

COMPOSE Teacher's Guide

Adriana DOPAZO





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Unit 1

Social Learning Environment: Family and Community Communicative Activity: Exchanges associated with media.

Social Practice of the Language: Exchange emotions and reactions caused by a television program. Final Product: Interview.

Student's Book	
Activities	Pages
Opening	7-8
Take advantage of your students' strengths in relation to what they are already able to do with the language, so they can:	
Compare topic, purpose, and intended audience.	
Analyze language register used by participants.	9-12
Share hypotheses about general sense and details.	9-12
Recognize their own strengths and those of others.	
Encourage your students to explore, clarify, or think by means of questions, hypotheses, deductions, speculations and answers to the ideas of others. Create the necessary conditions, so they can:	
Interpret nonverbal language and attitudes of the speakers.	
Clarify the meaning of words using key words or contextual clues.	
• Reflect on the relationship between actions, pictures, dialogues, and sound resources.	
Recognize technical or specialized information.	
Identify grammatical differences between American and British variants.	13-15
Analyze the communication situation.	10-10
• Evaluate function and purpose of visual (e.g. ticker, subtitles, etc.) and sound (soundtrack, sound effects, etc.) resources.	
• Adopt body postures and use facial expressions that indicate emotions like surprise, pain, anger, etc.	
• Consider similarities and differences between their mother tongue and English. Encourage your students so that they achieve their goals and give opportunities for them to apply and practice what they already know, so that they can:	
Write expressions to share emotions.	
• Take into account grammatical characteristics of the English language (e.g. nouns and adjectives do not have gender in English), when writing expressions.	16-18
 Include explanations of main ideas in exchanges. 	
• Offer and ask for feedback.	
Monitor the development of your students' skills to decide whether to provide individual or group support. Help your students, so they can:	
• Ask and answer questions about the content of a TV program and emotions caused by it.	
• Link sentences to express emotions and explain what caused them.	1
Vary intonation, rhythm, and volume.	
• Use resources to make time (e.g. umm, er, you know, etc.).	- 19–21
• Monitor the use of their voice (e.g. volume, speed, etc.).	1
Exchange emotions and reactions.	1
Closure and Assessment	22-23

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Opening

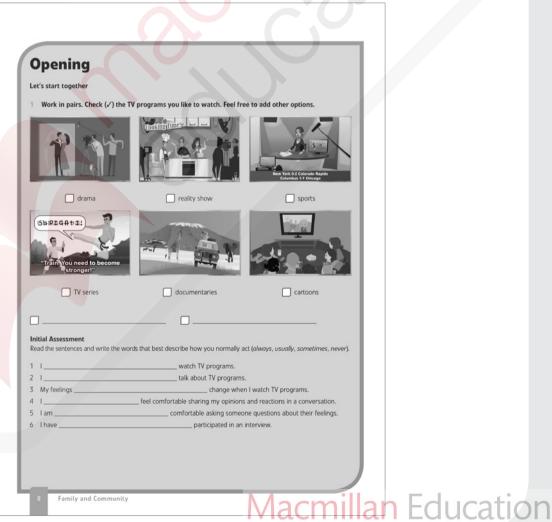
You may find useful to encourage students to review the four learning goals for the stages in the development and the social practice of the language to be achieved throughout the unit.

Let's start together

You could draw students' attention to the pictures and exercises on page 8 to activate previous knowledge and to discuss about the type of emotions caused by TV programs. You may invite volunteers to share their answers with the class. It would be a great opportunity for them to attempt to describe how certain TV shows make them feel.

Initial Assessment

You can tell students that the Final Product of this unit will be participating in an interview and exchanging emotions and reactions caused by a TV program. Then ask them to read the sentences and reflect on how often they do or feel like what is said. Encourage them to be honest so that they really know what they are able to do in this moment and, therefore, appreciate better their progress in the end.



Examine television programs. **Development**

Examine television programs. Stage Development Work in pairs. Read the conversation and underline the TV genres that are mentioned. Then discuss the questions. Julio: Hi Mónica! Why do you look so tired? Julio: Mmm, that's interesting. I'll watch it some Mónica: Oh, hi, Julio! I went to bed really late last time. Do you like watching series on TV? I love action night because I was watching the Chef Challenge series in English and action movies in Korean Mónica: Can you speak Korean? Wow! I didn't know finals on TV. Julio: By yourself? Julio: I don't, but I read the subtitles. Mónica: No. It is a family show for all ages. We really Mónica: That's true. Foreign programs have subtitles. enjoy watching it together at home. Even soap operas! But I don't like them. Too much Julio: I have never watched that program. What is it drama! They make me feel sad. I prefer comedy about? programs. And you? Mónica: It is a reality show where several contestants Julio: Me too! Comedy programs are the best! I like participate in cooking challenges. The winners get Mr. X. It makes me laugh a lot. money to open their own restaurant. I watch it Mónica: Yeah, that show is really amusing. It has because it is exciting and I learn about cooking. young actors because it is for teenagers. They speak Julio: I see. I don't really like reality shows. I prefer just like us! By the way, do you like documentaries? to watch sports programs. I like to listen to expert I do. Julio: Some of them, I guess. It depends on the sports anchors give their opinion about soccer and baseball games. I always watch Sportex on subject. I like documentaries about traveling and other countries. But I think documentaries about Channel 19. nature are boring! Some are hard to understand Mónica: Sportex is good, but I prefer On Sport on because they use formal language. I have to Channel 42 because there are also anchorwomen. not only men, and as they talk you can read the tickers confess that I love watching cartoons even to learn the results of all the games. though they are for children. Which type of programs does Mónica like? Why? Which type of programs does Julio like? Why? Do you know other TV genres? . Mónica likes Chef Challenge Julio likes sports programs becau because she likes to learr e likes the opinions anchors aive er and baseball as

Stage 1

Media Resources

Unit

Use Chapter 1 of the Reader at any time during this unit to extend the social practice and develop reading skills. For this unit, you can use Flashcards Chapter 1 from the Class CD for further practice, to start class discussions, and to support students' comprehension of the text.

Exercise 1

In this exercise, students can use the Glossary section on page 24 as an available tool to clarify the meaning of the highlighted words and expressions. You could also encourage pairs to look up any other words they do not know in a dictionary and to write them in the space provided in the Glossary page.

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Unit 1

Encourage students to answer the questions orally and monitor offering help if they need it. The sample dialogue can provide some guidance so that they know how to answer questions 1 and 2. If you have kinesthetic learners, students could role-play the conversation in pairs to improve understanding.

Answers: Underlined reality shows, sports programs, series, soap operas, comedy programs, documentaries, and cartoons 1 Mónica likes *On Sport* because there are anchorwomen and you can read the tickers. Mónica likes *Mr. X* because it is amusing and has young actors. 2 Julio likes sports programs because likes to listen to experts give their opinion. Julio likes *Mr. X* because it makes him laugh a lot. 3 Suggested answer

Reader Box

You may invite students to open their Readers to page 9 to learn about the history of television. After reading, you could ask students some questions to check their understanding of the text.



This exercise will allow students start identifying vocabulary they will need throughout the unit. Students could work individually and then share their answers as a class to foster learning from others.

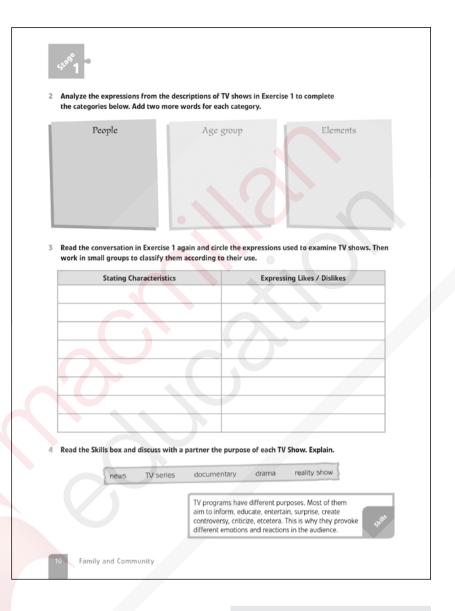
Answers: People contestants, winners, sports anchors, anchorwomen, actors Age group for all ages, for teenagers, for children Elements challenges, tickers, subtitles, formal language

Exercise 3

You may ask students to work in small groups to categorize the expressions according to their use. You could also encourage them to complete the table by memory and only refer back to the text to check.

Answers: Stating characteristics It

is a family show for all ages. It is a reality show where several contestants participate in cooking challenges. The winners get money to open their own restaurant. As they talk you can read the tickers to learn the results of all the games. Foreign programs have subtitles. It has young actors because it is for teenagers. Some are hard to understand because they use formal language. Expressing likes / dislikes We really enjoy watching it together at home. I don't really like reality shows. I like to listen to expert sports anchors. I love action series. I don't like them. They make me feel sad. I like Mr. X. I like documentaries. I love watching cartoons.



Exercise 4

You could do the first TV program genre as an example. You may ask students to reflect on the purpose of their favorite TV shows. Encourage them to say which kind of shows they watch and to give reasons for their choices.

Suggested answers: The purpose of the news is to inform. The purpose of a TV series is to entertain. The purpose of a documentary is to

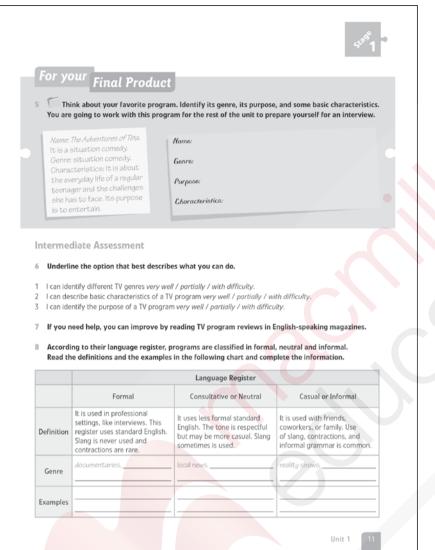
educate. The purpose of a drama program is to create controversy. The purpose of a reality show is to criticize.

Skills Box

In order to make this information more meaningful for your students, consider eliciting and giving examples by referring to popular shows and expressing their genre and purpose.

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For your Final Product

Exercise 5

Use this exercise as a portfolio evidence. Have students write on a separate sheet of paper if necessary. Model the activity with a popular TV show and have students identify all the elements. Now they may identify the same elements in their favorite program. Warn students that they will work for the rest of the unit with the TV program they choose so they pick one that is rich in elements to examine.

Intermediate Assessment

Exercise 6

This is an exercise for students to reflect on their performance up to this moment. Make sure you build an effective and

cooperative environment where acmillan Education

answers and reflect, analyze, and help each other.

Exercise 7

If students require additional guidance, you can direct them to previous exercises to review the information they missed. Look for magazine reviews from the Internet or from old TV magazines and provide them to the students who need extra help. You could also clarify concepts by modeling with sample TV programs: identify their genre, describe their characteristics, and identify their purpose.

Exercise 8

Elicit examples of particular situations in which students have to change their speech to sound more formal. In this way they can be more aware that TV shows also have register variations. If you want to have more class interaction in this activity, a good way could be talking about popular shows as a class to decide together where to put them as examples in the table.

Suggested answers: Formal

documentaries, international news, science programs. **Consultative or Neutral** local news, soap operas, sports programs, interviews **Casual or Informal** reality shows, series, comedy programs, cartoons. Examples may vary.



This exercise is a guided practice for students to learn how to report what a TV show is about and infer language register from the kind of topics and elements it has. Consider guiding them doing one of the briefs together. For extended practice you could quickly describe a show you like for them to tell you the general sense and infer the language register accordingly.

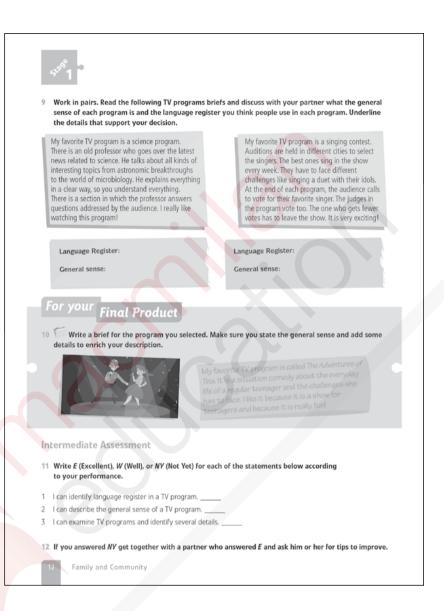
Suggested answers: Science

program Language Register: formal, General sense: TV show designed to share new scientific information.
Singing contest Language Register: informal, General sense: A singing contest in which contestants have to face weekly singing challenges.

For your Final Product

Exercise 10

Based on what they have learned so far, at this point students should be ready to write the brief for the program they selected. Have them work in pairs or in small groups to foster peer collaboration. Ask them questions to promote critical thinking and provide the necessary support, for example, by writing on the board the main points they should include as a guideline or checklist.



Intermediate Assessment

Exercise 11

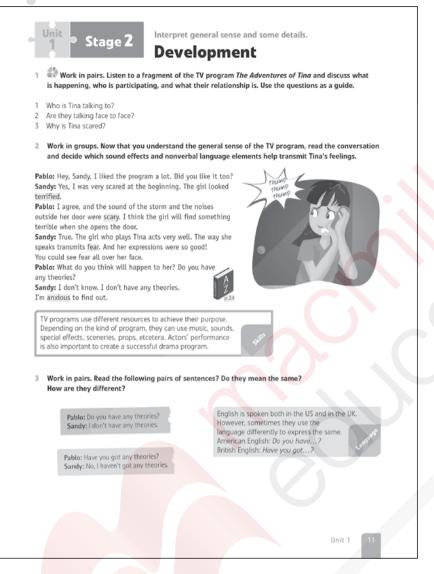
Remind students that these activities help them reflect on their progress. Encourage them to answer honestly so that they can identify the topics they need help with.

Exercise 12

Encourage the creation of a friendly and trustworthy classroom environment where students help each other for the common good.

Interpret general sense and some details.

Development



Stage 2

Exercise 1

For extra practice after the exercise, you may encourage students to use the questions as a guide to analyze other TV programs. Explain that it is important to understand the people, places, and feelings represented in the program they are watching to analyze it better.

Exercise 2

You may explain to students that sound effects and nonverbal language (the actors' performance) creates the mood in a program in order to convey a feeling in the viewer.

If students need help with words from the track, remind them they can go to the Glossary on page 24 to check the meaning of the highlighted words. Answers: 1 The music, the sound of the storm, and the noises outside the door. 2 The way she speaks and her facial expressions transmit fear.
3 Answers may vary.

Skills Box

If you think it is necessary to simplify this information, provide and / or elicit examples from scenes of a program they like so that they can become fully aware of the importance of sound effects and nonverbal language when understanding the content of TV programs.

Exercise 3

Let students discuss the sentences and guide them to conclude that the two options mean exactly the same. Give some examples of regional differences in the way things are said in their native language. If the resource is available, students could look for British and American TV programs on the Internet to identify similarities and differences.

Language Box

You could wrap up the previous exercise by reading the contents of the box with your students so that it is clear for them that they might come across different variants of English, and that all are correct.



It is important to remind students to pay special attention to the nonverbal elements that convey meaning to the story while reading and listening to the next part. If you think it is necessary, you can play the audio more than once to help students identify the sound effects and changes in the tone of voice. You can tell students to go to the Glossary on page 24 to help them clarify the meaning of the highlighted words. You may want students to compare their answers in pairs.

Answers: They show Tina's

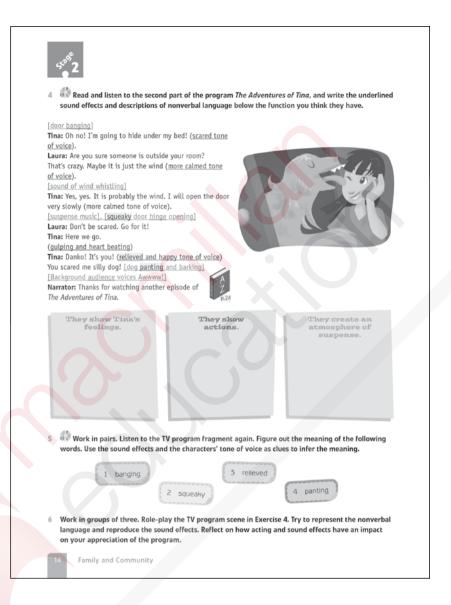
feelings: scared tone of voice, more calmed tone of voice, relieved and happy tone of voice **They show** actions: gulping and heart beating, dog panting and barking **They** create an atmosphere of suspense: door banging, sound of wind, storm and door banging, suspense music, squeaky door hinge opening

In Class

You could invite students to role-play the script but changing certain aspects in their tone of voice and the body actions. This will allow them to notice how these features can help convey different meanings.

Exercise 5

Before starting the exercise, it might be a good idea to check if they already know or suppose they know what the words provided mean. A fun way to check the answers can be asking



students who are sure of the meaning of the words to act them out for the class.

Exercise 6

This role-play exercise will help students make a connection between tone of voice, sound effects, actions, and meaning. You may want to walk around to monitor the students' performance and encourage them to show emotions with nonverbal language. Finally, you may encourage the reflection by asking students the following questions: Do you think a TV program can be successful if it has unexperienced actors? Have you ever watched a TV program on mute? Do you think your appreciation of a program may change if it didn't have sound effects? Encourage the participation of all students and provide help with any yocabulary doubts.



Shy students may have a hard time exchanging ideas. You can help them by showing a positive body language (like an acknowledging smile) as you monitor conversations so they feel more confident.

Intermediate Assessment

Exercise 9

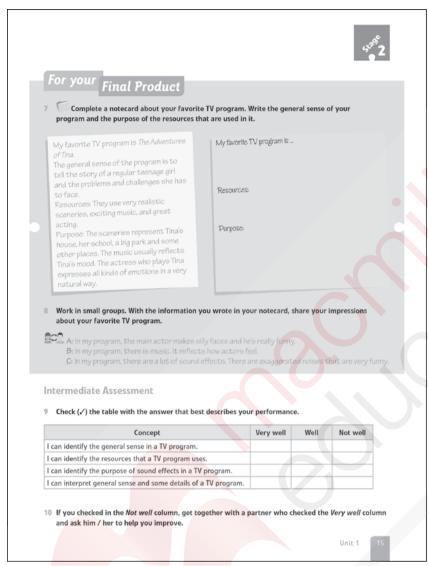
In Class

This is an exercise for students to reflect on their performance. Students can pair up to share their answers. Build an effective and cooperative environment where they can reflect, analyze, and help each other.

Exercise 10

If additional guidance is required, you can direct them to previous exercises to review the type of information they provided and you can also clarify concepts by modeling sample answers to identify general sense (by identifying genre, purpose, and resources), purpose of resources (to add suspense, drama, comedy), and how to interpret them (*What do they reflect or indicate? The recorded laughs indicate they made a joke*).

Unit 1



For yo<mark>ur Final Product</mark>

Exercise 7

You can use this exercise as portfolio evidence by having students work on a sheet of paper. After drawing students' attention to the example notecard, it could be useful to provide an example of your own on how to complete a notecard before students do the exercise. It is important for students to notice they have to determine the purpose of the resources and reflect on what the TV producers did to achieve that purpose.

Exercise 8

In this exercise, students will continue building their Final Product. It can be useful for students to analyze the sample comments before they produce their own. You could walk around the classroom offering help if required.



As an introductory exercise, you may pair up students and ask them to share a TV program they specially like and one they don't, giving reasons for their answers. If necessary, model the activity.

After pairs have read and listened to the conversation, you can remind them that they can always check the meaning of the highlighted words in the Glossary on page 24.

Exercise 2

Ask students what the words in the second column have in common and encourage them to say more adjectives with *–ing* ending.

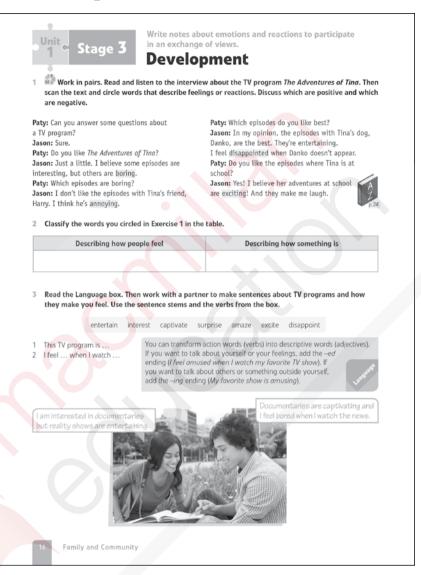
Exercise 3

Allow students to get into pairs with a partner they haven't worked with. Warn them that they should not be afraid of making mistakes because they help us improve. Ask some volunteers to share with the class the sentences they came up with.

Language Box

Go through the contents of the box with the students. Provide them with more examples of this type of word transformation. Write notes about emotions and reactions to participate in an exchange of views.

Development



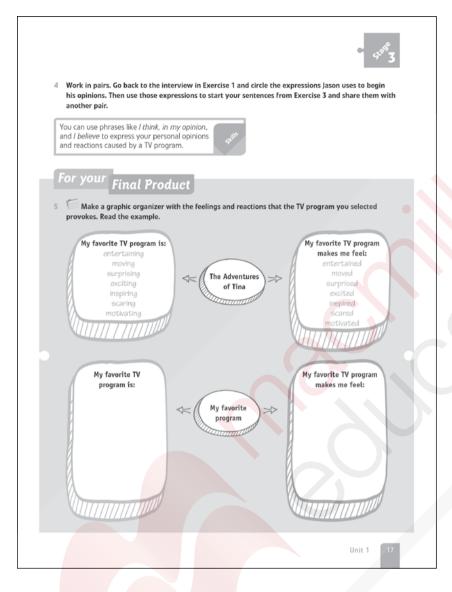
Suggested answers: This

TV program is captivating. I feel captivated when I watch music concerts. That documentary is surprising. My mom feels surprised when I watch soap operas.

Media Resources

You can use Poster Unit 1 in the Class CD for further practice. Students can look at the emotions and pictures to discuss which are positive and which are negative reactions and feelings.





Read the instruction aloud and make sure students understand it. If you consider it helpful, model the second part of the exercise with examples of your own.

Answers: I believe, I think, In my opinion

Skills Box

Going through this information helps students know they have tools that will be helpful for them when they express their personal opinions about a TV show, as they will be doing in several exercises and their Final Product interview.

For your Final Product

Exercise 5

You can use this activity as portfolio evidence and ask students to do it on a sheet of paper or in their notebook. Explain this is the next step to prepare for the interview in the Final Product. You can start by drawing students' attention to the example and asking some questions, for example: What is the graphic organizer about? What kind of information does it *include?* and others. Then you can invite students to draw a similar one about their favorite TV program for their Final Product. It could be useful to monitor the activity to make sure students understand the type of information they should include in the organizer.

Media Resources

If you want to provide extra help for students to complete their organizers, you might find useful Poster Unit 1 from the Class CD. Students can find more emotions and reactions they can add to their organizers. Tell them they can look at the pictures and find some that match their own reactions to their favorite TV show.



For your Final Product

Exercise 6

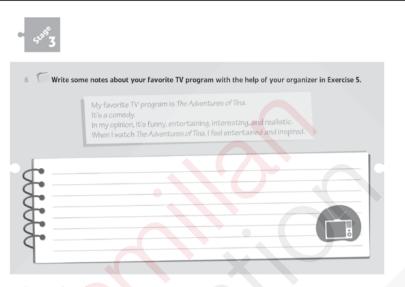
You can use this exercise as portfolio evidence. Draw students' attention to the example provided before they start working on their own. One way to monitor how the class is working could be asking them to read out loud their notes for the class. Remember it is important to build an appropriate learning environment where students show respect by taking turns participating and sharing their ideas.

Suggested answer: My favorite TV program is *Music Changed My Life*. It's a reality show. I think it is a different type of reality show because it is interesting, surprising, and realistic. When I watch *Music Changed My Life*, I feel inspired and relaxed.

Intermediate Assessment

Exercise 7

Finally, you may draw students' attention to the table to self-assess their performance. Tell them to reflect on the way the communicated their ideas in the previous activities and encourage them to locate their performance and circle the statement that best describes them.



Intermediate Assessment

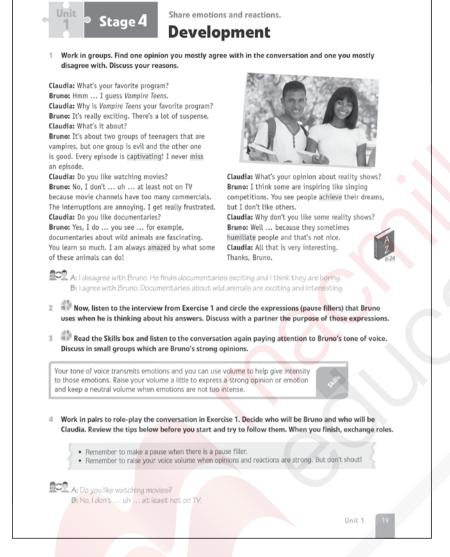
7 Circle the option that describes how well you did on each aspect of this stage.

Using adjectives with -ed and -ing endings to describe a TV program	I used many adjectives with -ed and -ing endings to describe my favorite TV program.	I used some adjectives with -ed and -ing endings to describe my favorite TV program.	I tried to use adjectives with -ed and -ing endings to describe my favorite TV program but I got confused.	Page 16, Exercise 3
Using expressions to give my opinion	I used expressions to give my opinion.	I used some expressions to give my opinion.	l didn't use expressions to give my opinion.	Page 17, Exercise 4
Describing feelings and reactions that a TV program provokes	I described the feelings and reactions TV programs provoke in me without looking at my notes.	I described the feelings and reactions TV programs provoke in me looking at my notes at times.	I described the feelings and reactions TV programs provoke in me only looking at my notes.	Page 17-18 Exercise 5 and 6

Exercise 8

You may refer students to previous exercises in the unit to clarify doubts and encourage them to assist others who found it difficult to express their ideas.

Share emotions and reactions. **Development**



Stage 4

Exercise 1

This can be a good time to review by asking students to find expressions they already know to give opinions, before sharing with their partners. Students can go to the Glossary on page 24 to check the meaning of the highlighted words. You can draw their attention to the sample answer provided. Monitor pairs to provide help to those students having difficulty expressing their ideas.

Exercise 2

It might be helpful to model sentences using pause fillers in the students' native language. If the purpose of pause fillers is still not clear after the exercise, you could explain they are expressions to allow a speaker thinking time to order their thoughts and words in a conversation, and give some examples in the student's native language so that they get the idea.

Suggested answer: To gain some time to think or to organize ideas before speaking.

Exercise 3

Draw students' attention to the text in the Skills Box and consider asking them to underline in the conversation in Exercise 1 Bruno's strong opinions as they listen. This should make things easier for their discussion. Monitor as groups discuss their answers and provide help as needed.

Answers: Every episode is captivating! I never miss an episode. I get really frustrated. You learn so much. I am always amazed by what some of these animals can do!

Skills Box

Read the box out loud. You may want to model some additional examples to the ones in the audio to make sure students understand how to use their voice to convey emotions and then elicit others from them.

Exercise 4

This is an opportunity to practice the correct use of their voice and resources like pause fillers, and to assess their partner's performance.

order their thoughts and words accillan Education Prohibida su descarga y venta

Unit 1 2



This exercise will help students become aware of the way questions are structured in English as a first step to be able to ask questions on their own in the best way possible.

Answers: 1 What's your favorite program? Why is *Vampire Teens* your favorite program? What's it about? What's your opinion about reality shows? Why don't you like some reality shows? 2 Do you like watching movies? Do you like documentaries? 3 The order of the subject and the verbs. They use a question mark.

In Class

Wh– questions are used to ask for information. They always begin with *why*, *what*, *who*, *which*, etc. (What is your favorite TV program about?). *Yes / No* question always give a positive or negative answer and begin with the auxiliary verbs do or be (Do you like sitcoms?).

Exercise 6

You can guide students by asking them if the answers are yes / no answers or if they give specific information; this will help them identify the kind of question they need to write.

Answers: 1 What is your favoriteTV program? 2 Do you likewatching the news? 3 What isthe show about? 4 Where does theprogram take place?



5 Go back to the conversation in Exercise 1 and underline the questions Claudia asked. Then answer the questions below and compare them with a partner.

	ICT Tips If you want to practice more with question formation, go to:
2	Which questions are used to check information? Write them down. http://www.edutics.mx/5r8 http://www.edutics.mx/5rX
3	What makes questions different from affirmative and negative sentences?
5	Read the answers and write the questions.
1	My favorite TV program is The Book Club.
	No, I don't like watching the news.
3	The show is about a group of friends who read adventure books.
F	The program takes place in a secondary school in Mexico City. Final Product Think of questions you can ask to get information about favorite TV programs. Write the questions in the form.
C	Interview Form
W W	Question 1:
M M	Question 2:
M	Question 3:
B	Question 4:

ICT Tips If you have Internet available, you can visit the suggested websites as a class. There are exercises to practice question formation.

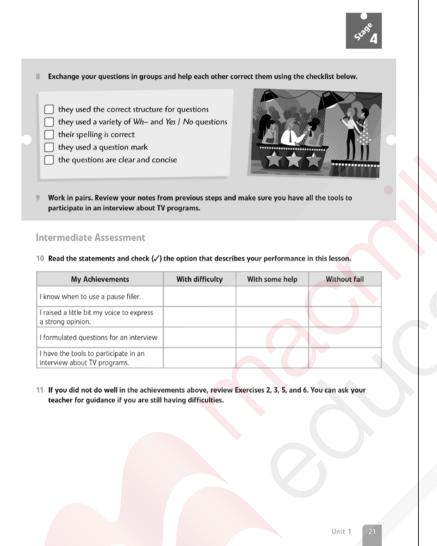
For your Final Product

Exercise 7

You may use this exercise as portfolio evidence. This exercise will allow students to connect what they've been practicing to the experience of their Final Product. Let them know that they will use the questions they create to interview other classmates about their favorite TV program.

Suggested answers: What is your favorite TV program? What is it about? Why do you like it? How do you feel when you watch it? Do you always watch it?





This is a good opportunity to clarify any doubts.

Intermediate Assessment

Exercise 10

This is an excellent opportunity for students to reflect on their progress up to this moment. You may walk around paying attention to students' answers and reminding them it is important to answer honestly.

Exercise 11

Be prepared with extra exercises for students who require further assistance. Remember that it is important that you as a teacher should be open and available to answer all of their doubts.

Exercise 8

This exercise fosters cooperative learning, as students check each other's work. It is advisable to monitor this exercise as students may require your help.

In Class

Not all students take feedback well. Let them know constructive criticism is not an insult or a reflection on who you are as a person. It's simply someone else's opinions based on their observations. You could advise them to focus on the fact they can improve and to receive it with an open mind and gratitude for the opportunity to learn.

Exercise 9

Encourage students to go over their notes from the previous stages to review everything they have learned to participate in an interview about a TV program. acmillan Education

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Closure

Final Steps

Exercise 1

You may use this exercise as portfolio evidence by having students do it on a sheet of paper. Once students have grouped up to do the exercise, consider monitoring the interaction by walking around the classroom listening to students exchange information and providing help if needed. You could provide sample notes to help them know what they should write about their partners' performance.

Exercise 2

It is important you monitor their exchanges and offer counseling on how to improve as well as validation of the feedback they receive.

Collect your evidence

Exercise 3

This is a good opportunity for students to go over the stages they followed to achieve their Final Product. It is advisable for students to rehearse their interview so that they feel comfortable when presenting it to the class.

Socialize

Exercise 4

This stage of the product is meant for students to further practice the skills they acquired by interacting with other classmates. They should now

	Closure
	Final Steps
	1 Work in small groups. Take turns asking your partners the questions you prepared for your interview. Listen carefully to your partners' answers and take notes related to his / her performance to give feedback.
	2 Share your notes with your partners so they can improve their performance.
Ŀ	Collect your evidence
L	
	3 Now that you have described your favorite TV program and your emotions, opinions, and reactions towards it, you're ready to participate in an interview. Work in pairs and rehearse it so that you are comfortable to present it to the class.
	Socialize
	4 Now that you rehearsed your interview to feel more comfortable, present it to the class. Pay attention to the others' interviews and ask any follow up questions you may have.
	5 Discuss as a class.
	- What use the mest difficult thing for us when you appressed using anothing and continue also it
	 What was the most difficult thing for you when you expressed your emotions and reactions about a TV program?
	What were the most interesting reactions about a TV program that your classmates shared during the interview?
	the interview?
	Self-assessment
	6 Now that you have participated in an interview, evaluate how well you did on your Final Product, answer the questions.
Ŀ	1 Did you use new expressions to ask and answer questions in your interview?
	 Did you use new expressions to ask and answer questions in your interview? Could you express your emotions and reactions in your own words?
	3 How well did you answer the questions your classmates asked you in the interview? Did you understand
	the guestions?

feel more confident as they notice how their fluency and accuracy have improved. It would be useful to monitor the interaction to identify whether students still have some weak aspects they should be working on later.

Exercise 5

You can have two volunteers read the questions and encourage the class to exchange ideas and comments. You could walk around the room, listening to students, and making notes on their performance.

Self-assessment

In this stage, students should focus only on the Final Product. Encourage students to give honest answers so that they can detect strengths and opportunity areas.

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Education

Assessment

Formative	Assessment								
Read the	sentences and com	plete ther	n with the	words from	he box tha	t best desc	ribe yo	ου.	
		always	usually	sometimes	never				
1 1	feel com	ofortable sh	aring my c	pinions and re	actions in a	conversatio	in.		
	com		5 /						
	pa		-			5			
Examine telev	ision programs.	My Perfo	rmance			1	2	3	4
Interpret gen	eral sense and some	e details.							
Write notes a	bout emotions and	reactions to	o participat	e in an exchan	ge of views.				
Exchange em	otions and reaction:	s caused by	/ a TV prog	ram.					
	elp. 2 lt's not e ssment	asy, but I c	an do it.	3 l can do it	very well.	4 I can h	elp oth	ers.	
1 I still need h Peer Asses Get togett well you ; according		es you wor of a team. ss. ers? p. let anybody in oral exch te.	ked with a Choose th help me. anges like i b) l parti	as a group dui ne statement t b) he d) he	ring the uni hat best de lp but with n lp as much a	t and tell e scribes yo o enthusias s I can.	m.	her ho	

Formative Assessment

Exercise 1

Encourage students to brainstorm all the things they learned in this unit. Encourage them to complete the sentences honestly so that they really know what they are able to do now and appreciate how they have progressed. To do this, they can go back to the Initial Assessment on page 8 and compare those first answers to these ones.

Exercise 2

This assessment process is divided into stages. First, students should assess their own performance. In order to do that, you can explain students how important it is to reflect and give honest answers, as this will help them identify their strengths and weaknesses. According to their answers, be ready to help students clarify aspects they do not feel confident about.

Peer Assessment

Exercise 3

This part is related to teamwork. It is important that students become aware of the specific skills required to work in groups. You may elicit some aspects that are necessary to be able to work with others in a successful way, before students assess their performance. The discussion among team members provides a good opportunity for students to exchange ideas and come up with specific aspects they need to work on.

Exercise 4

This final assessment is at class level. Bring the whole group together to examine their answers, discuss them, and exchange points of view. It is important to provide assistance on aspects students know they have to improve, but do not know exactly what strategies need to implement them.

students clarify aspects they acmillan Education do not feel confident about. Prohibida su descarga y venta

Unit 1 🛛

Student Self-evaluation Chart on Skill / Achievement

A Student Self-evaluation Chart is a tool that helps students evaluate their own work in order to learn which areas they have improved on and which ones still need improvement. It offers students a reflection on their progress on certain skills or achievements.

Instructions:

- 1 Determine the skill or achievement to be evaluated.
- 2 Determine the characteristics or attributes.
- 3 Have students check () each quality column according to their learning experience.

Student Self-evaluation Chart					
	Skill / Achievement	Excellent	Good	Fair	Needs improvement
1					
2		X	C	5	
3					
4					
5		2			

Comments:

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