each group to come up with and write down an argument about the topic they just read about. Give out a statement written by one of the groups to a different group. Now, tell them to have a debate about the statement they were given.

Reader's Connection



1. **Work in pairs.** After reading the text "Where Did It Begin? The Origins of Piracy" complete the chart with some arguments for or against the piracy of the following products.

Piracy In	Arguments FOR	Arguments AGAINST
Books		
Works of art		
Clothes and technology		



2. **Work in groups.** Organize a debate where people can express their points of view.

1. Think of three different art topics that might be controversial. Write your ideas on the topics. Follow the example.

Arrange students to work in pairs and give them 5 min to think of 4 topics they would like to debate about. Make sure they come up with one that is related to art.

2. Choose one of the topics above to write some ideas and information about it. You can elaborate a mind map about the most important things to include.

Divide the class in groups and have students prepare some arguments for each one of the topics they chose and create a mind map that includes the most important points of their debates. Give them 10-15 minutes to complete this task.

3. Write down some arguments where you express your opinion to support or go against the topic.

Now, tell the students that they are going to think of arguments in favor and against for each one of the topics they chose. Monitor and help with any questions they have. Give them 15 minutes to complete this task.

4. Share your ideas with some classmates and prepare a debate. Do not forget to use the proper verbal or non-verbal language.

Finally, they are going to exchange their topics with another group and debate with them using the notes they made.

5. Write a summary of the debate and include a conclusion with your final stance on the topic.

Encourage students to write a summary of the debate they have just had. Let them write a conclusion about the main topics discussed.

Evaluation 195

Unit 10

1. Think of three different art topics that might be controversial. Write your ideas on the topics. Follow the example.
Example: Graffiti: Street art or vandalism? Some people perceive graffiti as an artistic expression, while others simply think of it as vandalism.
2. Choose one of the topics above to write some ideas and information about it. You can elaborate a mind map about the most important things to include.
3. Write down some arguments where you express your opinion to support or go against the topic.

For	Against
4. Share your ideas with some classmates and prepare a debate. Do not forget to use the proper verbal or non-verbal language.
5. Write a summary of the debate and include a conclusion with your final stance on the topic.

Collection of evidence template

Cards with researched information

Ask students to sit in pairs and ask them if they know where the Louvre Museum is. Explain it is in Paris, France, and it contains several works of art. Relate this to the exercise on Lost Art that is in their Activity Book. This time tell them they are going to talk about two famous works of art that can be seen at the Louvre. Once they have the cards, encourage them to ask the questions so they report to their classmates the information contained in the cards.

Student A



Name of the piece of art: Winged Victory of Samothrace

Sculptor: Unknown

Date of creation: 200 BC

Interesting Facts:

- It's also known as the Nike of Samothrace.
- It is made of marble.
- It represents the Greek Goddess Nike (Victory)
- It is one of the finest examples of Hellenistic sculpture.
- The overall work is almost 6 meters tall.

What's the name of the art piece?

Who's the author of the masterpiece?

When was it done?

Tell me some interesting facts of your piece of art.



Student B



Name of the piece of art: The Mona Lisa

Painter: Leonardo Da Vinci

Date of creation: 1503

Interesting Facts:

- It is the most famous, most studied, and most widely recognized painting in the world.
- It is smaller than you think: only 53 x 77 centimeters.
- Her smile is a very enigmatic aspect of this painting.
- It has been on permanent display since 1797.
- Over 6 million people visit the Mona Lisa each year.

What's the name of the art piece?

Who's the author of the masterpiece?

When was it done?

Tell me some interesting facts of your piece of art.

Evaluation instrument

T 197

Value Scale

Take a look at this Value Scale. Give it to students and encourage them to check the learning outcomes they have achieved after the unit and encourage them to give their classmates feedback.

	Yes or No	Feedback
1. I can talk about controversial art topics.		
2. I can plan debates using graphic organizers.		
3. I can use expressions to communicate my opinion.		
4. I can recognize neutral language.		
5. I can distinguish the difference between British and American words.		
6. I can select information to write agreements or disagreements.		
7. I can use the passive voice.		
8. I can build an approach for my debates.		
9. I can write statements in favor or against something.		
10. I can use emphatic expressions.		

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Audio scripts

Unit 1 Let's Talk about Cultural Habits!

Track 2

Michael: Hi, Josefina. This is my friend Akali, she's an exchange student from Japan.

Josefina: Nice to meet you Magali... oh, I mean, Akali, I'm so sorry. Are you from Japan? How's it like?

Akali: No problem...Yes, I am. It's a very exciting country.

Michael: Akali, why don't you tell Josefina about Valentine's Day and the Red... Oh, I mean White Day in Japan. She is quite interested in knowing about traditions and cultures around the globe.

Akali: Oh, really? Okay, then. Did you know that in Japan we celebrate Valentine's Day twice a year?

Josefina: That's crazy! First, Americans turn their river green and now you tell me there's a double Valentine's Day?

Akali: Yes, I'm serious. Also, in my country, women are the ones that give gifts to men. We usually give them candy. If we are really into the guy, then we are used to make them something, such as chocolate...

Josefina: Sorry to interrupt you but, are you telling me you actually make chocolate for the guy? I think that's way too much effort.

Michael: I would love to be given a gift like that! That really shows appreciation in my opinion. Oh, continue Akali, I'm sorry...

Akali: Never mind. As I was saying, there is also a thing called the White Day in which men who received gifts on Valentine's Day will give a gift back if they like the girl too. Girls must wait a full month to know it, though... Oh, look at the time! I must rush, I'm late for the bus! Bye, I'll be in touch!

Unit 3 Write Instructions to Carry Out an Experiment!

Track 3

Narrator: Cara needed to carry out her assignments as everything she learned at school was really interesting for her. Once Cara arrived home, she insisted on eating lunch and going immediately after to her room, so that she could start doing her homework. She headed upstairs and started preparing all the stuff she needed to do the experiments her teacher had told her at school.

She was extremely interested in doing one of the experiments, as it caught her attention from the very beginning. Cara read the handout she was given: "How to invert a balloon in a bottle." She checked she had the necessary supplies:

Cara: I have the glass bottle, the balloon and some water. What do I have to do now?

Track 4

Narrator: Cara began to read the instructions from the handout carefully.

Cara: First, you need to put some water into the bottle, using a funnel.

Narrator: Cara poured the water carefully, as she didn't want to spill any water and make a mess in her room.

Cara: Secondly, get the bottle inside the microwave for one minute so that the water heats.

Narrator: She did exactly as the instructions suggested.

Cara: Now, stretch the mouth of a balloon and over the bottle opening.

Narrator: Cara was excited to see the balloon moving all on its own, and then the balloon was pulled into the glass bottle! It inverted completely into the bottle and continued to expand inside. Cara learned that the water turned into water vapor when it boils, and this water vapor pushes the air out of the bottle. Then, it cools, and with the balloon stretched over the opening, the vapor turns back into water. This creates a difference in pressure in and outside the bottle. As the pressure is higher outside, the air takes the balloon inside the bottle.

Unit 4 Let's Express Our Emotions about a TV Show!

Track 5

Dave: So, what're you watching today?

Kyle: This is a classic. It's called *Gladiators*. It's the best TV programme in the whole world.

Dave: Oh, really? Tell me more about it, it sounds cool!

Kyle: Well, you see, this group of contestants compete against these so-called gladiators...

Dave: Hmm...

Kyle: ...and they fight in an arena just like in the old days in Rome. Mate, I'm so pumped! This has got to be my favourite programme.

Dave: I will never get used to your accent. Anyway... about this program... it seems familiar for some reason... Can you tell me more about it?

Kyle: As I was saying... There are two women and two men who competed in a series of physical events such as the Hit & Run... Where they had to run and avoid a huge ball that the gladiators throw at them! Shall we see it now?

Dave: Oh my God! I'm so thrilled, Kyle. But... Do you have to be so formal all the time? Hit play now!

Track 6

Presenter: Welcome to "The Dating Show" with Mark Buffalo!

Mark: Thank you, Glenn! Hello, everybody. Are you ready to begin this new romantic adventure? Tonight, Julie Andrews is here with us in the search of true love. Are you ready to make a decision, Julie?

Julie: Hmm... I don't know... Let me see... Can I ask you one more question, Bachelor #2?

Bachelor #2: Wow!

Julie: Oh! Okay...if you were to be an animal... which animal would you be and... mmm... why would you choose that?

Bachelor #2: You know... I would definitely be a penguin because they're the most faithful animals in the world.

Julie: Aww... that's so cute! Let's go out!

Audio scripts

Unit 5 Let's Suggest Possible Explanations about Past Events!

Track 7

Narrator: Sonia and Matt are playing Clue, the board game, in a café. Then, Lucia joins the game.

Matt: Mr. Boddy, the victim of a murder has been found in one of the nine rooms of his large estate...

Sonia: Why do you always have to talk like that every time we play Matt?! Don't be silly!

Matt: Come on, Sonia! You know how much I love this board game.

Sonia: I know... I love it too... let's arrange the board game, then.

Matt: I'll put the cards in the evidence envelope.

Lucia: Hi guys! I didn't know you came here to play games... can I join?

Matt: Sure, Lucia. Do you have a clue how to play this game?

Lucia: Well... the only thing I know about Clue is that you're supposed to look for...

Matt: THE VICIOUS MURDERER OF MR. BODDY!

Sonia: Matt! You're impossible!

Lucia: I guess you really like this game... and yes... that's the only thing I know about the game. Can you explain the rules to me, please?

Sonia: Of course, Lucia!

Matt: You can be the red token. All you have to do is throw the dice to get into a room and try to guess the answers for the questions to solve the mystery. Who did it? What did they use to do it? And in what room was he killed? You must use the information from the square you are, got it?

Lucia: I think I do...

Sonia: Okay then, here are your cards and detective notes. Throw the dice and let's get started!

Track 8

Butler: Can you hear me? Oh my God... I thought you were like the others... they never listen. Can I tell you about that day? Oh, I remember that day and what happened. I was working at the Warwick Mansion at the time. It was the Count's daughter's birthday party. There were approximately a hundred people at the masquerade that night. I felt so excited about it because earlier that day I had met the Count in the study. He told me I was going to be promoted to his personal secretary the following day. I stepped out of the room and noticed that the roses in the closest vase had just been watered... how strange, I always did it.

During the masquerade, I went back to the kitchen and the cook wasn't there. I remember being so mad at him because I needed more pastries for the guests. He was so lazy and careless. He was constantly blaming others for his incompetence. I used to have lots of discussions with my co-workers, like the gardener. He was weird and he always drove me mad with the dirt on his shoes! I know he didn't like me, either.

Anyway, as I was saying... the cook was nowhere to be found so I made my way to the cellar to get more food. There was a blurry light in the cellar, I heard a strange metallic sound... is that a knife being sharpened? I got scared. I asked, "Who's there?", but nobody answered. Then everything went black and I fell in pain. Who could have done this?

Unit 6 Let's Discuss about Young People's Rights!

Track 9

Nicole: I found out that in Mexico parents are responsible for their children's care and guidance until they reach the age of 18, however, I've seen that Mexican parents help their children until they are older; for instance, my brother is 25 years old and he lives with us. My parents support him because he is still studying.

Andrew: From my point of view, it is a matter of culture because I have some family in the United States and my cousin there who is 25 is also studying, however, he lives on his own and he has a part time job to earn some money.

Carol: As far as I am concerned, it is a matter of what parents consider more appropriate for their children because at the age of 18 people are legally adults and they are able to work, and they are responsible for their actions. I mean legally, parents don't have the obligation to support them but it is up to them to help their children.

Joseph: I also read that before 18 we are considered to be minors and have to obey our parents and comply with certain responsibilities but I consider that we shouldn't have responsibilities because they are just for adults, actually, we should have more rights than obligations.

Teacher: I know that you as teenagers are in search of more freedom, but you have to take into consideration that the more rights you have, the more responsibilities they bring.

Sarah: That's true! My mother always tells me so. She always tells me that it's a right to have somewhere to live but we have the obligation of keeping clean the place where we live and helping with certain chores. After some discussion about that point, most of us agreed on the importance that it had and that doing housework was the responsibility of all the members of the family or the people who lived in it.

Track 10

Teacher: Can you imagine a world without obligations?

George: Of course! If there weren't any obligations, everybody would be happy, especially teenagers! We wouldn't have to study or work. We could play all day or do the things that we like doing.

Sophie: I don't agree with you George because if teenagers didn't go to school, we couldn't be professionals when we grew up, we wouldn't be able to work in a nice place and be responsible adults!

George: When we grew up, everything would be different! We could work then, doing the things we'd like.

Jerry: That is true, it's important to work enjoying the things we do, but I agree with Sophie, we also need preparation for that as it's the basis of our future life. I learned that as a society it is vital to have prepared people who are aware of other people's problems and able to find solutions for them. If nobody complied with obligations everything would be a mess, because everybody would do just what they wanted and that wouldn't work as a society.

George: Really? I hadn't thought of that!

Audio scripts

Let's Read Poems!

Track 11

Henry Wadsworth Longfellow (1807-1882)

The Rainy Day

The day is cold, and dark, and dreary;
It rains, and the wind is never weary;
The vine still clings to the mouldering wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.

My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering Past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

Be still, sad heart! and cease repining;
Behind the clouds is the sun still shining;
Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

Track 12

Walt Whitman (1819-1892)

O Captain! My Captain!

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head!
It is some dream that on the deck,
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed and done,
From fearful trip the victor ship comes in with object won;

Exult O shores, and ring O bells!
But I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

Unit 9 Describe Unexpected Events!

Track 13

Reporter: This is James Turner reporting for radio KWL 92.3. After the heavy hailstorm that hit the city last Thursday afternoon, many buildings and schools were evacuated. All security protocols are now activated, and hundreds of volunteers are now working on removing debris. Let's listen to this testimony from one of the witnesses: Liza Hamilton.

Liza Hamilton: I was very excited because I was going to eat with my family. So, my mom and I went to pick my father up at his job to have lunch together. It suddenly started to rain and then a heavy hailstorm started at around 2 p.m. The building where my father works is a little bit old, so with the hailstorm, the ceiling of the top floor collapsed. Some offices are still totally flooded. The water blocked most of the exits and entrances. It made it very difficult for people to leave the building. Many of my father's coworkers don't know how to swim, and some others suffered a nervous breakdown, so the firefighters had to come to rescue them. I was worried because my father doesn't know how to swim and although I was trying to be calm, my mother was very worried. Finally, the firefighters rescued my father and many other people trapped in the elevator. The building was evacuated successfully two hours later, and all the families were reunited.

Track 14

Sam: The firefighters came very quickly.

Diane: Suddenly the ceiling collapsed!

Reporter: How did you feel at that moment?

Adam: Why the authorities didn't check the building before?

Liza: I knew my father would be all right.

Track 15

As every Tuesday, my classmates and I took our science class in the school lab. We did a few experiments heating substances. It was around 8 a.m. Once we had finished, we left the lab for our next class. Unfortunately, Bryan, one of my classmates, forgot to turn off one of the Bunsen burners we were using. An hour later, we heard a loud noise and then we smelled the smoke. Our English teacher's reaction was quick. He told us, "Leave the room in order." The other groups were taken to the playground. The school staff gave us clear directions and Mr. Wilson, the school principal, told us, "Please keep calm and go down the stairs." Suddenly, we heard a hissing noise coming from the lab...

Track 16

The hissing noise came from the fire extinguishers that other teachers were using to put out the fire. We were really concerned about the damage that the lab could have suffered but fortunately, the only thing that we lost was a pair of flasks. The rest of the room was almost intact. A week later, the laboratory technicians gave us a safety measures talk to prevent similar situations in the future.

Audio scripts

Track 17

Last Monday, at around 11 a.m., we were going up to our classroom when suddenly the building started to shake. Our teacher immediately followed the earthquake safety protocols and started to give us directions, "Go back to the playground," he told us. He also reminded us, "Walk fast and in order." One of the school staff members said, "Look for the meeting points marked in green." Mr. Smith, one of the janitors who was mopping the floor at that moment, told us, "Be careful because the floor is wet!" One of my classmates told me, "Please help me with my bag." She seemed very upset because of the earthquake. A few minutes later, we heard some voices outside the school...

Track 18

We thought something much worse had happened outside, but we were wrong. Actually, it was our parents and some relatives who had come to pick us up. Later that day, the school was checked and the principal said to our parents and relatives, "Please, take your children home." She also told us, "We will inform you if we have classes tomorrow."

Track 19

When we were decorating the bulletin board for the school news, there was a shocking incident. It was a regular morning at our school. We were attending our English class. First, our teacher asked us to organize the information we had prepared for the bulletin board. Then, we asked for a ladder to put up some of the decorations. Mrs. Grant was going to go up the ladder, but Kevin volunteered to do it for the teacher. They both were working on the decorations while the rest of the group was working in teams pasting the information we had printed. Then, when Kevin wanted to get down the stairs, he tripped with one of his shoe laces. He fell off the stairs! Immediately after, other classmates and I tried to help Kevin. Then, Mrs. Grant asked the principal to call an ambulance so Kevin could get medical attention. Although Kevin was able to walk, his left arm wasn't right.

After a few minutes, the ambulance arrived, and the paramedics finally took Kevin to the hospital.

Track 20

Mr. Taylor: I found myself in the middle of my grocery shopping when a hailstorm, all of a sudden, started. All the people took their kids or their pets to shelter them in businesses nearby. One or two windows of some shops were torn into pieces. I could hear some of them cracking! Some of the awnings of a few businesses were covered with ice. After a few minutes, around 10 a.m., the hailstorm stopped and turned into a drizzle. A few minutes later, many people started to leave their shelters and took shovels to remove the ice from the sidewalk. Unfortunately, there was a pile-up when three cars slipped on the ice. No one was hurt, but the whole experience caught us off guard.

Jeremy: Well, I was with my aunt taking out our dog Casper for a walk when this kind of frozen rain started falling so hard! We ran to the market looking for a place to hide. You could see how some windows, light bulbs, and cars were getting damaged. Some

minutes after, these ice balls became less and less, and there came this sort of light rain, you know. Mmm, the rain was so hard that some covers used in businesses to protect from the sun had ice on them. Oh, I remember there was a sort of a car crash caused by the tons of ice that were on the street. Some people took, hmm, this kind of tool that farmers use to remove earth, you know, and then they started to sweep the ice from the streets."

Track 21

Mr. Grant: So, Mrs. Grant. When we were on our way to school that morning, there were very stormy winds which unfortunately caused serious damage to the trees down the road. There was one old tree which unexpectedly collapsed on a vehicle full of merchandise. Consequently, this caused a terrible traffic jam. It is no excuse, but due to this eventuality we could not arrive at school on time to drop Alice off. We made sure she took time to review her notes for the day.

Alice: And, you know, I was coming to school with my dad and the wind was very, very strong. All the trees were moving back and forth. When, suddenly, this huge tree fell on a truck! So, all the cars stopped, and we couldn't move for a long time. We didn't make it to school! So, my father got me back home and I started to watch some TV.

Track 22

I use phrases like "kind of" when I want to describe a word.

I like to talk even if I make mistakes.

I express the right emotion depending on the topic.

I use a visual support to help me speak better.

I use the right rhythm and intonation when I speak.

I rehearse rather than memorize my speaking presentations.

Speaking in public is very stressing for me.

Track 23

Amy: So, Edward, do you practice difficult words by repeating them to yourself?

Edward: Yes, I do. I say them to myself in sentences.

Amy: Do you practice only in that way?

Edward: No, I don't. I also watch TV shows and repeat some of the phrases the actors say. I imitate their pronunciation all the time.

Reader's Book

Track 24

Emily Dickinson (1830-1886)

Hope Is the Thing with Feathers

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all.
And sweetest in the gale is heard,
And sore must be the storm
That could abash the little bird
That kept so many warm.
I've heard it in the chilliest land,
And on the strangest sea;
Yet, never, in extremity,
It asked a crumb of me.

Track 25

Sylvia Plath (1932-1963)

Crossing the Water

Black lake, black boat, two black, cut-paper people.
Where do the black trees go that drink here?
Their shadows must cover Canada.
A little light is filtering from the water flowers.
Their leaves do not wish us to hurry:
They are round and flat and full of dark advice.
Cold worlds shake from the oar.
The spirit of blackness is in us, it is in the fishes.
A snag is lifting a valedictory, pale hand;
Stars open among the lilies.
Are you not blinded by such expressionless sirens?
This is the silence of astounded souls.

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