

ENGLISH

120692

**2**

SECONDARY

120692



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# BACKPACKERS



# PLAN OF THE ACTIVITY BOOK



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# STRUCTURE OF THE TEACHER'S GUIDE



## Encounter of cultures

<b>Allotted time</b>	16 classes (50 minutes each)
<b>Environment</b>	Library and recreational
<b>Communicative activity</b>	Understanding oneself and others.
<b>Social practice of the language</b>	Read literary essays to contrast cultural aspects.
<b>Product</b>	Comparative table.
<b>Reading Booklet</b>	Mexican and American culture.
<b>Learning goals</b>	<ul style="list-style-type: none"> <li>Release brief literary essays.</li> <li>Read and comprehend general meaning, main ideas and details of literary essays.</li> <li>Describe and compare cultural aspects.</li> </ul>
<b>Methodological Guidance</b>	<ul style="list-style-type: none"> <li>Provides students with different examples and model strategies to revise essays so students comprehend and achieve the following objectives:                             <ul style="list-style-type: none"> <li>Value the choice of texts considering indexes and publication date.</li> <li>Analyze textual organization to determine patterns.</li> <li>Use previous knowledge to recognize topic, purpose and address.</li> <li>Clear reading purpose.</li> <li>Enrich the used strategies to others.</li> <li>Think of the steps and actions to follow when reading an essay about and direct students attention to the use of reading strategies, so students are in conditions to achieve the following objectives:                                     <ul style="list-style-type: none"> <li>Make and self-regulate connections between personal experience and read information.</li> <li>Monitor comprehension.</li> <li>Re-read information to solve comprehension.</li> <li>Monitor comprehension.</li> <li>infer implicit information, making questions about the text.</li> </ul> </li> </ul> </li> <li>Paraphrase read information.</li> <li>Create images of the read material.</li> <li>Analyze resources to describe cultural aspects.</li> <li>Differentiate examples and explanations of main ideas.</li> <li>Comprehend resources used to compare cultural aspects.</li> <li>Promote questioning and text analysis.</li> <li>Explicit underlying beliefs and values in texts and the emotions they evoke in readers.</li> <li>Answer questions about cultural aspects.</li> <li>Support students when deciding what they need to practice and what they require to learn, so that they develop their abilities in an increasingly independent way in order to:                             <ul style="list-style-type: none"> <li>Analyze characteristics of cultural aspects.</li> <li>Contrast own cultural aspects with those of the text.</li> <li>Propose titles to descriptions.</li> <li>Make statements to describe cultural aspects.</li> <li>Order statements in paragraphs.</li> <li>Interchange opinions and promote consensus.</li> </ul> </li> </ul>
<b>Suggested evaluation</b>	Collect evidence such as: <ul style="list-style-type: none"> <li>Questions and answers about the content of essays.</li> <li>Statements describing cultural aspects.</li> </ul>
<b>Suggested evaluation instrument</b>	Questionnaires.

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UNIT 1

**Unit overview** that details the allotted time, learning goals, materials, methodological guidance and evaluation instruments.

**Page 14**

**CHECK YOUR PROGRESS**

**Page 15**

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

- I. **Read and listen to this essay. What are the differences between both countries? Discuss with the class.**  
As students read and listen, and discuss the differences between both countries, as a class.
- II. **Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.**  
Now students discuss the similarities and differences between the two Asian cultures and their own culture.
- III. **Evaluate your progress according to your performance in Lessons 1 - 3.**  
Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

ON THE ROAD
UNIT 1 CHECK YOUR PROGRESS 47

Methodological suggestions for each activity in the Activity Book.

**Page 17**

**Page 18**

**FINAL DESTINATION**

**Product**

**12. Complete the table with your observations.**  
Students now summarize the information about the countries in the table. You may ask them to include more ideas in the table.

**Answers**  
Assess all eyes

**13. Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher.**  
Students get in groups and discuss the question. Check orally and on the board.

**Comparative table between cultures**

1. **Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.** In the same groups, students check and take turns to read the information they have recorded in their portfolio.
2. **Take turns to suggest contrasts between the country you chose and your own.**  
Students should contrast the cultural aspects of the country they have chosen with their own. Invite them to take turns to express their ideas. You may encourage the use of connectors to show contrast. Extra expressions they might use are in the following links that you can suggest to your students.

FINAL DESTINATION
UNIT 1 PRODUCT 49

Step-by-step suggestions for the elaboration of the product.

- I. **Read and listen to the essay. Is this culture similar to your country? Discuss with the class.**  
Explain to students that the objective of this activity is to identify the main ideas in the essay and compare the cultural aspects provided with their own. Give them time to read and identify key information in the text.
- II. **Regarding this topic, make a list of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.**  
Students can work in pairs and have a conversation about the topic given. Students should express cultural contrasts and use appropriate connectors.
- III. **Evaluate your progress according to your performance in the Unit.**  
Students should answer the Assessment chart. They read the sentences and tick the options that best represent their performance during the unit. In case students have doubts, you may revise the specific contents studied up to now.

**Reading Booklet**  
Mexican and American culture

**BEFORE READING**

1. **Invite students to observe the illustrations and describe them in groups. Ask questions such as - Which cultural aspects are the pictures related to? Which countries are the pictures connected with? Encourage them to share their descriptions with the class.**
2. **Brainstorm some ideas about the topic of the essay based on the picture on page 7 and the headline of the text.**  
Students make predictions about the ideas that will be mentioned in the text and organize them in the mind map.

**WHILE READING**

3. **Underline the cultural aspects which are compared in the essay.**  
Invite students to start reading the essay in silence. You should give them enough time to do this activity. While students read, they identify comparisons and contrasts mentioned in the text.
4. **Choose two cultural aspects and write down some contrasts using your own words. Read your sentences to the class.**  
Students can now work in pairs to exchange the information found in the previous task. Later, you can challenge exchange to select some ideas and make contrasts using other words and connectors of contrast. Students can write their new sentences and read them to their classmates.

**AFTER READING**

5. **Read the sentences and number them in the correct order (1 - 4).**  
You should invite students to work in pairs and focus on the second paragraph. Tell them that these sentences are not in order. Have them read each sentence carefully. They should identify the appropriate order of the sentences considering the connectors and ideas. Check the activity as a class.

**Answers:**  
(1) First of all, in Mexico, the family is the priority (2) Children are celebrated and sheltered, the wife fulfills domestic roles.

UNIT 1 READING BOOKLET 51

Step-by-step suggestions for the activities in the Reading Booklet and their answers.

**TRANSCRIPT**

A: How long does a hurricane last?  
 B: Usually two or three days.  
 A: Really? What is the most dangerous period in which you may approach the hurricane?  
 B: I don't know exactly what the most dangerous period is, but what I know is that when you are not in the eye of it!  
 A: Really? Do you think it is safe?  
 B: Yes, if you get the eye of the hurricane, it isn't like harsh at all. So, if the site you have decided to stay is in the eye of the hurricane, I think you will be probably safe.  
 A: This is dangerous as you may not see.  
 B: I agree with you. So, I think we must be alert since a warning may come at any moment.  
 A: Yes, we must be alert. If it floods a lot, we get hurricanes, and hurricanes are really angry typhoons I think.  
 B: Are you prepared for a natural disaster?  
 A: Absolutely not! And I don't think anyone's prepared for such natural disaster like this.  
 B: But there are steps we can take to be ready, aren't there?  
 A: Yes, there are. For example, as in the case of choosing the safest place, such as a basement, storm cellar or an interior room.

**7. 🗣️🗣️🗣️ Choose a natural emergency situation (a - c). Write the instructions and recommendations you would give as a list of steps for what to do and what not to do. Use the expressions in the box.**  
 Prompt students to use the expressions in the box to write the set of instructions of the emergency they choose.

**Page 30**

**LESSON 4: Editing instruction manuals**

**1. 🗣️🗣️🗣️ Discuss these questions in your group.**  
 The lesson is introduced with these two questions that help students communicate and approach the topic. Give them time to talk about their experiences and give details in English or in their mother tongue, if necessary.

**Towards the product**

**Posters with instructions**

**Subproduct 2 Instructions to face environmental emergencies**

a. Students go back to the list of environmental emergencies in their portfolio (Step 1, page 29).  
 b. Ask them to choose one and invite them to write a list of instructions to face the emergency.  
 c. Encourage them to add pictures or drawings to their list of instructions.  
 d. Remind them to include their list in their portfolio.

Finally, invite students to evaluate their performance using the prompts.

**2. 🗣️🗣️🗣️ Choose two natural disasters from the list below. Then write the steps to be prepared for each emergency in the table. Use connectors of sequence, and the expressions you know.**  
 Ask students to choose two environmental emergencies and describe two emergency plans. Encourage them to use connectors of sequence such as first, firstly, second, secondly, then, after and finally.

**UNIT 2 LESSON 4 61**

The transcripts of all the audio material of the listening activities.

**EVALUATION INSTRUMENTS**

**Questionnaire**  
**UNIT 1**

Student's name: \_\_\_\_\_ Date: \_\_\_\_\_

Did student ...	Yes	No
check brief literary essays?		
read and understand the general sense of literary essays?		
read and understand the main ideas and details of literary essays?		
describe and compare cultural aspects?		
use prior knowledge to recognize the topic?		
answer questions about cultural aspects?		
suggest titles for descriptions?		
arrange sentences in the correct order in a paragraph?		
link my own experiences with information that I have read?		
paraphrase information that I have read?		

**178 EVALUATION INSTRUMENT**

**Evaluation instruments** A set of photocopiable instruments to assess students' progress during the unit.

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**STUDENT'S BIBLIOGRAPHICAL REFERENCES 203**

**Bibliography** The list of books and websites that have been used as reference in the making of the Activity Book and the Teacher's Guide.



# Encounter of cultures

<b>Alloted time</b>	16 classes (50 minutes each).
<b>Environment</b>	Literary and recreational.
<b>Communicative activity</b>	Understanding oneself and others.
<b>Social practice of the language</b>	Read literary essays to contrast cultural aspects.
<b>Product</b>	Comparative table.
<b>Reading Booklet</b>	<i>Mexican and American culture.</i>
<b>Learning goals</b>	<ul style="list-style-type: none"> <li>• Revise brief literary essays.</li> <li>• Read and comprehend general meaning, main ideas and details of literary essays.</li> <li>• Describe and compare cultural aspects.</li> </ul>
<b>Methodological Guidance</b>	<ul style="list-style-type: none"> <li>• Provide students with different examples and model strategies to revise essays so students comprehend and achieve the following objectives:               <ul style="list-style-type: none"> <li>- Value the choice of texts considering indexes and publication data.</li> <li>- Analyze textual organization to determine patterns.</li> <li>- Use previous knowledge to recognize topic, purpose and addressee.</li> <li>- Clear reading purpose.</li> <li>- Explicit the used strategies to others.</li> </ul> </li> <li>• Think of the steps and actions to follow when reading an essay aloud and direct students' attention to the use of reading strategies, so students are in conditions to achieve the following objectives:               <ul style="list-style-type: none"> <li>- Make and self-regulate connections between personal experiences and read information.</li> <li>- Monitor comprehension.</li> <li>- Re-read information to solve comprehension problems.</li> <li>- Infer implicit information, making questions about the text.</li> </ul> </li> <li>• Paraphrase read information.</li> <li>• Create images of the read material.</li> <li>• Analyze resources to describe cultural aspects.</li> <li>• Differentiate examples and explanations of main ideas.</li> <li>• Comprehend resources used to compare cultural aspects.</li> <li>• Promote questioning and text analysis.</li> <li>• Explicit underlying beliefs and values in texts and the emotions they evoke in readers.</li> <li>• Answer questions about cultural aspects.</li> <li>• Support students when deciding what they need to practice and what they require to learn, so that they develop their abilities in an increasingly independent way in order to:               <ul style="list-style-type: none"> <li>- Analyze characteristics of cultural aspects.</li> <li>- Contrast own cultural aspects with those of the text.</li> <li>- Propose titles to descriptions.</li> <li>- Make statements to describe cultural aspects.</li> <li>- Order statements in paragraphs.</li> <li>- Interchange opinions and promote consensus.</li> </ul> </li> </ul>
<b>Suggested evaluation</b>	<ul style="list-style-type: none"> <li>• Collect evidence such as:               <ul style="list-style-type: none"> <li>- Questions and answers about the content of essays</li> <li>- Statements describing cultural aspects</li> </ul> </li> </ul>
<b>Suggested evaluation instrument</b>	Questionnaire.

<b>Materials</b>	

**UNIT 1**  
Social practice of the language:  
Read brief literary essays to  
contrast cultural aspects.

## Encounter of cultures

• **Environment:** Literary and recreational  
• **Communicative activity:** Understanding oneself and others.

Learning goals	Product	Reading booklet
<ul style="list-style-type: none"> <li>revise brief literary essays,</li> <li>read and understand the general meaning, main ideas and details of literary essays,</li> <li>describe and compare cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Comparative table.</li> </ul>	<ul style="list-style-type: none"> <li>Mexican and American Culture</li> </ul>

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This first unit aims to read brief literary essays to describe and contrast cultural aspects. Students will read and understand the general sense, main ideas and details of original and adapted essays, as well as, revise the use of verb Be and extend their knowledge of other verbs in the present simple tense.

Through the unit, students are going to work on a product where they will finally create a comparative table to contrast cultural aspects of two countries. Also, students are going to read the text *Mexican and American Culture* in the Reading Booklet.

### Lead-in

Before students open their books, write the word Mexico on the board. Ask students *What can you say about Mexico? What identifies Mexicans?* Tell them to get in groups of four or five students and answer the questions. Finally, listen to their ideas and write some of them on the board.

**GETTING READY**

- Read this definition of culture and discuss if you agree or disagree with it.
 

Culture is the set of ideas, customs, and social behaviour of a particular people or society.
- In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.
 

A: In your opinion, what does the picture show?  
B: The picture shows...  
A: How do cultures vary?  
B: We believe there are...  
A: When people from other countries think about your culture, what do they usually think of?  
B: They usually think that!...
- Tick (✓) the aspects that you think define a culture.
 

Language <input type="checkbox"/>	Recreation <input type="checkbox"/>
Science <input type="checkbox"/>	Food <input type="checkbox"/>
Money <input type="checkbox"/>	Nature <input type="checkbox"/>
Traditions <input type="checkbox"/>	Clothes <input type="checkbox"/>
- In pairs, suggest other cultural aspects that have not been mentioned before. Then, check the answers in pairs and with your teacher.

To read a complete definition of culture, you can visit <https://www.livescience.com/21478-what-is-culture-definition-of-culture.html>

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### GETTING READY

#### 1. Read this definition of culture and discuss if you agree or disagree with it.

You may invite students to focus on the definition provided and discuss about it. You may encourage them to exchange opinions, say if they agree with it or not, or if they can complement it with some of their own ideas. Check orally and on the board.

#### 2. In pairs, start a conversation about the picture on page 6. Use the following questions and prompts.

Before students do this activity, explain to them that the prompts are part of a model of a dialogue. Working in pairs, students first take turns to read aloud the questions and prompts given in the exercise. Then both students practice the dialogue based on the information they can infer from the picture at the beginning of this unit. Walk around the classroom and help as necessary. Check the activity as a class.

**LESSON 2: Understanding general ideas and details**

1 Read the text again and answer the following questions.

a. What is the purpose of the text?  
\_\_\_\_\_

b. Does the author feel more American than Indian or vice versa? How do you know?  
\_\_\_\_\_

c. Which advantages does the author of the essay have living between two cultures?  
\_\_\_\_\_

d. Which setbacks does the author mention?  
\_\_\_\_\_

e. Is the author positive or negative about living between two cultures?  
\_\_\_\_\_

2 Get in groups. Take turns to ask and answer the questions in activity 1. Use the following phrases to answer the questions. Check the answers with your teacher.

In my opinion, I think As far as I am concerned,

**Example:**  
- In my opinion, the purpose of the text is to compare two cultures.  
- I think the text is entertaining.  
- As far as I am concerned, living in two countries is a positive experience.

ON THE ROAD UNIT 1 LESSON 2 9

## LESSON 2. Understanding main ideas and details

### 1. Read the text again and answer the following questions.

You should invite students to read the questions first and underline key words (for example, *purpose* in question a). Have them read the essay again and underline the parts of the text that answer the questions (for example, *Living in two diverse cultures has its benefits and challenges* in line 1). Students then answer the questions and check the activity as a class.

**Answers:**

- To show the pros and cons of living between the American and Indian cultures.
- More Indian. The author says he/she follows the customs and traditions of Sri Lanka and India.
- The author speaks three languages, eats several foods, celebrates different holidays, has friends from both cultures.
- Speaking two languages can be confusing, sometimes the author feels left out. Sometimes it is difficult for him to express thoughts in English because they can only be said in the other languages that the author speaks.
- Positive. The author tries to think of living between two cultures as an advantage.

### 2. Get in groups. Take turns to ask and answer the questions in activity 1. Use the following phrases to answer the questions. Check the answers with your teacher.

The objective of this activity is that students share their answers to the questions in the previous activity. To do this, they should look at the expressions in the box. Model the pronunciation and then invite them to have a dialogue, using the expressions and sharing their answers.

3 Read the essay on page 8 again and reflect on these statements. Discuss with the whole class and your teacher.

**Statement a.** When people live between two cultures, they must face more negative aspects than positive ones. Do you agree?  
**Statement b.** There are certain foreign customs that the author does not enjoy very much. Why do you think that happens?

4 In groups, check your answers to activity 3. Find evidence in the text to support your ideas and underline it.

5 Paraphrase the information in the text.

In the text, the author ...

6 In pairs, take turns to ask and answer questions about the text on page 8. Use the activities on page 9 as a model and follow the example below.

**Example:**  
A: What do you think about the author's life living between two cultures?  
B: I figure out it's like...

**Learning to learn**  
Underlining key ideas is an effective strategy for reading comprehension.

10 UNIT 1 LESSON 2 ON THE ROAD

### 3. Read the essay on page 8 again and reflect on these statements. Discuss with the whole class and your teacher.

Have students read the statements carefully and encourage them to discuss them, giving their own opinions. They should do this activity orally, taking turns to read the statements and answer. Model the activity saying *I think/In my opinion, there are certain customs the author doesn't enjoy, because...* Monitor and help when necessary.





## CHECK YOUR PROGRESS

### CHECK YOUR PROGRESS

I. Read and listen to this essay. What are the differences between both countries? Discuss with the class.

#### Comparing Japanese and Chinese Cultures

Japanese culture has been greatly influenced by the Chinese culture, but they are almost as different from each other as any two neighboring countries can ever be.

**Some similarities**  
To begin the comparison, both are typical Asian cultures. Many of the traditions in both old cultures are around family structure and social hierarchy. Most people in both countries have adopted Western clothes as the usual dress, and traditional ones are used occasionally for celebrations and festivities. However, in spite of all the Western influence, both countries still follow their own language and script, and even though Christmas is an important event, both countries have their own festivals and celebrations. Thanks to the continuous exchanges between people, both societies share aspects in music, art, sculpture and architecture. Lastly, the popularity of martial arts is a common feature in both societies. On the other hand, there may be differences in Japanese and Chinese martial arts techniques.

**Main differences**  
The level of self-discipline expected from a Japanese is very high. Even in conversation with each other, Japanese people follow a very polite approach. While in Japan it would not be easy to come across disputes in public, people shouting at each other, or other signs of social stress, China poses the picture of a typical developing country, with a less common level of politeness. Japanese food does not have much in common with Chinese food, which is spicy and involves a lot of frying and cooking. In contrast, the Japanese food is far less spicy, and has very delicate flavors compared to other local foods in Asia. Honor and hard work are two important characteristics of the Japanese culture today. Compared to their Chinese counterparts, the Japanese tend to be more hard working.

Adapted from: Know Japanese and Chinese Cultural Similarities and Differences. Retrieved from <https://totalandculture.esperitocad.com/comparing-japanese-chinese-cultures>

II. Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

III. Evaluate your progress according to your performance in Lessons 1 - 3.

Assessment			
I can distinguish cultural aspects	Accomplished	Almost accomplished	Need more work
I can contrast cultural aspects	Accomplished	Almost accomplished	Need more work
I can have a conversation describing and contrasting cultural aspects	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check Lessons 1 - 3 again with the help of your teacher.

14 UNIT 1 CHECK YOUR PROGRESS ON THE ROAD

Students check their progress evaluating their strengths and weaknesses. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.

I. **3** Read and listen to this essay. What are the differences between both countries? Discuss with the class.

As students read and listen, and discuss the differences between both countries, as a class.

II. **3** Which of both countries do you consider more similar to your country? Why? Discuss with the class and check with your teacher.

Now students discuss the similarities and differences between the two Asian cultures and their own culture.

III. Evaluate your progress according to your performance in Lessons 1 - 3.

Students should answer the Assessment chart. They read the sentences and tick the options that best represent them. In case the students have doubts, you may revise the specific contents studied up to now.

8. Listen to Peter and Ly-Sen talking about life in China and USA.

**Peter:** Ly-Sen, what differences do you find between life in the USA and in China?  
**Ly-Sen:** Chinese people have different meanings to define friends. *Friend* in China means lifelong friends who feel obligated to give each other whatever help that is required.  
**Peter:** In the US, we call people we meet friends. There are school friends, playing friends, work friends, etc.  
**Ly-Sen:** Yes, I see. Also, in China, we like to save money. We are very conservative when planning to spend money. What about money in the US?  
**Peter:** Well ... the truth is that few families save money for emergency or education in the USA.  
**Ly-Sen:** Family life is different in China too. Most families live with their elders because they are treated with enormous respect.  
**Peter:** In the USA it is very different, older Americans rarely live with their children.  
**Ly-Sen:** I see our cultures are very different Peter!  
**Peter:** Yes they are!

9. Follow the model in activity 8 and write a short dialogue about the cultural differences between the USA, China, and Mexico. Practice it with a partner and check with your teacher.

Towards the product Comparative table between cultures

SUBPRODUCT 2: Discussing differences and similarities

a. Choose a country from the ones mentioned throughout the unit and try to find as much information about it as possible.

b. Try to find as much information as possible about your own country. Then, put it together with the one from exercise a and organize the information into similarities and differences. Write statements about them on a separate sheet of paper.

c. Include your list in your portfolio.

I can do this I'm ready to move on.       I'm almost there I might need a bit of help.       I don't understand. I need more work on this.

To find information about different countries, you may use the following link: <https://www.infoplease.com/countries>

ON THE ROAD UNIT 1 LESSON 3 15

8. **4** Listen to Peter and Ly-Sen talking about life in China and USA.

Tell students that now they are going to listen to a conversation between an American boy and a Chinese girl. Before they listen, write the words Friends, Money and Family on the board and prompt students to make predictions of the differences that these two countries have in each aspect. Then play the recording and let them listen and check their predictions. Finally, you can ask them some questions to check comprehension, like for example What is a friend in China? Do they save money in USA? *What do Chinese people think about the elders?*

**TRANSCRIPT**

**Peter:** Ly-Sen, what differences do you find between life in the USA and in China?  
**Ly-Sen:** Chinese people have different meanings to define friends. Friend in China means lifelong friends who feel obligated to give each other whatever help that is required.  
**Peter:** In the US, we call people we meet friends. There are school friends, playing friends, work friends, etc.

**Ly-Sen:** Yes, I see. Also, in China we like to save money. We are very conservative when planning to spend money. What about money in the US?

**Peter:** Well ... the truth is that few families save money for emergency or education in the USA.


**Ly-Sen:** Family life is different in China too. Most families live with their elders because they are treated with enormous respect.

**Peter:** In the USA it is very different, older Americans rarely live with their children.

**Ly-Sen:** I see our cultures are very different Peter!

**Peter:** Yes they are!

9.  Follow the model in activity 8 and write a short dialogue about the cultural differences between the USA, China and Mexico. Practice it with a partner and check with your teacher. Students use the dialogue in activity 8 as a model and write a similar one about the differences between China, the USA, and Mexico in the aspects friends, money and family.

**Towards the product** 

**Comparative table between cultures**

**Subproduct 2: Discussing differences and similarities**

- Ask students to choose a country from the ones mentioned throughout the unit and try to find as much information about it as possible. They can visit the link suggested or they can go to the school library to search for the information.
- Students try to find as much information as possible about their own country and put it together with the one from exercise a, organize the information into similarities and differences and write statements about them on a separate sheet of paper.
- Explain to students that this is the second step of the product so they need to include the list of statements in their portfolio. They will use this list again when they work on the final product on page 18.  
Finally, invite students to self-evaluate their performance using the prompts. In case the students have doubts, you may revise the specific contents studied up to now.


10.  What do you know about family life in these three cultures? Discuss with your partner.







11.  Write a paragraph contrasting the cultural aspects that you discussed in activity 10. Check the exercise with your teacher and the whole class.  
Example: In India, family life is ... In contrast, in Asia ...

16 UNIT 1 LESSON 3 ON THE ROAD

10.  What do you know about family life in these three cultures? Discuss with your partner.  
Draw students' attention to the pictures that illustrate three different cultures. Motivate them to share their ideas about family life and talk about the similarities and differences that they notice. They should say as many ideas as they can.

**Answers**  
Answers will vary

11.  Write a paragraph contrasting the cultural aspects that you discussed in activity 10. Check the exercise with your teacher and the whole class.  
Now students use the ideas that they discussed in the previous activity to write a brief paragraph contrasting cultural aspects. Encourage them to look at the example and use similar structures. They may also go back to page 11 and use the expressions to make contrasts.

**Answers**  
Answers will vary

12 Complete the table with your observations.

Culture	Observations
Culture	Family importance, ...

13 Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher. Then, write your answer in the space provided.

ON THE ROAD UNIT 1 LESSON 3 17

**12. Complete the table with your observations.**

Students now summarize the information about the countries in the table. You may ask them to include more ideas in the table.

**Answers**

Answers will vary.

**13. Which of the cultures in exercise 10 do you think is more similar to your own culture? Discuss with your class and check with your teacher.**

Students get in groups and discuss the question. Check orally and on the board.

**FINAL DESTINATION**

**Product**

The screenshot shows a mobile application interface. At the top, it says 'FINAL DESTINATION' and 'Product'. Below that, there's a 'Comparative table between cultures' section with a table for 'Similarities' and 'Differences'. To the right of the table are instructions 1 through 5. Below the table is a 'USEFUL LANGUAGE' section with phrases like 'On the contrary', 'In contrast', 'At the same time', and 'Another similarity / difference is...'. At the bottom, there's a 'Reflect on your product' section with a checklist of questions like 'Did we do enough research and preparation?' and 'Are we pleased with the quality of the final product?'.

- 1 Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.
- 2 Take turns to suggest contrasts between the country you chose and your own. As a group, choose the most interesting ideas.
- 3 Complete this table on a piece of paper.
- 4 Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.
- 5 Put all the posters together and display them in a visible place of the classroom. Express contrast of cultural aspects to the rest of the class. Use expressions from all the texts throughout the unit as model.

Similarities	Differences

**Comparative table between cultures**

**1. Work in groups. Share your list of questions and answers (Subproduct 1, page 13) and your list of statements about cultural aspects (Subproduct 2, page 15) in your portfolio.**

In the same groups, students check and take turns to read the information they have recorded in their portfolio

**2. Take turns to suggest contrasts between the country you chose and your own.**

Students should contrast the cultural aspects of the country they have chosen with their own. Invite them to take turns to express their ideas. You may encourage the use of connectors to show contrast. Extra expressions they might use are in the following links that you can suggest to your students.

<https://dictionary.cambridge.org/grammar/british-grammar/comparing-and-contrasting/contrasts>

<https://multimedia-english.com/grammar/how-to-express-contrast-40>

Remind students that only part of the information can be used. Therefore, they should select from all the information they have, the most relevant and interesting one.

**3. Complete this table on a piece of paper.**

Students can copy the table on a piece of paper. Then they should complete the table with the information they have chosen before. Walk around the table and monitor the students.

**4. Stick the paper on a piece of cardboard to make a poster. Add a headline at the top and pictures or illustrations.**

Students need to place the table on a white cardboard, decide which ideas they are going to represent visually and write a headline to the table, as well. Let students make comments about what they have done so far. Then, invite them to check again the sentences they have written and add any other extra ideas, paying attention to spelling and punctuation. Also, invite students to check that both the text and visual information relate to each other. Give them enough time to finish their task.

**5. Put all the posters together and display them in a visible place of the classroom. Express contrast of cultural aspects to the rest of the class. Use expressions from all the texts throughout the unit as model.**

Students exhibit their work in a visible place in the classroom. Encourage them to take turns to present the information in front of the class. Remind them to use the expression in the Useful language window as they share their product. Finally, ask them to make a copy of the comparative table and include it in their portfolio.

**Reflect on your product**

Invite students to reflect on their work. Get them read the questions in the evaluation chart at the end of the page and tick the options that best represent their performance.

**Evaluation Instrument**

**Questionnaire**

Make a copy of the questionnaire on page 178 per student. Complete the questionnaire according to their performance in the unit and consider it as evidence of their progress.

**FLASHCARDS**

To review the vocabulary of the Unit, you can show them the Flashcards for Unit 1.

**Page 19**

**FINAL CHECK**

**FINAL CHECK**

I. Read and listen to the essay. Is this custom similar in your country? Discuss with the class.

**Besos: The Latin American kissing culture**

**S**o I heard about the Latin American culture of kissing as a way of greeting, but for some reason, I still imagined it as an occurrence between people who knew each other well. After all, that has been my experience a bit in Europe, even in Russian culture...

But I got a kiss on the cheek as soon as I got to Buenos Aires... from my flight attendant. Then my gym class instructors - you just walk in to class and are expected to kiss them - both men and women! My boxing class gym partner, my massage therapist. I recently went to a meetup where some new people walking in would walk around in a circle and kiss everyone who was already there!

At first I would be super awkward. When an unexpected person I don't know put out their cheek for kisses, I had to think about it and remember to be culturally appropriate! Some figure out that I'm American, so they don't go in for a kiss after all and I don't push for it. But after two months, I have gotten over my shock and I am at least at a point where I am expecting it and know what to do.

Overall, I definitely like the idea of it. Why shouldn't you kiss your massage therapist? And when people in the meetup walked around and personally kissed everyone, it made for a super warm community atmosphere right away, cutting out on the awkwardness. I think the world would be a better place if everyone kissed each other as greeting, although it would be a lot to get used to for me and I'm sure a lot of the rest of the world!

Adapted from Besos: The Latin American kissing culture. Retrieved from <https://www.ataah.atheismad.com/latino-america-kissing-culture>.

II. Regarding this topic, make a list of contrasts between the cultures mentioned in the text. Write them in a chart and discuss them with your class. Check with your teacher.

III. Evaluate your progress according to your performance in the Unit.

Assessment			
I can distinguish cultural aspects	Accomplished	Almost accomplished	Need more work
I can contrast cultural aspects	Accomplished	Almost accomplished	Need more work
I can have a conversation describing and contrasting cultural aspects.	Accomplished	Almost accomplished	Need more work

If most of your answers are insufficient, check the whole unit again with the help of your teacher.

FINAL DESTINATION UNIT 1 FINAL CHECK 19

In this final section, students tackle a task related to the social practice of the language. Read the instructions and give them enough time to answer this section. Monitor and provide assistance if needed. Check as a class.



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