

Student's Book

2

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Conget Student's Book

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1

Contents

Unit

Social Learning Environment: Family and Community Communicative Activity: Exchanges associated with the environment. Social Practice of the Language: Express complaints

about a product.

Opening
Stage 1
Stage 2
Stage 3
Closure
Assessment
Glossary

23

Social Learning Environment: Recreational and Literary Communicative Activity: Understanding oneself and others.

Social Practice of the Language: Read short literary essays to contrast cultural aspects.

Opening
Stage 1
Stage 2
Stage 3
Closure
Assessment
Glossary

Social Learning Environment: Academic and

Educational Communicative Activity: Interpretation and follow-up of instructions.

Social Practice of the Language: Produce instructions to prepare for a risky situation due to a natural phenomenon.

Opening	.43
Stage 1	.45
Stage 2	. 50
Stage 3	. 54
Stage 4	. 58
Closure	.61
Assessment	. 62
Glossary	.63

Unit

Social Learning Environment: Family and Community Communicative Activity: Exchanges associated with information of oneself and that of others. Social Practice of the Language: Comment on one's own experiences and those of others in a conversation.

80

Opening	 	64
Stage 1	 	66
Stage 2	 	69
Stage 3	 	73
Closure	 	77
Assessment	 	
Glossary	 	

Unit

Block 2

Social Learning Environment: Recreational and Literary Communicative Activity: Literary expression. Social Practice of the Language: Read theater plays.

Opening
Stage 1
Stage 2
Stage 3
Closure
Assessment
Glossary

Social Learning Environment: Family and Community Communicative Activity: Exchanges associated with media. Social Practice of the Language: Compare the same news story in different news publications. St

Stage 3	,
Closure	
Assessment	
Glossary	

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Block



	1	1	7	
			5	

. 135

Social Learning Environment: Academic and Educational Communicative Activity: Search and selection of information. Social Practice of the Language: Paraphrase
information to explain how a machine works.
Opening 113 Stage 1 115 Stage 2 119 Stage 3 124 Stage 4 129 Closure 132 Assessment 133 Glossary 134

Unit - 8

 Social Learning Environment: Recreational and Literary Communicative Activity: Recreational expression.

 Social Practice of the Language: Improvise a brief monolog on a subject of interest.

 Opening
 135

 Stage 1
 137

 Stage 2
 141

 Stage 3
 144

Unit <mark>• 9 •</mark>		 1	
	Unit	9	•

Social Learning Environment: Academic and Educational Communicative Activity: Handling Information. Social Practice of the Language: Discuss points of view to participate in a round-table discussion.

Opening	154
Stage 1	156
Stage 2	161
Stage 3	167
Closure	171
Assessment	172
Glossary	173



Social Learning Environment: Family and Community
Communicative Activity: Exchanges associated with
specific purposes.Social Practice of the Language: Express support and
solidarity when faced with an everyday problem.Opening..174Stage 1.176Stage 2.180Stage 3.184Closure..188Assessment.189Glossary..190

Bibliography																	•	•			•									19	91	1
--------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---	---	--	--	---	--	--	--	--	--	--	--	--	----	----	---



Block 3

. 174

Welcome to Come Together 2!

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

Opener

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

Learning Stages

Initial Assessment

this unit you will make a

small texts in English.

rstand them 2 I can identify and understand main ideas

understand it.

ects Then check (🖌) the stater

I sometimes find it difficult to understand

I can't read texts in English and I don't

per you will come back to this sec

Sections

Closure

Open

2

3

4

5

6

7

8

9

10

11

12

sks and evidence you will gather in the unit. Feel free I

to contrast it.

Assessme ck and check (🗸) your evi

How ready am I to get started?

1 I can read a small text in English and

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

Opening

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

ative table to contrast cultural aspects. Discuss in small grou he statements that best describe how well prepared you fer

Tasks

Choosing a cultural topic and voting for the one we like the most.

Information about the cultural habit I chose and the one I will use

Sharing the cultural habits I chose and discussing our opinions.

Reviewing reference material about the cultural topic I chose.

Using strategies to understand main ideas and structure of

Sharing the material I chose with my partner.

Paraphrasing my ideas using connectors.
 Organizing my information into draft paragraphs

Preparing my final version to present it to the class.

esenting my comparative table to the class.

Receiving and providing feedback.

I find it difficult to identify and un

I can't identify and understand n

I can't write sentences in English.

3 I can write some sentences in English. I find it difficult to write sentences in English

main ideas in a text in English

in a text in English.

Pages

24

26

28

28

31

34

34

38

39

39

40



Initial Assessment

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

Planner

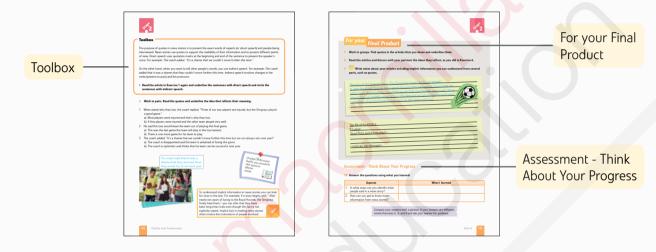
This table provides a list of the most important activities that build your Final Product of the unit so that you can go back and check them to verify your progress.

Planner

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Development

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



Closure

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

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

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Features

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



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



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



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



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



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



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



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

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

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Everything is ready and set to start. Have a good learning experience with Come Together 2.

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Communicative Activity:

Exchanges associated with the environment.

Social Learning Environment:

Family and Community



Let's sta<mark>rt together</mark>

- 1 Work in groups. Discuss and answer the questions.
- 1 Have you ever complained about something wrong with a product or service? Why?
- 2 How did you feel when making that complaint?



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Initial Assessment

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



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

Planner

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

Sessions	Sections	Tasks	Pages
1	Opening	How ready am I to get started?	8
2		Choosing a product or service to make my complaint.	10
3		Completing a card with information about my complaint.	11
4		Sharing impressions about our complaints.	11
5	Development	Choosing the expressions to make our requests and offer solutions.	13
6		Sharing feelings and reactions about our complaints.	15
7		Gathering information for our role-play.	17
8-9		Writing questions that I can ask about the product or service.	17
0-7		Organizing the information for our conversation.	18
10-11		Rehearsing our complaints.	20
10-11	Closure	Presenting my complaint to the class, and asking for feedback.	20
12		Assessment.	21

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



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

Conversation 1

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

Stage 1

Billy: I want to return a video game. It doesn't work. **Service assistant:** What do you mean?

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

Service assistant: Oh, I see. When did you buy it? **Billy:** About two months ago.

Service assistant: That's too bad. We can only give you back your money if products are returned 30 days after the purchase. But we can replace your game. Billy: That's fine. I don't want a refund, I just want to exchange the game, please.

Service assistant: OK then. I'll get you another one. Billy: Great! Thank you very much.

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

Conversation 2

Carlos: Excuse me!

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

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

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

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

Waiter: Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation. Carlos: I don't think I can eat anymore. I'm too angry. Just bring me the check. Waiter: Of course, sir. And again, my apologies.

A: Carlos is complaining about his food. B: Yes, the restaurant served something cold.



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

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

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





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

What did you buy?	What did you buy?
<u>A video game</u>	Who did you talk to?
Who did you talk to? Service assistant, telephone complaint	
	To learn more about complaints go to pages 6-14 in your Reader. 1

4 😨 Read and list<mark>en to Co</mark>nversation 2 again, underline the problem, and circle the solutions.

Conversation 2

Carlos: Excuse me! Waiter: Yes, sir. How can I help you? Carlos: We waited a long time for our food. It's finally here but it is cold! Waiter: I'm very sorry to hear that. I'll replace your dishes. Carlos: No. thank you. I'm not paying for any Waiter: Please, sir. I can bring the food again, but I'm afraid you must pay for what you ordered. Please accept some dessert on the house as compensation. Carlos: I don't think I can eat anymore. I'm too angry. Just bring me the check.

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

- **Carlos:** No, thank you. I'm not paying for any of these!
- 5 Work in pairs. Role-play the conversation in Exercise 4. Try to emphasize the attitudes in both speakers.

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





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

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

My attitude will be calm.

As a solution, expect the store to exchange.

My complaint is

My attitude will be

As a solution,

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

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



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

Assessment - Think About Your Progress

- 8 Work with your partner from Exercise 7. Tell each other if you did the things on the list when you described your complaint.
 - Did you explain what the problem was?
 - Did you share the solution they gave you?
 - Did you describe your attitude?

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

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Unit 1



Development

- 🝻 Listen to the complaint and discuss what is happening and who is participating. Use the questions as a quide.
- Who is Pepe talking to? 1
- 2 Are they talking face to face?

Clerk: Good morning. Can I help you?

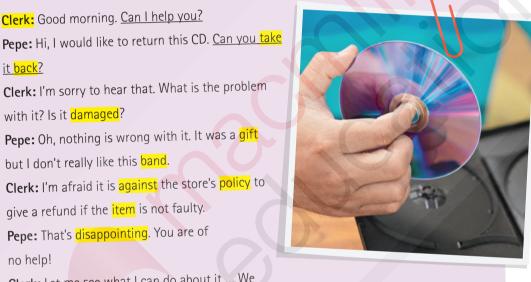
3 How does Pepe feel?

it back?

with it? Is it damaged?

but I don't really like this band.

Work in groups. Now that you understand what the complaint is about, read the conversation and 2 answer the questions together.



give a refund if the item is not faulty. Pepe: That's disappointing. You are of no help! Clerk: Let me see what I can do about it ... We could give you a gift card for the value of the CD. Then, you can choose anything from the store with a similar price and pay with the card. Pepe: Well, that's a better solution! Clerk: Could you fill in this form, please? It won't take long. Pepe: Can I use the card right now? Clerk: Of course! You can use the card any time you want. Pepe: That's perfect! Thank you! Clerk: You're very welcome.

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



Toolbox

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

Offering solutions: We could give you a gift card.

Requests: Could you fill in this form?

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

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

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

Offers	Requests
We could give you a gift card.	Can I help you?

For your Final Product

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

Request: Can you take back this video game? Offer solution: We could give you a refund or a gift card. Request: _

Offer solution: _

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Unit 1



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

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







- 5 Read the following expressions from the conversation in Exercise 2 and classify them under the correct category.
- 1 Clerk: I'm sorry to hear that.
- 2 **Pepe:** That's disappointing. You are of no help!
- 3 Clerk: Let me see what I can do about it ...

IF	ow Emț		

 Impolite Comment

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

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6

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

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



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

I was upset I couldn't get a refund.



Assessment - Think About Your Progress

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

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

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Development

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

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

Stage 3

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

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

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

Assistant: OK. I'm sorry about that. Do you know the name of the missing part?
Customer: No, I don't know the exact word, but it's the piece you need to change the speed.
Assistant: Oh, that's the gear. I'll make a report, and we'll send you the gear in four to six days.
Customer: OK, that's fine. Thank you very much.
Assistant: I'm happy to help, and I apologize for the inconvenience. Now let me get your information ...



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

Toolbox

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

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

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- **3** Work in pairs. Ask each other the first question in the conversation in Exercise 1. When you answer try to give solutions and the necessary information.
- A: What can I do for you?
 - B: This machine isn't working.
 - A: Did you turn on the switch that is in the back part of the machine?

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

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

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

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

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Unit 1



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



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

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

	A : Can 1 help you?	0	B: Introduce the complaint
A: Ask for information		\leq	B: Explain the complaint
		×	
A: Offer a solution		\leq	B: Agree or disagree

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

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

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

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



Assessment - Think About Your Progress

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

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

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

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Closure

Final Steps

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



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

Collect your evidence

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

Socialize

4 Now that you have rehearsed your complaint, present it to your class, or other class. When you finish, ask for feedback.

5 Discuss in groups.

- What was the most difficult thing for you when you were making a complaint about a product or service?
- What strategies did you use if you forgot or didn't know what to say? CMUAN FOUCATIC

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Assessment

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

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

KEY

1 | still need help. 2

2 lt's not easy, but I can do it.

3 l can do it very well.

4 I can help others.

- 2 Now that you have participated in the role-play of a complaint, answer the questions to evaluate your Final Product.
- 1 Was my complaint planned and well-organized?
- 2 Did it include all its components?
- 3 Was I polite when asking and offering solutions? Why?
- 4 Did I offer solutions to the complaint?
- 5 Did I express clearly my emotions and reactions with my voice and my words? Why?
- **3** Get together with classmates you worked with as a group during the unit and tell each other how you performed as part of a team. Check the statement that describes you according to your classmates.

Do I help my partners?

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

- How do I participate in oral exchanges like complaints?
- a) I refuse to participate.
- b) I participate very little.
- c) I participate actively.
- d) I participate so much that I don't let others speak.

How do you give feedback to your partners?

- a) I don't give feedback to my partners.
- b) I am very rude when I give feedback.
- c) I say the first thing that comes to my mind and I don't try to be helpful.
- d) I am respectful and try to help when I give feedback.
- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5 Go back to the Initial Assessment on page 8. In small groups, discuss your progres

Glossary

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

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

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

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

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

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

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

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

customer services (n) – the department of a company that provides customers with information and deals with any problems or complaints that they have damaged (adj) – physically harmed so that it is broken, spoiled, or injured

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

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

faulty (adj) – not working correctly or made correctly **fill in (v)** – to add information such as your name or address in the empty spaces on an official document **fitness (n)** – the state of being physically healthy and strong

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

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

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

I'm afraid (phr) – used for politely telling someone something that might make them sad, disappointed, or angry, for example when you cannot do what they want or do not agree with them **inconvenience (n)** – an annoying problem or situation, especially one that forces you to make an extra effort to do something

item (n) - and individual object

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

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

pay (v) – to give money in order to buy something **policy (n)** – a set of plans or rules agreed on by a store **purchase (v)** – to buy something

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

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

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

return (v) – the action of putting, sending, or taking something back to the place where it came from **screen (n)** – the flat surface on a computer, television, or piece of electronic equipment where words and pictures are shown

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

speed (n) – the rate at which something moves **stay (v)** – to remain in a particular situation or state **take back (phr)** – to take something that you have bought back to a store because it is broken or not appropriate

take long (phr) – used for saying or asking whether you will have to wait a long time for someone or something to be ready, arrive, or happen
wait (v) – to stay in one place because you expect or hope that something will happen

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Stage 2

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



Stage 1

Review short literary essays.

Unit 2

Social Practice of the Language:

Read short literary essays to contrast cultural aspects.

Stage **3**

Describe and compare cultural aspects.

Social Learning Environment:

Recreational and Literary

Communicative Activity: Understanding oneself and others.

Opening

Let's start together

- 1 Work in groups. Discuss and answer the questions.
- 1 What cultural habits from other countries do you know?
- 2 Have you read an essay before?
- 3 What kind of topics do you prefer to read?





Initial Assessment

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

1	I can read a small text in English and	I find it difficult to i
	understand it.	main ideas in a text
	l sometimes find it difficult to understand	I can't identify and
	small texts in English.	in a text in English
	l can't read texts in English and I don't	3 I can write some se
	understand them.	l find it difficult to
2	l can identify and understand main ideas	l can't write senter
	in a text in English.	

I find it difficult to identify and understand main ideas in a text in English.

I can't identify and understand main ideas in a text in English.

I can write some sentences in English.
 I find it difficult to write sentences in English.
 I can't write sentences in English.

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

Planner

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

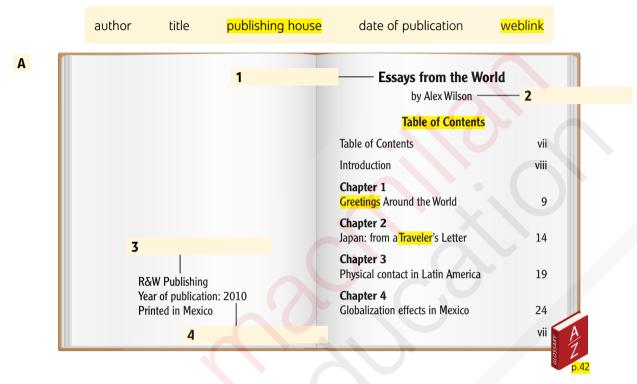
Sessions	Sections	Tasks	Pages
1	Opening	How ready am I to get started?	24
2		Choosing a cultural topic and voting for the one we like the most.	26
3		Reviewing reference material about the cultural topic I chose.	28
4		Sharing the material I chose with my partner.	28
5		Using strategies to understand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

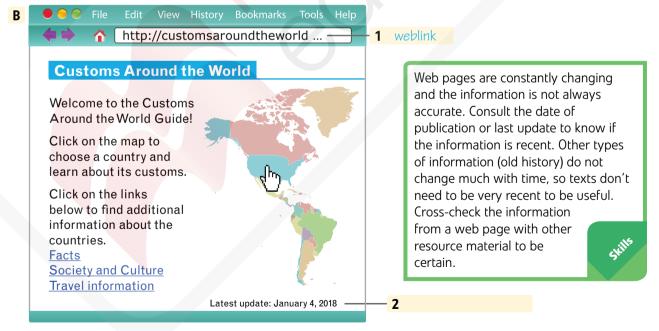
Don't forget to come back and check (\checkmark) your evidence.



Development

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



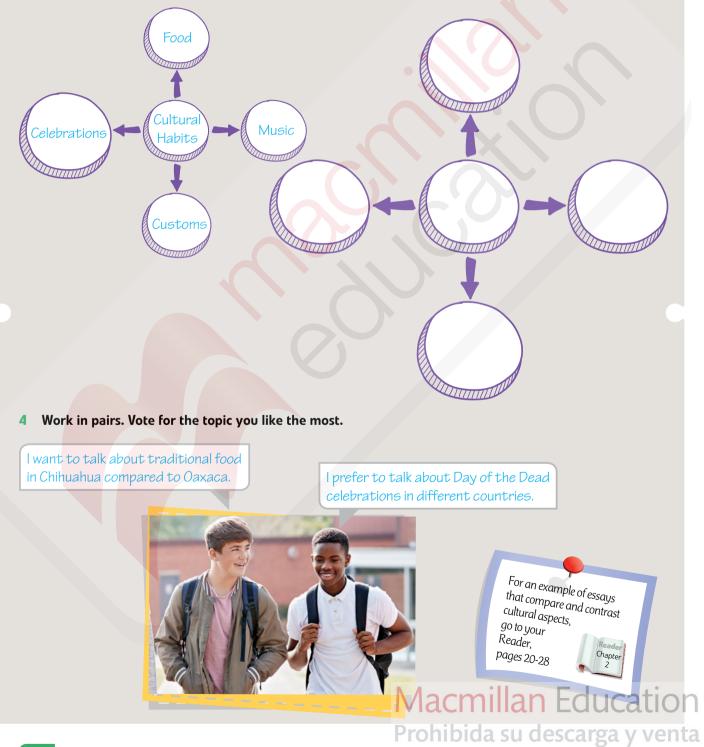


- 2 Work in pairs and discuss what the difference between both reference materials is.
- A: In the book, you can find information about specific countries. Cmillan Education B: In the web page, you can find information about the whole world. Prohibida su descarga y venta

25



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





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



- 1 What does the author think is the main problem?
- 2 What examples does he give?

6

- 3 What does he propose to solve the problem?
- 4 What is the purpose of the paragraph? Inform? Entertain?

Macmillan Education Prohibida su descarga <u>y v</u>enta

27



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

Title of the book or reference material:Essays from the World.Author:Alex WilsonPublishing house or weblink:R&W PublishingNotes (What is the material about?):It has information aboutcultural habits around the world.

Title of the book or reference material: Author: Publishing house or weblink: Notes (What is the material about?):

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

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

- B: I prefer the Customs Around the World web page, it has facts about the countries too.
- C: I think I can use both because my topic is difficult.

Assessment - Think About Your Progress

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

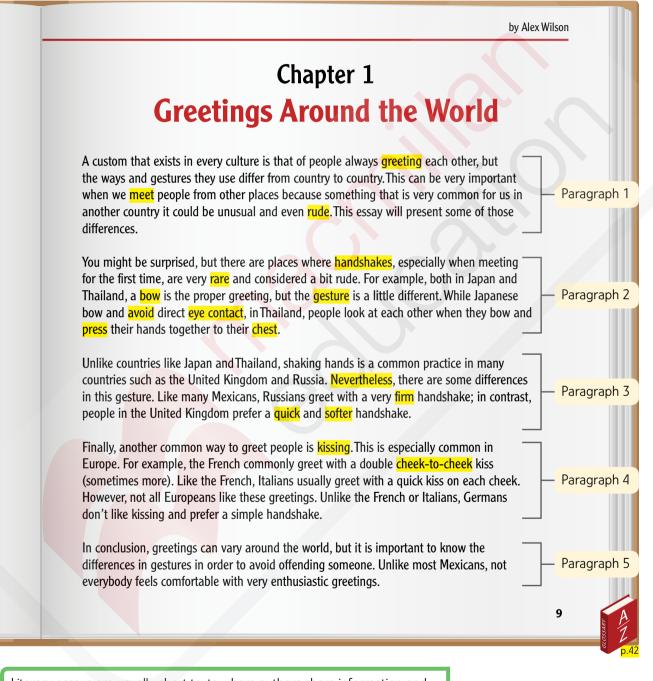
Title
Author
Publishing house or weblink
Purpose of the material

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



Development

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



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

Macrillan Education Prohibida su descarga <u>y v</u>enta

Unit 2

29



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



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

happywelcomeduncomfortableangryappreciatedunwelcomedImage: A: In my house, we prefer to give a handshake to strangers. Kissing strangers makes me
feel uncomfortable.A: In my house, we prefer to give a handshake to strangers. Kissing strangers makes me
feel uncomfortable.B: In my family, we give a firm handshake. I like it, it makes me feel welcomed.C: In my community, it is important to look at each other directly to the eyes. It makes
us feel appreciated.

- 4 Work in pairs. Read the essay in Exercise 1 again and discuss the questions. Try to infer the meaning of the unknown words from the context.
- 1 What cultural habit is the essay about?
- 2 How do people in Japan and Thailand do to greet each other?
- 3 Where is kissing a common habit to greet?
- 4 Why are greetings important?



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- 5 Read the essay in Exercise 1 again and put the number of the paragraph next to its description. If necessary, reread the Skills box on page 29 again.
- 1 This paragraph describes the introduction of the essay.
- 2 These paragraphs are the bodies of the essay.
- 3 This paragraph is the conclusion of the essay.
- 6 By now, you have read the essay from Exercise 1 several times. To monitor your comprehension, check (✓) if the information you remember is in the essay.
- 1 The importance of greetings around the world.
- 2 The differences between Japanese and Thai greetings.
- 3 The differences between Russian and Mexican greetings.
- 4 The differences between French and German greetings.
- 7 Work in pairs. Share your answers to Exercise 6 and go back to reread the essay in Exercise 1 to solve any doubt.

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

Strategies:

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

Main idea of each paragraph: Paragraph 1- Greeting each other is a custom

that exists in every culture.

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

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

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

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



Prohibida su descarga y venta

Unit 2

31



Main idea of each paragrap	
What is it about?	
Where does it happen?	
How does it happen?	
How does it happen.	
Why does it happen?	
	Macmillan Educati

32 Recreational and Literary



- 9 Work in pairs. Read the sentences from the essay in Exercise 1 and write the underlined words under the correct category in the table below.
- 1 <u>Both</u> in Japan and Thailand, a bow is the proper greeting, <u>but</u> the gesture is a little different.
- 2 Italians usually greet with a quick kiss on each cheek. <u>However</u>, not all Europeans like these greetings.
- 3 <u>Like</u> many Mexicans, Russians greet with a very firm handshake; <u>in contrast</u>, people in the United Kingdom prefer a quick and softer handshake.
- 4 <u>While</u> Japanese bow and avoid direct eye contact, in Thailand, people look at each other when they bow and press their hands together to their chest.
- 5 <u>Unlike</u> the French or Italians, Germans don't like kissing and prefer a simple handshake.

To Show a Difference (Contras	t) To Show a Similarity (Compare)
Unlike	

Toolbox

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

- Use the connectors from Exercise 9 to paraphrase the ideas and make sentences. Read the Skills box to understand what paraphrasing is.
- 1 Mexicans usually hug. Americans almost always shake hands. <u>While Mexicans usually hug when they meet. Americans almost always shake hands.</u>
- 2 Mexico celebrates Independence Day. The USA celebrates the Independence Day.
- 3 Mother's day in the USA is on the second Sunday of May. Mother's day in Mexico is on May 10th.
- 4 Mexico celebrates *Día de Muertos*. Canada doesn't celebrate *Día de Muertos*.

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



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

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

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

In my community, people look at each other directly to the eyes and shake their hands when they greet. In contrast , people in Thailand don't shake their hands, they bow.	
	5
	No.

Assessment - Think About Your Progress

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

ldentify the main idea.	
Making a mental image of how you would feel in such situations.	
Asking questions.	
Understanding the essay's structure.	
Rereading to get more details from the text.	
Paraphrasing the ideas in your own words.	1

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

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34



Development

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

Conclusion

Housing People

Essays from the World

Chapter 2 Japan: From a **Traveler's Letter**



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

1

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

2

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





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

3

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



14

Macmilla Prohibida su descarga <u>y v</u>enta 35



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

- Use two different colored pencils.
- Underline or highlight in one color all the information related to Mexico.
- Underline or highlight in other color all the information related to Japan.
- **3** Work in pairs. Use the information you underlined in Exercise 2 to complete the table. Discuss your findings with your partner.

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

I believe that people in Mexico are friendlier and loud.

I think houses in Japan are very fragile.

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

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



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



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



Macmillan Education Prohibida su descarga y venta Unit 2 37



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

There is a subtitle for each paragraph.

The sentences are complete ideas.

There is a main idea and examples or contrasting ideas in the paragraph.

There is a conclusion.

~	
V-	
× = (/ /	

For your Final Product

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

Include:
A main idea
Examples, or contrasting ideas
joined by connectors.
· A conclusion
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Prohibida su descarga y vent



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

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

I liked the idea of having firm handshakes.



Assessment - Think About Your Progress

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

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

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

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Closure

Final Steps

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

Collect your evidence

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

Socialize

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



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Assessment

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

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

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

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

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

- 1 Did all the team members take turns and listen to others attentively?
- 2 Did all the team members help to prepare for the presentation of the comparative table or organizer?
- 3 Did all the team members offer constructive and respectful feedback?
- 4 Did all the team members respect others' ideas and suggestions?
- 5 I need to improve _
- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5 Go back to the Initial Assessment on page 24. In small groups, discuss how you progressed in this unit.

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Glossary

affectionate (adj) - showing that you love or care about someone or something angry (adj) – very annoyed artisan (n) – a worker who has special skill and training, especially one who makes things **avoid (v)** – to try to prevent something from happening **bow (n)** – a forward movement of the top part of your body, especially to show respect **broadcast (v)** – to send out messages or programs to be received by radios or televisions cheek-to-cheek (phr) – to hold each other very close with the sides of their faces touching **chest (n)** – the upper part of your body between your neck and your stomach eye contact (n) – a situation in which two people look at each other's eyes feature (n) – an important part or aspect of something firm (adj) – solid gesture (n) – a movement that communicates a feeling or instruction glass (n) – a hard clear substance used for making objects such as windows greet (v) – to behave in a polite or friendly way toward someone when you meet them **greeting (n)** – something polite or friendly that you say or do when you meet someone ground (n) – the surface of the Earth handshake (n) - the act of shaking someone's hand, for example as a greeting **help (v)** – to give someone support or information so that they can do something more easily **kind (adj)** – behaving in a way that shows you care about other people and want to help them **kiss (v)** – to touch someone with your lips landscape (n) – an area of land that is beautiful to look at or that has a particular type of appearance **lightweight (adj)** – weighing less than other things of the same type loud (adj) – used for describing a person who talks in a strong and confident way media (n) – a way of communicating information and ideas, especially to a lot of people, for example newspapers or television

meet (v) - to come together with someone

nevertheless (adv) – used to show how a sentence is related to what has already been said press (v) - to push **publishing house (n)** – a company that publishes books or magazines quick (adj) – able to move fast or do something fast quiet (adj) – making very little or no noise rare (adj) – not happening very often retail store (n) – one of a group of shops that belong to the same company rice (n) – a food consisting of small white or brown grains that are eaten cooked rude (adj) – not polite **share** (v) – to use or to have something at the same time as someone else sliding screen (n) – a door that you open and close by sliding it softer (adj) – not firm straw (n) – the yellow stems of dried crops such as wheat support (v) - to approve of an idea, a person, or organization and help them to be successful table of contents (n) – a list in a written work, such as a book, that indicates the page number where each chapter or section of it starts travel (v) – to go on a long journey traveler (n) – people who travel **uncomfortable (adj)** – having an unpleasant or slightly painful feeling weather (n) – the conditions that exist in the atmosphere relating to temperature, precipitation, and other features weblink (n) – a word or image in a computer document that you can click on in order to move to a related website

welcome (v) – to feel pleased

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

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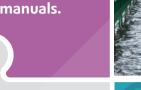


Stage 1

Select and review instruction manuals.

Stage 2

Read and understand instruction manuals.





Social Practice of the Language:

Produce instructions to prepare for a risky situation due to a natural phenomenon. Stage 3

Write instructions.



Stage 4 Edit instruction manuals.

Social Learning Environment: Academic and Educational **Communicative Activity:** Interpretation and follow-up of instructions.

Opening

Let's start together

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

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Initial Assessment

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

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

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

Planner

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

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

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



Development

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



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

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

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

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

A: This manual explains what the flags mean when you are at the beach. B: It also uses symbols so everyone can understand what each flag means.

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

TABLE OF CONTENTS

What is a hurricane? p 2

Instructions

Before	р	3
During		
After	р	7

Abbreviations p 10 Emergency numbers p 11





5

6

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

If you are ordered to evacuate:

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



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

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

1 Where can you find information about the different parts of the manual?

- 2 How many sections does the manual have?
- 3 Are bullets (•) used to list instructions or to decorate?

- 4 What is the purpose of the pictures?
- 5 What is the purpose of putting text in a green box?
- 6 Why are some words in intense black?

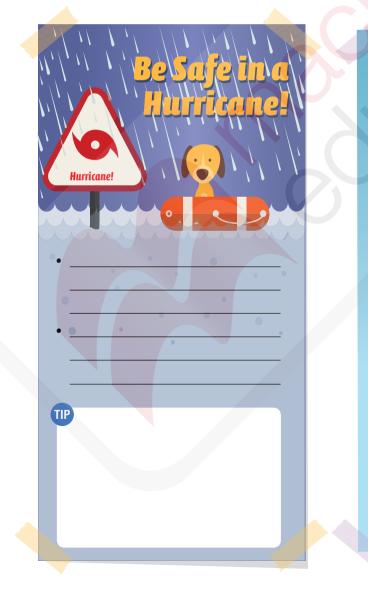


5 Work in small groups. Share your answers from Exercise 4 and discuss what graphic elements make the information more visible and easy to identify in instruction manuals.

A: I think that highlighting important parts helps others see them. B: Pictures help me understand better what to do.

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

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



Prevent and Act if a Hurricane Strikes

TIP



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Unit 3



7 Work in groups. Discuss and answer the questions.

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

For your **Final Product**

- 8 According to what you discussed, what kind of information and pictures do you need to include in instructions for environmental emergencies depending on your audience? Write your conclusions.
- 9 Work in small groups. Make a list of environmental emergencies that can happen in your community or nearby.

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



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

Assessment - Think About Your Progress

What to Do in Case of:

12 Answer the question to reflect on your performance.

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

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

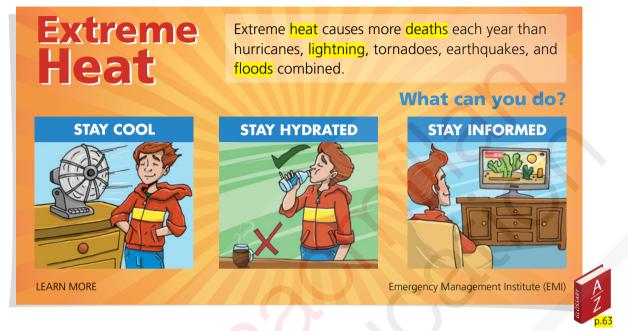
49

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Development

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



- 1 What does the poster inform about?
- 2 How do you feel when the weather is extremely hot?
- 3 What other things can you do to protect yourself from extreme heat?
- 2 Read the text in the website and discuss with a partner what it is about and what the words in intense black indicate.



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

First, identify these physical signs that indicate heatstroke: Body temperature higher than 38 degrees; red, hot, and dry skin; no sweating; intense headache and / or dizziness; confusion; nausea or vomiting; unconsciousness. The higher the temperature is, the more dangerous the situation can get. Second, get the victim to a shady area and try to cool him down rapidly. If the person can drink, give him cool water or any drink without caffeine or alcohol. Apply cold water. For example, you can wrap the person in a wet sheet with ice cubes or immerse him in cold water.

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

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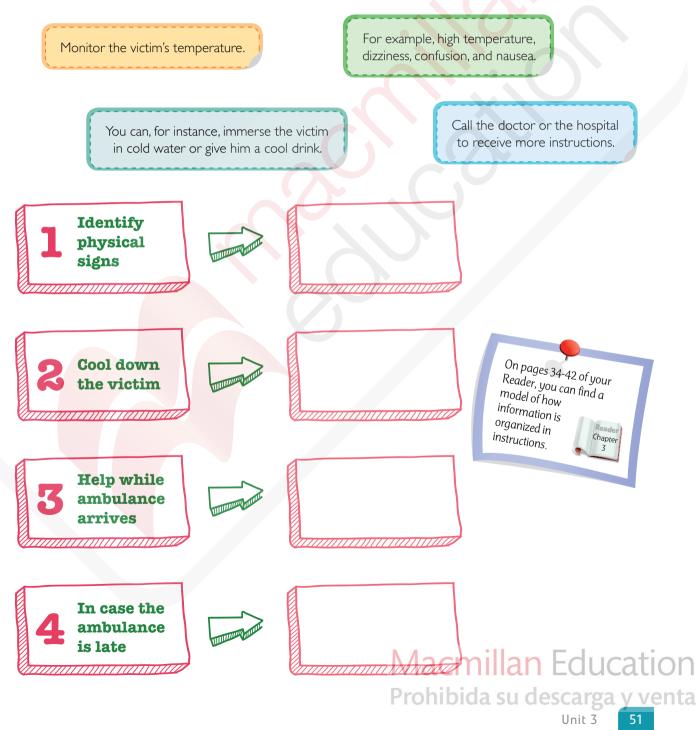
Finally, call a doctor or hospital to receive more instructions if the paramedics don't arrive fast.



Toolbox

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

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





- 4 Work in pairs. Discuss why it is important to organize instructions in order and grouped by topic as you identified in Exercise 3. Is the result the same if you do the steps in a different order?
- A: I think instructions that are not in order can be confusing to read.
 - **B**: Yes, when I read a text with a lot of instructions, I want to see the steps of what I have to do.
- 5 In the poster for your Final Product you will need to include the steps to follow during an environmental emergency as well as safety tips, which are extra recommendations. To make sure that you understand the difference, read the sentences and write whether they are tips or instructions.
- 1 Drink a lot of water to avoid dehydration.
- 2 First, take the heatstroke victim away from the sun.
- 3 Avoid strong physical activity outdoors in extreme heat.
- 4 Then, cool down the victim with cold water.
- 5 Do not leave children or pets locked in a car in extreme heat.





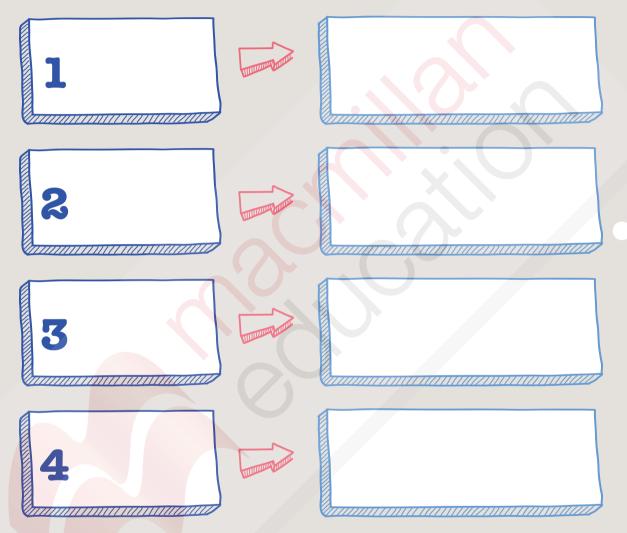
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For your Final Product

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



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



Assessment - Think About Your Progress

- 8 Check (\checkmark) the ways to organize instructions that you know now.
- 1 Using sequence words.
- 2 Using sections to group topics together.
- 3 Including additional safety tips.

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

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Unit 3

53



Development

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



Stand at indicated security areas.



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



Stay away from heavy furniture and windows.



Don't go into an elevator.



Go to the assembly point.



A: I have seen this sign before. I think it informs about what to do in case of wildfires. B: What about this one? I think it's about what to do in case of a hurricane.

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

	During the earthquake
	After the earthquake
\circ	

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

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



- 1 What new recommendations to face earthquakes did you learn?
- 2 What instructions did you already know?
- 3 Which recommendations from the fire chief do you think could be important to share with others?
- 4 Work in pairs. Discuss what instructions from Exercises 2 and 3 are the most important for you and write them in the flyer. Add a title to explain what emergency they are for.



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

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



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

Toolbox

6

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

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

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

For your Final Product

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



•	
•	
•	
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•	
•	

Assessment - Think About Your Progress

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

1 Select important information to write steps.

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

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

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

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

57

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Development

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

Prevent

Stage 4



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

__ Act!

Finally, in case of a wildfire, evacuate your house or the affected area as soon as possible. <u>Try to</u> <u>reach a high point in your community to avoid</u> <u>being swept away by the flood water</u>. If you can't evacuate your house, take curtains and flammable furniture away from the windows, and close the windows. Turn off the gas and electricity. If smoke comes inside the room where you are, drop to the floor and cover your mouth with a wet cloth or handkerchief. Call an emergency service, report your location, and ask for further instructions.

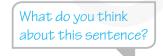
Introduction

First, you need to know what a wildfire is. Wildfires are uncontrolled fires. They usually happen in places

with lots of vegetation because they serve as combustible material for the fire. Wildfires are unpredictable and travel very fast, so be aware of the danger and follow these instructions:



- 1 Did you use the titles of the sections to help you determine the order of the paragraphs?
- 2 Did you find sequence words to help you organize the paragraphs? Which?
- 3 Did you use other things to help you determine the order of the paragraphs? Which?
- 2 Work in groups. Look at the pictures in the text from Exercise 1 and follow the instructions.
- 1 Describe what you can see in the pictures.
- 2 Discuss if the two pictures are related to the ideas in the paragraphs. Cross out the picture that is not helpful to illustrate the ideas and propose a better picture.
- 3 Look at the paragraph without a picture and propose one that could help explain or illustrate something. It can be a sign or another type of picture.
- **3** Work in pairs. Read the paragraph with the title *Act!* in the instruction manual in Exercise 1 and discuss why the underlined sentence should not be part of the paragraph.



I think it has a different topic.

What is it about? And what is the paragraph about? Macmillan Eculocation Prohibida su descarga y venta



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

A: I think we should eliminate information that is not about our important ideas. B: You can still make changes in the text or with the illustrations before you write your final draft.

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



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

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

Toolbox

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

turn off the gas and electricity		
Corrected sentence: <u>1</u> Turn off the gas and electricity.		
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For your **Final Product**

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

Check pages 34-42 in your Reader to check what pictures are appropiate to illustrate instructions.

Assessment - Think About Your Progress

- Answer the questions to reflect on your learning. 9
- How easy or difficult was it for you to edit your instructions? 1
- Which was more difficult for you: spelling, punctuation, or capital letters mistakes? 2

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

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Closure

Final Steps

- 1 Work in small groups. Share your instructions and list of illustrations to give and receive feedback. Use the checklist below to help you evaluate your classmates' texts. You can add another strategy that can help you review your texts.
 - 1 The instructions have a title, subtitles, illustrations, symbols, etc.
 - 2 The information is well organized in sections or steps.
 - 3 The instructions are written in sequence and use numbers or words to indicate it.
 - 4 The pictures chosen will help understand the instructions for an environmental disaster.
 - 5 There are no spelling, capital letter, or punctuation mistakes.
 - 6 Other strategy:
- 2 Write the final version of the instructions in your poster with the feedback from your classmates. If possible, use a large piece of paper or construction paper. Print, cut out, or draw the illustrations you chose for your poster.

Collect your evidence

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

Socialize

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

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Unit 3

Assessment

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

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

KEY

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

- 2 Read the sentences and underline those that describe the instructions for environmental emergencies that you created for this unit.
- 1 My instructions are divided in sections that include title, steps, and illustrations.
- 2 My instructions are disorganized and do not have enough information.
- 3 My instructions have pictures that illustrate the steps to follow.
- 4 My instructions were clear for most of my classmates during my presentation.
- 5 My instructions still need graphic elements and / or pictures to be clearer.
- **3** Choose the answer that is closer to the way you worked with your classmates during the unit.
- 1 When others gave me feedback to improve,
 - a) I didn't like it and didn't use it.
 - b) I considered it and applied what was useful.
- 2 When I worked with partners,
 - a) I tried to participate actively.
 - b) I did most of the things alone.
- 3 When other classmates presented their instructions,
 - a) I listened and found things I could use.
 - b) I was a litt<mark>le bored</mark>.
- 4 Work as a class to review all the answers in this page and discuss how you can improve. Ask your teacher for guidance when necessary.

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

Glossary

ahead (adv) - in front of someone

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

arrange (v) – to make plans for something to happen **avoid (v)** – to try to prevent something from happening

board (n) – long piece of wood

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

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

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

drop (v) - let yourself fall

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

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

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

headache (n) – a pain in your head

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

heatstroke (n) – a serious medical condition caused by doing too much physical activity in hot weather
hit (n) – an occasion when someone or something

uses their hand or an object to touch another person or thing with a lot of force

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

out-of-town (n) – happening in another town or city **overload (n)** – a damage in an electrical system or a piece of electrical equipment by putting too much electricity through it

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

shady (adj) - sheltered from the hot sun

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

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

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

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

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

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

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

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

wave (n) – raised water

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

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

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

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

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Unit 3



Stage 1

Listen to and review conversations about personal experiences.

Stage 2

Understand general sense, main ideas, and details.

Unit 4

Social Practice of the Language:

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

Stage **3**

Share personal experiences in a conversation.



Social Learning Environment: Family and Community

Communicative Activity: Exchanges associated with information of oneself and that of others.

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Opening

Let's start together

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

Initial Assessment

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

I find it difficult to ...

describe an experience in English.

understand what other people tell me in English.

give details about something that happened to me.

work collaboratively with a partner.

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

Planner

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

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

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



Development

- 1 🚱 Work in small groups. Listen to the conversation and answer the questions.
- 1 How many people participate in the conversation?
- 2 Are they talking face to face? How do you know?
- 3 What anecdote does the boy share?

A: Two friends participate in the conversation. B: Yes, a boy and a girl.



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

2 **6** Work in pairs. Read and listen to the conversation from Exercise 1 again. Look at the underlined sentences and match them to the parts of the anecdote you think they are.

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

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

Sonia: Oh, no! What time was it?

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

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

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

- 1 How Carlos felt: _
- 2 How it all started (introduction): ____
- 3 When it happened:

that, I grabbed my backpack and ran out the door. I was freaking out! I had just promised my teacher I would never be late again! Sonia: Did you take the bus? Carlos: No, I rode my bicycle really fast to school. When I arrived at school, I ran to the entrance, but the door was closed and locked! There were no students or teachers outside. (3) <u>After all I had run ...</u> <u>I was really upset</u>!

Sonia: Do you mean everybody was already in class? **Carlos:** That's what I thought at first. Then I remembered it was Sunday! I still can't believe I did that! Has anything like that ever happened to you?





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For your Final Product

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

When and where did it happen?

What was the experience about?

How did it begin?

My Anecdote

My Anecdote

When and where it happened: Last year, during summer vacation, on the road to the river What the experience was about: The day I met my best friend.

How it began: I was helping my mother carry water home from the river. When and where it happened:

What the experience was about:

How it began:

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

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



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

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- 5 Work in pairs. Read the conversation in Exercise 2 again and discuss what expressions the speakers use to transmit the ideas listed below. Then read out loud the expressions you identified and try to show the emotions they refer to.
- 1 I was consternated to see I was going to be late for school.
- 2 I am very surprised you decided to take a shower in those circumstances.
- 3 I was nervous and worried.
- 4 I am still surprised and upset about what I did.
- 6 Work in pairs. Read the Skills box. Then go back to page 66 and listen to the conversation from Exercise 2 again. Circle in red the lines that use emphasis and faster speed. Circle in blue the lines that sound neutral.

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

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

For your Final Product

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

How I felt: happy, tired, a little upset

How I felt:

Assessment - Think About Your Progress

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

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

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

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8 Family and Community



Development

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





B: I think the dog ate the <mark>parrot</mark>. **B**: I think the boys helped the lady <mark>get rid of</mark> the parrot.



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

Mark: Something terrible happened to us last weekend.

Jane: Really? What?

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

Jane: Do you mean Mrs. Dean, your nice neighbor? Mark: Yes. And Ben panicked. He asked me what we were going to do.

Jane: And what did you do?

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

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

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

Jane: What happened then?

Mark: The next morning we heard a loud scream. It was Mrs. Dean. I ran out and asked her what was wrong. She explained that her parrot had died the week before and that she had buried it, so she was terrified when she saw it back in the cage. Jane: Wait! Her parrot was dead before this happened? Mark: Yes. She had buried it and Rex had dug it out of the ground because he smelled it.

Jane: Did you explain?

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

Jane: Was she very angry?

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

Jane: Wow! She is really nice!



69

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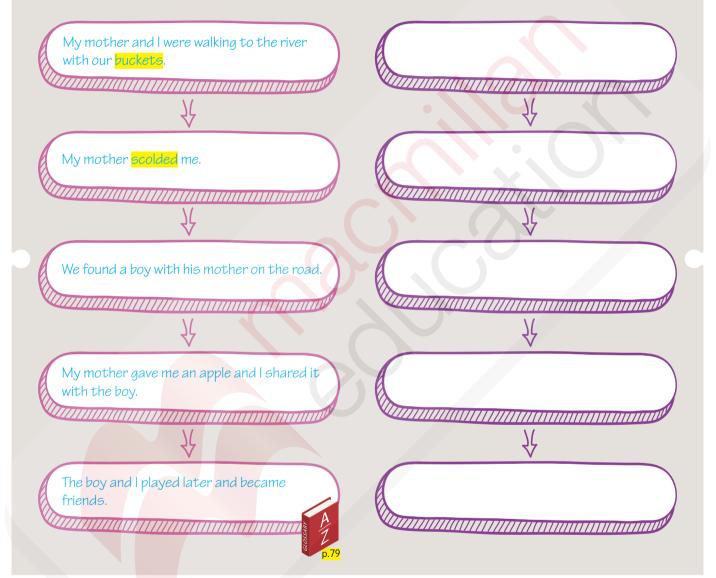
- · The brothers heard Mrs. Dean scream.
- The brothers apologized to Mrs. Dean.
- $\cdot\,$ The brothers cleaned the parrot and put it in its cage.
- · Rex arrived with Mrs. Dean's parrot in its mouth.
- Mrs. Dean explained her parrot died the week before.

First, Rex arrived with Mrs. Dean's parrot in its mouth. 1/1/1/1/1/ λ Next, λ After that, Ŷ Then, You can explore an example of how anecdotes are Y organized in the story on pages 46-56 in In the end, your Reader. Chapter 4 Macmillar ati Prohibida su descarga y venta



For your **Final Product**

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



Toolbox

- Read the underlined words in the anecdote from Exercise 2 and write them next to their use.
- 1 To explain a reason: _
- 2 To express a consequence: ____

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

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71

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



For your Final Product

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

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

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

Assessment - Think About Your Progress

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

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

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



Development

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



Mark: Something terrible happened to us last weekend.

Jane: Really? What?

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

Jane: Do you mean Mrs. Dean, your nice neighbor? Mark: Yes. And Ben panicked. He asked me what we were going to do.

Jane: And what did you do?

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

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

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

Jane: What happened then?

Mark: The next morning we heard a loud scream. It was Mrs. Dean. I ran out and asked her what was wrong. She explained that her parrot had died the week before and that she had buried it, so she was terrified when she saw it back in the cage. Jane: Wait! Her parrot was dead before this happened? Mark: Yes. She had buried it and Rex had dug it out of the ground because he smelled it. Jane: Did you explain? Mark: Yes, Ben told her that Rex had found the parrot and we thought he had killed it, so we cleaned

it and put it in the cage. We told her we had made a mistake. We said we were sorry.

Jane: Was she very angry?

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

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

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

For your **Final Product**

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

My mother and I were walking to the river with our buckets. It was hot, so I was angry. I said I was tired and didn't want to go. My mother scolded me because I was angry and complaining.

We found a boy with his mother on the road. I said hello and we started talking. He told me his name was Pedro. We laughed a lot because we liked each other. He told me he was hungry.

My mother gave me an apple and I shared it with him. My mother said it was a good thing to share. Pedro thanked me and said we should be friends. I was very happy. Pedro and I played later and became friends. We played hide and seek and we were very tired and hungry. We shared another apple. Pedro is now my best friend and I feel great about it.

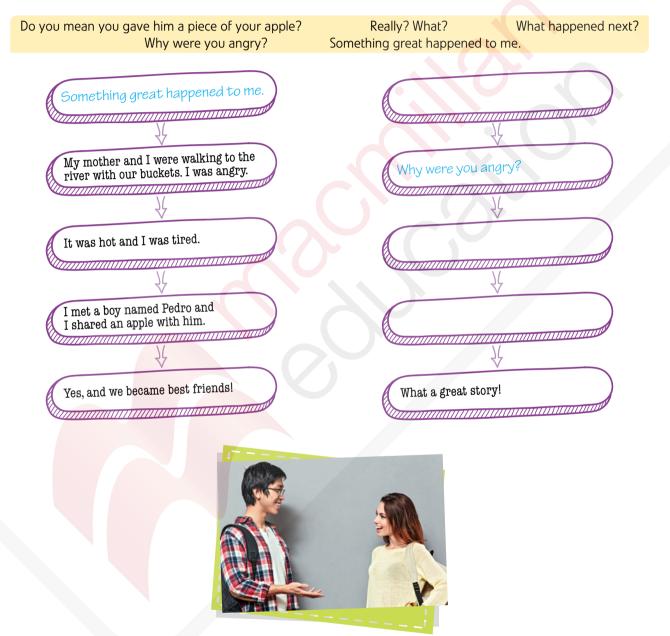
4 Read the anecdote from Exercise 1 again and follow the instructions.

- 1 Circle in blue the phrase Mark uses to begin his anecdote.
- 2 Circle in red the questions Jane asks to make sure that she understands.
- 3 Circle in green the questions Jane asks to know more details.

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



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



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



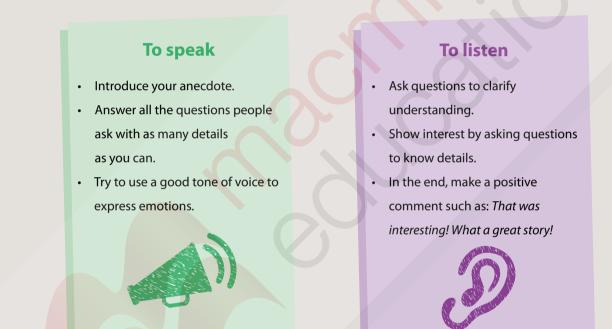
For your **Final Product**



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

Something great happened to me last summer.

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



Assessment - Think About Your Progress

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

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

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

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Closure

Final Steps

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

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

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

Collect your evidence

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

Socialize

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

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Unit 4

77

Assessment

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

- 1 Do you need help to identify the main events in a personal experience?
- 2 How well can you add details to a personal experience you share?
- 3 What can you do to share what other people said during a past event?
- 4 What can you do to show interest when someone shares an experience?
- 5 What can you do to improve your performance?
- 2 After sharing anecdotes with your classmates, answer what you think about your anecdote and ask a classmate for his / her opinion about your work.

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

- 3 Get together with the classmates you worked with as a group during the unit and together decide which aspects you can check (√). Discuss what you all need to improve.
 - We took turns and listened to others attentively.
 - We helped each other prepare for our presentation.
 - We participated with questions when others shared their anecdotes.
 - We accepted others' suggestions to improve.
- 4 Work as a class and review the answers on this page. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5 Go back to the Initial Assessment on page 65. In small groups, discuss your progress in this unit.

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Glossary

apologize (v) – to tell someone that you are sorry for doing something wrong or for causing a problem **bucket (n)** – a round open container with a handle, used for carrying liquid and substances such as sand or dirt

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

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

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

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

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

face to face (adv) – in a situation where you are meeting and talking to another person directly freak out (v) – to be or to become afraid or frightened get rid of (v) – to throw away, give away, or sell a possession that you no longer want or need get dressed (v) – to put your clothes on grab (v) – to take hold of something in a rough

or rude way

ground (n) – an area of land

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

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

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

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

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

neighbor (n) – someone who lives near you

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

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

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

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

take place (phrs) - to happen

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

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Stage 1

Select and review short theater plays for young people.

Stage 2

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

Unit 5

Social Practice of the Language:

Read theater plays.

Stage **3**

Participate in the reading out loud of theater plays.

Social Learning Environment:

Recreational and Literary

Communicative Activity: Literary expression.

Opening

Let's start together

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

] sho<mark>rt storie</mark>s

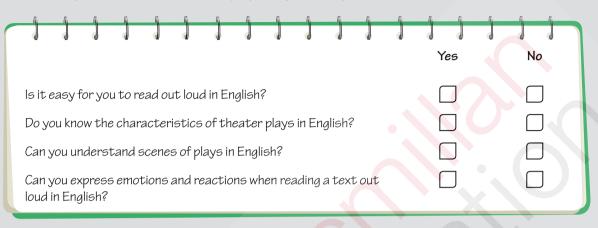
poems

- theater plays
- novels
- 2 Work in groups. Discuss and answer the questions.
- 1 Have you ever watched a theater play in your mother tongue?
- 2 Did you like it? Why?
- 3 What is your favorite theater play?



Initial Assessment

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



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

Planner

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

Sessions	Sections	Tasks	Pages
1	Opening	How ready am I to get started?	81
2		Writing a list of theater plays.	85
3		Completing a notecard with the information about the play we chose.	85
4	Davalanment	Circling and writing examples of stage directions from the play we chose.	87
5	Development	Reading out loud the scene we chose.	88
6		Completing an organizer with the emotions the play we chose makes us feel.	89
7		Practicing reading out loud the scene we chose using the guidelines with tips to help us.	91
8		Rehearsing the scene from the play we chose.	93
9	Closure	Giving and receiving feedback.	93
10		Making notes about what I need to improve.	70
11		Performing the reading out loud of our scene.	93
12		Assessment.	94

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



Development

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



- 1 Which play is for children?
- 2 Which play is about a character that does not want to grow up?
- 3 Which play is for adults only?
- 4 What is Mary Heart of Gold about?
- 2 Work in pairs. Read the Skills box and decide what the genre of each of the plays in Exercise 1 is.

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



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





- **3** Work in pairs. Read the questions and look for their answers in the scene from the play *Mary Heart* of Gold.
- 1 How many characters are there in the play?
- 2 Who are the characters in scene one?
- 3 Where does the scene happen?
- 4 After this fast scan, what happened in this scene? Explain.



Mary Heart of Gold By Adriana Woods

Cast of Characters: Narrator Mary: a good-hearted old woman. Mary's conscience: a voice that guides Mary's actions. Karla: 25 years old Bus driver: 40 years old

ACT I – SCENE ONE

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

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

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

[Dim lights completely. Change sets.]

83

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

1	First, <u>she looks at the table.</u>	Contraction of the
2	Then, she	2 Frit
3	Next, she	
4	Finally, she	
		Mary Hea [®] of Gold

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

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

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



rt OB



A: I believe Mary is worried. B: I think she is very old. She moves very slowly.



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For your Final Product

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

Theater plays in English:	For an example of
	For an example of a theater play, go to pages 62-70 in your Reader.
	Reader Chapter 5

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

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

Assessment - Think About Your Progress

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

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

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Education

85



Development

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

ACT II – SCENE ONE SETTING

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

Karla: (Looking amazed at the basket of apples) My goodness! (*Enthusiastically*) I've never seen such beautiful apples. With them, I could make my grandmother the apple pie that she loves so much! Narrator: Mary, with her heart of gold, was moved by the fact that the young girl loved her grandmother so much. Mary didn't know it, but her conscience was watching her again. Mary: (Looking at audience attentively) The girl is so sweet, and what she wants to do is so considerate! Should I give her my apples? ... I think I will. Mary's conscience: (Standing away from the characters) Well done, Mary. You will not regret all the good things you do. Mary: (Compassionately to Karla) My dear, if you like them so much, they're yours. Karla: (Shyly) You're too kind, but ... Mary: (Interrupting) No buts, my dear. I insist. Karla: All right, but I can't take them for free, so please take my mittens in exchange. Mary: All right, then. (Smiling while putting the mittens on) Thank you, my dear. They're beautiful! [An abrupt sound of the bus arriving and the doors of the bus opening] Bus driver: (Shouting angrily) Good morning! Mary and Karla: (Surprised) Good morning ...

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

[End of scene. Dim lights.]



A: Karla is a secondary character. She doesn't know Mary.
 B: Mary's conscience is an important character. I think it is a main character.

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





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

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

Toolbox •

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

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

For your Final Product

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

Karla: (Shyly) You're too kind, but	•

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



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

skill

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

Mary: (Looking at the audience attentively) The girl is so sweet, and what she wants to do is so considerate! Should I give her my apples? ... I think I will.
Mary's conscience: (Standing away from the characters) Well done, Mary. You will not regret all the good things you do.
Mary: (Compassionately to Karla) My dear, if you like them so much, they're yours.
Karla: (Shyly) You're too kind, but ...
Mary: (Interrupting) No buts, my dear. I insist.
Karla: All right, but I can't take them for free, so please take my mittens in exchange.
Mary: All right, then. (Smiling while putting the mittens on) Thank you, my dear. They're beautiful!
Bus driver: (Shouting angrily) Good morning!
Mary and Karla: (Surprised) Good morning ...

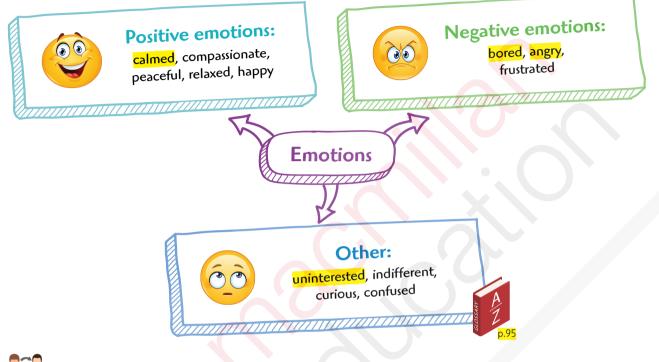
- 1 Ellipsis (...) is used to emphasize / pause an idea.
- 2 The exclamation mark (!) is used to emphasize / pause an idea.

For your **Final Product**

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



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



A: The scene makes me feel peaceful. Mary is a good person. B: The scene makes me feel confused. What is going to happen next?

For your Final Product

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

Assessment - Think About Your Progress

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

1 I can read out loud a scene of a play in English.	
---	--

- 2 I can appreciate emotions in scenes.
- 3 I can convey emotions when reading a play out loud.

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

Unit 5

89



Development

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

ACT II – SCENE TWO SETTING

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

Mary: (Happily) What a nice day!
Bus driver: (Angrily) What's nice about it? It's so cold that I can't feel my hands!
Mary: Oh, dear. I'm sorry to hear that. Here, take these mittens. They'll keep your hands warm. (Takes her mittens off calmly.)
Mary's conscience: (Happily) Well done, Mary!
Bus driver: Hmm. (Surprised and embarrassed) I can't take your mittens!
Mary: (Gently placing the mittens in his hands) Please, I insist. You need them more than I do.
Bus driver: Oh (clearing his throat), but then let me give you a free ticket. (The driver returns her money.)
Mary: Thank you! That's very nice of you. (Happily looking at the audience)
Now I have money to buy bread!
Narrator: Mary was very happy because she now had money for her bread.
She had given the apples away, but in the end her good deed paid off. As people say, "What you give always comes back to you."
[We hear the bus drive away. Dim lights completely.]



- 2 of the characters. Listen to the scene in Exercise 1 again and complete the sentences with the names of the characters.
- 1 The ______ speaks louder when he gets angry.
- 2 ______ speaks gently, her voice is softer.
- 3 _____ places emphasis on the final sentence or the moral of the story.



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

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



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

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

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

For your Final Product

- 5 Work with your Final Product group. Practice reading out loud your scene several times. Use the guidelines to help you.
 - 1 Circle the stage directions, words, punctuation marks, or phrases where there is an emotion.
 - 2 Read the scene out loud paying attention to your intonation: softer for gentle emotions, loud for strong emotions, emphasis on important ideas.
 - 3 If you don't know what to say or need to pause, use the expressions *hmm*, *err*, *oh*, etc.

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Unit 5

91



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



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

Assessment - Think About Your Progress

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

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

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

Closure

Final Steps

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



- 2 After rehearsing, give each other feedback according to the checklist. Make notes in your notebook on what you need to improve.
 - 1 I understood the emotions of the character.
 - 2 The volume and tone of my voice showed the character's emotions.
 - 3 When I forgot what to say, I used expressions like err, oh, etc.
 - 4 I used body language like gestures and movements.
 - 5 I changed my tone of voice to express emotions.

Collect your evidence

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

Socialize

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

93

Assessment

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

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

KEY

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

- Now that you have participated in the reading out loud of a scene, and evaluated how well you did on 2 your Final Product, answer the questions.
- Did I clearly understand the general idea and details of the scene I worked with? 1
- 2 Was I able to show the emotions of the characters? Why?
- 3 Did I use the proper rhythm and intonation?
- 4 Did I express clearly my emotions and reactions with my voice and body? Why?
- 3 Answer if you accomplished the teamwork aspects below. Get together with classmates you worked with as a group during the unit and compare all your answers.

Teamwork	Yes	No
We gave constructive and respectful feedback.		
We listened attentively and respectfully to the performance of our partners.		
We we <mark>re well organized for</mark> th <mark>e reading</mark> out loud.		

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



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Glossary

angry (adj) - very annoyed

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

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

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

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

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

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

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

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

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

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

deed (n) – something that someone does

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

embarrassed (adj) – ashamed of something and worried about what other people will think of you **enthusiastically (adv)** – in a very excited way

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

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

good-hearted (adj) – kind, generous, and helpful **grow up (v)** – to change from being a baby or young child to being an older child or adult

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

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

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

hate (v) – to dislike someone or something very much
hip (n) – one of the two parts at either side of your
body between your waist and the top of your legs

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

kindness (n) – kind behavior, or kind feelings

leave (v) – to go away from a place

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

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

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

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

poor (adj) – having little money and few possessions **regret (v)** – to feel sorry or sad that something has happened

sausages (n) – a food that consists of a tube of skin containing very small pieces of meat mixed with spices
setting (n) – a particular time or place that a play, book, film, etc. happens in

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

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

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

star-crossed (adj) – continuously affected by bad luck **ticket (n)** – a piece of paper that shows you have paid for a journey on a train, plane, etc.

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

uninterested (adj) - not interested

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

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Unit 5 95



Stage 1

Review news stories.

Stage 2 Read news stories.



Stage 3

Contrast news stories in different newspapers.

Social Practice of the Language:

Unit 6

Compare the same news story in different news publications.

Social Learning Environment:

Communicative Activity: Exchanges associated with media.

Opening

Family and Community

Let's start together

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

entertai<mark>nment</mark> sports

top news

lifestyle travel 

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2 Discuss in groups.

1 What type of newspapers do you read?

ſ

 \square

2 Where can you read news?

Initial Assessment

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

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

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

Planner

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

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

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



www.newspapers ...

Development

Tools

15 10

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

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



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



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



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



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



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

- To check the final score of a soccer game, you can read the ______ section. 1
- When people look for a job, they can consult the ______ section. 2
- 3 To read a comic strip, you can go to the ______ section.
- 4 To check for local art exhibits, you can go to the _____ ____ section.
- 5 To read news stories about a terrible natural disaster, check the



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



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

A: If you look at the section of the newspaper, you can identify the general topic of a news article, such as Sports or Classifieds. **B:** And if you look at other elements, such as the headline and the photo, you can get more information.

For your Final Product

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

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

Lifestyle section.

Education Prohibida su descarga y venta Unit 6



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



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

Names of sections, headlines, and pictures are graphic elements that can help us quickly find the information we want to read in a newspaper.

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6 Look at the news stories in Exercise 2 again and answer the questions.

- 1 Do headlines and pictures help you anticipate the topic? How?
- 2 How are headlines different than the body of the news article?
- 3 Why are Top News articles in the front page?

Toolbox

To express that you agree with someone's opinion, use expressions like *I think you're right*. To express you disagree, begin with expressions that are not offensive, such as *I'm not sure about that* ... or *Well, if you ask me* ...



7 Read the news headlines and complete what you think the news story is about. Share your opinion with a partner.





A: Well, if you ask me I think story B is about a sports event. B: What sport do you think it's about?

For your Final Product

9

- 8 Work in small groups. Each member will look for a news story from the section that you chose. You need to find the same story in two different newspapers. If possible, you can look in different sources, including digital media or your Reader.
 - Write the headlines of the news stories that you found.

Assessment - Think About Your Progress

10 Work with a partner from your group in Exercise 8. Tell each other how well you worked.

	Aspect	My opinion	My partner's opinion
1	I can identify elements in a news story.		
2	l can infer information by looking at graphic elements in a news story.		

If you need more practice, review Exercises 5 and 7 with partners that want to practice too.



Development

1 Work in pairs. Look at the headline and the picture in the front page, and predict what you think the newspaper article is about.



2 Work in small groups. Look at the front page in Exercise 1 again and identify its sections and the information they provide. You can use the words in the box.

game. The coach added,

couldn't move further this

time but we can always win

"It's a shame that we

next year!"

picture

in Guadalajara. It was a

disappointing game for the Royal Hounds, who did

not score any goals. When

asked why they lost, the

newspaper name

headline

author

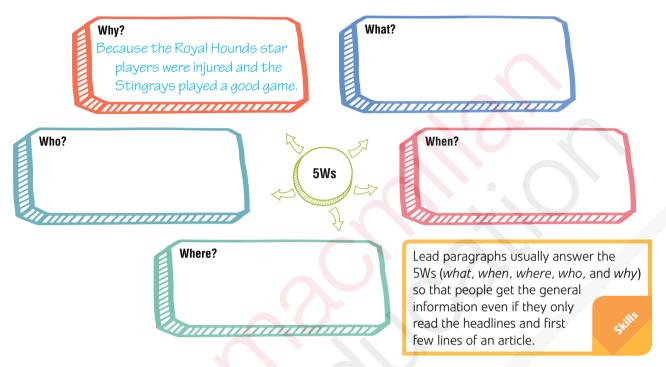
- 3 Read the Skills box and the article from Exercise 1 and underline the correct answers. Compare your answers with a partner.
- 1 The news story is about a hockey / soccer game.
- 2 It is from the **Classifieds / Sports / Lifestyle** section.
- 3 The Stingrays / Royal Hounds won the game.
- 4 It **is / isn't** the first time the Stingrays beat the Royal Hounds.
- 5 To have more information, the newspaper interviewed the Royal Hounds' coach / a sports expert.

The first paragraph of a newspaper article is called a lead paragraph and it usually summarizes the general circumstances of the event (place, time, participants, etc.). Read the headline and lead paragraph to get the general idea of the article.

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4 Read again the lead paragraph from the newspaper article in Exercise 1 on page 102 again and the Skills box below. Complete the graphic organizer and share it with a partner.



For your **Final Product**

5 Work in groups. Use the graphic organizer to answer the questions about the articles that you found in Stage 1, page 101. Some members of your group should work with an article and some with the other article.

What happened?	ere did it happen?
Who participated in the news story?	When did it happen?
Why did the event happen?	Manana illana Educationa
	Macmillan Education Prohibida su descarga <u>y v</u> enta
	Unit 6 103



Toolbox

The purpose of quotes in news stories is to present the exact words of experts *(or direct speech)* and people being interviewed. News stories use quotes to support the credibility of their information and to present different points of view. Direct speech uses quotation marks at the beginning and end of the sentence to present the speaker's voice. For example: *The coach added, "It's a shame that we couldn't move further this time."*

On the other hand, when you want to tell other people's words, you use *indirect speech*. For example: *The coach added that it was a shame that they couldn't move further this time.* Indirect speech involves changes in the verbs (present to past) and the pronouns.

• Read the article in Exercise 1 again and underline the sentences with direct speech and circle the sentences with indirect speech.

6 Work in pairs. Read the quotes and underline the idea that reflects their meaning.

- 1 When asked why they lost, the coach replied, "Three of our star players are injured, but the Stingrays played a good game."
 - a) Most players were injured and that's why they lost.
 - b) A few players were injured and the other team played very well.
- 2 He said this loss would leave the team out of playing the final game.
 - a) This was the last game the team will play in the tournament.
 - b) There is one more game for his team to play.
- 3 The coach added, "It's a shame that we couldn't move further this time but we can always win next year!"
 - a) The coach is disappointed and the team is ashamed of losing the game.
 - b) The coach is optimistic and thinks that his team can be successful next year.

The coach said that it was a shame that they lost but that they would try to win next year. On pages 79-80 of your Reader, you can look for other quotes in different articles.



To understand implicit information in news stories you can look for clues in the text. For example, if a story begins with " After nearly ten years of losing to the Royal Hounds, the Stingrays finally beat them," you can infer that they have been long-time rivals even though this fact is not explicitly stated. Implicit fact in reading news stories often involve the motivations of people involved.



ſ	For your
	For your Final Product
7	Work in groups. Find quotes in the articles that you chose and underline them.
8	Read the articles and discuss with your partners the ideas they reflect, as you did in Exercise 6.
9	Write notes about your articles including implicit information you can understand from several parts, such as quotes.
	The title of the first article is "The Stingrays Crush the Royal Hounds". It says the Royal Hounds lost a game because they had injured players and the other team played better. I found this quote that the Hounds' coach said, "It's a shame that we couldn't move further this time but we can always win next year. Lould infer that the Royal Hounds want to play again next year.
	The title of the article is It is about I found these quotes in my article I could infer this information

Assessment - Think About Your Progress

10 Answer the questions using what you learned.

	Aspects	What I learned
1	In what ways can you identify what people said in a news story?	
2	How can you get to know more information from news stories?	

Compare your answers with a partner. If your answers are different, review Exercises 2, 4, and 6 and ask your teacher for guidance.

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Development

1 Work in pairs and read the news stories. Discuss what they are about.

FINGERNAIL BITING CAN AFFECT YOUR HEALTH

by Ana Coleman

Last week, the TT Research Institute held a medical conference in Bint City to announce the results of their study on people who bite their nails. Dr. Samuel Goldman commented that biting your nails can cause diseases. "Besides causing bad breath because of all the bacteria accumulated in the mouth, nail biting can also cause stomach infections," confirmed Dr. Goldman. "Fingernails collect all the dirt and it remains under the nails even if you wash your hands. Remember that you use your hands when you use your mobile phone, when you 30% positive

go to the bathroom, or go to the supermarket and push a trolley. In our study, we found that 30% of people biting their nails gave positive to bacteria and viruses in the laboratory tests," he added.



Last week, the TT Research Institute announced a shocking revelation about the horrible habit of nail biting at a medical conference in Bint City. Dr. Samuel Goldman said that nail biters have bad breath and can get infections because of the bacteria that accumulate under the nails. Carina Bates, a lady in the audience, said "I was shocked to hear about all the disgusting things under our nails. Biting your nails is disgusting." Dr. Goldman confirmed that an alarming amount of people with the bad nail biting habit resulted positive to bacteria and viruses in laboratory tests.





2 Work in groups. Read the Skills box and circle the words that are used to describe the events in the articles in Exercise 1 on page 106. Talk about why you think that the authors use those words in the article.

Sometimes, authors use descriptive words to reflect his / her opinion. For example, *massive* and *major* both mean *big*, but *major* sounds neutral in comparison to *massive*, which transmits the idea of something extremely big.

A: I think the author in article A used the word "final" because the doctor already has some preliminary or first results of his research.
 B: I think the word "final" was used because those were the latest results of his study.

3 Read the sentences from the news stories in Exercise 1 and underline the correct answer.

- 1 Which sentence intensifies the event making it sound more terrible?
 - a) The TT Research Institute announced a shocking revelation about the horrible habit of nail biting at a medical conference in Bint City.
 - b) The TT Research Institute held a medical conference in Bint City to announce the results of their study on people who bite their nails.
- 2 Which sentence gives exact numbers in the details?
 - a) "In our study, we found that 30% of people biting their nails gave positive to bacteria and viruses in the laboratory tests," he added.
 - b) Dr. Goldman confirmed that an alarming amount of people with the bad nail biting habit resulted positive to bacteria and viruses in laboratory tests.
- 3 Which quote gives an opinion about the topic?
 - a) "I was shocked to hear about all the disgusting things under our nails. Biting your nails is disgusting."
 - b) "Besides causing bad breath because of all the bacteria accumulated in the mouth, nail biting can also cause stomach infections,"
- 4 Which sentences inform the exact words of the doctor without giving his opinion?
 - a) "Fingernails collect all the dirt and it remains under the nails even if you wash your hands."
 - b) Dr. Samuel Goldman said that nail biters have bad breath and can get infections because of the bacteria that accumulate under the nails.

Writers who try to be objective usually give exact numbers and facts that can be proven. A fact is an event or information known to have happened, and which can be confirmed or validated. They avoid giving opinions and using many adjectives. They use neutral quotes from people directly involved.





4 Work in pairs. Choose the article from Exercise 1, page 106 that best completes the sentence.

- 1 Article A / Article B is more objective because it uses exact numbers, facts, and quotes without expressing an opinion to convince the reader the information is true.
- 2 Article A / Article B is less objective because it uses dramatic quotes and exaggerated facts to convince the reader the information is true.



5 **1** Work in groups. Now that you understand what the articles in Exercise 1 , page 106, are about, read and listen to the conversation about them. Answer the questions together.

Omar: What did you think about the news in these articles? **Liliana:** I think it was interesting. I didn't know about the consequences of biting your nails, such as bad breath.

Omar: Yes, that was interesting, but I agree with the second article. I think it's disgusting.

Liliana: Speaking of disgusting, did you notice that the second article uses a lot of descriptive words, such as *disgusting*, *shocking*, and *horrible*?

Omar: You're right. Perhaps it's trying to make the habit sound more terrible?

Liliana: I think so, yes. And look at the headers: the first one is a description whereas the second one uses an adjective to make it more intense.

Omar: And look at the **quotes**. The quote in the first article is by a doctor and it **states** facts. On the other hand, the second article quotes a lady in the audience giving her opinion.

Liliana: Perhaps it's because the second article was published online, so they wanted to get more attention.

Omar: You have a point. They also included a picture, probably to get attention, too. The first article is not as attractive as the second one, don't you think?

Liliana: I agree. It's a serious article in a newspaper and the lead paragraph includes facts and exact numbers, instead of opinions.



- 1 What is the conversation about?
- 2 What does Omar think the author tries to do?
- 3 What sections from the newspapers do they compare?
- 4 How do Liliana and Omar compare the language used by the authors?



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6 Work in pairs. Use the conversation and answers from Exercise 5 to complete de Venn Diagram below.



For your Final Product

- 7 Work in groups. Use your notes from Exercise 9, in Stage 2 to fill a Venn Diagram in your notebook, similar to the one in Exercise 6.
- 8 Work in pairs. Exchange your opinions about the articles you read. You can use the conversation in Exercise 5 as a model.

Assessment - Think About Your Progress

9 Work with your partner from Exercise 8. Check (1) what you think you did well and then ask your partner's opinion.

l did this well.	My opinion	My partner's opinion	
l referenced sections in the news story.			
I noticed descriptive words that were used for specific purposes.			
l identified facts in the article l chose.			
l identified opinions in the article l chose.			

If your opinion and that of your partner's are different, go back to Exercises 2, 3 and 4 and review what you have learned.

Closure

Final Steps

- 1 F If available, with the information you have from the previous steps, make a chart or Venn diagram on construction paper to compare and contrast your news stories.
- 2 Practice explaining your comparative chart or Venn diagram in your group. Decide who will give each part of the presentation to explain your chart to the class.



Collect your evidence

3 Now that you have described your news story articles and expressed your opinions about them, you're ready to share your comparative chart or Venn diagram with others. Go back to your Planner on page 97 and check (✓) what you did to accomplish it.

Socialize

- 4 Now that you rehearsed your presentation to feel more comfortable, work with classmates from a different small group to show and explain the comparative chart you prepared and share your opinions about the articles you selected. Display your work in the classroom.
- 5 Discuss in groups.
- What should you do when you want to compare and contrast news?
- Was it helpful to use charts or Venn diagrams when you compared different news stories?
- With this experience, do you think you can identify facts from opinions?

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Assessment

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

3	4

KEY

1 | still need help. 2 It's not easy, but I can do it.

3 I can do it very well.

4 I can help others.

- 2 Now that you have made a comparative chart, answer the questions to evaluate how well you did on your Final Product.
- Did you use the names of sections to refer to parts of a news story? 1
- 2 Could you express your opinions about a news story?
- 3 How well did you compare news stories? Did you find facts and opinions to contrast?
- Get together with classmates you worked with as a group during the unit and tell each other how 3 well you performed as part of a team. Choose the statement that best describes your performance according to your classmates.

Do I help my partners?

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

How do I participate in oral exchanges like presentations or conversations?

- c) I participate actively. a) I refuse to participate.

- b) I participate very little.
- d) I participate so much that I don't let others speak.

How do you give feedback to your partners?

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

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

Go back to the Initial Assessment on page 97. In small groups, discuss your progress.

Glossary

advertisement (n) – a short movie on television or short article on radio that is intended to persuade people to buy something

airline (n) – a company that owns aircraft and takes people or goods by airplane from one place to another **announce (v)** – to make a public or official statement, especially about a plan, decision, or something that has happened

article (n) – a piece of writing about a particular
subject that is published in a newspaper or magazine
beat (v) – to defeat someone in a game or competition
bite (v) – to use your teeth to cut or break something, usually in order to eat it

breath (n) – the air that goes in and out of your body through your nose or mouth

carpentry (n) – the activity of making things from wood, or repairing things that are made of wood **conference (n)** – a large meeting, often lasting a few days, where people who are interested in a particular subject come together to discuss ideas

crush (v) – to easily defeat someone who is competing against you

Cup (n) – a sports competition in which the prize is a large metal cup

daily (adj) – done or happening every day

disease (n) – an illness that affects people or animals, especially one that is caused by an infection

disgusting (adj) – extremely unpleasant

fingernail (n) – any of the hard smooth parts that cover the ends of your fingers

further (adv) – a longer distance

header (n) – a line or piece of writing that is repeated at the top of every page of a book or computer document

health (n) – the condition of your body, especially whether or not you are sick

injured (adj) – hurt in an accident or attack

lead (adj) – to be in front of a group

lifestyle (n) – the type of life that you have, for example the type of job or house you have or the type of activity you like doing

loss (n) – a failure to win a race, competition, fight, etc. **plumbing (n)** – the job of fitting and repairing pipes, water tanks, and other equipment used for supplying and storing water **push (v)** – to move someone or something away from you, or from their previous position, using part of your body, especially your hands

puzzle (n) – a game consisting of a set of questions
that you have to answer by thinking carefully
quote (n) – a quotation from a book, play, speech, etc.
recipe (n) – a set of instructions for cooking or
preparing a particular food

review (n) – an article in which someone gives their opinion of a play, book, art exhibit, etc.

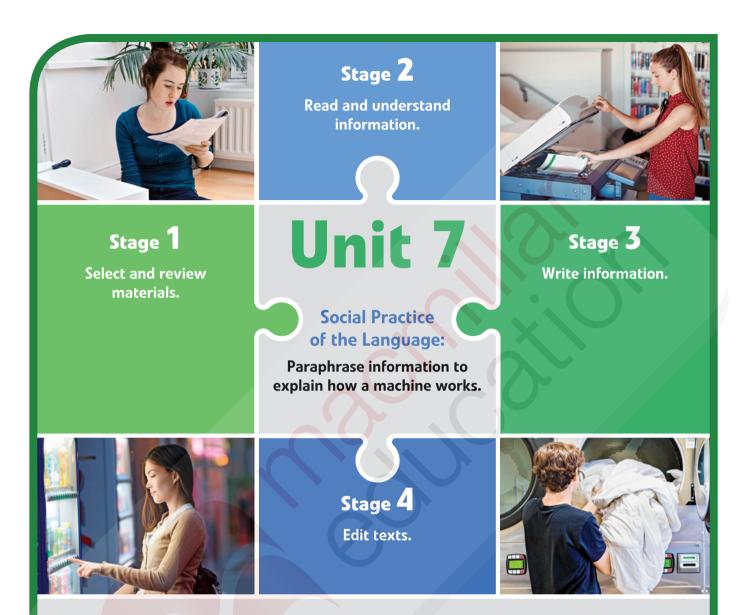
score (v) - to get a point in a game or sport

state (v) – to express something in speech or writing, especially in a definite or formal way

trolley (n) – a shopping cart or a cart for suitcases, etc. **what / it's a shame (exp)** – used for expressing sympathy or disappointment

youth (n) – young people in general

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Social Learning Environment: Academic and Educational **Communicative Activity:** Search and selection of information.

Opening

Let's start together

- **1** Work in groups. Discuss the questions.
- 1 Do you like to explain how something works?
- 2 Have you read texts that explain how machines work?
- 3 Do you know what an infographic is? Have you seen one?

Initial Assessment

In this unit, you will make an infographic to explain how a machine works. Discuss in small groups the following questions to evaluate how well prepared you feel.

- 1 Do you feel confident to read and understand information in English?
- 2 Do you feel confident to find the information you need to make your own text?
- 3 Do you feel confident to explain to others information you know?
- 4 Do you feel confident to illustrate information to make it clear?

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

Planner

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

Sessions	Sections	Tasks	Pages
1	Opening	How ready am I to get started?	
2		Writing a list of ideas and selecting the topic for my infographic.	116
3		Deciding the sections of my infographic.	118
4]	Discussing what I know about my topic.	120
5		Reading the information I need and identifying difficult words and technical terms.	121
6	Development	Planning my information in an organizer.	122
7	Development	Selecting information that needs good explanations in my infographic.	123
		Preparing a chart of sections with actions and words.	126
8		Adding safety recommendations to the information I have.	128
		Making a list of pictures for my infographic.	131
9		Editing my text and receiving feedback for my final version.	130-131
10		Creating my infographic.	132
11	Closure	Displaying my infographic in a class exhibit.	132
12		Assessment.	133

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



Development

1 Work in small groups. Look at the text below and discuss: What do you think it is for? When would you need to use a text like this?



An infographic is a picture or diagram with short texts that represents and explains information, such as instructions on how to operate a machine or device. They are very useful to explain complicated things, processes, and to describe the parts of something.

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Unit 7 115



2 Work in pairs. Look at the infographic in Exercise 1 again and check (✓) the elements in the checklist as you identify them. Then discuss what the function of the elements you identified is.

	Small texts with instructions
\Box	Pictures that represent the instructions
	Lines from the pictures to the names of
	the parts of the machine or <mark>device</mark>
\square	Pictures with <mark>close-ups</mark> to see the detail
	Arrows or numbers to indicate the
	order of steps



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A: The lines to the names of the parts help us know what are the difficult names mentioned.
 B: The instructions help us understand step by step what to do to use the can opener.

For your Final Product

In this unit, you will create an infographic to explain how a machine works. Brainstorm ideas about the machine you want to describe and write them down.

public phone tractor oom	
Levesore D.	.134

4 Work in small groups. Share the ideas you thought about and vote for one to make your infographic. Use the list of tips on page 117 to make a good decision and add more ideas that you think may be important.
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On pages 88-98 of your

Chapter

Reader you can find

information about

how to operate

a vending

machine

Tips:

- Make sure you can find the necessary information to cover all the aspects on the checklist from Exercise 2.
- If you don't have access to information, you can think of a machine or device you know very well, or you can use your Reader.

Other:_



We will make an infographic about:

Toolbox

• Read the sentence from the infographic in Exercise 1 and discuss with a classmate if the underlined part describes the purpose of the step or if it explains how to do the step.

> To make a first cut, squeeze the handles together until the cutting wheel punctures the can.

Use to + verb in simple form before or after an action to state the purpose of following an action in an instruction.

Work with your partner and find a similar example in the infographic from Exercise 1.

117

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- 5 Work in pairs. Go back to the infographic in Exercise 1 and find the steps that explain what to do for each purpose.
- 1 To prepare for use: <u>Steps 1. 2. and 3</u>
- 2 To describe the process: _____
- 3 To inform about safety: _____

For your Final Product

6 Work with your Final Product group. As in Exercise 5, decide how many parts or sections of instructions you will include in your infographic. Explain the purpose of each section.

Infographic to use a

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Infographic to use a vending machine

- 1 To prepare for use.
- 2 To insert money and select a product.
- 3 To describe the process inside the machine.
- 4 To inform about safety or solve problems.

Assessment - Think About Your Progress

7 Work in pairs. Do you know what elements should be included in an infographic to operate a machine or device? Make a list.

If you can't answer the question or if you are not sure your list is complete, go back to Exercises 2 and 6 to review these elements.



Development

1 Work in pairs. Read the instructions and answer the questions below.

 www.howtouse.com/slingshot How to use a slingshot To use a slingshot, first choose your projectile. 	5 Pull the slingshot band all the way back and aim in the direction that you want the projectile to go.
2 Grip the base of the slingshot with your dominant hand and place the projectile in the center of the pouch. Use your thumb and index finger to hold the projectile in place. Make sure it is in the center of the pouch.	Take a deep breath, exhale, and release the band. Not breathing helps you to stand still.
3 Stand sideways so that the shoulder of the arm you are using to hold the base faces the direction you want the projectile to go. Stand with your feet shoulder-width apart, and keep your feet facing forward.	spaces and make sure no people are near. 8 To avoid harming yourself, make sure the elastic bands are in good condition and well attached to the pouch.
4 Raise the slingshot so that it is at a 90° angle to your body.	

2 What words do you think may be clearer by looking at pictures with labels?

Instructions to operate machines or devices use technical terms that we possibly don't know. Pictures can clarify the meaning of these words in case you don't have a dictionary at hand.



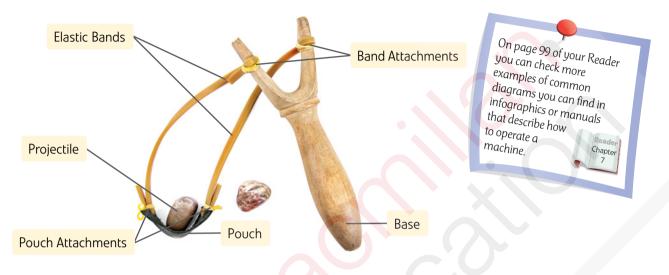


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2 Work in small groups. Look at the picture of the machine described in Exercise 1. Discuss what words you can understand now with the help of the picture. Can you understand the instructions better now?



3 Work in pairs. Now that you know what a slingshot is, try to explain how to use it to your partner. You can mimic the movements if you want. Then read the instructions in Exercise 1 and discuss if your understanding improved.

> A good way to help you understand texts better is to look at pictures and key words to get the general idea. Then think about the knowledge you have gained through experience because this may help you understand what you are reading.

For your Final Product

4 Work in small groups. Share what you already know about the machine you chose for your infographic.

I saw a vending machine in the gas station near town. You need to put coins and the machine gives you something. l think you can pick up what you buy by opening a door in the bottom.

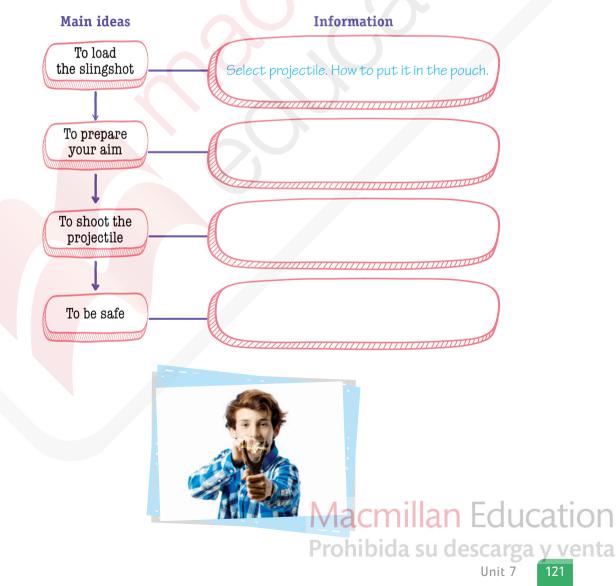




5 Read carefully the information you will use to make your infographic. Make a list of difficult words or technical terms you can explain with pictures when you make your infographic.

Parts of the vending machine	
display keypad money slot pick-up box	

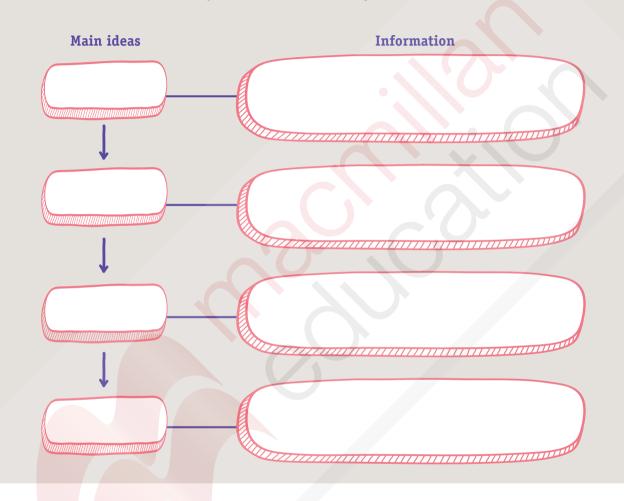
6 Read the instructions from Exercise 1 again. Write in the organizer below ideas about the explanations that are included for each section or main idea.





For your Final Product

7 Work in small groups. Complete the organizer with information from Stages 1 and 2. Add the information that needs to be explained in each section as you did in Exercise 6.



- 8 Work in pairs. Read the Skills box and the ideas in the organizer from Exercise 6 and discuss the questions below.
- 1 Do the instructions need to explain what kind of projectile to use?
- 2 Do the instructions need to explain how to stand correctly for a good aim?

Some information in instructions to operate a machine has to be explicitly explained because it may be unknown for many readers, or it needs to be followed exactly to operate the machine successfully. Other information can be inferred or known by the reader without explanations, so it doesn't have to appear.

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For your Final Product

9 Work in groups. Discuss and decide what ideas in your organizer from Exercise 7 have to be explained explicitly. Circle or highlight them in your organizer.

A: We need to explain how to open the pick-up box. It is difficult. B: We don't need to explain how to insert a coin. It is obvious.

Assessment - Think About Your Progress

- 10 Work in pairs. Check (✓) the strategies you think you now can use to understand better the information in texts about how to operate a machine. Tell your partner how you used them.
- 1 Understand technical terms with the help of graphics.
- 2 Explain to others what I read.
- 3 Classify information in a graphic organizer.
- 4 Use my own experience with the topic.

If you are not sure you can use these strategies, review Exercises 2, 3, and 6.



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Development

1 Work in small groups. Look at the pictures and discuss to what instruction below they belong.









- 1 To load the slingshot.
- 2 To prepare your aim.
- 3 To shoot the projectile.
- 4 To be safe.

I think picture *d* goes in *To be safe* because they are in an open space.

d

l agree. It shows that they are not pointing the slingshots at any person.



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2 Work in pairs. Read the two different instructions and discuss the questions below with your partner.

Step 1

а

How to use a slingshot

To load the slingshot

- 1 To use a slingshot, first choose your projectile.
- 2 Grip the base of the slingshot with your dominant hand and place the projectile in the center of the pouch. Use your thumb and index finger to hold the projectile in place. Make sure it is in the center of the pouch.



Z

- First choose a projectile. <u>The projectile needs to fit in the pouch.</u>
- Hold the base of the slingshot with the hand you always write with. Place the projectile in the center of the pouch. Hold the projectile with your thumb and index finger to make sure it doesn't move from the center.
- 1 Which instructions are easier to understand for you? Why?
- 2 What did the author do in the underlined parts in text b? Was it useful?

You can use synonyms or explain in your own words the information you find in the sources you consult to create your own work in a way that is clearer for you. You decide what information you want to include according to your interests and needs.



3 Read the next section of the instructions and underline the first word of each sentence.

Step 2

To prepare your aim

- 1 Stand sideways so that the shoulder of the arm that holds the base faces the direction you want the projectile to go. Stand with your feet shoulder-width apart, and keep your feet facing forward.
- 2 Raise the slingshot so that it is at a 90° angle to your body. The angle is the inclination; in this case, it has to be straight.



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125



Toolbox

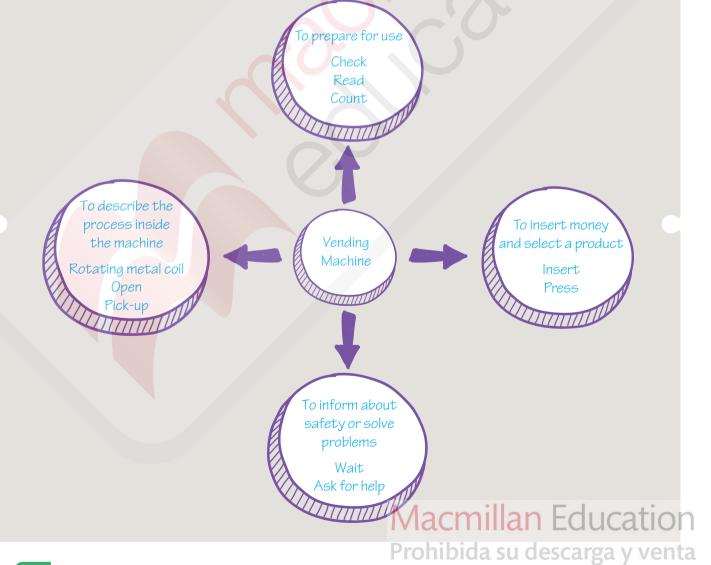
To explain steps, like those to operate a machine, it is very helpful to start with an action word (verb) that says what to do. Begin your sentences with a verb in simple form for every action you have to describe.

To explain difficult words, it is helpful to start your sentence with the word you want to explain.

• Find a sentence in the text from Exercise 3 that explains a difficult word. Circle how the sentence starts.

For your Final Product

4 Work in small groups. Use the information from the organizer on page 122 to write instructions of the actions you will include in your infographic.





Write sentences with the verbs from your organizer in Exercise 5. You can write a draft below before completing the exercise.

- 1 Check the products inside the machine.
- 2 Read the price of the product you want.
- 3 Count the coins you need to pay.
- 4 Insert the coins in the slot.
- 5 Press the buttons on the keypad to write the code of the product.
- 6 The rotating coil will liberate your product. The coil is a ring that holds the product and it moves.
- 7 The coil drops your product in a box.
- 8 Open the box.

5

- 9 Pick up your product.
- 6 Read the final part of the instructions to use a slingshot. Underline the sentences that say what you should do and circle the sentences that say what you shouldn't do.

Step 3

To be safe

- 1 To prevent accidents, don't use your slingshot near other people. Use it only in open spaces.
- 2 To avoid harming yourself, don't use the slingshot if the elastic bands are damaged or not well attached. Check the bands are in good conditions before use.



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Unit 7

127

Toolbox

When you include safety recommendations in a text to explain how a machine works, you can use the following structures:

- 1 Start with to + *verb* to explain the purpose of the recommendation.
- 2 Add an idea with don't + verb to say what you should not do.
- 3 Start with a verb in simple form to say what you should do.



For your Final Product

Work in small groups. Think of safety recommendations you can include in your infographic. Write sentences with what you should do or not do to be safe and add them to your draft.



- 8 Exchange your drafts with another group and tell your classmates if the ideas are clear. If your classmates didn't understand well, read your sentences again and make some changes. Complete the organizer from Exercise 4 with all the written information you now have.
- 9 Make a list of pictures you will include in your infographic to illustrate how your machine works. They have to be appropriate, like those in Exercise 1.

Assessment - Think About Your Progress

10 Work in small groups. Discuss the questions.

- 1 What steps did you follow to write the information that explains how your machine works?
- 2 How can you organize your information?
- 3 What did you learn about writing safety recommendations when using a machine?

If you are not sure about your answers, review what you did in Exercises 1-3 and 6.

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Development

1 Work in pairs. Read a student's text about how to use a can opener. This text has spelling and punctuation mistakes. Check (✓) the elements you can find in the text.

A can opener is a devise to open metal cans with food. to avoid cutting yourself, don't touch the sharp ends of the can when you open it Jt is simpl to understand how it works. Jt has handles and a cutting wheel to cut and separate the leed of the can. To operate it you have to turn the butterfly knob. First you have to hold the handles tihgt and squeeze them. J like to eat canned food.
0 132

The text has several pictures that help understand the ideas.
All sentences begin with a capital letter and end with a period.
The sentences are organized in sections, according to topics.
The text has no spelling mistakes.

2 Make a list of the spelling and punctuation mistakes you found in the text from Exercise 1 and write the corrections next to them. You can verify the spelling of the highlighted words in your Glossary, page 134.

1	devise	device
2		
3		
4		
5		



Unit 7 129



- **3** Work in pairs. In your notebook, edit and write an improved version of the text in Exercise 1 according to the steps below.
- 1 Add a title.
- 2 Put the sentences in order. Start with general information and continue with steps on how to use the can opener. Finally, add safety information.
- 3 Eliminate unnecessary information not related to the operation of the can opener.
- 4 Use the words with the correct spelling that you found in Exercise 2.
- 5 Put periods at the end of each sentence and capital letters at the beginning of them.
- 6 Discuss with your partner what pictures would help understand the text better.

To edit a text about how machines work, don't forget to separate information in topics. Don't add information that is not related to the topic because it can be confusing.

4 Work in pairs. Discuss how the text you edited is easier to read than the text in Exercise 1.

A: It is difficult to understand how to use the can opener in Exercise 1
 because it has no pictures.
 B: Yes, our text is better because the information is in order. It is clearer.

For your Final Product

5 Work in small groups. You will now edit the draft you wrote in Exercise 8, page 128. First, organize your sentences in paragraphs. Use a paragraph for each of the sections you defined.

-
-
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9 According to the suggestions you received to edit your final version, take note of what you need to improve when writing and a possible suggestion to do it. If necessary, ask your teacher for help.

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\geq —	
5-	
5	

If you need help, go back to Exercises 1-3 and review what you can improve when writing. Prohibida su descarga <u>y v</u>enta

131

Closure

Final Steps

- 1 With your edited texts, create an infographic on construction paper or stick with tape several pieces of paper. Try to distribute information in an organized and clear way for other people to understand it.
- If access to the Internet is possible, a way to find ideas to design your infographic is to check examples online. You can find some at https://bit.ly/2J6b50Y



2 Draw or paste big pictures to your infographic. Add colors and details to make it attractive and easy to read.

Collect your evidence

3 In this unit you read texts about how machines work, understood them, and created and infographic with texts and pictures about a machine of your choice. Now you are ready to share your work. Go back to your Planner on page 114 and check (✓) what you did to accomplish it.

Socialize

- 4 Display your infographics in the classroom to make an exhibit.
- 5 Look carefully at the infographics of other groups and make notes on things you liked or that were missing in your work.
- 6 As a class, discuss what you learned from the infographics of your classmates and possible ways to show your work to other people outside the classroom to help them learn about your machines.

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7 Discuss in groups.

- Did most of your classmates understand the information in your infographic?
- Which of the infographics you saw in the classroom was your favorite? Why?millan Education

Assessment

Now that you have finished this unit, check (\checkmark) the answers to the question that apply to you. This will help you recognize those aspects you need to improve.

What things were difficult to do? 1

Read and understand information about how a machine works.

Explain in my own words the information I read.

Organize information in a text.

Use pictures to explain my information.

Other:

After creating an infographic and seeing the ones of the other groups, work with a partner to 2 answer how well you developed your Final Product.

My Final Product	Yes	No
l included all the necessary information.		
My information was clear for other classmates.		
My pictures helped understand the operation of the machine we chose.		
My infographic was attractive and organized.		

Get together with the classmates you worked with as a group during the unit and answer the 3 questions. Then discuss how you can all improve your teamwork performance.

- Did you participate with enthusiasm to create your infographic? 1
- 2 Did you listen with respect and attention to others' ideas?
- 3 Did you accept the suggestions to improve that you received from others?
- 4 Did you recognize positive things in the infographics of other groups?
- 4 Work as a class and review your answers on this page. Discuss them together and ask your teacher for guidance on how to improve where you need help.
- 5 Go back to the Initial Assessment on page 114. In small groups, discuss your progress.

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Unit 7 133 enta

Glossary

aim (v) – to point a gun or an object you are throwing at something that you want to hit

arrow (n) – a sign used for showing people which direction to go in, or where to look for something **attach** (v) – to fasten or join one thing to another **avoid** (v) – to try not to go near someone or something

breath (n) – the air that goes in and out of your body through your nose or mouth

 ${\bf can}~({\bf n})$ – a closed metal container with round sides for food or drinks

clockwise (adj) – moving in a circle in the same direction as the hands on a clock

close-up (n) – a photograph of someone or something taken from a position very near them

device (n) – a machine or piece of equipment that does a particular thing

edge (n) – the part of something that is farthest from its center

flat (adj) – smooth on the surface, with no lumps or slopes

grip (v) – to hold something tightly

handle (n) – the part of an object that you hold in your hand when you use it

harm (v) – to injure, damage, or have a bad effect on someone or something

knob (n) – a round switch on a piece of equipment **lid (n)** – a cover for a container

load (v) – to put something into a piece of equipment so that it is ready to use

loom (n) – a machine used for weaving cloth

pouch (n) – a small bag made of cloth or thin leather

projectile (n) – an object that is shot or thrown as a weapon

puncture (v) – to make a small hole in the surface of something, such as a tire, with something sharp

purpose (n) – the goal that someone wants to achieve, or that something is intended to achieve

raise (\mathbf{v}) – to put something in a higher place or position

reach (v) – to move your hand, arm, leg, etc. toward something that you are trying to touch or pick up
release (v) – to stop holding something
sharp (adj) – a sharp object has an edge that can cut or an end that is pointed

shoot (v) – to throw something in an attempt to score points

simple (adj) – easy to understand, solve, or do **slingshot (n)** – an object that children use for firing stones

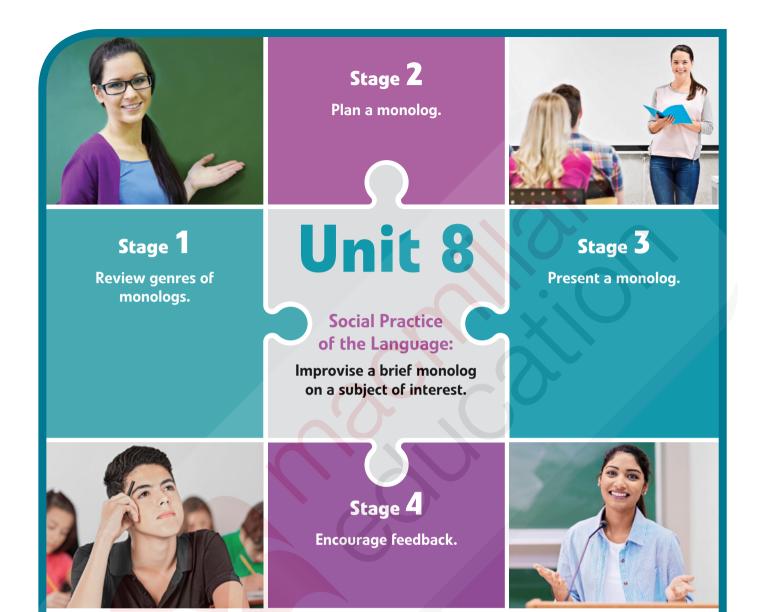
squeeze (v) – to press something firmly, especially with your hands

surface (n) – the outer part of an object

thumb (n) – the thickest finger in a human's hand **tight (adj)** – a tight hold or grip is very firm and strong **wheel (n)** – a round object that turns around and

around to make a car, bicycle, or other vehicle move

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Social Learning Environment: Recreational and Literary **Communicative Activity:** Recreational expression.

Opening

Let's start together

- 1 Read and answer the questions in groups.
- 1 Do you know any games where you have to act and speak?
- 2 Do you like them? Why?
- 3 What is your favorite acting and speaking game in your mother tongue?
- 4 What kind of topics do you prefer to speak about?



Initial Assessment

In this unit you will play a game of improvised monologs. Discuss in small groups the following aspects. Answer the questions to know how well prepared you think you are.



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

Planner

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

Sessions	Sections	Tasks	
1	Opening	How ready am I to get started?	
2		Brainstorming topics of monologs for our game.	138
3		Adding more words and ideas to my organizer.	138
З		Completing the notecard with the topic I chose.	139
4		Writing notecards with topics for our game.	139
5		Writing the rules of our game.	140
6	Development	Writing a hypothesis about the topic I chose.	142
7		Practicing reading my monolog out loud.	143
8		Adding key ideas to the hypothesis I wrote.	146
9		Improvising a monolog using the key ideas I wrote and taking notes about my partners' performance.	147
10	Giving and receiving feedback about our monolog performance.		150
		Playing the improvised monolog game.	151
11 Closure Giving and rece to improve.		Giving and receiving feedback and making notes on what I need to improve.	151
12		Assessment.	152

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



Development

1 Work in small groups. Read the monologs and discuss what topic they are about.

A If I could change something in the world, I would ban plastic bottles because they are very bad in many ways. First, they harm the environment. Plastic bottles take thousands of years to disintegrate and many end up in the sea. This harms marine animals. Second, reusing your water bottles to drink is bad for your health because plastic releases dangerous substances. The best thing is to use your own reusable metal container. Finally, people spend a lot of money buying water bottles. If people used their own containers, they would save money and help the environment. This is why if I could change something in the world, I would ban plastic bottles.



В

If I could play a musical instrument well, I would like to be a better guitar player because I only know the basics. First, I would work on my fingering technique because it is necessary to be precise before trying to play fast. Of course, the secret is to practice with discipline. All guitar players know the value of calloused fingers! And finally, I would also use a metronome to improve my rhythm. Timing is everything when playing an instrument! This is my dream, to be a better guitar player.

A: Monolog A is about pollution. B: I disagree, it is about plastic bottles.

2 Work in pairs. Read the Skills box and decide what type the monologs in Exercise 1 are.

- 1 Monolog A: ____
- 2 Monolog B: _____

A monolog is a short reflection or speech where no speaking interaction with a listener is expected. Some can represent the inner thoughts of a character (interior monolog) or be a short presentation about a topic of personal interest (speech).





3 Read Roberto's monolog again. Circle his opinion and underline his reasons. Check your answer with a partner.

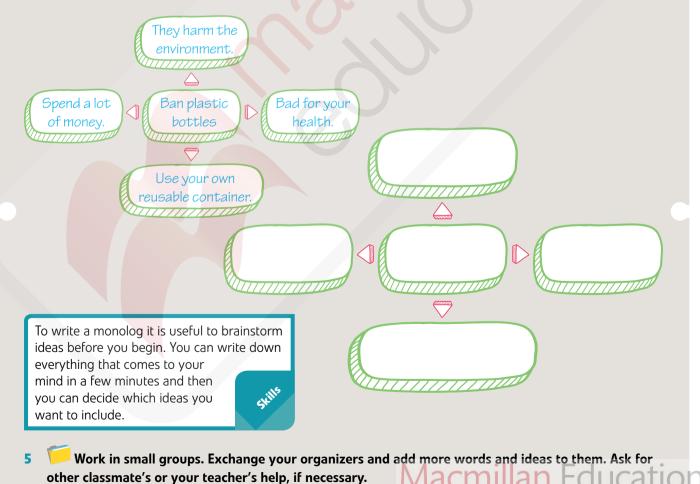
If I could change something in the world, I would ban plastic bottles because they are very bad in many ways. First, they harm the environment. Plastic bottles take thousands of years to disintegrate and many end up in the sea. This harms marine animals. Second, reusing your water bottles to drink is bad for your health because plastic releases dangerous substances. The best thing is to use your own reusable metal container. Finally, people spend a lot of money buying water bottles. If people used their own containers, they would save money and help the environment. This is why if I could change something in the world, I would ban plastic bottles.

Speeches are monologs that can help express an opinion and give reasons to support your point of view.

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For your Final Product

4 **F**You are going to improvise a monolog in a game. Choose what kind of monolog you would like to present. Brainstorm topics and ideas related to it. Write as many ideas as possible in the organizer.





6 **Complete the notecard with the topic, genre, and opinion for your monolog.**

Topic: Ban plastic bottles Genre: Speech Opinion: If I could change something in the world, I would ban plastic bottles because they are very bad in many ways.



Topic: Genre:
Opinion:

Work with your Final Product group. Write as many notecards with topics as possible to make 7 your game more challenging.





8 Work as a class. Read the rules for an improvisation game. Discuss which options are the best for you, and circle them.

Pro	cedure:				
	Work in groups of				
	a) 3. b) 5.				
) 10			at least	
2	c) 10. Write topic, genre, and starti	ng sentences in n	otecards. Writ	e at least	
	a) 5 cards.				
	b) 10 cards.				
2	c) 15 cards. You can use				
3	a) interior monologs.				
	b) speeches.				
	c) both. Each student picks up a card	d and reads the se	entence out lo	ud. Then he / s	she has
4	Each student picks up a card	to talk about the	e topic of the	sentence.	
	a) 1 minute				
	b) 2 minutes				×
	c) 5 minutes			==	
			a lag		
	The student that complete	es all his / her mo	noiog		
ć	in the given time wins.				

A: I prefer we speak for 5 minutes. B: I don't agree. I prefer 1 minute.

For your Final Product

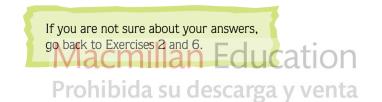
9

Work in your Final Product groups. Write the rules for the improvisation game on a sheet of paper and paste them on the wall for everyone to see them. Use the rules you chose in Exercise 8.

Assessment - Think About Your Progress

10 Work in pairs. Answer the questions together.

- 1 What monolog types did you study in this stage?
- 2 What is the structure of a short monolog?





1 Work in pairs. Read and listen to Luis's monolog. Then discuss why he wants to play a musical instrument.

If I could play a musical instrument well, I would like to play the guitar for many, many reasons. First, they are very good for brain gym and improve concentration. They also improve your multitasking skills.





Hey! It's not easy to be doing one thing with your left hand and another completely different thing with your right hand! But more importantly, guitars are really popular with everybody, especially with girls. Guitars are romantic and the perfect instrument for a serenade.

Finally, guitars are also great at parties. They are good for entertaining people and they are like a portable karaoke. People can always sing along. Oh! I almost forgot. If I am stuck for a job, I can always get a job playing my guitar. I've always wanted to be a mariachi. This is why I would like to play the guitar.

A: He wants to learn how to play the guitar to improve his concentration. B: He also wants to do it to meet girls.

Toolb<mark>ox</mark>

You can structure your monolog by starting with a hypothesis. To hypothesize in English, follow the structure: *If I could / would + verb in simple form, I would / could + verb in simple form.* The hypothesis must have reasons that support it. Include at least three reasons. You can use connectors *first, then / next,* and *second* to organize your reasons, and end with *finally, for these reasons,* or *this is why* to give your conclusion.

• Go back to the monolog in Exercise 1 and complete the information.

Hypothesis:	
Reasons:	
Conclusion: This is why	

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For your Final Product

2 To plan your monologs, start by writing a hypothesis about the topics you chose in Stage 1. Then complement your hypothesis with reasons.

Hypothesis: If I could change something in the world. I would ban plastic bottles.	Hypothesis:
Reason 1: First, bottles harm the environment.	Reason 1:
Reason 2: Second, reusing bottles to drink water is bad for your health.	Reason 2:
Reason 3: People spend a lot of money buying water bottles.	Reason 3:
Conclusion: This is why I would ban plastic bottles forever.	Conclusion:

3 Read the Skills box. Listen to Luis's monolog again and check (\checkmark) the picture that shows the most appropriate body language for a monolog. Check your answers with a partner.





To communicate better and have the audience pay attention to you, look at your audience and accompany your words with body language and gestures that express the emotions and ideas you want to transmit.

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- 4 Work in pairs. Go back to the monolog in Exercise 1 and read it out loud. While you read take into account the body language Luis used in his monolog. Use the checklist to give and receive feedback.
 - Look into your classmate's eyes.
 - Use your hands to express emotions. Don't cross your arms over your chest or behind you.
 - Break the monolog into: hypothesis, reasons, and conclusion.
 - Make the necessary pauses, don't rush!
 - If you hesitate, stop, breathe, and start again.
 - End the monolog with a smile!

For your Final Product

5 Work in pairs. Use the checklist from Exercise 4 to practice reading your hypotheses and reasons out loud. Give and receive feedback.



Assessment - Think About Your Progress

- 6 Work with the partner you worked with in Exercise 5. Discuss and tell each other if ...
- 1 your hypothesis and reasons were clear.
- 2 you used appropriate body language.
- 3 you made the necessary pauses.
- 4 you ended the monolog with a smile.

If you are not sure about your answers, go back to Exercises 2-5.

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Unit 8

143

Development

Stage 3

1 ^BRead and listen to Cindy's monolog. Check (✓) what you think is happening. Share your answers with a partner.

If I could make the trip of my dreams, I would go to the Yucatán Peninsula for many reasons. First, there are many beautiful and turquoise water beaches to visit. But more importantly, there are colorful coral reefs and beautiful fish in them. I would love to snorkel to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in *cenotes*. For these reasons, I would choose Yucatán Peninsula as my dream trip.

- 1 She stops constantly, it's not fluent.
- 2 She sounds happy.
- 3 She doesn't know what to say.
- 4 She seems nervous.
- 5 Her voice is loud.
- 6 She speaks fast.
- 7 Her body language is appropriate.
- 2 Discuss with your partner what you can do to improve performing a monolog. Write a list of ideas using the information from Exercise 1 and the Skills box.

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Tips to perform an improvised monolog Don't stop constantly. Be confident. 	92
·	

To control your nerves when presenting a speech or monolog, prepare ideas first so that you feel more confident. Breathe deeply and slowly to help control your speed and use expressions like *as I was saying* ... to buy time if your mind goes blank.

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3 Practice reading Cindy's monolog out loud using the tips from Exercise 2.



Baja California

visit beautiful

beaches, eat delicious food, watch gray whales,

go fishing

If I could make the trip of my dreams, I would go to the Yucatán Peninsula for many reasons. First, there are many beautiful and turquoise water beaches to visit. But more importantly, there are colorful coral reefs and beautiful fish in them. I would love to snorkel to see them. Finally, I could also visit ancient Maya ruins, admire colonial cities, and swim in *cenotes*. For these reasons, I would choose Yucatán Peninsula as my dream trip.

4 Write notes about your dream trip. You can use the information below, or your own information.

If I could make the trip of my dreams, I would go to		
for many reasons. First,		V. Contraction
Second,	. But most	
importantly,	For all these	
reasons, I would choose as my drea	am trip.	

Mexico City

visit interesting museums, visit Templo Mayor ruins, go to Frida Kahlo's house, take trajineras in Xochimilco

Chihuahua

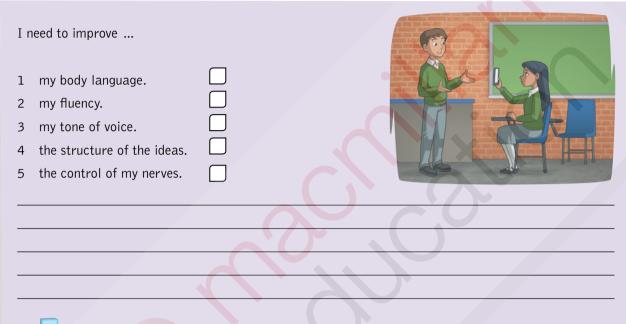
visit Barrancas del Cobre, take the train, go to the Samalayuca dune desert

Macmillan Education Prohibida su descarga <u>y v</u>enta

Unit 8 145



- 5 Work in pairs. Exchange your notes and provide feedback.
- 6 Work with the same partner. You are going to improvise monologs about your dream trip. Close your books and take turns improvising the monolog from Exercise 4. Use the checklist from Exercise 2 to give and receive feedback. When you finish, write notes on what needs to be improved.



If available, record your monolog using a cell phone. Review it to complete your feedback.

For your Final Product

7

In the notecard on page 147, write the hypothesis you chose and some key ideas.

bottles because they are very bad	In many ways.
Key ideas	
 Plastic bottles harm the environ 	
 They take years to disintegrate 	
Marine animals are harmed	
Use reusable containers	
Save money	



Hypothesis:	
Key ideas:	

8 Work with your Final Product group to improvise a monolog. Follow the instructions.

- Put all the cards face down and shuffle them.
- One student starts the game by picking up one card and reading the hypothesis.
- He / She will have to improvise a monolog using the key ideas.
- The rest of the group will take notes about his / her performance. Use any of the checklists you prepared in this Stage 1 or in Stage 2.
- The student to the right continues with the same process until everyone has improvised a monolog.



- 9 Work with your group from Exercise 8. Using your notes, give each other honest feedback. Use the questions below as a guideline.
- Did you start your monolog with a hypothesis?
- Did you speak fluently? Were there any interruptions?
- Was your tone of voice varied or monotonous?
- Was your body language appropriate?
- Did you control your nerves? How?

If you want to review different tips to perform a monolog, go back to Exercise 2, or ask your teacher for guidance.



Unit 8 147

Prohibida su descarga y venta



Development

- 1 Work as a class. To understand why feedback is important, discuss the questions about how you feel when giving or receiving feedback.
- 1 Were you or your classmates polite or rude when giving feedback? Why?
- 2 Do you like to receive feedback?
- 3 Was the feedback you received from your classmates useful? How?
- 4 Did you provide useful feedback to your classmates?
- 2 Work in pairs. Read and listen to a feedback conversation about a monolog. Find and underline the recommendations Simon gives Cindy.



3 Work in groups. Read the Skills box and find the expressions in the conversation.

- 1 A positive comment to begin feedback: ______
- 2 A positive suggestion on how to improve: _____
- 3 A positive response to feedback: _

When you give feedback, always start with a positive comment. Then, provide feedback with ideas on how to improve, not negative criticism. Finally, end with something positive. Feedback is a way to learn, so be open to listening to suggestions on how to improve.

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4 Work in small groups. Read the expressions to give feedback. Underline the options that you consider good and polite feedback and cross out the options you consider bad feedback.

2

 a) The monolog was interesting but it was very disorganized.

1

- b) I really liked your topic, but I didn't understand the main point very well.
- c) You did not present organized ideas and no one understood you.

- a) Your monolog was good but you never made eye contact with the audience.
- b) Why were you looking at the floor all the time?
- c) I just have one observation. Try to make eye contact with the audience to communicate better.
- a) The monolog was fine, but the voice volume was very low.
- b) Good work. I just want to say that you should try to speak louder so that everyone can hear you.
- c) Impossible to hear what you said!



5 Work in pairs. You are going to exchange your cards and rehearse your monologs. Use the aspects from the list to make notes about your classmate's performance.

What to consider when giving a monolog

- Structure of the monolog: hypothesis, explanations, conclusion
- 2 Body language

3

- 3 Fluency
- 4 Tone and speed of voice
- 5 Controlling your nerves
- 6 Using expressions to help you continue with the idea (As I was saying ... What I'm trying to say ... In other words ...)



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For your Final Product

6 Work with the same partner. Use the expressions below to give and receive feedback about your monolog performance. You can also add expressions from Exercise 4.



7 Work as a class. Go back to the questions in Exercise 1 and discuss if your ideas about feedback have changed.

A: I didn't like to receive feedback. Now I know it is useful. B: I think I was not polite.

Assessment - Think About Your Progress

- 8 In small groups, explain what you learned about the things in the list.
- Positive feedback.
- Negative feedback.
- Importance of feedback.

For extra support, review the exercises on this stage with your teacher's help.



Prohibida su descarga y venta

Closure

Final Steps

- 1 Work in your Final Product groups. Play the game of improvised monologs. Follow the rules you prepared in Stage 1, Exercise 9, page 140.
- 2 When you finish, give each other feedback according to the list. Make notes in your notebook on what you need to improve.

What to consider when giving a monolog

- 1 Structure of the monolog: hypothesis, explanations, conclusion
- 2 Body language
- 3 Fluency
- 4 Tone and speed of voice
- 5 Controlling your nerves
- 6 Using expressions to help you continue with the idea (As I was saying ... What I'm trying to say ... In other words ...)

Collect your evidence

3 Now that you have played and received feedback for your performance, go back to your Planner on page 136 and check (✓) what you did to accomplish it.

Socialize

- 4 Get together with other classmates you haven't played with before. Work in small groups. Exchange your rules and play using new monologs. Take notes to give feedback to your classmates.
- 5 When the game is over, use your notes to tell your classmates how they can improve.
- 6 Discuss in groups.
- What did you learn from your classmates' feedback?
- What was easy or hard when improvising new monologs?
- Did your fluency in English improve?

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Unit 8 151

Assessment

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

My performance			1	2	3	4
Correctly structure a monolog.						
Use my tone of voice and body language to express emotions.						
Speak fluently in English.						
Improvise monologs based on a hypothesis and key ideas.						
Control my nerves.						
Give and receive feedback.						

KEY

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

2 Work in pairs. Now that you have participated in a game of improvised monologs in English, discuss and answer if there's something you could see in your classmates' work or yours that you can improve.

My Final Product	l think	My partner thinks
My monolog was well structured.		
The topic of the monolog was interesting for my classmates.		
I changed my tone of voice to express emotions.		
The feedback I gave was polite and honest.		

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

Teamwork	Yes	No
We gave constructive and respectful feedback.		
We listened attentively and respectfully to the monologs of our partners.		
We were well-organized to play the game.		

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

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5 Go back to the Initial Assessment on page 136. In small groups, discuss your progress.

Glossary

add (v) – to put something with another thing or group of things

another (pron) – one more person or thing of the same type as before

appropriate (adj) – suitable or right for a particular situation or purpose

ban (v) – to say officially that people must not do, sell, or buy something

basics (the) (n) – the most important aspects or principles of something that you should learn, think about, or deal with first

beach (n) – an area of sand or small stones beside the sea or a lake

bottle (n) – a glass or plastic container for liquids, usually with a narrow part at the top that is called the neck

brain (n) – the organ inside your head that allows you to think and feel, and controls your body

breathe (v) – to take air into your lungs through your nose or mouth and let it out again

calloused fingers (n) – calloused fingers are covered with hard thick areas called *calluses*

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

container (n) – something used for storing or holding things, for example a box, bottle, or bowl

coral reef (n) – a hard natural structure under the sea that is formed from coral

cross (v) – to go from one side of something such as a road or river to the other

deeply (adv) - very or very much

dream (n) – something that you experience in your mind while you are sleeping

end up (v) – to be in a particular place or state after doing something or because of doing it

entertaining (adj) – enjoyable or fun to do

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

fingering (n) – the positions of your fingers and the way you move them when you are playing a musical instrument

floor (n) – the flat area that you walk on inside a building or room

fluent (adj) – able to speak a foreign language very well

harm (n) – injury, damage, or problems caused by something that you do

hesitate (v) – to pause before doing something, or to do something very slowly

improve (v) – to make something better

job (n) – work that you do regularly to earn money **left (adj)** – on the side of your body that is to the west if you are facing north

low (n) – a low voice or a sound is quiet and difficult to hear

metronome (n) – a piece of equipment that repeats a regular beat, used by musicians to help them to play music at the right speed

multitasking skills (n) – the ability of doing more than one thing at the same time

over (prep) – above someone / something overall (adv) – when everything is considered precise (adj) – exact and accurate

release (v) – to let a substance or energy spread into the area or atmosphere around it, especially as part of a chemical reaction

right (adj) - on or relating to the side of your body
that is toward the east when you are facing north
rush (v) - to hurry in order to get somewhere very
quickly

seem (v) – to appear to be something, or to appear to have a particular quality

serenade (n) – a song or a piece of music that is traditionally performed by a man outside the house of the woman who he loves

sing along (v) – to sing a song with someone who is already singing

snorkel (n) – a piece of equipment with a tube that fits in your mouth so that you can breathe while swimming under water

spend (v) – to use money to pay for things

stuck (adj) – unable to solve a problem and continue working

timing (n) – the ability to judge time and do or to say things at exactly the right moment

trip (n) – an occasion when you go somewhere and come back again

turquoise (adj) – bright green-blue in color well done (exp) – used for giving someone praise when they do something well

153



Stage 1

Review texts about a topic from Civics and Ethics Education and select information. Stage 2

Understand general sense and main ideas.



Social Practice of the Language:

Discuss points of view to participate in a round-table discussion.



Stage 3

Discuss points of view by participating in a round-table discussion.







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Social Learning Environment: Academic and Educational

Communicative Activity: Handling information.

Opening

Let's start together

- 1 Work in small groups. Read and discuss the following questions.
- 1 How do you feel about speaking in public?
- 2 Do you feel that you can express your ideas about a topic in English?
- 3 What can you do to help you discuss a topic in English?
- 4 Do you know what a round-table discussion is?
- 5 Have you ever participated in one?

Initial Assessment

In this unit you will participate in a round-table discussion about a topic from Civics and Ethics Education. Discuss in small groups the following aspects. Then check (\checkmark) the answer that best describes how well prepared you are to ...

(J	Ĵ	Ĵ	J	Ĵ	Ĵ	Ĵ	J	J	Ĵ	J	Ĵ	J	J	J	Ĵ			
										an	l read d I ca othe	n		hink eady.		l might eed help	,	l'm sure l will need help.	
l	Read t	texts i	n Eną	glish.										3					
	Select	; impor	rtant	infor	matio	on fror	n text	<i>S</i> .					Ĺ						
	Give m	ıy poin	tofv	view al	bout	a topi	c in En	ıglish.											
	Discus	as idea	as wit	ch oth	ers ir	ı Engli	sh.												

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

Planner

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

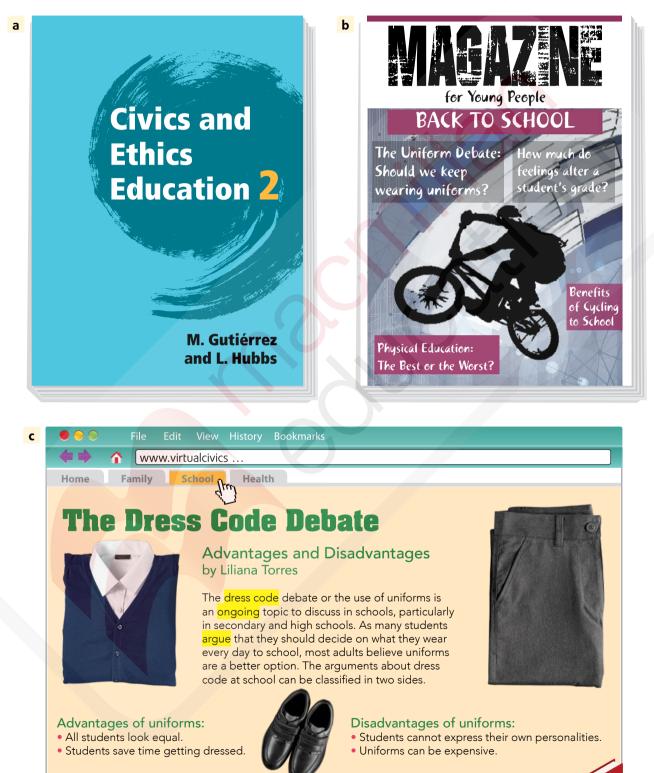
Sessions	Sections	Tasks	Pages
1	Opening	How ready am I to get started?	155
2		Brainstorming topics about Civics and Ethics for our discussion.	157
3		Choosing useful sources of information.	159
4	Development	Writing questions to guide my research.	160
5		Finding the answers to my research questions in information sources.	162
		Deciding my opinion about the topic we chose.	163
6-7		Organizing my ideas for arguments in an outline.	164
		Completing an organizer with my information.	166
		Giving and receiving feedback about our arguments.	169
8-9		Writing hypothetical situations for our discussion.	170
		Planning the organization for our round table.	170
10-11	Closure	Rehearsing for and participating in a round-table discussion.	171
12	closure	Assessment.	172

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Development

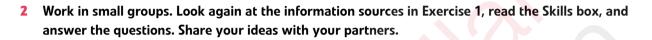
1 Work in pairs. Look at the information sources and discuss the questions on page 157.



Prohibida su descarga y venta



- 1 What are the names or titles in each source of information?
- 2 Are the three sources about a similar topic? What topic is it?
- 3 Who are the authors of each text?
- 4 What is the purpose of each source?
- 5 Which source probably has a contents page or an index where you can see the topics?
- 6 Which sources have chapters or sections?



- 1 Who is the information in these sources for? Adults? Children? Or both?
- 2 What graphic elements can you recognize in each source?
- 3 How did these elements help you know what the topic is in each source?
- 4 Which source do you think will give objective information?
- 5 Which source do you think will give opinions about the topic?

When you need to evaluate if an information source is helpful for a topic you are researching about, look at the titles, pictures, and read the first text lines. Do this to select reading materials effectively so that you don't waste time reading information that is not useful for what you are doing.

Source a is a book. It's a Civics and Ethics Education book. You'll need to look at the contents page to see the topics. Source b is a magazine. The title is *Magazine for Young People*. This volume is about going back to school. Source c is a website. You can find articles about different categories there. This article is about advantages and disadvantages of wearing uniforms at school.

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Unit 9

157



For your Final Product

You are going to participate in a round-table discussion about a topic related to Civics and Ethics. Brainstorm topics about Civics and Ethics that are interesting for you.

We shouldn't wear uniforms. My feelings should be considered for my final grade.



Work in groups. Make a list of sources where you can find information on the topic that you selected.

Jum

5 Work in pairs. Read the Skills box. Then match the tips to the information sources where you can apply them. Some tips can be useful for more than one source.



When you search for accurate, reliable, and up-to-date information to support your arguments, it is important to know how to look in different types of sources. Magazines use informal language and may include opinions and facts about a topic. Text books have specialized information and usually include important facts on a topic, as their purpose is mainly to inform the reader. You can use their contents pages to locate specific information. Alternatively, there are many websites and they can be created by anyone. Be careful! Many websites have inaccurate or outdated information. Be sure to use reliable websites that include information about the author and that belong to an identifiable source (for example, the government or prestigious institutions).

Tips to Search for Information in Different Sources

- 1 You can search using key words to obtain more specific information.
- 2 Write down the number of the page where you found the information.
- 3 Using synonyms in your search is useful (for example, "pros and cons" instead of "advantages and disadvantages.")
- 4 You can use specific sections (such as the table of contents or index) to know what to search.
- 5 You can underline the sections that express opinions.

- a) a government website
- b) a printed magazine
- c) a text book

d) a news-related website Macmillan Education Prohibida su descarga y venta



6 Work in small groups. Share your answers from Exercise 5 and answer the questions. Read the Skills box again if necessary.

1 Which source of information provides more accurate information about a topic?

2 Which source is more technical?

- 3 Which source is more reliable?
- 4 Which source is more up-to-date?

I don't agree that a website article has reliable information. Articles include a lot of opinions. l agree that the purpose of an article is to discuss different sides of a topic. The author could include his or her opinion.



For your Final Product

- Work in pairs. Use the tips from Exercise 5 to review the sources you found to choose those that are useful for your round-table discussion. Write them here.
- 8 Read the topic about Civics and Ethics for a round-table discussion. Check (1) the questions that you would use to guide your research about that topic.

My feelings should be considered for my final grade.

- How can feelings affect your work environment?
 Why are feelings important for a student's performance?
 Why should teachers care about their students feelings?
 Why is it important to express your feelings with your family?
 How do feelings affect your school work?
 Why is it important to talk about your feelings?
- 9 Share your answers from Exercise 8 with a partner. Do you have different answers? Which ones? What is your own opinion about the topic?

A: I think our feelings should be considered for our final grade. B: I agree, because if you feel sad you probably can't stud or base focused an Education when you're happy. Prohibida su descarga <u>y v</u>enta

Unit 9

159



For your Final Product

10 Work in pairs. Write a few questions to guide your research about the topic of your round-table discussion.

How much do feelings alter a student's grade? Why should student's feelings matter for their school work?

Assessment - Think About Your Progress

11 Work in pairs. Check (✓) which of the information sources below is adequate for your research for the round-table discussion. Share your reasons with your partner.

magazine		website		textbook		other	
----------	--	---------	--	----------	--	-------	--

12 Explain the steps that you followed to begin preparing yourself for a round-table discussion. Share and compare your answers with your partner.

If you need help preparing for your round-table discussion, you can review Exercises 2 and 5 with your partner.

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1 Work in pairs. Look through the text and look at the pictures. Talk about what you think it is about.

The debate about whether or not to make students wear a uniform to school is not new. There are many reasons in favor of and against wearing uniforms. This is a short list of the most common arguments offered by parents and teachers about this topic.

In Favor of School Uniforms

by Richard Coulson

Stage 2

chool Uniforms

There are several reasons why some teachers and parents are in favor of school uniforms. The first reason is because uniforms establish a sense of community. The school uniform helps students feel they belong to a group. Nobody is more fashionable than anybody else, and everyone is equal.

Another reason is that uniforms are important for the students' safety. Uniforms are important to identify students in school and to identify intruders. They are also useful for identifying students outside of school when they go on school trips.

Finally, parents argue that buying school uniforms saves them money because they need to buy fewer clothes, and uniforms are usually made of materials that last longer and can be washed repeatedly.

Against School Uniforms

However, not everyone likes school uniforms. First of all, some parents feel school uniforms make students uncomfortable and this can affect their concentration. Uniforms are often uncomfortable because they are made of synthetic materials that are not good for hot or cold weather. As a result, students often complain of feeling hot or cold or having to wear extra clothes under their uniforms.

In addition, some parents argue it is actually more expensive. Schools sometimes ask for too many uniforms: a sports uniform, a summer uniform, a winter uniform, and more, but their kids still need clothes for after school and weekends. As a result, they spend money on uniforms and clothes for outside of school.

But the major reason is that students lose their identity and cannot express themselves. Uniforms make all students look the same; consequently, students cannot be creative or be themselves. Uniforms repress their personality.

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Unit 9

161



2 Work in pairs. Now read the text and share whether you are in favor of or against wearing school uniforms.

In my opinion, wearing school uniforms is great because I don't waste time deciding what to wear in the morning.

I think that wearing uniforms doesn't allow students to express their personalities.



For your Final Product

Read your questions from Stage 1. Find answers in different sources and write them.

How much do feelings alter a student's grade? Several studies show that when a student is stressed out, he or she might perform poorly during exams. (Magazine for Young People, p. 30)





4 **F** Taking into consideration the answers that you found, decide on your opinion about the topic of your round-table discussion.

<u>I believe our feelings shou</u>	ld be considered for our final grade.

5 Check (/) the ideas that can help you support your own point of view about school uniforms.

- 1 Buying school uniforms is cheaper than buying normal clothes.
- 2 School uniforms promote good behavior and discipline.
- 3 School uniforms are uncomfortable.
- 4 School uniforms limit students' self-expression.
- 5 Scho<mark>ol uniforms are impo</mark>rtant to identify the students of a school.
- 6 School uniforms are expensive.

6 Work in groups. Read a conversation about the article in Exercise 1 and say who you agree with.

Joe: What do you think about the article? I am completely against wearing school uniforms. I think it's cool to wear any clothes I want.

Ana: I'm sorry but I don't agree with you. The first reason why I think wearing a uniform at school is better is because you don't have to worry about what to wear each morning.

Joe: Oh, but we all look the same!

Ana: Yeah, but another reason to wear a uniform is that it makes me feel like we are all part of a team, like in sports. Sportsmen and women wear uniforms to show they are part of a team, right? **Joe:** Yeah, they do. I see what you mean.

Ana: See, uniforms help us feel more like a group!





Toolbox

After stating your opinion, the next step is to express arguments that support it, such as facts and examples. It is very helpful to use sequence words to introduce your arguments in order to express yourself clearly. You can use expressions such as: *first, to begin with, second, finally, also, first of all, besides, the first reason why, another reason to*, etc.

- Read the conversation in Exercise 6 again and circle the expressions used to express your arguments in an organized way.
- 7 Work in pairs. Read the conversation from Exercise 6 again and circle Joe's arguments and underline Ana's arguments. How do they support their opinions? Compare your answers.

For your **Final Product**

Prepare notes to express your arguments for your round-table discussion. You can organize your ideas in the outline below.

Sequence expression 1: First of all. Argument: I believe our feelings should be considered for our final grade. Sequence expression 2: The second reason ... Argument: Grades should be more flexible to meet the needs of the students.



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Ceaue	nce exp	ression 2:	

Sequence expression 1:

Argument:

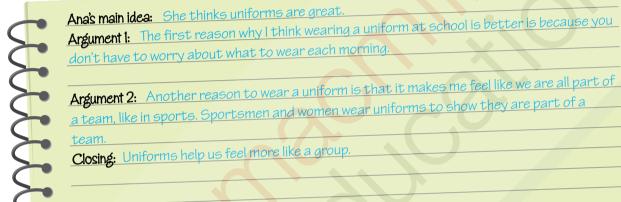
Argument:

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9 Now read the Skills box and the examples below. Then complete the graphic organizer with ideas and examples to support your own opinion about uniforms.

To present a personal opinion and support it, it is important to state your opinion clearly in one sentence with a main idea. Then prepare at least two arguments with examples or facts to prove your point. To close your ideas, use one or two sentences to summarize your opinion based on the arguments.



	Nain idea:	
Argument 1:		Explanation / Examples / Facts:
Argument 2:	-	Explanation / Examples / Facts:
CI	losing idea / Conclusion:	Macmillan Education
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165



For your Final Product 10 Complete the organizer with information from Exercise 8. You can use the organizer from Exercise 9 as a model. Main idea: Argument 1: Argument 2: Explanation / Examples / Facts: Closing idea / Conclusion:

11 Share your arguments with your classmates from another team and give each other feedback. Tell each other whether the arguments are clear or not.

Assessment - Think About Your Progress

- 12 Work in pairs. Check (✓) the steps to write your arguments for the round-table discussion that you feel you can do on your own. Share your answers with your partner.
- I can organize information for the topic I chose.
 I can write arguments to express my opinion.
 I can use sequencing words to order my arguments.
 I can end with a concluding sentence summarizing my point of view.



If you are not sure how to interpret main ideas and details in an argument for a round-table discussion, go back to Exercises 6 and 9.



Development

1 Work in pairs. Read the round-table discussion about another Civics and Ethics topic. Then discuss with a partner which of the speakers you agree with.

Tina: Is Physical Education essential to the development of motor skills and an integral part of the growth of any child? Today, we are discussing some of the pros and cons of Physical Education in schools. Do any of you want to say something about this topic?

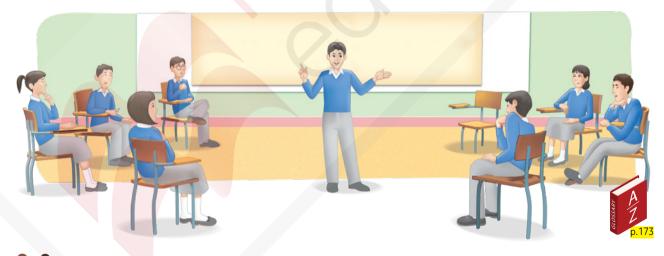
Chris: I do. I think this subject requires a lot of physical activity. If everybody had Physical Education, this would prevent child obesity. In addition, exercise develops skills which will be necessary later in life. **Laura:** I agree with Chris, I believe that it is rewarding to do physical activities because of the physical benefits that you obtain.

Tina: Thank you, Chris and Laura. Does anyone have another opinion?

Chris: I also think Physical Education takes place outdoors, so it breaks the monotony. If we went outside more often, we would breathe fresh air. **Laura:** That's exactly what I mean! Tina: Yes, Samuel. Do you want to say something? Samuel: What Chris is saying isn't true. Physical Education sometimes demands a lot of the student's time and makes some students work extra hard. Tina: Sorry, Samuel. Could you repeat your idea and speak a bit louder, please? Samuel: Yes, of course. I was saying Physical

Education sometimes makes the student's workload increase and a lot of students have trouble in sports. **Tina:** Could you explain that, please? I don't think I understand.

Samuel: Well, for example, if students were injured or had disabilities, they couldn't take part in the Physical Education class, and they would feel excluded. Laura: OK. I can understand that. But you are forgetting that physical also makes it difficult for a student to develop conditions such as obesity. Tina: OK, so far, we have heard people on both sides. Who has a different opinion they would like to share?



A: I agree with Samuel. I don't believe that Physical Education is so important. B: That's true, but I agree with Chris. I think this class helps us have a break from our daily routine.

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Unit 9 167



2 Work in pairs. Read the discussion again. Circle the expressions the speakers use to ask for a repetition, and underline the expressions they use to invite others to speak.

During a round-table discussion we should not interrupt others, but it is fine to ask someone to repeat and idea or explain it better if you didn't understand or hear well. To help everyone participate and have a good round-table discussion, the person who is coordinating the round-table discussion should invite others to give their opinion.

3 Listen to some sentences from the round-table discussion. Underline the words that the speakers emphasize with their tone of voice. Which sentence sounds a little angry? Discuss how your tone of voice should be during a round-table discussion.

- 1 Could you explain that, please?
- 2 What Chris is saying isn't true.
- 3 That's exactly what I mean!
- 4 OK. I can understand that.

Remember to use appropriate intonation and tone of voice. You can emphasize your arguments, but always respect your classmate's opinions and never get angry.

4 16 Work in pairs. Listen to two students presenting the same point of view and check (✓) the aspects in the table. Compare your answers.

Aspects	S 1	S2
1 Speaks at a good speed (not too fast or slowly)		
2 Speaks with correct volume (not too quietly, not too loud)		
3 Speaks with a calm tone of voice (not aggressively)		

When you present an argument, speak at a correct speed, use a correct volume of voice, and avoid sounding rude or aggressive. Speak calmly, make pauses, and do not shout to defend your ideas. You will sound more convincing!

I think that Student 1 should moderate more the tone because I couldn't understand very well the argument. l agree. A moderate and clear tone is better to present a convincing argument.



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- 5 Work in pairs. Read the discussion in Exercise 1 again. Decide who shares an opinion similar to yours and talk about it with your partner. Use appropriate speed, volume, and tone.
- A: I agree with Laura because I also think exercise is important.
 B: I think what Samuel said about excluding students is a good example to support his opinion.

For your **Final Product**

- Work in groups. Present the arguments you prepared in Stage 2. Listen carefully to your partners, write notes in your notebook about their arguments. You can give them feedback using the checklist below.
 - Begin with a sentence that expresses my point of view.
 - Use sequencing words to order my arguments.
 - Include details and examples to support my arguments.
 - End with a concluding sentence summarizing my point of view.
 - Use appropriate speed, volume, and tone of voice.

Toolbox

You can talk about hypothetical or unreal situations by using the words *if* in the first part of a sentence and *would* in the second part of the same sentence. You can use conditional or hypothetical sentences in a round-table discussion to influence others' opinions. For example, *If everybody had Physical Education, this would prevent child obesity*.

- Go back to the conversation in Exercise 1 and underline the hypothetical sentences that are used to change other students' opinions.
- 7 Read the sentences and answer the questions.
 - a If everybody had a Physical Education class, we would have less obese children.
 - b If Physical Education class were cancelled, obesity rates would probably increase.
 - c If Physical Education class were obligatory for everyone, children with disabilities would feel excluded.
- 1 What sentence explains a possible negative effect of having no Physical Education class?
- 2 What would happen if everybody had Physical Education classes?
- 3 Which consequence is positive and which one is negative?

Unit 9

Prohibida su descarga y venta

Education

169



For your Final Product

⁸ Write five hypothetical situations that can work with your arguments for the round-table discussion. Share them in groups. Comment and correct each other's work.



9 In your groups, plan how your round table will be organized. You can follow the tips below.

- Establish the time limit for the participants to share their arguments.
- To participate, you should raise your hand and wait until the moderator invites you to speak.
- · You can ask someone to speak louder or more slowly if necessary.
- You can politely interrupt if they are going to ask for clarification.
- Finally, if there is an audience, they can participate with their opinions on what they heard.

Read the advantages and disadvantages of a round-table discussion on page 125 in your Reader.

Chapter

Assessment - Think About Your Progress

10 Work in small groups. Share tips to participate in a round-table discussion. Make a list of the most important things you should remember when you participate in the final round-table discussion.

If you don't feel confident about your participation in a round-table discussion, go back to Exercises 2, 3, 4, and 7 to check useful expressions and rules to participate in one. You can also ask your teacher for guidance.

Closure

Final Steps

1 Work with your group. Rehearse giving and replying your arguments for your round-table discussion. Use your notes and arguments to help you support your ideas.

Yes

No

- After rehearsing, give each other feedback according to the checklist. Make notes in your 2 notebook on what you need to improve.
- 1 Did I state my opinion clearly?
- 2 Did I make sure the time limit was respected?
- 3 Did I interrupt someone politely when necessary?
- 5 Did I express my opinions to defend my position after the presentation?
- Did I ask for clarification when necessary? 6

Collect your evidence

Now that you have written arguments and rehearsed to participate in a round-table discussion, go 3 back to your Planner on page 155 and check (1) what you did to accomplish it.

Socialize

Do your round-table discussion in front of a different team. Then exchange roles. As you listen to the other team's debate, take notes on the positive and negative things you saw on their presentation.

P	

When the discussions are over, use your notes to tell the other team how well they performed. 5

6 **Discuss in groups.**

- What did you learn from your partners' feedback?
- What was easy or hard to do when preparing your arguments? Macmillan Education
- Did you follow the rules? •

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Prohibida su descarga y

Assessment

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

My performance	1	2	3	4
Check texts in different sources about a topic from Civics and Ethics.				
Understand the general ideas in the texts.				
Discuss my point of view about a topic.				
Participate in a round-table discussion about a topic from Civics and Ethics.				

KEY

1 l still need help.

2 It's not easy, but I can do it. 3 I can do it very well.

4 I can help others.

2 Now that you have participated in the round-table discussion, reflect on your performance, so you recognize those aspects where you need to improve. Write your conclusions.

Conclusions

- **3** Get together with classmates you worked with during the unit to describe your teamwork performance. Use the statements below as a guide.
- 1 We exchanged opinions and arguments together.
- 2 We offered constructive and respectful feedback.
- 3 We listened attentively to our partners.
- 4 We appreciated different opinions about the different Civics and Ethics topics.
- 5 We respected turns of participation and took part in a round-table discussion with interest.
- 6 We showed respect and tolerance for others' opinions.
- 4 Work as a class and review your answers. Discuss them together and ask your teacher for guidance on how you can improve where you need help.
- 5 Go back to the Initial Assessment on page 155. In small groups, discuss how you progressed in this unit.

Glossary

accurate (adj) – correct or true in every detail **actually (adv)** – used for emphasizing what is really true or what really happened

argue (v) – to give reasons why you believe that something is right or true

belong (v) – to feel happy and comfortable in a particular place or with a particular group of people **breathe (v)** – to take air into your lungs through your nose or mouth and let it out again

contents page (n) – a list, usually found on the first pages of a book, that includes its chapter or section titles and the pages where they start

development (n) – change, growth, or improvement over a period of time

dress code (n) – a set of rules about what you should wear in a particular place or at a particular event

fashionable (adj) – popular with rich and successful people, and often expensive

government (n) – the people who control a country, region, or city and make decisions about its laws and taxes

growth (n) – an increase in the size, number, or development of a living thing

index (n) – an alphabetical list of something such as subjects or names, usually at the back of a book, that shows on which page they are mentioned

injured (adj) – hurt in an accident or attack

last (v) – to continue existing or happening for or until a particular time

lose (v) – to stop having something because it has been taken from you or destroyed

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

mainly (adv) - in most cases

monotony (adj) – a bored feeling caused by the fact that nothing different ever happens

motor skills (n) – a function that humans develop which involves the precise movement of muscles with the purpose to do a specific action

ongoing (adj) – still happening or being done **outdated (adj)** – old and no longer suitable for modern purposes, methods, or situations

outside (n) – close to a place, building, or room but not in it

prevent (v) – to stop something from happening **reliable (adj)** – information that can be trusted to be correct or true in every detail

rewarding (adj) – giving you satisfaction, pleasure, or profit

safety (n) – the fact that something is protected from being hurt, damaged, lost, stolen, etc.

several (adj) – a number of people or things that is more than two or three, but not many

summer (n) – the season between spring and fall, when the weather is hottest

support (v) – to show that an idea, statement, theory, etc. is true or correct

trip (n) – an occasion when you go somewhere and come back again

up-to-date (adj) – including the most recent news and information, using the latest ideas or knowledge
 wash (v) – to clean something, usually with soap and water

wear (v) – to have something on your body as clothing, decoration, or protection

whether (con) – used when someone does not know which of two possibilities is true

winter (n) – the season after fall and before spring, when it is usually cold

workload (n) – the amount of work that a person has to do

Macmillan Education Prohibida su descarga <u>y v</u>enta

Unit 9 173



Stage 1

Express reasons for the interest about a problem.

Stage 2

Contrast effects created by prosodic resources and nonverbal language.



Stage 3

Define ways to express yourself depending on who you speak to.

Social Practice of the Language:

Unit 10

Express support and solidarity when faced with an everyday problem.

Social Learning Environment:

Family and Community

Communicative Activity:

Exchanges associated with specific purposes.

Opening

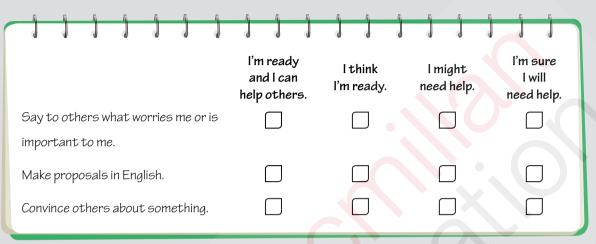
Let's start together

- 1 Work in pairs. Answer the questions.
- 1 Do you use to help other people in your community? How?
- 2 Do you feel you can express what you think about a problem in English?
- 3 Do you think you can work with others to do something about a problem?



Initial Assessment

In this unit, you will make a public service announcement. Discuss in small groups the following aspects. Then check (\checkmark) the answer that best describes how well prepared you are to ...



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

Planner

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

Sessions	Sections	Tasks	
1	Opening	How ready am I to get started?	175
2		Sharing community problems I care about.	177
3		Choosing a problem for a public service announcement.	178
4		Deciding what to include in my public service announcement.	179
5		Proposing and choosing a catchphrase for my announcement.	182
6	Development	Preparing a voice script.	182
7		Improving my script with suggestions from my classmates.	183
		Revie wing and discussing if I need to make changes to my script.	185
8		Making a plan with sounds and pictures.	186
		Evaluating my plan with the help of others.	187
9		Preparing my announcement and make posters.	188
10	Closure	Rehearsing my presentation.	188
11	closure	Presenting my announcement to the class.	188
12		Assessment.	189

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

Development

- 1 📆 Work in pairs. Listen to the conversation and discuss what the friends are talking about.
- A: They are talking about a problem in their town. B: Yes, I think it is about rain.
- 2 Work in small groups. Read and listen to the conversation from Exercise 1 again and answer the questions below.

Sandy: My home is always <mark>flooded</mark> in these months. I'm tired of it.

Miguel: Well, Sandy, the problem is that we live in a very rainy and wet zone.

Stage 1

Sandy: I disagree. In my opinion, that is not the problem.

Unit

Miguel: What do you mean, Sandy? Every rainy season our houses get flooded.

Sandy: I am convinced that the real problem is the amount of garbage in the streets. Garbage and leaves clog the street drains. The solution is to convince people to keep the streets clean.

Miguel: I disagree with you. I think the solution is to move away from here.

Sandy: Come on, Miguel! Our ancestors were born here, all our friends and family live here. Don't you love your town? Don't you want to make it a better place to live? **Miguel:** Hmm. I think you're right, Sandy. I wish we could do something about it. It is hard to convince people not to throw garbage. And the leaves ... we can't do anything about that. Leaves fall from the trees all the time.

Sandy: Well, how about if we convince our neighbors to sweep the sidewalk in turns?

Miguel: We can try. I propose we make posters about the problem and put them in places people can see them. If they are colorful and attractive, I bet people will read them. **Sandy:** That is a great idea!



- 1 Are there floods where you live? What problems do you think people have when there are floods in their community?
- 2 Is garbage a problem in your community? How does it affect you?
- 3 Do you think the proposals of Sandy and Miguel could work? Why?



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Garbage is a big problem in my neighborhood. We have a lot of rats because of the garbage!



There are no floods where I live but I suppose floods destroy homes.



For your Final Product

Work in small groups. Write a list of problems in your community or in your school that worry or interest you.



- Garbage on the streets.
- We need windows in our classroom.
- People with no home need plankets
- for the winter.



Problems we care about:

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Unit 10 177



4 Read the Skills box and listen to a public service announcement about the problem mentioned in the conversation from Exercise 1. Discuss with a partner what solution the announcement proposes.

A Public Service Announcement (PSA) is a free commercial about a campaign to solve a social problem in a community. These announcements may appear on TV, radio, the Internet, or in posters placed around the community. The purpose of the PSA is to help people notice a problem and do something about it.

For your Final Product

5 In this unit, you will make a public service announcement to help with a problem that you are worried about. Discuss with your group the problems you wrote in Exercise 3 and vote for one to make your public service announcement.

The problem we chose is: _

- 6 ¹⁸Work in small groups. Listen to the public service announcement from Exercise 4 again and discuss the questions below.
- 1 Do you think the problem the announcement wants to solve is the rain or the garbage that clogs the drains?
- 2 Does the announcement mention a fact to explain the importance of the problem?
- 3 What action does the announcement propose to solve the problem?
- 4 Who do you think can do what the announcement proposes? Children? Neighbors who share that problem? Someone else?

A: I think the announcement is proposing to adopt a street drain. B: I believe it proposes we sweep leaves and garbage off the roads.



In public service announcements, it is important to mention facts or interesting information that can help the audience understand the problem is serious or to make the message more convincing.

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For your Final Product

7 Work in groups. Propose and discuss ideas to define what your public service announcement will include. Use the list below as a guide.

• A specific problem

8

- Propose a concrete action to solve the problem
- A fact to support the importance of the message
- Decide the kind of people that can do the proposed action

Tip: You can research for a fact in books or the Internet, but if you don't have access to them, you can use your own knowledge or ask an informed adult.

- Make a list of the agreements from your discussion.
 - Problem: Homeless people are very
 - cold in winter.
 - Action to solve the problem: People
 - <u>can donate blankets and sweaters.</u>
 - A fact: Cold is the main cause of
 - mortal diseases in homeless people.
 - Who can do it: Teens and adults with
 - <u>extra blankets and sweaters.</u>

Problem:

- Action to solve the problem:
- A fact:
- Who can do it:

Assessment – Think About Your Progress

9 Work with your group from Exercise 7. Check (✓) how well you did the aspects on the table and then see if your partners agree with your answers. If necessary, ask your teacher for guidance.

Aspects	Very well	l am starting to do it	l need help
l am interested i <mark>n the pr</mark> oblems of my community.			
I can propose solutions for problems I care about.			
I know what elements I need to include in a PSA.			

You can review Exercises 3, 4, and 7 if you think you need more practice.

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Unit 10 179



Development

1 Read and listen to the public service announcement to prevent floods. Underline the parts where the voice sounds enthusiastic and circle the parts where the voice sounds serious.



2 Work in pairs. Compare your answers from Exercise 1 and discuss the reasons why you think some parts sound serious and some enthusiastic.

I think you need a serious tone of voice when you talk about a problem. You can't laugh about something you are worried about. I think you need to show enthusiasm when you want to convince someone to do something.

- Macmillan Education Prohibida su descarga y venta



Read the Skills box and identify the catchphrase in the public service announcement from Exercise 1. 3 Then discuss with a partner how is the best way to say it, seriously or with enthusiasm? Why?

A *catchphrase* is a short phrase that is repeated several times to help people remember the main ideas or message. They are used in public service announcements to transmit to people the action proposed to solve a problem and make sure they don't forget it.



Toolbox

To convince people to do something you can use phrases such as Don't you want to help? You can do something about it! Why don't you help us? with an enthusiastic tone of voice.

- Look for similar phrases in the announcement in Exercise 1 with a partner. Read them to each other with enthusiasm.
- 4 Work in pairs. Read the list of tips below and then take turns to read out loud the public service announcement in Exercise 1. Try to apply the tips as you read and then tell each other how well you read.

TIPS

- Read at good pace. If you read too fast, it is hard to get the message. If you read too slowly, it sounds boring.
- Remember to speak in a volume that can be heard well, but don't exaggerate or shout.
- Make a short pause before the catchphrase to give it importance.
- Read the catchphrase and the invitations to participate
- with enthusiasm. Sound serious when you mention facts and problems.

Macmillan Education Prohibida su descarga <u>y v</u>enta 181



For your Final Product

5 Work in groups. Propose ideas to make a catchphrase for your public service announcements. Write the three best proposals.

5 Evaluate the three proposals according to the checklist and choose the one that has the best qualities.

 The phrase should not be very long.
 [

 The phrase should invite to do something.
 [

 The phrase should have simple words to be easily remembered.
 [

The catchphrase we chose is:

7 You will now prepare a draft for the voice script (what you will say) in your public service announcement. Use your catchphrase and the ideas you prepared in Exercise 8, page 179.

Winter cold is here, but it doesn't have to be so cold. Did you know low temperatures are dangerous for our health? Homeless people are very cold in winter. Cold is the main cause of mortal diseases in homeless people. Don't you think we can help them? Warm a heart! Do you have a nice sweater that is too small for you now? Can you buy an extra • blanket? Do it and donate them! Warm a heart!



182 Family and Community



8 Read the draft of your voice script to another group in turns and help each other improve your scripts with suggestions.

Why don't you include a place where people can donate the sweaters and blankets?

nink you need

to sound more

enthusiastic.

I think your catchphrase is very complicated. I don't understand it. Why don't you use more simple words?

Assessment – Think About Your Progress

- 9 Work in small groups to answer the questions below.
- 1 What did you learn about how to be convincing when you speak?
- 2 What did you notice you need to improve from your classmates' suggestions in the last exercise?



If you think you need more practice, do Exercises 3 and 4 again with a classmate who feels the same way.

Macmillan Education Prohibida su descarga y venta Unit 10 183



1 🥺 Work in pairs. Read and listen to the conversation, and talk about the decisions they made.

Daniel: Hey guys, Pamela and Raul told us that we should say where to donate sweaters and blankets in our announcement. I don't think it is important. **Carmen:** I disagree. Our *Warm a Heart* announcement invites people to donate. What if they don't know? We need to find a place and share the information. **Laura:** You are right. We want to help people with our announcement, don't we? This problem is important for us so let's do everything we can to make things better.

Stage 3

Beto: I believe *Warm a Heart* has nothing to do with our message. Do we change it?

Laura: I don't think so. The blankets warm people and it is an action from the heart that will help people and make them feel better. Daniel: In my opinion, the part of the problem is very complicated. We decided the announcement is for adults who can buy blankets, but also for young people who can donate sweaters they don't use anymore. The words are difficult for young people. Beto: You have a point. Let's think of an easier way to say it. Carmen: Well, let's get to work.





A: They decided to use easier words in a part of their announcements. B: They also decided not to change their catchphrase.

When you want to propose actions to solve a problem in a public service announcement, think of the people you want to give the message to. Make sure your proposal has adequate language and examples for them.

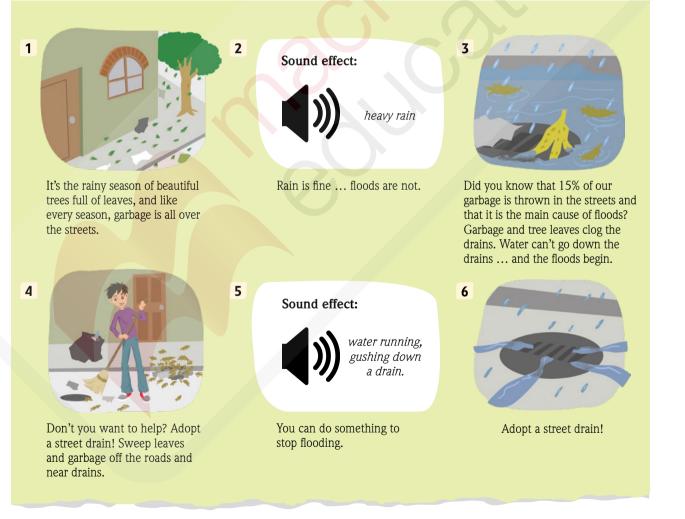
2 Read the conversation again and underline the expressions used to express opinions, agree, and disagree. Then role-play the conversation and stress the expressions you underlined.

Macmillan Education Prohibida su descarga y venta



For your Final Product

- **3** Work in small groups. Review the draft for your public service announcement and discuss if you need to make any changes. Try to use the expressions you identified in Exercise 2. Use the questions as a guideline.
- 1 Does your catchphrase express what you want people to do?
- 2 Are the words you are using easy to understand for the people who will listen to it?
- 3 Do you mention enough ideas or information so that people can do what you propose?
- 4 Work in pairs. Read the plan for the public service announcement to help prevent floods you listened to before. Discuss the questions on page 186.



Macmillan Education Prohibida su descarga <u>y v</u>enta



- 1 Do you think the images represent the ideas in the voice script? Do they help understand it better?
- 2 Do you think the sounds can improve the announcement? How?

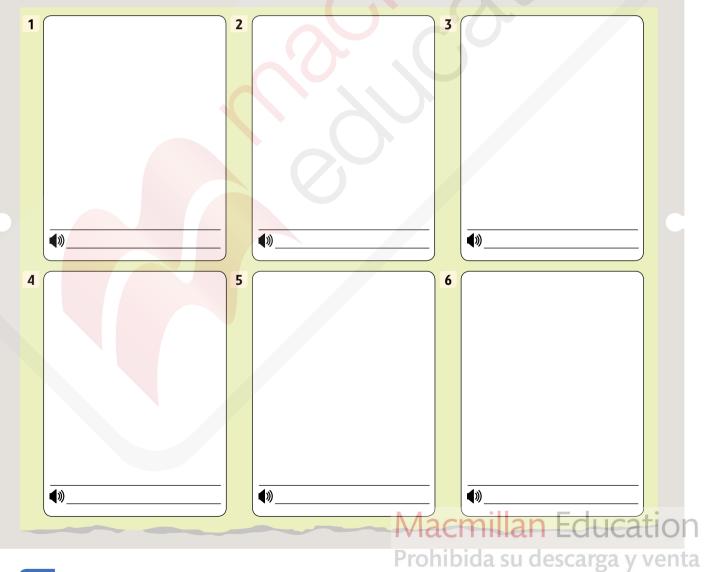


A: The image of the boy sweeping helped me understand what I can do.
B: I think the sounds will make the announcement more entertaining.

Words are essential to transmit a message, but images and sounds also help us communicate ideas. In announcements, they are very helpful to make the message clear and attractive.

For your Final Product

5 Prepare a plan for your public service announcement like the one in Exercise 4. Use the voice script you wrote before and include the images (draw them or describe them) and the sound effects that you want to add.





6 Exchange your plans with another group. Evaluate your classmates' plan according to the checklist below and make your comments.



7 Give your comments to your classmates and read what they think of your plan. If you agree with their comments, make the necessary changes to your plan.

Assessment – Think About Your Progress

8 Work with your Final Product group. Check (✓) the descriptions that you think say what your work was like. Then ask your teammates if they agree with your answers.

Aspe	ct	Very well	l can do it with some help	l am starting to do it	lt is very difficult for me
I understand what is necessary to communicate well with a specific audience.					
l can select pictur <mark>es and</mark> sound effects that help transmit an idea better.					
I can express when I agree or disagree with others.					

If your opinion and the opinions of your teammates are different, you can ask your teacher for guidance.

Prohibida su descarga <u>y v</u>enta

Closure

Final Steps

- 1 Prepare your public service announcement according to your plan. Make posters with the pictures you decided to include. You can record the sound effects, but if you don't have the possibility to record them you can act them out when you present it.
- If you have access to a computer and you know how to use it, ask your teacher if you can make a digital presentation.
- 2 Decide who will read each part. Rehearse your announcement to present it later to the class. Practice reading with good tone of voice (serious or enthusiastic when necessary), volume, and speed.



Collect your evidence

3 In this unit you discussed problems in your community that worry you and chose one to make a public service announcement to propose a solution. Now that your announcement is ready to share with the class, go back to your Planner on page 175 and check (✓) what you did to accomplish it.

Socialize

- 4 In turns, each group will present their public service announcement. Listen respectfully to all the presentations.
- 5 After the presentations, discuss as a class what solutions proposed you think are really possible to do in your community. Discuss with your teacher ways to spread those announcements, probably by putting your posters where other people can see them.

Prohibida su descarga y verita

6 Discuss in groups.

- With this experience, what did you learn about the problems in your community?
- Do you now feel that you can help or that you want to help in your community?
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Assessment

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

My performance	1	2	3	4
l can identify important problems in my community and propose solutions to solve them.				
I can use my voice and words to transmit ideas and convince others.				
I can adapt a message to make it adequate for a specific group of people.				

KEY

1 l still need help.

2 It's not easy, but I can do it. 3 I can do it very well.

4 I can help others.

2 After presenting your public service announcement and watching other presentations, evaluate your work.

My Final Product	l <mark>th</mark> ink	My teacher thinks
l was really involved and interested in the problem we chose.		
I proposed good solutions to the problem in our announcement.		
I shared my proposal and I convinced others.		

3 Get together with the classmates you worked with during the unit and answer how you worked as a team. Then discuss ways to improve the way you work with other classmates.

Teamwork	Yes	No	
We dis <mark>cussed ab</mark> out our tasks in a friendly way.			
We listened to and considered everyone's proposals.			
We par <mark>ticipate</mark> d with enthusiasm in all the activities.			
We accepted and considered the feedback from other classmates.			

- 4 Work as a class and review your answers, and give suggestions on how to improve on the aspects you want to do better.
- 5 Go back to the Initial Assessment on page 175. In small groups, discuss how you progressed in this unit.

Macmillan Education Prohibida su descarga v venta

189

Glossary

blanket (n) – a thick cover made of wool or another material that you use to keep warm in bed

campaign (n) – a series of things such as television advertisements or posters that try to persuade people to buy a product

cartoon (n) – a humorous drawing in a newspaper or magazine, often with words written below

clog (v) – to block something such as a pipe, tube, or passage, or to become blocked, so that nothing can get through

concern (v) – to worry about someone or something **convincing (adj)** – something that is convincing makes you believe that it is true or persuades you to do something

destroy (v) – to damage something so severely that it no longer exists or can never return to its normal state **disagree (v)** – to have an opinion that is different from the opinion that another person has

disease (n) – an illness that affects people or animals, especially one that is caused by an infection

donate (v) – to give something such as money or goods to an organization, especially to a school, hospital, political party, or charity

drain (n) – a pipe or passage through which water or waste liquid flows away

flood (v) – if water floods a place, it covers it

garbage (n) – things that you throw away because they are no longer useful

homeless (adj) – without a place to live

I bet (exp) – used for saying that you understand or agree with what someone has just said

improve (v) – to make something better

leaf (n) – a flat thin green part of a tree or plant that

grows on a branch or stem

leaves (n) – the plural of leaf

notice (v) – to become conscious of someone or

something by seeing, hearing, or feeling them

pace (n) – the speed at which something happens or is done

propose (v) – to suggest a plan, idea, or action **relate (v)** – to show or make a connection between two different things

script (n) – the written words of a play, movie, television program, speech, etc.

season (n) – one of the four periods into which the year is divided according to the weather

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

shout (v) - to say something in a loud voice

sidewalk (n) – an area along the side of a street that has a hard surface, used by people who are walking **sound (n)** – something that you can hear

sweep (v) – to clean a floor, the ground, or another surface using a broom

throw (v) – send and object away or through the air **warm (v)** – to make something or someone warm

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191

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