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About the Program

In contrast to Cycles 1, 2 and 3 of the National English Program, in this level, the expectancy is that learners develop not only listening and reading comprehension, but that they can achieve oral and written production by using a repertoire of linguistic and metalinguistic strategies. From a communicative and sociolinguistic perspective, this interpretation and production of oral and written texts can only occur in socio-functional contexts.

The contents of the syllabus for Cycle 4 of the National English Program were selected and organized based on the Common European Framework of References for Languages (CEFR), which is an international standard for describing language ability. For this reason, the social practices of the language are the key reference in the content definition of the syllabus. By the end of this cycle, students are expected to have reached a B1 level (Threshold).
Social Practices of the Language

Social practices of the language are interaction modes that include a series of activities related to the comprehension and production of oral and written texts. Each of these practices has a communicative goal and is related to a very particular cultural situation. Learners are expected to participate in realistic or life-like social practices with native and non-native English speakers by means of specific competencies that define the curriculum contents of this subject in all the cycles of the national program.

These specific competencies occur in a number of common everyday situations, but since English is not present in many of the learners’ social environments, the school is, more often than not, the only place where learners may have the necessary conditions to learn a non-native language. For this reason, it is of paramount importance that the school creates the necessary conditions to foster oral and written communicative situations where English is used for academic, social, literary and ludic purposes; the learning environments where the social practices occur.

In the Familiar and Community Environment, English is approached through situations that are close, well-known and familiar to the learners. In the Literary and Ludic Environment, learners are encouraged to appreciate and value other cultures in order to go beyond their immediate environment, to discover the creative power of the word and experience the enjoyment that literary fiction can bring. Last but not least, the Academic and Educational Environment intends to help learners develop their learning strategies, which will allow them to adjust their comprehension and production processes to identify meanings and solve problems.

The various communicative acts included in the social practices and the learning environments will act as a springboard for the development of the specific communicative competencies; these will enable the comprehension and production of oral and written texts in order for learners to carry out a specific task. These performance evidences, also referred to as achievements, may help teachers formatively assess their learners’ progress and performance in their competency in English.

Introduction
Methodology

In order to understand the methodology behind the selection and organization of the materials and activities in Yes, We Can! it is important to mention the influence that the communicative competence and socio-constructivist theories have on the series.

As suggested in the National English Program, in Mexico, language learners’ acquisition is limited by a lack of exposure to the target language. For this reason, it is necessary to look for opportunities to optimize the non-native speakers’ learning process. Yes, We Can! aims to provide the learner with traditional and electronic alternatives to increase interest in texts (through readers and websites), thus maximizing exposure to the target language.

The importance of helping learners develop communicative competencies is often repeated in the National English Program. In this series, learners are invited to develop these competencies by “doing” with the language, “knowing” about the language and “being” through the language. In other words, learners are not only expected to develop their linguistic competence, but to learn about the sociolinguistic contexts in which language occurs, in order to participate more appropriately during communicative acts.

Another important aspect of language learning addressed in this series is the importance of promoting social interaction and collaborative work amongst learners in the language classroom. For this reason, opportunities to invite learners to do pair and collaborative work are often exploited. Furthermore, individual work, reflection and self-evaluation are also considered so as to give learners the opportunity to learn at their own pace.

Finally, assessment is seen as an on-going process so that importance is given to both language learning and the skill of learning itself. Continuous assessment is carried out by a series of self-assessments (diagnostic, mid-unit and final). Every effort is made to provide the learner with ideas and materials for the construction of this formative assessment tool.
**Student’s Book**

The Student’s Book is the main component for students. It has 10 units, designed for use over three terms.

**Term 1: Units 1-4**
**Term 2: Units 5-7**
**Term 3: Units 8-10**

The first two pages are an overview of the unit. Students will be able to get accustomed to the context for the topic, to get to know what they will be expected to achieve. Furthermore, students will be able to do a task or two to activate their previous knowledge. To begin students see a chart with information from the National English Program that specifies the learning environment, social practice, communicative activities, achievements and product. There is also reference to the title of the Reader of the unit.

**How Much Do I Know?**

The purpose of this diagnostic section is to help learners reflect on how much they know regarding the social practice and the topic of the learning environments. They can do it either according to our suggestions in pairs, groups or individually, or you can think of a more appropriate way for your students to reflect as you know them best.

**Time to Read!**

This section refers to a text in the Reader that students will read throughout the unit. We give students a short summary of the text to trigger their interest. We remind them to look for the icon within the unit which includes information on body language and tips that can help you to adjust your body language so that you deliver a great improvised monologue. Remember that you will see this icon that shows which pages we suggest you read along the unit.

**Glossary Tip**

This section includes suggestions students can use in order to learn, reinforce or practice vocabulary.

**The rest of the unit aims at covering the stages through which the social practice and the products will be created and completed. The activities are organized to meet the achievements proposed for this learning cycle.**

Throughout the unit, students will find several steps that will help them organize the preparation of the Product. The number of steps depends on the complexity of the Product. Again, you might give students other suggestions if you find that more appropriate.
Another section that contributes to students’ knowledge about the language is found within the unit. This provides explanations of how language works and is accompanied by some useful examples of language used in context.

Digital Learning
Each unit includes references to useful websites and accompanying tasks that require students to develop their digital abilities.

Finally, the last page of each unit is dedicated to the presentation of the Product. Students can read the last step of the preparation which mainly includes revision, rehearsal and ideas for how to do their presentation.

After the presentation, students are invited to reflect on their performance by answering the Self-evaluation section. This consists of a different evaluation instrument per unit that is suggested in the official program. Some examples are self-evaluation card, checklist, questionnaire, control card, among others.

Bibliography
The bibliography at the end of the Student’s Book provides a list of print and online resources used by the authors. Students can feel free to look for the source that think might help them deepen their knowledge about certain topics.

Glossary
A glossary includes a selection of words taken from the texts in each unit. The words are highlighted in activities throughout each unit and students are encouraged to develop autonomy when approaching new vocabulary.
The Teacher's Guide includes specific suggestions for working with Student's Book activities at each stage of the unit, as well as notes and suggestions for working with the extra material provided for each unit.

Scope and Sequence
On pages xi to xv, you will find a summary of unit contents. This includes the environment, social practice, communicative activities, achievements and product for each unit. In this section you will also find the titles for each unit from the Reader.

Unit Structure
At the beginning of each unit there is a summary of the unit’s Environment, Social Practice, Communicative Activities Product and Reader.

Environment: Family and Community
Social Practice: Express support and solidarity when faced with an everyday problem.
Communicative Activities: Exchanges associated with specific purposes
Achievements: Express interest in a problem.
Contrast effects created by prosodic resources and nonverbal language. Define ways of expressing oneself according to the speaker.
Product: Public service announcements (PSA)
Reader: SEE the Difference

Teaching guidelines are summarized on each page.

Teaching Guidelines
Determine speaking situations. Understand how textual organization and graphic components help to the understanding of their content. Define key ideas and the intended audience.

Each unit includes a digital poster with content that reflects the social practice of the unit. Suggestions are provided for its use.

Poster 1
To finish the class, you may want students to brainstorm different everyday problems using Poster 1 to help them. They may want to work in their Product teams. If they still haven’t formed their teams, now is a good time. Students should come up with a problem per image. Allow 5 minutes to do it and stop the activity. Students share their ideas with the class. Some ideas are: a heartbreak, difficulties with math, loneliness, etc. They might want to choose one situation and express their solidarity with the person.

Language Awareness
This section provides a more complete explanation of the language section included in the Student’s Book.

Language Awareness
This is a good time to introduce students to the different theatrical genres. Read the information on the Language Awareness box with them and clarify any doubts they may have. Explain that all genres are different and present stories in different ways. Read the definitions and have students give you examples if possible. Then direct their attention to the characters and explain their purposes in the story, depending on whether they are main or secondary characters. Depending on your students’ level and needs, you can explain both topics (genres and characters), or you can explain one and go back to the other. Students can discuss why Daniel and Amanda can be considered supportive (they care about students having different problems and try to find ways to help them).

Students are guided to read the unit Reader.

Time to Read! SEE the Difference!
pp. 9–12
You can begin the class by asking students whether they recall what conclusions they reached about the meaning of the title of the reader. Then students read pages 9–12. We suggest that you write SEE on the board vertically. A volunteer writes what each letter represents next to it. You might discuss what the four students proposed (to start a campaign to promote SEE) and what they wanted to include (Public Service Announcements). I Students can discuss why Daniel and Amanda can be considered supportive (they care about students having different problems and try to find ways to help them).

Continuous assessment is carried out through self-evaluation (diagnostic How Much Do I Know?, mid-unit How Am I Doing? and final Self-evaluation) to monitor students’ progress. We are including suggestions for you to help students reflect on their knowledge.

Self-evaluation
Students will evaluate their own performance according to the rubric in the evaluation instrument. You could read through the graphic organizer with the class before they begin, to make sure everyone understands the questions. Students should work by themselves to answer the questions and then they can compare and discuss their performance in pairs. Students could hold a class discussion. Finally, a volunteer could read the tips in the final paragraph and think what they can do next time to improve.
Readers and Digital Component

Time to Read (Readers)

“A person who won’t read has no advantage over one who can’t read.” Mark Twain

We are aware of the importance of reading as a part of everyday life, both inside and outside the classroom. At each level, Yes We Can! is accompanied by a Reader that includes fiction and nonfiction texts to foster curiosity, language acquisition, reading skills, and, above all, the habit of reading. The final page of each reader includes questions and activities to develop communication skills and personal involvement in reading. This page also includes suggested further reading. References are included so that students can verify facts and extend their learning.

Digital Component

Audio Program

Yes, We Can! includes a listening program. The activities recorded on the Digital Component will help all students, and in particular auditory learners, to assimilate the language. All listening exercises are included here. The audioscript is on pages T126 to T133.

Posters

The Digital Component also includes a digital poster per unit. Its content reflects the social practice of the unit and gives students more ideas about their Product.
Scope and Sequence

Unit 1

Dealing with Everyday Problems

Environment: Family and Community
Social Practice: Express support and solidarity before an everyday problem.
Communicative Activities: Exchanges associated with specific purposes
Achievements
• Express interest for a problem.
• Contrast effects created by prosodic resources and non-verbal language.
• Define ways of express according to the speaker.
Product: Public service announcements (PSA)
Reader: SEE the Difference!

Unit 2

Performing a Play

Environment: Literary and Ludic
Social Practice: Read theater plays.
Communicative Activities: Literary expression
Achievements
• Select and review short theater plays for young people.
• Read short theater plays and understand general sense, main ideas and details.
• Participate in dramatized readings.
Product: Dramatized reading
Reader: Pluto’s Cup
Unit 3

Knowing about Emergencies

Environment: Academic and Educational
Social Practice: Produce instructions to prepare for an environmental emergency.
Communicative Activities: Interpretation and follow-up of instructions

Achievements
• Select and review instruction sheets.
• Read and understand instruction sheets.
• Write instructions.
• Edit instruction sheets.

Product: Poster with instructions

Reader: Forces of Nature

Unit 4

Reading the News

Environment: Family and Community
Social Practice: Compare news in different journalistic publications.
Communicative Activities: Exchanges associated with media

Achievements
• Review journalistic news.
• Read journalistic news.
• Contrast journalistic news in different newspapers.

Product: Comparative chart

Reader: A World of News
Unit 5

**Improvising a Monologue**

Environment: Literacy and Ludic
Social Practice: Improvise a brief monologue on a subject of interest.
Communicative Activities: Recreational expression

Achievements
- Review genres of monologues.
- Plan a monologue.
- Present a monologue.
- Encourage feedback.

Product: Game Improvised Monologues
Reader: Santding Alone

Unit 6

**Looking Inside Machines**

Environment: Academic and Educational
Social Practice: Paraphrase information to explain the operation of a machine.
Communicative Activities: Search for and selection of information

Achievements
- Select and review materials.
- Read and understand information.
- Write information.
- Edit texts.

Product: An infographic about a machine
Reader: Stephanie’s New Camera
### Unit 7

**Sharing Personal Experiences**

**Environment:** Family and Community  
**Social Practice:** Comment on own and other’s experiences in a conversation.  
**Communicative Activities:** Search for and selection of information  
**Achievements**  
- Listen and review conversations about personal experiences.  
- Understand general sense, main ideas and details  
- Share personal experiences in a conversation.  
**Product:** Autobiographical anecdote  
**Reader:** *The Anne of My Dreams*

### Unit 8

**Comparing Cultural Aspects**

**Environment:** Literary and Ludic  
**Social Practice:** Read short literary essays in order to contrast cultural aspects.  
**Communicative Activities:** Understanding oneself and others  
**Achievements**  
- Revise short literary essays.  
- Read and understand general meaning, main ideas and details of literary essays.  
- Describe and compare cultural aspects.  
**Product:** Comparative chart  
**Reader:** *Market Day*
Unit 9

Participating in a Round Table

Environment: Academic and Educational
Social Practice: Discuss points of view to participate in a round table.
Communicative Activities: Exchanges associated with specific purposes
Achievements
- Review texts of civics and ethics education and select information.
- Understand general sense and main ideas.
- Discuss points of view by participating in a round table.
Product: A round table
Reader: Animal Rights Debate

Unit 10

Making Complaints

Environment: Family and Community
Social Practice: Express complaints about a product.
Communicative Activities: Exchanges associated with the environment
Achievements
- Listen and review complaints about products.
- Interpret general sense, main ideas and details of complaints.
- Make oral complaints.
Product: Making a complaint
Reader: Surprise!
Term 1: Unit 1
Dealing with Everyday Problems

Environment: Family and Community
Social Practice: Express support and solidarity when faced with an everyday problem.
Communicative Activities: Exchanges associated with specific purposes
Achievements: Express interest in a problem.
Contrast effects created by prosodic resources and nonverbal language. Define ways of expressing oneself according to the speaker.
Product: Public service announcements (PSA)
Reader: SEE the Difference

The first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will follow several steps to prepare themselves to make a public service announcement about a problem that they find the most relevant in their everyday lives. You can go with students through the specific achievements listed in the chart. They may look at this two-page overview and identify its parts. Some possible questions for students to reflect on are:
1. Have you ever thought which everyday problems affect you and your friends the most?
2. What is the purpose of the How Much Do I know? box?
3. How will the Time to Read! section help you achieve your objectives?
Students can reflect on these points in small groups, in pairs or even as a whole class.

1 Read the text and discuss the questions from the How Much Do I know? box on the next page.
You can read the text for students to listen to with their eyes closed. They reflect on how much they understand. Having their eyes closed helps students focus on what they hear. Then students read the text and think how much they know about PSAs from their previous experiences. When the purpose of a PSA is clear, you may ask why some words are highlighted. Students may come up with different ideas, and then read the Glossary Tip on page 7. It is important they always try to guess the meaning of the unknown words from the context of the sentence, but if they cannot, they should look the word up or ask for help.

2 Read the PSA and identify the parts that answer the questions.
Students analyze the PSA using the questions as a guide. The idea is for them to work in pairs or small groups and identify which part (an image or a text) of the PSA helps them answer each question. They should begin to realize that images and texts are equally important to put across an important message. As a well-know English idiom says, “A picture is worth a thousand words.” Students can share their ideas with a class or with a different pair (group). Possible answers: 1. The PSA is directed to students who are bullied. (“My classmates make fun of me.”)/ image of a sad girl. 2. Bullying (“I’m being bullied!”) 3. Talk to an adult, and tell the bullies to stop. 4. Don’t keep silent, speak up! Finally, you can ask questions related to the Social Practice of this unit: How do you react to bullying? Do you know someone who is being bullied? What do you do when you are faced with this problem at school?

> Reflect on the following questions.
Students can now do an individual reflection on the topic guided by the questions. They don’t have to share this reflection. It is important that you allow moments of reflection, so that students get more and more involved in the topic.
In Unit 1, students will be able to read a fiction story about a school campaign which purpose it is to promote healthy habits among teens. This is related to the Social Practice (express support and solidarity) of the unit and it also will help students with models for the Product. You might want to ask students to speculate what the title of the story refers to. Why is SEE written in this way? What is the purpose of capital letters? Elicit some ideas and remind students that reading of fiction opens up their horizons, allows them to think critically and to become more creative, among other benefits.
Teaching Guidelines

Determine speaking situations. Understand how textual organization and graphic components help to the understanding of their content. Define key ideas and the intended audience.

Students might like to work in pairs and go back to pages 6 and 7. They look at the images representing bullying. How effective do they find them? Why? Is the symbolic representation better than the photos? Why? After they share their ideas, they choose a different problem and try to come up with an image to represent it. Students then share their images with other pairs and discuss what they represent.

4 Read the dialogues and speculate on the relationship between the people.

You may have to explain that support (solidarity) means “encouragement and approval for someone because you want them to feel better.” People who express solidarity with someone have empathy (are sensitive and understanding) and try to help by giving suggestions. Students will read some expressions to show support in the dialogues. Before students read the dialogues, they can determine the speaking situations in pairs. It is important they notice non-verbal language (gestures and facial expressions are a key to their understanding of certain situations.) Can they imagine what the relationship between these people is? Invite them to use their imagination, as there is no one correct answer (teacher-student, mother-daughter, etc.). Then they read the dialogues and identify the phrases that show support and solidarity (Oh no! That’s terrible! If you can’t go away, scream. Yes, you look tired.).

Look at and read the PSAs below. Define the key ideas using the following questions as a guide.

Students should look at both announcements first and observe the images. Can they deduce how they are related to the dialogues in Activity 4? Then students read the PSAs and define the key (main) idea of each using the questions to help themselves. Do they agree with the suggestions given in the announcements? Explain that the last phrase is called the strong phrase. The strong phrases address people’s emotions and are easy to remember. In this way, the message of the PSA is more effective. In videos or recordings, these phrases are said louder and they sometimes are repeated several times. On posters, they are written with capital letters, in color, with a graphic effect, etc.

Answers: 1) the first PSA corresponds to Dialogue 1. The second PSA corresponds to Dialogue 2; 2) & 3)

The first is a safety announcement directed to young people. // The second is a health announcement directed to people who have trouble sleeping. 4) They address your emotions.

Poster 1

To finish the class, you may want students to brainstorm different everyday problems using Poster 1 to help them. They may want to work in their Product teams. If they still haven’t formed their teams, now is a good time. Students should come up with a problem per image. Allow 5 minutes to do it and stop the activity. Students share their ideas with the class. Some ideas are: a heartbreak, difficulties with math, loneliness, etc. They might want to choose one situation and express their solidarity with the person.
Read the excerpts from the PSAs and decide which poster they correspond to.

1. Take your dog on a trip.
2. Don’t leave your dog in a hot car.
3. Don’t get depressed by your weight.
4. Fish shouldn’t be carried in plastic bags.
5. Fish in the oceans kills fish.

Listen to the complete scripts and identify the additional information about each problem. Discuss what issue each PSA is talking about: health, environment or safety.

Students should read the PSAs in pairs. How different are these PSAs to the ones they have seen so far? (less text, one strong phrase, strong symbolic image). Tell students that sometimes the strong phrase doesn’t have a literal meaning – they should speculate on the meaning of it. Then they read the possible interpretations and decide which one is the appropriate one. Which PSA seems the most effective to them? Why? Is the problem relevant to their lives? If appropriate, refer students to watch the following PSAs online. They can watch them to look for the type of PSA (environmental, mental health, safety) and the strong phrase. They are appropriate for the age of your students.

Students read the fragments of the scripts that accompany the PSAs above. Can they decide which ones go with which PSA? They work in pairs and then share with the class which words gave away the meaning (plastic / weight / hot temperature).

Listen to the complete scripts and identify the additional information about each problem. Discuss what issue each PSA is talking about: health, environment or safety.

Students will listen to the complete scripts for the PSAs above. They should take notes for any additional information. You may play each script two or three times. Then students compare their notes. Finally, you can have a group discussion about the type of issue that each PSA deals with.

Language Awareness

Students work in pairs and read the expressions of solidarity and support. They may notice that many of these expressions include incredulity, disbelief and empathy. Many times, when we listen to a problem, we identify with it and try to suggest a possible solution. The expression in bold can be used for all different types of suggestions. Finally, have an open discussion about the importance of expressing solidarity and support. 

Teaching Guidelines

Anticipate general sense. Determine speaking situations. Help students so that they can examine the consequences of providing support at the appropriate time. Adjust the language how to recognize different points of view when analyzing texts.

Time to Read! SEE the Difference! pp. 9–12

You can begin the class by asking students whether they recall what conclusions they reached about the meaning of the title of the reader. Then students read pages 9–12. We suggest that you write SEE on the board vertically. A volunteer writes what each letter represents next to it. You might discuss what the four students proposed (to start a campaign to promote SEE) and what they wanted to include (Public Service Announcements). Students can discuss why Daniel and Amanda can be considered supportive (they care about students having different problems and try to find ways to help them).
Once your ideas are clear, draft an image for your PSA. You have seen several ideas for PSAs now. You know that each PSA is made for certain audience and talks about a relevant topic. In your Product teams, decide on the topic for your PSA and complete the Mind Map to organize your ideas. The expressions of Solidarity and Support can include some suggestions.

Intended Audience

Problem

Strong Phrase

Solidarity and Support

Image

Once your ideas are clear, draft an image for your PSA.

Product Step 1

Students have learned a lot about the ideas behind PSAs. They should know by now that the purpose of a PSA is to give the audience a clear message about a problem that is relevant to that audience. You can have them recall the most important parts of a PSA: What makes a PSA effective? (strong message, images) What types of issues can they address? (health, environment, safety) What is the main objective of PSAs? (convince people to do something in order to improve their lives or their community). Students read the text and work on the mind map in their Product teams. To check, you can do the following: 1. Get several teams together to discuss and exchange ideas to improve each mind map. 2. Draw a similar mind map on the board and invite a team to complete it and explain their ideas. Their peers can respectfully add their comments and maybe offer alternative ideas. 3. You can work as a class to come up with alternative strong phrases. These are always the most difficult to write especially when we are trying to have a hidden meaning. You can help them with vocabulary to add to their repertoire. However you decide to work on the mind map, it is important that students are convinced that their topic is adequate for a PSA.

Further Practice Poster 1

If time permits, you might want to finish the class with the practice of expressing solidarity and support.

Display Poster 1 and divide the class into seven groups. Assign each group with an image from Poster 1. They work on a dialogue with the characters using some expressions from the unit or others that they know from the previous level. As an alternative, they can use a dictionary, ask you or ask their peers for help. Here are some possible dialogues that you can write on the board as models and ask students which photos they go with. Have they ever had similar conversations in their language?

1. - Why are you crying?
- My mom shouted at me.
- But why? What happened?
- I failed an exam.
- I am sorry. Your mom wants you to do well, so you are successful. Would you like me to help you study?

2. - Hi, why are you sad?
- My parents are getting a divorce.
- Oh no! Why don’t you tell me how you feel about it?

3. - You look tired.
- I am very tired, I cannot sleep.
- But why? That’s terrible. Sleep is vital for you to function well. I suggest you don’t look at your phone at least half an hour before you go to bed.
6 Read and discuss the meanings of the concepts in the box below. Then listen and follow along.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound effects (SFX)</td>
<td>The written form of an announcement for radio or TV production.</td>
</tr>
<tr>
<td>Volume</td>
<td>The rise and fall in the sound of your voice when you speak.</td>
</tr>
<tr>
<td>Tone</td>
<td>The emotions in what you say (enthusiastic, serious, considerate, happy, etc.).</td>
</tr>
<tr>
<td>Intonation</td>
<td>The rise and fall in the sound of your voice when you speak.</td>
</tr>
</tbody>
</table>

Listen again. Then read the PSA paying close attention to the remarks on the tone, volume, and special effects.

Unit 1

Further Practice 🦕

To practice tone and volume, you can write the following sentences on the board:

- One veggie a day, keeps the doctor away!
- You friend could wait. Don’t text and drive!
- Don’t be a night owl – sleep 8 hours a night!
- Don’t text and drive!
- Dogs can die when left in a hot car.

Have students come up to the board and read the sentences using different tones (rising intonation). Then groups can compare the ideas and decide on the best options for tone, special effect, and volume to make the PSA below effective. Finally, they listen and follow along. Where did they go wrong?

Students recall what special effects were included in the first model of a script they saw in this unit (p.7) and why they thought the message was more effective when they use special effects (they help you connect your emotions to what is being said). Students work in their Product teams and read the concepts. You may want to check whether the idea of tone is clear by asking students to read this sentence using different tones: Dogs can die when left in a hot car. They should see how effect of the message changes with each tone. Is it OK to read this using the happy tone? Why not? What is the ideal tone to read this sentence? (serious, sad).

Remind them what an intonation is by giving some examples: Do you agree? (rising intonation) What are you talking about? (falling intonation). Then groups read the script and decide on the best options for tone, special effect, and volume to make the PSA below effective. Finally, they listen and follow along. Where did they go wrong?

Brainstorm with students what they remember from the previous pages of the story. How many problems can they remember? What about the proposed solutions? Students may want to share how they feel about the SEE campaign and their ideas on a possible PSA. Then read page 17 together. You can assign roles of a narrator and students who participate (Amanda, Juan, Jessica, a girl, etc.).

When you finish, students can work in pairs to discuss the question: Do students support the idea? How? What are the proposed PSAs? Which one do they think is more effective: a radio spot or a video? Several actors or a narrator? Make sure they look up the highlighted words in the glossary.
Teaching Guidelines

Activate previous knowledge. Vary prosodic features. Show impulse spirit and empathy using prosodic features. Contrast effects created by prosodic resources.

7 Listen and circle the appropriate intonation.

Ask students to listen to the statements, and mark whether the intonation goes up or down. Volunteers can read the sentences imitating the intonation on the recording.

Language Awareness

To begin talking about intonation, students should recall the other two prosodic resources they have talked about so far: tone and volume. It is important they understand that tone shows emotions whereas volume refers to how loudly or quietly you say a sentence to achieve the effect. Then students read the information about the intonation. Model a positive sentence: This is wonderful! and exaggerate your voice going up. Then say This is so sad, making sure your voice goes down. All these prosodic features are somehow connected and only when using three of them well, they will achieve the effect in their PSA.

To learn more about differences between the tone and the intonation, you can visit this website.

If it is possible for students to go online, we recommend these sites to learn more about the tone and the intonation. In the video, students can see clearly how important it is to use the appropriate tone and volume of voice.

Product Step 2

Now is a good time for students to work on the first draft of the script for their PSA. By now, they have chosen their topic and brainstormed the importance of having the right audience and an effective strong message. This time, they will focus on the prosodic resources that make the recorded message more effective. Students work in their Product team and read the questions that will work as a checklist on what to take under consideration. Before writing, they can read the example and analyze the problem and the audience. Is this script effective enough? Why?

Further Practice

To practice contrasting effects using intonation, you could do this fun activity with students. The idea is to say “Yeah” with different intonations to show different emotions. Write these on the board so that students notice the punctuation that will help them pronounce the words in the right way: Yeah (neutral)/Yeah. (falling) /Yeah? (rising)/Yeah! (enthusiastic) /Yeah!! (excited) /Yeah!!! (super excited) /Yeah?? (uncertain) / Yeah??? (surprise) /Yeah… (disinterested). Model the pronunciation for students to repeat. Then they can continue practicing in pairs. They can continue with “No” and “Okay” and other emotions.
1. The girl sounds...
2. The boy sounds...
3. Volume of the speakers
4. Sound effects
5. Effectiveness of the PSA

Each PSA needs to have an image to accompany it. They can be illustrations, photos or magazine cutouts. Students look at this poster and read the first sentence – What can it refer to? What type of a PSA is it? (environment) They might need to look up the highlighted phrases in the Glossary on page 93. Do they feel empathy for people who have this problem? Elicit some expressions of support and solidarity. (It must be horrible to live in a place full of garbage. What can we do to help? Water is vital and so much of it is wasted!, etc.) Does it happen in their neighborhood? Students work in groups and analyze the PSA using the points as a guide. Do they find the strong phrase effective enough? Groups can share their ideas with the class and say whether the strategy of the creators of this PSA was effective enough or if they would improve it.

Listen to a presentation. Then mark ✔ the box that best describes what you hear in the audio.

1. The girl sounds...
2. The boy sounds...
3. Volume of the speakers
4. Sound effects
5. Effectiveness of the PSA

Go through the points to analyze with the class, so that they know what information to listen for in the recording. You can play the recording several times until your students feel confident about their answers. Once they have marked the answers, they discuss them with a classmate. Are they in agreement? If not, they should listen to their peers and consider changing their answer. It is important to be polite but convincing.

Listen to a presentation. Then mark ✔ the box that best describes what you hear in the audio. ☑️

Now that they have listened to the PSA, they have to analyze it using the points as a guide. The boxes show whether the girl or the boy or even the whole PSA is effective enough.

Teaching Guidelines

Decide how to express their ideas recognizing the effects of the prosodic features. Choose strategies to influence opinion of others. Encourage students to show resilient personality when facing complex tasks.

Remind students or let them recall in pairs what types of PSAs they have seen so far: safety, environment, health. This is a good moment for students to reflect on the issues that should be addressed in their community. Some ideas could be domestic violence, litter, assaults, etc. Remind them to stay serious while discussing as these are very important topics and, by addressing them, they can make a big difference. Allow a couple of minutes for them to brainstorm ideas and come up with possible campaigns to solve them. Can they think of an image and a strong phrase that would accompany their PSA? You may want students to present their ideas using the prosodic features they have learned about so far. Vote for the group that has been the most convincing.

Further Practice

Write “resilience” on the board. If students don’t understand the word, tell them that an iron stick or a rock at the shore is resilient to wind, to being bent, etc. Ask: What does having a resilient personality mean? Elicit ideas: It’s the ability to readily recover from a crisis. Have students work in pairs and discuss what characteristics a resilient person should have. If they have access to Internet, they can refer to this website to get ideas: https://www.creativeboom.com/tips/10-personality-traits-that-will-help-you-become-more-resilient/. If the Internet access is limited, you can guide them by writing some of the ideas on the board: 1. To have strong problem-solving skills (to be able to spot the solution that will lead to a safe outcome). 2. To have strong social connections (to have close people who can offer support and solidarity). 3. To be able to ask for help (it is important to accept that there are times you can’t solve a problem alone). Finally, you can write this quote from Winston Churchill: “Success is not final, failure is not fatal: it is the courage to continue that counts.” Have a class discussion on the meaning of this quote.
Teaching Guidelines

Adjust the language to intended audience and purpose. Propose and suggest alternatives. Choose strategies to influence the opinion of others.

Further Practice

Read the following PSA for the class following the remarks. You can have some dramatic background music in the background if possible.

Adult (serious, soft voice, falling intonation):
Imagine a day without water...
Child 1 (disappointed, sad): No more rainbows. I love rainbows.
Child 2 (matter-of-factly, serious): We couldn’t take a shower.
Child 3 (sad): We couldn’t drink water on a hot day. Everything would be dirty. We would be sick all the time.
Adult: Every 20 seconds a child dies from a water-related disease. (dramatically, slow) Every drop counts.

Ask students what the message of the PSA is: *Children are dying due to lack of water. What makes the message effective? (Children are talking about what they imagine lack of water would cause – but the problem is much bigger, children would die without water.) You can write the dialogue on the board and assign roles for students to participate in reading the dialogue. If time permits, they can draft an image to accompany this PSA.

Product Step 3

Students get in their Product teams and review their notes on their PSA. *What is the purpose of their PSA? What is the intended audience?* They had gone through two previous steps and have seen models of a script for PSAs. Now they should take some time to decide whether their message will have actors, a narrator or both. If they are planning on making a video, do they want people in it or just a voice-over (the voice of an unseen narrator speaking). They should write their script on a separate sheet of paper, following the model in the book. They should add special effects (*water dripping, a child crying, a car crashing, etc.*), and make remarks on participants’ tone and volume of voice. Once the script has been drafted, student should plan their images in pencil in the space provided. They can use illustrations, photos or newspaper (magazine) cutouts for their final version.

They should do it on a big piece of cardboard before the next class presentation, so that everyone can see it while students present their work. If they want to record it, they should do it before the final lesson and make sure they have necessary devices to present their PSA to the class.

Time to Read! SEE the Difference! p. 20

Students can get in small groups or write their version of the script for a SEE campaign individually. They should be creative and come up with several strong phrases. They read their ideas to a class and vote on the best phrase. It would be a good idea to plan a similar campaign in their school. Invite students to share ideas on how they could collaborate with students from other classes to achieve that.
to realize what they have to work on in the future. However, if they detect some key problems in their learning, they should ask you for help. Remind them that people with resilient personality ask for help if they cannot solve a problem.

Assessment
Remember that you can use Assessment 1 on page T102 to assess students’ performance in this unit.

Self-evaluation
As part of the continuous evaluation, it is time for students to think about what they have learned and what aspects of the topic they need to improve. In order to help students do this, ask them to evaluate how much they have learned about PSAs and how much they participated in the creation of the ir team’s PSA. There is no need for students to share their reflections; it is an individual and personal evaluation

Product Step 4 🤚
Students are now ready to put final touches to their poster and the script. If they recorded their PSA, they should check all the technical details before their turn. If not, they should rehearse reading their presentation in teams, keeping in mind the intonation, tone and volume. While presenting, they can do it in a circle, so that everyone can see the images, or hang their work on the board. Remind them that it is important to respect classmates by paying attention to them when they are speaking. You can record their performances.

Teaching Guidelines
Evaluate performance
Term 1: Unit 2
Performing a Play

Environment: Literary and Ludic
Social Practice: Read theater plays.
Communicative Activities: Literary expression
Achievements: Select and review short theater plays for young people. Read short theater plays and understand general sense, main ideas and details. Participate in dramatized readings.
Product: A dramatized reading
Reader: Pluto’s Cup

These first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. It’s important that students understand that throughout the unit, they will follow several steps to prepare themselves to participate in a dramatized reading, this will allow students to practice the different stages of their product. You might want to go through the table with them or ask them to do it in pairs or small groups.

1 Read the theater play and discuss the questions.

Help students read the questions first so they know what they are looking for. Then have students read the play in groups of 4, assigning one character per student. Help them with any unknown vocabulary. Depending on their English level, you can have them reflect on the role of pictures used in a story or a play. Then ask them to discuss the questions in their groups. Finally, check the answers as a class.

Answers: 1. Answers will vary; 2. Naz; 3. Answers will vary; 4. Answers will vary; 5. Answers will vary.

To activate previous knowledge, and have students reflect on the topic so they can link it to their own lives, have students work in pairs to discuss the three questions in the box. If time allows, have the students who have seen a play share that experience with the rest of the class. If possible, have them explain how the play was performed. Provide support if needed.

In order to help students link the topic to their own lives in the How Much Do I Know? section, you can show them Poster 2, identify the theater genres (at this point it is not that important that they know the word genre, you can present the pictures as types of plays or theater) and ask them if they have ever seen any of those types of plays. Have them share their experiences with the rest of the class.
Teaching Guidelines

Revise short theater plays for young people.
Understand stage directions. Read short theater plays and understand general sense, main ideas and details. Be aware of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text. Link non-verbal language with the meaning of dialogue to reinforce the message. Discuss intended audience.

Write the words THEATER PLAY in the middle of the board. Invite different volunteers to the board and write ideas they associate with it. They can use what they have learned on the first page of this unit, their personal experience or the information their classmates shared. To help them come up with ideas, you can ask questions: Would you like to watch a theater play? Why? What do you think you will like the most? And the least? Would you prefer to be in the audience or on stage? etc.

2 Listen to the play from Activity 1 and discuss the questions.

Explain that now they are going to listen to the play they read last lesson. Have them read the questions so they know what to look for when they listen. Play the track twice and have them work in pairs to discuss the questions. If the group needs it, you can play the track a third time.

3 Body language helps you transmit your message with more clarity. Look at the body language in the pictures and read the descriptions. Then discuss the questions.

Ask students if they know or remember what body language means. Ask, Do we use body language in everyday life? Ask them to give as many examples as they know (eyes wide open, shrugging, etc.). Have them go to the page, look at the pictures and read the descriptions. Have them reflect on the importance of body language by discussing the questions in groups of three or four. After reading the questions, call students’ attention to the highlighted words. Ask them what they think those words mean or are related to. At this point, allow them to express their ideas without correcting too much, and then read the Glossary Tip on this page.

Answers: Answers will vary.

Glossary Tip

Encourage them to highlight other words they don’t know while reading the plays. Once highlighted, students can guess their meaning from the context or by referring to images, if any. In the Glossary on page 94, they will find the meaning of the highlighted words from this unit.

To conclude the overview of the unit, students can do the following:
1. Share their views on the topic with the class: How do they feel about the topic and the Social Practice?
2. In small groups, brainstorm what they’d like to learn about Theatre.

Time to Read! Pluto’s Cup

Take some time to introduce this unit’s reading story, Pluto’s Cup. Explain that different types of literary texts should be read differently. You don’t need to read a poem the same way you read a play. Explain that this unit will help them learn how to read and what to pay attention to in plays. Tell them that as they will need to pay attention to stage directions and how they contribute to the development of the actions in the story because this will help them socialize their product at the end of the unit.
Teaching Guidelines

Revise short theater plays for young people.

Determine genre. Read short theater plays and understand general sense, main ideas and details. Create links between senses of sections and general sense. Establish a relationship between main character(s), secondary character(s) and/or incidental character(s). Determine themes.

Make students aware of how important creativity and imagination are when performing or watching a play. Have them notice that the creativity of the actors can engage the audience. Point out that by using our imagination, we are able to understand the characters’ experiences and perspectives. Finally, ask students how they think imagination relates to theatrical genres.

Language Awareness

This is a good time to introduce students to the different theatrical genres. Read the information on the Language Awareness box with them and clarify any doubts they may have. Explain that all genres are different and present stories in different ways. Read the definitions and have students give you examples if possible. Then direct their attention to the characters and explain their purposes in the story, depending on whether they are main or secondary characters. Depending on your students’ level and needs, you can explain both topics (genres and characters), or you can explain one and go back to the other as you read more fragments along the unit.

4 You have now read about genres and characters. Read the play. With a classmate, identify the genre, main character, and secondary characters.

Explain that now they are going to read a different play, and that they should pay attention to its genre and its characters. Let them go back to the Language Awareness section if they need to and reread the information. Ask them to read carefully in pairs. When they have finished, ask them to compare their answers with another couple and revise their work. Then check as a class.

Time to Read! Pluto’s Cup pp. 21-23

To conclude the lesson, have students read the card on page 21. If time allows, have them guess what the story is going to be about and what adventures the characters are going to face. Explain that this first scene represents the introduction of the characters to the audience.

Further Practice

If time permits, you may want to finish the class with a discussion on theatrical genres. Display Poster 2 and divide the class in four groups. Assign each group with an image from Poster 2 (only assign Christmas play, Monologue, Musical, Horror). Students will write the characteristics they believe are part of the genres of each assigned image. They can use the Language Awareness box on page 18 as a model. Monitor and provide help as necessary. Ask students to justify their answers and check as a class.
Read the extracts from The Medium. Then discuss the questions with your classmates.

1. Which extract mentions an event happening at the time the speaker is talking?
2. Which extract mentions an event that has recently happened?
3. Which extract mentions a temporary situation?

With a classmate, read The Key on page 16 again and identify any sentences similar to the ones above.

Answers:
1. Tranzo: Ah, I’m listening... Yes, it’s here.
2. Tranzo: You’ve recently been to an audition for a reality TV show.
3. Tranzo: You’re training for a job in the circus! Is that right?

Language Awareness

Have them read the Language Awareness section on verbs or read it with them. Depending on your class’ English level, you can read the Language Awareness capsule before doing the exercise or you can let them reflect on the verbs by themselves and then complement their conclusion with the Language Awareness explanation.

With a classmate, read The Key on page 16 again and identify any sentences similar to the ones above.

Have students go back to The Key on page 16 and reread it, now with the intention of looking for sentences similar to the ones they have just read about, that is, sentences that use present simple, present continuous or present perfect. Have them classify the sentences in their notebooks and discuss which verb tense is used mostly in The Key (present continuous). If time allows, have them discuss why they think present continuous is mostly used.

Teaching Guidelines

Understand stage directions. Read short theater plays and understand general sense, main ideas and details. Compare current actions, ongoing actions in the present, or actions that started in the past and conclude in the present. Be aware of the influence of attitudes, beliefs and values in the interpretation of the general sense of the text. Establish a relationship between main character(s), secondary character(s) and/or incidental character(s).

You might begin the class by writing the titles of the plays they have read so far (The Key and The Medium) and have students discuss in pairs what they liked the most about each play and what they liked the least. Encourage them to talk and give their opinion about the genre and the characters.

5 Read the extracts from The Medium. Then discuss the questions with your classmates.

Go over the questions with students before doing this activity. Invite your students to read the extracts from the play in the boxes. Discuss the questions in groups and have them pay close attention to the verbs in each fragment. At the end, you can check students’ ideas and correct any mistakes you might come across.

Answers:
1. Tranzo: Ah, I’m listening... Yes, it’s here.
2. Tranzo: You’ve recently been to an audition for a reality TV show.
3. Tranzo: You’re training for a job in the circus! Is that right?
Teaching Guidelines

Revise short theater plays for young people. Identify intended audience. Determine genre. Read short theater plays and understand general sense, main ideas and details. Identify main and secondary characters.

To begin, you may want to elicit the different theatrical genres they remember. Have them mention some of their characteristics. Monitor the class so that you can pick up on common errors students might be making.

Product Step 1

At this point, students should start gathering information for their Product. Have them go to the school library or tell them about other short theater plays for young people. Have students make a list in their notebooks. After the discussion, have students get into their Product teams and select one of the plays. Ask them to complete the chart with the information from the play they chose.

If possible, encourage students to visit the web page to find more plays.

Poster 2

Show Poster 2 again so students remember other genres and can accurately identify the genre of the play they chose for their Product Step 1.

6 Listen and read along with the theater play.

Explain to students that they are going to read another play but this time they are going to listen to it and follow along. First, have them read the title and ask them to identify the characters and tell you their names. Then have them look for the highlighted words in the Glossary on page 193. Play the track twice if necessary. Finally, answer any questions students may have about vocabulary or the play itself.

We suggest having students watch an example of a dramatized reading. You could share the following link of a performer’s dramatized reading: https://yahoo.it/2IDahNA. If there is no Internet access at school, you may suggest watching it at home. Another option is reading the scene yourself in order to model how to do this.
With a classmate, identify the genre of the play. Discuss who the audience for this play is. Find evidence to support your opinion.

Listen and read the lines from the theater play again. Then discuss the questions.

1. Don’t worry, Son.
2. Let go, Doll, or I’ll hit you!
3. Who’s that walking by?
4. What are you doing in that bag?
5. Help me out of the bag.
6. She’s much too good for you.
7. I’m so hungry.
8. I’ll get you for this!

1. Who is the main character? How do you know?
2. Who are the secondary characters?
3. Why are lines 2 and 8 said more loudly?
4. Intonation refers to the way people say things. Why do you think intonation changes throughout the play?

With your classmates, assign parts from this play and read it aloud. You should also practice using body language and intonation.

Discussions:

- Discuss who the audience for this play is. Find evidence to support your opinion.

Remind students that, at the beginning of the unit, they talked about the audience of a play. Ask them to say who they think the audience will be and why. You can do this activity as a class discussion, or you can have them discuss in groups.

Listen and read the lines from the theater play again. Then discuss the questions.

Ask students to listen carefully to how the lines are said and who says them. After listening to the track, have them reflect on the concept of intonation. Ask: Do you know what intonation is? What do we use different intonations for? Have them get in pairs and discuss the questions. Help them as needed.

Answers: 1. Rabbit, because the story centers around him; 2. Mother, Son and Coyote; 3. Because lines 2 and 8 end with exclamation marks which indicate strong feelings; 4. Answers will vary.

With your classmates, assign parts from this play and read it aloud. You should also practice using body language and intonation.

Remind them that, a few pages back, they learned about body language. Allow them to go back to page 17 if necessary. Tell them they will be assigned parts in the play and that they have to read them. Ask them to use body language and intonation in their reading/acting that match what they are saying. Have a round of questions before the reading, in case any student has doubts as to what any of the words or expressions mean.

Students could practice reading their lines with a classmate that does not belong to their group. They should take turns reading one of their lines aloud using different intonation and body language. Their classmate should guess the intention or feeling.
Teaching Guidelines

Revise short theater plays for young people. Read short theater plays and understand general sense, main ideas and details. Participate in dramatized readings. Use body language.

You may want to write some dialogues from the plays in this unit and say them without any gestures or body language. Then you could ask: What kind of gestures or movements do you think I could use? Allow students to come up with ideas or even try to say the dialogues with appropriate body language. Then you could repeat the sentence using gestures and body language. Invite students to reflect on how gestures help us to convey the meaning of dialogues.

Language Awareness

Remind students of what they discussed about body language on page 17 and the examples they gave about body language in everyday life. Then read the text in the Language Awareness box and have them look at the pictures and their captions in pairs or groups and discuss: Is that body language used also in Mexico? Solve any questions they may have about the topic and encourage them to find more instances of body language.

► Look back at the Coyote and Rabbit. With a classmate, think about which characters could use the following types of body language.

Have students name the characters in Coyote and Rabbit. Let them reread the play if they need to. Then tell them to look at the pictures in the activity and to think about which characters could use the different types of body language. Ask them to work in pairs and discuss their answers.

► Choose another play from this unit and perform it using appropriate body language.

Have students get into groups and choose another play from the unit. Give them enough time so they can rehearse and perform the play using the appropriate body language. Walk around and help them get the most out of body language in the plays they perform.

Further Practice

Display Poster 2 so students can look at the pictures. You may ask students to look at the pictures and have them say what ideas the characters of each picture are expressing. Then students can imagine dialogues for the characters' gestures. Students can compare answers as a class or in small groups.

Time to Read! Pluto’s Cup pp. 24-27

Have students read pages 24-27 (scenes 2-5). Ask them to pay attention to the characters. Have them think about the intended audience and the genre of the play. Have them justify their answers with the information they have learned up to this point and their personal experience. If time allows, have them assign different instances of body language to different parts of pages 24-27 and share them with the rest of the class. For example, “Hmmm” for Emily’s line “They’re delicious” on page 24. At this moment, have them notice stage directions and have them reflect on them. Ask: What do you think they are for? What do they help with? What would happen if we didn’t have stage directions? How would the play or the understanding of the play change?
Teaching Guidelines

Read short theater plays and understand general sense, main ideas and details. Participate in dramatized readings. Use body language. Practice intonation and pronunciation of words and expressions. Identify themes.

Have students think about the importance of body language in each of the theatrical genres. Ask them to get into groups and assign a genre per group. Have them identify three different instances of body language for the genre they were assigned.

8 Read the text aloud. Assign roles and practice using body language and intonation. 

Explain that they are going to read another play, this time adapted from one of Aesop’s fables. Give them a minute so they can read the title and identify the characters. Then have them work in groups of three and assign roles. Remind them not only to read their parts but to also practice using body language and intonation.

In literature, the theme refers to the central idea or message behind a story. With a classmate, talk about what you think the theme for this play is.

Explain what the theme of a story is (the central idea or message of the story). Have students work in pairs to discuss what they think the theme of the play is. If time allows, have pairs share their ideas with the rest of the groups.

Further Practice

Have students analyze, discuss and discover the theme of the other plays in this unit. You may want to monitor their work and give ideas and suggestions if the groups have any problems. Elicit answers and check as a class.

You could ask some students to reflect on their progress respective to the Social Practice of this unit. They can say how they feel, what they have learned, and what else they would like to work on to better read theatre plays. Ask students to justify their answers and discuss as a class.
Teaching Guidelines

Revise short theater plays for young people. Link non-verbal language with the meaning of dialogue to reinforce the message.

Elicit ideas on the importance of gestures and body language when we speak. Remind them that they help us convey meaning and emphasize important ideas. After that, you may allow students to discuss how they can use body language in their daily life.

Product Step 2
Students are now ready to do Step 2 of their Product. In Step 1, they reviewed other plays and gathered information about one of them. Now they will need to take a look at the play they selected and choose a character whose lines each of the team members will read (suggest characters to team members). Explain that everyone in the team must be assigned a different character. Review the mind map with students and have each team member complete it with their character’s information. Encourage them to review and use what they have learned along the unit. Help them with unknown vocabulary or, if possible, give access to a dictionary (printed or online).

If possible, encourage students to visit the website to help them prepare to perform their plays.

Once students have chosen their character, ask them to exchange roles with a classmate. Then invite them to act out their new role using the body language they think suits the character.
Teaching Guidelines

Participate in dramatized readings. Use gestures, eye contact, body language and pauses. Monitor intonation. Analyze and give feedback.

Ask students what difficulties they have found when preparing to read theatre plays. Give some advice to students so that they can solve their difficulties. Emphasize the fact that students should use body language and intonation.

Product Step 3

Explain that they are now ready to perform a dramatized reading of the play they selected. First, give them time to rehearse the performance. At this stage, remind them to use the appropriate intonation and body language. Establish turns with the teams so they can all perform in front of the class. Give each group feedback and encourage their classmates to give them respectful feedback, too.

Self-evaluation

Students will evaluate their own performance according to the rubric in the evaluation instrument. You could read through the graphic organizer with the class before they begin, to make sure everyone understands the questions. Students should work by themselves to answer the questions and then they can compare and discuss their performance in pairs. Students could hold a class discussion. Finally, a volunteer could read the tips in the final paragraph and think what they can do next time to improve.

Time to Read! Pluto’s Cup pp. 28-31

Have students read pages 28-31 (scenes 6-8). Review with them the main aspects of theater plays learned in this unit: theme, genre, characters, body language and stage directions. Then have them do the After Reading activity on page 32. Help them as necessary with the vocabulary they need. Finally, encourage them to check the references, if possible, to learn more about the topic of this unit or read more plays.

Assessment

Remember that you can use page T103 for Assessment 2 to assess students’ performance of this unit.
The first two pages aim to get students into the context of emergencies. Tell students that they will follow a series of steps to make a poster with instructions to deal with a natural disaster.

1 Look at the first part of a poster. What is it about? What are the possible sections that are missing?

Draw their attention to natural disasters. Ask students to look at the first part of a poster to know what to do in case of a flood. In order to make sure students are familiarized with the term flood, you may ask:

1. How are floods caused?
2. Where do they usually happen?
3. Do you know what to do in case of a flood?

Let students take a look at the first part of the poster on page 26 and read the steps. Encourage them to predict the following steps and how they will probably be organized.

How Much Do I Know?

The idea of this section is to activate students’ previous experiences and knowledge with natural disasters in their community. The questions aim to make a connection between the text and their background knowledge.

Time to Read! Forces of Nature

In Unit 3, students will be able to learn more about natural disasters and how to deal with them by reading the text Forces of Nature. Call students’ attention to the task and ask what forces of nature could be and how they are related to the first part of the poster. Elicit answers and then ask students to read the information in the box to check their predictions.

Glossary Tip

Part of the strategies we suggest in this unit is playing with words. Constant elicitation of words allows students to recall words faster. The more flexibility they have to use the words, the better they are at expressing their ideas. If they still have questions, they can ask their classmates for additional examples. In the Glossary on page 95, they will find the meaning of the highlighted words from this unit.
Look at the poster again and tick (✓) the elements required in a poster.

It is important for students to identify the elements a poster should include and the way the sentences are structured. Focus their attention on the structure of the sentences.

Have them reflect on how indicative sentences (you drive to the nearest supermarket) differ from imperative sentences (drive to the nearest supermarket). It is essential for them to understand that sentences in imperative should always start with the verb in its simple form.

Provide as many examples as needed so that they can identify the elements and purpose of each structure.

Answers: Title; graphics; sentences that start with an action; subtitles.

Time to Read! Forces of Nature p. 33

Write on the board the words hazard, damage and natural disaster. Have students discuss the way these words are connected. You may ask them to look for their meaning in a dictionary and analyze the differences in the examples provided therein.

Then ask them to read page 33 and discuss some examples they have lived or seen in their community.

Ask students what natural disasters they have gone through. Were they scared? Did they know what to do? You may invite them to ask their family members whether they think their family is prepared for a natural disaster.
3 Look at the posters. Discuss the questions below.

Before having students working in groups, you may want to ask them to remember the expected organization in the poster. Then ask them to take a look to get a general impression of the two posters presented. Have them reflect on how the images are connected to the title of the poster. You may want to ask them to look back at the first two pages and compare the poster there with the ones on this page and ask:

1. What similarities are there among them? This will help students identify organized information in a poster, as well as graphics.

Then ask them to read the posters and discuss the questions.

Language Awareness

It is essential for students to understand that instructions and orders are constructed in English with imperative sentences. Draw their attention to the fact that the verb remains in its simple form for all pronouns. Explain to them how adding an explicit subject to the sentences changes their function. Point out the necessary words to write the negative form of the sentence with do not, and its corresponding contraction, don’t.

Now answer with a classmate the questions about the posters you have seen in this unit.

Students exchange points of view with the questions provided in this section. At this point, students have had some experience with imperatives and sequenced information. In case they have problems answering the questions, you may ask them to look back at the Language Reference box and compare the posters with the information provided there.

Answers: they give instructions about what to do in a natural disaster; the sentences are in imperative; short and clear statements.
Earthquakes may be scary sometimes. It is important to know what to do in case you experience one. We share with you some important tips to be safe and sound during an earthquake.

Discuss in your Product team.

1. Can you name a number of emergencies?
2. Do you know which emergency situations normally happen in your area?
3. Can you follow instructions for an emergency?
4. Can you follow graphic instructions?
5. What are the essential elements of a poster with instructions?

Now you know what to be safe in case of this natural disaster!

If you're inside, get under a piece of furniture such as a desk or table.

If you're outside:
   • Stay away from buildings and take cover under a sturdy table or desk.

If you're driving:
   • Slow down and stop in a safe place on the side of the road.

If you're in a crowded place:
   • Stay calm and move to a secure spot away from windows and shelves.

How Am I Doing?

At this point, you might want to ask students to form their teams for the poster. We recommend these are different teams than in Units 1 and 2 so that students can learn to work with more classmates.

Further Practice

Have students work in small groups and discuss the natural disasters they read about in the Reader pp. 34 - 37. Tell them they will work on an activity similar to Activity 4 with one of the natural disasters in the Reader. Encourage them to use both the reader and their own experience to choose one that could be useful within their community. Then ask them to make a list of important tips for that natural disaster.

Have them read their lists for the class and let the other teams guess what natural disaster the list of tips is for.
Choose one of the natural disasters you listed above and research about it. Consider the following.

- What should you do after the natural disaster occurs?
- What should you do if the natural disaster takes place?
- What can you do if the natural disaster takes place?
- Why can it be dangerous?
- Where does the natural disaster usually take place?
- How can you prepare yourself before it happens?
- What can you do if the natural disaster takes place?

Make a list of natural disasters that can occur in your town or city.

If it is possible, visit [http://www.searo.who.int/entity/emergencies/EHA_pocketguide.pdf](http://www.searo.who.int/entity/emergencies/EHA_pocketguide.pdf) and use the Pocket Guide to Staying Safe in Natural Disasters to support your answers.

Forces of Nature (pp. 38-41)

Although we cannot control nature, there are several steps we can take in order to be safe. We recommend explaining that pages 39 to 41 have safety tips of things to do before, during and after natural disasters. Have students read these pages. You may want to invite them to add their own ideas for each situation.

Make connections between the text and students’ background.

Before starting the lesson, you may ask students to share their notes with the information they discussed in How Am I Doing? Allow time to discuss how much they know the information. Encourage them to keep a list of local emergency numbers in case they need them.

At this point, students can go through the first step of their Product preparation. Have them work in small groups and think about recent natural disasters they have experienced or read about in their community. This general view will allow them later to select the most relevant option for their context and produce instructions to be prepared for that natural disaster.

It is essential that students practice how to find reliable information. You may want to discuss with them the sources they consulted for Activity 4 and verify their reliability. Encourage the use of additional resources. Draw their attention to research only about one of the natural disasters they wrote on the list above.

If possible, encourage students to visit the website to find out more about emergencies and how to deal with them.

The guide offered by the World Health Organization is a reliable source with instructions to be safe in case of different disasters. This resource is intended to help students achieve the expected social practice. It is also a good opportunity to discuss the work they have done so far and the information they have recollected. Have them reflect on the similarities by asking them: Were your instructions in the previous exercises similar to these ones? Let students integrate information in their own Product if they consider it useful. Encourage them to edit that information to adapt it to their poster instead of just copying.
In Activity 1, you read information about floods. Drowning is one of their most serious consequences. Read about what to do in case someone is drowning and discuss the questions.

**What to Do in Case Someone Is Drowning**

First, get help. Call 911 and, if you cannot do it yourself, ask someone to call for you.

Then put the person’s feet higher than their head. This helps the water exit their lungs.

After that, place your ear next to the person’s mouth and nose. Look if the person’s chest is moving.

Next, check the person’s pulse for 10 seconds.

Finally, if the person is not breathing and you have been properly trained for it, do chest compressions. If you have not been properly trained, make notes of the information you collected about the pulse and breathing and wait for help to arrive.

Following the instructions above will help you calm down during the emergency.

- What is the first thing you need to do to help someone drowning?
- What is the last thing you can do to avoid drowning?
- Can you change the order of the instructions? Why? Why not?

**Sequence Words**

We use specific words and phrases to show the exact order in which we should follow instructions.

- First, then, after that, next, finally

Sequence words make the steps clearer and easier. We use first to indicate the first step of a list. The word then and the phrase after that can be used interchangeably. Sometimes, there are several steps to follow. Use them alternatively to give variation to your style. Do not forget to use a comma (,) after most of the sequence words. The only word that is not followed by a comma is then.

**Teaching Guidelines**

Help your students make a list of words that determine the order of steps. Help them identify steps in sentences. Think about the purpose of sequence words and how they determine the order of steps.

Ask students to share the natural disasters they chose. Encourage them to tell their classmates what they learned about them and what reliable sources of information they found. You may start a discussion about the topic and encourage students to tell you if they have ever been involved in any of these emergencies.

**Further Practice**

Write on the board the words hurricane, earthquake and flood. Ask them to think about the information they read in their reader pp. 38 - 41. As a class, brainstorm the tips they remember from it. Then have them work in pairs. Tell them each of them will choose one of the natural disasters on the board. They are to write on slips of paper survival tips for the natural disaster they choose and shuffle them. Monitor the class to verify they use the verbs in imperative. Then ask them to exchange their slips of paper with their classmate and put them in order individually. Once in order, they must add the sequence words first, then, after that, next and finally to each slip of paper and read the list aloud for their classmate to verify they put the slips of paper in the correct order.

Encourage them to reflect on the importance of adding sequence words to a list of steps when producing instructions.
You may ask students to reflect on how the instructions they have read on different pages in the unit are similar or different.

6 Look at the poster below. Use the graphics as a support to write the instructions. You can use the actions in affirmative or negative. Use sequence words to order the instructions. You can also use the poster in Activity 5 as a model.

Tell students they are going to complete a poster similar to the one you displayed before. Ask them to take a look at the poster on page 32 first and try to predict the verbs and structures they may require completing the activity. Point out that, for this activity, they are to add sequence words where appropriate. Focus their attention on the numbers on top of the images and how they can be used as a support to order the instructions. Encourage students to use the graphics as a reference to write the instructions. This exercise will help students achieve the Social Practice by allowing them to practice how to write steps using words that determine the order of steps.

Possible Answers: 1. First, alert others about the fire; 2. Then use the stairs to evacuate; 3. After that, crawl through the smoke; 4. Then set off the fire alarm; 5. Finally, call 911 to get help.

Prohibida su distribución
Now that you have read the information above, use the checklist below to edit your instructions in Activity 6. 🗿️

- Are instructions organized in a logical sequence?
- Are instructions clear?
- Are instructions written to express an order/strong suggestion?
- Do they match the graphics?
- Is punctuation used properly?
- Are proper nouns and other words in capital letters?

Write the final version of your instructions for Activity 6 taking into account the points in the checklist. If you have any doubts, you can ask your teacher.

Provide students with as much help as they need to verify they are using the appropriate punctuation, verb structures and sequence words.

Exchange your work with another pair of classmates, and listen to their feedback. 🤝

Students now exchange the final draft for Activity 6. Give students the opportunity to use and combine writing, reading, and speaking simultaneously in this section. This will help them achieve the Social Practice. Exchanging their work will allow them to use the information they learned throughout the lesson in an interactive and communicative manner.

Time to Read! Forces of Nature p. 42

Students read the After Reading activity on page 42. It might be a good idea to refer them back to page 38 and ask them what other things they would want to include in a disaster survival kit. They should work in groups to prepare a poster with instructions.

You may want to tell students that, during this stage, they are only going to verify punctuation of the sentences. They should write down any questions regarding how to punctuate properly and bring them to the next class.

Teaching Guidelines

Remove, add or change information to improve a text. Check punctuation marks and spelling of words. Use expression to show generic facts.

Language Awareness

In order to produce correct instructions for a natural disaster, it is essential for students to understand the use of punctuation marks. Take this section as an opportunity to analyze the posters in the previous activity as models and have students reflect on how much they have been using this punctuation so far.

Now that you have read the information above, use the checklist below to edit your instructions in Activity 6. 🗿️

Point out the importance of keeping a consistent punctuation style when producing instructions.

You may want to take some time to check and edit previous instructions they had written throughout the unit. Elicit examples where students were able to identify and edit themselves their own previous work.
Teaching Guidelines

Evaluate decisions about included and omitted information. Value order of statements in sequences. Point out and solve misunderstandings. Remove, add or change information to improve the text.

At this point, you may encourage the teams to ask any questions that might have come up while they were working on their first draft. Alternatively, you can tell students about the importance of checking punctuation, spelling and capitalization in a text they write. You could explore what they know about these topics by asking: What words are always written with capital letters? What is a question mark? Encourage students to give examples.

Product Step 3

In this section, students have the chance to reinforce the knowledge learned throughout the unit and apply it directly to the instructions for the natural disaster they have been working on. Students can now write the instructions for their poster taking into account punctuation marks.

Ask them to work with their Product team. Before they start working on the final version, you may want to ask a volunteer to sum up the key points they must keep in mind while working on their poster: use imperatives, sequence words, relevant graphics and proper punctuation marks.

Encourage them to be polite and objective when giving feedback to other teams. Remind them the importance of giving well-founded feedback to their classmates. Remind them they can always look back at the Language Awareness boxes in case they have questions.

Write the final version of your poster taking into account the feedback you received.

Have students work in their product teams. Make sure all of them participate actively. They should be able to integrate the material they have created so far. They can edit it if necessary. Remind them the importance of having a poster with ordered steps and based on reliable sources of information, proper punctuation and graphics that help the poster be clearer and easier to understand. Remind students they can go back and check previous activities and Language Awareness boxes in case of doubt.

Illustrate the instructions in your poster. Use the graphic resources in the poster in Activity 6 as a model.

Point out that images in Activity 6 are only a model and by no means should they be part of the final version of the poster. Ask students to use as many resources as possible such as cut-outs from magazines, books, encyclopedias or drawings.
Now that students are ready to present their posters. You might want to ask them to review the process they followed throughout the unit to get to this point. When ready, students can take turns presenting their posters to the class. The rest of the students should be encouraged to listen respectfully and ask questions or offer feedback at the end based on the criteria established for the poster. Once all the groups have presented their product, students can be asked to display the poster for other students to see. If time allows, you could ask students about their experience preparing the disaster survival kit from the After Reading activity before presentations, and how that activity helped them to achieve their poster with instructions to be prepared in case of a natural disaster. Keep a positive and supporting environment while the teams are speaking.

**Self-evaluation**

As part of their ongoing evaluation, this section is for students to think about what they have learned. It isn’t necessary for students to share their ideas and reflections, as it is an individual and personal evaluation to identify what they have to work on in the future.

**Assessment**

Remember that you can use Assessment 3 on page T104 to assess students’ performance in this unit.

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**Product Step 4**

Now it is time for your team and you to present the poster you have prepared. With your team, show your poster and explain how you created it. Don’t forget to verify important points before the final presentation such as order of instructions, graphics, spelling, and punctuation.

Ask them to tick the boxes that are closer to their performance. Should a student tick several times the box *Rarely correctly*, provide positive and enriching feedback on the strategies he or she could use in order to improve. Encourage students to constantly check the unit in case they feel the need to review topics.

Finally, students could examine the posters made by other teams with their team members and then reflect on these questions: *Did other teams include more information? Did they miss anything? How could they improve their work?* This is also an opportunity to talk to students about the value of this unit for their community and to ask them what they have learned about natural disasters and how to produce instructions to be ready in case of one.
Term 1: Unit 4

Reading the News

Environment: Family and Community
Social Practice: Compare news in different journalistic publications.
Communicative Activities: Exchanges associated with the media
Product: A comparative chart
Reader: The World of News

The objective of the first two pages of the unit is to show students what they will be expected to achieve by the end of it. Throughout the unit, they will follow several steps that will enable them to compare articles about the same subject that are published in different media. Students will learn how to prepare and present the information in the form of a comparative chart. On these introductory pages they will see an example of such a chart comparing two articles.

1 Read the two pieces of news and discuss the questions. 📖

Draw students’ attention to the two pieces of news and ask them to pay special attention to the design. Then discuss where news articles are published (newspapers, magazines, Internet). If time permits, you could ask them how news articles or stories are different from books. Point out that news articles are written with a specific audience in mind. Some are age-appropriate due to the subject matter. We aren’t all interested in the same things. You could invite several volunteers to name a subject they would be interested in reading about and one they would not. Make a list of different audiences on the board, for example, senior citizens, children, teenagers, adults, boys, gender, nationality, etc.

Then divide the group into teams and have them read the two articles together. Before beginning, encourage students to look up the highlighted words in the Glossary on page 96. Next, have them discuss the questions at the bottom of the page. Once they have finished, invite them to share their answers with the group. Ask them to explain what things helped them decide where each article is from such as presentation/design, style of writing, contents.

Have two volunteers each read one of the articles out loud. This is a good opportunity for them to practice their reading and pronunciation skills. You could have a class discussion about the content of the articles to find out whether or not students agree and if they think they are suffering from nomophobia.
3. How else are the articles different? How are they similar?

Did you know the word “nomophobia”?

Are the statistics surprising to you?

Do you think teenagers spend too much time on their phones?

What do you think the main idea of each text is?

How Much Do I Know?

1. Do you usually read the news?
2. Where can you find news?
3. What kinds of news exist?

How Much Do I Know?

1. What do you think the main idea of each text is?
2. Which version of the news is clearer for you?
3. How else are the articles different? How are they similar?

Read both articles again and discuss the questions.

Which version of the news is clearer for you?

Read both articles again and discuss the questions.

Which version of the news is clearer for you?

Read both articles again and discuss the questions.

Which version of the news is clearer for you?

Read both articles again and discuss the questions.

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Read both articles again and discuss the questions.

Which version of the news is clearer for you?

Read both articles again and discuss the questions.

Which version of the news is clearer for you?

Read both articles again and discuss the questions.

Which version of the news is clearer for you?
Choose news from headlines and headers. Analyze ways to request points of view on news headlines to exchange them with others. Anticipate news content from graphic components. Compare changes posed to describe identical facts.

3 Read the headlines from the news below and look at the images in each. With a classmate, guess what the articles are about. Then read the articles to check your answers.

Point out that headlines and pictures, can help us detect what an article is about and decide if we want to read it or not. Divide the class into pairs and have them read the headlines and look at the pictures to decide what the articles are about. (The headlines mention that certain animals have been endangered by war.) Ask students how they know that the animals are rhinos. (From the pictures.) Finally, have them check their answers by reading both articles.

Answers: The white rhinoceros are war victims in Africa.

- **Read Article 1 again and focus on the underlined sentences. Discuss which information is similar in Article 2.**

Have pairs read the first article again paying special attention to the underlined sentences. Then have them read the second article and decide which information is similar to each one. If you feel it is necessary, you could do the first one together in class as an example before having them work in pairs. For example: In 1996, the number of remaining white rhinos, an endangered species in DR Congo, was 31. = In 1996, there were 31 rhinos in the Democratic Republic of Congo.

- **Look back at the comparative chart on page 37. Discuss the similarities and differences between these articles.**

Encourage students to continue working with their classmate and apply the comparative chart on page 37 to these two articles. They could also add any appropriate topics to the comparison chart. As an option, have the pairs make a chart comparing the two articles. Walk around the classroom helping out where necessary. Finally, invite a couple of pairs to read their chart to the rest of the class.

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**Teaching Guidelines**

- Choose news from headlines and headers. Analyze ways to request points of view on news headlines to exchange them with others. Anticipate news content from graphic components. Compare changes posed to describe identical facts.

- **Read Article 1 again and focus on the underlined sentences. Discuss which information is similar in Article 2.**

Have pairs read the first article again paying special attention to the underlined sentences. Then have them read the second article and decide which information is similar to each one. If you feel it is necessary, you could do the first one together in class as an example before having them work in pairs. For example: In 1996, the number of remaining white rhinos, an endangered species in DR Congo, was 31.

- **Look back at the comparative chart on page 37. Discuss the similarities and differences between these articles.**

Encourage students to continue working with their classmate and apply the comparative chart on page 37 to these two articles. They could also add any appropriate topics to the comparison chart. As an option, have the pairs make a chart comparing the two articles. Walk around the classroom helping out where necessary. Finally, invite a couple of pairs to read their chart to the rest of the class.
Discuss the questions.

Once the students have finished writing their notes, have them form small groups. Then ask them to discuss and answer the questions. Encourage them to express their feelings about the contents of the articles.

Product Step 1
Remind students that they will make a comparison chart for their Product. Invite them to choose a classmate to work with on the project. Encourage them to discuss what topics they are interested in. You could ask them to suggest possible topics and write them on the board: pets, endangered species, environment (pollution), sports, space travel, video games, teen-related problems, eating healthy, just to name a few. Then ask them to select one and begin researching articles about their topic.

Further Practice
In order to give students extra practice, you can have them work in pairs to do Activity 4, from page 39 again. But this time they should use the news on pages 44 and 45 from their Reader. This is a good opportunity for them to analyze and compare two pieces of news from different publications. Give students enough time to reread the news and work on the questions. Monitor and provide help. Finally, have volunteers share their notes with the class.

Teaching Guidelines

Compare changes posed to describe identical facts. Differentiate ways in which tales and statements of news main characters are presented. Classify resources used to describe main characters, where the event took place, time, etc.

4 Read the articles on page 38 again. Then look at the questions below and write notes to answer them. Write 1, 2, or both, according to which article contains the information.

Have students read the articles again. Point out that there is space in each box to answer the questions. At the bottom of the box they can write in which article(s) they found the information. This time ask students to work on their own. However, if you feel it is necessary, you could do the first one together in class to get them started: Who or what does the news refer to? To the white rhinoceros. In which article did you find the information? Both. Volunteers could read the phrases or sentences in the articles that answer the question.
Teaching Guidelines

Choose news from headlines and headers. Infer implicit information from journalistic notes, making connections between headlines and initial paragraphs.

How Am I Doing?

The purpose of these questions is for students to evaluate how well they can now compare news articles about the same subject taken from different media. Tell them not to worry if they still don't feel confident about locating and comparing the information about who, what, where, when, why and how. The How Am I Doing? activity is a way for them to evaluate their progress so far.

5 Key words are words that contain the main ideas of a text. Look at the following news headlines and identify the key words.

Before starting, encourage students to look up the highlighted words in the Glossary on page 96. Explain that identifying key words is a strategy that will help them in their reading comprehension and make it easier for them to remember what they read. In the case of a headline, the key words will help them quickly understand what the article is about.

Divide the class into pairs and have them read the headlines and find the key word(s) in each one. Then check answers together in class. Accept any reasonable answers or suggest more appropriate ones.

Look at the headlines above. Work with a classmate and discuss which article they correspond to. Justify your answer.

Answers: Across: 1. A YOUNG SCIENTIST PROVIDES SHELTERS FOR HOMELESS STUDENTS 2. FOODS SUCH AS SLICED BREAD AND SUGARY CEREAL CAN CAUSE CANCER 3. GUILLERMO DEL TORO TO DIRECT A NEW FILM NEXT YEAR 4. DJOKOVIC WILL RECOVER COMPLETELY FROM ELBOW INJURY

Time to Read! The World of News pp. 46-48

Encourage students to read pages 46 to 48 in the Reader to learn about more modern ways of reading the news. Encourage students to give a couple of reasons why the more modern media are preferable: You don't need to purchase a magazine or newspaper. The news is up-to-date. Discuss how the target audience determines the best place to publish a news story. You could give some examples of target audiences such as teenagers, young business executives, senior citizens, hair stylists, etc. and ask students to say which media they think that audience would prefer.
3. Discuss who you think the target audience is.

Read these two articles about Louis Tse. Then do the tasks below.

Louis Tse is now a thermal engineer at NASA's Jet Propulsion Laboratory. But when he was a student, he had nowhere to live. When we asked Tse why he lived in his car, he answered that he had had two options: go to the nearest homeless shelter—a ten-hour drive from college—or live in his car. He chose the car, but to give some stability to his life he made the car as comfortable and homey as possible.

In October 2016, Tse opened a shelter for students who are homeless due to the high cost of living. The shelter has nine beds and open WiFi network so he could do his work. At night, Tse parked close to an open WiFi network so he could do his homework. In October 2018, the shelter was upgraded and students nanies of all ages were served family-style dinner are served family-style every day. 60 student volunteers keep the shelter running day and night. The shelter has nine beds and open WiFi network so he could do his homework.

Tse says, "We're all in school because we value education and we know that getting a diploma is necessary if you're to open doors for yourself in life. That's the reason that drives us. There are students who are facing a variety of life circumstances, and we want to help them get to that point."

1. Use the phrases you have learned to compare and contrast these articles.
2. Say which news article you find more interesting and why.
3. Discuss why you think the target audience is.

Language Awareness

Draw students' attention to the tips about making successful comparisons presented in the chart at the top of the page. One by one, go over the phrases that will help them talk about similarities and differences. Invite volunteers to give more examples of each of the phrases and write them on the board. Explain that these phrases will very useful as they work on the unit's Product.

6 Read these two articles about Louis Tse. Then do the tasks below.

First of all, refer students back to the initial paragraph about Louis Tse on page 40 and call on a student to read it out loud. Then ask: Who is Louis Tse? Invite volunteers to read the articles on page 41 out loud. This will be a good opportunity to check pronunciation and check fluent oral reading skills.

Ask students if they have any questions about the meaning of words. Remind them that they can look up the highlighted words in the Glossary on page 96 and other words in a dictionary. If there is enough time, you might also want to ask a few comprehension questions: Where did Tse live when he was a student? Why did he live there? What did he open in October 2016? What meals are served there?

Divide the class into pairs and ask students to do the tasks below the articles. Remind them to use the phrases they learned to talk about similarities and differences. Walk around the classroom helping out where needed. Finally, invite pairs to share their answers with the class.

Time to Read! The World of News pp. 49-53

Tell students that the next part of the story features specialized publications. Have them read pages 49 to 53. They can discuss what they think the target audiences could be for each of these publications. Students could work in groups and list who would be interested in reading each one. Then encourage students to choose the publications they would like to read. Invite members from each group to report back to the rest of the class.

Further Practice 🚚

Students will look back at the pieces of news from pages 44 to 53 of their Reader. This time, ask them to focus on the headlines and identify the key words. Have them work in pairs to do the task. Then they should work in small groups to compare the key words they selected and justify their choice. Walk around and monitor to provide help if necessary. This will reinforce their understanding of the main ideas of a text by reading headlines.
Teaching Guidelines

Anticipate news content from graphic and textual components. Compare changes posed to describe identical facts. Exchange points of view about the same news stories. Classify resources used to describe main characters, where the event took place, time, etc.

To begin the class, you might want to elicit from some pairs what type of chart they decided to use for their Product. You can allow a few minutes for them to ask questions, ask their peers for advice, or simply share their decisions. Encourage discussion and a helpful attitude from students.

Product Step 2
By now students have located and read several articles regarding the subject they chose. Now, it is time for them to choose some articles from different media to compare. Suggest that students go online and check the link provided to read more articles.

7 With your classmates, discuss the characteristics of a good news article. Be sure to give reasons for your answers.

Read the texts in the boxes and explain that they are characteristics of news articles. Have students form small groups and discuss which of these characteristics are essential to a good article and which are less important or not necessary. As an alternative, lead a class discussion. You could draw a two-column chart on the board with the headings: Necessary, Not necessary. Then have volunteers write the characteristics in the correct column. You could also encourage them to add other characteristics.

8 Work with a classmate and review these three articles from the unit. Discuss the characteristics and mark ✓ the boxes according to what you think.

Draw students’ attention to the chart below and read the first column out loud. Make sure students are clear about them. Ask them to form pairs and review the three articles. They should put a checkmark in the box under each article if they think it complies with the characteristic.

Compare the articles in a small group and discuss the questions.

Invite pairs to form groups and compare the articles. First, have them talk about similarities and differences, and the most important characteristic. Next, ask them to suggest other characteristics to add to the chart. Recommend that they write their answers and comments in their notebook or on a sheet of paper. This will make it easier for them to share the results of their discussion with the class.

Product Step 3
Tell students that it is time to prepare their comparative chart of the articles they selected in Step 2. Remind them to use the model charts on this page and on page 37, but explain that their charts do not need to be identical. Nevertheless, recommend that they include type of media, target audience, presentation and design, as well as different aspects related to content.

Time to Read! The World of News p. 54

Encourage students to form teams and turn to page 54 of their Reader. First, they could visit some of the websites listed. Then have them do the After Reading activity together. Once they have finished discussing the questions, you could call on different students share the results of their discussion. Remind them that the information found in the story will help them prepare and present the unit’s Product.
You are now ready to present your comparative chart to your class. Follow the steps below:

1. Check your comparative chart to review the information.
2. With your classmate, decide on how you will present your chart.
3. Use the information on your chart to tell your classmates about the news articles you chose.
4. Don’t forget to talk about the differences and similarities that you found.
5. Ask your classmates if they have any questions.

Self-evaluation

For this questionnaire, use the code to circle the numbers according to your answers.
Then add your answers together to get your score.

4 = I can do it very well.
3 = I can do it with some difficulties.
2 = I can do it with many difficulties.
1 = I am unable to do it.

1. Can I identify the main idea of a news article?
   1 2 3 4

2. Can I speculate about news content by looking at its headings and pictures?
   1 2 3 4

3. Can I answer basic questions about a news article?
   1 2 3 4

4. Can I make a comparative chart?
   1 2 3 4

5. Can I use expressions to talk about how two things are similar?
   1 2 3 4

6. Can I use expressions to talk about how two things are different?
   1 2 3 4

7. Can I compare and contrast two different news articles?
   1 2 3 4

If you scored 16 or lower, remember you can always go back and check the unit again. You could also ask a classmate to explain the topics you had more problems with.

Teaching Guidelines

Contrast journalistic news in different news media.
Classify resources used to describe main characters, where the event took place, time, etc. Differentiate ways in which tales and statements of news main characters are presented. Compare changes posed to describe identical facts.

Tone and Volume

Before presenting their comparative chart, remind students that it is important to speak clearly and to moderate their voice tone and volume. They shouldn’t yell or whisper, but speak just loud enough for their audience to hear and understand. You could write sentences on the board or pass out slips of paper with a statement on each one. Have students take turns standing and reading their sentences out loud. Then ask the class if the tone and volume were correct or what they could do to improve it.
Term 2: Unit 5
Improvising a Monologue

Environment: Literary and Ludic
Social Practice: Improvise a brief monologue on a subject of interest.
Communicative Activities: Recreational expression
Product: Game: Improvised Monologues
Reader: Standing Alone

The table on this page aims to show students what they will be expected to achieve by the end of this unit. Keep them at ease by explaining that, throughout the unit, they will learn what a monologue is and how to improvise one. Continue explaining that they will do this step by step, which will allow them to practice the different stages of their product. You might want to go through the table with them or ask them to do it in pairs or small groups.

1 Read the definition of monologues. Then read the fragments of monologues below and discuss with a partner which type of monologues these are.

Start by telling students that they are now going to learn what a monologue is and what types of monologues there are, and then they are going to read three monologue fragments and identify the type of monologue. Read the definition with them, clarifying any unknown vocabulary. As you read, allow them to go to the Glossary at the end of the book to look for the highlighted words. Do any further explanation to make sure students understand what a monologue is. Then have them read the fragments in pairs and identify the type of monologue. Discuss in class and further explain any doubts students may have.

Answers: (from left to right) interior monologue, dramatic monologue, comedic monologue

If possible, encourage students to visit the web page to learn more about monologues for teenagers and see some examples. You could also print some examples for students to read them in groups and identify the type of monologue.

Poster 5
During the explanation in Activity 1, show Poster 5 (bottom half) so students can see pictures of the different types of monologues. It might be easier for most of them to understand the concept if they associate it to a picture or gesture from the actors.
In order to further dig into the concept of monologue and its different types, have students discuss the questions. Depending on the level of your students, you can carry the discussion in plenary or you can let them discuss in pairs.

**Answers:**
1. To herself and also to Mr. Rabbit
2. To himself
3. To an audience

**2. To a student improvising a monologue.**

Discuss the questions below.

1. What type of monologue is it: dramatic, comic, or interior?
2. How does she sound: happy or angry?
3. Is her tone of voice clear?
4. Does her use of body language show her feelings? Why?

**How Much Do I Know?**

To activate previous knowledge, and have students reflect on the topic so they can link it to their own lives, have students work in pairs to discuss the four questions in the box. At this point, allow any answer, as they are linking the new topic to their own previous knowledge. Let them know that by the end of the unit they will be able to expand on their answers.

**Time to Read! Standing Alone**

Remind them that all along the unit they will be reading a text from their Reader Book. In this unit, they will read about body language and how to deliver a great improvised monologue. If time allows, elicit what they already know about body language from Unit 2 and write on the board the instances of body language they remember or know. Have students copy them in their notebooks, as they will have to come back to them on page 46.

**Glossary Tip**

Explain that when they check a new word in a dictionary or glossary, it is important that they record an example of the word used in a sentence. Recommend that they get their real examples from dictionaries, magazines or books. This way, they will know how to use the word, in addition to knowing its meaning.

**Further Practice**

To provide students with some useful practice, you can ask them to work in groups of three and practice saying the monologues in Activity 1 aloud. You can remind them of using appropriate intonation and voice features. Monitor students while you go around the classroom and make sure they also try to integrate some body language if possible. Time permitting, students can take turns saying the monologues at least once. Depending on how confident they are, you can encourage them to use their own words to say the monologue.
Teaching Guidelines

Value the appropriate type of body language for a monologue. Talk about how to apply body language to cause the desired emotions.

3 Read and listen to a fragment of Hazel’s monologue. Discuss the questions below and give examples to justify your answers.

Explain that they are now going to read and listen to Hazel’s monologue, so they can answer some questions. Ask them to read the questions first and then have them individually read the text. Play the track once (twice if needed) and have students discuss the questions in groups. At this point, they should know they can go to the book’s Glossary section for the highlighted words, but remind them if you see that students do not work with the glossary.

Answers: 1. About Hazel’s best friend and something she did. 2. To her. 3. Informal language. 4. Yes, she does.

Language Awareness

Explain that when it comes to body language and facial expressions, there are things that you should do because they are positive, and things you should not do because they are negative. Have students read the chart. You can do this in plenary or you can get them in small groups.

If time allows, you can have students open their notebooks to the different instances of body language that they recalled from Unit 2. Have them compare those to the ones in the chart on this page. Then have them reflect on which gestures they use in real life and in what situations. You can do this in plenary or you can get them in small groups.

Time to Read! Standing Alone pp. 55-57

Explain that the text talks about public speaking (at this point, you may show Poster 5 for a summary of public speaking tips). Before reading, ask students if they have ever had to speak in public in their mother tongue. Have them explain what they did and how they felt. Ask students to read pages 55-57 from the Reader Book. Remind them to check the words in bold at the bottom of each page, and solve any other vocabulary doubts as they read.

Poster 5

As you have already explained what the Reader text is about for this unit, show Poster 5 so students can see some tips for public speaking. You can also show it before you start speaking about the Reader text and elicit other tips for public speaking from students. At this point, accept any answer from them (as long as it makes sense).
Product Step 1
Explain that now, for the first step of their Product, and so that they are able to socialize it at the end of the unit, they will participate in a game of improvising monologues. To do this, they will begin by taking notes on a topic they choose. You can tell students they can think of an anecdote about something personal and memorable, like a trip, a day they spent with friends or relatives, or perhaps how they met their best friend. You can brainstorm ideas with the class before you give more instructions. Then, have them read the four steps and take a look at the mind map. Allow them to ask any questions they may have about vocabulary or about the development of the steps. Have them follow them individually and help them along the process.

Further Practice
If you notice that students can complete the mind map confidently, you can ask them to use the notes to rehearse the monologue at the end of the lesson. This will build their confidence when they play the game at the end of this unit. Alternatively, you can ask them produce a similar mind map in their notebooks to write notes for another monologue. If you choose to do this, you will need to remind students of the notes they prepared separately when they reach the next steps of the Product.

Teaching Guidelines
Plan a monologue.

Read Hazel’s monologue again and discuss which gestures and body language she uses.

Have students read the monologue aloud in groups. They can take turns doing this to practice using some body language and facial expressions. Encourage them to do this and also to discuss which may be more suitable to convey the situation. You can ask one or two students to read the monologue aloud to the class to wrap this activity up.
4 Read and listen to the second part of Hazel’s monologue. Now identify the beginning, middle, and end of the monologue. Explain that now they will read and listen to the second part of Hazel’s monologue. Have them read the sentences individually. Play the track twice. They can identify the parts of the monologue (beginning, middle and end) as they listen or afterwards. Play it once more if your group needs it. Remind them to look up the highlighted words in the Glossary and help them with any other unknown word.

Listen to some extracts from the monologue again and pay attention to the phrases below. Discuss how Hazel sounds when she says them.

Ask students to read the sentences. Then tell them you will play these extracts from Hazel’s monologue one more time and that they have to pay attention to how Hazel sounds when she says those sentences. The intention is to draw students’ attention to strategies used by Hazel to paraphrase and organize their ideas using fillers in between one idea and another. Yet, do not explain these strategies yet since they will go back to Hazel’s monologue after reading about paraphrasing and the use of fillers. Have them discuss in groups or, depending on the level of the class, in plenary.

Language Awareness

Explain that improvising can be nerve-wracking, but that there are certain strategies that they can use to improve their public speaking for a monologue. Have them read the sheet of paper about paraphrasing and the use of fillers. Have them not only read the explanation but also practice with sentences of their own. They can go back to Product Step 1 and use their notes to make up sentences and practice these strategies.

Now that you read about paraphrasing and fillers, identify these strategies in Hazel’s monologue.

Tell students they now have to identify paraphrasing and fillers in Hazel’s monologue. Have them go back to the extracts they listened to and read, and recall the use of those strategies. Help them as needed. You can model an example so they know exactly what to look for.

If possible, encourage students to visit the web page to learn how to improve their storytelling techniques.

Time to Read! Standing Alone pp. 58-59

Explain that now they will have to read about how to organize ideas and materials as well as how to use good body language. Before they open their books to read, elicit from them ways to organize the information and materials and good body language instances. Write them down on the board so they can compare with the reading. Have them read pages 58 and 59 and share their opinions about it in groups.
Read another monologue and identify the following.

- Type of monologue
- The structure: beginning, middle and end
- The speaker's feelings
- Language strategies such as fillers or pauses

Discuss with a partner how the speaker would sound (sad, happy, excited, angry, etc.). Then read the monologue aloud.

Well, I really miss Toby. I can't believe Mom made us give him away to my cousins. I knew she didn't really like him. But now we're so far away and I don't know if I'll ever see him again.

I mean, he was definitely smart, and I wouldn't have changed him for any other dog in the world. Toby was supposed to be the whole family's dog, but he was really mine, you know? Who did he wait for after school? Me! And when anyone threw his ball, I was the one he always brought it back to. And at night, it was always my bed he slept in. So before we moved here, Mom insisted we weren't allowed to have any pets. It's, um... really sad.

Sometimes I dream about Toby. He has his ball in his mouth, and he's... like... looking for me. And I'm saying, "Here, Toby. I'm right here." But he doesn't hear me, and he can't see me, and I'm saying, "I'm right here. Toby. I'm right here." And then, I don't know, I guess I wake up... I don't know if Toby dreams about me.

Discuss in your Product team.

How many different types of monologues do you know now? Can you remember some of their characteristics? Is body language important for eliciting emotions? Have you decided what type of monologue you would like to use in your Product? Do you have some topics in mind already?

Teaching Guidelines

Revise monologues. Recognize genre. Analyze characteristics. Identify strategies to monitor speech (e.g. paraphrase, fillers and pauses). Identify emotions or feelings. Practice saying a monologue aloud.

5 Read another monologue and identify the following.

Explain that they are going to read another monologue. Have them look at the picture and guess what it could be about. Ask them to individually read the four bullets so they know what to pay attention to as they read. Have them read the monologue and identify type of monologue, structure, speaker's feelings and language strategies. Remind them to use the Glossary at the end for the highlighted words. Have them discuss in groups or, depending on the level of the class, in plenary.

Discuss with a partner how the speaker would sound (sad, happy, excited, angry, etc.). Then read the monologue aloud.

Tell students they are now going to focus on the speaker's feelings and how they are conveyed in a monologue. Have them reread the monologue to themselves thinking about how each part may sound. Then have them work in pairs to read the monologue aloud conveying those different feelings in their speech.

How Am I Doing?

Have students get in their Product teams and work on the questions. You can establish a game-type dynamic: give them 2 minutes to answer each question in their groups and then have each group share their answers with the rest of the class. Help them as needed, especially with the last two questions, and allow for students or groups to give respectful feedback to each other.

Further Practice

To finish up, you can ask students, now that they have read the monologue in Activity 5 aloud, to remember the most important details the boy mentions and say the monologue without reading it aloud, only using the information they can recall. By doing this, students will get some useful practice before they participate in a game of improvised monologues.
Teaching Guidelines

Present a monologue. Encourage feedback.

6 Choose one of the monologues from this unit and perform it in small groups. There are some suggestions.

Explain that they are going to perform a monologue. Ask them to flip through the pages of Unit 5 and choose one of the unit’s monologues. Ask them to form groups (different from their Product teams). Have them read the suggestions on this page and ask you any questions before their monologue rehearsal.

Poster 5

Keep Poster 5 up as they rehearse so they have a reference for the key aspects of public speaking.

▶ Use the following rubric to reflect on your performance and your partners’.

Tell students that after performing their monologue, they will have to reflect on their performance. Explain that this will help them with the socialization of the product at the end of the unit. Have them read the 5 items in the rubric and write comments about their monologue performance and speaking in public. Have them do it individually first and then share within their team. Then, you can have some groups share with the rest of the class.

Time to Read! Standing Alone

Ask students to finish reading the text in their Reader book. Explain that these pages have suggestions for good body language. After reading these pages, and to serve as practice for their Product, ask them to take a few sentences from any of the monologues in the Student’s Book unit and practice saying them with good body language, that is, have them repeat the sentences with good eye contact, good posture, good movement, adequate gestures, adequate voice, the right facial expressions and including their audience. Walk around monitoring and helping them improve their body language for public speaking.

6 Choose one of the monologues from this unit and perform it in small groups. There are some suggestions.

• Read the monologue you chose.
• Don’t try to memorize it; just remember important details.
• Consider body language (facial expressions and posture).
• Consider the tone and volume of voice to express appropriate emotions.

9 Use the following rubric to reflect on your performance and your partners’.

<table>
<thead>
<tr>
<th>How did you feel about…</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the structure of the monologue?</td>
<td>Was there a beginning, middle and end?</td>
</tr>
<tr>
<td>2. use of body language?</td>
<td>Did you use appropriate gestures to show emotions?</td>
</tr>
<tr>
<td>3. voice projection?</td>
<td>Where you clear and was the volume appropriate according to the topic?</td>
</tr>
<tr>
<td>4. use of fillers as part of improvisation?</td>
<td>Did you use fillers or pauses to organize your ideas as you spoke?</td>
</tr>
<tr>
<td>5. confidence?</td>
<td>How did you feel improvising a monologue?</td>
</tr>
</tbody>
</table>
Now you are ready to improvise a monologue. Get together in small groups and collect all the cards that you created in Product Step 1. Decide which rules you will follow to play. For example, you may want to use a die or a coin to take turns, or simply decide in the moment who is the next to improvise a monologue.

In this assessment rubric, mark the boxes that best describe what you can do after this unit.

<table>
<thead>
<tr>
<th>I need improvement</th>
<th>Positive</th>
<th>Very positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot identify different types of monologues.</td>
<td>I can identify different types of monologues.</td>
<td>I can usually identify different types of monologues.</td>
</tr>
<tr>
<td>I cannot paraphrase someone else’s monologue using my own words without memorizing it.</td>
<td>I can sometimes paraphrase someone else’s monologue using my own words without memorizing it.</td>
<td>I can always paraphrase someone else’s monologue using my own words without memorizing it.</td>
</tr>
<tr>
<td>I rarely use appropriate vocabulary related to the topic of the monologue and it is often limited.</td>
<td>I often use the appropriate vocabulary related to the topic of the monologue and rarely make mistakes.</td>
<td>I always use the appropriate vocabulary related to the topic of the monologue and never make mistakes.</td>
</tr>
<tr>
<td>I cannot speak loudly nor clearly in a monologue.</td>
<td>I can speak loudly and clearly in a monologue but with a little hesitation.</td>
<td>I can speak loudly and clearly in a monologue.</td>
</tr>
<tr>
<td>I do not make gestures nor facial expressions to emphasize my ideas in a monologue.</td>
<td>I make gestures and facial expressions to emphasize my ideas in a monologue most of the times.</td>
<td>I always make gestures and facial expressions to emphasize my ideas in a monologue.</td>
</tr>
</tbody>
</table>

If you marked many boxes in the “I need improvement” column, don’t forget you can always ask your teacher to guide you. You could ask a classmate for help as well.

Assessment

Remember that you can use Assessment 5 on page T106 to assess students’ performance of this unit.

Teaching Guidelines

Present a monologue. Encourage feedback.

Product Step 2

At this point, tell students that they are ready to improvise a monologue. Have them get into their Product teams and take out the cards they created in Product Step 1. Then give them some minutes to decide on the rules they will follow to play. You can do this in plenary. Give them some ideas, too, like using a die or a coin to take turns. Have all groups perform their monologues and give mainly positive feedback. Tell them one thing they could improve. Remind them to use all the tips they read in Standing Alone in their Reader Book.

Self-evaluation

Students will evaluate their own performance according to the rubric in the self-evaluation boxes. You could read through the boxes with the class before they begin, to make sure everyone understands the items. Students should work by themselves to answer the questions and then they can compare and discuss their performance in pairs. Students could hold a class discussion at the end and brainstorm ideas for improvement for each of the boxes.
Term 2: Unit 6
Looking Inside Machines

Environment: Academic and Educational
Social Practice: Paraphrase information to explain the operation of a machine.
Communicative Activities: Search and selection of information
Product: An infographic about a machine
Reader: Stephanie’s New Camera

These first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. Encourage students to understand that throughout the unit, they will follow several steps to create an infographic about a machine of their choice, describing its parts and how it works. You might want to go through the table with the students or ask them to do it in pairs or small groups. Some possible questions for students to reflect on and get interested in the topic are:

1. Do you use machines every day? Which ones?
2. Do you know how the machines you used are called in English?
3. What do you do if you don’t know how a machine works?

1 Read the informative text and identify the parts that explain how remote controls work.

Write “remote control” on the board. If possible, elicit ideas on what it is and what it is for. They can use the images on the page to help them. It is important for the development of the Social Practice for this unit to begin to encourage students to explain things in their own words. Ask: How is it possible that it works remotely (without being attached to a cord)? After listening to all answers, tell students to read the text in silence or aloud. The important thing is for them to identify the purpose of this text: To understand how a simple machine works. When the purpose is clear, you may call students’ attention to the highlighted and deduce what they mean. They can guess their meaning from the context of the paragraph or by referring to images. If they still have doubts, they can ask a classmate for help or look up the words in the dictionary of their choice. In the Glossary on page 97, they will find the meaning of the selected words from this text. Now have students identify which parts of the text offer explanations. You may guide them by saying that they should only focus on the parts that refer to the operation of a remote control, and leave out all the additional details. For example: “It sends out pulses of infrared light in binary code.” is an explanation of how remote control works, but “Each binary code represents a different command, such as Power On/Off, Volume Up, Play, Change Channel, and so on.” isn’t, as it describes a binary code which is additional information.

Read the text again and analyze it using the questions as a guide.

Students work in the same pairs, or change partners. They read the text once more and analyze it in detail. Check the answers as a class and encourage some individual students to refer to key words that may justify their answers. If necessary, explain what “technical” means (specialized information). Students reflect on how the image helped them learn about the device. Finally, take some time to reflect on the characteristics of informative texts. You may ask questions such as: Does the author of the text express feelings or facts? Is the text about real or unreal objects? Is the text about imaginary situations?, etc.
2 Look at the infographic below and do the tasks.

Focus students’ attention on the page. Tell them it is an infographic and write **infographic** on the board. Elicit from students what they would say the elements of an infographic are. *Do you use few or many images in an infographic? Do you find long paragraphs or brief information? Discuss as a class, in which situations an infographic would be useful.*

**Glossary Tip**

You can tell students that a good way to learn new vocabulary is to keep a list of words plus the date they encountered them. They can practice these words each day and use them constantly. Remind them to consult the Glossary on page 97.

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**How Much Do I Know?**

The idea of this section is to activate students’ previous knowledge about the topic related to the Social Practice for this unit. It is a diagnostic evaluation for them to begin reflecting on how an infographic may help them explain how certain machines work. Students get into small groups to go through the questions.

**Time to Read! Stephanie’s New Camera**

In Unit 6, students will be able to discover more about a machine, its parts and how it works by reading the text **Stephanie’s New Camera**. Draw students’ attention to the title and ask: **Do you know what a camera is? Have you used one? Do you think you can learn how to use one after reading the story?** Elicit answers and then ask students to read the information in the box to check their predictions.

**Further Practice**

In order to prepare them for the Social Practice in this unit, you can have students get in pairs and make a list of machines they may be familiar with and use every day. If necessary, encourage them to look for information in books, magazines, or online. Then, have them try and give a brief explanation (paraphrase) about how they think these machines work. At the end, you can ask some students to present their ideas to the class.

To conclude the overview of the unit, students can do the following:

1. **Share their views on the topic with the class:** *How do they feel about the topic and the Social Practice?*
2. **Go through the Glossary Tip box with students.** Make sure it is clear how to apply this tip to enriching their repertoire of words.
3. **Help them form teams in which they would like to prepare their Product and make a list of things necessary for each Product Step to be developed.** You can decide on what your class can do as you know them best; you can also divide the class into three groups and have each group do one task.
Teaching Guidelines

Establish a relation between texts and images.

Poster 6

To begin the class and show students a different example of an infographic, display Poster 6. Ask them how many elements of an infographic they can detect immediately: a title, images, short texts. You can have them analyze the poster more deeply: Can you identify the purpose of the infographic easily? What helps you? Finally, students can work in pairs or small groups, get close to the poster and observe the structure of the descriptions (headings in bold, verbs in simple present, symbolic images, etc.) You can leave the poster on the wall to serve as reference while they are reading Stephanie’s New Camera.

3 Read the information about infographics. Then discuss the advantages and disadvantages of using them.

It is important for students to reflect on how an infographic works and how important visual elements are to convey a message. This way, they will feel more confident when they start making their Product. Why are the images the main part of any infographic? Allow a couple of minutes for students to reflect on the question in pairs or small groups. Then they read the information on the infographic. Encourage them to write a list of 2 or 3 advantages and 2 or 3 disadvantages. Monitor and, finally, check as a class.

4 Use the model of the infographic above to write how remote controls work in your own words.

Students recall how information is presented in an infographic (briefly and clearly, using key words). For students to be able to do the task, it might be necessary to recall what a synonym is: a word or phrase that means exactly or nearly the same as another word or phrase. To paraphrase information (to explain it in one’s words), synonyms are very useful. For example, in the infographic, it says “Keep in mind that ...” Students could say it differently using a synonym: “Remember that...”

You may want to give them another example, or just allow them to do the task. If it’s possible for them to use the Internet, it would be worth recommending an online thesaurus https://www.thesaurus.com/browse/. If access is not possible, they could use one from a school library.

Time to Read! Stephanie’s New Camera

This reading is very useful for students to get familiar with cameras, its parts and how they operate. Students should remember, that they can either use the glossary, guess the meaning from context or images, or ask a classmate or you for help. They can read the first three pages as a class and then reflect in groups: What are cameras for? Is there any technical word related to cameras mentioned? Which one? Do you know what it means? Elicit answers and check as a class.
1. How numbers are displayed. 2. How numbers are stored. 3. How calculators do math.

Inside a Calculator

When you push a button or key on a calculator, it makes contact with a sensor. A circuit board detects this contact and lights up the appropriate number on the screen or display. The calculator is programmed to light up certain lines to create each digit or number. If you press more numbers, the display will keep showing them until you press one of the operation keys (such as +, –, x, ÷). When you do this, the calculator stores the number in a small memory called a register. As you enter a second number, the circuit board will display it as before and store it in another register. When you hit the equals key (=), the calculator will perform the chosen operation on the contents of the two registers and display the result.

How Does a Calculator Do Math?

Calculators use binary code to do math. Binary code is made up of the numbers zero and one. A calculator interprets all our commands in a pattern of Os and Is. Transistors (like little switches) inside a calculator are turned on or off to create a binary record of the numbers that we enter. The calculator reads the binary code of the transistors and then displays it on the screen in the form of a decimal number.

Teaching Guidelines

Activate previous knowledge. Paraphrase information. Evaluate main ideas and information complementing them.

Write “machines”, in the middle of the board. You may ask a volunteer to suggest a name of a machine, or you can have a class vote on which machine you want to write about. It should be something students know a lot about so that the activity is meaningful. Then invite students to create a mini infographic about this machine in their notebooks or on pieces of paper. Once they have finished, they can share their work with another pair or group. If you consider appropriate, members of different groups can recreate their work on the board remind students should not only try to guess the meaning (or look it up in the Glossary), but also suggest a synonym if possible (push the button - click on the button).

Read a summary of the first paragraph of the text. Then discuss the questions.

Tell students that a summary is a brief statement or restatement of main points. Here they will see a model summary of the first paragraph in the text in Activity 5. Ask students to scan the notes and say which text they refer to. Tell students to work individually and read the information carefully to complete the task. Then ask them to work in pairs to discuss the questions. Monitor and provide help as necessary. Finally, check as a class. You can go further and ask students to explain, in their own words, what a summary is.

Write notes and paraphrase the rest of the text in Activity 5.

Encourage students to work in pairs and complete the task in their notebooks, following the model in Activity 5. Remind them that these notes would be intended for a summary, so they have to include key ideas from the text. Encourage them to paraphrase when possible. Once they have finished, they share their notes with a classmate and give each other feedback to improve their texts. Finally, have some volunteers share their notes with the rest of the class. Provide general feedback on how to improve their work.

Further Practice Poster 6

If you’d like to give students more practice with paraphrasing information on how machines work, have them look at the poster for Unit 6 again. In small groups, let them decide if all the information presented is essential, or if it’s possible to leave some out. After students have decided, tell them to create a summary that contains the most important information from the poster. You can have them look back at the student’s notes on page 55 for reference. Have your students present their summaries to the class – they can even vote on the best summary and explain why they chose it.
Teaching Guidelines

Explain technical terms. Paraphrase information. Order and link ideas in a diagram. Promote feedback between students.

Poster 6

Students work in pairs and go back to Activity 5 on page 55. They read the text quickly and identify the technical terms. Ask them which sources they would use to find their meaning (bilingual and monolingual dictionaries, encyclopedias, the Internet, etc.). If you consider it suitable for further practice, you may display Poster 6 for students to identify technical terms useful to describe a camera.

6 Use your notes to draw additional lines and add more information about how a calculator works.

Focus students’ attention to the infographic that describes a calculator. You may want to elicit what they have learned so far about calculators (if necessary, refer them to page 55). Then tell students that they are going to complete the infographic using the information they compiled on page 55. Have them work in pairs to complete the task. Encourage students to paraphrase and write relevant information, so that they can have a clear and effective infographic. Remind them to use the appropriate technical terms when appropriate. You can give some examples first, as it is important to prepare students to develop their Product. Monitor and provide help as necessary.

Exchange your infographic with another pair of classmates. Use these questions as a guide to give them feedback.

- Is the infographic complete?
- Is the information clear?
- Are the technical terms used appropriately?

Product Step 1

At this point, students have had enough practice reading and understanding how some machines work, that they are ready to go through the first step of their Product.

Time to Read! Stephanie’s New Camera

Students read pages 68 to 70 as a class and then reflect in groups: Can you explain how a camera works? Which technical terms about cameras did you find on these pages? How do images help you understand the process? Elicit answers and check as a class.
pairs to complete the task. You may want to give an example before students start. Monitor and provide help. Next, have pairs share their answers with other pairs. Finally, check as a class by asking a volunteer to go to the front and write the text correctly on the board.

▶ Read the text again. Then do the tasks below.

Tell students they will select and write information to use while preparing their infographic in their Product team. Remind them to pay special attention to spelling and punctuation, as well as to text order. Finally, have some volunteers share their work with the rest of the class. Provide feedback and encourage students to make the necessary improvements.

How Am I Doing?

Students should take some time to do their evaluation. It is important that they reflect on the strategies that will enable them to make an infographic. Ask students to work in pairs and answer the questions. As further practice, encourage them to say if they have seen infographics in their everyday lives (on the street, at the market, in magazines, etc.).

Further Practice

Have students look at page 68 in their Reader again. In pairs, students will write notes about how a camera works. Once they have finished writing their notes, they will exchange them with another group. Now, students must edit their classmates’ notes - be sure to have them pay attention to spelling and punctuation. After that, students will create a final version of their notes that they can use to paraphrase how a camera works.

7 Read the text. Then use your own words to tell a partner how a blow dryer works.

Ask students to read the text. Encourage them to say what a blow dryer is and if they have used one. If necessary, have them look at the picture and infer the use of that machine by analyzing how its name is formed (blow and dryer). Students work in pairs to read the text in the infographic. Is it easy to understand? Which words could they replace by synonyms? They should tell each other how a blow dryer works using a thesaurus if possible or asking you or their peers for help.

▶ Read the notes a student wrote to prepare an infographic. Analyze the notes with the help of the questions below.

Remind students that in order for information to be clear, spelling and punctuation should be correct. Also, encourage students to say if texts in infographics are wordy or precise. Then ask students to work in
Teaching Guidelines

- Establish relation between texts and images.
- Change and add information.
- Paraphrase information.
- Explain technical terms.
- Paraphrase information.
- Read to check spelling and punctuation.
- Edit texts.
- Develop final versions.

Time to Read! Stephanie’s New Camera pp. 71–73

Encourage students to summarize what they have learned about the use of a camera and its parts through the story. Remind them to check pages 68-70 if they want to remember all the important details. Then students read pages 71 to 73 as a class. Then reflect in groups: Which other important functions does a camera have? Could you explain what the icons mean? (Have them point at the icons on page 71 and explain their meaning). What should you do if you want to take a picture of an animal running? What is a closeup? Elicit answers and check as a class.

8 Complete the infographic with the information you wrote. Draw the missing pictures.

Write “blow dryer” on the board. Ask students if they remember what this word refers to (a machine they learned about in the last session). Elicit what parts a blow dryer has; if necessary, refer students to the picture in Activity 7. Now encourage them to take out the notes they wrote for the last activity on page 57. Ask them to read their notes and explain to a classmate how a blow dryer works. Once they have reviewed the information they complete the task with the same pair. Tell them to use their notes. You may want to recall as a class what the characteristics of an infographic are (the information should be organized, clear, relevant and brief, and the pictures should illustrate the information clearly). Have them check other infographics they have used throughout the unit or put up Poster 6 for them to see how the information is paraphrased and organized, and how pictures are related to the information. Monitor and provide help if necessary. When students have finished, tell them to work in pairs and share their work. Encourage them to give each other feedback to improve clarity, as well and punctuation and spelling. Tell them to make the necessary changes.

Product Step 2

Students are now ready to do Step 2 of their Product. In Step 1, they selected a machine and researched information to describe its parts and how it works. Now students can use their notes to make their infographic. Remember to put up Poster 6 for students to be exposed to some models. If possible, they can go online and get some more inspiration for their infographic. They should make a draft of the infographic first on a piece of paper. Then they should go through their notes and write the steps to add to their infographic. Make sure the steps are written correctly and that they explain how their machine works while using clear and short sentences. Once they have agreed on the text, they can draw the final version and add the illustrations. Encourage them to be as creative as possible so that their infographics can be useful for others to learn about how each machine works.
Poster 6

Remind students they have been learning about cameras in the story Stephanie’s New Camera. Put up Poster 6 and ask students to explore it and say what new information regarding camera functions it provides. Then have them work in pairs to explain to each other what icons they see in the poster and what camera functions they represent. Ask them if they think the icons are clear enough or how they would improve them.

Product Step 3

Before students present their infographics, they should take a few minutes to rehearse presenting them. It is important that they decide who is going to say which part. If they have brought the machine, they should make sure everything is ready to make it work. Remind them to breathe deeply before speaking and to speak slowly and clearly. Their peers should listen respectfully and take notes, so that they are able to give feedback. The most original and well-prepared infographics can be displayed around the school so that other classes can see them.

Teaching Guidelines


Self-evaluation

For this anecdotal record, reflect on your infographic and your presentation. Write your conclusions.

1. Information about my team and our infographic.
   • The number of classmates in my team was...
   • The machine we talked about in the infographic was...

2. Comments about our infographic.
   • The clarity of our infographic was...
   • The explanation of our infographic was...
   • The main strength of our infographic was...
   • The main strength of our presentation was...
   • The things we need to improve on are...
   • The easiest thing to do in our infographic was...
   • The most difficult thing to do in our infographic was...

If you think your infographic or presentation were not clear enough, keep in mind that you can always ask your classmates to tell you what you can do to improve. Asking your teacher is a great idea, too.

Self-evaluation

Students will evaluate their own performance according to the rubrics in the self-evaluation chart. You could read through the chart with the class before they begin to make sure everyone understands the questions. Students should work by themselves to answer the questions and then they can compare and discuss their performance in the same small groups in which they shared and created their infographic. Students could hold a class discussion at the end to think what they can do next time to improve.

Assessment

Remember that you can use Assessment 6 on page T107 to assess students’ performance in this unit.

Time to Read! Stephanie’s New Camera p. 74

To finalize the unit, you may want to wrap up the class by asking students to do the activities on page 74 of their Reader. It will be a good way to continue helping students get familiarized with how machines work. They can do the activity in groups. Encourage them to visit the school or local library or visit the links to the further reading.
Term 2: Unit 7
Sharing Personal Experiences

Environment: Family and Community
Social Practice: Comment own and others’ experiences in a conversation.
Communicative Activities: Exchanges associated with information of one self and others
Achievements: Listen and revise conversations about personal experiences. Understand general sense, main ideas and details. Share personal experiences in a conversation.
Product: Autobiographical anecdote
Reader: The Anne of My Dream

Encourage students to take a look at the chart at the top of the page and discuss its contents with them. In this unit, students will be exchanging anecdotes with their classmates, having as models several examples in the book. These first activities and pictures will serve as an engaging introduction to the topic, since it is likely that all your students have celebrated their birthdays somehow or have gone to some of their friends’ parties. By the end of the unit, students will be able to give details of the personal experiences they share, but they might actually try to do this from the start. You can prompt them to speak by asking questions such as: When was the last time you went to a party? What was the occasion? Where did this party take place? Who was there?

1. Look at the pictures and discuss the questions as a class.

Invite students to look at the pictures and describe what they see in them. Ask them to say what they all have in common. Then, you can have volunteers read the questions, one by one, and have a group discussion. You can also write the word birthday on the board and make a mind map with all the words and ideas students come up with. Alternatively, they can be the ones coming to the board to complete the mind map. For the third question (How do you celebrate this occasion?) you can ask students to share with the class what they did in their last birthday, specifically.

2. Listen to the phone conversation and explain how Alan’s celebration is different from or similar to the way you celebrate.

Tell students that they will now listen to Alan talk about his birthday experience with Sara. Play the track once or twice and have students take notes if necessary. Then, encourage students to tell you the characteristics of Alan’s celebration, and write some key words on the board. You can ask some students to compare their own birthdays to Alan’s. Help them with any vocabulary problems.

Listen again and analyze Sara’s and Alan’s reactions.

Have them read the instructions and questions in pairs, to prepare before the listening. Encourage them to remember the answers to the questions from the previous listening but let them know that you will play the track again. Elicit some answers from the class. To carry on speaking, you could ask students how they would feel in Sara’s or Alan’s place.
There are important differences between a phone conversation and a face-to-face conversation. Mark (✓) the characteristics of each one.

Have a volunteer read the contents of the chart aloud and elicit the definitions or a brief explanation of the concepts in it from your class. Give students some time to check the appropriate boxes and elicit the correct answers from the class.

Reflect on how you prefer to share your anecdotes, face-to-face or over the phone.

You can rearrange the class so that a pair gets together with another one. Invite students to discuss their preferences. Remind them that they should give reasons for their opinions. You could offer an example: I prefer sharing my anecdotes over the phone if I do not know the person well because I get nervous and my body language shows it! Once enough time has passed, you might have a member of each team share their conclusions with the rest of the class. You could also divide the board in two sections and make a mark for each classmate who prefers a certain type of interaction.

How Much Do I Know?

In this section, students will put to the test their previous knowledge related to the Social Practice of this unit, which is commenting personal experiences in a conversation. To start, you could ask a volunteer to read the questions in the How Much Do I Know? box. Elicit the definition of anecdote and have students discuss the questions. Then, elicit some opinions from them.

Time to Read! The Anne of My Dreams

Remind students that, as in every unit, they will be reading a text that will complement the activities in this book. This time, the story will be The Anne of My Dreams. You can mention that they will read a conversation between a young girl and a very famous Anne, who will be sharing her story. You could ask students to brainstorm all the “Anne’s” they know or, depending on your context, ask them who Anne Frank was and if they have read her diary.

Glossary Tip

Remind students that throughout their journey learning English they will find words they will not know the meaning of, but this should not stop them. Ask them to read the Glossary Tip and look for the words they do not know in their book’s Glossary or in a monolingual dictionary.

Further Practice

To provide students with some initial practice sharing personal anecdotes, you can ask them to think of a memorable situation or experience they can share with their classmates. Then, you can ask them to take some notes that they can use when they share the anecdote. Yet, encourage them not to write complete sentences as they may end up reading them aloud and that’s not the point. With the notes, ask students to get together in groups of three or four to share the anecdotes. You can demonstrate the activity with one group encouraging those listening to you to show interest and ask questions when relevant. While students work in groups, go around the classroom and monitor them. You can assist them whenever necessary.
### Teaching Guidelines

Analyze use of connectors to link ideas. Contrast sequences of enunciation.

#### 4 Look at the pictures and answer the questions.

Ask students to analyze the pictures and questions on their own for a while. Then, get them in teams to have them discuss their thoughts. You can ask students to come up with a list of all the celebrations that they have at their school or maybe even in their communities, such as a parade for a local tradition. You could make a complete list together with the ideas from everyone in the class.

- **Listen and mark ✓ what the anecdote is about.** Then discuss the questions.

To make this activity easier, you can have them underline the key words in each of the statements and focus on these when listening. Play the track and give them some time to choose an answer. Then, you can have them check their answers with a classmate. Still in pairs, ask students to answer the questions at the bottom. For the first one, encourage them to come up with more words to describe these kinds of events or to talk about one they attended. Then, have them discuss their reasons for wanting or not to participate in an event like the one on the track. Elicit different opinions.

#### Language Awareness

Direct students’ attention to the note in blue. Tell them that the information regarding time sequencers will be useful for the next activity and for sharing their own anecdotes.

#### 5 Read some key events of María’s anecdote and identify the purpose of the words in bold.

You can ask a volunteer to read the short paragraph for the class. Have students work in pairs to discuss how the words in bold work in the sentences. Refer them to the note in blue above if they need help.

- **Mark ✓ the function of the words in bold.**

Give students some time to mark the correct option. Check the answer together with the class. You might elicit some other words that have the same function, such as next, afterwards, in the end, etc.

**Answer:** They describe a sequence.

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<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What dates or occasions do you celebrate at school?</td>
</tr>
<tr>
<td>2.</td>
<td>Do you usually have festivals?</td>
</tr>
<tr>
<td>3.</td>
<td>Listen and mark ✓ what the anecdote is about. Then discuss the questions.</td>
</tr>
<tr>
<td>4.</td>
<td>Read some key events of María’s anecdote and identify the purpose of the words in bold.</td>
</tr>
</tbody>
</table>

**Time to Read! The Anne of My Dreams**

We recommend asking students which famous person they would like to interview. They are going to read about a dream about an interview with Anne Frank, a famous girl from the past. You could ask them if they know what important historical event occurred when Anne Frank was alive (World War II). Consider reading page 75 out loud and eliciting why they think the author says Anne’s story is “sad, scary and beautiful.” Students then read pages 76 to 78 of the story.
Predict what you think happened the day of the contest.

Listen and check your predictions. Say what happened and how María felt.

Look at the extract from María’s anecdote. Say what the purpose of the underlined words is.

We were very nervous, but we really wanted to win, so we decided to start with a song that was very popular at the time. Then I realized everyone was looking at me, and I just froze...

Listening and check your predictions. Say what happened and how María felt.

Play the track and ask students to focus on what happened and on María’s feelings. Play the track again if you think it is necessary. Ask some students to share their answers. Then, you could ask the class: How would you feel participating in a music contest? Would you be nervous, excited, scared, etc.? Why?

Look at the extract from María’s anecdote. Say what the purpose of the underlined words is.

Direct students to the speech bubble. Ask a volunteer to read the fragment aloud. Have students discuss in pairs or small teams what they think the underlined words are for. To make this clearer, you can ask another student to read the same extract, only this time omitting the underlined words.

Language Awareness

Tell students that it is always important to link ideas using connectors; otherwise, one might end up sounding like a robot! Encourage them to read the explanation of these connectors in the note in blue. You might further ask them to identify the function of these words, for example, you could ask them which word offers an alternative (or), etc.

Further Practice

Before students work on the first step of the Product, you can ask them to take turns saying María’s anecdote. This will help them build some confidence when sharing personal information (as in this case they’re not sharing any of their own) and feel more comfortable. This can be particularly helpful if you have shy students.

Product Step 1

This is a great moment for your students to begin working on the unit’s product, since they already have the bases to identify the components of an anecdote. Remind them that for the product, they will be having a conversation in which they share an anecdote of their own, so they can start thinking about the one they would like to use. Invite them to think of all the details they would like to include when sharing their anecdote; they can use the chart for this purpose. If they cannot decide on an anecdote yet, allow them to fill in the chart with a few options.
Listen to the anecdote and read along.

1. Can you identify an anecdote in a conversation?

2. Is it important to keep a logical sequence to describe events? Why?

How Am I Doing?

Have students work in pairs to peer-assess their progress and understanding of the unit's contents so far. Encourage them to not only answer the questions with a yes or no, but rather showing why they answered that way, for instance, by providing examples or giving definitions.

Listen to the anecdote and read along.

Tell the class that they will be listening to an anecdote as they follow along in their books. Before you play the track, encourage students to check the Glossary to look up the meaning of the highlighted words. Play the track and have students read the conversation. You might ask some volunteers to role play the dialogue placing emphasis on their pronunciation and intonation. You could also ask some comprehension questions to check that everyone understood the details of the conversation.

Observe the phrases in bold. Underline them using the color code.

Invite students to work with a classmate for this part of the activity. Have them identify all the phrases in bold in the conversation and underline them according to the part of a conversation in which they are used. Check the answers as a group. You can then encourage students to share other phrases that they know to start a conversation, keep it going, or end it.

Discuss the questions as a class.

Ask two students to read the questions. Elicit some answers from the class. Remind them to justify their thoughts. You can encourage them to keep discussing by asking: Is the tone of voice important to keep the interest of the listener in an anecdote? How else can you keep your listener's attention?

Time to Read! The Anne of My Dreams

pp. 79-81

You could have students answer the following questions before continuing the story: Who was Hitler? Who were the Nazis and who did they persecute? Why did Anne and her sister have to leave school? Students should read pages 79 to 81. Anne was now living in the Annex. You might want to ask what life for Anne and her family was like there. Students can discuss in groups what they think about Anne’s life in the Annex and how she must have felt. They can talk about how writing a diary helped her feel less lonely.
It can be difficult to keep a conversation going. Even if you understand what the other person is saying, you may not know how to answer or ask for more information. Here are some useful phrases you can use when it’s your turn to speak.

### Greeting

- **Hello!** / **Hi!** / **What’s up?** / **How are you?** / **How’s it going?**
- **Nice to meet you!** / **Nice to see you!**

### Questions

- **Do you want to.....?** / **Would you like to.....?**
- **So, what’s new?** / **What’s new, Sam?**

### Showing interest in what the person is saying

- **So?**
- **Really?**
- **I see.**

### Showing how you feel about what you hear

- **Great!**
- **That sounds nice!**
- **I am really happy!**

### Product Step 2

In Step 1 you chose an anecdote to share with your classmate. Now, prepare a list of questions you may ask your classmate during the conversation when sharing anecdotes. The questions or phrases you learned will help you keep the conversation going.

### Teaching Guidelines

Ask questions about how the ideas and people can be represented in different ways. Analyze choice of expressions and repertoires used. Ask questions to get more information and check understanding. Use strategies to emphasize the meaning.

### Language Awareness

Direct students to the chart with different phrases to use in a conversation, particularly when sharing or listening to anecdotes. Let them know that it is important to be respectful and show interest in what the other person is saying. Asking further questions shows that the listener is paying attention and cares about what is being said. They can also share how they feel about what they hear by using expressions to show surprise, empathy, etc. Ask some volunteers to read the contents of the chart and elicit more examples for each box.

### 8 Read the conversation and discuss with a classmate what the anecdote is about.

Ask students to read the anecdote individually. Remind them to check their Glossary to look up the meaning of the highlighted word. Then, have them share with a partner the information they got from the text. You can encourage them to discuss not only what it was about, but also how they people in the conversation felt and what expressions they used to show this.

- **Look back at the dialogue and underline the information you can change to make up a new anecdote.**

Have students keep working in pairs to underline the details or expressions that could be changed in the dialogue to make up a new anecdote. Let them realize that they can even modify the event. Invite them to come up with ideas to replace the things they underlined.

- **Practice your conversation with your classmate. Remember you can use useful phrases to show interest.**

Once students have decided what they want to change in the conversation above, encourage them to practice talking about this new anecdote with their partner. Instead of reading their conversation, invite them to try to make it flow naturally, using the expressions they have already seen to keep it going. You can have some volunteers come to the front and share their conversations with the whole class, which can then give constructive feedback.
9 Listen to an anecdote and complete the mind map. Then compare with a classmate.

Ask students to look at the mind map carefully to know the information they are going to need to fill it in. Have them realize that these questions are quite similar from the ones on Poster 7. You could play the track once and have them get together in pairs to complement each other’s mind maps. Alternatively, you can play the track twice so that everyone gets a chance to fill in their own maps and only then you can play the track once and have them get together in pairs to complement each other’s mind maps. Compose statements and sort them into a sequence. Include details in main ideas, specifying time, place, and way in which the events occurred.

Language Awareness

Invite students to read the information in blue. Elicit the importance of knowing how to conjugate verbs in the simple past to share an anecdote. To practice these, you might do a game-like, yet meaningful, activity in which you say a verb in simple form and encourage students to share a very brief anecdotal sentence with it, for which they will have to use the past. For example, if you say eat, students can say something like Last weekend, I ate two whole hamburgers and felt terrible afterwards! You can throw a small ball to a student for him/her to answer and throw the ball again to someone who will have to use the same verb. After three or four students have participated, you can change the verb.

Poster 7

Ask students to remind you of the contents of Poster 7 and display it for the class. Let them know that it is important to tell anecdotes in the correct verb tense; otherwise, the story might become confusing. Give a time setting and ask random students to share an anecdote with the class of something that happened then. For example, if you say last month, a student might say: Last month I had an English test and got a 10!

9. After they share some ideas, have them read the extracts from the conversation in Activity 9. Then identify and underline the relevant past events and words to connect ideas. Look at the extracts from the conversation in Activity 9. Then identify and underline the past events of the anecdote. Before starting this activity, you could ask students what they remember from the anecdote in Activity 9. After they share some ideas, have them read the extracts from the conversation. You can ask them to work individually and then check with a partner if they underlined all the past events mentioned there. Do not forget to direct them to their Glossary in case they want to look up the meaning of the highlighted words.

Product Step 3

Tell students that they are closer to presenting their products, so they should organize their anecdotes better. For this purpose, encourage them to go back to the chart they completed in Step 1. If they had not decided on an anecdote yet, tell them that now is the moment to choose one. Based on the information they wrote on the chart, encourage them to create a mind map similar to the one in Activity 9 on this page. Yet, do not limit their creativity! Encourage them to add other categories to their maps if they wish. Monitor to check that they are using the appropriate verbs and linking words in their mind maps.
Teaching Guidelines
Include details in main ideas, specifying time, place, and way in which the events occurred. Ask questions to get more information and check understanding. Use strategies to give the floor to others. Generate alternatives to share identical experiences to different people. Express personal experiences using direct and indirect speech.

Product Step 4
Have students gather all the information they have compiled throughout the unit to present their products. Set the class in pairs or have them choose the person they want to work with. Motivate shy students to participate; make them feel that your class is a safe place. Once the pairs are ready, encourage students to begin their conversations, using the expressions they have learned and the anecdote they chose in Step 3. Remind them to take a look at the list of questions they wrote in Step 2 in order to keep the conversation going, show interest, and obtain more details from their partners’ anecdotes.

Self-evaluation
The observation guide that is part of this self-evaluation activity will help students realize the strengths and areas of opportunity that their partners have when carrying out a conversation, which will also help them reflect on their own. Furthermore, students will become aware of how much of a good listener they are. They should fill the guide with the information provided by their classmates. If they are unable to answer something, remind them that they are already familiar with some expressions to ask for clarification or repetition. At the end, have students read the recommendations below. The idea is that students help each other improve by sharing constructive feedback.

Time to Read! The Anne of My Dreams pp. 82-86
Before reading, you could ask if anyone knows what happened to Anne Frank. Students then read pages 82 to 85 and see if they were right. We suggest that you ask students to form groups and answer the following questions: Do you think that Anne was brave? Does anyone in the class keep a diary? What do you do when you feel sad, scared or lonely? One member of each group could write down the responses and report them back to the rest of the class. Finally, you could ask students to read the After Reading task on page 86 and keep a diary for two weeks. They could report back to the class about how easy or hard it was and whether they would like to continue.

Assessment
Remember that you can use Assessment 7 on page T108 to assess your students’ performance in this unit.

Term Assessment
Now you can also use Assessment Term 2 on pages T116-T119 to assess students’ performance in this term.
Comparing Cultural Aspects

The first two pages of the unit have as an objective to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will follow several steps to make a comparative chart to describe and compare cultural aspects. In order to spark interest in the topic, you might want to ask them some questions such as:

1. Have you ever visited another country? If you haven’t, would you like to?
2. Which countries do you know? Would you like to visit any?
3. How are these countries you mentioned similar or different to Mexico?

1 Read the title of the essay and predict what it is about.

In order for students to use their previous knowledge to recognize the topic and purpose of the text, direct their attention to the flags pictured in the text. Ask them if they know which countries those flags represent. Then have them look at the title of the text and have them guess what they think the text will be about. As they read, have them focus on the labels (introduction, body, conclusion) and have them discuss what each one is. Remind them to look up any highlighted words in the Glossary on page 100.

Read the essay and check your predictions. Then discuss the questions and justify the answers.

Give students some time to read the text. Walk around and monitor if necessary. You can also have students take turns reading different sections. Then check the questions together as a class. Monitor their comprehension by asking several students the answer to the same question. You can also encourage them to reread the text if they didn’t understand some parts.

Answers: 1. Cultural differences between the US and UK; 2. Serious; 3. A glance at the topic of the text; 4. Key differences between the two cultures; 5. Answers will vary.
2 Look at the comparative chart and discuss the questions.

Have students look at the chart and identify what it is. Let them know that in this case, the comparative chart is helping them analyze characteristics of various cultural aspects, but it can also be used for comparing and contrasting in general.

Listen to two students presenting the comparative chart in Activity 2 and discuss the questions.

Go over the questions first. Play Track 18. Ask students which additional cultural aspects are different according to the audio, despite not being present in the comparative chart. Play the track again if necessary.
3 Read the essay about Japan and the United States. Identify the introduction, body, and conclusion.

On the board, write Introduction, body, and conclusion. Ask them to tell you what they are. If they don’t remember, you can write the purpose of each section on the board. They can also look back at the essay on page 68. This will help students better understand literary essays. Have them read the text and look up any highlighted words in the Glossary on page 100. For fast finishers, you can have them compare the cultural aspects in the text to Mexico.

Answers: Intro: paragraph 1; Body: paragraph 2 and 3; Conclusion: paragraph 4.

- Look at the photos and mark (✓) the ones that best illustrate the essay.

Tell students that in order to make the content of an essay clearer, it is sometimes necessary to use images. This makes anticipating the topic of the text easier. Have them look at the images and decide which ones represent the contents of the essay best.

- Read the essay again and discuss the questions below.

Remind students that it’s important to reread texts in order to improve their comprehension of them. Go over the questions listed with students. Then give them some time to read the text again. At the end, you can encourage them to share their questions as a class or write the answers in their notebooks.
Read about how you can form questions.

Yes / No Questions
- When we have questions that can be answered with a simple “yes” or “no”, do not start with the person who does the action, start with the action instead: Are you going to the parade?
- When we have can, write it at the beginning of the sentence as well:
  Can I come too?

Wh- Questions
- When we have questions that cannot be answered with “yes” or “no”, start with a question word (who, what, which, how, etc):
  When are you leaving? I’m leaving on Monday.
- If the question word is at the beginning, we do not use do, does or did after the question word.
  Who is coming to the parade?
  Which bus goes there?
  What happened?

Now, prepare two questions about other cultural aspects mentioned in the essay.

1. __________________________________________________________________________

2. __________________________________________________________________________

Take turns asking and answering the questions you prepared.

Reread the essay and check if your answers are complete and correct.

In small groups, talk about the cultural aspects mentioned in the essay on page 70 and compare them to Mexico.

Product Step 1

In this unit, you will prepare a chart comparing cultural aspects in your country or different countries. Get together in teams. Decide on the cultural aspects about different countries or regions that you would like to know about. Here are some examples:

Artistic expressions *Language *Tradition *Sports *Costume and dress
Social organization *Etiquette
Write 5 questions about the cultural aspect you chose.
Check different sources of information to answer the questions and to take notes.
You could also go online and choose a cultural aspect from the links below to help you

https://www.adventureinyou.com/travel-tips/cultural-differences/
https://www.whychristmas.com/cultures/

Teaching Guidelines

Revise short literary essays. Reread information to check comprehension. Read and understand general meaning, main ideas and details of literary essays. Answer questions about cultural aspects.

Poster 8

Have students look at Poster 8 again. Have them get into pairs and talk about the cultural celebrations that exist in Mexico. Then they can look at the images in the poster and compare how these celebrations are similar or different from the ones they celebrate.

Language Awareness

Tell students that they will now ask and answer some questions about cultural aspects. In order to do this, it’s important they know how to structure questions correctly. Review the two types of questions that can be asked using the present simple: Yes or no questions, and open questions. Review the information in the Language Awareness box with them. You can even write some different types of questions on the board and have them analyze the structure in groups.

Now, prepare two questions about other cultural aspects mentioned in the essay.

Students will now use the expressions they have learned to ask questions about cultural aspects. As they do this, walk around and help them if necessary. Have them refer back to the Language Awareness section or the phrases you wrote on the board for further practice.

Take turns asking and answering the questions you prepared.

Have students get in pairs. They will now ask and answer questions about cultural aspects. If they finish quickly, you can even have them ask questions about the other essay at the beginning of the unit.

Reread the essay and check if your answers are complete and correct.

Students will now check their comprehension by rereading the essay. You can even have them point out where they found that information in the text.

In small groups, talk about the cultural aspects mentioned in the essay on page 70 and compare them to Mexico.

Have students work with a few classmates. If they feel comfortable, they can try and imitate the comparative chart on page 69. If not, they can just talk about the differences between the countries – but remind them they will make a comparative chart with similar information.

Product Step 1

Students will now work in groups in order to start preparing their comparative chart. Refer them to the chart on page 69 as a model that they can use. You can also elicit different cultural aspects that are bound to be different in several countries. They can also follow the links provided to help them.

https://www.adventureinyou.com/travel-tips/cultural-differences/
https://www.whychristmas.com/cultures/
Teaching Guidelines

Revise short literary essays. Reread information to check comprehension. Read and understand general meaning, main ideas and details of literary essays. Create images from what has been read. Propose titles for descriptions. Describe and compare cultural aspects.

5 Read the following essay and propose a title for it.

Remind students that it’s important for every essay to have a title. A title allows for the reader to use their previous knowledge in order to anticipate the content of the text. Have them read the text individually and look up the highlighted words in the Glossary on page 100. If students can’t think of a name, refer them to the previous essays in the unit and how their titles reflect the content of the texts.

► Explain why you chose that title for the essay.

Students will now get in pairs. They should compare the titles they came up with – additionally, they can talk about which title they think is best, depending on how it reflects the main ideas and details of the text.

► Read the essay again and complete the mind map with a few notes.

Tell students that mind maps such as the one on this page can help them prepare a comparative chart. Go over the sections with them together and give them time to complete the mind map – then ask them how they could use this information to compare and contrast cultural aspects between the Huichol and Olinalá.

Time to Read! Market Day pp. 92-94

Students should read pages 92 to 94. You should ask a few comprehension questions to open the discussion: Why didn’t Amanda call her parents to come get her? A: She didn’t have roaming on her cell phone and she didn’t know the phone number of the hotel. Who helped her? A: A boy named Jorge. What did Jorge offer to do before taking her to the hotel? A: He offered to show her the market.

Further Practice

You can write the words Huichol and Olinalá on the board. Ask students to think about the information they read in the essay on page 72. As a class, brainstorm what they remember about each handicraft and write on the board next to the corresponding word. Have them work in pairs afterwards. Each student should ask his or her classmate Wh-questions using the information on the board (Where are Huichol handicrafts from? They are from Nayarit). Remind students they can always go back and look for information in the essay if necessary.
Read the following sentences comparing cultural aspects.

* Huichol and Olinalá are both Mexican handicrafts.
* While Huichol uses yarn and beads, Olinalá artisans work with wood and clay.
* Their motifs can be very different. On the one hand, Huichol's handicrafts have been preserved through generations. On the other hand, Olinalá have adapted their motifs to today's interests.

We use both when we want to express that two aspects have something in common.

We use while to contrast two different aspects at the same time.

We can also use on the one hand and on the other hand as a way of contrasting two different aspects as well. (On the one hand cannot be used alone; we always complete the comparison with “on the other hand.” However, we can use “on the other hand” by itself.)

Now, describe and compare both types of handicrafts and write sentences using the information in the mind map on page 72.

Describe the handicrafts in your town or region. Compare them with those mentioned in the essay in Activity 5.

To check your progress so far, circle according to the scale.

1 - No, I can't do it.    2 - Yes, but with difficulty.    3 - I'm almost there.     4 - Yes, with no problems.

1. I can recognize the topic of an essay. 1        2         3         4
2. I can understand the main ideas of an essay. 1        2         3         4
3. I can ask and answer questions about the topic of an essay. 1        2         3         4
4. I can describe and compare cultural aspects in different countries. 1        2         3         4

If you still have doubts, look back at previous pages in this unit or ask your teacher.

How Am I Doing?

This is a good moment for students to do the assessment task individually. This will let them see how much they have learned about describing cultural aspects and how much more they need to know before they are ready. In case they have questions, they can ask a classmate, you or go back to the previous pages in the unit to check.

Further Practice

You may tell students to work in pairs. Have them reread in turns the sentences they wrote in Activity 6 aloud. Each student then should say if the sentence is describing a similarity or a difference between the handicrafts (Both handicrafts are Mexican. It is describing something they have in common. / While Huichol handicrafts reflect past beliefs, Olinalá handicrafts reflect modern motifs. It is describing two different aspects.).

Teaching Guidelines

Contrast cultural aspects with those described in the text. Create statements to describe cultural aspects. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

Language Awareness

In order for students to successfully make a comparative chart about cultural aspects, they need to be aware of certain expressions they can use while they’re presenting. Refer them to the Language Awareness box on page 73 and go over the information with them. You can even have them practice using the expressions with other essays they have seen throughout the unit – or even just compare everyday aspects, such as their classmates, teachers or neighborhoods.

Describe the handicrafts in your town or region. Compare them with those mentioned in the essay in Activity 5.

Using the new phrases they have learned, students will now describe and compare cultural aspects. Have them work in pairs and walk around and monitor, correcting them when necessary and helping them check the proper forms in the Language Awareness box.

Using the new language, students will now describe and compare cultural aspects. Have them work in pairs and walk around and monitor, correcting them when necessary and helping them check the proper forms in the Language Awareness box.
Teaching Guidelines

Contrast cultural aspects with those described in the text. Create statements to describe cultural aspects. Analyze characteristics of cultural aspects. Describe and compare cultural aspects.

A fun way to keep making comparisons and describing cultural aspects is to read information about different countries. If possible, bring magazines and articles so students can read them in order to get more information. If you can’t, think of other things students are interested in. Write these topics on the board and have students come up with different ways to describe their similarities and differences.

Product Step 2

Students go back to the information they gathered in Product Step 1. Now, they will start to write sentences to compare and contrast cultural aspects about the places that they have chosen. Refer them back to page 73 in order for them to see which kinds of expressions they need to use. Walk around and check their progress. After that, have them look at the comparative chart at the bottom of page 74. If they do not have enough space, tell them they can make a similar one in their notebooks and complete it with the necessary information.

Time to Read! Market Day pp. 95-96

Students should finish the story. Invite them to compare Amanda’s attitude at the beginning of the story with her attitude at the end. Then have students look back at the story and write down the comparisons Amanda makes between Mexico and Great Britain (England).

1. In Great Britain they don’t have raspados.
2. In Great Britain the food isn’t spicy. In Mexico they add chili to almost everything.
3. In Mexico there are many kinds of fruit, but in Great Britain there are very few.
4. In Great Britain the houses are cool and flowers last longer. In Mexico the houses are very warm so some people buy artificial flowers.
5. Jorge is very sweet and kind. The boys in England just stand and stare at girls.

Finally, ask students if they think Amanda would like to return to Mexico.

Further Practice

You can also have students practice making more comparative charts about different cultural aspects they have seen throughout the unit – or encourage them to make a chart about different towns, cities, or places that they know.
Self-evaluation

It's time for students to think about what they have learned and which aspects they need to improve. In order to help students do this, ask them to evaluate their progress using the checklist. You can go over any information they might need help with, or refer them to the pages where they can find the information.

Assessment

Remember that you can use Assessment 8 on page T109 to assess students' performance of this unit.

Teaching Guidelines

Term 3: Unit 9

Participating in a Round Table

Environment: Academic and Educational
Social Practice: Discuss points of view to participate in a round table.

Communicative Activities: Exchanges associated with specific purposes.
Achievements: Review texts of civics and ethics education and select information. Understand general sense and main ideas. Discuss points of view by participating in a round table.

Product: A round table discussion
Reader: Animal Rights Debate

The table on this page aims to show students what they will be expected to achieve by the end of this unit. Keep them at ease by explaining that, throughout the unit, they will dig into the topic of civics and ethics education. You might want to go through the table with them or ask them to do it in pairs or small groups. Also, explain that for this unit, they will participate in a debate. Tell them they will learn how to participate in a debate step by step. Remind them they can use what they already learned about public speaking in Unit 5.

1 Look at the pictures and select which ones you think represent friendship. Compare with a classmate and justify your answer.

To activate previous knowledge and introduce the topic, have students individually select the pictures they think represent friendship. Make sure they all understand what the word means. Then have them work in pairs to compare their selection and talk about their answers.

2 Read the article and identify two ideas you agree with, and two that you disagree with.

Explain that they are going to read an article about teen friendship. Ask them to carefully read it so that they can identify two ideas they agree with and two they disagree with. Have them mark them in the text or write them down in their notebooks.
1. Who is the moderator?  
2. How many participants are there?  
3. Do they all agree with each other?

Discuss their ideas. Tell a classmate who you agree or disagree with. Explain why.

Listen to the participants’ comments from the round table. Tell a classmate about the ideas you selected in the previous text. Use the phrases below to help you: I agree… I disagree with this because… I think…

How Much Do I Know?  
1. Have you ever participated in a round table?  
2. Why might people have round table discussions?  
3. Which topics can you discuss if you participate in a round table?

Glossary Tip  
Sometimes you don’t have much time to write down a whole definition or an example of a word when you are in class. Once you reach your meaning, write it next to a word that is similar. For example, you may have the words: happy, joyful, and delighted.  

Time to Read! Animal Rights Debate

Take some time to introduce this unit’s text in their Reader, Animal Rights Debate. Explain that the text includes information about the situation of animals in different contexts, such as the zoo or medical laboratories. Explain that they will have to pay special attention to different points of view about animal rights.

Glossary Tip  
Explain that in this unit, the vocabulary strategy they should follow is writing down similar words. Write the word delighted on the board. Then, elicit similar words or give them synonyms (depending on the level of the class) and write them on the board: happy, cheerful and joyful. Explain that this strategy will help them increase their range of vocabulary by associating new words to words they already know.
Teaching Guidelines

Define purpose of finding information.

4 Read the text about round tables and decide if the information is clear enough. If not, ask your teacher.

Have students read the text about round tables individually. Remind them to look up the highlighted words in the Glossary. Help them with any other words they may not know or, if possible, provide printed or online dictionaries.

Poster 9

Show Poster 9 again and have students choose one of the pictures and topics. In pairs, they will prepare a very simple introduction, development and conclusion for the topic they chose. Praise their efforts, as the unit is just beginning, and give them feedback on how to improve their arguments and information. When possible, ask their classmates how they could improve, so they can reflect on it (not just accept your recommendations).

Product Step 1

Help students get into groups of five for their Product teams. Have each of the team members propose a topic for a round table discussion and then choose one to work with along the unit.

If possible, during Product Step 1, encourage students to visit the web page to learn more about social debate topics. The list will function as inspiration for the topic they have to choose. or they can also choose one topic from Poster 9.

Further Practice

You can ask students to share the topic of their round table discussion with the class. They can now start thinking about which sources they can use to find information about them. Additionally, you can make little note cards with topics on them so students can discuss and start getting comfortable with expressing their opinions about different topics.

Time to Read! Animal Rights Debate

pp. 97-99

Have students read the title of the text and close their books. Elicit their opinions about animal rights: Do animals have rights? Why? What could those be? At this point, do it just as a regular discussion, not a debate. Then have them read pages 97-99. Remind them to look at the Glossary at the bottom of each page for the meaning of the works in bold. Encourage them to ask you for the meaning of any other word and help them infer (if possible) from the context. Afterwards, have students discuss their opinions about what they read. Also ask, What information in the text is new to you? Did you change your opinion after reading the beginning of the text?
5 Read the text about friendship again and answer the questions.

Tell students they are going to reread the text from page 76 about teen friendship. Ask them to read the questions before reading the text again. After they discuss the questions, talk to them about the importance of looking for reliable information and sources. As this may be a complex topic for students, help them arrive to their own conclusions and reflect on just how important it is for information to be reliable.

Talk to a classmate and say which other sources you can use to answer the missing questions. Justify your answers.

Ask students to remember why reliable sources and information are important. Tell them to mention several reasons. Then have them work in pairs to discuss which other sources they can use to answer the missing questions. Ask them to justify their answers and explain the importance of reliable information also in their explanations or justifications.

Further Practice

The text on this page talks about how there's a certain number of hours required for someone to be considered a friend. Ask students how they feel about this statement. In small groups, let them share and express their opinions in a similar way to a round table discussion. Additionally, you can also write other topics on the board for them to talk about in their groups. Some possible topics are: You can only have one best friend. You should not criticize your friends. Friends are just as important as family.
Teaching Guidelines

Revise texts of Civics and Ethics Education and select information. Select, and register information that answers questions.

6 Listen to the beginning of a round table discussion. Identify the following information.

Explain that they are now going to listen to the beginning of a round table discussion and that they have to identify specific information. Have them read the four questions individually. Play the track once or twice (as necessary depending on your students’ needs) and have them take notes or write the answers in their notebooks. Remind them to check the Glossary at the end of the book for the highlighted words.

Language Awareness

Have students read the table in the Language Awareness section. Explain the need for a moderator in a debate: someone needs to moderate the discussion, establish the turns and give the floor. The moderator also makes sure everyone has a chance to speak. Clarify that the moderator needs to be polite at all times, no matter how heated the conversation is. So, encourage them to read the expressions in the table. This will be useful for everyone, but especially for the team member who will act as moderator in the socialization of the Product.

In pairs, think of other phrases you can use at the beginning of a round table if you were a moderator.

To make sure everyone participates actively, have students work in pairs to think of other phrases the moderator can use at the beginning of a round table. Help them as necessary with words they need but may not know.

How Am I Doing?

Have students work in groups to discuss the four questions in the box. You can also do it in as a class. Have them reflect on what they will do with the information they have gathered as this will help them go over the next step of the Product.

Product Step 3

At this point, have them get into their Product teams and write one phrase that shows the central argument of the discussion. Encourage them to flip through the unit’s pages, as well as check the Glossary, so the phrase is adequate. If possible, provide printed or online dictionaries.

Time to Read! Animal Rights Debate pp. 100–103

Have students read pages 100-103 in their Reader. At this time, encourage them to pay attention to the arguments in the text: Are they just opinions? Do they present any facts? Where did they look for information? Then, after students have answered the questions, have them reflect on which type of argument will be better and why (opinion vs. fact, reliable source vs. non-reliable source, etc.).
Listen to the second part of the round table discussion as you read along and answer the questions.

- How many participants are there?
- What is the moderator’s attitude throughout the discussion?
- Look at the underlined phrases and decide which of them are used to moderate, agree and disagree. Then look at the phrases on the next page to check your answers.

Product Step 4

Have students get into their Product teams and assign roles and positions. First, have them decide who the moderator will be. The moderator should prepare a list of questions to begin the discussion and keep it going. Tell this student in each group to review the expressions on page 80 and the additional phrases they wrote in their notebooks.

Next have the rest of the team decide if they are for or against the argument they chose in Step 3. They should then write notes to help them in the defense of their position. Some students might find this difficult, so help them as needed.

To finish the class, tell students to bring all the information they have been researching about their topic to the next class. They could also bring a list of questions about the round table discussion, so that you can help answer them.

Teaching Guidelines

Revise texts of Civics and Ethics Education and select information. Select, and register information that answers questions. Think about what you want to say and how to say it.

7. Listen to the second part of the round table discussion as you read along and answer the questions.

Explain that they are going to listen to the second part of the round table discussion. Have them read the three questions and play the track once or twice (depending on your students’ needs) as they read along. At the end, discuss the participants’ attitudes and have students reflect on the importance of attitude in a discussion and when talking to other people in life in general. Help them realize that a positive attitude will be always better than a negative one, no matter the situation.
Teaching Guidelines

Understand general sense and main ideas. Think about what you want to say and how to say it.

Write some statements related to civics and ethics on the board. Have volunteers from each team take turns expressing their opinions for or against. If time allows, have classmates agree or disagree. This time, you can be the moderator yourself so that they have a model for the Product discussion.

Language Awareness

Check with students if they need to review the expressions in the table or if they understood when they read them for the activity on the previous page. Then have them read the second part of the Language Awareness section about conclusions. Read the questions with them and brainstorm other possible questions they might find interesting. Add them to a list on the board and have them copy them in their notebooks so they can later apply the questions to their own socialization of the Product at the end of the unit.

8 Listen to the last page of the round table discussion as you read along and answer the questions.

Explain they are going to listen to the final part of the round table discussion, and that they will have to complete the sentences the moderator mentions at the end as well as discuss if there are any clear conclusions. Have them read the three sentences and the two questions. Then play the track once or twice. To complete the sentences, encourage students to go back to the discussion in Activity 7.

Product Step 5

Tell students they are almost ready for their round table discussion. Have students review the information they collected in their notes to make sure it is enough to defend their position (for or against). Help them as necessary.

Further Practice

If you'd like to give students more practice with sharing their points of view and round table discussions, have them discuss the topic of the Reader - animal rights. You can divide them into groups or have one large class discussion. Be sure to assign a moderator so they can have the full experience. Additionally, you can invite students to propose their own topics for discussion.

Time to Read! Animal Rights Debate pp. 105–107

Have them read pages 105-107, which present another debate, this time about the use of animals in laboratory testing. Before they read, ask them to share their ideas about the topic in groups. Then give them some minutes to read. Next, have them discuss the ideas in the text and tell their team members of their opinion has changed after reading the arguments and why. Do the After Reading activity if time allows, or you can do it after they have socialized the Product so they can better defend their positions regarding animal rights and the use of animals to text cosmetics and medicines, and so they can think about conclusions, too.
You are now ready to have your round table discussion. Follow the suggestions below:

1. Verify the information you collected.
2. Keep your notes ready in case you need them, but don’t read directly from them.
3. Get into teams and carry out the discussion. Remember to participate actively and encourage other students to do so.

**Self-evaluation**

As part of the ongoing evaluation, it is time for students to think about what they have learned. This is an individual and personal evaluation to help students realize what they did and can do, and also what they have to work on in the future. Explain that if any boxes are left unmarked, they should check the notes from the unit and compare them with a classmate. Tell them that they should get together with a classmate that can help them with any information they did not understand. Encourage them to also form study groups.

To finish up the unit, students could take this opportunity to express how they feel about the topics their classmates discussed and if they would like to have another round table discussion about another topic. If you consider it necessary, you can talk about this unit’s value one more time and ask students why they think it is important to be a good citizen.

**Assessment**

Remember that you can use Assessment 9 on page T110 to assess students’ performance of this unit.

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**Teaching Guidelines**

Discuss points of view by participating in a round table.

Spend a few minutes reviewing students’ materials and answering their questions about the Product.

**Product Step 6**

Explain that now students will have to socialize their product and show everything they learned, step by step, along the pages of this unit. Give them some advice from this page and help any team, especially the first teams to do the discussion, as it may be more difficult for them. Encourage all students in each team to participate, and remind their classmates of giving respectful feedback at the end of each discussion (only after a warm round of applause).
Term 3: Unit 10
Making Complaints

Environment: Family and Community
Social Practice: Express complaints about a product.
Communicative Activities: Exchanges associated with the environment
Achievements: Listen and review complaints about products. Interpret general sense, main ideas and details of complaints. Make oral complaints.
Product: Making a complaint
Reader: Surprise!

The objective of the first two pages of the unit is to show students what they will be expected to achieve by the end of it. It is important that students understand that throughout the unit, they will read about and listen to people making complaints about a product or service they purchased.

The second page features a sample dialogue similar to the one students will prepare for the unit’s Product. As the unit progresses, they will become more and more familiar with the vocabulary and other tools they will need to make an effective complaint.

1 Listen and say what kind of conversations are taking place. Discuss with a classmate and give reasons for your answer.

Draw students’ attention to the pictures in activity 1 and ask them what they think the audio is about and how they know. It is about unhappy customers. The body language of the people in the pictures shows that they are annoyed.

Play Track 23 so students can listen to the conversations. then have them form pairs and discuss what the dialogues are about.

Listen again and answer the questions.

Invite students to continue working with the same classmate. Play the audio again and have them answer the questions. It would be a good idea to have them write their answers in their notebook or at least make a few notes. Go over each question in class and encourage pairs to share their answers. Remember to ask the rest of the class whether or not they agree. Answers may vary in the way they are stated since students should always be encouraged to express their opinions in their own words.

Answers: Possible answers: 1. The woman contracted Internet service a week ago, but still doesn’t have it. 2. It doesn’t work. 3. Very angry. 4. Conversation 1-on the phone. Conversations 2 and 3—in person.

How Much Do I Know?

This is a diagnostic evaluation and is meant to encourage students to reflect on how much they know about the topic of the unit. Students should do the activity individually and then share their conclusions with the rest of the class.
Read and listen to someone complaining about a product. Identify the following parts of the conversation.

<table>
<thead>
<tr>
<th>Greeting</th>
<th>Reason to complain</th>
<th>Solution and closing</th>
</tr>
</thead>
</table>

**Surprised:** Good morning. How can I help you?

**Humberto:** Good morning. Last month I bought a pair of tennis shoes from your online catalog and you sent me a different style. Twice! I got upset, so I decided to complain in person! I’d like a refund!

**Surprised:** I understand, but our company policy does not permit refunds as you can see from this receipt.

**Humberto:** Yes, but you sent me the wrong style for my birthday. When the book arrives, Natalia is very upset. This text will help you express complaints about a product. Remember that you will see this icon that shows which words you support you read along the unit.

**Glossary Tip**

Be careful if one of the words in the unit sounds similar to a word you know in your first language. Look it up in a dictionary to check that they mean the same thing. Sometimes words across languages might sound similar, but they have completely different meanings. Remember that the highlighted words in the Glossary are defined in the back of the book in your language.

**Teaching Guidelines**

Listen and review complaints about products. Analyze topic and purpose. Contrast attitudes adopted by interlocutors. Classify, by their meaning, expressions to convey emotions when speaking. Clarify the meaning of words. Compare expressions to propose solutions.

To start the class, encourage students to talk about the things they buy most often and where and how they buy them (online, at stores, using catalogues, etc.). Then ask if they have ever had any problems with an item they bought and what they did about it: Did you write a letter of complaint? Did you call on the phone or go back to the store? Did you return the item to the store? Did you ask for a refund?

2 Read and listen to someone complaining about a product. Identify the following parts of the conversation.

Before beginning, encourage students to look up the highlighted words in the Glossary on page 102. Then play Track 24 and invite them to follow along in their book. You might want to ask a few comprehension questions like: where does the dialogue take place? What product is Humberto complaining about? What is his complaint?

Next, divide the group into pairs. Play the audio again and have them identify the parts of the conversation. Check in class by calling on several pairs to share their answers.

Answer these questions about the dialogue.

Have students continue working with the same classmate. Read the questions out loud to make sure they are clear. Then ask pairs to answer the questions and correct them together in class. The answers may vary in wording but students should understand and express the attitudes and behavior of the supervisor and Humberto.

**Answers:** Possible answers: 1. Humberto was very annoyed/angry. 2. The supervisor was polite, but firm about the no refund policy. 3. Humberto was very pleased with the solution.

Time to Read! Surprise!

This is a fiction story about an online purchase that led to an unpleasant surprise. The story gives a good example of what you can do when you do not receive the item you paid for. It also shows how being polite can lead to more a satisfactory solution. This story will be very helpful for students as they work on the unit’s Product.

Glossary Tip

Remind students that the Glossary Tips are meant to help them identify, understand and remember new vocabulary. This tip explains to students that although a word in English may be similar to one in their language, it doesn’t necessarily have the same meaning. One example you could use is the word table (mesa) which is similar to tabla (board). Tell them that when in doubt it is a good idea to look up the word in the Glossary or in a dictionary.

Further Practice Poster 10

To provide students with some useful practice and wrap up this class, you can display Poster 10 and ask students to take turns describing what they see and imagining possible place, situation, etc. Then, you can ask them to come up with a complaint for one of the pictures.
Teaching Guidelines

Detect ways to adjust the action of speaking and listening to complaints. Analyze topic and purpose. Value the effect of modality of communication. Detect ways to adjust the action of speaking and listening. Establish motive or reason for a complaint. Compare expressions to propose solutions.

Time to Read! Surprise! pp. 109-111

Students should read pages 109 to 111 to discover what the “surprise” was. Once they finish reading, you could ask a few comprehension questions: What were Natalia and her mother talking about? What present did she order? What book arrived?

3 Listen to four people complaining about a product. Write F for face-to-face or P for phone. 🎧 25

Explain to students that they will listen to four people complaining about something they bought. They should listen to decide if each conversation took place on the phone or face-to-face (in person in the store). Play Track 25 once or twice and have students write F or P in the boxes to indicate if each person is complaining on the phone or in person. Then correct as a class.

Answers: F, P, P, F

Discuss the following questions: 

Divide the class into pairs and have them discuss and answer the questions. You may find it helpful to play the audio again. Pairs should decide which method was more effective and get better results. Answers may differ so students should feel free to express their opinions. Call on different pairs to give their answers but allow other students to say whether or not they agree.

Language Awareness

Complaints can be either oral or written; oral complaints can be face-to-face or on the phone. Read the chart together and make sure students understand the advantages and disadvantages of each one. You might want to ask which method they would choose. Ask if they think there are other factors that might influence their choice such as distance to the store or office, traffic, how the item was purchased, what type of item it is. Allow them to use their imagination to come up with other relevant conditions that could influence their decision. You might also ask if the language they use could differ and how important they think body language and facial expressions are to getting their point across.

To learn more about face-to-face communication strategies, go to:
https://www.speakconfidentenglish.com/making-complaints/

Encourage students to visit the website above and learn more about how to make complaints politely. They can find tips to help them with their Product.
4 Read and listen to the extracts from two of the complaints in Activity 3. Then do the tasks below.  

- I’m calling about a cell phone that I just bought. The screen is broken, so I need to return it. I am very disappointed.
- I bought a camera, but it doesn’t work (...). I brought it here for repairs two days ago, and your colleague said it was repaired, but it’s still not working. I would like a refund.

1. Identify the reasons for the complaints.
2. Observe how the customers expressed their problem.

5 Read the voice message from customer service. Then look at the images and tell a classmate what you would say to complain. Use the phrases from Activity 4 as a model.  

“Thanks for calling customer service. Unfortunately, we cannot take your call right now. Please let us know about your problem and leave your contact information after the tone. We will get back to you as soon as possible.” (Beep!)

There might be different reasons for complaining about a product. Here are some examples:

<table>
<thead>
<tr>
<th>Fault</th>
<th>Food</th>
<th>Thing you buy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The product arrived too late.</td>
<td>• The coffee/tea was cold.</td>
<td>• The battery charger was broken.</td>
</tr>
<tr>
<td>• I got the wrong item.</td>
<td>• The coffee maker doesn’t heat water.</td>
<td>• The laboratory was not in the box.</td>
</tr>
<tr>
<td>• The food was cold when I received it at home.</td>
<td>• I told you I was allergic to almonds and you included them!</td>
<td>• The battery charger is broken.</td>
</tr>
<tr>
<td>• The battery charger was not in the box.</td>
<td>• This is the worst cake ever!</td>
<td>• The heel of the boot broke off after the first use.</td>
</tr>
</tbody>
</table>

Product Step 1  

So far, you have heard and read expressions we use to complain about a product. Choose a classmate to work with. Think of a situation in which you would have to express a complaint. Make a list of possible reasons for complaining about the product. You can ask them to choose one of the contexts in the Language Awareness box. Then, ask them to improvise a conversation in pairs to complain about a product. If time permits, conduct a brief review of expressions they have heard and read in complaints so far. Then invite students to choose a classmate to work with on the Product. Encourage them to try working with a different partner. Next, tell them to decide upon a product and think of possible reasons to complain about it.

Further Practice  

Before students work on the Product Step on this page, you can ask them to choose one of the contexts in the Language Awareness section: delivery, food, or items you buy. Then, ask them to choose a possible situation they can complain about. Next, ask them to improvise a conversation in pairs to complain about a product. You can ask them to pretend it’s a phone conversation (if applicable) or if it’s face to face to then use proper body language and gestures. Go around the classroom and monitor them. You can help them with unknown vocabulary and/or suggestions to sound more realistic.

Teaching Guidelines  

Analyze topic and purpose. Contrast attitudes adopted by interlocutors. Infer general sense. Establish motive or reason for a complaint. Classify, by their meaning, expressions to convey emotions.

Poster 10  

Display Poster 10 and call on students to say what is happening in each of the photos. Then cover the poster. Have them form teams and write down the as many pictures as they can remember. The team that remembers the most is the winner.

4 Read and listen to the extracts from two of the complaints in Activity 3. Then do the tasks below.  

Divide the class into pairs and have them read the extracts from two of the complaints they heard in Activity 3. Ask them to try to remember which complaint each one is from before playing the audio. Then ask them if they can recall how each customer presented his or her complaint. Give them time to discuss and do the tasks. Then Play Track 26 again so they can check their answers and modify them if necessary.

5 Read the voice message from customer service. Then look at the images and tell a classmate what you would say to complain. Use the phrases from Activity 4 as a model.  

Before starting, encourage students to look up the highlighted word in the Glossary on page 102. Then have students read the customer service voice message. Ask students if they have ever gotten a voice message and how it made them feel. Also, ask them if they found it easy to leave a message. Encourage them to think of some important tips for leaving a message and write them on the board. These could include: State the problem clearly and concisely. Be brief. Be sure to give your name and contact information. Be polite. You might also ask them if they are more likely to receive a quick and positive response if they are polite.

Next, ask students to form pairs and choose one of the products pictured to complain about. Have them give each other feedback about how to improve their complaint. Walk around the classroom helping out as needed.

Language Awareness  

There are many different reasons for complaining about a product or service. The Language Awareness box lists a few examples of statements that could be used to complain effectively. Invite volunteers to read the examples out loud in class. This is a good opportunity to check pronunciation and oral reading skills. You could also encourage students to add more examples of their own. Remind them that these phrases and sentences will be helpful in preparing their Product.
Teaching Guidelines

Infer general sense. Establish motive or reason for a complaint. Classify expressions to convey emotions when speaking. Contrast attitudes adopted by interlocutors. Choose relevant repertoire of words and expressions to raise complaints. Contrast attitudes adopted by interlocutors. Establish motive or reason for a complaint. Compare expressions to propose solutions.

Time to Read! Surprise! pp. 112-116

Students should read pages 112 to 116. Read the e-mails Natalia wrote on page 116 out loud. You could ask students if they think Natalia’s complaint was polite and why they think that is important.

Language Awareness

Before going over the chart, encourage students to look up the highlighted word in the Glossary on page 102. Then refer them back to discussions about the importance of being polite. Draw their attention to the Language Awareness chart and explain that it contains ways to state a complaint that are both polite and impolite. Read each polite expression and its corresponding rude expression out loud. As an alternative, different students could say and act out each one. Once again, stress how politeness can create good will. If time permits, have students form groups and practice the expressions.

6 Read a complaint from Activity 3. Then do the tasks below.

Remind students that the following is a complaint they heard in Activity 3. Have them form pairs and do the tasks below the conversation. They should discuss the salesperson’s attitude and the effect it probably had on the customer. Have them talk about what they would do if they received that treatment and if they would every buy anything in that store again. Next, have them replace the underlined sentences using the phrases from the chart.

▶ Role-play the new dialogue with a classmate and reflect on the customer’s responses. Do they match the sentences you replaced? Do you need to change them?

Next, have pairs role-play the new dialogue. Explain that the customer’s answers might not correspond to what the salesperson says. If that is the case, have them make the necessary changes. Once their dialogue works, invite them to perform it in front of the class.

CUSTOMER: Excuse me. Can you help me?
SALESPERSON: Morning, welcome to Video Planet. What do you want?
CUSTOMER: Morning, I recently bought a video game from your online catalogue.
SALESPERSON: So?
CUSTOMER: So? Well… you sent me the wrong game!
SALESPERSON: Well, that’s not my problem.
CUSTOMER: Excuse me!
SALESPERSON: Yeah, you bought it online, so make your complaint online.

CUSTOMER: Excluse me. Can you help me?
SALESPERSON: Morning, welcome to Video Planet. What do you want?
CUSTOMER: Morning, I recently bought a video game from your online catalogue.
SALESPERSON: So?
CUSTOMER: So? Well… you sent me the wrong game!
SALESPERSON: Well, that’s not my problem.
CUSTOMER: Excuse me!
SALESPERSON: Yeah, you bought it online, so make your complaint online.

Polite

What can I help you?
I'd like a refund.
What seems to be the problem?
I'm afraid we're out of stock.
I'm sorry to say this, but the coffee is of poor quality.
Thank you for shopping with us. Have a nice evening.
I apologize for this situation.
May I have a look at the receipt?
Let me talk to my supervisor to see what we can do.

Impolite

What do you want?
I want my money back now!
So? / And?
We don't have any.
This is the worst coffee ever!
See you.
Not my problem.
Your receipt.
Not my problem.
Choose one of the situations above and role-play an exchange between the customer and the salesperson. Think about the body language that would accompany their interaction. Then perform the dialogues.

Divide the class into pairs at this time and have them decide what body language should accompany their dialogue. Give them time to write and practice their dialogue a few times. Finally, invite them to perform it in front of the class. Have the class provide feedback about whether or not the body language and facial expressions went with what they said.

Product Step 2
Have students work with a classmate. Tell them to look back at the phrases they wrote to complain about a product in Step 1 and make a chart with expressions they could use to complain about the product they chose. This would also be a good time for them to think about what body language they will use.

How Am I Doing?
Get together with your classmate and look back at the phrases you wrote to complain about a product in Product Step 1. Then create a chart with expressions you may use to complain about that product. Remember to use polite phrases. Once you have your phrases, think of possible body language you could use.

Teaching Guidelines
Contrast attitudes adopted by interlocutors. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Classify, by their meaning, expressions to convey emotions when speaking.

Poster 10
Display poster 10 again and ask students to form teams. This time ask each team to choose a photo and make up a dialogue about it. Have them perform their dialogues for the class.

7 Remember that body language helps you transmit your attitude more clearly. Analyze the photos below and describe each person’s body language and attitude.

Bring up again the importance of facial expressions and body language to transmit a message more effectively. Then invite students to study the photos on their own and make notes about the body language and facial expressions of the people in each picture. Ask: Do they look annoyed, cheerful, enthusiastic, bored, interested, attentive or rude?
**Teaching Guidelines**

Establish motive or reason for a complaint. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Express complaints and make adjustments to improve fluency. Express motive or reason and create expressions to propose solutions.

**Time to Read! Surprise! pp. 117-120**

Before students read the last pages of the story, we recommend inviting them to predict its outcome. After reading, students can say whether their predictions were correct or not. Then you could divide the class into pairs and have students read the After Reading task on page 120. They should discuss questions and write an e-mail to complain about a product or service.

8 Listen and read along. Focus your attention on how the salesperson and the customer sound.  

Before starting, encourage students to look up the highlighted word in the Glossary. Then explain that they will listen to an audio about a man complaining about a coffee maker. Call on different students to read the dialogue out loud. Then play Track 27 and have them listen and follow along. Ask them to pay special attention to the tone of voice used by the customer and the salesperson.

Identify the emotions expressed in the underlined sentences. Justify your answers.

Draw students’ attention to the underlined sentences and have them identify the emotions they express. It might be a good idea to play the audio again so they and listen to the tone of voice use by the speakers.

Listen to some phrases where different emotions are expressed. Repeat them trying to imitate the same tone. Add suitable body language when you say them.

Before playing the track, invite students to look up the highlighted word in the Glossary on page 102. Next, play Track 28 and ask students to listen to phrases in the speech bubbles and pay special attention to the emotions expressed. Have them form pairs and read the texts in the speech bubbles to each other using the same tone and adding appropriate body language. Walk around the classroom listening to the exchanges and correcting pronunciation when necessary.

8 Listen and read along. Focus your attention on how the salesperson and the customer sound.  

Salesperson: Good morning, sir. How can I help you?  

CUSTOMER: It's not working. The coffee is cold all the time.  

Salesperson: Can I see the receipt for your purchase, please?  

CUSTOMER: I'm afraid I don't have it. But I'm sure you can help me solve the problem.  

Salesperson: Without your receipt, I can't do anything. I'm sorry.  

CUSTOMER: Unbelievable.  

Salesperson: There's nothing I can do. I can't do anything without a receipt.  

CUSTOMER: I understand how you feel, sir. But I'm really disappointed.  

Salesperson: Let me call the manager. We'll see what we can do. Hold on.  

CUSTOMER: Certainly. You know what? This is making me angry. I don't want to exchange the coffee maker anymore. I want a refund.  

Salesperson: OK, sir. We can give you a refund. Just fill out the little form, please.  

CUSTOMER: How's that? I want a good customer service.  

Salesperson: Sorry about the inconvenience, sir.  

CUSTOMER: That's OK. Thank you.

**Product Step 3**

Have students work with their Product pair. It’s time for them to prepare their final dialogue. They should use the dialogues from the unit as models. Tell them to choose their roles (salesperson or customer) and write the dialogue. Read the suggestions in the chart out loud to make sure students understand everything.
Teaching Guidelines

Establish motive or reason for a complaint. Choose relevant repertoire of words and expressions to raise complaints. Match register with intended audience. Express complaints and make adjustments to improve fluency. Express motive or reason and create expressions to propose solutions.

Write a few sentences or phrases on one side of the board and number them, for example: 1. Unbelievable! 2. It’s snowing! 3. What a day! 4. I just got grades. On the other side of the board write a list of emotions with letters: a. sad, b. excited, c. angry, d. worried. Explain that you will tell a combination of a number and a letter. They should say the phrase using a tone of voice that expresses the corresponding emotion. Call out 1b, 2a, etc. This will help them realize how the tone of voice can change the emotion the phrase transmits.

Self-evaluation

This unit’s Self-evaluation is a peer interview. Explain to students that they can use the chart to ask their classmate how he or she feels about the abilities and activities mentioned. Have students form pairs or small groups and interview each other. This will help them identify their strengths and weaknesses.

Assessment

Remember that you can use Assessment 10 on page T111 to assess students’ performance in this unit.

Term Assessment

Now you can also use Assessment Term 3 on pages T120-T123 to assess students’ performance in this term.
Glossary

Unit 1
Page 6

environment n. - the natural features of a place: its weather, the type of soil, plants that grow in it: Many public service announcements remind us that pollution is bad for the environment.

health n. - the general condition of the body: Doing exercise is good for a person’s health.

call a person names idiom. - to use unpleasant words to describe someone in order to insult or upset them: The other kids used to call Sarah names and she felt sad.

harm v. - to cause hurt, injury, or damage to someone or something: He would never intentionally harm his dog.

spread v. - to cause something to become known by many people: He was spreading lies about her.

unkind adj. - nasty, unpleasant, or cruel: She is very unkind to other people.

depict v. - to represent something with the help of pictures: The painting depicted poverty and sadness.

considerate adj. - thinking about the rights and feelings of other people: He is always considerate of other people's feelings.
Unit 2
page 17

gesture n. - movement of your body that shows or emphasizes an idea or a feeling: The audience criticized the actor’s lack of gestures during the play.

posture n. - the way in which your body is positioned when you are sitting or standing: Months ago, Sarah attended theater school and she learned there how to transmit emotions through her posture.

page 20

bean n. - a seed that is eaten as a vegetable and that comes from any one of many different kinds of climbing plants: Unfortunately, the actress dropped a jar full of beans in the middle of the scenario.

foolish adj. - having or showing a lack of good sense or judgment: It would be foolish to ignore the cleverness in Federico García Lorca’s work.

punch v. - to hit someone or something hard with your fist: Pretending to punch another person on stage is the hardest part of a play for an actor.

trick v. - to deceive someone in order to get something from them or to make them do something: The theater company was sued for tricking costumers into believing the tickets had a discount while the price never changed.

unguarded adj. - not protected or watched over: The usher left the door unguarded and some people filtered to the play Les Misérables without paying for their tickets.

page 23

hunter n. - a person who hunts wild animals: The company specified that the actor chosen for the role of the hunter had to be tall and with a thick beard.

rug n. - a piece of thick, heavy material that is used to cover usually a section of a floor: Rugs are not normally used as part of the scenography to avoid accidents.

stuck adj. - impossible or unable to move from a particular position: The young actor was desperate because he felt he was stuck in small roles of villains in every play he acted.

molasses n. - a thick, brown, sweet liquid that is made from raw sugar: His aunt sent him a box of molasses cookies the day his play was premiered.

marmolasses
Glossary

Unit 3
page 26

gas valve n. - a mechanical device that controls the flow of gas by opening and closing: They turned off the main gas valve before the lava reached their house.

jug n. - a large, deep container with a narrow opening and a handle: The jug fell off the table and broke as the earthquake intensified.

page 27

appliances n. - a machine that is powered by electricity and that is used in people’s houses to perform a particular job: All kitchen, such as the oven, were out of service after the earthquake as safety measures.

floodwaters n. - water that covers an area during a flood: Many people were forced out of their homes by floodwaters.

nonperishable adj. - able to be stored for a long time before being eaten or used: The students collected nonperishable food to donate to the people affected by the tsunami.

page 28

advisory n. - a report that gives information or a warning about something: We heard a weather advisory saying that heavy rains are expected tonight.

hose n. - a long, usually rubber tube that liquids or gases can flow through: She was watering her garden with a hose when she heard the fire alarm.

pan n. - a usually shallow and open metal container that has a handle and that is used for cooking or baking: Tom put the frying pan on the stove.

soap up v. - to rub soap over or into someone or something: In case of a flood, soap up your hand after touching any object that was covered by water.

page 31

lung n. - either one of the two organs that people and animals use to breathe air: Avoid breathing the smoke during a wildland fire in order to keep your lungs healthy.
argue v. - to disagree with someone in words, often in an angry way: Their neighbors argued with each other all the time.

fear n. - an unpleasant emotion caused by being aware of danger: He was trembling with fear.

researcher n. - someone who studies a subject in detail in order to discover new facts or test new ideas: The researchers found that the use of smart phones is on the rise.

revealed v. - to make (something) known: The researchers revealed the results of their studies on smart phones.

widespread adj. - common over a wide area or among many people: There is widespread interest among teenagers in the use of new technologies.

former adj. - used to say what someone or something was in the past: The former researcher told the newspaper she had received a prize for her investigation.

homeless adj. - having no place to live: A homeless man found money on the street, but he returned it to its owner.

increase n. - the act of becoming larger or of making something larger or greater in size, amount, number, etc.: There is an alarming increase in animal deaths around the world.

injury n. - a wound or damage to part of your body caused by an accident or attack: The hunters caused a serious injury to a rhino in a natural reserve.

nowhere adv. - not in or at any place: The hunters who hurt the rhino were nowhere to be found.

shelter n. - a place that provides food and protection for people or animals that need assistance: There are many shelters for elephants in danger.

sinister adj. - looking likely to cause something bad, harmful, or dangerous to happen: The hunters looked sinister.

sliced adj. - a thin piece of food that is cut from something larger: Sliced pizza is easier to eat, but it is not healthy.

touching adj. - making you feel pity, sympathy, sadness etc: The story of the injured animal had a touching ending.

canned food n. ph. - preserved in a metal or glass container: Canned food is easy to carry around, but not very healthy.

volunteer n. - able to be stored for a long time before being eaten or used: Many volunteers are helping endangered animals.
Glossary

Unit 5
page 44

backstroke *n.* - a way of swimming in which a person floats in the water facing upward while kicking the legs and rotating the arms: *She got into the pool and began to do the backstroke.*

cheek *n.* - the part of the face that is below the eye and to the side of the nose and mouth: *His cheeks turned red as soon as he realized there was a large audience outside.*

cupboard *n.* - a piece of furniture used for storage that has doors and contains shelves: *Two cupboards were needed to store all the food the movie staff required during the production.*

fly *n.* - a small insect that has two wings: *The buzz of a fly makes Rob feel extremely irritated.*

poetry stand *n.* - a poetry contest where people have individual turns to read out loud a poem: *The first time Karen took part of a poetry stand, she got very nervous because of the audience.*

thought *n.* - an idea, plan, opinion, picture, etc., that is formed in your mind: *A sudden thought occurred to her in the middle of her monologue and decided to change the script immediately.*

hint *n.* - a small piece of information that helps you guess an answer or do something more easily: *Her face gave me a hint of what she was thinking.*

backstage *n.* - behind the stage of a theater: *After the show, we went backstage to meet the comedian.*

find out *v.* - to learn something by an effort: *I’d like to find out more about the school’s comedy workshop.*

move *v.* - to go to a different place to live: *My mother is a theater actress, so we’ve had to move twice this year.*
Glossary

**pattern n.** - the regular way in which something happens, develops or is done: *The instructions seemed to follow a set pattern.*

**push v.** - to use force to move (someone or something) forward or away from you: *Push the button to turn on the computer.*

**screen n.** - the part of a television or computer that you look at when you are using it: *Her picture appeared on the TV screen.*

**point v.** - to cause the front or tip of (something) to be turned toward someone or something: *They pointed their microphones in my direction.*

**pulse n.** - an amount of sound, light or electricity that continues for a very short time: *Scientists investigate the light pulses from a distant star.*

**store v.** - to put things away and keep them until you need them: *The solar panels store energy.*

**spin v.** - to turn or cause someone or something to turn around repeatedly: *The airplane’s propellers were spinning.*

**suck v.** - to pull someone or something with great power and force into or out of a particular place: *The fan sucks smoke from the air.*

**device n.** - an object, machine, or piece of equipment that has been made for some special purpose: The store sells TVs, VCRs and other electronic devices.

**mirror n.** - a piece of glass that reflects images: *He saw his reflection in the mirror.*

**point v.** - to cause the front or tip of (something) to be turned toward someone or something: *They pointed their microphones in my direction.*

**pulse n.** - an amount of sound, light or electricity that continues for a very short time: *Scientists investigate the light pulses from a distant star.*

**page 55**

**circuit board n.** - a thing rigid board containing an electric circuit: *Suddenly, the circuit board stopped working and the computer broke down.*

**store v.** - to put things away and keep them until you need them: *The solar panels store energy.*

**spin v.** - to turn or cause someone or something to turn around repeatedly: *The airplane’s propellers were spinning.*

**suck v.** - to pull someone or something with great power and force into or out of a particular place: *The fan sucks smoke from the air.*

**Unit 6**
page 52

**device n.** - an object, machine, or piece of equipment that has been made for some special purpose: The store sells TVs, VCRs and other electronic devices.

**mirror n.** - a piece of glass that reflects images: *He saw his reflection in the mirror.*

**point v.** - to cause the front or tip of (something) to be turned toward someone or something: *They pointed their microphones in my direction.*

**pulse n.** - an amount of sound, light or electricity that continues for a very short time: *Scientists investigate the light pulses from a distant star.*
Unit 7
Page 62

**borrow** v. - to take and use (something that belongs to someone else) for a period of time before returning it: Can I borrow your camera?

**craft** n. - object made by skillful use of the hands: The store sells crafts from around the world.

Page 63

**freeze** v. - to stop moving suddenly and stay completely still and quiet: She freezes whenever the teacher asks her a difficult question.

Page 64

**chess** n. - a game for two players in which each player moves 16 pieces across a board and tries to place the opponent’s king in a position from which it cannot escape: They meet often to play chess.

**power** n. - the electricity that people use: We lost power during the storm.

Page 66

**flashlight** n. - a small electric light that can be carried in your hand and that runs on batteries: Flashlights are very useful when the power goes out.

**footsteps** n. - the sound of a foot making a step: We could hear the approaching footsteps.

**pretty** adv. - to some degree or extent but not very or extremely: The house was pretty big.

**score** v. - to get points, goals, runs, etc., in a game or contest: He scored twice in the game.

Page 65

**pity** n. - something that causes sadness or disappointment: It’s a pity you can’t go.

**hardly** adv. - almost not: I can hardly believe it!
**Glossary**

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**Unit 8**

**page 68**

**cricket** *n.* - a game between two teams of 11 players in which players try to get points by hitting a ball and running between two sets of three sticks: *He likes to spend summer weekends watching cricket.*

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**page 70**

**collectivist** *adj.* - that makes emphasis on collective rather than on individual action or identity: *Collectivist people care more about society.*

**culture shock** *n.* - a feeling of confusion, doubt or nervousness caused by being in a place (such as a foreign country) that is very different from what you are used to: *Foreign students often experience culture shock when they first come to the U.S.*

**individualistic** *adj.* - that seeks independent course in thought or action: *An individualistic person refuses to do what everyone else is doing.*

**tip** *n.* - an extra amount of money that you give to someone (such as a waitress or waiter) who performs a service for you: *I gave the waitress a generous tip.*

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**page 72**

**belief** *n.* - an idea that you believe to be true, especially one that forms part of a system of ideas: *Many ancient cultures still keep their beliefs.*

**chest** *n.* - a container (such as a box or case) for holding things or moving them from place to place: *My grandmother has a large wooden chest in her closet.*

**deity** *n.* - a god or goddess: *There were many deities in ancient Greece.*

**handicraft** *n.* - something that someone has made in a skillful way using their hands: *I bought a beautiful handicraft when I visited Oaxaca.*

**lacquered** *adj.* - covered with a liquid that forms a hard shiny surface: *That lacquered table looks very shiny.*

**motif** *n.* - an idea, subject or image that is regularly repeated and developed in a book, film, work of art etc: *The motif of creation is very common in ancient cultures.*

**tray** *n.* - a thin, flat, and often rectangular piece of plastic, metal, wood, etc., that has a low rim and that is used for carrying things: *She carried the tray of food to our table.*

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Glossary

Unit 9
page 76

acquaintance n.- someone who is known but who is not a close friend: She ran into an old acquaintance at the grocery store.

belonging n.- a feeling that you are happy and comfortable somewhere: I always felt a sense of belonging among my friends.

develop v.- to gradually begin to have (something): He developed a close relationship with her.

outlook n.- the way that a person thinks about things: The students all seemed to have the same outlook.

peer n.- a person who belongs to the same age group or social group as someone else: American children did less well in math than their peers in Japan.

reliable adj.- likely to be true or correct: It’s a rumor, but I heard it from a reliable source.

behavior n.- the way a person or animal acts or behaves: I’m surprised by her bad behavior toward her friends.

name tag n.- a piece of paper, cloth, plastic, or metal that has a person’s name written on it and that is attached to the person’s clothing: She handed out name tags for people to wear at the debate.

nonprofit adj.- not existing or done for the purpose of making a profit: Schools don’t pay sales tax on supplies because they have nonprofit status.

steal v.- to take (something that does not belong to you) in a way that is wrong or illegal: Someone stole my bicycle!

trigger v.- to cause (something) to start or happen: His action triggered an incredible response from the government.

recap v.- to give a brief summary of what has been done or said before: At the end of the program, the announcer recapped the day’s news.

page 78

feedback n.- helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.: He asked for some feedback from his friends to become a better person.

gather v.- to choose and collect (things): She has been gathering books for a collection.
allow v.- to permit (something): They don’t allow smoking in this store.

compensation n.- something that is done or given to make up for damage, trouble, etc.: She received compensation from the store for the damage caused to his product.

deserve v.- used to say that someone or something should or should not have or be given something: She deserves a better product than this one.

policy n.- a way of doing something that has been officially agreed and chosen by a political party, a business, or another organization: The company has adopted a strict no-smoking policy.

purchase n.- something you buy: She paid for her purchase and left.

receipt n.- a piece of paper that you are given which shows that you have paid for something: Keep your receipt in case you want to bring your product back.

refund n.- an amount of money that is given back to you if you are not satisfied with the goods or services that you have paid for: Return your product within 14 days for a full refund.

upset adj.- angry or unhappy: I was feeling upset by the whole shopping experience.

almond n.- a nut that has a sweet flavor: I don’t like almonds.

stock n.- the supply of goods available for sale in a store: The product you are looking for is out of stock.

form n.- a document with blank spaces for filling in information: Just complete the form and return it, please.

replacement n.- when you get something that is newer or better than the one you had before: We need a replacement for our old vacuum cleaner.
Name: ____________________________________________

1 Complete each sentence with one of the words in the box. _____ / 4

| don’t | could | should | shouldn’t |

**Tips for Losing Weight**

1. If you want to lose weight, I think you _______ eat healthy food.
2. You _______ also try to do more exercise.
3. In my opinion, you _______ drink a lot of soda.
4. Why _______ you ask your friends to help you?

2 Match each graphic with the advice it illustrates. _____ / 6

1. Drink water every day
2. Eat healthy food
3. Don’t text and drive
4. Exercise
5. Don’t litter
6. Save water

3 Read the text and answer the questions. _____ / 5

Texting when you’re using your cellphone is extremely dangerous. Many young people think this is not a problem, but they should know the consequences. James Brock was driving his car when he decided to send a message to his girlfriend. He sent her a picture and she replied: “That’s hilarious!” Unfortunately, James didn’t see the car in front of him. He crashed his car and hurt his leg. When he arrived at the hospital, his parents were very angry. They asked him how he was feeling, and James responded, “my leg is killing me!” “I’m sorry, but that’s what happens when you text and drive,” his mom told him.

1. What is the text about? ____________________________________________
2. Is this text aimed at young people or adults? __________________________
3. Did James’s girlfriend think the picture was funny? ______________________
4. Why did James crash his car? _______________________________________
5. What did James mean when he said his leg was "killing" him? ______________
Name: ______________________________

1. Unscramble the questions about the play. Then answer them. _____ / 10

   **THE MOUSE AND THE LION** Adapted from Aesop's Fable

   KID MOUSE: *(shouts to someone offstage)*
   Mom, I'm so hungry. Let's go find some food in the jungle.

   MOM MOUSE: *(calls from offstage)*
   You go, sweetie, I'm busy. But watch out for the other animals. They may be hungry, too!

   KID MOUSE: OK, Mom! *(sets off foraging)*
   Ah, there are some sunflower seeds. I'll eat a few and then take some home. *(starts eating)*

   LION: Roar! *(appears on stage)*
   KID MOUSE: Argh! Who's that?
   LION: It's me, Lion. And I'm hungry!
   KID MOUSE: Well, you're in luck! There are lots of sunflower seeds here.

   LION: Sunflower seeds?
   I'm the king of the jungle.
   I don't eat sunflower seeds.

   1. go / Mouse / where / ? / food / to find / did
      
      Question: ____________________________
      
      Answer: ____________________________

   2. why / the mother / ? / did / tell / Mouse / to watch out
      
      Question: ____________________________
      
      Answer: ____________________________

   3. spare / Mouse's life / Why / Lion / did / ?
      
      Question: ____________________________
      
      Answer: ____________________________

   4. help / ? / Lion think / could / Mouse / did / him
      
      Question: ____________________________
      
      Answer: ____________________________

   5. does / What / ? / Lion / normally eat
      
      Question: ____________________________
      
      Answer: ____________________________

Photocopiable
Name: ________________________________

Assessment 3

1 Number the signs. _____ / 5

1. Do not use the elevator. 4. Use the stairs.
2. Take cover under a table or desk. 5. Call your local emergency service.
3. Help disabled people if you can.

2 Match the beginning of each sentence with its ending. _____ / 5

1. Drop _____ with your hands.
   2. Cover your face _____ the agreed-upon meeting place.
   3. Get away from glass _____ push.
   4. Don’t _____ and objects that might fall.
   5. Try to go to _____ to the ground.

3 Use the prompts to write what to do in case of a bee sting. _____ / 5

1. stinger first remove

2. thoroughly area wash then

3. sting scratch not

4. spot cold compress apply

5. skin 15 minutes leave compress
Assessment 4

1 Read and number each headline with the type of news that it represents. _____ / 5
   1. Politics
   2. Sports
   3. Arts
   4. Environment
   5. Technology

Mason Ramsey: The Newest Internet Sensation

In March 2018, 11-year-old Mason Ramsey was caught on camera singing “Lovesick Blues” in a popular supermarket. Although Mason had sung in public before, this occasion was special. Within a few days, videos of his performance got over 25 million views. As a result of his newfound fame, Ramsey made an appearance on the Ellen DeGeneres Show. He told Ellen his dream was to perform for a big audience one day.

Mason went on to perform at the famous Coachella festival in April 2018. Later that month, he signed a record deal and released his first song, “Famous.” It has 17 million views so far, and that number is constantly increasing.

Adapted from http://time.com/5225039/walmart-yodeling-boy-video-goes-viral/

2 Read and match the parts of the sentences. _____ / 5
   1. Before March 2018, Mason had _______ been singing for some time.
   2. After singing at the supermarket he _______ wanted to play at a big festival.
   3. Mason told Ellen that he _______ released his first song.
   4. After playing at Coachella he _______ experienced a quick rise to fame.
   5. His song _______ continues to grow in popularity.
Name: ______________________________

**Assessment 5**

1. **Read the monologue and answer the questions. _____ / 5**

I’m very excited! My favorite band is coming to town and the concert is tonight. I’ve been waiting for this moment for years. I’m going with my best friend, Leslie. She and I are big fans of theirs. We normally listen to them together on the bus when we ride home after school, sharing a pair of earphones – one in her ear, the other in mine. In that moment, we are just two girls listening to their favorite band.

I’m currently sitting in my last class, waiting for the final bell to go off. When it finally does, I’m going to run out of here and go home. Leslie will catch up with me there, so we can get ready together. I’m a little worried, though, because my room is a mess. There’s so much junk on the floor. I don’t want her to see that. I’ll feel embarrassed if she does!

This concert is very special to me because it’s my first one! Yes, I know what you’re thinking: “You’re 12 years old and you’ve never gone to a concert?” Well, that’s just how it is. That’s what makes it even better. My first time will be with my best friend, seeing my favorite band in the world. I think I’m going to cry tears of joy when the singer comes out to the stage!

1. Is the writer a girl or a boy? ______________________________________
2. How do you know? _____________________________________________
3. What type of monologue is this? ______________________________________
4. How do you know? _____________________________________________
5. What is the topic of the monologue? ____________________________

2. **Classify the following types of body language when giving a monologue. _____ / 5**

<table>
<thead>
<tr>
<th>GOOD</th>
<th>BAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>open arms</td>
<td>fidget with an object</td>
</tr>
<tr>
<td>fidget with an object</td>
<td>jiggle legs</td>
</tr>
<tr>
<td>jiggle legs</td>
<td>make eye contact</td>
</tr>
<tr>
<td>make eye contact</td>
<td>smile</td>
</tr>
<tr>
<td>smile</td>
<td>fold arms</td>
</tr>
<tr>
<td>fold arms</td>
<td>use facial expressions</td>
</tr>
<tr>
<td>use facial expressions</td>
<td>look down</td>
</tr>
<tr>
<td>look down</td>
<td>leave long silences</td>
</tr>
<tr>
<td>leave long silences</td>
<td>use fillers</td>
</tr>
</tbody>
</table>

**Prohibida su distribución**

**Photocopiable**
1 Read the text and circle T (True) or F (False). ____ / 5

**How do cellphone cameras work?**

If you have an old camera, then you know they have many components. The most important one is film. After you put it inside your camera, you can start taking pictures. When you take a picture, the light records an image on the film. When the film is full, you need to take it to be developed so you can see all the photos that you took. This requires a long chemical process in order to take the film and make it into a real photograph.

Cellphone cameras are very different. They don’t use film. Instead, digital cameras are equipped with an image sensor. This sensor captures rays of light and turns them into electrical signals. When the image sensor detects the picture, it turns the information into millions of tiny pixels. The sensor then analyzes the color of each pixel and turns it into a number. All of these numbers are processed by your phone so that they can display the final product: a nice selfie that you took with your friends.

Having pictures stored in numeric form is very useful! You can do all kinds of things, such as uploading them to your favorite website or easily sharing an image with your friends and family. This would be a lot harder if cellphones used film – you’d have to make a physical copy every time!

1. Creating pictures with an old camera is a simple process.  
2. Cellphone cameras use film.  
3. Both old and new cameras still use light to work.  
4. Image sensors turn information into numbers and pixels.  
5. Images saved in numeric form have many uses.  

2 Look at the words from the text and match them with their definitions. ____ / 5

1. film  
   ____ To put something on a website.
2. develop  
   ____ To save or keep.
3. pixel  
   ____ A roll of plastic that is sensitive to light.
4. store  
   ____ To reveal images.
5. upload  
   ____ A very small square on a screen.
Assessment 7

1 Use the expressions in the box to respond. _____ / 5

| Yeah, sure. | Congratulations! | That’s terrible! | You’re joking! | Wow, that’s great! |

1. Anna didn’t come yesterday because she broke her arm. _____________________________
2. The concert was great! I got to meet the singer! _____________________________
3. Could you help Darren with his homework, please? _____________________________
4. James found the shoe he lost two years ago. Can you believe it? _____________________________
5. I passed all my classes with good grades! _____________________________

2 Number the lines of the conversation in order. _____ / 5

1. Hello, Diane. ____________ 6. ____________
2. You’re joking. ____________ 7. ____________
3. Yes, I did. ____________ 8. ____________
4. Hi, Alice. ____________ 9. ____________
5. I heard you started a new school this year! ____________ 10. ____________
6. And do you like it? ____________ 11. ____________
9. Of course I’m joking! I have a lot of friends. ____________ 10. Do you have any friends now?

3 Circle the correct verb tense in each italic pair. _____ / 5

I grew up in a big city. We ___ used to spend / spent ___ our vacations at the beach, but I don’t think I had ever seen a forest. So I was thrilled when my cousins from the north ___ used to invite / invited ___ me on a camping trip one summer. My uncle Bob and my two cousins picked me up at the bus station and off we went to the mountains. When we arrived, we ___ used to unpack / unpacked ___ the car and set up camp. I pretty much ___ had stood / stood ___ around feeling foolish since I had no idea how to put up a tent or anything else. Finally, everything was done and we decided to go hiking. I ___ was proudly putting / proudly put ___ on my brand new hiking boots and off we went up the mountain. I didn’t realize you have to break boots in before hiking. My feet were so sore and full of blisters that I had to spend the next three days sitting around the camp.
1 Read the text and circle T (True) or F (False). _____ / 5

What makes something Mexican and something else completely British? How is culture defined? I have been to both Mexico and the UK and believe that culture is not only expressed through the art, theater and music of a country, but through the society’s attitudes, beliefs, food, annual public holidays and special events. Culture defines a country and breathes color and life into a place, illustrating what makes the country uniquely itself. Overall, the culture of Mexico and of the UK can be summed up in their values, customs and beliefs, which are shown through their annual celebrations, food, art, religion and ways of living over a period of time. While Mexico celebrates the Day of the Dead, the UK celebrates Halloween, just as Christmas presents are opened early in the morning of Christmas Day in Britain, but on January 6th (Epiphany) in Mexico. Our rituals and the way we do things as a country define our culture. Appreciation of both worlds is vital to truly absorb and learn about a new place unlike your own.

1. The author believes that Mexican and British culture are similar. T F
2. The author has visited both places. T F
3. In Mexico people open presents on the morning of Christmas Day. T F
4. British people celebrate the Day of the Dead. T F
5. The author believes that our rituals and customs define our culture. T F

2 Unscramble the sentences and questions. _____ / 5
1. when / celebrate / Christmas / ? / do / they ____________________________
2. presents / open / children / on January 6th ____________________________
3. the UK / Christmas cards / common / are / in ____________________________
4. is / the / celebration / ? / when ____________________________
5. typical meal / for / turkey / a / Christmas / is ____________________________

3 Match the words with their definitions. _____ / 5
1. Leprechauns To represent or demonstrate.
2. Parades Large groups of people.
3. Crowds Mythical Irish creatures who wear green.
4. Halt People marching in a public place.
5. Depict To stop.
Rasheed lives in New York. After school, he has to stay home and __________ his siblings while his mother works. They can’t __________ a bigger place, so they live in a one-bedroom apartment. He wishes his mom would have a __________ so they could spend more time together. __________, Rasheed studies hard so that one day he can have a good ______ and help his family. There are many students like Rasheed all over the world. People should appreciate what they have and help those who have less.

2 Complete the sentences logically. _____ / 5
1. If it rains tonight, ________________________________
2. If parents paid more attention to their kids, ________________________________
3. If I have free time this weekend, ________________________________
4. If I found a wallet on the ground, ________________________________
5. If you don’t study, ________________________________

3 Circle the correct option in each sentence. _____ / 5
1. He doesn’t want to go to school why / because some kids bully him.
2. Bullies are aggressive and / but disrespectful.
3. Despite / Although he is tall and strong, some classmates bully him.
4. Talk to your parents however / if you are bullied at school.
5. Bullying will not stop because / unless school authorities do something about it.
Name: ________________________________

1 Write the correct complaint under each picture. _____ / 5

- The food is not good
- Waiting too long
- The phone doesn’t work
- Not the right size
- It’s too hot

2 Circle the correct option in each italic pair. _____ / 5

SALES CLERK: Good morning, how can I help you?

SANDRA: Hi, I’d like to make a complain / complaint.

SALES CLERK: Oh no, what’s the matter?

SANDRA: The shoes I bought are the wrong style. The left shoe is different than the other shoe!

SALES CLERK: I’m sorry about that. Do you have your receipt / coupon?

SANDRA: No, I seem to have lost it somewhere. Can you still give me my money back?

SALES CLERK: Unfortunately, our store offer / policy doesn’t allow us to give refunds / colleagues if you don’t have it.

SANDRA: This is ridiculous! Let me speak to your supervisor. I would like / demand better service than this!

3 Match the beginning of each sentence with its ending. _____ / 5

1. Sorry, I can’t give you ____ that you lost my order!
2. Could I speak to ____ a discount on your next purchase!
3. I can’t believe ____ a full refund, only a replacement.
4. That’s why I demand ____ your manager?
5. If you buy today, we can offer you ____ a free replacement!
Assessment Term 1 (1-4)

Part 1 Vocabulary (___ / 15)
Circle the correct option, A, B or C.

1. A … person loves their job.
   A friendly
   B passionate
   C order

2. I feel … because I don’t have any friends.
   A down
   B happy
   C hope

3. Math is a … subject for me. It’s difficult to understand.
   A easy
   B sad
   C hard

4. People run wearing …
   A sneakers.
   B sandals.
   C slippers.

5. Please … your toys with Sam.
   A share
   B play
   C give

6. People who like the nighttime are …
   A dark people.
   B evenings.
   C night owls.

7. This is the best … of my life.
   A worry
   B hope
   C stage

8. He needs to … better habits.
   A develop
   B do
   C share

9. I don’t want more food! I’ve had …
   A enough.
   B very.
   C full.

10. Don’t … about the exam.
    A rest
    B try
    C worry

11. It’s hard to pay attention if you have not …
    A shared.
    B rested.
    C developed.

12. She doesn’t like that sound. It’s …
    A irritating.
    B funny.
    C worry.

13. … means that you feel sick and tired.
    A Broken heart
    B Under the weather
    C Eat a horse

14. My shoes are …, so I want to take them off.
    A comfortable
    B under the weather
    C killing me

15. Elephants weigh a …
    A toothpick.
    B ton.
    C car.
Assessment Term 1 (1-4)

Name: ______________________________

Part 2 Grammar (___ / 15)

Write the words in the correct order.

1. concert / When / ? / was / the

2. couldn’t / said / She / come / she / . /

3. he / ? / did / famous / become / How

4. have / I / studying / been / here / years / . / 2 / for

5. think / you / What / did / ? / movie / the / of

Circle the correct option, A, B or C.

6. I told him I … never seen it before.
   A did
   B was
   C had

7. What did you … at the restaurant?
   A ate
   B eat
   C eaten

8. She … me the truth.
   A told
   B said
   C say

9. He said he … happy to be there.
   A was
   B were
   C are

10. Where did the accident … ?
    A happened
    B happens
    C happen

11. … did he get to school? Did he come by car or by bus?
    A How
    B When
    C Where

Write the correct word in each space.

| both | neither | because | whereas |

12. ______ my father and brother have brown hair. They look very similar!
    A did
    B was
    C had

13. I’m tired ______ I didn’t sleep well last night.

14. This shirt is expensive, ______ this one is much cheaper.

15. ______ my sister nor my mother likes broccoli. They hate it.
Part 3 Reading ( ___ / 10)

Read and circle Right, Wrong or Doesn’t say.

Hamlet and The Lion King

Last week I was watching The Lion King at home and I noticed that it had many similarities with Shakespeare’s famous play Hamlet. Although Hamlet was written sometime in the year 1600, it bears many similarities to the movie. In The Lion King, Simba has an uncle named Scar, who is jealous of his brother. Scar kills Simba’s dad in order to achieve his goal of being king. Hamlet, Shakespeare’s character, also has an uncle (named Claudius) who thinks about killing his brother to become king.

Another similarity is that both Simba and Hamlet are forced to leave their home. Simba has to leave because Scar tells him it was his fault that his father died. Hamlet also has to leave his home in Denmark and travel to England.

Both of them also meet good friends along the way. While in exile, Simba meets Timon and Pumbaa. Hamlet only has one close friend, however. His name is Horatio, and he helps him on several occasions.

In the end, both of them come back to their homes and take revenge on their evil uncles. Simba fights with Scar, who dies at the hands of the hyenas. Hamlet returns and kills his uncle, but with the help of a sword.

I think it’s nice to know the works that inspired famous movies. I like reading Shakespeare’s plays, but I’d rather watch The Lion King! It’s much more entertaining.

1. “Hamlet” was written around the year 1600.
   A Right B Wrong C Doesn’t say

2. The play’s author is Shakespeare.
   A Right B Wrong C Doesn’t say

3. “The Lion King” is a popular kid’s movie.
   A Right B Wrong C Doesn’t say

4. Hamlet lived in Germany.
   A Right B Wrong C Doesn’t say

5. Both the uncles are named “Scar.”
   A Right B Wrong C Doesn’t say

Circle the correct option, A, B, or C.

6. Where was the writer of the text watching the movie?
   A At her house.
   B At a friend’s house.
   C At the cinema.

7. What surprised her about the movie?
   A The director.
   B The story.
   C The title.

8. Which aspect of the two stories is different?
   A The main character’s return to his home.
   B The main events that happen in the story.
   C The number of friends the main character has.

9. How does the writer feel at the end?
   A She’s angry that ideas were copied.
   B She’s bored with both the movie and the book.
   C She appreciates knowing more about both.

10. How does the writer feel about Shakespeare’s plays?
    A She doesn’t like them.
    B She likes them but prefers watching movies.
    C She thinks they’re better than movies.
Name: ______________________________

**Part 4 Writing ( ____ / 10)**

1. Make a list of things that people need to do in case of an earthquake.
2. Write your ideas as instructions.
3. If you wish, you can use the pictures below to help you with ideas.

**Part 5 Speaking ( ____ / 10)**

With a classmate, you are going to talk about what to do during one of the situations below. Choose the most important instructions that apply to the situation you select.

**Topics:**

A What to do for a broken limb
B What to do in case of fire
C How to treat a bee sting

**Tips:**

1. Write down your ideas.
2. Draw a picture with your classmate to represent the steps.
3. Make eye contact with your classmates and teacher.

**Preparation time:** 10 minutes.
Name: ________________________________

Assessment Term 2 (5-7)

Part 1 Vocabulary ( ___ / 15)

Complete the words.

1. This is what you do with a button:
   p __ __ __ __.

2. A microwave __ __ __ __ __ up your food.

3. This is what happens to ice cream in the sun it:
   m __ __ __ __.

4. This computer has a large
   s __ __ __ __ __.

5. Cellphones make many sounds, but they can
   also v __ __ __ __ __.

Circle the correct option, A, B or C.

6. If you put your confidence in someone, it’s
   because you … them.
   A fear
   B trust
   C spin

7. When ringtones or bells make a loud sound,
   they …
   A go off.
   B energy.
   C boost.

8. Eating well in the morning gives your brain
   a …
   A screen.
   B boost.
   C press.

9. Machines require … to operate.
   A billions
   B waves
   C energy

10. The motor causes the fan to …
    A spin.
    B energy.
    C press.

Write the correct word in each space.

junk    candles    costume
makeup    scary

11. I didn’t like that movie. It was very __________.

12. Did you see her monkey __________?
   It was very realistic.

13. If you want to decorate your face, you can
   put on __________.

14. When there’s no light, people use
   __________.

15. I have to clean the house before the
   Halloween party. There’s a lot of
   __________.
Name: ________________________________

**Part 2 Grammar ( ____ / 15)**

**Write the words in the correct order.**

1. We / store / the / Mom / to / with / went / .
   __________________________________________________________________________

2. to / love / band / this / love / I / . / used
   __________________________________________________________________________

3. don’t / New / cameras / . / batteries / use
   __________________________________________________________________________

4. you / here / ? / around / live / Do
   __________________________________________________________________________

5. work / cellphones / ? / do / How
   __________________________________________________________________________

**Circle the correct option, A, B or C.**

6. This cellphone … new technology.
   A use
   B uses
   C have

7. Where does he … ?
   A works
   B working
   C work

8. This place … to be bigger.
   A used
   B use
   C uses

9. We … a lot at the restaurant.
   A ate
   B eats
   C eaten

10. She used to … in the USA.
    A lived
    B live
    C living

11. Where … the party?
    A did
    B happened
    C was

**Write the correct question words.**

12. Q: _______ do you live?
    A: In Mexico City.

13. Q: _______ is her name?
    A: Laura.

14. Q: _______ time did you use to wake up?
    A: I used to wake up at 7am.

15. Q: _______ did you arrive late?
    A: I’m sorry. There was a lot of traffic.
Name: ______________________________

Part 3 Reading ( ___ / 10)

Read and circle Right, Wrong or Doesn’t say.

WILL: Hey Rachel! Guess what happened to me yesterday!
RACHEL: What?
WILL: Well, I was walking home from school and I found a wallet on the street.
RACHEL: Really? Did you take the money?
WILL: Of course not. You know that wouldn’t be right!
RACHEL: You know I’m just joking. What did you do, then?
WILL: I looked through it to see if there was an ID or anything. Luckily, the person had some business cards in his wallet. I asked my dad to call the number on them so we could get in touch with the owner.
RACHEL: Wow, how nice of you, Will!
WILL: Yeah, my dad and I met the man at a coffee shop near here to give him back his wallet.
RACHEL: I bet he was really happy.
WILL: Yes, he was. And that’s not the end of the story! He was so happy that I had returned his wallet that he bought me my favorite drink at the coffee shop.
RACHEL: Geez, I wish I could find a wallet on the street one of these days. Anyway, we need to hurry up and finish eating. Our lunch break is almost over, and we have to go back to class.

4. Will didn’t tell his father about the wallet.
   A Right      B Wrong      C Doesn’t say
5. Will and Rachel will look for lost wallets later.
   A Right      B Wrong      C Doesn’t say

Circle the correct option, A, B or C, to complete the mini conversations.

6. I forgot my favorite sweater at a restaurant!
   A I’m so sorry to hear that.
   B Well, let’s see.
   C Not bad.
7. How was your trip to the mountains?
   A Sure, I can go with you.
   B Great! But I’m really tired.
   C So, what are you going to do?
8. She’s having a party at her house and asked me to invite you.
   A Oh, so what happened?
   B That’s terrible!
   C Really? When?
9. Can you help me with this assignment?
   A Of course, hang on.
   B What about you?
   C How nice of you!
10. How do you feel today, Rachel?
    A How awful.
    B What a pity!
    C Not bad.
Name: ________________________________    Assessment Term 2 (5-7)

Part 4 Writing ( ___ / 10)
Think about what you did last weekend. Write an email to your best friend describing your activities to him or her.

New Message
Recipients
My last weekend

Part 5 Speaking ( ___ / 10)
Think about one of your favorite characters (e.g. superheroes, characters in a film, TV series characters). Give a short monologue that reveals more about his / her personality.

Present your monologue to your classmates and see if they can guess who your character is.

Preparation time: 10 minutes.

Photocopiable
Part 1 Vocabulary (___ / 15)

Complete the words.

1. A p ___ ____ ___ ___ is a type of rule or regulation.
2. A c ___ ____ ___ ___ gives you a discount at a store or restaurant.
3. A r ___ ____ ___ ___ is when the store returns your money.
4. A c ___ ____ ___ ___ ___ shops at a store.
5. A r ___ ____ ___ ___ ___ is a sheet of paper that serves as proof of your purchase.

Circle the correct option, A, B or C.

6. I’d like to return these shoes, please. They’re …
   A furious.
   B upset.
   C damaged.

7. I’m sorry, ma’am. I’m afraid I can’t give you your money …
   A refund.
   B return.
   C back.

8. I’m very disappointed with the service. I’d like to speak to your …
   A boss.
   B colleague.
   C friend.

9. The restaurant doesn’t … us to bring food from outside.
   A sell
   B allow
   C complain

10. Can I make you another … ? How about 30%?
    A refund
    B customer
    C offer

11. They were given some … for their bad experience at the restaurant.
    A compensation
    B receipts
    C damages

12. Let me introduce you to my … , John. He also works here in the store.
    A customer
    B chum
    C colleague

13. She was … that she’d had to wait so long at the bank.
    A complaint
    B furious
    C damaged

14. Hello, I’m calling to … about the service.
    A complain
    B complaint
    C comply

15. The customer who was … got a free drink.
    A upset
    B refund
    C colleague
Part 2 Grammar (___ / 15)

Write the words in the correct order.

1. agree / the / teacher / . / with / don’t / I

2. too / . / so / I / think

3. I’m / to / interrupt / . / sorry

4. , / In / nice / my / opinion / . / it’s

5. Most / us / of / that / right / he’s / believe / .

Circle the correct option, A, B or C.

6. If you … study, you might not pass.
   A hadn’t
   B isn’t
   C don’t

7. If we … more bikes, the city would be cleaner.
   A using
   B used
   C uses

8. If I see my idol at the concert, I … scream.
   A will
   B can
   C do

9. If it … tonight, the picnic will be cancelled.
   A rained
   B will rain
   C rains

10. If everyone had wings, we could … anywhere.
    A flew
    B fly
    C will fly

Write the correct word in each space.

despite although unless however because

11. She’s saving money … she wants to buy a new computer.

12. … being sick, he still came to class.

13. … it was raining, we still went to the park.

14. Dad said he wouldn’t buy me ice cream … I got a 9 on my test.

15. This is my favorite food. … , it’s not very healthy.
Assessment Term 3 (8-10)

Part 3 Reading ( ___ / 10)
Read and circle Right, Wrong or Doesn’t say.

Helping Others
Kyle Bradley is no ordinary kid. At just 12 years old, he’s helping hundreds of people who are in need of clothes. Kyle got the idea to donate when he noticed that his younger brother was growing very quickly and often needed to buy new clothes. He realized that young kids only wear their clothes for a short time because they’re in constant development. What fits them one year might not fit them the next! Instead of keeping them in a closet forever, Kyle believes those clothes should be given to other kids who can’t afford to buy new clothes all the time. Kyle asked his classmates if they had any clothes they didn’t wear anymore. Fortunately, many of them did. Kyle took the clothes to an organization called Goodwill, which takes in donations of old clothes and sells them at a very cheap price. For just a very small amount of money, people can buy a lot of clothes. After he saw that many people were interested in helping, Kyle started going to other schools in his area and donating those clothes too. Thanks to Kyle, many people without access to expensive clothes can now buy them without having to spend so much money.

1. Kyle lives in a dangerous place.
   A Right  B Wrong  C Doesn’t say

2. Kyle’s brother told him to donate clothes.
   A Right  B Wrong  C Doesn’t say

   A Right  B Wrong  C Doesn’t say

   A Right  B Wrong  C Doesn’t say

5. Kyle buys clothes from other schools.
   A Right  B Wrong  C Doesn’t say

Circle the correct option, A, B or C, to complete the mini conversations.

6. Hello, I’d like to make a complaint.
   A Where’s the boss?
   B What seems to be the problem?
   C I’m disappointed.

7. I deserve some compensation for this.
   A What’s your policy?
   B Would you like to see our clothes section?
   C Let me speak to my supervisor and see what we can do.

8. The shirt I bought is ripped.
   A What do you want?
   B Would you like a replacement?
   C Welcome to our store.

9. Hello, I’d like a refund.
   A Do you have your receipt?
   B That’s terrible!
   C I feel so upset.

10. Could you send it by express delivery?
    A We don’t allow refunds.
    B Of course, I’ll send it right away.
    C Let me apologize.
Name: ______________________  Assessment Term 3 (8-10)

Part 4 Writing ( ___ / 10)
Choose two different places that you know (countries, states, towns, etc). Then use the Venn diagram to fill in information about the two places. Finally, write a paragraph describing similarities and differences between both countries.

Place 1 __________ Place 2 _________
Both

Part 5 Speaking ( ___ / 10)
You are going to have a round table discussion with your classmates about one of the topics in the list below. Remember the basic expressions used to give your opinion about something. Make sure to give your point of view, but also let your classmates speak!

Topics:
A How can we help children who don’t go to school?
B What would happen if parents paid more attention to their children?
C Should children under the age of 12 have cellphones?

Preparation time: 10 minutes.
Answer Key – Term Assessments

Assessment Term 1

Part 1 Vocabulary (15 points)
1. B
2. A
3. C
4. A
5. A
6. C
7. C
8. A
9. A
10. C
11. B
12. A
13. B
14. C
15. B

Part 2 Grammar (15 points)
1. When was the concert?
2. She said she couldn’t come.
3. How did he become famous?
4. I have been studying here for 2 years.
5. What did you think of the movie?
6. C
7. A
8. B
9. C
10. A
11. scary
12. costume
13. makeup
14. candles
15. junk

Part 3 Reading (10 points)
1. A
2. A
3. C
4. B
5. B
6. A
7. B
8. C
9. C
10. B

Part 4 Writing (10)
Answers will vary. Students should write a list of steps to follow in case of an earthquake. Check that imperatives are used correctly. Review spelling, grammar, and coherence.

Part 5 Speaking (10)
Answers will vary. Check that students use suitable expressions to discuss the steps they need to follow.

Assessment Term 2

Part 1 Vocabulary (15 points)
1. press
2. heats
3. melts
4. screen
5. vibrate
6. B
7. A
8. B
9. C
10. A
11. scary
12. costume
13. makeup
14. candles
15. junk

Part 2 Grammar (15 points)
1. We went to the store with Mom.
2. I used to love this band.
3. New cameras don’t use batteries.
4. Do you live around here?
5. How do cellphones work?
6. B
7. C
8. A
9. A
10. B
11. C
12. Where
13. What
14. What
15. Why
Answer Key – Term Assessments

Part 3 Reading (10 points)
1. A
2. C
3. B
4. B
5. C
6. A
7. B
8. C
9. A
10. C

Part 4 Writing (10 points)
Answers will vary: Students write an email to their friend explaining what they did over the weekend. They should include a variety of activities written in the simple past tense. Review spelling, grammar, and coherence.

Part 5 Speaking (10 points)
Answers will vary: Students will give a short monologue that describes a famous character or personality. They should be given some time to prepare their monologue. Have their classmates guess who they’re talking about.

Assessment Term 3

Part 1 Vocabulary (15 points)
1. policy
2. coupon
3. refund
4. customer
5. receipt
6. C
7. C
8. A
9. B
10. C
11. A
12. C
13. B
14. A
15. A

Part 2 Grammar (15 points)
1. I don’t agree with the teacher.
2. I think so too.
3. I’m sorry to interrupt.
4. In my opinion, it’s nice.
5. Most of us believe that he’s right.
6. C
7. B
8. A
9. C
10. B
11. because
12. Despite
13. Although
14. unless
15. However

Part 3 Reading (10 points)
1. C
2. B
3. B
4. C
5. B
6. B
7. C
8. B
9. A
10. B

Part 4 Writing (10 points)
Answers will vary: Students will write a paragraph describing similarities and differences between two countries. They should include cultural aspects, such as food and customs. Review spelling, grammar, and coherence.

Part 5 Speaking (10)
Answers will vary: Students will have a round table discussion about one of the three topics on the list. They should use expressions that convey their points of view and allow them to respond to others’ opinions.
**Audioscripts**

**Unit 1**

**Track 1**

NARRATOR: Have you seen a bully at your school? He or she might make fun of someone, frighten or even physically harm the person. Other kinds of bullying are harder to see, like spreading unkind rumors or calling a person names. The good news is that you can help! If you see any of these problems, don’t ignore them! Tell a teacher or counselor right away. Together we can make a difference!

**Track 2**

1. Fact. People around the world use over 500 billion plastic bags a year.
   Fact. 13,000-15,000 pieces of plastic are thrown into the ocean every day.
   Fact. Plastic causes the death of approximately 100,000 sea creatures a year. Plastic. It kills.

2. I was 12 when someone called me a pig. My mom said my weight was perfect, but I didn’t like my body. I hated what I saw in a mirror. I started to eat less and less. I counted calories in everything. I lost 5 kilos and my parents were worried. I lost 10 and they were panicking. But I couldn’t stop. I wanted to weigh 50 kilos and then 45 kilos. I was never slim enough... It took me years to recover. I am lucky. Remember - you are more important than this number.

3. In the summer, the days are hot. Inside your car, the temperature can rise really quickly.
   When it is 21.1 degrees outside, the temperature in the car gets to 31.6 degrees in ten minutes and goes up to 40 degrees in half an hour. Don’t ever leave your pet in a locked car. Don’t cook your dog!

**Track 3**

STUDENT: Hey! Wake up, the teacher is coming!
TEACHER: Mr. Ramírez, wake up! This is no place to sleep!
NARRATOR: Has this happened to you? Can’t stay awake in class? Don’t worry, you are not the only one. Teenagers don’t feel sleepy until late at night, so when the alarm wakes you up, you’re tired. What can you do to sleep better? Here are some tips to help you: What if you avoid drinking soda and coffee? Coffee has a substance called caffeine, which keeps you awake. You shouldn’t watch TV before going to bed either. It emits a blue light that makes it difficult to fall asleep. You could also take a shower, put your pajamas on or read 30 minutes before to prepare your mind for sleeping. Remember, sleep more at night, sleep less in class!

**Track 4**

1. This is no place to sleep!
2. Has this happened to you?
3. Don’t worry, you are not the only one.
4. What can you do to sleep better?
5. Remember, sleep more at night, sleep less in class!

**Track 5**

GIRL: Okay, so we’ve prepared a public service announcement for our community about litter on the streets and how this affects everybody during the rainy season. This is our poster. Please, have a look.
BOY: And we’ve also prepared a campaign. Listen to our PSA with some special effects. Ahem, ahem.
GIRL: Oh, no! Not again!
BOY: What happened?
GIRL: Look, the drains got clogged again. People threw garbage everywhere and, after last night’s rain, it is impossible to walk.
BOY: We can do something about it. Let me think. Oh, I have an idea! Let’s all help and pick up the garbage at least once a week. What do you think?
GIRL: Good idea! And we can ask our neighbors to help. We should all look after our streets and drains.
BOY: Then, we could all live better! Let’s start today!
GIRL: Thanks, that’s all from us.
Unit 2

Track 6

Narrator: (Okay, are we really all ready to read the play? Let’s begin. Ahem…. It’s night. Naz is on his hands and knees outside his house under a streetlamp.)

Naz: Where could it be? Where could it be?!

Neighbor 1: What are you doing, Naz?

Naz: I’m looking for something.

Neighbor 1: I can see that. What are you looking for?

Naz: My key.

Neighbor 1: Let me help.

Narrator: (The two continue searching. Another neighbor appears.)

Neighbor 2: Hello, neighbors. What are you doing?

Neighbor 1: We’re looking for Naz’s key. Have you seen it?

Neighbor 2: No, I haven’t, but I’ll help you search.

Narrator: (The three continue searching. Before long, Naz’s wife comes home from work.)

Naz’s wife: What are you doing?

Neighbors: We’re looking for Naz’s key.

Naz’s wife: Is this true, Naz? Have you lost your key?

Naz: Yes, dear.

Naz’s wife: Where did you lose it?

Naz: In the house.

Neighbor 1: In the house?

Neighbor 2: Then why are we looking outside?

Naz: Because there is more light out here!

Naz’s wife: Ugh. You’re such a fool!

Track 7

“Coyote and Rabbit”. Adapted from a Traditional Native American Tale.

Son: Mother! Mother! Just look at our field! Rabbit has been eating the beans again. Soon there will be none left! What are we going to do?

Mother: Don’t worry, Son. I know just how to stop him. First, take this doll and cover it with molasses. Then leave it by the side of the field and we’ll hide behind this tree.

(Son covers the doll with molasses and they both hide. Before long, Rabbit appears on stage.)

Rabbit: Aha! Those foolish humans have left their beans unguarded again. It’s time for my lunch! (Rabbit goes toward the field but falls over the doll and gets one foot stuck.)

Son: Ah! That’s it! Let’s go, Doll, or I’ll hit you! (waits for a reply but doesn’t get one) Let’s go! (hits doll and gets his hand stuck) Let go of my hand and foot, or I’ll punch and kick you! (receives no reply so punches and kicks the doll, and becomes completely stuck) (Mother and Son appear from behind the tree.)

Mother: Now we’ve caught you, Rabbit!

Son: And you’ll taste delicious with all those beans inside you!

Mother: Put Rabbit in a bag, and let’s collect some wood for a fire. (Son and Mother leave Rabbit in the bag at the front of the stage and exit. Coyote appears on stage.)

Rabbit: Who’s that walking by?

Coyote: It is I, Coyote. Is that you, Rabbit? What are you doing in that bag?

Rabbit: The old woman put me in this bag because she wants me to marry her daughter.

Coyote: Really?

Rabbit: Yes, but I’m small and ugly, and her daughter is tall and beautiful.

Coyote: Yes, she’s much too good for you.

Rabbit: Why don’t you marry her instead? You are strong and handsome, and you’d make a much better husband than I.

Coyote: Of course, I will.

Rabbit: Help me out of the bag and take my place. (Coyote unties the bag and lets Rabbit out. Coyote then gets in the bag and Rabbit ties it up.)

Coyote: (Aside to audience) Dinner?

Mother: Yes, I’m so hungry. OK, the fire’s ready. Son, open the bag and we’ll cook Rabbit!

Coyote: (Aside to audience) Fire? (Son opens bag, Coyote jumps out and runs away.)

Son: (gets a shock) Mercy me!

Coyote: (Runs offstage shouting) Rabbit! Rabbit! You tricked me. I’ll get you for this!

Track 8

1. Don’t worry, Son.

2. Let go, Doll, or I’ll hit you!

3. Who’s that walking by?

4. What are you doing in that bag?
5. Help me out of the bag.
6. She's much too good for you.
7. I'm so hungry.
8. I'll get you for this!

Unit 5

Track 9
“My best friend”. I am Hazel and something horrible happened to me at school this morning. It was so awful! Don’t bother asking me about that. Really, if I have to think about it, I’ll just get so upset… I won’t talk about it or I may just break down and cry.

Well, I’ll just give you a hint; it’s about that traitor, liar, bad friend Leslie; she drives me nuts!

On the one hand, she acts like she’s my best friend. We sit together at lunch every day and we are always supporting each other in the most difficult situations; oh, but I was obviously wrong to put my trust in her. She knows it’s my thing to be the class clown. I’m the funny one! Doesn’t she know that? Of course she does!

I mean listen to this joke: Why did the skeleton not go to the party? Cause he had nobody to go with!! See? Funny, right? I know!

Well… Leslie stole my joke and told it to a group of third graders; she tried to be so funny! Everyone in second grade knows that joke is mine!

I’m never ever for as long as I live, even if I live to be 100, ever going to talk to Leslie again!

Oh! It’s Leslie. Hello…

What?! You got backstage tickets to Ed Sheeran?
Get out! Of course I would love to go with you! Oh my gosh, I’m so excited! Leslie is the best friend one could ever have! Ed Sheeran!

Track 10
“My best friend”.
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Unit 7

Track 13

ALAN: Hello…

SARA: Hi, Alan, it’s Sara.

ALAN: Hey, Sara, how are you?

SARA: Fine, thanks. I’m just calling to wish you happy birthday!

ALAN: Hmm… Thanks, but my birthday was last week…

SARA: Oh, I’m so sorry! Anyway, did you have a good time?

ALAN: Yeah, great! First, at school, the whole class sang “Happy Birthday.” They bought a cake and we went to the school cafeteria to eat it. And Christi and Tim gave me presents. She gave me a rock CD, and he gave me a video game.

SARA: Wow!

ALAN: Yes! And we had a really great night, as well. My best friend, Nicky, organized a surprise party for me at his house. We had a big pizza and danced for hours.

SARA: Well, that sounds great.

And I’m really sorry that I didn’t remember…

ALAN: No problem, Sara, there’s always next year!

Track 14

ANA: Maria, what are we going to do for this year’s festival?

MARIA: I think we should do something similar to what we did at my last school.

ANA: What was that exactly?

MARIA: We organized a craft exhibition and a music contest.

ANA: Really? That sounds great!

MARIA: Yes, it was fantastic. Before that we used to have sports contests every year, but we wanted to do something different.

ANA: So what did you do?

MARIA: I entered the music contest. My friends and I decided to form a band.

ANA: Wow! What kind of music did you play?

MARIA: Rock. We worked really hard. First, we bought and borrowed some instruments. Then we chose the name for our band, and finally we started rehearsing.

ANA: What was the name of your band?

MARIA: Children of the Rock. We used to rehearse every afternoon after class. I was the lead singer…

Track 15

ANA: And what happened the day of the contest?

MARIA: We were very nervous, but we really wanted to win, so we decided to start with a song that was very popular at the time. Then I realized everyone was looking at me, and I just froze. I couldn’t sing or even make a sound!

ANA: Oh!

MARIA: I know! I just stood there with my mouth open.

ANA: Oh no! What happened next?

MARIA: Cindy and Luis, the other two members of the band, started singing. That helped me, and I managed to sing along, but I was very embarrassed. I was sure we were going to lose!

ANA: And did you?

MARIA: Well, we came in second! Not bad, huh?

Track 16

BILL: Hey, Tom!

TOM: Hi, Bill!

BILL: I heard you made the soccer team. Congratulations!

TOM: Thanks, Bill! I’ve already played my first game.

BILL: Really? When?

TOM: Last weekend.

BILL: How was it?

TOM: It was fantastic. My whole family came to watch. I was pretty nervous, but I guess we all were.

BILL: Oh, so what happened?

TOM: John scored the first goal, and then we all started to feel better. I even scored a goal at the end.

BILL: And did you win?

TOM: Yes! And what about you? Are you still in the science club?

BILL: Yes, but I’m also going to try out for the chess team.

Oh, I have a class!

TOM: Me, too. Bye!

BILL: See you later, Tom!

Track 17

JENNY: Hi, Mike, how are you doing?

MIKE: Fine, Jenny, and you?

JENNY: Great! I just got back from summer camp.

MIKE: How was it?

JENNY: I had an amazing time. We went rock climbing and did a treasure hunt.

MIKE: Sounds like you really enjoyed it.
JENNY: I did, and something very funny happened the last night.
MIKE: Tell me.
JENNY: We sat around a bonfire on the beach, and everyone started telling scary stories. After we went to bed, in the middle of the night, Lisa woke me up. She told me she could hear footsteps.
MIKE: She heard footsteps?
JENNY: She said she did, but I didn’t hear anything, so I told her to go back to bed. Just a few seconds later, we both heard footsteps—very close to the door! We shouted, “Who’s there?” But nobody answered.
MIKE: What did you do?
JENNY: We were terrified, but finally we told each other to be brave and check it out. We took a flashlight and opened the door.
MIKE: And…?
JENNY: You won’t believe it! Right when there was a gust of wind, a branch of a palm tree hit the door of the cabin. It sounded like real footsteps! We laughed a lot and then went back to bed. But we had to get up just a few hours later to pack, so we hardly slept that night.
MIKE: And all because of a tree branch!

Unit 8
TRACK 18
MARK: Hello. I’m Mark and this is Robert. We read an essay about an American who went to live in the UK. He talks about the differences he found between the two countries. We’re going to present a comparative chart that we did based on the information in the essay. Robert, would you like to begin?
ROBERT: Thank you, Mark. Well, we found out many interesting things. In our comparative chart, we included cultural aspects about sports, driving, TV and language. Talking about sports, in the US they play football, not soccer. In the UK, they play rugby, which is very similar to American football that is played in the US. I like both sports. Cricket is also very popular in the UK. I tried to watch a game on the Internet and I agree that it is very boring. Your turn, Mark.
MARK: OK, we also learned that in the UK they drive on the left side of the road. You need to be careful when crossing a street and check if you have to look right or left. Americans say that Brits drive on the “wrong” side of the road. Another aspect that we included is entertainment. While the British watch TV shows from many different countries, Americans prefer to watch their own shows. I personally enjoy watching American TV shows. What about you, Robert?
ROBERT: I also enjoy watching American TV shows. Now, the last cultural aspect we would like to present to you is language. It’s funny that both countries share the same language, but they have differences. For example, the British say lift not elevator, a taxi is a cab, French fries are chips and chips are crisps! Some people like the American accent and some the British accent, but there are also many different accents in the UK and in the US. I personally think that the important thing is that people understand what you are saying.
Unit 9

Track 19

TEACHER: OK, class. Let’s get ready. Please be quiet and remember to listen to your classmates and respect everyone’s points of view. As you all know, the topic of our round table is friendship. I’d like to begin with this phrase by Jerome Cummings. Please listen carefully and then we’ll discuss what you think. “A friend is one who knows us but loves us anyway.”

TEACHER: Class, remember to take turns. Who wants to start? Raise your hand, please.

RALPH: Me!

TEACHER: OK, Ralph. What do you think?

RALPH: I think that friends love us sincerely if they accept the way we are. If they don’t like the way we are, they’re not our friends.

TEACHER: Linda, you raised your hand. Do you agree with Ralph?

LINDA: Actually, I disagree. I think there are friends who love us even if they don’t like some things about us. We need to be flexible and accept people as they are. As long as we respect each other, it’s OK!

TEACHER: Thank you, Linda. Yes, Pablo. What’s your opinion?

PABLO: I think Linda’s right. Friendship is a relationship of trust and concern for each other’s feelings. If you care about your friends, you respect them and accept them for what they are.

TEACHER: OK, Pablo. Thanks. Karla, what do you think?

KARLA: I agree with Pablo. I think that a good friend loves you with all your good and bad qualities. But they don’t need to ignore your weaknesses. Real friends can help you improve and become a better person.

TEACHER: Good point, Karla. Thank you. Camila?

CAMILA: I totally agree with Karla. You should help your friends correct their mistakes.

TEACHER: Thanks, everyone. That was a great discussion!

Track 20

MICHAEL: Hi, everyone. Let’s get started. As you know, my name is Michael Brandon, and I will be moderating this round table. To keep our discussion orderly I will ask you to make sure you are wearing your name tags all the time, and to raise your hand when you want to participate. Also remember that probably we all want to say something, so you won’t have more than two minutes each time you speak. I will tell you when your time is up. So, as you know, the topic of our round table today is discussing if some behaviors are ethical or not. And for this purpose I would like to begin by sharing with you the results provided by Junior Achievement Worldwide, a non-profit organization, which asked several teens their opinion about lying, stealing and behaving violently. According to the study, many of them said that those behaviors are valid and possibly correct in some cases. In short, they think that some things can be wrong, but can also be okay depending on the circumstances.

Track 21

MICHAEL: What is your opinion? Yes, Cynthia, would you like to begin?

CYNTHIA: Yes. Hi, well... In my opinion there are things that are always unethical, no matter what the circumstances. For example, I think stealing is always wrong and the same with lying and behaving violently.

MICHAEL: Yes, Dan.

DAN: Hi. I agree with Cynthia in that lying and acting violently are not correct. However, I believe that circumstances sometimes justify those behaviors.

MICHAEL: Can you explain that?

DAN: Sure. In some cases people who are extremely poor and do not have enough to eat may try to steal from a store. Or a boy or girl who is constantly bullied might end up by acting violently against their aggressors.

MICHAEL: Yes, Helen.

HELEN: Hi. Look, I understand your point of view, Dan, but we have to understand that although we sometimes justify or understand certain behaviors, it does not make them ethical. For example, if you’re being bullied or suffer from extreme poverty there are actions you should try before behaving unethically.

MICHAEL: Rachel, what is your opinion?

RACHEL: I understand and partially agree with most of what has been said here so far, for example, the fact that there are behaviors that are unethical and that sometimes circumstances push people to do wrong, extreme and inappropriate things. But I believe that the problem is not whether certain things are right or wrong, but what our society should do to create conditions in which those unethical behaviors are not necessary. I mean combating poverty and bullying for example.

MICHAEL: Yes, Cynthia.

CYNTHIA: I think the point of discussion here is not what to do, but whether lying, stealing, etc., are right or wrong. And in my opinion they are always wrong.

MICHAEL: James, you want to say something.

JAMES: Yes. Hi, everyone. I would like to ask a question. What about lying? Is lying always wrong?
What if we lie to someone in order to not make someone feel bad about something?
CYNTHIA: Like what?
JAMES: For example, a friend is wearing something he thinks looks good on him, but you don’t like it. In order not to hurt your friend’s feelings, you lie and tell him you like it too. Or if someone is ill and something bad has happened that you know will make that person worse if he learns about it. Wouldn’t you tell a lie if the person asked you? And would it be wrong?
MICHAEL: Dan?
DAN: I agree with James. There are instances in which lying may not be bad.
RACHEL: I think so, too.

TRACK 22
MICHAEL: Okay guys. I would like to recap what we have discussed so far. Please write notes by completing the following sentences with what you think are the results of the discussion: 1. Most of us agree that... 2. However, some believe that... and. 3. Almost everybody thinks that...

Unit 10

TRACK 23
1. CUSTOMER: I need to speak with your supervisor. It's been a week and I still don’t have Internet service!
ASSISTANT: Hold on a second, please.
CUSTOMER: I’ve been on hold for 40 minutes!

2. ASSISTANT: Good morning, madam. How can I help you?
CUSTOMER: Well, you see, I bought this yesterday, but it is not working at all. No matter what I do it just doesn’t work.
ASSISTANT: Well, you see, that model is not very good...

3. CUSTOMER: I want to talk to the supervisor, please!
ASSISTANT: What’s the problem, sir, how can I help you?
CUSTOMER: I bought this shirt last week, and look at it!

TRACK 24
SALESPERSON: Good morning. How can I help you?
HUMBERTO: Good morning. Last month I bought a pair of tennis shoes from your online catalog and you sent me a different style. Twice! I got really upset, so I decided to complain in person! I'd like a refund!
SALESPERSON: I understand, but our company policy does not permit refunds, as you can see from this receipt.
HUMBERTO: I see. However, I think I deserve some compensation for this.
SALESPERSON: Let me talk to my supervisor to see what we can do.
SUPERVISOR: Good morning, sir. I apologize for this situation. Unfortunately, the company policy does not allow refunds.
HUMBERTO: Yes, your colleague told me that.
SUPERVISOR: I can give you the style you ordered online right now. And to compensate for the inconvenience, I can offer you a 40% discount on your next purchase with us. Is that okay?
HUMBERTO: That’s fantastic! Thank you.

TRACK 25
1. SALESPERSON: Good afternoon, sir. Welcome to Bolt Electronics. How may I help you?
CUSTOMER: I bought a camera, but it doesn’t work.
SALESPERSON: I see. Come this way... May I have a look at the receipt?
CUSTOMER: I don’t have the receipt with me. I think I threw it away.
SALESPERSON: You don’t have the receipt? Could you tell me what happened, please?
CUSTOMER: I bought this camera two weeks ago and it has already stopped working twice. I brought it here for repairs two days ago and your colleague said it was repaired, but it’s still not working. I would like a refund.
SALESPERSON: I’m so sorry for this, sir. Under the terms of your warranty, we cannot give you a refund because we need evidence of purchase.
CUSTOMER: Unbelievable! Can I talk to your supervisor?

2. CALL CENTER ASSISTANT: Hello, this is customer support, Sue speaking.
CUSTOMER: Good morning! I’m calling about a cellphone that I just bought.
CALL CENTER ASSISTANT: I see. What seems to be the problem?
CUSTOMER: It’s damaged! The screen is broken, so I’ll need to return it. I’m very disappointed because it was a gift for my son’s birthday, and now I don’t have a present for him.
CALL CENTER ASSISTANT: I understand how you feel. Please give me the reference number and let me see if we can send you a replacement by express delivery.
CUSTOMER: Oh, that would be great! Thanks. The reference number is…

3. VOICE RECORDED ON ANSWERING MACHINE: Thanks for calling the complaints department of BookArt bookshop. Unfortunately, we cannot take your call. Please let us know about your problem after the tone.
CUSTOMER: Er…er… My name is Jane Evans and er…. I am calling to say I still haven’t received the books I ordered from your website over three weeks ago. I called this number last week and a colleague of yours told me that they would arrive by Monday. Well, it’s Wednesday now, and there’s still no sign of them. Can you please check that my order has been sent? Thank you.

4. CUSTOMER: Excuse me. Can you help me?
SALESPERSON: Morning. Welcome to Video Planet. What do you want?
CUSTOMER: Morning. I recently bought a video game from your online catalogue.
SALESPERSON: So?
CUSTOMER: So? Well… you sent me the wrong game!
SALESPERSON: Well, that’s not my problem.
CUSTOMER: Excuse me?!
SALESPERSON: You bought it online, so make your complaint online.

Track 26
I’m calling about a cell phone that I just bought. The screen is broken, so I need to return it. I am very disappointed.
I bought a camera, but it doesn’t work. I brought it here for repairs two days ago, and your colleague said it was repaired, but it’s still not working. I would like a refund.

Track 27
SALESPERSON: Good morning, sir. How can I help you?
CUSTOMER: Good morning. I’d like to exchange this coffee maker, please.
SALESPERSON: What’s the problem?
CUSTOMER: It doesn’t heat water. The coffee is cold all the time.
SALESPERSON: Can I see the receipt for your purchase, please?
CUSTOMER: I’m afraid I don’t have it. But I’m sure you can help me solve this problem.
SALESPERSON: Without your receipt, I can’t do anything. I’m sorry.
CUSTOMER: Unbelievable!
SALESPERSON: I wish I could help you. I can’t do anything without a receipt.
CUSTOMER: This is annoying! I would like you to exchange it, please.
SALESPERSON: I understand how you feel, sir.
CUSTOMER: No, you don’t. I’m really disappointed.
SALESPERSON: Let me call the manager. We’ll see what we can do. Hold on.
CUSTOMER: Certainly. You know what? This is making me angry. I don’t want to exchange the coffee maker anymore. I want a refund.
SALESPERSON: OK, sir. We can give you a refund. Just fill out this form, please.
CUSTOMER: Now, that’s what I call good customer service.
SALESPERSON: Sorry about the inconvenience, sir.
CUSTOMER: That’s OK. Thank you.

Track 28
a. Good afternoon. Welcome to Harry’s Store.
b. I said I want my money back! I don’t want a replacement!
c. Here you are. I brought this extra pair in case you want to see a different option.
d. Oh, there aren’t many people before us. We should be out very quickly.
**Glossary**

**Brainstorming**: generating ideas centered on a particular topic. There is no editing or ordering of these ideas. They may then be used as the basis for another activity such as writing or discussion. It is often very productive as a whole class activity.

**Conveying meaning**: making sure that students understand the significance of the vocabulary and structures they are learning. Meaning can be conveyed through mime, examples or paraphrasing.

**Elicitation**: having students provide information (vocabulary) to the teacher rather than the teacher providing it to the students. Elicitation develops a learner-centered dynamic, makes learning memorable because students link new ideas with information they already have, and helps to produce an engaging environment.

**Functional language**: language that is meant to achieve a particular purpose, e.g. a request or a promise.

**Mind map**: a diagram (= simple outline) with lines and circles for organizing information, so that it is easier to use or remember.

**Monitoring**: watching and listening, without interfering directly, while students are involved in an activity. Note that in monitoring, there are times when a brief intervention is appropriate: to clarify instructions, or to help students move forward by prompting them with simple questions. Monitoring is an excellent way of finding out what problems students are having so as to be able to give them feedback.

**Portfolio**: a method of testing where students are given a grade for a selection of work that they have put together over time instead of or in addition to grading them simply on a final test.

**Scanning**: a way of reading quickly. Scanning means looking for specific information and is only really possible with things that really stand out, such as numbers, long words and words starting with capital letters.

**Self-evaluation**: having students reflect on and judge their own progress. Self-evaluation allows students to discover what they know, what they can do, what they need, and what they would like to explore.

**Skimming**: a way of reading quickly. Skimming is reading through a text very quickly, for example to find out what each paragraph is about before you look at comprehension questions, or to check whether the text is something you want to read or describes something you really want to buy.

**Bibliography**


