

3

English Connect

Student's Book



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EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA





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Student's Book

3



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English Connect Student's Book 3

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Introduction

Dear student,

Welcome to *English Connect*!

In *English Connect 3* you will interact with different types of real-life texts in various contexts. You can take full advantage of activities that will improve your communicative skills in English. It contains challenging activities that will help you consolidate what you've learned in previous levels and give you the knowledge and skills to be successful in English. But to do this, you first need to get to know your book. Your *Student's Book* is divided into *Modules* that flow into each other to make you advance from structuring to creating. The aim of each *Module* is to build a language product step by step. *Product Steps* are focused in developing the necessary strategies for you to fulfill specific achievements.

Product Step There can be three or four steps depending on the complexity of the language product and the strategies that are developed.

Each module has three sections:

Opening A diagnostic activity that will help you activate what you already know. You can also find a *Class Planner* to know what evidence you will collect.

Development Three or four product steps that are focused on developing a linguistic product through communicative skills and strategies.

Closure The socialization of your Final Product, and activities to reflect on and self-assess your work.

You can also find several icons that will help you through your learning process:

 **10** Every time you see this **Class CD icon**, listen carefully. Make sure you understand the activity before you listen.

 **p.135** When you see this **Glossary icon**, use the Glossary at the *Vocabulary Strategies* section to learn new words.

 This icon indicates activities that develop thinking and study skills.

 This icon indicates activities that develop local, national, and global citizenship skills.

 This icon indicates activities that develop emotional skills.

Self-assessment This label refers to an activity that will help you evaluate your progress in each lesson.

 **Chapter 4**
To get more information about TV programs you can go to your Reader Chapter 4. Every time you see this **Reader box**, go to your Reader and follow the instructions. Don't forget to bring your Reader to class.

 **ICT**
You may record the role-play using a cellphone. Discuss the questions. Every time you see this **ICT box**, you can go back to pages 8-9 to learn how to use ICT tools.

 When you see this **Portfolio icon**, place your work in your portfolio binder. These tasks will be useful to review and check your performance.

 **FOR YOUR PRODUCT** This label refers to activities that will help you make your Final product step-by-step.

ICT or Information and Communication Technology are tools that can help you create, store, and manage information while you are learning. You can use your own smartphone or computer to help during the class time or at home.

These tools will help you approach different creative and thinking skills to improve your work. Here are some explanations and ideas on how to manage some common ICT tools.

How to record a video

You may want to capture your own videos to practice or present to your classmates. Most smartphones have a video recording app. If not, you can download one for free from any app store.

Smartphones

- a. If you are using a smartphone, first tap the “video camera” icon.
- b. To start recording, tap the “record” button.
- c. Finally, to stop the recording, tap the “stop” button.

Computer

- a. Look for the *computer* menu and type the word “camera” into the search bar.
- b. Click the “camera button” and the camera app will open on the screen.
- c. Click the “video” icon to start recording and the “stop” icon to stop recording.
- d. If your *computer* does not have a built-in camera, connect a webcam using a USB cable to an available port on your PC.

To provide and receive feedback, you can record a video of the oral presentation in Module 1, the interview in Module 4, the conversation in Module 7, the debate in Module 9 and the public discussion in Module 10.

How to use the autocorrect feature

Sometimes while typing in a word processor on the computer we write incorrect words. Most smartphones and word processors include an autocorrect feature. Remember that spell-check is not always right. It is important to read the options before you make changes in your texts. If you want to start the autocorrect feature in English, there are several ways.

- a. Language: Using your word processor, go to the bottom left side of your screen. You will find a language bar. Open it and click on “American English.”
- b. Spelling and grammar check: If you want to run a full spelling and grammar check, go to the “Review” tab. Click the “Spelling and Grammar” command and a panel will open on the right. It will show you suggestions. Click on “change” when you want to change to the suggestion and update the document.

Use this feature to proofread written tasks like the instructions to perform an experiment in Module 3, the report on a historical event for an anthology in Module 5, or the inventory of mysterious events in Module 6.

How to search for information on the Internet

Doing an effective search for information online will help you to save time and to obtain what you need. You can use your computer or smartphone built-in search bar or go straight to the search engine you want. Remember that you can have hundreds of web pages in a matter of seconds, so it is important to narrow your search by:

- a. Keeping simple and specific when typing your first search word. The engine will give some suggestions that can help you specify your search.
- b. Clicking the options below the search bar (Web, Images, Maps, Shopping, More, etc.) to help you be more specific.

- c. Reading the text preview for each site.
- d. Separating those ideas you don't want to include by using hyphens. For example, if you are looking for cookies, but not web cookies, write: cookies –web cookies–.

Use these strategies to look for fantasy and suspense narrative texts in Module 2, to select instructions manuals in Module 3, to select and review reports on historical events in Module 5, to learn about cultural habits of different countries in Module 7, to look for poems in Module 8, to choose a topic for your debate in Module 9, and to learn more about youth rights in Module 10.

Using online dictionaries

There are different types of online dictionaries (bilingual, monolingual, thesaurus, synonyms, etc.) you can use for different purposes. When using a dictionary online it is important to consider that:

- a. You should always use an English-English dictionary if you want to improve your vocabulary.
- b. Different from paper-based dictionaries, online dictionaries can give you additional information, for example, the pronunciation of the word using sounds; other web pages related to the words or topic; links to other words; translator, etc.

Browsing digital libraries

Digital libraries are collections of digital texts, visual and audio material, photographs, and other electronic formats that can be accessed remotely by everybody. This material can be read online in your computer or smartphone. You can go to your search engine and start by browsing these libraries:

- a. World Digital Library at <http://www.edutics.mx/5go>
- b. Project Gutenberg at <http://www.edutics.mx/5gJ>
- c. Open Library at <http://www.edutics.mx/5g3>

Use these strategies to look for fantasy and suspense narrative texts in Module 2, to select instructions manuals in Module 3, to select and review reports on historical events in Module 5, to learn about cultural habits of different countries in Module 7, to look for poems in Module 8, to choose a topic for your debate in Module 9, and to learn more about youth rights in Module 10.

Fact-checking

The Internet is a place where you can find billions of web pages. For that reason, it is important to look for information reliability. Fact-checking online information is more important than ever. Evaluate the sources by asking yourself:

- a. Who is the author and why is the information shared? Check it comes from a reputable source and that its purpose is to provide factual information.
- b. Is there any evidence of what is said? Check it includes factual information and not just opinions.
- c. Does it include other sources? Check the information is backed up with other sources, like links.
- d. What do other sources say about the same topic? Look for multiple sources to see what other sources say about the same topic.

Fact checking is more important when participating in a debate where you need facts, like in Module 9, or when you need to understand the actions needed to address youth rights like in Module 10. Also use this strategy in all your web research.

Module



Social Learning
Environment:

Family and community

Social Practice of Language

- Interpret and provide descriptions of unexpected situations in a conversation.

Communicative Activity

- Exchanges associated with information of oneself and that of others

Achievements:

- Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.
- Interpret general sense, main ideas, and some details.
- Describe unexpected events.

The final product of this module
will be... an oral presentation!

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Opening

- 1 Work in pairs. Look at the pictures. What happened? Try to describe the situation. Then answer the questions below.



- Do you know how to make descriptions in English?
- Are you ready to have a conversation in English?

- 2 When the module is over, you will come back to revisit these questions and assess your progress.

Class Planner

You will collect this evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-4	Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.	General notes about an unexpected situation p.14
	5-7	Interpret general sense, main ideas, and details.	Notes about the main ideas and details p.17
	8-10	Describe unexpected events.	A conversation organizer about an unexpected event p. 18 A presentation rehearsal about an unexpected event p. 19
Closure	11-12	Socializing the product.	Rehearse using a conversation organizer p. 22 Oral presentation about an unexpected event p. 23 Self-assessment p. 24

Other evidence: _____

Development

Product Step 1 You are going to decide on an unexpected situation.

- 1  Listen to the conversation and answer the questions. Share your answers with a partner. Discuss what clues let you know the information.



- Where are the students?
- Do they know each other?
- What happened to David last weekend?
- What happened to Gaby?
- How do they feel?

- 2  Listen to the conversation again. In pairs, identify and circle the speaker described in the sentence.

- David / Gaby lowers his / her voice to show disappointment.
- David / Gaby raises his / her voice to share something amusing.
- David / Gaby / Both use informal language to share anecdotes.

 p.25

- 3 In pairs, discuss how each character feels using the words from the box.

disappointed amused sad frustrated surprised

I think David felt frustrated because his team lost.



I believe Gaby felt amused because it was a funny experience.

Language skills

Some sound characteristics in conversations, like the **speed** you use and the **volume** you reach, can help you show feelings or identify what the speaker feels.

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- 4  02 Work in small groups. Listen to the conversation again and write down the questions Allie and David make.

Then, in pairs, discuss the following.

- a. What purpose do the questions have?
- b. What kind of information do you get from the answers provided: main ideas, details that expand them, or both?
- c. Why do you think it is important to ask questions during an oral exchange?

- 5 Answer the following questions in note form. Then, in pairs, take turns telling each other about your experiences.

- a. Do you remember a time when you had an accident that prevented you from doing something you wanted or from achieving a good result?
- b. What was it?
- c. What happened?

- 6  03 In small groups, look at the pictures related to Allie's weekend and exchange ideas about what you think happened.



7  Listen to the conversation and check your answers in Activity 6. In pairs, take turns telling each other what happened to Allie and exchange ideas on how she sounds and feels.

8 In pairs, discuss what clues helped you understand the unexpected situation and Allie's feelings.

a. What happened?

b. Who was involved?

c. How does Allie sound?

d. How does Allie feel? Why?

9  **FOR YOUR PRODUCT** You are going to participate in an oral presentation about an unexpected situation as a final product. Think of an unexpected situation you have experienced and want to share it with your classmates. Make notes. Use Activity 8 as a model.

a. What happened?

b. Who was involved?

c. How did you feel?

Chapter 1
If you can't think of any unexpected situation, you may use the story in your Reader Chapter 1.

10 Work in pairs. Discuss the questions and write your answers below.

- Was it easier or more difficult to predict the events in the second part of the conversation?
- How can you express different feelings using your voice?
- Do you think it is easier to understand details from a conversation when you anticipate the main ideas? Why?

11 Self-assessment Answer the questions.

- How well can you distinguish attitudes and emotions?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- How well can you use contextual clues to anticipate the topic and the purpose?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- How well can you distinguish acoustic features to identify emotions?
1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.

If your answer was *With difficulty* or *I can't*, review some strategies to listen to conversations, go back to Activities 2 and 6 with a partner. Give each other feedback and record your progress.

I can listen to and evaluate descriptions of unexpected situations shared in an oral exchange.

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Product Step 2 You are going to interpret general sense, main ideas, and some details.

1 Listen to a conversation between three students. Discuss as a class what it is about.

2 Read and listen to the conversation again and discuss the questions in pairs.

Ana: Hi, guys!

Pete: Hi, Ana! Did you bring the poster?

Ana: The poster? Do you mean the poster for the cake stand? Was it for today?

Jessy: Ana, it IS for today. Mr. García said yesterday that we had to bring the posters today. He told us, "Have everything ready for tomorrow," and that was yesterday, Ana. Then, I asked you if you could finish the poster at home and you said, "Yes, Jessy. Don't worry, I'll finish it." Right, Pete?

Pete: Err... well...

Ana: Hmm... that's not what I understood. I'm very sorry... I thought that we had to bring the poster tomorrow morning for the school festival. And, when you asked me if I could finish it, I didn't understand I had to bring it today. Besides, the festival is tomorrow, right?

Jessy: But that's not the point...

Pete: Girls, girls... let's try to fix this, okay?

Jessy: Right. What do you suggest?

Pete: Mr. García said that everything had to be ready at four. However, he also told us that if we needed more time to finish the posters or other materials for our stand, we could use our lunch break. What if we do that?

Jessy: Okay! Good idea! Ana, you can design the new poster. We can add drawings or some magazines cutouts and then show it to Mr. García together with the rest of the materials for the stand at four. Is that okay?

Ana: Sure! Let's do it!



- a. What is the unexpected situation?
- b. How does each person feel about it?

- c. What words or changes in the voice express each person's feelings?

● To learn how to understand words by context, go to the Vocabulary Strategies section on page 25.

3 Read the conversation again and write down the main ideas. Follow the examples.

*There's a school festival the next day.
Ana did not bring the poster to class.*

4 Add some details to each idea in Activity 3, as below.

There's a school festival next day. Ana, Peter, and Jessy are in charge of the cake stand.

Language skills

When you report what other people said, the verb, pronouns, and time expressions change. It is called **reported speech**.
Example: "Everything **has** to be ready at nine," said Mr. López. / Mr. López **said** that everything **had** to be ready at nine. You can use the verb **say** or **tell** for affirmative sentences, and **ask** for interrogative.

5  **FOR YOUR PRODUCT** Write some notes about the main events of the unexpected situation you chose. Add some details to each main idea, as in Activity 3. Use your notes to tell your partner about the event.

6 Pete is telling you about the situation in Activity 2. In pairs, write one question for each main idea in Activity 3 to ask about details and get additional information.

Why didn't Ana bring the poster to class?

7 Work in pairs. Write answers for the questions you made in Activity 6. Then role-play the conversation.

Language skills

We use different connectors or linking words depending on the information we want to share, add, or contrast. Use **when** or **then** to state sequence in an event that is connected to another one. Use **besides** or **and**, to add more information. Use **however** or **but** to contrast two ideas, for example, Everybody was happy for Anna. However, she didn't look pleased.



8  **FOR YOUR PRODUCT** Classify the information for your final conversation about unexpected situations in the organizer.



Main ideas

Events:

Details

Feelings

9  **FOR YOUR PRODUCT** Work in pairs. Take turns telling your partner about the unexpected event using the information in your organizer. Use the checklist to receive and provide feedback.

- He / She stated the main events in a clear and logical order.
- He / She added relevant and interesting details.
- He / She expressed his /her feelings in an effective way.

10  **FOR YOUR PRODUCT** Use the feedback your classmate gave you to add or change information in your organizer on page 18. Then practice with a classmate retelling your unexpected situation one more time.

The other day something really funny happened when I was at the school!



11 Self-assessment In groups, answer the questions to give and receive feedback about your performance.

a. Were the events in the conversation in order?

b. Were events linked using connectors?

c. Did your partner use reported speech when relevant?

d. Which aspects does he/she need to improve?

To review more about language usage like reported speech and connectors, in small groups, go to Activities 4 and 6. Take notes on the aspects that need to improve and help each other. Ask your teacher for feedback, if necessary.

Product Step 3 You are going to describe unexpected events.

1 Listen to the conversation and answer the questions in small groups.

- Where are the speakers? How do you know? _____
- What is their relationship? _____
- What does Kim want to know? _____
- How does Liz sound? _____
- What unexpected experience happened to Liz? _____
- What happened in the end? _____
- How did Liz and Clara react? _____

2 Read and listen to the conversation again. In pairs, study the phrases and words in bold and discuss their purpose.

Kim: Hi, Liz! How was the party last Friday?

Liz: Hi, Kim. Well, something really funny happened.

Kim: I'm sorry, but **I didn't catch what you said.**

Liz: Oh, OK... **I just said that** something really funny happened at the party.

Kim: Oh! What happened?

Liz: A couple of days before the party, Clara asked me if I could go to the mall with her to **pick** a dress for the party. However, I couldn't go with her... **sorry**, with her, because I had other things to do. Besides, I already had something to **wear** for the party. But guess what happened?

Kim: What?

Liz: She bought the same dress that I did! When we met at the party we were wearing the same red dress. It was too funny!

Kim: Oh no, did Clara think it was a funny coincidence?

Liz: Of course. There was no way we could have known that. How could we have **found out** before? Besides, we had a great time so nobody **teased** us about it.



3 With a partner, discuss other possible phrases to use when we don't understand something or to organize our ideas while talking. Share them with another pair.

What do you mean?

Well, you know...

4 Discuss with a partner.

- Why do we make gestures when talking?
- Why is it important that our gestures match the meaning of our words?
- Do they help us understand a message better?

- 5 Read the conversation in Activity 2 again and underline suitable phrases where you can add body language to express your feelings and ideas.
- 6  Work in pairs. Role-play the conversation using body language. Change roles and role-play it once more.

7  **FOR YOUR PRODUCT** Go over the information in your organizer on page 18 and underline sentences where you can add suitable body language to better convey your ideas and emotions.

8 Read the conversation in Activity 2 again. In pairs, discuss possible alternatives to the opening sentence Kim says to start the conversation. Exchange your ideas with another pair.

Language skills

Adverbs of time are words that tell us when something happens. For example: yesterday, last night, the other day.

9  **FOR YOUR PRODUCT** Work in pairs. Use the notes you wrote in Step 2, Activity 8, on page 18, to complete the organizer. Think of suitable words to start the conversation. Write some questions that ask for the details you included in your notes. Rehearse the conversation paying attention to your body language to reinforce meaning and express feelings.

<p style="color: teal; font-size: 1.2em;">Student A</p> <p style="color: magenta; font-size: 1.1em;"><u>Yesterday something really funny happened.</u></p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p style="color: purple; font-size: 1.2em;">Student B</p> <p style="color: magenta; font-size: 1.1em;">What happened?</p> <hr/> <hr/> <hr/> <hr/> <hr/>
		
		

10  **FOR YOUR PRODUCT** Rehearse the conversation once more adding pauses or phrases to ask for clarification if necessary.

11  In groups, discuss the questions and exchange ideas on how you can improve. Give examples of activities you did in this module.

- a. Do you feel you improved your performance by using different strategies when you speak?
For example: asking for clarification, making pauses, using body language, and making questions about the situation.
- b. What are your weak areas: describing events, using body language, keeping the conversation going, or others?
- c. How can you improve each of the aspects above?
Discuss how the following can help you:
 - Identifying the main events first to be able to describe them.
 - Using body language to reinforce your words and express your feelings in a visual way.
 - Learning expressions and useful phrases that help you keep the conversation going in a natural way.

Chapter 1
To continue practicing oral presentations, you can retell the unexpected situation from your Reader.



12 Self-assessment Work in groups and discuss the questions.

- a. What strategy can you use to repair the communication when you speak?
- b. What can you say when you don't understand what the other person is saying?

If you want to review how to ask for repetition or continue the story, go to Activity 3. In pairs, role-play a conversation. Ask for another student to listen to you and take notes on what needs to be improved.

CLOSURE

Participate in an oral presentation

PROCESS

- 1 I made some general notes on the place, the people involved, and the unexpected situation I want to share with the group.
- 2 I wrote about the main ideas and details from the unexpected situation I'm going to share.
- 3 I organized the presentation in a conversation organizer.
- 4 I rehearsed presenting an unexpected situation to a classmate.



ICT

You can record the rehearsal and watch it over to make improvements. Provide and receive feedback from other groups.

CREATE

- 5 Work in groups of four. Share your unexpected event with another group of classmates. Have your classmates ask questions about it.
- 6 As a class, vote on the most original experience, the funniest, the strangest, etc.
- 7 Prepare your oral presentation for a different group, class, or for the whole school.



CONCLUSIONS

- 8 Work in groups. Read the questions and share your answers.
 - a. Was it easy or difficult to write notes on the unexpected situation?
 - b. Why do you think gestures are important when relating a personal experience?
 - c. Are you satisfied with your work? How could you improve it?
 - d. Did you learn anything new about relating unexpected events?

FINAL PRODUCT ASSESSMENT

- 9 Work with your partner. Use the rubric to assess how well you did in the process of preparing and presenting your unexpected situation.

	Consistently	Mostly	Slightly
Preparation	I completed all the steps in the module to prepare my presentation.	I used some of the steps in the module to prepare my presentation.	I used a few of the steps in the module to prepare my presentation.
Oral presentation	I was able to use all of the strategies I learned through the module to make my presentation.	I used some of the strategies I learned through the module to make my presentation.	I used a few of the strategies I learned in the module to make my presentation.
Teamwork	I always listened to my classmates' feedback respectfully and used their comments to improve.	I sometimes listened to my classmates and not always used their comments to improve my work.	I rarely listened to my classmates and was disrespectful. I never participated in the feedback.

SET GOALS

- 10 Go back to the Opening on page 11. Complete the activities again. Add evidence to the Class Planner if necessary.
- 11 Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

- 12 Reflect on your interaction with your classmates. Answer the questions.

Was it difficult to interact with my classmates? Why? Why not?

What things can I do to improve my participation or be more collaborative?

Why is teamwork important?



STRATEGY: Understanding words by context

1 Go back to the conversation on page 16, Activity 2. Read it again and find the words below. Read the words in context and circle the best synonym for them.

a. Stand:

- | | | |
|-------------------|------------------|--------------------|
| 1. a market stall | 2. an impression | 3. a point of view |
|-------------------|------------------|--------------------|

b. Add:

- | | | |
|-----------------|----------------|------------------------------|
| 1. to celebrate | 2. to organize | 3. to put with another thing |
|-----------------|----------------|------------------------------|

c. Cutout:

- | | | |
|--------------|---------------------|---------------------|
| 1. a picture | 2. a piece of paper | 3. a piece of cloth |
|--------------|---------------------|---------------------|

2 In pairs, choose another text from the module and guess the meaning of difficult words by context.

Language skills

Try not to immediately look for an unknown word in a dictionary or glossary. Read through the text and guess the meaning of the word by **context**.

GLOSSARY

amused: (adj) entertained or interested by something.

cutout: (n) a shape cut out of a piece of card, paper, or wood, usually with a picture stuck on it.

disappointed: (adj) unhappy because something that you hoped for and expected did not happen.

find out: (phr. v) to discover a fact or piece of information.

fix: (v) to find a solution to a situation where things are not working well.

lower: (v) to reduce something in number, amount, value, or strength.

pick: (v) to choose something from a group.

raise: (v) to increase the level of something, like the voice level.

share: (v) to tell someone something.

stand: (n) a large table or temporary structure used for selling things, especially food or drink.

suggest: (v) to offer an idea or a plan for someone to consider.

tease: (v) to say something to someone in order to have fun.

unexpected: (adj) something that is surprising because you did not expect it at all.

wear: (v) to have something on your body as clothing, decoration, or protection.

Module



Social Learning
Environment:

**Recreational
and literary**

Social Practice of Language

- Read fantasy or suspense literature to evaluate cultural differences.

Communicative Activity

- Understand yourself and others.

Achievements:

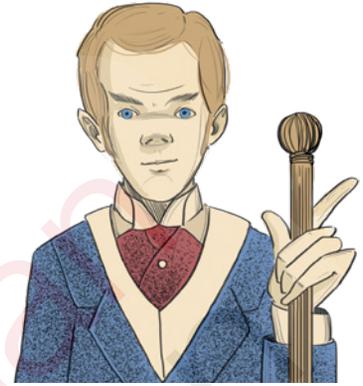
- Select and review narrative texts.
- Read narrative texts and understand general sense, main ideas, and details.
- Describe characters.
- Complete and write sentences based on characters' actions and features.

The final product of this module will be a digital book.
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Opening

1 Check (✓) the characteristics of narrative texts.

- | | |
|---|--|
| <input type="checkbox"/> Include author. | <input type="checkbox"/> Include only main characters. |
| <input type="checkbox"/> Include illustrations. | <input type="checkbox"/> Are about facts. |
| <input type="checkbox"/> Are about imaginative fiction. | <input type="checkbox"/> Include descriptions. |
| <input type="checkbox"/> Include fictional characters. | <input type="checkbox"/> Include details. |
| <input type="checkbox"/> Are non-fiction. | |
| <input type="checkbox"/> Include a setting. | |



2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-3	Select and review narrative texts.	Questions to identify likes and dislikes. p. 30 Select a story for a comic book p. 31
	4-6	Read narrative texts and understand general sense, main ideas, and details.	Organizer of main ideas and details p. 33 Cut out and draw pictures for a comic book p. 34
	7-8	Describe characters.	List of describing words about the characters in the chosen story p. 37 Opinions on the characters of the story p. 38
	9-10	Complete and write sentences based on characters' actions and features.	Sentences about the characters' actions p. 41 Ask and answer questions about the characters in the chosen story p. 41 Corrected version of the sentences about the character's actions p. 42
Closure	11-12	Socializing of the product.	A comic book p. 43 Self-assessment p. 44

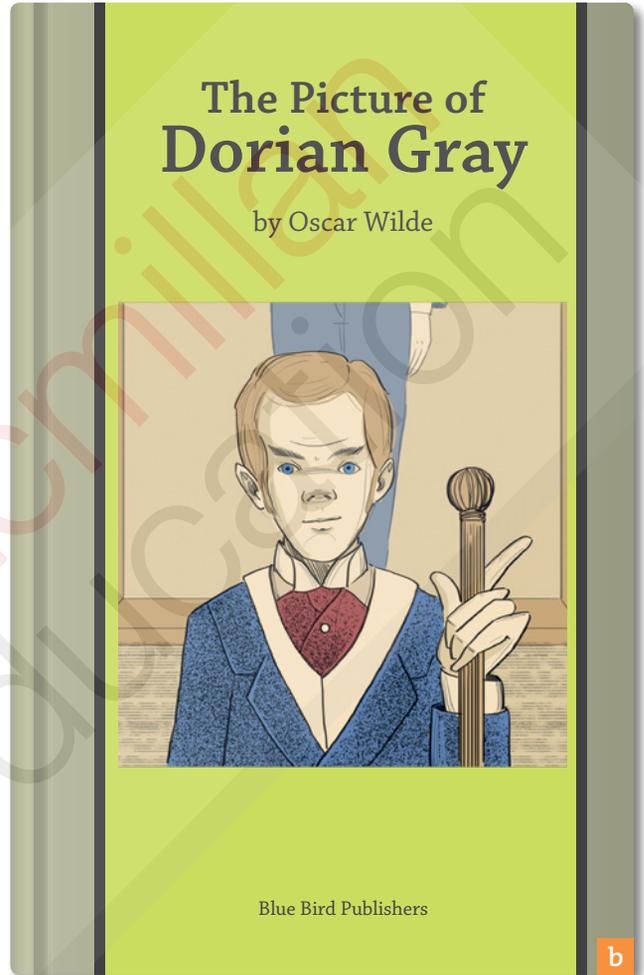
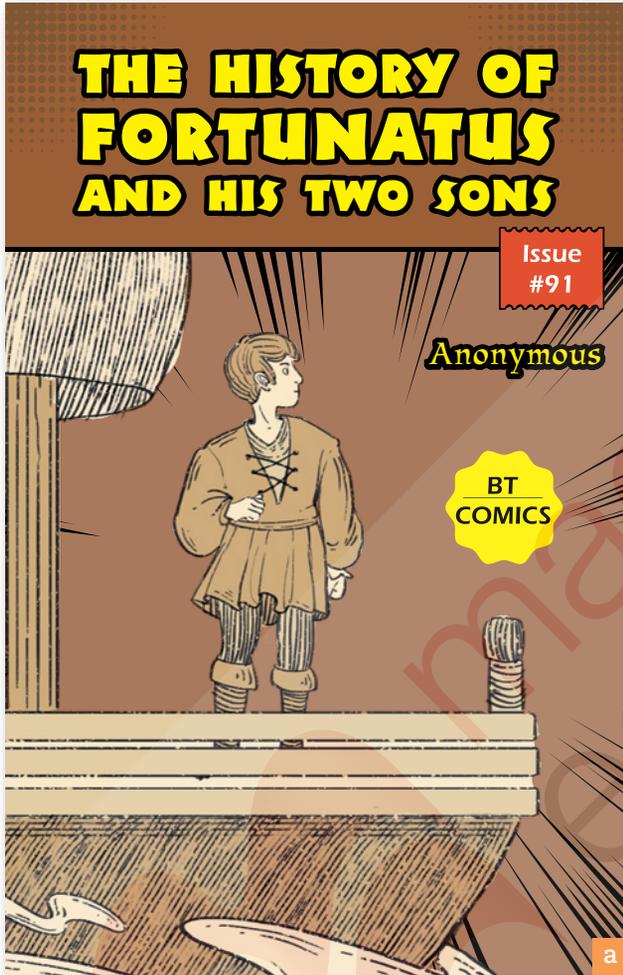
Other evidence: _____

Development



Product Step 1 You are going to select and review narrative texts.

1 Work in pairs. Look at the covers of two stories and discuss what you think they are about.

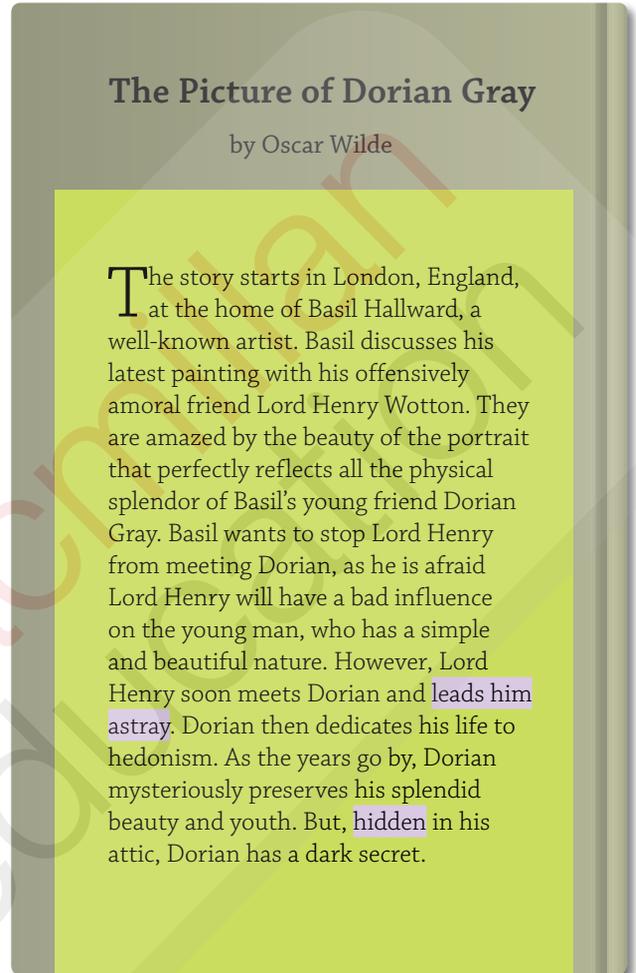
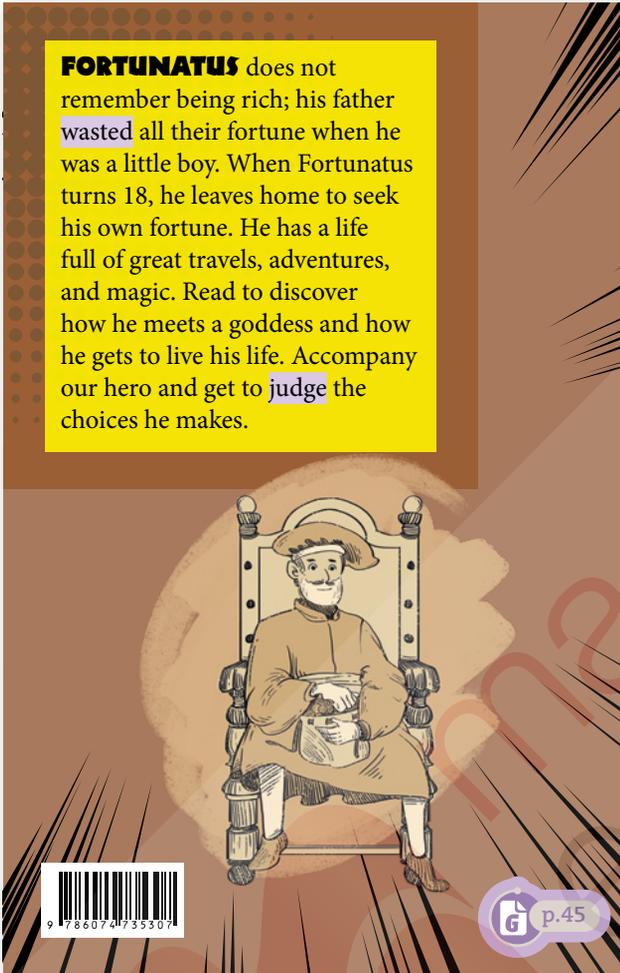


2 Work in small groups. Look at the covers in Activity 1 again. Discuss the differences between the elements in the covers and how they are distributed. Why do you think they are different? Complete the notes.

Text a
Title:
Author:
Publisher:
Comments on illustrations:
Other elements found:

Text b
Title:
Author:
Publisher:
Comments on illustrations:
Other elements found:

- 3 Work in pairs. Read the back cover of *The History of Fortunatus and His Two Sons* and *The Picture of Dorian Gray*. Then discuss and answer the questions below.



a. What are the stories about?

b. Who would be interested in reading the stories? Why?

c. What does the illustration tell you about Fortunatus as a character? Why?

d. What do you think is the purpose of the texts? Why?

- 4 Work in pairs. Read the definitions and discuss what fantasy and suspense features *The History of Fortunatus and His Two Sons* and *The Portrait of Dorian Gray* have. Give reasons for your answer.

Fantasy stories—or imaginative fiction—cannot occur in the real world. They usually involve imaginative settings (like a fictional world or land) and characters (unnatural beings like gods, fairies, extraterrestrials, etc.).

Suspense is an element used in fiction and non-fiction stories. It is about keeping the readers' interest throughout the story by provoking a feeling of anticipation that something risky or dangerous is about to happen. It can be created by the characters, the title, the plot, the setting, word choices, etc.

G p.45

- 5 Work in pairs. Discuss similarities and differences between the two stories. Decide which one you would prefer to read.

I would like to read *The Portrait of Dorian Gray* because it seems like a very mysterious character.



I agree, but why don't we look at the adventures of *Fortunatus*? I like the comic's illustrations.

- 6  **FOR YOUR PRODUCT** Work in pairs. Individually, read the questions below and answer them. Then discuss your answers with your classmates and notice likes and dislikes. Choose a story both of you will enjoy working with when creating your comic book. Talk about the place the story you chose comes from and its characteristics.

a. What themes do you enjoy reading about?

b. What are your favorite books? Where are they from?

c. Why do you like those stories?

7 Look at and read the covers and back covers in Activities 1 and 3, on pages 28 and 29, again. In pairs, think about how a book and a comic book are different. Then discuss the questions.

- What differences do you find between the cover of the comic book and the cover of the book?
- Why do you think the covers are different?
- How is the back cover of the comic book and the book different? Why do you think they are different?
- What other elements do you think are different between a book and a comic book?

I think *Fortunatus and His Two Sons* is shorter because it is a comic book.



I believe *The Picture of Dorian Gray* has fewer illustrations.

8  **FOR YOUR PRODUCT** Work in pairs. Look for stories to make your product. You can use the stories from this module, your Reader, or look for more stories at the library or the Internet if available. Keep in mind while you research that each culture has its own literary tradition and amazing stories to tell! Review your answers from Activity 6, on page 30, to help you choose the story for your product.



Chapter 2

If you can't look for stories in a library or Internet you can use the story in Chapter 2 of your Reader to make your product.

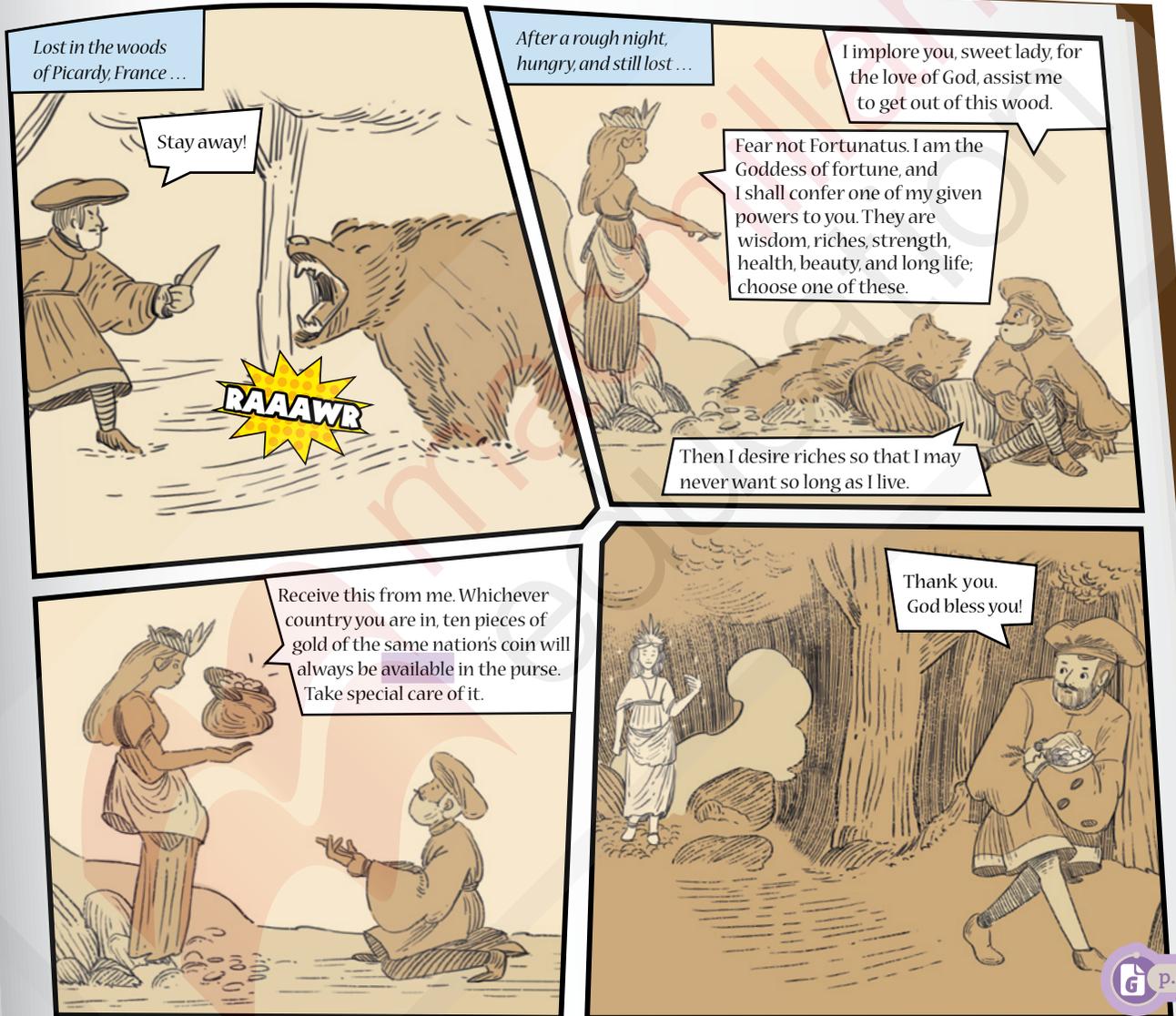
9 **Self-assessment** Work in small groups. Discuss the questions and the strategies you used to complete each of the tasks. By sharing your strategies you may help your classmates review and improve their performance.

- What did you do in order to select and review a story?
- What did you find most difficult about selecting a fantasy or suspense text?
- How did you identify the main idea of a text and its characteristics?

If you need to review strategies to check a text, go to Activities 1 to 3.

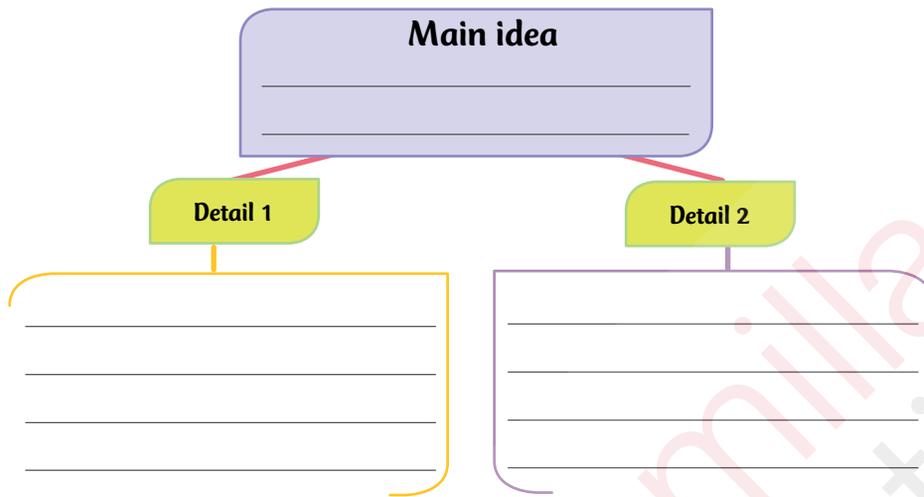
Product Step 2 You are going to read narrative texts and understand general sense, main ideas, and details.

- 1 Work in pairs. Read an extract from the comic of *The History of Fortunatus and His Two Sons* and discuss the questions below.



- What is the story about?
- Who is the story talking about?
- Who else appears in the story? Is she a main character or a secondary character?
- Where do the actions take place?
- What is happening in the story?

- 2 Read the definition of *main idea* in the Language skills box. Write in the organizer the main idea of the comic in Activity 1, on page 32.

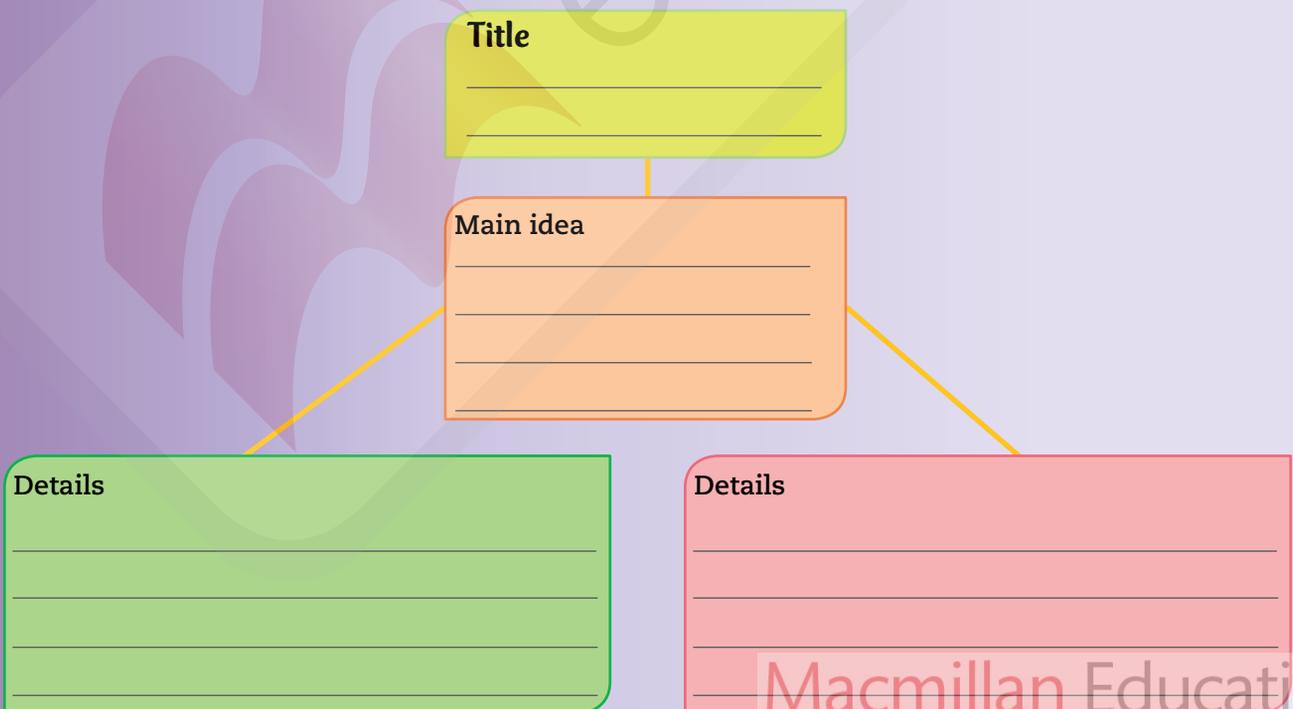


Language skills

The **main idea** tells what the story is about. It is usually supported by other ideas or details that explain the main idea. The details expand on the information in the main idea.

- 3 Work in pairs. Go back to the extract from the comic in Activity 1, on page 32, and look for two details that expand or support the main idea you wrote in Activity 2. Write them to complete the organizer. Share your answers with another pair.

- 4  **FOR YOUR PRODUCT** Work in pairs. Identify the main idea and the details of the story you chose. Complete the organizer. Look at the model in Activity 2. You may review the Language Skills box to complete the graphic organizer.



5 Work in small groups. Analyze the pictures of the comic in Activity 1, on page 32, and discuss the questions.

- What do the pictures show?
- Who is a main character and who is a secondary character?
- Do the images help you understand the story? Why?
- Do the images add extra information about the story? How?

6  **FOR YOUR PRODUCT** Work in pairs. Draw or cut out suitable pictures to go with your story to make a comic book about it. Remember to choose images that give cultural context to your story.

7 Work in pairs. Individually look at the images and answer the questions. Then share your answers with your partner and give examples to support your ideas.



- How do the images give information about the main idea of the story?

- What details on the images give more information about the main idea of the story?

8 Work in pairs. Individually, circle the main idea of the text and underline the details. Then, with your partner, identify in the images in Activity 7 some elements of the details. Remember to support your ideas with examples from the text.

Fortunatus was hungry and lost in the woods of Picardy in France. He was attacked by a bear, but luckily he was able to kill it. Then, after a terrible night, when he woke up, he saw a beautiful, smiling lady and he asked for help. She was a goddess and decided to help Fortunatus. She said that she would offer him a gift. Fortunatus received a magical purse that will always have pieces of gold. Fortunatus said, "Thank you, God bless you!". Then, the goddess took him out of the woods.

9  **FOR YOUR PRODUCT** Individually, look at the images you chose for your comic in Activity 6. Write the main idea and details you expect your reader to find in those images. Then, in pairs, share, compare, and discuss your notes and complement them to make sure your images work.

The goddess is kind.

She said that she would help Fortunatus.

10 Self-assessment Think of the strategies you learned throughout the unit and assess your performance using the rubric below. Then, with a classmate, discuss how you could improve your performance according to your results.

Strategy	Outstanding performance	Very good performance	Good performance	Needs improvement
Discuss questions about a text.	I was able to discuss questions about the text I read.	I had some trouble discussing the questions about the text, but I managed to give my opinion.	I found it very difficult to discuss the questions about the text.	I didn't understand the questions about the text, and I didn't participate in the discussion.
Find main ideas of the text and its details.	I easily found the main ideas of the text and its details.	I had some trouble finding the main ideas of the text and its details.	I found the main ideas of the text, but I couldn't find its details.	I couldn't find the main ideas of the text nor its details.
Analyze pictures in a comic.	I correctly analyzed the pictures in the comic.	I had some trouble analyzing the pictures, but I managed to do it correctly.	I understood the pictures, but I couldn't analyze them.	I didn't understand what the pictures meant and couldn't analyze them.

If you need to review strategies to identify main ideas and details, go to Activities 2 to 4.

I can read narrative texts and understand general sense, main ideas, and details.

Product Step 3 You are going to describe characters.

1 Work in pairs. Read the extract from *The Picture of Dorian Gray* and discuss the questions below.



Dorian, the radiantly handsome, impressionable, and wealthy gentleman who never seemed to age, went into the room and removed the purple cloth from his portrait. He could see no change. The portrait was still as old and horrible as always. There was blood on the painted feet and hands, as if it had spilled from a bright red spot over the portrait. Would this mean that Dorian had to confess his crime? He laughed. Nobody would believe it. There was no proof that he had murdered Basil. Everything belonging to Basil had been destroyed. The death of Basil Hallward was so irrelevant to Dorian that he thought the mirror he was

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looking at showed an unfair vision of his soul. Still, he thought about the murder. . . Would the blame follow him until his death? Was he going to confess? Never. There was only one piece of evidence left against him: the portrait. And he would destroy it. He used to be pleased to see the portrait getting old as he remained young. But then, it would not let him sleep. The portrait had brought melancholy to his life. Its memory ruined many moments of joy. That's why he would destroy it. He looked around and saw the knife that had killed the painter who so skillfully mirrored his beauty once. He had cleaned it many times, until there was no stain left on it. It was bright and clean. As it had killed the painter, it would destroy the painter's work and all that it meant. It would wipe out the past, and he would be free.

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Language skills

Words that describe people are called **adjectives**, and words that describe actions are called **adverbs**. Sometimes verbs can be used as adjectives—they are called **participles**. To turn a verb into an adjective use the verb without conjugation, only add **-ed** or **-ing**.

- What is Dorian Gray like?
- What does the painting look like?
- How is the knife described?
- Which similarities and differences do you find between Dorian Gray and Fortunatus? Write them in your notebook, and discuss the cultural differences and similarities between both characters with your classmate.

2 Work in groups. Follow the instructions.

- Underline the words that describe Dorian Gray.
- Circle the words that describe the way he acts.

3 Read the Language skills box in pairs and find the participles in the text in Activity 1. Write a list in your notebook.

- 4  **Work in pairs. Listen to and complete the description Pablo and Melissa give about Dorian Gray. Then role-play the conversation. Decide who is going to play Melissa and who Pablo. Rewrite the conversation in your notebooks expressing your own opinions about Dorian Gray as a character. Role-play your conversation in front of another pair.**

Melissa: So, Pablo, what do you think of Dorian Gray?

Pablo: Well, in my opinion, he's an

(a) _____ character.

Melissa: Interesting? He's a monster.

Pablo: I think I know what you mean, but I still think that the story and the character are

(b) _____.

Melissa: He's (c) _____ crazy!

Throughout the story he transforms from being

an (d) _____ handsome

and rich young man who doesn't recognize

his beauty, to a vain monster who behaves

(e) _____ with everybody.

Pablo: Yes. At the beginning, he has it all; but then

he becomes (f) _____

with beauty and begins to crazily pursue his own pleasure above all else.

Melissa: You see? Horrible.

Pablo: Well ... I'm not saying he's a good person,

but the character and the way the author wrote

the story are fascinating. It gives me the chills

when the painting starts showing Dorian's lies under

the surface. All of his crimes and misbehaviors are

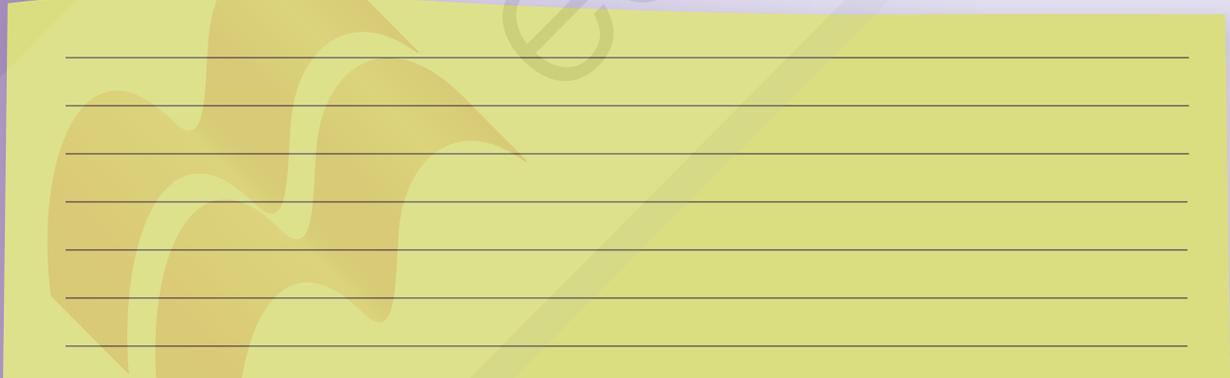
reflected in the (g) _____ and

(h) _____ face of his portrait,

so we see what Dorian has really become.

Melissa: Okay, Okay. I hate the character, but I guess I like the story too.

- 5  **FOR YOUR PRODUCT** Work in pairs. Make a list of describing words (adjectives and adverbs) about the characters from the story you chose. Include their personalities and behavior. You may also talk about the place they come from and some of their cultural characteristics. Use the list from Activity 3, on page 36, too.



- 6 **Review the conversation in Activity 4 and discuss the questions as a class.**

- What is Melissa's opinion about Dorian?
- What is Pablo's opinion about the story?
- How do Melissa and Pablo describe Dorian at the beginning of the story?
- What do they think about Dorian's obsession with beauty and pleasure?

7 Work in pairs. Share your answers from Activity 6, on page 37, with your partner. Do you agree with Melissa and Pablo?

I agree with Melissa because Dorian is a true monster. He kills with no regrets.



You are right, but Pablo has a point because the way Dorian slowly changes into a monster is interesting.

Language skills

To express views and opinions you can use the following expressions:

Well, in my opinion...

I think...

Well... I'm not saying he is... but

I guess...

I agree...

You are right but...

Remember to always be respectful.

8 **FOR YOUR PRODUCT** Give your opinion about the characters from the story you chose. Compare them with your classmate's and give each other reasons for your choices. Remember to take into consideration the place where your characters are from because most of someone's actions and features can be explained by the culture they belong to.

Well, in my opinion, Dorian is arrogant because he thinks he is better and more important than other people.



I agree because he also behaves rudely.

9 Work in groups. Discuss the questions.

- Why is it important to share your opinion with others?
- How can you improve your English after listening to your classmate's opinions?

10 **Self-assessment** Work in pairs. Discuss what you learned about describing characters. Complete the chart to assess your performance and use of strategies.

Learning outcome	Strategies I used to achieve the learning target and how I used them	What I need to improve
Recognize words to describe people and things.		
Recognize words to describe actions.		
We learned to give our opinion.		

If you need to review how to give your opinion or words to describe strategies, go to Activities 4 and 7.

Product Step 4 You are going to complete and write sentences based on characters' actions and features.

- 1 Read a fragment of *The Picture of Dorian Gray* and look at the words in bold. In small groups, discuss and answer the questions. Then explain your answers to the class and support your ideas.

There **was** blood on the painted feet and hands, as if it **had spilled** from a bright red spot over the portrait. Would this mean that Dorian **had** to confess his crime? He laughed. Nobody would believe it. There was no proof that he **had murdered** Basil. Everything belonging to Basil had been destroyed.

The death of Basil Hallward was so irrelevant to Dorian that he thought the mirror he **was looking at** showed an unfair vision of his soul. Still, he **was thinking** about the murder... Would the blame follow him until his death? Was he going to confess? Never. There was only one piece of evidence left against him: the portrait. And he would destroy it. He used to be pleased to see the portrait getting old as he remained young. But then, it would not let him sleep. The portrait **had brought** melancholy to his life.



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Language skills

Narrative tenses are used to tell stories. They are mostly past tenses, but if the story uses direct speech, other tenses can be included. Remember that **simple past** is used for finished past events, **past continuous** is used to describe a progressive action in past, and **past perfect** is used to express a past action that happened before another past action.

- Which words describe finished action in the past?

- Which words describe past events that were happening simultaneously with other actions?

- Which words describe a past situation that happened before a finished event in the past?

- To understand how prefixes and suffixes can add meaning to a word, go to the Vocabulary Strategies section on page 45.

- 2 Read the complete ending of *The Picture of Dorian Gray* and, in pairs, discuss and answer the questions below.

Nobody would ever know about his monstrosity; he would be at peace. He took the weapon and drove it into the portrait in an attempt to destroy it. A cry and a crash were heard. The cry was so horrible in its agony that the frightened servants woke up and went out of their rooms. Two gentlemen who were passing by stopped and looked up at the great house. They continued walking until they found a policeman and brought him back to the house. The policeman rang the bell several times, but there was no answer. Except for a light from one of the top windows, the house was all dark. After a time, he went to the portico and peered in. "Whose house is that, Constable?" asked the older of the two gentlemen. "Mr. Dorian Gray's, sir," answered the policeman. The three looked disdainfully at each other and walked away. Inside, the servants were talking to each other in low whispers. Old Mrs. Leaf was crying and moving her hands repetitively. Francis was as pale as death. After about a quarter of an hour, Francis and two other servants climbed upstairs.

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They knocked, but there was no reply. They called out. Everything was still. Finally, after trying to force the door in vain, they climbed onto the roof and from there dropped down to the balcony. The window opened easily—it was old. When they entered, they found a splendid portrait hanging on the wall. It was a picture of their master Dorian Gray as they had last seen him, in all the wonder of his exquisite youth and beauty. On the floor there was a dead man with a knife in his heart. Nobody recognized him. He looked awful—old, wrinkled, and disfigured. Only when they had noticed the rings on his fingers did they realize who it was.



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- What is Dorian Gray doing?

- What aspects of his personality are shown in the text?

- What happens to Dorian Gray? Why?

- What does he look like in the end?

- How do the servants enter Dorian's room?



Chapter 2

To practice more how to describe characters you can go to your Reader Chapter 2 and describe the characters in the story.

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3  **FOR YOUR PRODUCT** Write four sentences about the actions done by the characters from the story you chose. Use the evidence from previous steps.

- The organizer about the main ideas and details on page 33.
- The list of describing words and descriptions about the characters on page 37.

Sibyl is a young, poor, beautiful, talented actress who falls in love with Dorian Gray. Dorian breaks up with her and she kills herself after discovering the falseness of his love.

Language skills

All sentences must begin with a **capital letter** and end with a **period**. To check the spelling you can use a dictionary or a glossary like the one at the end of the module.

4  **FOR YOUR PRODUCT** Work in pairs. Follow the instructions.

- Student A makes questions about Student B's characters. You can use the questions from Activity 2 as a guide.
- Student B uses his / her sentences to answer to Student A's questions.
- Change roles.



5 Identify two spelling and four punctuation mistakes. Circle them and compare your answers with a classmate to check them. Explain the mistakes you found and the correct way to write those words. If possible, have a brief conversation using the words you corrected.

The policeman rang the bell several times, but there was no answer. except for a light from one of the top windos, the house was all dark. After a time, he went to the portico and peered in. "Whose house is that, Constable?" asked the older of the two gentlemen. "Mr. Dorian Gray's, sir," answered the policeman. The three looked disdainfully at each other and

walked away. Inside, the servants were talking to each other in low whispers. Old Mrs. Leaf was cryng and moving her hands repetitively. Francis was as pale as death. After about a quarter of an hour, Francis and two other servants climbed upstairs. They knocked, but there was no reply. They called out. Everything was still.

6  **FOR YOUR PRODUCT** Work in pairs. Exchange the sentences you wrote in Activity 3, on page 41, with your partner and circle all the punctuation marks.



ICT

To check grammar and punctuation, you can also use the autocorrect option in English of your word processor.

7  **FOR YOUR PRODUCT** Check the spelling of your sentences in your glossary or ask your teacher for help. If available, you can also use a dictionary. Apply the necessary corrections and rewrite your sentences.

8  **FOR YOUR PRODUCT** Work in pairs. Check the aspects in the table to provide and receive feedback about the sentences you wrote. Remember to support your feedback with examples and be respectful.

	It was a good work because...	It needs to improve because...
The sentences included describing words about the character and his / her actions.		
The sentences included narrative tenses.		
The sentences had little to none spelling and punctuation mistakes.		

9 **Self-assessment** Work in small groups. Discuss what you learned about writing sentences about characters' features and actions. Circle the option that best describes your performance using the rubric below. Then share your Self-assessment and some ideas on how you could improve with your classmates.

Achievements	Good	Well	Need improvement
Describing characters	I can easily describe characters in sentences.	I can describe some characters in sentences.	I find it difficult to describe characters in sentences.
Writing sentences	I can easily structure sentences about characters' actions and features.	I can structure some sentences about characters' actions and features.	I find it difficult to structure some sentences about characters' actions and features.
Checking punctuation and spelling	I can easily find punctuation and spelling mistakes and correct them.	I can find some punctuation and spelling mistakes and correct them.	I find it difficult to find punctuation and spelling mistakes. I don't know how to correct them.

If you need to review how to write and check sentences, go to Activities 3 to 5.

I can complete and write sentences based on characters' actions and features.

CLOSURE

Share a comic book to evaluate cultural differences

PROCESS

- 1 I selected and reviewed narrative texts, discussed about them, the culture they belong to, and reached a consensus to select one.
- 2 I read narrative texts and understood general sense, main ideas, and details to identify the events in the story.
- 3 I described characters of stories in relation to their personality, actions, and cultural characteristics.
- 4 I completed sentences based on characters' actions and features to write my own sentences about them.

CREATE

- 5 Design your comic book. You can focus on one or more characters of the story and the place they are from. Make drawings for each panel of the comic taking into consideration the culture your story belongs to. Write sentences that illustrate their personality and / or their actions under each one.



- 6  Share your comic with the class. Explain where your story is from and discuss cultural similarities and differences between your story and characters and your classmates'.

CONCLUSIONS

- 7 Discuss in groups.
 - a. Why did you choose that specific story? What do you like about the culture your story comes from? Explain.
 - b. What strategies did you use to understand the texts?
 - c. What can you improve about the way you write notes?
 - d. Are you good at giving feedback? Is it easy for you to express yourself politely?

FINAL PRODUCT ASSESSMENT

8 Work with the same group. Use the rubrics to assess your performance.

	Outstanding performance	Good performance	Needs improvement
Think about my favorite books and where they are from.	I knew what my favorite books were, and where they are from.	I knew what my favorite books were, but didn't know where they are from.	I didn't know what books I liked.
Look for stories I liked using different sources.	I was able to look for the stories I liked using different sources.	I had some trouble finding my sources.	I only used Module 2 as a source.
Identify main ideas and details in the story I chose.	I was able to identify main ideas and details.	I found it difficult to identify main ideas and details.	I identified the main ideas, but didn't find the details.
Choose images considering the cultural context of the story.	I was able to choose images considering the cultural context of the story.	I had some trouble choosing images that showed the cultural context of the story.	I wasn't able to choose images considering the cultural context of the story.
Describe the character.	I correctly described the character.	I had some trouble describing the character.	I couldn't describe the character.

SET GOALS

- 9 Go back to the Opening activity on page 27. Complete the activity again. Add evidence to the Class Planner if necessary.
- 10 Reflect on your answers about your performance throughout the module and your product. In your notebook, make a list of things you can do to improve.

TEAMWORK

11 Reflect on your interaction with your classmates. Check (✓) the things you did.

- I always participated in the activities and gave my opinion.
- I always listened respectfully to my classmates and never interrupted them rudely.
- I helped my classmates to understand concepts when I could.

STRATEGY: Prefixes and Suffixes

- 1 Look at the words in the box. Match the prefixes and suffixes to their meanings.

impressible remorseless resourceful unfair

- | | |
|----------|--------------------------------------|
| a. -less | 1. not or no |
| b. -ful | 2. without |
| c. un- | 3. used to give the opposite meaning |
| d. im- | 4. full of |

- 2 Look for more words containing prefixes and suffixes in the texts in this Module. Write them in your notebook, include their meanings.

Language skills

p.45

A **prefix** is a word part added to the base word. A **suffix** is a word part that is added to the end of a base word. They both add meaning to the base word and can help you understand a word better.

GLOSSARY

at peace: (exp) if you are at peace, you do not feel angry, unhappy, etc.

attempt: (n) an effort to do something.

available: (adj) able to be obtained, taken, or used.

bell: (n) a metal object that makes a noise when its sides are hit.

blame: (n) responsibility for an accident, problem, or bad situation.

disdainfully: (adv) feeling or expressing that someone or something is not important and does not deserve any respect.

each other: (pron) used for saying that each person or thing does something to the other or others.

hidden: (adj) if something is hidden, most people do not know where it is.

judge: (v) to form an opinion about something after considering all the details or facts.

lead someone astray: (exp) to make someone behave badly.

peer: (v) to look very carefully, especially because something is difficult to see.

plot: (n) a series of related events that make up the main story in a book, movie, etc.

remorseless: (adj) not feeling sad or guilty for having done something wrong.

resourceful: (adj) good at finding effective ways to deal with problems.

risky: (adj) involving the possibility of danger, harm, or failure.

seem: (v) to appear to be something, or to appear to have a particular quality.

spill: (v) to accidentally pour a liquid out of its container.

stain: (n) a mark left accidentally on clothes or surfaces.

still: (adj) quiet and calm, with nothing happening.

waste: (v) to lose because of carelessly use.

whispers: (n) quiet sounds.

wrinkled: (adj) a skin that is wrinkled has a lot of small lines on it.

Module



Social Learning
Environment:

**Academic and
educational**

Social Practice of Language

- Interpret and write instructions to perform a simple experiment.

Communicative Activity

- Interpret and follow-up instructions.

Achievements:

- Select instructive texts and evaluate their content and structure.
- Interpret instructions.
- Write instructions.
- Edit instructive texts.

The final product of this module will be... instructions to perform an experiment!

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Opening

1 Look at the text and answer the questions below.

Drops on a Coin

Learn an amazing property of water with this experiment.



Step 1
Put the coin on a table.

Step 2
Carefully, pour drops of water onto the coin.

Step 3
Observe while you pour each drop of water. Continue until the water runs over the edge of the coin.

Step 4
Try steps 1 to 3 with alcohol this time.

Materials

- A coin
- An eye dropper
- Water
- Alcohol

- What are these instructions for? _____
- How many steps does it have? _____
- Where can you find a text like this? _____

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-3	Select instructive texts and evaluate their content and structure.	Look for an experiment p. 49 List of criteria p. 50
	4-6	Interpret instructions.	Apply strategies for better understanding of instructive texts p. 52 Identification of materials and quantities p. 53 List of actions for an instructive text p. 54
	7-8	Write instructions.	Questions about the chosen experiment p. 56 Steps for an instructive text p. 58 Add graphic elements to make instructions clear p. 60
	9-10	Edit instructive texts.	Checking the sequence of steps p. 62 Editing information: adding and deleting ideas p. 63 Final version of the instructions p. 63
Closure	11-12	Socializing the product.	Write instructions to perform an experiment p. 64 Self-assessment p. 65

Other evidence: _____

Development

Product Step 1 You are going to select instructive texts and evaluate their content and structure.

1 As a class, look at the texts and discuss the questions below.

1

Bending a Pencil Science Experiment

Learn about light refraction with this simple experiment! It's very easy, but it illustrates a basic, important scientific principle. You'll need just a few things for this project:

MATERIALS

- A glass
- A pencil
- Water

STEPS



- 1 Put some water in the glass. Half a glass of water will be fine.



- 2 Put the pencil into the water.



- 3 Look at it from the side. Now it looks crooked!

EXPLANATION

Why does this happen?

Light travels slower through water than through air. As the light passes through the glass of water, it changes speed and direction, making the pencil look bent. This phenomenon is called refraction.

p.66

2

Magic Bag

MATERIALS:



reclosable plastic bag

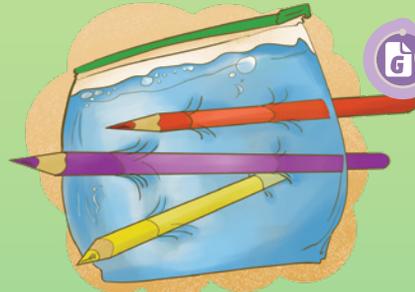


pencils



water

EXPLANATION: The water does not spill because the bag is made of plastic (a polymer), which has the property of being flexible. So, the plastic stretches and creates a seal around the pencils, which prevents the water from escaping.



p.66

STEPS: Take a reclosable plastic bag and fill it two thirds of the way with water. Close the bag. Hold it up with one hand. With the other hand, push a pencil through the bag from one side to the other where it's filled with water. Repeat this with more pencils.

• What words in this Activity sound similar in Spanish? Find it out on page 66.

- What are the topics of the texts?
- What is the purpose of these texts?
- Where are the experiments published?
- What similarities and differences are there between them?
- How is the language in these texts different from other texts that you have seen in other classes or in previous modules?

2  **FOR YOUR PRODUCT** Work in small groups. Discuss what kind of experiment you want to know about and reach an agreement. Then look for information about it. If possible, do your research on the Internet.



ICT
Always check that the address bar of the websites you visit include a padlock icon , for security reasons.

Language skills

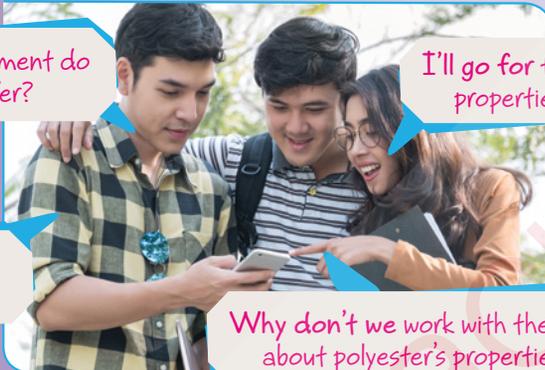
You can use some of these expressions to make suggestions: **Why don't we choose...?, What about...?, Let's choose / work with...** And some of these expressions for reaching consensus: **Let's vote, Which experiment do you prefer?, I'll go for..., My favorite is...**

Which experiment do you prefer?

I'll go for the one about properties of water.

Let's vote.

Why don't we work with the one about polyester's properties.



Chapter 3

You can also go to your Reader Chapter 3 to look at some science experiments.

3 Work in pairs. Read the questions. Scan the experiments in Activity 1, on page 48, and look for information to answer the questions. Share and compare your answers with your partner.

a. What three sections do the texts include?

b. How are steps marked?

c. Is the content well organized?

d. What other graphic elements could be useful to make the experiment easy to read?

Language skills

Scanning is a reading strategy to look up for specific information. You don't need to read the whole text or understand every word.

4  Share your answers to the questions in Activity 3 with the rest of the class. Discuss as a class how graphical elements add to the text's meaning.

5 **FOR YOUR PRODUCT** Work in pairs. Discuss if the experiment you chose in Activity 2 has all the aspects that are important for an instructive text. Use the information you have learned in Activities 1 and 3.

This instructive text has steps and materials.



But it doesn't have an explanation.

6 **FOR YOUR PRODUCT** Use the information of your discussion in Activity 5 to plan your own instructive text about the experiment you chose.

7 Self-assessment Use the table to assess how much you learned about how to evaluate instructive texts. Circle the criterion that fits better according to your performance.

Very easily	More or less	With some difficulty
I can easily identify an instructive text when I see one.	I can sometimes identify an instructive text when I see one.	I can't easily identify an instructive text when I see one.
I can easily identify the topic and purpose of instructive texts.	I can sometimes identify the topic and purpose of instructive texts.	I can't easily identify the topic and purpose of instructive texts.
I can easily identify the importance of graphical elements in making an instructive text clearer.	I can sometimes identify the importance of graphical elements in an instructive text.	I find it difficult to identify the importance of graphical elements in an instructive text.

8 Self-assessment As a class, share and discuss what you checked. Justify your answers. Help each other to review the aspects that are difficult.

If you find it hard to identify an instructive text when you see one, or the topic, purpose, and structure of instructive texts, or if you need help to identify the importance of graphical elements to make an instructive text clearer, go back to Activities 1 and 3.

Product Step 2 You are going to interpret instructions.

- 1 Read the Language Skills box. Then read the instructive text using the strategy suggested in the box. Discuss what the text is about.

Heat Transfer by Conduction

Energy Science Experiment

We are going to learn how different types of material transfer heat.

What you will need

- A small bowl or cup (around 1/4 L)
- Three spoons made of different materials: metal, wood, and plastic
- 10 g of butter
- 3 plastic beads
- Hot water (around 200 ml)

What you will do

- 1 First, place the three spoons in the bowl.
- 2 Then take a very small portion of butter and put it on the top of the spoons.
- 3 Once you have the butter on the spoons, place a bead on each portion of butter.



- 4 Now, slowly, pour hot water into the bowl. Be careful! Do not handle hot water without the supervision of an adult. Make sure the spoons do not fall over.



- 5 Carefully observe what happens.



What is going on?

Some materials are better at conducting heat than others. This means that when they are in contact with heat, their temperature increases more quickly. As you can see in the experiment, metal conducts heat faster than wood or plastic. In fact, metal is a very good conductor of heat. That is why a lot of kitchen pots and pans are made of metal.

Language skills

Previewing is a reading strategy that enables readers to get a sense of what the text is about and how it is organized before reading it closely. You have to use your previous knowledge too. See what you can learn from the headnotes or other features like pictures, read quickly to get an overview of the content and organization.

- 2 Work in pairs. Now, quickly scan the instructive text in Activity 1 to answer the questions in your notebook.

- a. What is the purpose of the text?
- b. How do the title and the pictures of a text help you predict its content?
- c. What are other two elements of the text that make it an instructive text?

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Go to page 66 to discover the words in this experiment that sound similar in Spanish.

- 3 Work in pairs. Read the text in Activity 1, on page 51, again. Circle the words you don't understand and discuss how you can find out what these words mean with your partner.
- 4 Work in pairs. Read the Language Skills box and use the strategies to make sense of the words you circled in Activity 3. Discuss which strategy works better for you.
- 5  As a class, share the words you circled and comment what you think they mean. Then ask your teacher to confirm your inferences or, if possible, look them up in a dictionary, if available.

Language skills

To understand unknown words you can:

- a. **Identify their part of speech** (noun, pronoun, adjective, verb, adverb, etc.) and check the words that go after and before them, so you can understand their relationship.
- b. **Use clues in the text** to infer the meaning from context. Look at the graphic elements, bullet points, or other words that can help you infer the meaning.

*I circled **pour** and I think it is a verb because it is after **slowly** and before **hot water**. I guess it means to make water flow from one container into another.*



*I chose **pot**. I guess it is what you use to cook because the text is giving examples about heat transfer with objects in the kitchen.*

- 6  **FOR YOUR PRODUCT** Work in groups. Read the experiment you chose for your final product. Follow the instructions to understand the information from the text better. Discuss with your classmates which strategies are more useful to understand instructive texts.

1. Preview the text and discuss what you discover.
2. Scan the text for specific information.
3. Circle the unknown words and use any of the strategies suggested in Activity 4 to understand its meaning.

- 7 Locate the abbreviations for measurement units in the instructive text in Activity 1, on page 51, and classify them in the table.

Units of mass			Units of liquid	
milligram	gram	kilogram	milliliter	liter

8  **FOR YOUR PRODUCT** Look at the experiment you chose. Identify the materials and quantities you will need to make it. Write the materials and quantities down.

What you will need:	
•	•
•	•
•	•
•	•

9 Work in pairs. Read the Language Skills box, and then the three first steps of the extract from the instructive text in Activity 1. Discuss what you think the words *place*, *take*, and *put* indicate.

10 Read the complete extract from the instructive text in Activity 1 and underline all the verbs or action words.

What you will do

1 First, place the three spoons in the bowl.



2 Then take a very small portion of butter and put it on the top of the spoons.



3 Once you have the butter on the spoons, place a bead on each portion of butter.



4 Now, slowly, pour hot water into the bowl. Be careful! Do not handle hot water without the supervision of an adult. Make sure the spoons do not fall over.



5 Carefully observe what happens.



What is going on?

Some materials are better at conducting heat than others. This means that when they are in contact with heat, their temperature increases more quickly. As you can see in the experiment, metal conducts heat faster than wood or plastic. In fact, metal is a very good conductor of heat. That is why a lot of kitchen pots and pans are made of metal.

Language skills

The words we use to refer to actions are called **action words** or **action verbs**. To express **facts**, things that can be proven, we use verbs **simple present**. To give orders or instructions we use the **imperative** form. In affirmative, it consists on the verb in base form and a complement. In negative it is formed by Do not / Don't, + verb in base form.

11 In small groups, look at the action words you underlined in Activity 10, and discuss which words are used to give orders and which to express facts.

12  **FOR YOUR PRODUCT** Work in small groups. Look at the experiment you chose for your final product. Discuss the actions you need to follow to do the experiment and write them down as a list in your notebook. Use the imperative form.

Language skills

Sequence words help you connect your ideas and clarify which action comes first. For example: first, later, after that, next, then, finally.

13 Work in pairs. Go back to the extract in Activity 9, on page 53, and circle the words that show sequence.

14 Work with the same partner. Discuss the questions.

- What strategies to understand the meaning of unknown words in an instructive did you learn?
- What happens if you don't understand the abbreviations for measurement units in an instructive text?
- Why is it important to use action verbs and sequence words in an experiment?

15 Self-assessment Use the table to assess how much you learned about how to interpret instructions. Check (✓) which aspects you can understand clearly and which are still difficult to understand for you.

	I fully understand them and can explain them to someone else	I understand them but can't explain them to someone else	I think I understand what they are	I don't understand what they are
Strategies to quickly identify what an instructive text is about.				
Strategies to understand the meaning of unknown words in an instructive text.				
Ways to classify abbreviations from an instructive text.				

16  **Self-assessment** As a class, share and discuss what you checked. Justify your answers. Help each other to review the aspects that are difficult.

If you don't understand the strategies to identify what an instructive text is about, go back to Activities 1 and 2. If you don't understand the strategies to understand the meaning of unknown words, go back to Activities 3 and 4. If you don't understand how to classify abbreviations on an instructive text, go back to Activity 7. If you don't understand the forms for expressing actions and link them in an instructive text, go back to Activities 9-11 y 13.

Product Step 3 You are going to write instructions.

- 1 Work in pairs. Read the text. Then close your books and re-tell what you understood about the text to your partner.

www.coolwaterexperiments.com

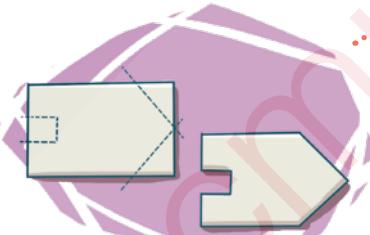
Build a Detergent Powered Boat

What do you need?

- A small index card
- A ruler
- Scissors
- A toothpick
- A wide container for the boat to move across
- Liquid dish detergent
- Water

What to do

- 1 First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small gap behind like in the first picture.
- 2 Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.
- 3 Now that the boat is on the water, dip the toothpick into the liquid detergent. Then use the toothpick to drop 1-2 droplets of liquid detergent into the water just behind the gap of the boat. What happens?
- 4 Your boat should now go quickly across the water.







How does it work?

When your boat is on top of the water, the surface tension of the water maintains it on the surface. The surface tension is the same on all sides, so the boat doesn't move. Liquid detergent breaks the water's surface tension. In other words, it breaks the skin, making the boat go forward.

The boat moves because the water on the surface moves as the detergent causes a variation in the surface tension at different areas of the water's surface.



- 2 Work with the same partner. Discuss what questions you would use to know more about the experiment in Activity 1, choose four of them, and write them down.

Four horizontal lines for writing questions.

3 Work with the same partner. Follow the instructions.

- Student A: Ask the questions you wrote in Activity 2, page 55, to Student B.
- Student B: Find the answer to the questions in the text in Activity 1, page 55, and respond to Student A.
- Student A: Order the answers in sequence and rephrase each of them as a step of an instructive text. Use imperative form.

A: When do you fill the container with water?

B: After you cut out your boat.

A: OK, then rephrasing in order the instruction, we say: Fill the container near to the top with water after you cut out your boat.

4 Work with a different partner. Write four more questions about the experiment in Activity 1, on page 55. Ask them to your partner and write his / her answers, rephrasing them as steps of an instructive text.

5  **FOR YOUR PRODUCT** Work in pairs. Use the questions from Activities 2 to 4 as a model to ask and answer similar questions about the experiment you chose and write them down.

How do I cut the index card to make the boat?

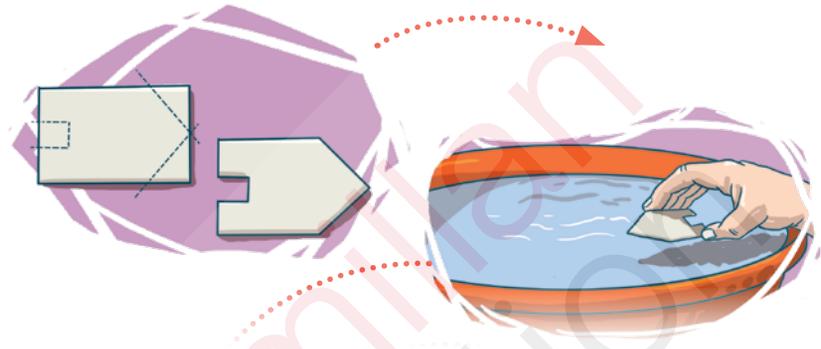
You have to cut the two top corners and then the small gap at the bottom.

6 Work in small groups. Read the sentences from the experiment in Activity 1 and answer the questions.

What to do

1 First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small gap behind like in the first picture.

2 Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.



- a. How many sentences are there?
- b. What are the differences between the sentences?

7 Read the fragment from the experiment in Activity 1 and the Language skills box. Circle the simple sentences and underline the complex sentences. Then highlight the conjunctions that connect them.

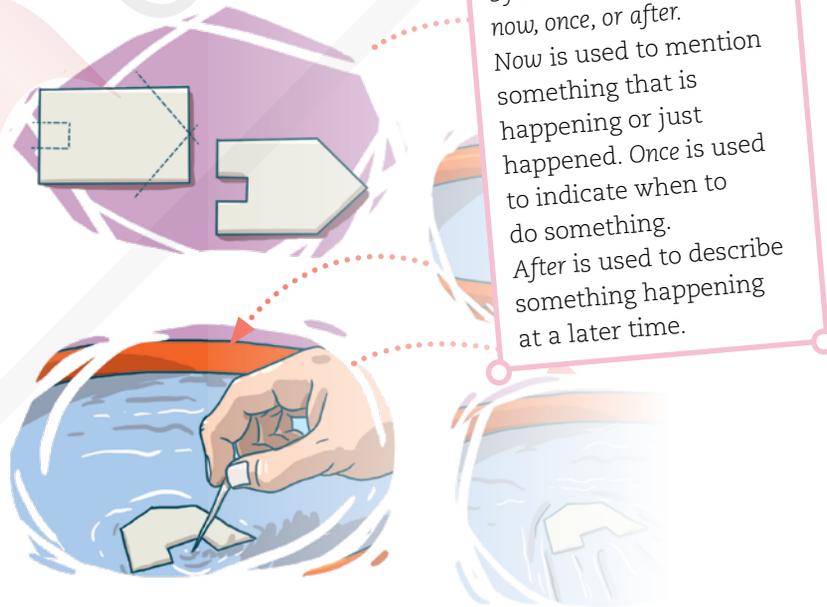
What to do

1 First, use the index card and your scissors to make a small boat. Once you have the figure of the boat, make a pointed nose and a small gap behind like in the first picture.

2 Fill the container near to the top with water after you cut out your boat. Next, place the boat on the water.

3 Now that the boat is on the water, dip the toothpick into the liquid detergent. Then use the toothpick to drop 1-2 droplets of liquid detergent into the water just behind the gap of the boat. What happens?

4 Your boat should now go quickly across the water.



Language skills

A **simple sentence** contains a subject and a verb and expresses a complete idea.

Complex sentences have at least two ideas joined by a conjunction like *now, once, or after*. *Now* is used to mention something that is happening or just happened. *Once* is used to indicate when to do something. *After* is used to describe something happening at a later time.

8 Write complex sentences by joining the sentences below with the connectors you highlighted in Activity 7, on page 57. Compare the new sentences with a classmate.

a. Cut out your boat.

Fill the container near to the top with water.

Fill the container near to the top with water after you cut out your boat.

b. The boat is on the water.

Dip the toothpick into the liquid detergent.

c. Make a pointed nose and a small gap behind like in the first picture.

You have the figure of the boat.

9  **FOR YOUR PRODUCT** Write steps for your instructive text. Follow the instructions.

- a. Use the list of actions you made in Activity 12, page 54.
- b. Use the sequence words.
- c. Use connectors to write complex sentences.

- 12 Work in pairs. Read the steps you wrote in Activity 11, on page 59. Decide if the number of steps is fine or if you would have more.

In this part, there is only one action. So, I would keep it as one step.



I agree. But, in this part, there are two actions, so, I would separate this part in two steps.

- 13  **FOR YOUR PRODUCT** Work in pairs. Check the order of the steps you made in Activity 9, on page 58. Decide which graphic elements, numbers, bullets, or pictures will help your instructions be clearer.

- 14  **FOR YOUR PRODUCT** Compare your steps from Activity 13 with another pair. Check the elements that the steps have. Give feedback to each other and make corrections if necessary.

- Include sequence connectors.
- Use ordinal numbers and / or bullets.
- The steps are written with complete sentences, simple and complex.
- Use conjunctions *when*, *so*, or *after* to link clauses.



Chapter 3

To practice writing steps for an experiment, read Chapter 3 in your Reader and rewrite the steps in your notebook.

- 15 **Self-assessment** Work in pairs. Answer the following questions to assess how much you learned about how to write instructions to perform an experiment.

- a. How well can you formulate questions to complete the information to make instructions?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- b. How well can you organize the sentences for instructions into steps?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- c. How well can you establish the number of steps?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- d. How well can you write simple and complex sentences to add information to your instructions?
1 Very well 2 I need some help 3 With difficulty 4 I can't
- e. How well can you use graphic elements to make your instructions clearer?
1 Very well 2 I need some help 3 With difficulty 4 I can't

If you want to review the process for writing instructions, go to Activities 6 to 8.

Product Step 4 You are going to edit instructive texts.

1 Read the text. In pairs, propose an order to the steps. Then compare your proposal with another pair.

FIRE-PROOF BALLOON

Materials:

- 1 box of matches
- 1 candle
- 2 balloons
- half a cup of water

Steps:

- _____ Pour half a cup of water into the second balloon and tie it up.
- _____ Remove the second balloon from the heat and carefully examine the mark at the **bottom**.
- 1 _____ Inflate one **balloon** and tie it up.
- _____ Light the **candle**.
- _____ Hold the first balloon on top of the **lit** candle, around 10-30 cm.
- _____ Hold the second balloon, the one filled with water, on top of the lit candle at the same distance you held the first one.

How does it work?

The water in the balloon absorbs the heat from the candle because the balloon is very **thin** and lets the heat pass through very fast. When the water **closest** to the candle gets hot, it rises, and **cooler** water replaces it.



* When you do this experiment, it is important to **put on** safety glasses to protect your eyes.

G p.66

I think step 2 is "Light the candle" because in the first picture there is a lit candle, so we need to light it.



Yes, and then we need to take the balloon and move it closer the candle. So, step 3 should be to hold the first balloon on top of the lit candle.

2  **FOR YOUR PRODUCT** Work in pairs. Read the steps you did for your product in Step 3, Activity 9, on page 58, and verify the sequence of steps is correct. Make any necessary changes.

3 Work in pairs. Read the extract from the experiment in Activity 1. Note that it contains additional information. Locate this extra information, analyze it with your partner, and cross out the additions you consider irrelevant to the experiment.

FIRE-PROOF BALLOON

Procedure

Inflate one balloon and **tie it up**. Leave the other balloon aside as you won't need it now. **Light** the candle. Be careful with matches because they can easily cause fires or burns. Hold the first balloon on top of the lit candle, around 10-30 cm. Notice that the balloon will pop. Hold the second balloon, the one filled with water, on top of the lit candle at the candle at the same distance you held the first one. You can have the candle flame touch the balloon, and the balloon won't pop! Remove the second balloon from the heat and carefully examine the mark at the bottom.



Scientific principle

Why did the water prevent the balloon from popping? The water in the balloon absorbs the heat from the candle because the balloon is very thin and lets the heat pass through very fast. When the water closest to the candle gets hot, it rises, and cooler water replaces it. Amazing, isn't it?

Language skills

You can identify irrelevant information on a text by noticing:

- that talks about something not related to the main topic,
- that distracts you from your reading purpose,
- that confuses you because provides additional information that is only time-consuming.

 p.66

- 4  Work in small groups. Discuss what you think the extra information you didn't cross out from the text in Activity 3 is useful for.

I think it makes the procedure clearer.



Definitely. Also, this extra information is useful to give a warning.

- 5  **FOR YOUR PRODUCT** Read your instructions. Add important information and / or delete irrelevant expressions.

- 6  **FOR YOUR PRODUCT** In your notebook, write a final version of the instructions for your experiment. Write it incorporating all the editing you did in this step.

- 7  Work in groups. Discuss what changes you would make to your instructive text if your audience were primary school students.

- 8 **Self-assessment** Check (✓) how you feel in each case.

	Very confident	Quite confident	I need help
Verifying the order of steps in a sequence			
Adding, deleting or modifying parts of the text			
Analyzing a text to identify irrelevant information			
Writing a final version			

If you need help to edit a text, go to and review Activities 1 and 3.

CLOSURE

Write instructions to perform a simple experiment

PROCESS

- 1 I analyzed the content and structure of instructive texts to create criteria to evaluate them.
- 2 I used different strategies to understand and interpret the information of an instructive text.
- 3 I wrote and ordered steps for an instructive text.
- 4 I edited my instructive text using different strategies to check it.

CREATE

- 5 Display your set of instructions on a classroom wall. Share it with the rest of the class.

Drops on a Coin

Learn an amazing property of water with this experiment.

Step 1
Put the coin on a table.



Step 2
Carefully, pour drops of water onto the coin.



Step 3
Observe while you pour each drop of water. Continue until the water runs over the edge of the coin.



Step 4
Try steps 1 to 3 with alcohol this time.

Materials

- A coin
- An eye dropper
- Water
- Alcohol

Does the same thing happen? Why? Surface tension is one of the most important properties of water. Water is made of molecules that have a positive charge on one end and a negative charge on the other end, so they attract to each other. This attraction is stronger when on the surface.

CONCLUSIONS

- 6 Work in groups. Discuss the questions.
 - a. What part of the process of writing instructions for an experiment was the most difficult? Why?
 - b. Why do you think it is important that the instructions to perform an experiment should be clear and concise?

FINAL PRODUCT ASSESSMENT

- 7 Work with the same group. Use the rubrics to assess your performance when interpreting and writing instructions to perform a simple experiment.

	Consistently	Mostly	Slightly
Development of content	Instructions were written clearly and in logical order.	Instructions were in order but it could improve how they were written.	Instructions were confusing because they were not written clearly and they were not in the best order.
Design	Steps were clearly marked with bullets or numbers.	Steps were in order but were not clearly marked to signal the order.	There was no graphic elements to help identify the order of the steps.
Process	We followed all the steps from understanding the information to editing and making drafts.	We skipped a couple of corrections of the instructive text.	We only chose an experiment, listed the sentences, and checked once the draft.

If you need help to write instructions clearly and in a logical order, go back to Step 3, Activities 1-9, pages 55-58, or ask your classmates for help. If you need help to clearly sequence your steps with numbers, go back to Step 3, Activities 10-12, pages 59-60, and Step 4, Activity 1, page 61, or ask your classmates for help. If you need help to follow all the steps from understanding information to editing and making drafts of instructive texts, go back to Steps 1-4, pages 48-63, and ask your teacher for help and direction.

SET GOALS

- 8 Go back to the Opening on page 47. Complete the activity again. Add evidence to the Class Planner if necessary.
- 9 Go back to the Self-assessment section at the end of each Step. Reflect on your answers. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

- 10 Reflect on your interaction with your classmates. Circle the options that work best.

	Needs improvement	OK	Good	Outstanding
How well did you work together?	I didn't listen to my group much. I found it hard to share my ideas.	I sometimes participated in group discussions and tasks.	I participated as much as I could in discussions and tasks.	I participated in discussions and tasks and listened to my partners.

STRATEGY: Cognates

1 Read the words from the texts in this Module. Write the words that sound similar in Spanish.

- a. conduct: _____
- b. detergent: _____
- c. inflate: _____
- d. prevent: _____
- e. polymer: _____

Language skills

Cognates are words that are spelled alike or sound alike your mother tongue. **False cognates** are words that look like cognates but have a different meaning, for example, *embarrassed* means being shy.

GLOSSARY

balloon: (n) a small colored bag of thin rubber that you fill with air.

bead: (n) a small round piece of plastic, glass, metal, etc. with a hole through it.

bent: (adj) a bent object has a curved or twisted shape.

boat: (n) a small vehicle that people use for traveling on water.

bottom: (n) the lowest surface of an object, on the inside or outside.

candle: (n) a stick of wax with a string in it called a wick that you burn to give light.

closest: (adj) only a short distance away.

cooler: (adj) rather cold, often in a pleasant way.

crooked: (adj) not straight.

dip: (v) to lower something into a liquid for a moment before taking it back out again.

drop: (v) to deliberately let something fall.

gap: (n) a space or opening between things.

handle: (v) to touch or hold someone or something.

heat: (n) the quality of being hot.

light: (v) to make something start to burn.

lit: (v) the past tense of the verb to *light*, to make something burn.

make sure: (phr) to check something so that you can be sure about it.

pan: (n) a round metal container used for cooking, with a handle.

pot: (n) a deep round metal container used for cooking food in on a stove.

pour: (v) to make a liquid flow out of a container that you are holding.

put on: (phr. v) to cover a part of your body with a piece of clothing.

seal: (v) to close a container by covering it with something so that substances cannot get in or out.

spill: (v) to accidentally pour a liquid out of its container.

thin: (adj) a thin object or material has only a short distance between two opposite sides, edges, or surfaces.

tie something up: (phr. v) to tie the ends of something together.

Module



Social Learning
Environment:

**Family and
community**

Social Practice of Language

- Exchange emotions and reactions caused by a television program.

Communicative Activity

- Exchanges associated with media.

Achievements:

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

The final product of this module will be a video interview.

Macmillan Education
Prohibida su descarga y venta

Opening

1 Look at the TV program and circle the best option below.



- | | | | |
|-------------------------|----------------------|-----------------|------------------|
| a. This program is: | 1. a cartoon | 2. about sports | 3. a documentary |
| b. This program is for: | 1. families | 2. adults | 3. children |
| c. Its purpose is to: | 1. share information | 2. entertain | 3. teach |
| d. It includes: | 1. news tickers | 2. subtitles | 3. scores |

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-3	Examine television programs.	Information card about the TV program you chose p. 70 Checklist of TV program's elements p. 71
	4-6	Interpret general sense and some details.	Notes with the main ideas, examples, and additional information p. 73 List and have a discussion on the purpose of TV programs elements p. 75
	7-8	Write notes about emotions and reactions to participate in an exchange of views.	List of feelings provoked by a TV program p. 77 Organizer of questions for an interview and phrases to express feelings p. 78
	9-10	Share emotions and reactions.	Interview using several speaking strategies p. 80
Closure	11-12	Socializing the product.	An interview about TV programs p. 81 Self-assessment p. 82

Other evidence: _____

Development

Product Step 1 You are going to examine television programs.

- 1 Listen to the extracts from TV programs. In pairs, discuss what each is about. Write down the number of the TV program according to your discussion.



a. news



b. documentary



c. sports

- 2 In pairs, discuss and complete the cards below with the TV programs from Activity 1.

a This TV program is for...

- families: sports
- adults: news
- teenagers and adults: documentaries

b The purpose of this TV program is to...

- share information about a topic: _____
- inform society: _____
- entertain: _____

c In this program...

- teams play a game: _____
- journalists report about recent events: _____
- the audience learns about a topic: _____

- 3 Work with a partner. Look at the pictures and answer the questions on page 70.



news ticker



score



subtitles

- What is the use of the news tickers?
- What is the score for?
- How do subtitles help you understand the program?
- Do extra elements help you understand a program better?

4 **FOR YOUR PRODUCT** Work in pairs. Think of TV programs you like. Choose one and complete the information card. Follow the models in Activity 2.

This TV program is for:
The purpose of this TV program is to:
This program is about:
Graphic elements it uses:



Chapter 4

To get more information about TV programs you can go to your Reader Chapter 4.

5 **07** Listen to the extracts from the TV programs again. In pairs, answer the questions and then discuss the use of the elements present in each program.

In which TV program (1, 2, or 3)...

- | | |
|---|--|
| a. ...does the speaker use more formal language? Why? | c. ...are fragments of instrumental music used to introduce information? |
| b. ...does the speaker make pauses? Why? | d. ...can you hear the sound of a live audience? |

6 **08** Listen to two TV programs. Pay attention to how the presenters speak. In pairs, role-play the scripts.

Now, add the flour to the beaten eggs, but don't forget to sieve it first. To do this you can...

And now, our last question! Each team will have thirty seconds to answer. The first team to answer correctly will win the contest!

7 After role-playing the scripts, check the elements each program has.

TV Program 1

Presenter Subtitles

Music Different voice tones

TV Program 2

Presenter Subtitles

Music Different voice tones

8 **FOR YOUR PRODUCT** Work in groups. Look at the examples in Activity 7 and check the elements the program you chose has. If necessary, add more elements.

Presenter Score

Music News tickers

Subtitles

9 **Self-assessment** Work in in pairs. Use the table to assess what you and your classmate can do by now. Check (✓) the answer that suits you best.

	I am very good at it.	I am good, but I make some mistakes.	I found it difficult.	I can't do it.
Identifying what a TV program is about and who is it for.				
Recognizing formal and informal language.				
Pointing out the different elements in a TV program and their function.				
Listening to the changes in volume and speed.				

For those aspects that you checked as *I found it difficult* or *I can't do it* ask your partner for help and go back to Activities 2, 3, 5, or 7.

Product Step 2 You are going to interpret the general sense and some details.

- 1  Listen to two TV programs and discuss the questions in pairs.

- Who are the speakers?
- Where do you think the speakers are from?
- What are they talking about?



- 2 Use your answers from Activity 1 to write a hypothesis in your notebook about what you think the TV programs from Activity 1 are about. Use the example as a model.

They are about cooking. I think the TV programs are cooking programs because they are talking about ingredients for a cake.

- 3  Look at the hypothesis that you wrote in Activity 2. Share and compare your hypothesis with a classmate. Discuss what type of TV programs the fragments from Activity 1 are.

I think they could also be cooking competition programs because they are talking about how hard the rivalry between chefs is and there is a host.



I believe you might be right. It could be a cooking competition show.

- 4 Work in pairs. Read the Skills box and the fragment from the TV program in Activity 1 and discuss the questions below.

Today the Summer Olympic Games have officially begun. The opening ceremony started at 10 a.m. with speeches by the presidents of the International Olympic Committee and the host country. Then, the ceremony continued with elaborately staged performances by 500 volunteers.

- Is the underlined sentence the main idea or additional information?
- What are the second and third sentences: main ideas or additional information?

Language skills

 p.83

The **main idea** of a program is what it is about. Additional information can be **examples, explanations, or details** that support the main idea.

5  09 Work in small groups. Listen again to the TV news programs and discuss the questions.

a. What details from the program can you infer from the way the speakers talk?

b. How do you know?

Language skills

British and American English have some differences. For example: Collective nouns are singular in American English while in British English are plural (team is vs team are). Also, some verbs are conjugated differently, like *had got* in British English and *had gotten* in American. They also have differences in spelling (color vs colour), and in vocabulary (apartment vs flat).

6  **FOR YOUR PRODUCT** Choose an episode from the TV program you are going to work with. Follow the model to write about it in your notebook. Share your information with a partner.

TV program: *Traveling around Mexico*
Type: Documentary
Location: Mexico
Main idea: A person travels around Mexico to know more about Mexican dishes.
Additional information: He went to Oaxaca, Yucatán, and Estado de México last week.



Traveling around Mexico is my favorite TV program. It is about a person that travels around Mexico...

7 **10** Read and listen to the TV news program. Circle the words you don't know.

TV presenter: And now the diving results. First, men's synchronized 10-meter platform. The Chinese team, formed by Xi Lun and Yin Xang, got the gold medal with two perfect dives. The first dive included a three and one half somersault pike, and the second dive included a two and one half somersault with two and one half twist. The American team, formed by James Craig and Tom Wharton, got the silver medal.

Their first dive was almost perfect and included a three and one half somersault pike. However, their second dive was far from perfect, losing synchronicity at the very end.

p.83

8 Work in groups, share your words from Activity 7, and discuss the questions.

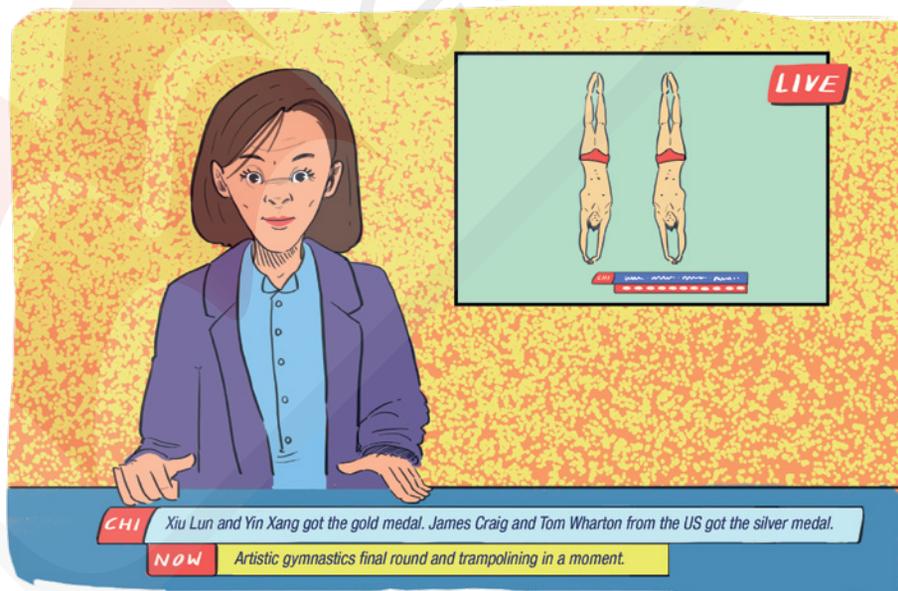
- Can you guess the meaning of the circled words using the context?
- When you hear technical terms, what words can help you infer the meaning?

You can go to the Vocabulary Strategies section on page 83 to know how to use semantic maps.

9 Work in groups. Check your answers in the Glossary or ask your teacher for the meaning.

p.83

10 **10** Listen to the TV news presenter again and look at the picture. Then answer the questions in pairs.



- Does the speaker use formal or informal language?
- What elements does she use to complement her presentation?
- Does the video of the diving competition would help you understand the information better?

11  **FOR YOUR PRODUCT** Work in pairs. Discuss the elements your favorite TV program has and make a list.

A large rectangular area with horizontal blue lines, intended for students to write their lists of TV program elements.



My TV program uses sound effects because it is a Sci-fi program.

My TV program has subtitles because it is an American comedy.

12 Self-assessment Work in pairs. Circle the option that suits you best.

- a. How well can you identify the main idea and extra information from the TV programs?
 - 1. Very well. 2. I need some help. 3. With difficulty. 4. I can't.
- b. How well can you understand unknown or specific words?
 - 1. Very well. 2. I need some help. 3. With difficulty. 4. I can't.
- c. How well can you identify the purpose of extra elements like subtitles, music, audience interventions, etc., in TV programs?
 - 1. Very well. 2. I need some help. 3. With difficulty. 4. I can't.

If you chose options 3 or 4 go back to Activities 4, 5, 8, and 10. Work with a classmate to improve your performance.

Product Step 3 You are going to write notes about emotions and reactions to participate in an exchange of views.

1  Listen to two interviews about a TV program. Answer the questions and discuss the answers with a classmate.

- a. What were the interviews about?
- b. What did the interviewer ask?
- c. What kind of answers did the interviewed people give?
- d. Were the questions asking for general or specific information about the TV program?

2  Listen to the second interview again and take notes to fill in the graphic organizer. Role-play the interview.

Interview introduction: _____ _____ _____	Question: _____ _____ _____
Phrase used to express feelings: _____ _____ _____	Question: _____ _____ _____
Phrase to express opinion: _____ _____ _____	Question: _____ _____ _____
Phrase used to express feelings: _____ _____ _____	

3 Read the second interview about a TV program. Look at the phrases in bold and, in pairs, check your organizer.

Interviewer: Hi! Can I ask you some questions about a TV program?

Santiago: I'm in a rush, sorry.

Interviewer: It will only take a minute.

Santiago: Oh, okay...

Interviewer: Thanks. Have you watched *Traveling around Mexico*?

Santiago: **That's my favorite show!** I always watch it. I've never missed an episode!

Interviewer: Wonderful! Then, what do you think about the program?

Santiago: **I think it's excellent because** of the host, the places he's visited, the information he shares with the audience. I simply love it!

Interviewer: When was the last time you watched it?

Santiago: Last Thursday, of course!

Interviewer: What was it about?

Santiago: It was about Veracruz.

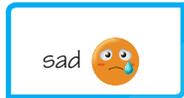
Interviewer: Right. Of course. And how did you feel after watching the program?

Santiago: **It made me feel excited because** now I want to visit Veracruz. I've never been there! And it's such a beautiful city! I want to visit where Omar Salgado went and listen to live music.

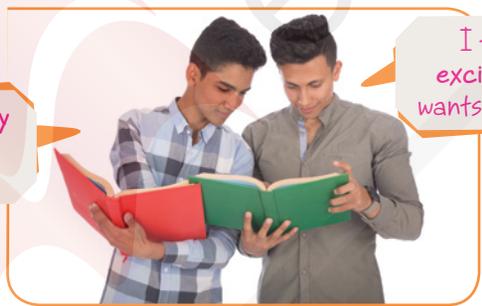
Interviewer: Great! Well, thank you very much for your time!



4 Listen to the interviews again. Discuss with a partner the feelings the interviewees express about the program. Use the emotions and the example below as a model.



I think she feels curiosity because now she wants to know Chiapas.



I think he feels excited because he wants to visit Veracruz.

Language skills

Differently from Spanish, **nouns** and **adjectives** in English are neutral, they don't express gender.

5 **FOR YOUR PRODUCT** Think about how the TV program you chose makes you feel and write your emotions down. Share your list with a classmate.

6  **FOR YOUR PRODUCT** Write a draft of the interview using the organizer. Use the organizer from Activity 2, on page 76, and the emotions in Activity 5 to make an interview about the TV program you chose.



Chapter 4

You can get extra practice at making questions about TV programs using your Reader.

<p>Interview introduction:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Question:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Phrase used to express feelings:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Question:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Phrase to express opinion:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Question:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Phrase used to express feelings:</p> <p>_____</p> <p>_____</p> <p>_____</p>		<p>Question:</p> <p>_____</p> <p>_____</p> <p>_____</p>

7 Self-assessment In pairs, read the aspects in the table and how they are graded. Use the table to give and receive feedback.

	Good work	The work can improve	Needs more work
Identifying how TV programs make you feel.	I could use exact vocabulary to name all the emotions that the TV program I chose makes me feel.	I could identify how the TV program makes me feel, but I couldn't name all of the emotions.	I didn't know any vocabulary word to name how the TV program that I chose makes me feel.
Using expressions to share your feelings.	My classmate used many different expressions to share his / her feelings about the TV program.	My classmate used a couple of expressions to share his / her feelings about the TV program.	My classmate didn't use expressions to share his / her feelings about the TV program.

Work with a classmate to reinforce your vocabulary about feelings and your expressions to share your feelings. Go back to Activities 2 to 4 for more practice.

I can write notes about emotions and reactions to participate in an exchange of views.

Product Step 4 You are going to share emotions and reactions.

- 1  Listen to three friends talking about a TV program. Pay attention to intonation, pauses, and rhythm of the speakers. Then, in groups of three, role-play it.

Liz: Hey guys, what's going on?

Jeremy: Liz! Shh... we're watching *Mission Galaxy*. It's the last episode of the season.

Liz: What? Is this the show about a team of scientists in a new galaxy? The one you were talking about the other day?

Marissa: Yeah. It's over!

Jeremy: What a good program! But I felt very sad when Timothy had to say goodbye to everyone... you know, when they were in the **cave**.

Marissa: Agreed. Very sad!

Liz: I just can't understand why you like this show. To me it's... err... so boring!

Marissa: Boring? Come on, Liz. **Be fair**.

Liz: I am. I watched the first three episodes and

I was bored and a bit angry, you know...

with the main character. When he left planet Earth I just couldn't believe it! Of course... it's your favorite TV program and I should respect that.

Jeremy: Thanks, Liz! By the way, what's your favorite TV program?

Liz: Hmm... let me think... I think my favorite TV program is *The Animal Show*.

Marissa: Seriously?

Liz: Yes. Have you watched it? I love it because it's about animals in different habitats.

Jeremy: When is it on?

Liz: On Wednesdays. The last episode was amazing. It was about...

 p.83

- 2 Work with different classmates. Role-play the conversation in Activity 1 again and try to vary the intonation and rhythm of the conversation.

- What did you notice when you lowered the volume?
- What happened when the rhythm got faster?
- Why is it important to modulate your voice according to your feelings?



ICT

You may record the role-play using a cellphone. The recording will allow you to listen to yourself and compare the differences in intonation, volume, and rhythm.

Volume helps you express your feelings. Like excitement!

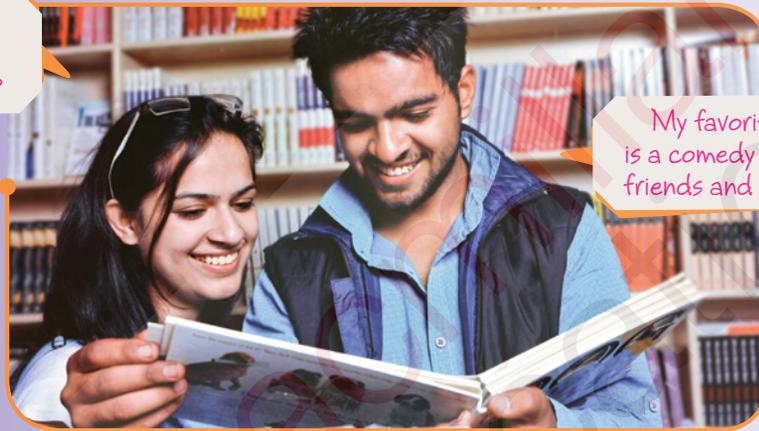


True. That helps to make communication clearer.

3  **FOR YOUR PRODUCT** Work in pairs. Try out the interview you made in Step 3, Activity 6, on page 78, with your partner. Include the aspects from the checklist.

- a. Use phrases to pause.
- b. Change your intonation.
- c. Modulate your volume and speed.

What is your favorite TV program about?



My favorite TV program is a comedy about a group of friends and their adventures.

4 **Self-assessment** Circle the option that best describes your progress. Then share with a classmate your results. Help each other with the things that need more work.

	Good work	The work can improve	Needs more work
I used appropriate pauses.	I used appropriate pauses to modulate the rhythm of my conversation.	I sometimes used pauses to modulate the rhythm of my conversation.	I didn't use pauses to modulate the rhythm of my conversation.
I changed my intonation when talking.	I changed my intonation when talking to emphasize my feelings.	I sometimes changed my intonation when talking to emphasize my feelings.	I didn't change my intonation when talking to emphasize my feelings.
I could modulate my volume and speed when talking.	I could modulate my volume and speed when talking for a better communication.	I sometimes modulated my volume and speed when talking for a better communication.	I didn't modulate my volume and speed when talking for a better communication.

If you need to review the intonation, volume, and speed in a conversation, go to Activities 1 and 2. Ask your teacher for help if necessary.

CLOSURE

Participate in an interview about TV programs

PROCESS

- 1 I decided on a TV program to talk about and made a checklist of its elements.
- 2 I made an organizer with the main ideas, examples, and additional information about the TV program I chose.
- 3 I made a draft of an interview about my TV program and a list of my feelings.
- 4 I performed the interview using several speaking strategies.

CREATE

- 5 Role-play your interview for the class. Ask and provide feedback. As a class, vote on the funniest, saddest, best, etc., program on TV right now.
- 6 You may go to a different class to interview other classmates about their favorite TV program.

How do you feel when you watch your favorite TV program?



I feel very excited because the protagonists always go into different adventures.

CONCLUSIONS

- 7 Work in groups. Read the questions and share your answers.
 - a. Was it easy or difficult to write notes and elaborate questions about TV programs?
 - b. Did your intonation in English improve?
 - c. Did you include new vocabulary to express your feelings and emotions about a TV program?

FINAL PRODUCT ASSESSMENT

- 8 Work with your interview partner. Use the rubric to assess your performance in making an interview about TV programs.

	Consistently	Mostly	Slightly
Preparation	I completed all the steps in the module to prepare my interview.	I followed some of the steps in the module to prepare my interview.	I followed a few steps in the module to prepare my interview.
Interview	I was able to make interesting questions and to speak with good intonation in my interview.	I was able to make some interesting questions and to speak with intonation in my interview.	I made few interesting questions and didn't vary my intonation in my interview.
Emotions	I was able to express my feelings about my favorite TV program.	I was able to express my feelings about my favorite TV program, even if my partner sometimes didn't understand me.	I had troubles expressing my feelings about my favorite TV program. I don't feel comfortable talking in English.

SET GOALS

- 9 Go back to the Opening activity on page 68. Complete the activity again. Add evidence to the Class Planner if necessary.
- 10 Go back to the Self-assessment section at the end of each Step. Reflect on your answers. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

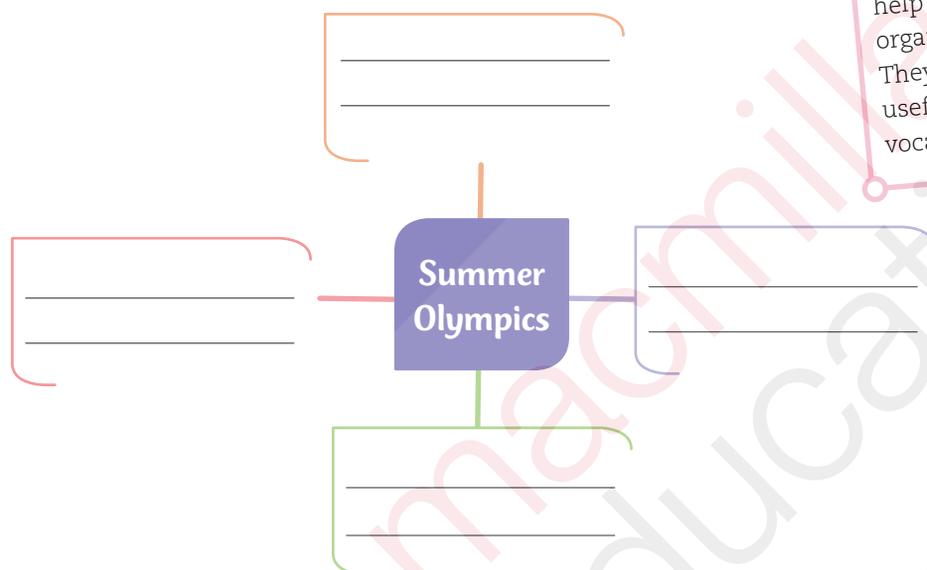
- 11 Reflect on your interaction with your classmates. Circle the option that suits you best.

	Needs improvement	OK	Good	Outstanding
How well did you work together?	I followed a few steps in the module to prepare my interview.	I followed some of the steps in the module to prepare my interview.	I completed all the steps in the module to prepare my interview.	I participated in discussions and tasks and listened to my partners.



SKILLS: SEMANTIC MAPS

- 1 Read through the texts in this module and complete the semantic maps.



Language skills

Semantic maps help you to visually organize keywords. They are very useful to remember vocabulary words.

GLOSSARY

be fair: (exp) used for telling someone to stop being unreasonable.

beat: (v) to mix foods such as eggs, cream, or butter well using a fork or a special tool or machine.

cave: (n) a large hole in the side of a hill or under the ground.

contest: (n) a competition.

dive: (n) a jump into water from a high board, making skillful movements in the air before entering the water.

eager: (adj) very enthusiastic about doing something or enthusiastic about something that will happen.

far from: (exp) used for saying that the real situation is the opposite of what you mention.

flour: (n) a white or brown powder made by crushing grains.

glad: (adj) happy and pleased about something.

half: (adj) used for saying that something happens partly but not completely.

host: (n) someone who introduces and talks to the people taking part in a television program.

mad: (adj) angry.

miss: (v) to fail to be present for something.

performance: (n) the act of performing a play, dance, or other form of entertainment.

pike: (n) a diving position with the knee straight, and the body bent at the waist.

sieve: (v) to remove the solid or largest pieces of a liquid or mixture with a net of very thin wires.

somersault: (n) a movement in which you jump and form your body into a ball.

twist: (n) a movement in which you turn a part of your body around so that it is out of its normal position.

Module



Social Learning
Environment:

**Academic and
educational**

Social Practice of Language

- Write a brief report on a historical event.

Communicative Activity

- Search and selection of information

Achievements:

- Select and review descriptions of historical events.
- Understand the content of historical texts.
- Write brief reports.
- Edit reports.

The final product of this module will be... a report on a historical event for an anthology.

Opening

1 Look at the text and circle Yes or No.

90

Industrial Revolution

The Industrial Revolution was a historical period that went from 1760 to around 1840. During this time, there were many technological innovations, mainly of British origin. When iron production started, new chemical manufacturing appeared. While the use of steam power became very popular, machine tools were developed, and the factory system was created.

- | | | |
|---------------------------------|-----|----|
| a. It is a web page. | Yes | No |
| b. Its topic is historical. | Yes | No |
| c. It is a narrative text. | Yes | No |
| d. Its purpose is to entertain. | Yes | No |

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-3	Select and review descriptions of historical events.	Choose a historical event to write a report p. 88 Information about the historical event you choose p. 88
	4-5	Understand the content of historical texts.	Main ideas and additional information about a historical event p. 91 Timeline of a historical event p. 91
	6-8	Write brief reports.	Adding supporting details. First sentence of your paragraph p. 93 Final version of the paragraph for the report of a historical event p. 93
	9-10	Edit reports.	Check spelling and punctuation p. 97 Complete rubric to assess the paragraph p. 97
Closure	11-12	Socializing the product.	Report on a historical event for an anthology p. 98 Self-assessment p. 99

Other evidence: _____

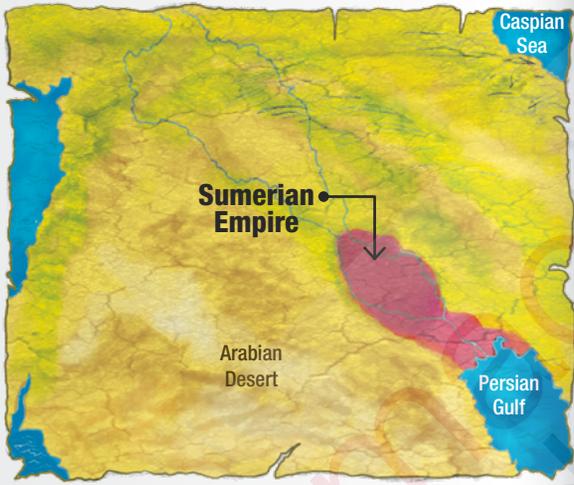
Development

Product Step 1 You are going to select and review descriptions of historical events.

- 1 Look at the pictures, maps, and titles from the texts. Then, as a class discuss the questions on page 87.

- 1

The Sumerians



The Sumerians settled in the region of Sumer, the southernmost area of ancient Mesopotamia. This area is generally considered the cradle of civilization. The word *Sumer* comes from Akkadian, the language of the north of Mesopotamia, and it means “land of the civilized kings.” The Sumerians first inhabited this region around 4500 BC. However, archaeologists believe that human activity in the area began much earlier: the first settlers were not Sumerians but a group of people that archaeologists call the Ubaidians or the proto-Euphrateans, because they inhabited the region of the Euphrates River. By 3600 BC, the Sumerians had already invented the wheel, a writing system, agricultural processes, and the sailboat. They were also the first civilization to group in cities. Uruk, Ur, and Nippur were the most important Sumerian cities.

Arabian Desert

Caspian Sea

Persian Gulf

Sumerian Empire

G p.100

- 2

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Home News Ancient Empires Languages Search

The Akkadian Empire



The Akkadian Empire was located in ancient Mesopotamia, an area within the Tigris and Euphrates river system. Its main city was called Akkad, as was the surrounding area. During the third millennium BC, the Akkadian Empire united Akkadians and Sumerians under one ruler, even though they spoke different languages. However, the Akkadian language gradually became more prevalent than Sumerian between the third and the second millennia BC.

The Akkadian Empire controlled the region between the 24th and 22nd centuries BC. Under Sargon of Akkad, who ruled for 50 years, and his successors, the Akkadian language was imposed on the conquered states such as Elam and Gutium. After the fall of the Akkadian Empire, two major Akkadian-speaking civilizations flourished in Mesopotamia: the Assyrians in the north, and, a few centuries later, the Babylonians in the south.

Black Sea

Caspian Sea

Asia Minor

Mediterranean Sea

Arabian Desert

Persian Gulf

Akkadian Empire

G p.100

- a. What are the texts about?
- b. Are the topics related?
- c. What are the differences between the texts?

Language skills

There are many different reading strategies for different objectives.

Recognizing textual components like

reading titles, subtitles, maps, pictures, etc. can give you an overall idea of what the text is about.

Looking for main ideas or specific information helps

you understand the details in texts.

2 Read the texts from Activity 1, on page 86. Underline their main ideas.

3 In small groups, read the texts in Activity 1 on page 86 again, discuss and decide which text each sentence refers to, Text 1 or Text 2.

This text provides information about...

- a. the place where this civilization settled. Texts 1 and 2
- b. the time when this civilization appeared. _____
- c. the origin of its name. _____
- d. their inventions. _____
- e. the language(s). _____
- f. their rulers. _____
- g. the cities they built. _____

4 Work in pairs. Use the table to check (✓) the elements and identify the audience and purpose of texts in Activity 1. Then with a partner discuss how the historical texts are different from other texts you remember. Go back to check the texts in other modules if necessary.

	Text 1	Text 2
Title		
Pictures		
Maps		
Steps		
Dialogs		
Dates		
Audience	<input type="checkbox"/> general audience <input type="checkbox"/> specific audience	<input type="checkbox"/> general audience <input type="checkbox"/> specific audience
Purpose	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to persuade	<input type="checkbox"/> to inform <input type="checkbox"/> to entertain <input type="checkbox"/> to persuade

Language skills

The **audience** of a text refers to those people who will read the information.

Specific audience

are those who the speaker wants to reach (students, historians, biologists, etc.).

General audience refers to all

people that will read the text.

5  **FOR YOUR PRODUCT** Look for different texts in English about historical events you would like to know more about. You can search on the Internet for historical events or you can use your Reader. Choose the text on the historical event that interests you the most. Use the table in Activity 4 to identify elements, audience, and purpose of the text you selected.

6  **FOR YOUR PRODUCT** Work in pairs. Discuss your findings from Activity 5.



ICT

Use different search engines and type one or more keywords to look for texts on a historical event.



I'd like to know more about the Akkadians because they were very powerful.



Chapters 5 and 6

You can use the events from your Reader to make your historical report.

The text is about: <i>the Akkadian Empire.</i>
It has the purpose: <i>to give information about a historical period of the Akkadian empire.</i>
It would interest: <i>young people, historians, students, etc.</i>

7 **Self-assessment** Work in pairs. Circle the sentence that best describes your work. Then, with the help of your teacher, discuss how you can improve your progress.

	Needs improvement	OK	Good	Outstanding
Elements in historical texts	It was very difficult to understand elements, audience, and purpose in a historical text.	It was hard to understand, but I did it with some help from others.	It was easy to identify the elements in a historical text, but I need to improve how to identify audience and purpose.	I can easily identify a historical text and I understood well its elements, including audience and purpose.

If you need to improve your understanding of the elements of a historical text, go back to Activities 5 and 6. Ask a partner for help, if necessary.

Macmillan Education
I can select and review descriptions of historical events.

Product Step 2 You are going to understand the content of historical texts.

- 1 Work in pairs, discuss what you know about the Egyptians. Then read the text and share anything new you learned about them.

What do you know about the ancient Egyptians?



This civilization arose along the Nile river in Africa around 3100 BC, more than five thousand years ago! During his reign, the Pharaoh Menes unified Upper and Lower Egypt, giving birth to one of the most powerful civilizations in the world. The history of ancient Egypt is complicated. How did historians organize Egyptian history? They divided it into three main periods: the Old Kingdom of the Early Bronze Age, the Middle Kingdom of the Middle Bronze Age, and the New Kingdom of the Late Bronze Age.

During the Old Kingdom, significant technological, artistic, and architectural developments took place. The monumental Giza pyramids and the Great Sphinx are two examples. With the collapse of the Old Kingdom period in 2181 BC, there were civil wars in most regions. The wars didn't stop until about 50 years later. Then, the pharaohs of the Middle Kingdom managed to restore the region's stability and stimulate artistic and architectural developments again. However, it was during the New Kingdom period, beginning in 1549 BC that the empire flourished. The cult to the god Amun also grew during this period. A monumental temple complex was built to Amun in Karnak.



- 2 Read the text in Activity 1 again. Discuss with a partner how the history of Egyptian civilization is organized and which events occurred in each period. Use the timeline below to add events to each period.

Bronze Age 3100 BC	Middle Bronze Age 2181 BC	Late Bronze Age 1549 BC
<div style="border: 1px solid teal; border-radius: 15px; padding: 10px; margin-bottom: 5px;"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>	<div style="border: 1px solid teal; border-radius: 15px; padding: 10px; margin-bottom: 5px;"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>	<div style="border: 1px solid teal; border-radius: 15px; padding: 10px; margin-bottom: 5px;"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div>

- 3 Read the events you wrote in the timeline from Activity 2. In pairs, discuss which ones refer to main ideas. With your partner, go back to the text in Activity 1 and look for additional information.

Main ideas

Historians divided the history of ancient Egypt in three main periods.

Language skills

Main ideas show you the key points in the text.
Details or **supporting ideas** show you additional information that supports main ideas.

Additional Information

These periods are the Old Kingdom, the Middle Kingdom, and the New Kingdom

- 4 Read the prompts and use them to write sentences that express the main idea and some additional information. Share your answers with your partner and explain what your text is about. Look at the model to help you.

- a. The Egyptian Empire / great.

Have significant architectural developments / Build monumental temples.

Main idea: The Egyptian Empire was great.

Additional information: They had significant architectural developments. They built monumental temples.

- b. In 2181 BC / Old Kingdom collapsed
Civil wars in most regions
-
-
-

- c. During the New Kingdom / the cult of the god Amun grew
In Karnak / A monumental temple complex was built to Amun
-
-
-

5. **FOR YOUR PRODUCT** Read the text on the historical event you chose in Step 1 and highlight the main ideas and the additional information using different colors. Share your answers with a classmate. Use the information in Activity 4 if you need help.

6. **FOR YOUR PRODUCT** Work in groups. With the main ideas and details you have from Activity 5, make a timeline in your notebook to organize the events from the historical text you chose. Then share with your partners what your text is about using your timeline as help. Use the timeline in Activity 2 as a model.

I think the Egyptian Empire was great because they had significant architectural developments.



Main idea: The Egyptian Empire was great.

Additional information:

They had significant architectural developments. They build monumental temples.

7. **Self-assessment** With a partner, reflect on what you learned in this step and use the table to assess what your classmate can do by now. Check (✓) the box that best describes his / her performance.

	I can't do it.	I found it difficult.	I am good, but I make some mistakes.	I am very good at it.
Identify main ideas and details to understand a historical event.				

If you are not sure about what a main idea or a detail is, go back to Activities 3 and 4. If you need help organizing information in chronological order, review what you did in Activity 2. If necessary, ask your teacher for help.

Product Step 3 You are going to write a brief report.

- 1 In pairs, read the text and, in your notebook, make notes with the main ideas and details. Then discuss what the text is about.



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Industrial Revolution

Major turning point in history

The Industrial Revolution was a major turning point in history that went from 1760 to around 1840. During this time, there were many technological innovations, mainly of British origin. When iron production started, new chemical manufacturing appeared. While the use of steam power became very popular, machine tools were developed, and the factory system was created. As a result, the British witnessed the transition from hand production methods to machines.

The development of commerce was the major cause of the Industrial Revolution. By the mid-18th century, the United Kingdom was the world's commercial leader. It controlled a global trading empire through its colonies in North

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America, Africa, and the Indian subcontinent, through the activities of the East India Company. Textiles became the dominant industry of the Industrial Revolution because they were the first to use modern production methods.

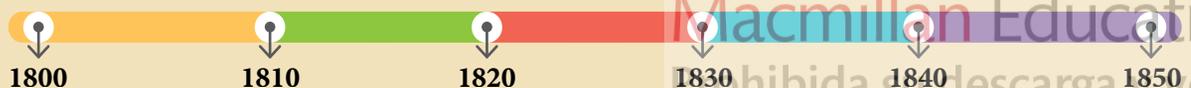
- 2 Use your notes from Activity 1 to write sentences about the Industrial Revolution using the organizer below. You can include a timeline to help you organize the events. Share your answers with a partner and add any additional information you consider necessary.

Industrial Revolution

Main idea: The Industrial Revolution was a major turning point in history because it influenced almost every aspect of daily life.

Positive consequences:

Negative consequences:



- 3 In pairs, use the main ideas you wrote in the organizer in Activity 2, choose one, and write the first sentence of your paragraph in your notebook. Then choose the best title for your report. Use the example as a model. Exchange your paragraphs with your partner and share what you understand and if it is clear enough.

Consequences of Industrial Revolution

The Industrial Revolution was a major turning point in history. It influenced almost every aspect of daily life in one way or another.

- 4 In your notebook, write additional information that supports the first part of the paragraph using the details from the organizer in Activity 2. Exchange your work with another partner and check that your ideas are clear, easy to read, and express exactly what you want to inform.

Many of these changes were positive. The use of steam power became very popular. Machine tools were developed. The factory system was created.

- 5 Read the paragraph you wrote in Activities 3 and 4 again and link each sentence with transition words that help you connect two ideas to show simultaneity, or cause and effect. Exchange it with a classmate.

The Industrial Revolution was a major turning point in history **because** it influenced almost every aspect of daily life. Many of these changes were positive. First, **while** the use of steam power became very popular, machine tools were developed, and the factory system was created.

Language skills

You can use **when** or **while** to connect two events that occurred at the same time and you can use **because** to connect the consequence with the cause of an event.

- Go to the Vocabulary Strategies section on page 100 to learn how to use a bilingual dictionary.

6  **FOR YOUR PRODUCT** Now that you have organized the information from the text you chose, write the first sentence of your paragraph and choose the best title for your report. Use Activity 3 as a model.

Blank lined writing area for activity 6.

7  **FOR YOUR PRODUCT** Work in groups. Use the text in Activity 6, and add additional information to form a paragraph.

Blank lined writing area for activity 7.

8  **FOR YOUR PRODUCT** Work in pairs. Rewrite the paragraph you wrote in Activity 7 by adding connectors. Share your work with your partner and check that the sentences are clear and linked by connectors.

- a. Read your classmate’s paragraph.
- b. Check that it is clear who is it for.
- c. Verify if the information is in chronological order.
- d. Check that the sentences are linked by connectors *when, while, and because*.

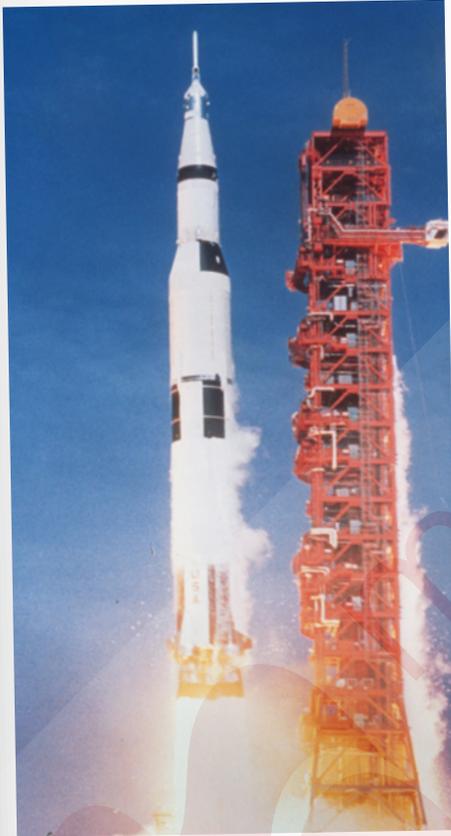
9 Self-assessment With a partner, reflect on what you learned in this step and circle the number that best describes your performance in this lesson. Number 1 is “with difficulty” and 5 is “excellent.” Share your answers and help each other with what you both find difficult.

- a. I can use connectors to express cause and effect or simultaneity of two historical events.
1 2 3 4 5
- b. I can write paragraphs to make a report about a historical event.
1 2 3 4 5

If you’re not sure about the information you need to write in a report or the use of connectors, go back to Activities 3, 4, and 5 with a classmate. Share what you can do to improve.

Product Step 4 You are going to edit your report.

- 1 Read a report about the first Moon landing and, in pairs, analyze and discuss the questions below. Reflect on the importance of checking your paragraph after you have finished.



The Landing of the Apollo 11

Apollo 11 was **launched** at the Kennedy Space Center on July 16, 1969, at 13:32. It **quickly** entered the Earth's orbit 12 minutes later. After one and a half orbits, the spacecraft was pushed **vigorously** onto its trajectory toward the Moon. On July 19 at 17:21, Apollo 11 passed behind the Moon to then enter the lunar orbit **smoothly**. The spacecraft went around thirty orbits while the crew saw passing views of their landing site in the southern Sea of Tranquility. The landing site was **carefully** selected because it was characterized as considerably flat by previously automated landers. But this was far from **accurate**. When Neil Armstrong looked outside again, he saw that the area was not ideal for the landing. **Immediately**, Armstrong took semi-automatic control and, with Buzz Aldrin calling out altitude and velocity data, the spacecraft landed some 6 kilometers from the original landing site on Sunday, July 20 at 20:17. It only had about 25 seconds of fuel left!

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- What information can you identify on the report?
- Does it have a title?
- Does it have pictures or maps?
- Does it have a first paragraph with the main idea of the text?
- Are main ideas supported with additional information or details?
- Does it have punctuation at the end of each sentence?
- Does it use connectors to link some ideas?
- Do the words in bold are essential to get the general idea of the event?
- Is it written in chronological order?

- 2 In pairs, read a fragment from the article in Activity 1. Choose the right option to complete the paragraph. Discuss with your partner which option is the best and why.

When Neil Armstrong looked outside again, he saw that the area was not ideal for landing. Armstrong took semi-automatic control and (a) . / , with Buzz Aldrin calling out altitude and velocity data, the spacecraft landed on Sunday July 20 at 20:17:40 (b) , / . It had about 25 seconds of fuel left (c) ! / ?



Language skills

You can follow these rules to check end punctuation in your paragraph:

- Use a period at the **end** of a sentence.
- Place a question mark at the **end** of a question.
- Insert an exclamation point at the **end** of an exclamation (a word or group of words that express strong emotion).

- 3 Rewrite the paragraph in Activity 2. Use the adverbs from the box to make it more descriptive.

only sadly nervously calmly quickly immediately

Check for spelling or punctuation mistakes.

Language skills

You can use **adverbs of manner** to describe how something happened. For example: Apollo 11 entered the Moon's orbit smoothly. Notice that adverbs of manner can go before or after the main verb.

- 4 Work in small groups. Share the paragraphs you wrote in Activity 3 and how your versions are different. Vote for the most descriptive.
- 5 In pairs, discuss in which order you would follow the steps to edit your work. Then number them in the correct order. Add any other step you think is necessary.

- Check punctuation and spelling.
- Include connectors *when, while, because*.
- Go over the content (checking if it is complete, adding and changing information).
- Use adverbs to describe actions.
- _____

6  **FOR YOUR PRODUCT** Work in groups. Edit the paragraph you wrote in Step 8 on page 94. Use the checklist from Activity 5, on page 96, to check them. Make all the necessary changes to improve your texts.

7  **FOR YOUR PRODUCT** Work in pairs. Write the final edited version in a sheet of paper. Exchange your paragraphs and compare your versions. Use the rubrics to assess your performance.

Language skills

Once you have finished writing your report, you must re-read your paragraph twice to check the content of your paragraph is complete, clear, and easy to read. Then check for spelling mistakes and add additional words that help you emphasize your writing.

Category	3 points	2 points	1 point
Sentence structure	All sentences are complete and clear.	Most sentences are complete.	There are many incomplete and unclear sentences.
Spelling and punctuation	There are few spelling or punctuation mistakes.	There are some spelling or punctuation mistakes.	There are many spelling or punctuation mistakes.
Order of ideas	The ideas are clear, well organized, and in the correct chronological order.	The ideas were more or less organized, but the information is clear.	It was very difficult to understand what the text is about.
Descriptions	Actions are well described in detail.	Some actions are described.	Actions were not described.

8  **Discuss the questions in groups.**

- What are your strengths and weaknesses when writing in English?
- What can you do to improve?
- How can you help your classmates?

9 **Self-assessment** Complete the sentences according to your performance during this step. Then share your answers with a classmate. Discuss how you can improve next time.

- I got better at _____
- I need to work on _____
- I plan to improve by _____
- My teacher suggests that I _____

If you think you need to improve your editing skills go back to Activities 3 to 6.

CLOSURE

Write a report on a historical event for an anthology

PROCESS

- 1 I chose a historical event I wanted to know more about and did some research.
- 2 I organized its events in a sequence by using a timeline.
- 3 I wrote a paragraph about the historical event including main ideas and some details.
- 4 I edited my paragraph and decided which information to include and which could be left out.

CREATE

- 5 Work in large groups. Share your report and make an anthology with all the reports in the class. Put them in chronological order, illustrate, and bind them.



- 6 Share your anthology with students from different classes.

CONCLUSIONS

- 7 Work in groups. Read the questions and share your answers.
 - a. Is it important to use different sources of information when researching about a topic? Why?
 - b. When you want to get the general idea of a text, do you read the whole text carefully or just go over the lines quickly?
 - c. How can a timeline help you when you are writing about a historical event?
 - d. When editing your text, what kind of changes did you make?
 - e. Are you satisfied with your work? How could you improve it?

FINAL PRODUCT ASSESSMENT

- 8 Work with another group. Use the table to evaluate the performance of your Final Product. Check (✓) the column that reflects your work.

	Yes. It was good and / or complete.	More or less. It can improve.	No. It was incomplete and / or unclear.
The information from your report was complete and accurate.			
The information you presented had a logical sequence.			
The events were clearly put in a chronological order.			
The report was edited and corrected.			
You gave and receive feedback respectfully.			

SET GOALS

- 9 Go back to the Opening activity on page 85. Answer the activity again. Add evidence to your Class Planner if necessary.
- 10 Go back to the Self-assessment section at the end of each Step. Reflect on your answers. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

- 11 Reflect on your interaction with your classmates. Check (✓) what you achieved.

	Needs improvement	OK	Good	Outstanding
How well did you work together?	I didn't listen to my group much. I found it hard to share my ideas.	I sometimes participated in group discussions and tasks.	I participated as much as I could in discussions and tasks.	I participated in discussions and tasks and listened to my partners.



STRATEGY: Using a bilingual dictionary

- 1 Work in groups. Use your dictionary to complete the table about these words from Module 5.

Word	Part of speech	Synonyms	Pronunciation	Examples
a. considerably				
b. collapse				
c. reign				
d. stimulate				

Language skills

Dictionaries are important tools when learning a new language. We recommend you use one to check the spelling of a word, a conjugation of a verb, synonyms, how to say the word, or examples of its use.

ICT

You can also learn how to use bilingual dictionaries online. For example: <http://www.edutics.mx/5rc> Using an online bilingual dictionary provides instant reference to the words in your own language. They don't usually include definitions, just translations from English to Spanish.

GLOSSARY

accurate: (adj) correct or true in every detail.

along: (prep) moving forward on a line, toward one end of it.

arise: (v) to exist or start developing because of something.

build: (v) to make a building by putting its parts together.

century: (n) a period of 100 years.

cradle: (n) a place where something began.

fall: (n) someone's defeat or loss of power.

flourish: (v) to be very successful.

give birth: (v) to make something important start to exist.

hand: (adj) made by hand.

iron: (n) a hard heavy metal that is a common element.

launch: (v) to send a space vehicle, into the air or into space.

manage: (v) to succeed in doing something that needs a lot of effort or skill.

mean: (v) to have a particular meaning.

prevalent: (adj) very common in a particular place or among a particular group.

settle: (v) to go and live permanently in a particular place.

smoothly: (adv) without difficulty, problems, or delays.

steam: (n) the hot wet substance produced when water is heated.

surrounding: (adj) near or all around a place.

trading: (adj) that buys and sells goods.

turning point: (n) a time when an important change takes place in a situation.

witness: (v) to be present when something important happens.

Module



Social Learning
Environment:

Recreational
and literary

Social Practice of Language

- Guess and formulate hypotheses about past events.

Communicative Activity

- Recreational expression.

Achievements:

- Choose past events.
- Describe mysterious events.
- Formulate hypotheses to guess riddles that explain past events.

The final product of this module will be the creation of a mystery novel.

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Prohibida su descarga y venta

Opening

1 Read the definition of what a mysterious event is. Discuss the questions below with a partner.

For Curious Minds!

Mysterious events are so because they have no clear explanation. In other words, they are full of secrets, especially in a way that makes people want to discover what they are. Mysterious events are impossible to fully understand.



Ghost ship

- Do you know any mysterious events from literary texts or folk tradition?
- What hypotheses can you make about those mysterious events?
- What is the difference between facts and opinions?

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-4	Choose past events.	Look for and choose a mysterious past event p. 104 Notes on facts, opinions and hypotheses about mysterious events p. 106
	5-7	Describe mysterious events.	Questions to obtain details about mysterious events p. 108 Sentences about a mysterious past event p. 108
	8-10	Formulate hypotheses to guess riddles that explain past events.	Add details and hypotheses to the sentences p. 110 Include more hypotheses to explain mysterious past events p. 113 Show the story and hypotheses to your classmates p.113
Closure	11-12	Socializing the product.	An inventory of mysterious events p. 114 Guessing game p. 114 Self-assessment p. 115

Other evidence: _____

Product Step 1 You are going to choose past events.

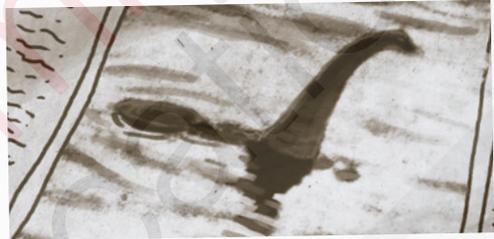
1 Work in pairs. Look at the pictures and discuss what they are about.

Mysteries in the Spotlight!

13



The Kraken



Loch Ness Monster



Nazca lines in Peru



Ghost ship - *Mary Celeste*



Voynich manuscript

2 Answer the questions in small groups.

- What do you know about each mystery?
- Why do you think they are mysteries?
- Where can you find information about them?
- Do you know about other mysteries from the past? Which ones? Why are they mysterious?

3  **FOR YOUR PRODUCT** Work in groups. You are going to make an inventory of mysterious past events. Look for information in encyclopedias, books, and on the Web. Make a list of the ones you find the most interesting.




ICT
You can write keywords in the search engine bar such as: *mysteries + places*. Putting a plus sign (+) in front of a word helps you narrow the search.



Chapter 7
You may use the mysterious event in your Reader for your product.

4 Work in pairs. Read the article about the Loch Ness Monster and underline the opinions and beliefs about the monster.



The Loch Ness Monster

We have all heard stories about the famous Loch Ness Monster, from Scotland, in the United Kingdom. The first photograph and maybe the most famous one, was taken in 1934. It was published in a well-known newspaper and caused a great sensation throughout the world. Since then, people have created and spread their theories about the monster. Even today, many people are fascinated by the existence of "Nessie," as they call the creature.

Many experts concluded that the creature was a survivor from the Jurassic period because of its shape. However, Johan Turns, an expert photographer and editor, stated that this idea was false. He got a copy of the original picture and, through a meticulous analysis he discovered that the image was fake. It was just a combination of a real photograph from Loch Ness and a pencil drawing. Nobody knows who the creator of this hoax was, but experts have agreed that if its purpose was to increase tourism in Scotland, it worked very well.

Nowadays many tourists visit Loch Ness hoping to find themselves face to face with the mysterious animal. In fact, the highest reported number of sightings of "Nessie" was in 2017, according to some newspapers. However, there is no evidence to support these sightings.

Language skills

Facts are statements that express something true and can be verified, or proven. **Opinions**, however, tells what someone believes about something and cannot be proven.

For Curious Minds!

Deduction is the process of getting to know or understand something by thinking on the information or evidence that you have. What did you deduce from the story of Nessy?

5 Work in pairs. Write possible causes for the facts mentioned in the article from Activity 4. Then compare your answers with another pair.

- a. The first photograph, and maybe the most famous one was taken in 1934. What does the year tell you about the quality of the photograph?
It **probably** was a low-quality picture.
- b. ... a survivor from the Jurassic period because of its shape. What kind of animal do you think the experts were thinking of? They were **surely** / **It's possible that** _____
- c. In fact, the highest reported number of sightings of Nessie was in 2017... What do you think people saw in the lake? **Maybe** / **Perhaps** / **Surely** _____

Language skills

To **hypothesize** in English, you can use the adverbs **probably**, **surely**, and **possible** before or after the verb. Another way to do it is to use **Maybe**, **Perhaps**, and **Surely** at the beginning of the sentence.

6 Work in pairs. Read about another mysterious creature and discuss the facts, and people's opinions and beliefs at the time.

In the 18th century, many ships sailed to different parts of the world to exchange, buy, and sell products. During that time, there was a French vessel with a rich shipment traveling to Norway, but it never reached its destination. The survivors said that giant tentacles came out of the ocean, wrapped around their ship, and broke it into pieces. The crew was forced to jump into the sea and swim for their lives, but the giant creature devoured some of them. Pierre Dénys, a famous painter of the time, drew some sketches from survivors' stories. Soon, news of the creature that lurked in the ocean spread to many fleets around the world. It became known as "The Kraken." At that time, many ships were found destroyed in the oceans. There was no logical explanation for this, but people believed that the Kraken had attacked the ships. Although this was not true, many people believed in the sea monster. Historical research has proved that the Kraken never really existed.



It was true that many ships were destroyed.

Yes, and people believed ...

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7 Discuss possible hypotheses for people's beliefs in small groups.



8 **FOR YOUR PRODUCT** Work in groups. Research the mysteries you chose in the previous step. Look for information in different sources. Identify the facts and the opinions as you did in the texts about the mysterious creatures and record the information in note form. Add your own hypotheses.

We choose the mystery of the Kraken.
Facts: In the 18th century, many ships sailed to different parts of the world. A French vessel traveling to Norway never reached its destination. At that time, many ships were found destroyed. The ships were destroyed by pirates.
Opinions: The survivors said that a giant monster destroyed the ship.
Hypothesis: Maybe the pirates invented the Kraken.



ICT
 When looking for information on the Web, make sure you visit serious and prestigious places to get accurate data. Some search engines provide access to "best of the Web" sites.

9 **Self-assessment** Use the table to assess how much you learned in this module so far.

Criteria	Very easily	Easily	With some difficulty	Hardly
I can identify mysteries.				
I can differentiate facts from opinions.				
I learned how to hypothesize.				

10 **Self-assessment** As a class, share and discuss what you checked. Support your answers. Help each other to review the aspects that are difficult.

Product Step 2 You are going to describe mysterious events.

- 1 Work in pairs. Read the title of the text and complete the first column in the table with the facts you know about the event. Then write some questions about things you would like to know in the second column.



Collapse of an Empire

The Mexica were the fiercest and greatest warriors in Mexico, a civilization that conquered many others. So, what happened? Why did this empire collapse?

What I know	What I would like to know	What I learned

- 2 Read the text and complete the third column of the table in Activity 1 with the information you learned. Use your notebook for more space.

Collapse of an Empire

The Mexica were the fiercest and greatest warriors in Mexico, a civilization that conquered many others. So, what happened? Why did this empire collapse?

The Mexicas founded Tenochtitlan, the capital of the Mexica Empire, in the year 1325. During the 14th century, the Mexicas spread across a large part of Mexico and fought endless wars with their neighbors until they dominated most of Middle America. Conquered peoples had to pay tribute, in the form of goods or services, to the Mexicas.

Bad Omens

The Spanish soldiers, led by Hernán Cortés, landed on the coast of Mexico on March 4, 1519. They brought with them not only their horses, armor and superior weapons, but also fatal contagious diseases like chicken pox. Some Mexica narratives say that two years before the Spanish arrival, omens, like a column of fire and a strange bird whose head showed warrior-like people, started to appear.

Hearing of the great city of Tenochtitlan, Cortés and his army marched towards it. On the way, he made allies with tribes discontented with paying tributes, promising to free them from the Mexicas.

The Fall

Cortés arrived in Tenochtitlan on good terms with the Mexicas on November 8, 1519. Two years later, after a long siege that had weakened the Mexicas, the Spaniards attacked the empire forcing the natives to surrender and Tenochtitlan to fall. According to some historical accounts around 800 Spaniards defeated the Mexicas. It is hard to believe that a small number of people defeated the powerful and fierce Mexicas.

- 3 Work in pairs. Check the questions you asked in Activity 1 which were answered by the text. Read the text again and think of additional questions to answer.

How could 800 Spaniards defeat so many Mexicas? What happened?

- 4  **FOR YOUR PRODUCT** Work in groups. Read the information about the mysteries you chose and think of questions that would provide additional information to solve the mystery.

When did the rumors of the Kraken begin?

Where did the Kraken appear?

What did the survivors say?

How do we know there were pirates?

- 5 Work in pairs. Read the text in Activity 2 again and summarize the information with the most important facts about the event.

Hernán Cortés and his soldiers arrived in Mexico on March 4, 1519.

They had superior weapons and horses.

- 6  **FOR YOUR PRODUCT** Write sentences about the mysterious event you chose. Look at the model.

In the 18th century, many ships were found destroyed.

7 Work in pairs. Discuss why you think the Mexicas were defeated. Use information from the text in Activity 1, on page 107, and the expressions below.

I think...

In my opinion...

I believe...



Chapter 7

To practice making hypotheses about a mysterious event, you can use the story from your Reader.

I think they were defeated because the Spaniards had superior weapons.



Maybe many of them died of fatal diseases brought by the Spaniards.

8 Work in pairs. Read the second part of the text and discuss if the mystery of the conquest can be solved using the facts in it. Use the conversation below as an example.

The Siege

The Spaniards first attacked the Mexica Empire in June 1520, during the celebration of the Toxcatl, when many unarmed Mexicas were massacred by the men of Pedro de Alvarado, Cortés second-in-command. After this incident, Moctezuma was deposed. Before midnight on June 30, 1520, the Spaniards tried to escape from Tenochtitlan, but the Mexicas killed many of them. The Spaniards retreated but came back later.

A smallpox epidemic spread through the region killing a large number of Mexicas including many leaders who were replaced by others supported by Cortés.

On May 22, 1521, the Spanish soldiers, led by Cortés, started a siege of Tenochtitlan, so that the Mexicas could not get any food or supplies. After a 3-month siege (Bernal Díaz says ninety-three days) and with the ongoing smallpox epidemic in the city, Cuauhtémoc finally

surrendered to the Spaniards on August 13, 1521. The Spaniards destroyed Tenochtitlan and built a colony named New Spain.

Debunking the Myth

There is a myth that says that 800 Spaniards defeated a whole empire, but that is not true. They were supported by thousands of indigenous people who wanted to be free from the Mexica domination. Also, an unfortunate decision contributed to the Mexicas' defeat. Unlike the Spaniards who killed their enemies, the Mexicas preferred to take prisoners of war for human sacrifices. The Mexicas captured Cortés, but did not kill him because they were going to sacrifice him. But his men rescued him. Moctezuma was taken prisoner and killed by the Spaniards.

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It is a fact that the Spaniards brought with them fatal contagious diseases like smallpox.



A detail about it is that the smallpox epidemic spread killing lots of Mexicas including many leaders who were replaced by others supported by Cortés.

9.  **FOR YOUR PRODUCT** Add more facts and hypotheses to the sentences based on the answers to the questions in Activity 4. Look at the model. Exchange it with a partner.



In the 18th century, many ships were found destroyed. It is a fact that pirates sailed in that sea during the time. In my opinion, pirates spread the rumor of a sea monster.

10. **Self-assessment** Check the answer that best applies to you.

- a. How well can you describe mysterious events from the past?
1. Very well 2. I need some help. 3. With difficulty. 4. I can't
- b. How well can you make questions to get details about a mysterious event?
1. Very well 2. I need some help. 3. With difficulty. 4. I can't
- c. How well can you create hypotheses based on the facts of an event?
1. Very well 2. I need some help. 3. With difficulty. 4. I can't

If you need to review how to ask questions, express past events, or how to solve mysteries go back to Activities 2, 4, 6, and 8.

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I can describe mysterious events.

Product Step 3 You are going to formulate hypotheses to guess riddles that explain past events.

1 Work in pairs. Read the text and say why the *Mary Celeste* was considered a ghost ship.

Mary Celeste, the Ghost Ship

Many film-makers and authors have used ghost ships as plot elements. However, the greatest ghost ship mystery is about a real ship, the *Mary Celeste*, which was built in Nova Scotia, Canada, in 1861.



14

The *Mary Celeste* earned a bad reputation in its first 10 years at sea because of some accidents, but that is not why it is famous. On November 7, 1872, the ship sailed from New York to Genoa, Italy with a cargo of raw alcohol. Her captain was Benjamin Briggs, who was accompanied by his wife, their two-year-old daughter, and a crew of seven. On December 5, the *Mary Celeste* was found sailing in the middle of the ocean with no one aboard. The captain of the British ship *Dei Gratia* ordered some men to go aboard the *Mary Celeste* and investigate. They discovered that it had its full cargo, its instruments were working, and none of the crew and passengers' valuable objects were missing. The only unusual things that the searchers discovered were that one lifeboat was missing, and one of the two pumps had been disabled. Also, there was about a meter of water in the hold, but nothing that could alarm an experienced captain like Briggs.

15



2  13 Work in pairs. Listen to Diego and Andrea discussing what they think happened to the *Mary Celeste*. Discuss if you agree or disagree with them.

• Go to the Vocabulary Strategies section on page 116 to review related vocabulary.

I think I agree with Andrea, the ship couldn't have been attacked by a sea monster.



I agree. A pirate attack could be the answer to the mystery.

3  Listen again and find three expressions that are useful to give an alternative idea. Underline them.

Diego: So, what do you think happened to the *Mary Celeste*?

Andrea: I don't know. But, it couldn't have been a sea monster as some people speculate. That doesn't convince me because monsters don't exist.

Diego: I agree. In my opinion, if the cargo was complete, pirates can't have been involved.

Andrea: Yeah. You're right. Another theory is that alcohol vapors may have escaped and caused an explosion. Maybe the Azores heat caused the evaporation.

Diego: Well, that may have happened.

Andrea: Now, I rather think that if they used the life boat, the captain must have given the order to do so.

Diego: Maybe your opinion is better than the ideas of a sea monster, pirates, or vaporized alcohol. And the captain must have had very good reason to order that.

Andrea: Look! It says in this website they have discovered new evidence using forensic techniques.

Diego: Wow! That sounds interesting. They must have a different version of what happened.

Andrea: Well, it talks about a combination of factors...

4 Use the prompts to write hypotheses about the events related to the *Mary Celeste*.

a. A sea monster? I think it couldn't have been a sea monster.

b. The cargo was complete – Pirates? _____

c. Alcohol vapors escaped and caused an explosion? _____

d. Lifeboat missing – Captain ordered to leave? _____

e. Captain had a good reason to leave the ship? _____

Language skills

Another way to make hypotheses about past situations we can use:

- a. **must + have + past participle** to express certainty about a past event; **can't + have + past participle** is the negative form.
- b. **might (may / could) + have + past participle** to express something was possible but we are not sure.

5 Work in pairs. Read the hypotheses about the *Mary Celeste* that you made in Activity 4, and discuss what you think could have happened to this mysterious ship.

I believe the crew must have inhaled alcohol vapors.



6  **FOR YOUR PRODUCT** Work in groups. Write hypotheses to try to explain the mystery of the past event you chose. Look at the model. Discuss which express more or less certainty.

I think it couldn't have been a monster.

We believe pirates spread the myth.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

7  **FOR YOUR PRODUCT** Work in pairs. Share the story and hypotheses about the mystery you chose. Use Activity 5 as a model.

8 **Self-assessment** Work in pairs. Complete the table with your names. Use the grading key to assess your performance and your classmate's in Activity 7.

Grading key: Very good = 4 Good = 3 You can improve this = 2 Need help = 1

Names	Use of language	Original ideas	Clarity

If you need to practice more on how to make hypotheses, go back to Activities 3 and 4.

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I can formulate hypotheses to guess riddles that explain past events.

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CLOSURE

Use an inventory of mysterious events to guess and make hypotheses about them

PROCESS

1. I looked for and chose a mysterious past event.
2. I wrote facts and opinions about the mysterious past event.
3. I made questions and got details about a mysterious past event.
4. I wrote a draft that included facts, opinions, and additional information about a mysterious past event. I also wrote hypotheses to explain the mysterious past event.

CREATE

5. Work in groups. Make an inventory of mysterious past events from the ones you worked with in this module.
6. Work with another group. Use your inventory to play a guessing game. Follow the rules to play it.

1. Write in a note card your final version of your mysterious event. Write the answer to the mystery at the back of the card.
2. Work in small groups. Place the cards in the center. Each player should take a card and read the mystery out loud.
3. The rest of the players should make guesses, hypotheses of what happened.
4. The player that guesses the answer scores a point.
5. The player that scores the highest amount of points, wins.



7. Share your game with a different class. Play the game with other students.

CONCLUSIONS

8. Work in groups. Discuss the questions.

- a. Was it difficult for you to identify the facts to solve a mysterious event?
- b. Why are the details about a past mysterious event important?
- c. What part of the process of making deductions about mysterious past events was the most difficult? Why?

FINAL PRODUCT ASSESSMENT

9 Work with the same group. Use the rubrics to assess your performance when using an inventory of mysterious events to guess and formulate hypotheses about them.

	Consistently	Mostly	Slightly
Structure of mysterious event	All the mysterious events were interesting for most players.	Some mysterious events were interesting for the players.	Few mysterious events were interesting for the players.
Making of hypotheses and deductions	The hypotheses and deductions were clever and could explain the mystery.	Most of the hypotheses and deductions were clever and could explain the mystery.	The hypotheses and deductions could not explain the mystery.
Participation in the game	Everyone participated actively in the game, making good questions and formulating hypotheses.	Most players participated actively in the game, making questions and formulating hypotheses.	Few students participated actively. Questions were not very relevant and hypotheses were not clear.

SET GOALS

- 10 Go back to the Opening on page 102. Complete the activity again. Add evidence to the Class Planner if necessary.
- 11 Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

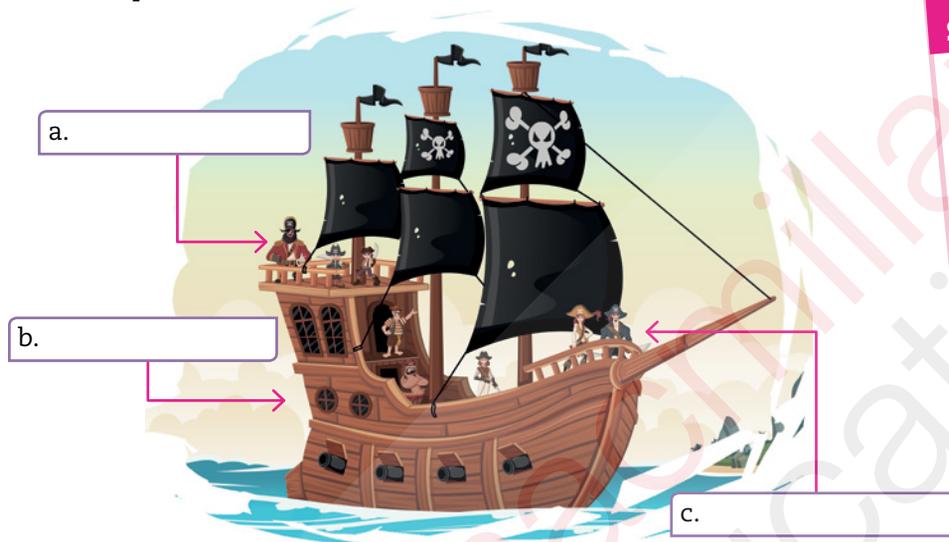
12 Reflect on your interaction with your classmates. Check (✓) the things you did.

- I always participated in the activities and gave my opinion.
- I always listened respectfully to my classmates and never interrupted them rudely.
- I helped my classmates to understand concepts when I could.



STRATEGY: VISUALIZING

- 1 Work in pairs. Use the vocabulary from the Glossary on this page to complete the names in the illustration.



Language skills

Drawing an illustration of new words is very useful when you are a visual learner. Other **visualizing** techniques are: color-coding key words or include them in concept maps or diagrams.

GLOSSARY

- aboard:** (adv) in or on a ship, bus, train, or airplane.
- account:** (n) written or spoken report about something that has happened.
- coast:** (n) an area of land beside an ocean.
- crew:** (n) the people who work on a ship, aircraft, etc.
- debunk:** (v) to prove that something is false and silly.
- depose:** (v) to force a political leader or a king or queen out of their position of power.
- earned:** (v) made a profit from business.
- fiercest:** (adj) involving the strongest feelings such as determination, or anger.
- fleet:** (n) group of vehicles, planes, boats, or trains, especially when they are owned by one organization or person.
- hoax:** (n) trick in which someone deliberately tells people that something bad is going to happen or that something is true when it is not.
- lurked:** (v) waited, sometimes hiding, in order to frighten, annoy or attack someone.
- omen:** (n) sign that you believe show whether good or bad things will happen in the future.
- pump:** (n) equipment for making a liquid or gas move into or out of something.
- raw:** (adj) substances that have not been changed by any chemical processes.
- reach:** (v) to arrive somewhere.
- sail:** (v) to move across the surface of an ocean, lake, river, etc.
- shipment:** (n) an amount of goods carried on a ship, airplane, train, or truck.
- siege:** (n) an attack in which an army surrounds a castle or city in order to prevent the people inside from receiving food and water.
- smallpox:** (n) a serious disease in which your skin becomes cover in spots that can leave permanent marks.
- spread:** (v) to covered a large area.
- supplies:** (n) things such as food, medicine, and equipment that you need to live or to perform a particular activity.
- vessel:** (n) a large boat or ship.
- well-known:** (adj) known by many people.
- wrapped:** (adj) covered with something around.

Module



Social Learning
Environment:

Family and community

Social Practice of Language:

- Talk about cultural habits of different countries.

Communicative Activity:

- Exchanges associated with specific purposes.

Achievements:

- Negotiate the topic for a conversation about cultural habits.
- Exchange proposals and opinions to open a conversation.
- Ask and answer questions to go deeper in a conversation.
- Use strategies to hold and end a conversation about cultural habits.

The final product of this module
will be... a conversation!

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Opening

1 Write each expression next to its purpose.



- a. Introducing your ideas in a conversation: _____
- b. Interrupting politely: _____
- c. Clarifying ideas: _____
- d. Saying your opinion: _____

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
	2-3	Negotiate a topic for a conversation about cultural habits.	Looking for topics for a conversation about cultural habits p. 120 Discussion to get to a consensus to choose a cultural habit for your product p. 122
Development	4-5	Exchange proposals and opinions to open a conversation.	Completing a graphic organizer of phrases for a conversation p. 124 Discussing about cultural habits using facts and opinions p. 125
	6-8	Ask and answer questions to go deeper in a conversation.	Writing questions and answers about cultural habits p. 127 Structuring a conversation with questions and answers p. 129
	9-10	Use strategies to hold and end a conversation about cultural habits.	Having a conversation about a cultural habit p. 132
Closure	11-12	Socialization	Conversation about different cultural habits p. 133 Self-assessment p. 134

Other evidence: _____

Development

Product Step 1 You are going to negotiate the topic for a conversation about cultural habits.

- 1 Work in pairs. Describe the images to your classmate using the words in the box. Then have a brief conversation about the pictures using the questions below as a guideline.



cheek kiss handshake hug bow

- What are the people in each image doing?
- Where are they from?
- What are they wearing?
- Do you think they are relatives? Why?
- Do you think they are friends? Why?
- Do you think they are coworkers? Why?

- 2  14 Read and listen to three students talking about the cultural habits in the article in Activity 1. In pairs, discuss if their opinion about cultural habits is similar to yours or not.

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Miguel: Claudia, did you know that in other countries people do not shake hands or kiss on the cheek to greet?

Claudia: Seriously? Where did you read that?

Miguel: Here. Look. **Based on this article**, greetings are different depending on where you live. For example, in Saudi Arabia, people touch noses instead of shaking hands. What do you think?

Claudia: I think it's very interesting! What else?

Miguel: Well, **according to this article**, in Asian countries people prefer to bow. **An example of this is** Japan. People bow and use different inclination depending on formality. What do you think about this?

Claudia: Wow, I didn't know that. It shows how culturally diverse we are! **In my opinion**, I like how we greet others, because we have options, either with a kiss on the cheek or with a handshake.

Miguel: True.

Language skills

When you are giving your opinion about a topic, it is important to give reasons or examples to add information to your conversation. You can use to express an opinion:
I think..., I believe...,
In my opinion..., I guess...
 To give an example: **For example..., For instance...,**
An example of this...
 To express reasons:
Based on my experience...,
According to this article...

In my opinion the differences in greetings are very interesting.



I also agree with Claudia. The differences in greetings show how culturally diverse we are.

- 3 Work in pairs. Look at the phrases in bold in the conversation in Activity 2. Think about how people greet in your community. Have a conversation similar to the one in Activity 2 describing how you greet and what you like and dislike about the way people in your culture greet each other.

- 4  **FOR YOUR PRODUCT** Work in pairs. You are going to participate in a conversation about cultural habits in the world. Read about any cultural habit that interests you. You can use the information in the following lessons, your Reader, the library, or the Internet. Choose a cultural habit. Describe it to your classmate and explain what interests you about that habit.

I found on the Internet that people in Switzerland kiss each other's cheeks three times.



I read that people in France have a small breakfast called petit déjeuner.



Chapter 8

You can also use the stories about cultural differences in Chapter 8 of your Reader.

- 5  Read the article. Discuss with a partner why it is important to know about a cultural habit. Complete the conversation organizer with your opinions and reasons. Use the conversation in Activity 2 as a model.

www.greettheworld.com
☰ - □ ×

Greetings Around the World

Touching is a crucial aspect you should learn about when greeting others and having a conversation. In the Middle East, Southern Europe, and Latin America, there is a lot of physical contact during conversations. In Spain, you can see men holding each other's arms or placing a hand on the other person's shoulder.

However, in Northern Europe, you must apologize if you accidentally touch someone. Germans, for example, do not appreciate touching at all. The Japanese are also culturally opposed to the touch of a stranger.

This may be clear if you analyze how they greet each other: with a bow. Muslims also have strict cultural rules about touching. Men and women cannot touch in public. Even married couples walking down the street cannot hold hands.




 p.135

• Refer students to the Vocabulary Strategies section on page 134 to learn more about word maps.

Expressions to give opinions and reasons

In my opinion,	For example,	Based on this article...	I think that learning about greetings is important because...
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

- 6 Work in pairs. Share your organizer with a different partner. Use it to start a discussion about the importance of learning about greetings in different cultures.

I think that learning about greetings is important because it helps you understand more about others and their culture.



Yes! In my opinion, it also helps you communicate better with people from other countries.

- 7 **FOR YOUR PRODUCT** Now that you know the cultural habit your classmate researched and why he / she likes it, it's time to choose one habit to talk about. To do this, you need to negotiate. There are many negotiation strategies, but you could try the "What-ifs" strategy. Think about three scenarios in which your classmate's idea might go wrong. Your classmate will do the same. Ask each other questions about those scenarios using "What if..." at the beginning of each question. Think of your answers carefully and support them with examples. The objective is to convince your classmate that their scenarios against your proposal can become great scenarios. Finally, reach an agreement by choosing the habit with the best scenarios.

What if talking about French food is irrelevant for people who like other types of food?



It can become relevant if we explain to them the importance of having a healthy breakfast. We can use the *petit déjeuner* as an example of a cultural and healthy habit.

Hmm. That's a good idea. But, what if...

- 8 **Self-assessment** In pairs, reflect on what you've learned in this lesson and answer the questions.

- Which expressions can you use to give your opinion?
- What expressions are useful when you want to support your ideas?
- What expressions do you know that give examples?
- Was it difficult or easy to negotiate and reach an agreement? Why?

If you feel you are not prepared to negotiate a topic, go back to Activities 4 to 7.

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I can negotiate the topic for a conversation about cultural habits.

Product Step 2 You are going to exchange proposals and opinions to open a conversation.

- 1  Work in groups of three. Look at the images below and their labels. Then start a conversation with your classmates using the questions below as a guideline. If you wish, you may suggest more questions to start a conversation about the images.

Leaving your shoes out



Taking a nap after lunch



Shaking your shoes and clothes before putting them on



- Why do you think the girl is leaving her shoes out?
- Why do you think the man is shaking his jacket?
- Would you like to take a nap in a hammock?
- Did you know people in some countries keep their homes cleaner by leaving their shoes out?
- Would you shake your clothes every morning if you lived in a place with poisonous insects?

- 2  Read and listen to some students exchanging their ideas about cultural habits. In pairs, look at the words in bold and have a conversation with a classmate about them. Answer the questions on page 124 to guide the conversation.

Sara: Hey guys, **did you know that** napping is still a common practice in some European countries such as Italy and Spain?

George: Seriously? That's interesting! I didn't know that.

Karla: Me neither. I thought it was an American, I mean, a Latin American custom. People may think that only **lazy** people take a nap, but it's a custom.

Sara: Well, it's also customary in Asian countries, like the Philippines. I agree with you; I think it shouldn't be **misinterpreted**. It's not because you're lazy; it's a cultural practice.

George: I know that in Asian countries you must take your shoes off, did you know that?

Karla: I did, I have an Indian friend and I must take my shoes off when I visit. I like it; you don't bring dirt inside your home.

Sara: Oh! **But, going back to** napping, there's something called *inemuri* in Japan. Have you heard about this?

- Have you ever used those phrases before? In which situations did you use them?
- Do you know some phrases to start a conversation about a specific topic?
- How would you interrupt a speaker politely?
- How would you change the subject of a conversation?

3  **FOR YOUR PRODUCT** Work in small groups. Practice starting a conversation by asking your classmates questions about the cultural habit you chose in Activity 7 on page 122. Review the conversation in Activity 2 and use the phrases you learned. You may use the information in the Language skills box and suggest other ways to start a conversation and discuss which ones you like the most. Remember to support your ideas with examples.

Did you know that people in Spain and Italy take naps?

Yes, I did! People in Japan also take naps during working hours. They call it *inemuri*.

Sorry to interrupt, but weren't naps also a habit here in Mexico?

Language skills

To introduce a topic use:
 Have you ever wondered...?
 Did you know...?
 The other day
 I saw / read that...

4 Read the comments on a website about cultural habits. Think about a question you would ask someone about each topic in order to open a conversation. Write your three questions in the space provided on page 125. Then, in pairs, ask each other the questions and answer your classmate's questions.

www.curiouscustomsoftheworld.com

Leave your comment:



Almost all Muslim cultures have the custom of taking their shoes off indoors. I believe it's a good habit to keep your house as clean as possible. Muslims pray on the floor, and they often eat sitting on the floor (at low dining tables) as well.

Comment



Mexicans also take naps, but only in small cities or towns. For example, in San Miguel de Allende most stores close for lunch and they reopen for business at 4 or 5 pm. People usually go home and take a short nap. I think it's healthy to rest for a few hours during the day.

Comment



In hot countries, it is also advisable to check shoes and clothes before you put them on. This tip was very useful when I went to Brazil on vacation. All tourists are warned about spiders and other small creatures hiding in closets!

Comment

Would you like to eat sitting on the floor? I read that people in many countries do so!

- a. _____
- b. _____
- c. _____

5  **FOR YOUR PRODUCT** Work in small groups. Discuss about the habits you chose and the phrases you learned to start a conversation about them. Discuss which ones helped you more to have a conversation with your classmates. Give your opinion on your favorite phrases and listen respectfully to your classmates' opinions.

Did you know that people in other countries take naps?



Yes! Some countries take naps after lunch because of the heat. I talked about that with Dani and we found it very interesting.

How did you start the conversation with Dani? Did you open the conversation using "I read that...?"

6 **Self-assessment** Check (✓) what you learned in this lesson. Then compare what you checked with a classmate. Discuss how to improve what you didn't check.

	Outstanding performance	Good performance	Needs improvement
Use expressions to introduce a topic in a conversation.	I used expressions to introduce a topic in a conversation.	I had trouble using expressions to introduce a topic in a conversation.	I couldn't use expressions to introduce a topic in a conversation.
Interrupt politely a conversation.	I interrupted politely a conversation.	I had trouble interrupting a conversation.	I couldn't interrupt a conversation.
Give my opinion about expressions to open a conversation.	I gave my opinion on expressions to start a conversation.	I had trouble giving my opinion on expressions to start a conversation.	I couldn't give my opinion on expressions to start a conversation.

If you need help using the expressions you learned in this lesson, go back to Activities 2 to 5.

I can exchange proposals and opinions to open a conversation.

Product Step 3 You are going to ask and answer questions to go deeper in a conversation.

1 Work in groups. Look at the pictures and discuss the questions below.



baseball



American football



soccer



ice hockey



playing music



kendo



karate



basketball



dancing

- Which of the hobbies and sports in the pictures do you think are popular in Japan? How do you know?
- Which do you think are more popular among teenage girls and which among boys? Why?
- What other questions can you ask to know more about the activities?

2 16 Listen to a conversation about the sports and hobbies and answer the questions. Check the answers as a class.

- Do Ben and Liz sound interested in the topic? Why?
- Why does Ben ask questions about the text?

3  Listen to the conversation again. In pairs, write GI for the questions that ask for general information and SI for the ones that ask for specific information. In pairs, focus on the questions that ask for specific information and start a conversation by asking them to your classmate. Continue the conversation by answering the questions using examples from the audio and your own knowledge and opinions.

- a. What countries does the text mention? _____
- b. What sports are popular in Japan? _____
- c. Did you know that? _____
- d. Is it popular only among boys? _____
- e. What other sports are mentioned? _____
- f. What kind of martial art is it? _____
- g. What equipment do you need to practice it? _____
- h. Are there competitions? _____

4  **FOR YOUR PRODUCT** Work in small groups. Individually, write three questions to get specific information about the cultural habit you chose on page 120 in order to have a deeper conversation about it. Then ask the questions to your classmates and answer theirs respectfully. In your notebook, take notes on your classmates' answers because you will use them later.

a. _____

b. _____

c. _____

I watch one last night. I learned that kendo competitors are called *kendōka*.

What are kendo competitions like?



That's right. And they have to score points by touching their opponents with their *shinai*. That's how they call their swords.

5 Work in pairs. Complete the phrases in the conversational organizer with the information from the text. Then role-play the conversation. Use the example provided in Activity 4 as a guide to ask detailed questions and have a deeper conversation.

The most popular sport in Brazil among both girls and boys is soccer. Many teenagers spend their free time playing soccer in playgrounds or streets. Volleyball is also a very popular sport among teenagers.

Brazilians also have a strong musical culture. Teenagers get together to play music and dance to the rhythm of samba.



G p.135

Student A

I read an article about...
free time activities
in Brazil.

Brazil. It is a very interesting article!

They play...

Based on this article, Brazilians also...

For example...

Student B

Sorry, to interrupt, but...
what country is the article about?

Oh! What do teenagers do...

Is it popular...

What other sports or hobbies...

Chapter 8
 You can also practice asking and answering questions about the topic from your Reader Chapter 8.

6  **FOR YOUR PRODUCT** Work in pairs. Individually, go back to Activity 4 on page 127. Choose one of the questions you wrote and one of the answers you received about it. You may use the notes you took in your notebook. Now, write three specific questions about the answer in the space provided. Then, ask them to your classmates and answer theirs. Use the conversational organizer on page 128 to guide the conversation.

a. _____

b. _____

c. _____

How are shinais made?
 Do they use
 a special material?



They use pieces of dried bamboo to make them. They are held together with leather and secured with a string.

7 Self-assessment In pairs, check the things you included in your conversation. Give and receive feedback.

- | | |
|--|--|
| <input type="checkbox"/> We asked detailed questions. | <input type="checkbox"/> We politely interrupted when necessary. |
| <input type="checkbox"/> We expressed our opinions politely. | <input type="checkbox"/> We went deeper in a conversation. |
| <input type="checkbox"/> We gave examples. | |

If you need to review how to make questions or use expressions to continue a conversation, go back to Activities 3 and 5.

Product Step 4 You are going to hold and end a conversation about cultural habits.

- 1 Read about cultural habits around the world to appreciate nature. In pairs, discuss which one you find the most interesting. Give reasons and examples. Follow the model below.

Strange Habits Around the World

Every country has its traditions and habits. Some of these traditions are related to nature. Read some examples of interesting cultural habits from around the world that appreciate nature!

Japan

Hanami (translated as “viewing flowers”) is the tradition of cherry blossom viewing. This is a beautiful, ancient Japanese custom that occurs during spring, when the cherry trees are in bloom. Today, people celebrate *hanami* with numerous cherry blossom festivals around the country, visiting parks, and taking photographs.



Norway

In Norway, people have the custom of spending a lot of time in nature. They even have a word for this: *friluftsliv*. There is no equivalent term in English, but it means “free air life.” Throughout the year, people are encouraged to appreciate nature, go camping, and spend time in parks, and there are courses at some schools to teach *friluftsliv*! This is a unique, very old Norwegian custom.



India

Chipko is the custom of tree-hugging. It began in India, influenced by Hindu beliefs. In fact, Hinduism places a significant emphasis on the Earth and environmental preservation. Millions of Hindus recite beautiful, old Sanskrit mantras daily to venerate their rivers, mountains, trees, animals, and the Earth.



p.135

In my opinion the most interesting cultural habit is the Japanese *hanami* because it's beautiful and appreciates nature.

If you ask me, I prefer the *Chipko*. I think it is interesting that people think of nature as something sacred.



2 Read the text in Activity 1 on page 130 again and look for describing words and the noun they describe. In your notebook, organize them in a similar table like the one below. Use the table in your notebook and have a conversation with a classmate describing a cultural habit from page 130. Use the strategies provided in the Language skills box in order to use adjectives correctly.

Noun	custom	term	habit
Purpose	-	-	-
Nationality or place of origin	Japanese	-	-
Color	-	-	-
Shape	-	-	-
Age	ancient	-	-
Size	-	-	-
Quality or opinion	beautiful	equivalent	interesting cultural
Quantity or number	-	-	-

Language skills

When we describe we can use more than one word. The **word order for adjectives** is: 1 quantity or number; 2 quality or opinion; 3 size; 4 age; 5 shape; 6 color; 7 nationality, or place of origin; 8 purpose.

3  Read and listen to the conversation. In pairs, underline the adjectives twice, circle the expressions to continue the conversation, underline the ones to produce interest in the information you share, and highlight the ones to end the conversation. Think of another way the characters could have ended the conversation and role-play an alternative ending for it. Use some of the elements you circled, underlined, and highlighted. Remember that the correct use of adjectives will help you describe the reasons to keep the conversation going for a little while and then conclude it.

Juan: Hey, guys! This is so cool! I've read about other fascinating cultural practices in other countries.

Do you want to hear more?

María: Sure.

Juan: Well, did you know that in Japan there's the custom of cherry blossom viewing? During spring the Japanese go to parks to appreciate cherry trees that are in bloom. **Fascinating, right?**

María: Yes! **Speaking of nature**, did you know that Norwegians spend a lot of time during the year in natural parks? They also go camping in forests and other similar activities. **Isn't it great?**

Juan: Oh! I didn't know that! Sounds amazing to me. What do you think, Diana?

Diana: I like going camping. I could live there!

Juan: Me too!

Diana: Well, **believe it or not**, I have a friend who once told me that in her country, India, they hug trees.

María: Really? I've never heard of that. Tell us.

Diana: It's based on religious beliefs. **But that's not all!** People also recite mantras in Sanskrit to thank rivers, mountains, and trees. In my opinion, this custom is peculiar, don't you think?

Juan: Yes, definitely.

Diana: I've read hugging trees and being in close contact with nature has proved to be good for your health. It has a healing effect.

María: Yes, I've read it increases your well-being and sense of happiness. Maybe we should try it.

Juan: Why not? Well, **that was an interesting talk. See you around.**

Diana: See you, guys!

4 **FOR YOUR PRODUCT** Now that you have had a deeper conversation about the cultural habit you chose, it's time to keep it going for a while and then conclude it. Describe what you liked most about the cultural habit in your notebook. Then write a reason to conclude the conversation politely. You may review Activity 3 and use the conversation below as a model.

I would like to spend more time in nature like people in Norway do.

Me too! I love being surrounded by nature. It is beautiful and relaxing.



I have an interesting class right now. But we should go to the park after that. It would be nice to sit on green grass and continue our conversation.

That's a great idea. See you later!

5 Self-assessment Work in groups. Use the rubric to evaluate your conversation.

	Good	It can improve
Expressions to continue a conversation	I used several expressions to continue the conversation.	I used few expressions.
Expressions to produce interest in the information	I used expressions and made my classmates want to know more about the topic.	I did not use many expressions, so my classmate lost interest.
End a conversation	I ended the conversation with a polite expression.	I ended up the conversation abruptly.
Reasons and examples	I gave reasons and examples to support my opinion in the conversation.	I didn't support my opinion with enough reasons and examples.

If you need to review expressions used in a conversation, go back to Activities 3 and 4.

Closure

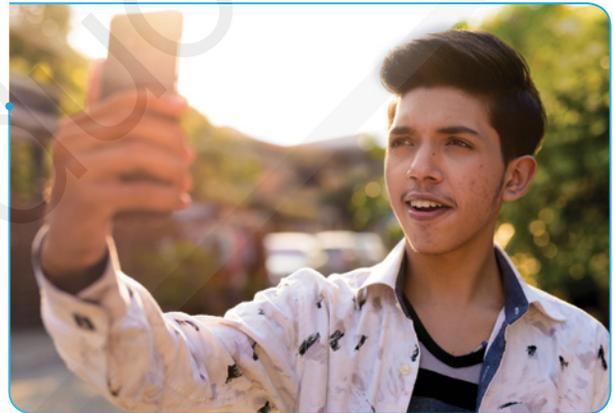
Have a conversation about different cultural habits

PROCESS

- 1 I talked about cultural habits and reached a consensus to choose one.
- 2 I exchanged opinions about cultural habits to begin a conversation.
- 3 I talked about cultural habits and practiced asking and answering questions with my partner to go deeper in a conversation.
- 4 I talked about cultural habits and practiced using some strategies to make the conversation more engaging.

CREATE

- 5 Record your conversations using a cell phone or other recording device and present it to other groups in your school.



CONCLUSIONS

- 6 Work in groups. Read the questions and share your answers.
 - a. What interesting information did you find about strange cultural habits?
 - b. What strategies did you use to negotiate and choose a cultural habit?
 - c. How did you have a deeper conversation about the cultural habit you chose?
 - d. How did you keep the conversation going?
 - e. Are you good at concluding conversations? Why?



ICT

To learn how to record your conversation using your cell phone, go to pages 8-9.

FINAL PRODUCT ASSESSMENT

- 7 Work with your partner. Use the table to evaluate your performance in the Final Product. Circle the criteria that best describes it.



	Consistently	Mostly	Slightly
Preparation	I completed all the steps in the module to prepare my conversation.	I followed some of the steps in the module to prepare my conversation.	I followed a few steps in the module to prepare my conversation.
Structure	I was able to use all the strategies and expressions I learned.	I used some of the strategies and expressions I learned.	I used a few strategies and expressions I learned.
Fluency	I was fluent and always talked to my partner clearly.	I was able to keep the conversation going, even when my partner sometimes didn't understand me.	I had trouble making myself clear, and my partner didn't understand much of the conversation.

SET GOALS

- 8 Go back to the Opening activity on page 118. Complete the activity again. Add evidence to the Class Planner if necessary.
- 9 Reflect on your answers about the final product performance. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

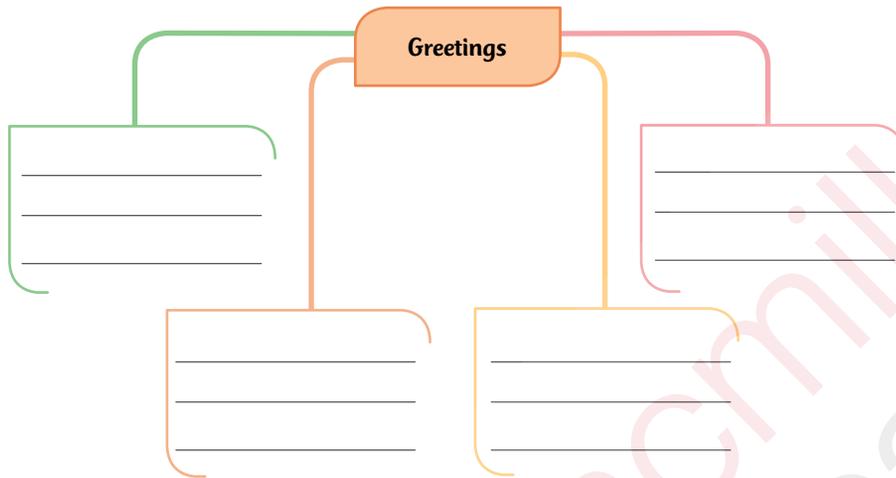
- 10 Reflect on your interactions with your classmates. Check (✓) the things you did.

- I always participated in the activities and gave my opinion.
- I always listened respectfully to my classmates and never interrupted them rudely.
- I helped my classmates to understand concepts when I could.



STRATEGY: Word mapping

1 Complete the word map with vocabulary from the Module.



Language skills

Word maps are useful when you want to develop a general concept of a topic. Focus on some questions to complete your maps: What is the concept you want to learn?, What are some examples?, etc.

2 Make a word map in your notebook about the expressions you studied this Module. Share it with a partner.

GLOSSARY

among: (prep) within a group.

bow: (v) to bend your body forwards from the waist, especially to show respect for someone.

cheek: (n) the soft part on each side of your face below your eyes.

cherry tree: (n) a tree that produces small round red or black fruit.

encouraged: (adj) having confidence or hope about something.

greet: (v) to behave in a polite or friendly way toward someone when you meet them.

hug: (v) to hold something close to your chest.

in bloom: (idm) having flowers.

indoors: (adv) in or into a building.

lazy: (adj) the quality of not willing to work.

misinterpret: (v) to understand or explain something wrongly.

napping: (v) to sleep for a short period of time, usually during the day.

playground: (n) a place where a particular group of people go to do things that they enjoy.

poisonous: (adj) capable of producing poison.

samba: (n) a fast dance from Brazil.

sit: (v) to rest on a seat while the upper part of your body is upright.

slightly: (adv) small in size, amount, or degree.

spend: (v) to stay somewhere or to do something for a period of time.

stranger: (n) someone who you do not know.

tip: (n) a useful suggestion.

Module



Social Learning
Environment:

Recreational
and literary

Social Practice of Language:

- Read poems.

Communicative activity:

- Literary expression.

Achievements:

- Select and review poems.
- Understand general sense, main ideas, and some details.
- Describe moods.
- Write sentences based on words and expressions that communicate moods.

The final product of this module will be the publication of poems.

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Opening

1 Read the poem and check (✓) its characteristics.

To My Mother

by Christina Rossetti



Today's your natal day;
Sweet flowers I bring;
Mother, accept, I pray
My offering.

And may you happy live,
And long us bless;
Receiving as you give
Great happiness.

- a. It is rhythmic.
- b. It includes rhymes.
- c. It includes vivid images.
- d. It elicits moods and feelings.

2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-3	Select and review poems.	Choosing a poem for your inventory p. 139
	4-6	Understand general sense, main ideas, and some details.	Identifying implicit and explicit ideas p. 142 Identifying the main idea of your poem p. 144 Circling the rhyming words p. 145
	7-8	Describe moods.	Discussing the images from your poem p. 147 Writing questions about your poem's mood and definition of its mood p. 148
	9-10	Write sentences based on words and expressions that communicate moods.	Discussing about the feelings and moods your poem evokes p. 151
Closure	11-12	Socializing the product.	A collection of poems p. 152 Self-assessment p. 153

Other evidence: _____

Development

Product Step 1 You are going to select and review poems.

1 Read the poems and discuss the questions below with a partner.

A Summer Night

by Elizabeth Drew Stoddard

I feel the **breath** of the summer night,
Aromatic fire:
The trees, the vines, the flowers are **astir**
With tender **desire**.

The white **moths** flutter about the lamp,
Enamoured with light;
And a thousand creates softly sing
A song to the night!

But I am alone, and how can I sing
Praises to **thee**?
Come, Night! Unveil the beautiful soul
That **waiteth** for me.

Glossary: **thee:** (pron) an old English word for "you."
waiteth: (v) an old English word for "waited."



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• To learn how to group words into categories, go to the Vocabulary Strategies section on page 154.

Autumn (fragment)

by Henry Wadsworth Longfellow

With what a glory comes and goes the year!
The buds of spring, those beautiful **harbingers**
Of sunny skies and cloudless times, enjoy
Life's newness, and earth's **garniture** spread out;
And when the silver habit of the clouds
Comes down upon the autumn sun, and with
A sober gladness the old year takes up
His bright inheritance of golden fruits,
A **pomp** and **pageant** fill the splendid scene.

Language skills

To understand a poem better you ask simple questions like the ones in Activity 1. Reading poetry is challenging because its meaning may not be direct.

- What are the poems about?
- How do the poems make you feel?
- What feelings do people usually associate with summer and autumn?
- Do you think that landscapes or seasons can change your mood?
- Do you think seasons' characteristics can be used to describe a person or feelings?
- Did you like the poems? Why?

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- 2  18 Work in small groups. Read and listen to the poems in Activity 1, on page 138. Circle words that can help you understand the general idea of the poems. Compare them with your classmates' words and discuss what the general idea of each poem is.

I think *A Summer Night* is about a lonely person thinking about summer.



I circled *sing* and *song* because they gave me the idea that the person is so touched by summer that she wants to sing.

- 3  **FOR YOUR PRODUCT** Work in pairs. Look for poems in English for your inventory and choose one. You can choose one of the poems from the module, your Reader, the library, or the Internet, if available. Write down its general idea. Follow the model.

I think *Autumn* is a description about a season. Words like *cloudless times*, *sober gladness*, or *golden fruits* describe autumn images.



Chapter 9

You can use the poem from your Reader for your final product.

4.  **FOR YOUR PRODUCT** Work in small groups. Share the poems you selected as pairs in Activity 3. Review and compare their components (theme, stanzas, rhymes, etc.) and discuss if and why you want to change your poem. If you change it, change accordingly the general idea you wrote in Activity 3.

After reviewing other poems, I changed mine.

I like the rhythm of the new poem more.



Language skills

Remember that a **poem** is a piece of writing using beautiful language usually arranged in fixed lines or **verses** that have a particular **rhythm** (a beat, like in songs) and often rhyme.

5.  **FOR YOUR PRODUCT** Work in pairs. Read out loud the poem you kept or changed in Activity 4. If the poem of your partner is different from yours, ask him / her to let you write it in a separate sheet of paper to add it to your final product. If your poems are the same, ask a different one from another classmate and write it down.

6. **Self-assessment** Answer the questions.

- How well can you identify a written poem when you see one?

1 Very well.	2 I need some help.	3 With difficulty.	4 I can't.
--------------	---------------------	--------------------	------------
- How well can you understand the general idea of a poem?

1 Very well.	2 I need some help.	3 With difficulty.	4 I can't.
--------------	---------------------	--------------------	------------
- How well can you review poems to select the one you like?

1 Very well.	2 I need some help.	3 With difficulty.	4 I can't.
--------------	---------------------	--------------------	------------
- How well can you read a poem out loud?

1 Very well.	2 I need some help.	3 With difficulty.	4 I can't.
--------------	---------------------	--------------------	------------

If your answer was *With difficulty* or *I can't*, review some strategies to understand the general idea of a poem and / or to review poems and select one going back to Activities 2 and 4 with a partner. Give each other feedback and record your progress.

Product Step 2 You are going to understand some general sense, main ideas, and some details from poems.

- 1 Work in pairs. Read the Language skills box and follow its instructions to read the poem. What is it about?

To My Mother
by Christina Rossetti

~~~~~

Today's your natal day;  
Sweet flowers I bring:  
Mother, accept, I pray  
My offering.

And may you happy live,  
And long us bless;  
Receiving as you give  
Great happiness.

~~~~~

Glossary: **ble**ss: (v) to say a prayer asking God to help and protect someone
long: (adv) lasting long time.
pray: (v) to hope very strongly for something.

Language skills

To read a poem, first, pay attention to the **title**; it may tell you about the subject of the poem. Next, read the poem out loud and note its **sound** and **rhythm**.

- Go to the Vocabulary Strategies section on page 154, and group words into categories.

- 2 Work in pairs. Read the poem in Activity 1 again. Discuss what new things you understood about it after reading it several times.



'They are talking about her mother's birthday.'

Well, I noticed that these lines are about the daughter's good wishes.

- 3 Work in pairs. Check (✓) the strategies that can help you understand the poem better.

- a. The title.
- b. To learn more about the author's story.
- c. To know key words.
- d. To read the poem out loud.
- e. To read the poem several times.

- 7 Read the Language skills box. Discuss with the same group: Do you agree this is the main idea of the poem? Why or why not?

Main idea: In my mother's birthday, I gave her beautiful flowers and wished her a long happy life.

Language skills

The **main idea** of a poem is usually a single sentence that explains what it is about. In other words, the whole situation, not details. The details support the main idea.

- 8 Paraphrase the poem in Activity 1 by following the steps. You can use Activity 6 as a model.

Paraphrased summary:

1. **Paraphrase** the poem. Read it sentence by sentence. Think how to say that idea in your own words and write a sentence. Repeat this with all the sentences in the poem to complete a paragraph.

2. Read your paragraph and ask yourself what the **idea** of the poem **as a whole** is. Write a sentence that takes into account all the details.

Main idea:

9  **FOR YOUR PRODUCT** Use the steps in Activity 8 to paraphrase the poem you chose in your notebook. Write what the main idea is. Use Activity 8 as a model.

Paraphrased summary: _____

Main idea: _____

10  **19** Read and listen to the poem from Activity 1 again. Read the Language skills box. Circle the rhyming words. Then compare your words with a partner.

To My Mother
 by Christina Rossetti

~~~~~

Today's your natal day;  
 Sweet flowers I bring:  
 Mother, accept, I pray  
 My offering.

And may you happy live,  
 And long us bless;  
 Receiving as you give  
 Great happiness.

~~~~~

Language skills

Remember that *rhyme* is a set of two or more lines that end in the same sound, like *Twinkle, twinkle, little star, / How I wonder what you are.*

11  **20** Work in pairs. Take turns reading out loud the words from the poem in Activity 1. Then listen to the audio and provide feedback to one another on your pronunciation. Finally, classify the words where they belong and underline the letters that represent each sound.

receive live pray ~~give~~ happiness
 offering may ~~bring~~ ~~today~~ ~~bless~~

/ŋ/	/eɪ/	/ɪv/	/es/
<u>bring</u>	<u>today</u>	<u>give</u>	<u>bless</u>

12  **FOR YOUR PRODUCT** Work in pairs. Find and circle rhyming words in your poem. Look at the model. Write the poem you selected on the lines.


 I feel the breath of the summer night,
 Aromatic fire.
 The trees, the vines, the flowers are astir
 With tender desire.

Blank lined writing area for students to write their own poem.

13 Self-assessment Check (✓) in the table the options that best describe your learning about understanding general sense, main ideas, and some details of poems.

	Very well	I need help	With difficulty	I can't
I can understand the general sense of a poem one.				
I can identify implicit and explicit ideas in a poem.				
I can identify rhyming words in a poem.				

If your answer was *With difficulty* or *I can't* to understand the general sense of a poem, go back to Activities 1-4, or go back to Activities 6 and 7 to review how to identify implicit and explicit ideas, or to Activities 10 and 11 to identify rhyming words in a poem with a partner. Give each other feedback and record your progress.

Product Step 3 You are going to describe moods.

- 1  Read and listen to the poem. Then list two more images that come to your mind. Share your list with a classmate. Look at the examples below.

Shall I Compare Thee to a Summer's Day? (extract)

by William Shakespeare



Shall I compare thee to a summer's day?
Thou art more lovely and more **temperate**.
 Rough winds do shake the darling buds of May,
 And summer's **lease hath** all too short a date.

Sometime too hot the eye of heaven shines,
 And often is his gold complexion **dimmed**;
 And every **fair** from fair sometime declines,
 By chance, or nature's changing course, **untrimmed**.



Glossary: **thou art:** (v) you are.
hath: (v) had.



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- To learn about grouping words into categories, go to the Vocabulary Strategies section on page 154.

A sunny Summer day.

A beautiful woman.

- 2 Work in pairs. Read the definition of mood related to poetry and circle the one you think corresponds to the poem in Activity 1.

The **mood** of a poem refers to the overall feeling for the audience an author creates in his writing. Mood is described with adjectives.

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- | | | |
|---------------|-------------|-------------|
| a. hopeful | e. romantic | i. grateful |
| b. optimistic | f. happy | j. admiring |
| c. nostalgic | g. sad | |
| d. annoyed | h. proud | |

3. **FOR YOUR PRODUCT** Work in pairs. Read the poem you chose. Think about the images that come to your mind and the emotions that you feel when you read it. Write them in your notebook and share them with a classmate. Look at the model.



The poem makes me feel sad.

I felt it as a nostalgic poem, because it talks about happy things that will finish.

4. Work in pairs. Read the questions. Let your partner choose three of them and take the other three for you. Take turns asking and answering your questions one another about the poem in Activity 1.

- Why is the author comparing his beloved one to a summer day?
- How do summer days usually make people feel?
- What is his feeling when he says “*she is more lovely and more temperate than a summer day*?”
- When do the rough winds of May shake the darling buds?
- Apparently, “the darling buds of May” refer to something new. What mood do we usually associate with new things?
- What could the author feel when he refers to the end of beauty?

Language skills

The best option to ask for specific information is *Wh-* questions. They can't accept a simple yes or no as an answer. All of them start with *Wh-* words: *what, who, when, where, why*, except for *how*.

5. Do these questions help you guess the mood of the poem in Activity 1? Justify your answer to a partner.



Your answer to question c was very clear.

I had to give more details to answer question b.

6  **FOR YOUR PRODUCT** Work in pairs. Reread your poem. Write questions about your poem to identify its mood. Take the questions in Activity 4 as a reference. Share your questions and answer them in pairs. Write what the mood of your poem is. Look at the model questions.

7 **Self-assessment** Work in pairs. Use the table to assess how much you learned in this lesson. Help each other with the aspects you are not good at.

	I am good at it...	I need a little practice...	I did not understand...
Write images after reading a poem.	I can easily come up with images related to the poem and give them meaning.	I can come up with images after reading a poem but I am not able to always justify them with the poem.	I cannot come up with anything after reading a poem. I hardly understand what it is talking about.
Recognize the mood of a poem.	I can easily read a poem and understand the mood it is talking about.	I can identify moods of poems, but not always.	I do not understand what the mood of a poem is.
I can make questions about a poem to understand its mood.	I can make precise questions that help me understand a poem's mood.	I can make questions but not all of them help me understand a poem's mood.	I cannot make questions about a poem and it's difficult for me to understand the poem's mood.

If you need to practice more reading poems and understanding their moods, go back to Activities 1, 2, and 4 in small groups. Share your answers and keep record of what you need to improve.

Product Step 4 You are going to write sentences based on words and expressions that communicate moods.

- 1 Work in pairs. Read the poem out loud. Share the emotions the poem makes you feel.

War Girls (fragment)

by Jessie Pope

There's the motor girl who drives a heavy van,
There's the **butcher** girl who brings your **joint** of meat,
There's the girl who cries 'All **fares**, please!' like a man,
And the girl who **whistles** taxis up the street.

Beneath each uniform

Beats a heart that's soft and warm,
Though of **canny mother-wit** they show no **lack**;

But a solemn statement this is,

They've no time for love and kisses

Till the khaki soldier-boys come marching back.

Glossary: **butcher:** (n) a person who sells meat in a shop.
canny: (adj) very clever.
mother-wit: (n) common sense.



G p.154

- In the Vocabulary Strategies section on page 154, you can group words into categories.

- 2 Work in pairs. Read Gabriela's opinion about Jessie Pope's "War Girls" poem and circle the feelings you can find. Discuss whether you had similar feelings or not.

www.greatpoemsbygreatpeople.com

Gabriela1, December, 18:12

About Jessie Pope's "War Girls." This poem pictures honestly World War I women's reality. The images the author writes make me picture the strong women during war. It made me feel strong and proud as a woman! Honestly, it also made me feel **sorrowful** because of the departure of so many people to war. I find it difficult to imagine the feeling of a loved one going to war; I would feel devastated. I'm sure that everyone who reads this poem will feel **moved**.

Send

G p.154



Well, the poem made me feel sorrowful like Gabriela.

I see. For me, it made me feel sad because it refers to war hard times. I think the poem made us all feel similar things.

- 3 Work in pairs. Read the two Language skills box and order the sentences: 1 is for topic sentence, 2 is for secondary ideas, and 3 is for concluding sentence.

a

- _____ I'm sure young girls and women will love to read this poem!
- 1 _____ "War Girls" is a really interesting poem about women in World War I.
- _____ To conclude, I had never thought about the role women played at that time before reading it.
- _____ It made me feel emotional because it gives a message of hope, strength, and love during a very dark time.

Language skills

Most of the times the first sentence is the **topic sentence**: it refers to what a paragraph is going to be about. **Secondary ideas, or sentences**, provide details, or examples. A **concluding sentence** can either summarize the topic or state the points of view expressed.

- 4 Reread the poem in Activity 1, on page 149, and write sentences to describe your feelings and emotions about it.

"War girls" is...

It describes...

In lines...

It made me feel...

To conclude...



- 5 Work in pairs. Exchange your sentences in Activity 4 with a partner. Read the Language skills box and use the checklist to provide and receive feedback.

- Punctuation and the use of capital letters indicated correctly where sentences started and finished.
- Exclamation marks were used correctly to emphasize emotions.
- Sentences were coherent and in the right order.

Language skills

Use a **period (.)** at the end of an affirmative sentence. Use a **capital letter** to begin a sentence or paragraph and to write the title of a poem. Use **exclamation marks (!)** to express strong emotions, such as extreme sadness, excitement, anger, or joy.

- 6  **FOR YOUR PRODUCT** Work in pairs. Read your poem to each other. Then, using the expressions from Activity 4, tell each other how it makes you feel.

My poem says...



How does it make you feel?



Chapter 9

You can get more practice writing sentences about the feelings a poem evokes using your Reader Chapter 9.

- 7 **Self-assessment** Answer the questions.

- a. How well can you describe moods and feelings?
 1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- b. How well can you organize sentences following a logic order?
 1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.
- c. How well can you write sentences about the moods and feelings that a poem evokes?
 1 Very well. 2 I need some help. 3 With difficulty. 4 I can't.

If your answer was *With difficulty* or *I can't*, review some strategies to write sentences to describe moods and feelings going back to Activities 1 and 2. Or go back to Activity 3, if you have difficulty to or you can't organize sentences following a logic order. If you find it difficult to write sentences about the moods and feelings that a poem evokes, go to Activity 4. Ask a partner to review these points along with you, and give each other feedback. Record your progress.

I can write sentences based on words and expressions that communicate moods.

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CLOSURE

Share a collection of poems and the feelings they evoke

PROCESS

- 1 I selected and reviewed poems.
- 2 I understood the general sense, main ideas, and some details.
- 3 I described moods.
- 4 I wrote sentences based on words and expressions that communicate moods.

CREATE

- 5 Work in groups. Select poems from the ones you worked with in this module to make your inventory.
- 6 Write for each poem, what it is about, the mood, and the feelings it evokes.
- 7 Share your collection of poems and the feelings they evoke with the class.



ICT

There are several websites where you can find out a lot of poems to read. In teams, search them by theme, author, intended audience, etc. Share your findings with the class. You can start by visiting <http://www.edutics.mx/5rD>

CONCLUSIONS

- 8 Work in groups. Discuss the questions.
 - a. What part of the process of reading and understanding poems was the most difficult? Why?
 - b. In what way did the strategies help you understand poems?
 - c. How did you like identifying the mood of poems and feeling what they evoke?

FINAL PRODUCT ASSESSMENT

- 9 Work with the same group. Use the rubrics to assess your performance when sharing a collection of poems and the feelings they evoke.

	Consistently	Mostly	Slightly
Understanding the poem and writing the main idea.	Strategies to understand poems were consistently used. There was clear evidence poems were understood.	Some strategies to understand poems were used. It was often not clear that poems were completely understood.	Few strategies to understand poems were used. Students seem to have understood very little of poems.
Describing mood of the poems and feelings they evoke.	Sentences to describe moods and feelings were always connected with the ideas of the poems.	Some sentences to describe moods and feelings were connected with the ideas of the poems.	There was not clear evidence that the moods and feelings were connected to the ideas of the poems.

SET GOALS

- 10 Go back to the Opening activity on page 137. Complete the activity again. Add evidence to the Class Planner if necessary.
- 11 Reflect on your answers about the final product performance. In your notebook make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

- 12 Reflect on your interactions with your classmates. Answer the questions.
- Was it difficult to interact with my classmates? Why? Why not?
 - What things can I do to improve my participation or be more collaborative?
 - Why is teamwork important?



Strategy: Grouping words into categories

- 1 Group the words from the module into the table.

Adjectives	Nouns
gloomy	moth

- 2 Write phrases in your notebook by combining the adjectives and nouns in the table.

a gloomy moth

Language skills

Grouping words into their grammatical category can help you understand and form phrases and sentences. For example, group adjectives before nouns and combine them to make phrases.

GLOSSARY

annoyed: (adj) feeling slightly angry or impatient.

astir: (adj) active or agitated.

beneath: (prep) directly under something or at a lower level.

breath: (n) a very small movement of the air.

bud: (n) a tightly curled up part of a plant that will open to form a flower.

dimmed: (adj) less bright.

fair: (n) beauty.

fare: (n) the money that you pay for a trip.

flutter: (v) to move up and down or from side to side with short, quick, light movements.

garniture: (n) a set of decorative objects.

grateful: (adj) feeling that you want to thank someone.

harbinger: (n) a sign that something will happen soon, often something bad.

joint: (n) a large piece of meat cooked in an oven.

lack: (n) a situation in which you do not have any or enough of something that you need or want.

lease: (n) a legal contract in which you agree to pay to use someone else's building, land, or equipment for a specific period of time.

moth: (n) a flying insect like a butterfly that flies mostly at night.

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

pageant: (n) a play, concert, or other performance based on a historical or religious story.

pomp: (n) formal ceremony.

praise: (n) an expression of strong approval or admiration.

proud: (adj) feeling happy about your achievements.

sorrowful: (adj) causing great sadness.

temperate: (adj) a temperate climate is never extremely hot or extremely cold.

tender: (adj) gentle.

untrimmed: (adj) not cut, not trimmed.

unveil: (v) to remove the cover from something.

vine: (n) the plant on which grapes grow.

whistle: (v) to make a tune or musical notes by forcing air through your mouth.

Module



Social Learning
Environment:

**Academic and
educational**

Social Practice of Language

- Write agreements or disagreements to participate in a debate on one of the fine arts.

Communicative Activity

- Handling information.

Achievements:

- Review a topic of interest in several sources.
- Read texts and interpret general sense, key ideas, and details.
- Evaluate agreements or disagreements about a topic of interest to write arguments.
- Participate in a debate.

The final product of this module
will be... a debate!

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Opening

1 Read the statements. Underline the expressions that introduce an opinion. Say if you agree or disagree with the opinion.

- I'm against abstract art because it has no coherence.
- In my opinion, graffiti is not vandalism.
- On the other hand, street art damages someone's property.
- I'm for abstract art because it encourages imagination.
- Rock music is better than classical music because it is adaptable.



2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-3	Review a topic of interest in several sources.	Choose a controversial topic to debate about art p. 158 Decide the groups for and against in the debate p. 159
	4-5	Read texts and interpret general sense, key ideas, and details.	List of key points to argue for and against p. 161 Notes on your opinion about the topic you chose p. 162
	6-7	Evaluate agreements or disagreements about a topic of interest to write arguments.	Sentences to add ideas to support your arguments p. 163 Write sentences expressing arguments and reasons to support your stand. p.165 Paragraph about your stand for the debate p. 165 Practice exchanging your arguments p.165 Feedback for your paragraph about your stand p. 166
	8-10	Participate in a debate.	Plan a debate p.169 Rehearse a debate about arts p. 169
Closure	11-12	Socializing the product.	Have a debate with your classmates p. 170 Self-assessment p. 171

Other evidence: _____

Product Step 1 You are going to review a topic of interest in several sources.



1 Work in pairs. Read the articles and discuss the questions.

The screenshot shows a web browser window with the URL www.artthatisabstract.org. The page is titled "Modern Art" and has two main sections:

- What is art?**

Art is the creative expression of humanity; it is usually the result of creativity and imagination that can be appreciated mainly for its beauty. However, what is beauty? And most importantly, who states what is beautiful?


- What is abstract art?**

Any work of art that is *not* a realistic portrait or representation of an actual subject or object can be abstract art. Abstract art is loved and hated around the world.

Hated
People who have no real knowledge of art usually misunderstand abstract art. They think it has no value because it doesn't require any skills to produce—a five-year old can produce abstract art!
For them, if you look at an art piece, and you see nothing that is familiar to you or that you can recognize or relate to, it can't be art.

Loved
People who love abstract art with passion believe it is an honest representation of an artist's creativity and inspiration.
For them, abstract art interpretation is completely up to the viewer, making the work of art more valuable: if a thousand people look at a piece of abstract art, there can be a thousand possible interpretations.

Abstract art

Despite people being for or against abstract art, it should be accepted whether it is hated or loved. If art is a form of human expression to be appreciated for their beauty or emotional power, then abstract art deserves a place in museums. Abstract art may not be easily definable, may not look coherent, but its purpose is to encourage imagination, providing the public with an emotional experience. Therefore, you may love it or hate it, but it is still art!



- What is the purpose of the texts?
- Who do you think it is written for?
- Where can you find these types of texts?

2 Read the texts again and discuss with a partner which characteristics each text has.

- Definition
- Controversial topic
- Examples
- Opinions
- Postures in favor and / or against

3 Read the strategies to look for information. Discuss with a partner which ones would you use to look on the Internet and which ones to look in books and magazines.

How to look for information

- Look at the table of contents or index. Go to the titles that refer to the topic you are looking for.
- Type key words related to your topic on the searching engine.
- Look at encyclopedias and dictionaries to get a broader context of your topic.
- Scan the articles.
- Check that the link ends in *.org* or *.edu* for reliable information.
- Check the universities' official sites and blogs.

Language skills

Scanning is passing through a text looking for key words and ideas that are related to the topic of your search.

4 **FOR YOUR PRODUCT** You are going to organize a debate about art. Work in groups, look for a controversial art topic in different sources of information. Write the best sources down.

Topic: Art Controversies

a. Web pages

b. Books

c. Other



Chapter 10

You can go to Chapter 10 in your Reader to get more ideas for your debate about art.

5 In pairs, look at the texts in Activity 1 and discuss the questions.

a. What is the topic of the text from Activity 1?

b. Which key words would you look for?

You can go to the Vocabulary Strategies section on page 172 to know what synonyms are.

6 **FOR YOUR PRODUCT** As a team, decide on the topic, who is going to be for and who is going to be against.

Topic:	
For	Against

7 **Self-assessment** Work in pairs. Use the rubric to assess how much you learned in this lesson.

	Good	More or less	Need help
Identify the purpose and characteristics of a text	I learned to identify the purpose and characteristics of a text.	I can identify the purpose of a text and some characteristics.	I cannot identify the purpose of a text nor its characteristics.
Use searching strategies	I learned to use searching strategies in books and on the Internet.	I learned to use some searching strategies in books and on the Internet.	I didn't learn to use searching strategies in books or on the Internet.

For those aspects that in which you need help, ask a classmate to help. If you need to review the characteristics or searching strategies, go back to Activities 1 to 3.

Product Step 2 You are going to read texts and interpret general sense, key ideas, and details.

1 Read the notes about street art made by a student. In pairs, answer the questions below.

Street art, also called urban art, has always been controversial because of its **unconventional** way of presentation. On the one hand, there are two types of street art for authorities: the legal and the illegal one. Private companies or public institutions **commission** legal art. Illegal street art is pure vandalism and should be **banned**. On the other hand, for artists, street art is just another type of art that is often ephemeral —it won't last forever, and it won't be exhibited in a museum. Yet, it is still art because it is a creative expression that is appreciated by many.

You can find different types of street art such as graffiti (the oldest form of street art), murals decorating a wall of a building, sculptures in the busiest streets, squares or parks in a city, **installations**, video projections, and art interventions.

In my opinion, street art is about exploring new ways of expression which **narrow** the distance between the public and the artists. Therefore, street art should be promoted by authorities.

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Language skills

When you debate a topic you need to state views for and against that topic. Expressions such as **because** help you give reason for your initial argument; **On the one hand**, **On the other hand**, and **Yet** are used to contrast ideas; and **In my opinion**, **I believe** are used to express an opinion.

- a. What does the student think about street art?
- b. What arguments does the student give to support his point of view?
- c. Do his arguments fully support his stand?

2 Read the notes in Activity 1 again. Circle the initial argument, underline the contrasting ideas, and highlight the opinion. Compare your answers with a classmate.

3 Read and listen to a fragment of a debate. Discuss the arguments that each speaker gives for and against street art.

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Moderator: What do you think about street art?

José: **In my opinion**, street art can only be considered a type of art when it contributes to the **landscape** and also respects public areas. **Therefore**, to be considered art, street art must have authorities' permission. If not, it is vandalism.

Moderator: Do you agree with him?

Lucía: **I partially agree. Even though** street art does not always contribute to the landscape, it shouldn't be restricted to what authorities **allow**. Artists should be free to express themselves.

In favor:

Against:

4  **FOR YOUR PRODUCT** In your notebook, make a list of key points to argue for or against the topic you chose for your debate. You can follow the model below.

Street art should / should not be considered art.

Graffiti is / is not vandalism.

5 Work in pairs. Look at the expressions in bold in Activity 3 and discuss which types of ideas they introduce.

To give your opinion

To agree or disagree

To give a conclusion

To contrast two ideas

6 In pairs, read a student's note. Discuss with a partner if you agree or disagree with the student's posture. Make notes to support your opinion.

In my opinion, street art, like graffiti, is usually considered vandalism mainly because it damages someone's property. Therefore, most graffiti is of poor quality and buildings covered in graffiti look awful.

Street artists should propose new ways to express themselves so that they are appreciated by society. When graffiti or other forms of street art propose a new perspective to see the world or a topic of general interest, then it is art. But this does not happen too often. Moreover, it is the exception to the rule.

I believe there must be stricter laws to punish vandalism. If artists want to express themselves, they can do it somewhere else, not on someone else's walls.

a. Controversial topic: *Graffiti is not vandalism.*

b. Argument:

c. Opinion:

7 In groups, use your notes from Activity 5 to share your ideas about street art with your classmates.

In my opinion, all modern art, including street art, should be considered art because they are also ways for the artist to make a connection with the viewer.



I partially agree with you. I think that it should be considered art as long as it has certain sets of techniques and it expresses something.

8  **FOR YOUR PRODUCT** Make notes on your opinion about the topic you chose for your debate. You can follow the models in Activities 1 and 5.

- Controversial topic: _____

- Initial argument: _____

- Arguments: _____

- Opinion: _____

9 **Self-assessment** In pairs, reflect on and check (✓) what you can do now.

	Well	More or less	With difficulty
I can identify initial arguments, contrasting ideas, and opinions.			
I can identify arguments for and against a topic.			
I can use expressions to introduce ideas to agree and disagree, contrast, and conclusions.			

Ask your teacher for help to understand those aspects that you checked “with difficulty.” If you need to review how to identify arguments, expressions for a debate, or how to give your opinion, go back to Activities 2, 3, 5, and 6.

Product Step 3 You are going to evaluate agreements and disagreements about a topic of interest to write arguments.

- 1  23 Read and listen to a student's opinion about a music genre and discuss what controversial topic she is talking about.

Rebeca: In my opinion, the best music genre is traditional folk music because it represents the values of a country. It can be very versatile as it changes from one country to another. **Moreover**, it can be influenced by other music genres and it can also influence other genres. **For example**, Mexican folk music has influenced contemporary classical music.

However, traditional folk music is usually not as popular worldwide as other music genres because it responds to regional or cultural aspects.

Despite this, it can gain international recognition when it is performed in festivals or played by popular artists. **I believe** traditional folk music should be more appreciated because of its cultural value.



- 2 Read the student's opinion again and identify the ideas she presents. Then, in pairs, think of and add other ideas that could support her argument.

a. Give an example

b. Add ideas

- 3  **FOR YOUR PRODUCT** Write sentences giving extra ideas and examples to support the opinion and arguments you made in Step 2.

An example

Add ideas

- 4 In groups, read the article. Discuss which arguments are for and against each music genre. Look at the model below.

ROCK

The best music genre is rock music because of its versatility and popularity. Rock originated in the United States and has its roots in other music genres such as blues, jazz, and even classical music. Rock was welcomed in the United Kingdom where it developed and gained international recognition. As a result of its acceptance and adaptability, many different sub-genres have been developed such as progressive rock, punk, and alternative rock. However, rock has been criticized severely when popularity is more important than the quality of the music that is produced. Despite arguments against it, rock has undoubtedly become an influential genre that is accessible to everyone. Therefore, rock should have a distinctive place in music history.



VS!
Which One is the Best Music?

CLASSICAL MUSIC



The best music genre is classical music because of its evolution through centuries and its technical complexity. Classical music has been developed in western countries, particularly in Europe. It can be divided into different periods, such as baroque from the 17th to the 18th century, impressionism from the end of the 19th century, or neoclassical music of the 20th century, among others.

In spite of its superiority, classical music has lost popularity in recent times. It is sometimes not as accessible as other music genres and is considered to be elitist. Moreover, classical music has influenced most music genres and some of them owe their existence to it. Therefore, classical music is the most versatile music genre considering its influence. It should be appreciated and enjoyed everywhere by all types of audiences.

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The best music genre is rock because of its versatility and popularity. Moreover, as a result of its acceptance and adaptability, many different sub-genres have been developed such as progressive rock, punk, and alternative rock.



However, rock has been criticized severely when popularity is more important than the quality of the music that is produced.

5  **FOR YOUR PRODUCT** Write sentences expressing arguments and reasons to support the stand you are going to defend in the debate. Use Activity 4 as a model.



For / Against

6  **FOR YOUR PRODUCT** Use the sentences in Activity 3 and the arguments from Activity 5 to make a paragraph about your stand.

State a controversial topic and explain the controversy:

Give an example:

Contrast two ideas:
However,

Add ideas:
Despite...

Conclude:
Therefore...

7  **FOR YOUR PRODUCT** Work in groups. Practice exchanging your arguments using your paragraph in Activity 6.

In my opinion, rock music is more versatile than classical music because it has many sub-genres.



Yes, you are right. Nevertheless, rock music has reached more people and that also shows how versatile it is.

However, classical music has influenced many genres of music including rock.

8  **FOR YOUR PRODUCT** After sharing your arguments, give each other feedback. Add ideas and examples to your paragraph if needed.

9 **Self-assessment** In pairs, reflect on what you've learned in this lesson and check (✓) the table according to what you can do now.

	Very well	Well	With difficulty	I can't
I can write sentences to express arguments against and for a topic.				
I can write sentences to add information and examples to support my argument.				
I can organize information to make an argument for a debate.				

If you need to review how to write sentences to add information or arguments, or how to write arguments go back to Activities 2, and 4. Work with a classmate to reinforce those aspects that you need to review.

Product Step 4 You are going to participate in a debate.

- 1 Work in groups. Read the rules for a debate and answer the questions below.

Rules for a debate

1. There must be one initial proposition.
Example: *Street art is not vandalism, it is a respectable form of art.*
2. There are two groups: One group will defend the initial proposition providing arguments *for* the initial statement. The other group will present arguments *against* the initial proposition. The *for* group starts the debate.
3. Groups will take turns to present their arguments (one *for*, one *against*):
 - One person speaks at a time. The rest of the participants can take notes but cannot interrupt.
 - Each participant will have one minute to speak.
4. All comments must address the argument presented by the previous student.
5. There is a moderator during the debate to keep track of time, and maintain order.

General rules to participate:

1. Members of a team must get together to prepare for the debate.
2. All members must participate in the debate.
3. You can bring some notes, but you cannot read them out loud.
4. Keep eye contact with your audience.
5. Be polite and respectful.
6. The team in favor of the initial statement should write it on the board before the class begins, and then list the names of each of the participants in the debate.

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- a. Why are there two groups in a debate?
- b. Is the moderator necessary for a debate? Why?
- c. Do you think it is important to take turns? Why?
- d. What would you think will happen if there is no time limit?

- 2  24 Listen to a fragment from a debate among some students. Check (✓) the rules from Activity 1 that they followed.

- a. There is an initial proposition for the debate.
- b. There are two groups. One group is *for* and one is *against* digital art. The group *for* begins.
- c. They have a time limit.
- d. They take turns to give their arguments.
- e. The comments address the argument presented by the previous student.
- f. The participants can intervene whenever they want.
- g. There is a moderator to keep track of time and maintain order.

- 3  24 Read and listen to the debate again. Then, in pairs, read the Language Skills box and find expressions that fit the description.

Moderator: Okay, Susan, what do you think?

Susan: Digital art is very popular these days because it can be produced with few material resources and uses computers creatively. I think it is real art because you create images, video, and animation. You are the artist; the computer is just a means of doing it. It has an important advantage too; the possibility of creating a piece of work without wasting paper or other materials. Since it is digital, it can be stored, modified, and distributed without spending money.

Moderator: Thanks, Susan. Mark, what do you think?

Mark: Sorry, can you repeat that please?

Moderator: Sure. I asked for your opinion. Do you agree with Susan?

Mark: Not at all, quite the opposite! Despite its advantages, I mean, that digital art is practical, this type of art depends on computers and what they can do. It means that artists do not require real skills, because it all relies on the computers. Anyone can be a digital artist if you have a computer and the suitable programs. Therefore, digital art should not be considered an art itself. It is a technical skill applied to art, but it is not real art.

Moderator: Thanks, Mark. Well, so far you have mentioned that digital art is practical and you both agree on that, what you don't agree with is whether it should be considered real art or not, because it is done by means of a computer. Now, let's...

Language skills

In a debate, you may need to...
Clarify what someone or you said.
Say if you **agree or disagree** with your classmates' views.
Summarize your ideas or your classmates' ideas.

- 4 Work in pairs. Say your opinion about digital art using the conversation in Activity 3 as a model. Make sure you give reasons for and against.



I think digital art is real art.

Not at all, I think people who do digital art are not artists since they don't need skills.

5 FOR YOUR PRODUCT Work with your debate team to plan it. Follow the instructions.

- a. Use the rules in the text in Activity 1, on page 167, to plan the debate.
- b. Use your notes from Step 3, on page 166.
- c. Use some of the expressions and phrases in Activity 3, on page 168, to ask for repetition or clarification if necessary.



Chapter 10

You can also practice having a debate with the information from Chapter 10.

6 FOR YOUR PRODUCT Practice rehearsing your debate. Once the debate is over, provide and receive feedback from another team using the checklist.

- Arguments and counterarguments were clear.
- Everyone showed a respectful attitude.
- Everyone was allowed to express his or her opinion without being interrupted.
- Everyone used appropriate language and tone of voice.

Things we have to improve:



ICT

You can record your rehearsal and watch it over to make improvements to your final debate. Recording your debate will allow you to pay attention to your timing and the clarity when you speak. Use it to check if you need to shorten your argument or if your language and tone are appropriate.

7 Self-assessment Work with your debate team. Evaluate how well you and your team did in the following aspects. Read the scale and grade yourselves.

Key: 1= Needs improvement 2= OK 3= Good 4= Outstanding	Me	Classmate 1	Classmate 2	Classmate 3
Giving clear arguments and counterarguments.				
Showing respectful attitude.				
Using expressions to repeat or ask someone to repeat something.				
Following the rules of the debate.				

If you need to review the rules of a debate, or expressions used in a debate, go back to Activities 1 and 3. Work with your team to improve the aspects that you need to work on.

Closure

Participate in a debate about arts

PROCESS

- 1 I chose a controversial topic about art and researched about it.
- 2 I made notes on arguments for and against the topic I chose.
- 3 I evaluated agreements and disagreements to write a paragraph about my stand.
- 4 I participated in a debate about arts.

CREATE

- 5 Debate in front of the class or other classes. Have your classmates give you feedback on your performance.



CONCLUSIONS

- 6 Work in groups and discuss the questions.
 - a. Was it easy or difficult to find a controversial aspect about art to debate about?
 - b. Could you develop several arguments to support your idea?
 - c. Were all your arguments based on reasons?
 - d. Did your classmates come up with original ideas that made you reconsider your point of view?

FINAL PRODUCT ASSESSMENT

7 Use the table to assess your performance in your debate.

	Consistently	Mostly	Slightly
Process to prepare the debate	I researched about the topic and organized my arguments to support my stand.	I researched about the topic, but the organization of my arguments can improve.	I did not research about the topic for the debate, nor prepared arguments to support my stand.
Arguments in the debate	My arguments were clear and convincing. They expressed good reasons to support my stand.	Most of my arguments were clear and convincing. They mostly expressed good reasons to support my stand.	Few of my arguments were clear and convincing. They did not express good reasons to support my stand.
Rules of the debate	I always respected my classmates' turns, the moderator, and my time for giving my arguments.	I mostly followed the rules. I respected my classmates' turns, and the moderator but not the time for giving my arguments.	I rarely followed the rules. I interrupted my classmates' turns, and did not use my time for giving arguments properly.

SET GOALS

8 Go back to the Opening activity on page 156. Complete the activity again. Add evidence to the Class Planner if necessary.

9 Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

10 Reflect on your interaction with your classmates. Circle the option that suits you best.

	Needs improvement	OK	Good	Outstanding
How well did you work together?	I didn't listen to my group much. I found it hard to give my ideas.	I sometimes participated in group discussions and tasks.	I participated as much as I could in discussions and tasks.	I participated in discussions and tasks and listened to my partners.



Strategy: Synonyms

1 Find synonyms for the following words in the Glossary below.

- a. prohibit: _____
- b. principally: _____
- c. slim: _____
- d. misinterpret: _____
- e. unusual: _____

Language skills

Using **synonyms** of new words helps you identify and clarify the main idea associated with the word.

GLOSSARY

address: (v) to speak publicly to a group of people.

allow: (v) to give someone permission to do or have something.

ban: (v) to say officially that people must not do, sell, or use something.

be for: (exp) supporting a person or something such as an idea or a proposal.

commission: (v) to ask someone such as an artist or musician to produce a piece of work in exchange for payment.

deserve: (v) to have qualities that mean a particular reaction, reward, or punishment.

folk music: (n) traditional music from a particular country, region, or community.

genre: (n) a particular style used in movies, writing, or art, recognizable by certain features.

in spite of: (exp) used for referring to a fact that makes something else surprising.

installation: (n) a piece of art that consists of several different objects or pictures arranged to produce a particular effect.

landscape: (n) a painting of an area of land.

mainly: (adv) used for talking about the largest or most important part of something.

misunderstand: (v) to not understand someone or something correctly.

narrow: (v) to become or make something small in width.

owe: (v) to be in debt of borrowed money.

proposition: (n) a statement that people can examine in order to decide whether it is true.

relate: (v) to show or make a connection between two different things.

roots: (n) the origins or background of something.

severely: (adv) in a very strict or extreme way.

skill: (n) the ability to do something well, usually as a result of experience and training.

unconventional: (adj) different from what most people consider to be usual or normal.

viewer: (n) someone who looks at a picture, photograph, or piece of art.

Module



Social Learning
Environment:

Family and community

Social Practice of Language

- Discuss concrete actions to address youth rights.

Communicative Activity

- Exchanges associated with the environment.

Achievements:

- Present starting proposals.
- Assume a personal position and anticipate others' positions.
- Offer counterarguments and defend your position during a discussion.

The final product of your module will be a public discussion!

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Opening

1 Read the statements. Check those you believe are youth and children rights. Discuss your answers with a partner.

- a. Everyone should have access to the Internet.
- b. Everyone has the right to the highest standard of physical and mental health.
- c. Everyone should have at least one hour of recess.
- d. Children and young people should not work.



2 When the module is over, you will come back to revisit this activity and assess your progress.

Class Planner

You will collect evidence throughout the module. As a class, decide if you want to add something else to the list.

Stages	Session	Achievements	Portfolio Evidence
Opening	1	Know how ready you are.	
Development	2-4	Present starting proposals.	Choose a right to discuss about p. 176 Make an initial proposal p. 176 Write and share a proposal with a partner. p. 178
	5-7	Assume a personal position and anticipate other's positions.	Add reasons to your proposal p. 180 Facts to support your proposal p. 181 Notes to contrast and compare proposals p. 183
	8-10	Offer counterarguments and defend your position during a discussion.	Organizer to have a discussion p. 186 Give and receive feedback about your discussion p. 187
Closure	11-12	Socialize your product.	Discussion about rights p. 188 Self-assessment p. 189

Other evidence: _____

Development

Product Step 1 You are going to present starting proposals.

1 Work as a class. Read the school bulletin board and discuss the questions below.

Independence Secondary Class: 3B November

**Celebrating the International Day of the Rights of the Children.
Our favorite rights:**

Right #31: The right to rest and leisure to engage in play and recreational activities appropriate to the age.

Right #28: The right of child and youth to education. Education must be compulsory and available free to all.

**Share practical ideas on how we can help enforce these rights
in our school and community.**

We should ask for one hour of recess at school because 20 minutes are not enough to play and recreate. A long recess improves learning and relationships with classmates, and reduces stress.
Rodrigo

It is important we take some action since apparently around 40 percent of children between 15 and 17 do not go to school because they have to work. Everybody knows uneducated people usually have fewer opportunities in life.
Alexander

Some kids in our community don't have access to this right. They don't have recreational activities because they study and work. So, we could organize a campaign to inform people about that right and to give them contact details of places where kids can get help. Informed people do not tolerate abuse.
Abigail

To make education available to everybody, even to kids who do not come to school because it is too far away from their houses, we could ask our schools to have online classes since this could help kids take classes from home. Everybody can have access to a computer with Internet these days.
Elisa

G p.190

- What rights are mentioned? Do you have access to these rights?
- Do you remember any other youth right? If so, which one?
- Do you know other sources of information where you can find more about youth rights?



ICT

To search for information, you should use different sources like encyclopedias, textbooks, or you can also consult online sources. Remember to evaluate the information you find. It should be objective, up-to-date, accurate, and relevant.

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2 Choose one right you agree with from Activity 1 and find out more about it. With a partner, share your answers.

- a. Do you agree with the proposals Activity 1? Who do you agree with? Who do you disagree with?

3  **FOR YOUR PRODUCT** Find out about the *Convention of the Rights of the Children* in the library or the Internet. Write the ones that interest you. Look at the example.

1. Right to freedom of expression and access to information.

4  **FOR YOUR PRODUCT** Work in small groups. Choose one right to discuss. Find out more about it. Share and compare your results.

Right to freedom of expression and access to information. As a result, everyone should have access to the Internet.



Chapter 11

Read Chapter 11 from your Reader to learn about the rights of children.

5  Listen to Joanne and Charlie talking about the right of having free Internet access. Then in pairs, discuss the questions.

- a. What is the reason of the controversy?
b. Why does Charlie think Joanne's idea is not a good idea?
c. If the idea is to do concrete actions to help enforce human rights, how valuable is the reason Charlie gives to disagree with Joanne?
d. Do you agree with Charlie, Joanne, or both?

6 Work in pairs. Read an extract from the conversation in Activity 5 and underline Joanne and Charlie's proposals.

Joanne: I think that it is necessary to inform our community about the fact that access to the Internet is a human right, **since** we should know what our rights are **in order to** make them happen. It has been proved that information is power.

Charlie: I understand your point, but we need to do something practical. In my opinion, inviting kids who have Internet access to share it with those who don't can actually help, **because** not only does it help with the problem, but it also promotes solidarity **and** people working together have always helped changes take place.

Language skills

In a discussion or debate, a **proposal** is a statement that affirms or denies something. For example: We all can do something practical to favor human rights. It isn't good to be ignorant about our human rights.

7 Review the proposals in Activity 6. Discuss with your partner if you agree or disagree with them. Then read the information in the Language skills box and write your own proposal. Share it with another partner.

Everyone has right to freedom of opinion and expression. Only few people have internet access at home. I think that government should install free hot spots in the parks and public places.

Blank lined area for writing a proposal.

Language skills

To write your own proposal, you should start with an introduction, then you should state the problem, and finally you should propose a solution. Remember to use language that everyone can understand and keep short sentences that are clear and to the point.



I think that government should install free hot spots at parks and public places.

I think you are right.

8  **FOR YOUR PRODUCT** Work in small groups. Write some proposals to enforce the right you chose. Follow the model you used in Activity 7.

9  **FOR YOUR PRODUCT** Share your proposal with a partner and exchange ideas about what you think.



10 Self-assessment Work in pairs. Reflect on how well you do the things in the table. Check (✓) the aspects according to how much you learned. Compare what you checked with your partner and support each other to improve the aspects in which you need help.

	Very well	With some difficulty	Help is needed
Define a topic to discuss.			
Give reasons.			
State proposals.			
Justify proposals with reasons.			

Work with your partner the aspects you checked with “Help is needed.” If you need to review what a controversial point is, how to make proposals, or to give reasons to support it, go back to Activities 6 and 7.

Product Step 2 You are going to assume a personal position and anticipate others' position.

- 1  26 **Work as a class. Listen to part of a radio program and circle the proposal mentioned to address the human right. Then discuss with a partner the proposals you agree with and the ones you disagree with.**

Pedro: Hi everybody! Welcome again. In today's program, we will continue discussing actions to address human rights.

María: That's right Pedro, and today it's time to talk about the right to health.

Pedro: If we search for information on the Internet, we can find that the human right to health says that every person in the world has the right to the highest attainable standard of physical and mental health.

María: There are many government actions to achieve this goal but, how could we, children and teens help?

Pedro: Well, one of the actions of governments is prevention and I think this is where we can help the most.

María: Definitely! What actions do you think could help?

Pedro: I think it's a good idea to organize campaigns or implement courses to promote healthy habits. I'm sure the healthy habits we develop as children will stick with us to adulthood.

María: Although it is a good idea, we need to focus on one aspect of health at a time in order to have better results. General campaigns aren't as effective as focused ones.

Pedro: Hmm... I see your point. If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses. This is important because our country is first place in child obesity in the whole world.

María: I'm sure we can have local campaigns at schools that will have a positive impact on students. It has been proved governments can work better on nationwide campaigns, whereas community members can work better at a local level because they know their community well.

Pedro: Now guys, take a stand. Participate and share your ideas with us. Send us a message or give us a call. Your opinion is very important to us. I think we have our first call...



I agree with Pedro. I think that organizing national campaigns is a great idea.

I'm not sure about that. I think local campaigns are better.



- 2  **Work in groups. Listen to the radio program again and choose a proposal that addresses the right to health. Then add some reasons or more ideas to enforce the proposal. Use the expressions in bold from Activity 1.**

Proposal: Health is really important. People don't have healthy habits. My proposal is to create local campaigns in schools to promote healthy habits.

Reasons: I think it's a good idea to promote healthy habits in children.

Habits we learn when we were children, stick with us to adulthood.

- 3  **FOR YOUR PRODUCT** Work in pairs. Add relevant reasons to the proposals you made in Step 1. Use the expressions in bold from Activity 1, and use Activity 2 as a model. Then, in pairs, exchange your ideas.

In order to get computers with Internet, we could raise money to help the local coffee shop.

I think it is a good idea to organize an Internet campaign at school.



I'm sure we can all participate.

- 4 **Work in pairs. Read the extracts from the radio program in Activity 1. Write Fact or Opinion next to each one. Review the proposal and the reasons you wrote in Activity 2 and discuss if you can support your reasons with facts or opinions.**

- a. I think it's a good idea to organize campaigns or implement courses to promote healthy habits. _____
- b. This is important because our country is first place in child obesity in the whole world. _____
- c. I'm sure the healthy habits we develop as children will stick with us to adulthood. _____
- d. If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses. _____
- e. It has been proven governments can work better on nationwide campaigns. _____

Language skills

Facts in arguments are statements or evidence that tell why the proposal is true.

5 Work in pairs. Read the fragments from the radio program in Activity 1. Circle the facts that support the underlined argument.

a

If you ask me, we should have a long-term campaign about how to eat healthier so that we can prevent illnesses. This is important because our country is first place in child obesity in the whole world.

b

I'm sure we can have local campaigns at schools that will have a positive impact on students. It has been proven that governments can work better on nationwide campaigns, whereas community members can work better at a local level because they know their community well.



6 Work in pairs. Read the proposal and the reasons you wrote in Activity 2. Look for facts to support the reasons for your proposal.

The first cause in children's obesity is their bad healthy habits. Almost 40% of Mexican children have an unhealthy diet.

7  **FOR YOUR PRODUCT** Work in small groups. Look for facts to support the reasons for the proposals you wrote in Activity 3. Use Activity 6 as a model.



ICT

Fact-checking is to check that the factual statements in texts are true. You can use search engines on the internet, but you can also look for experts with different perspectives.

8 Read the extracts from the radio program in Activity 1. Look at the connectors in bold and discuss what they are used for.

a. **Although** it is a good idea, we need to focus on one aspect of health at a time in order to have better results.

b. General campaigns aren't **as** effective **as** focused ones.

c. It has been proven governments can work better on nationwide campaigns, **whereas** community members can work better at a local level because they know their community well.

For me, they are used to contrast ideas because for example in number 1, they are giving a second option to the given idea.



It's true. And in number 2 is the same.

9  Work in small groups. Read and listen to the second part of the radio program. Analyze the words in bold and notice how Pedro, Sandra, and María compare and contrast their ideas. Then make another proposal to your partners and compare and contrast with them. Use the conversation as a model.

Pedro: I think we have our first call. Hello, welcome to the show. What's your name?

Sandra: Hi, I'm Sandra.

Pedro: Hi, Sandra. So what do you think?

Sandra: In my opinion, **although** the government makes a great effort, they should monitor that each school provides healthy diets to children. Education is **as** important **as** our health.

María: I agree with you, **but**, remember the government takes many actions but it isn't their responsibility only, we should help as well.

Sandra: Hmm... You are right. When we all work together, the impact is **greater**.

Pedro: Exactly! For example, **whereas** we can feel happy eating junk food, we should analyze if all the food they sell in the school cafeteria is healthy and ask the principal to make any necessary changes.

Sandra: In fact, I know about a school where they carried out a very successful campaign for healthy eating. **Consequently**, they improved the children's health and helped each other.

10  **FOR YOUR PRODUCT** Work in pairs. Make notes to contrast and / or compare your proposals from Step 1 with a partner's. Use the reasons and facts you wrote in Activities 3 and 7. Then exchange your ideas with your partner.

In my opinion, although a money campaign to buy computers is a good proposal, we should consider how much money we need to raise.

In my opinion, although a local campaign to promote nutrition habits is a good proposal, we should consider how much money we need to raise.



If you ask me, I think we should start with our school. It's cheaper and as effective as the nationwide campaign. We can teach children what to eat during their lunch time.

11 Self-assessment Work in pairs. Evaluate how well you and your partner did in the following aspects. Read the scale and grade yourselves.

Key: 1= Needs improvement 2=OK 3=Good 4=Outstanding	Me	My partner
Using a variety of expressions to make proposals.		
Distinguishing opinions from facts in arguments.		
Analyzing facts that support arguments.		
Using comparative, contrastive, and consequence expressions in arguments.		

If you still need to work on using expressions to make proposals, or to support your arguments, go back to Activities 2, 5, and 6. You can also ask your teacher for help.

Product Step 3 You are going to offer counterarguments and defend your position during a discussion.

- 1  28 Read and listen to Mario and Marco talking. Analyze how they agree, disagree, or clarify their ideas. In pairs, discuss if you agree or disagree with Marco or Mario using the expressions in bold.

Mario: Hey, Marco! Have you seen the wall newspaper?

Marco: Yes, I have.

Mario: What do you think about it?

Marco: Well, I don't remember all the youth rights, but I guess those two could be my favorite ones.

Mario: I think so too. I agree with Rodrigo when he says that a long recess improves learning and relationships with classmates and reduces stress.

Marco: Are you sure about that? I agree with the idea of having the right to some leisure time but **that doesn't mean** a long recess is a good idea.

Mario: C'mon. Are you really saying that?

Marco: Of course I am. For me, that sounds more like an opinion that cannot be proved rather than valuable evidence. What is more, **I don't see how** a long break can help to make the right to rest and leisure true. The right to education and free time wants to protect children and teens who work long hours and do not have time to go to school and to rest.

Mario: Well, after listening to you, **I think that you are right.** It seems that Abigail's proposal is better.



I agree with Marco. The right to leisure and education is to protect children from work abuse, not to have long recess and play all the time.

I partially agree with Marco. I do think that recess can help improve relationships with classmates.

- 2 Work in pairs. Read the conversation in Activity 1 again and discuss the questions. Then in groups, choose one comment from the conversation and practice agreeing and disagreeing.

1. It seems that Abigail's proposal is better.
2. Are you sure about that?
3. After listening to you, I think that you are right.
4. Are you really saying that?

- a. Which ones are useful to question evidence? _____
- b. Which ones are useful to express you changed your position? _____



What do you think about it?

I think that Claudia's proposal is better. Teaching children how to eat healthy at school is a good idea.

Are you sure about that?

- 3  28 Work in pairs. Listen to Marco and Mario again and choose one of their comments and make a discussion about it. You can use the conversation in Activity 1 and the questions in Activity 2 as a guide.

Student A

Say your proposal, include evidence.
We should ask for one hour of recess at school.

Clarify information
Yes / No...

Ask for a proposal
What do you propose?

Express if you changed your position or not.

Student B

Question the evidence.
Are you sure about that?

Express agreement or disagreement
I agree with you.
However, I don't think...

Say your proposal, include evidence.
If you ask me, we should...

- Go to the Vocabulary Strategies on page 190 to learn how to use body language. You can use this strategy when discussing.

4  **FOR YOUR PRODUCT** Work in pairs. Make an organizer like the one in Activity 3 and practice your discussion about the right you chose in Step 1.



Student A

Student B

5 **FOR YOUR PRODUCT** Work in pairs. Give and receive feedback about your discussion. Use the checklist to see what you need to improve.

- I gave arguments that were supported with evidence.
- I questioned my partner's evidence.
- I clarified information when needed.
- I expressed my agreement or disagreement politely.
- I expressed if I was convinced by my classmate or not.

6 Self-assessment Evaluate what you learned in this step. Assign one of the following values to each of the aspects in the rubric. Then compare with a partner.

Key: 3 = Very well 2 = Some difficulty 1 = I need help	Grade
I learned to use expressions to agree or disagree.	
I learned to question evidence in a conversation.	
I learned to give arguments to support my proposals.	
I learned to express if I changed my position.	

If you need to practice any of the aspects of the rubric, ask your teacher for guidance and go back to Activities 2 and 3.

I can offer counterarguments and defend my position during a discussion.

CLOSURE

Have a public discussion about concrete actions to address rights of the youth

PROCESS

- 1 I chose a right to discuss about and made an initial proposal to address it.
- 2 I developed my proposal by taking a stand and adding reasons to support it.
- 3 I offered arguments and evidence to defend my stand in a discussion.

CREATE

- 4 Take turns to discuss concrete actions to help the right you chose happen. Set a time limit. Reach an agreement.
- 5 You can invite another group to watch and listen to your discussion and provide feedback.
- 6 Prepare a summary of your discussion that states the rights you discussed, the main actions proposed, the aspects you all agreed with, and the ones there was disagreement to present it to the class.



CONCLUSIONS

- 7 Work in groups. Discuss the questions.

- a. Why did you choose those specific youth rights to discuss?
- b. Did you come up with several possible actions to help those rights come true?
- c. Were your arguments supported with reasons and evidence?
- d. What was the most difficult part of preparing yourself for the discussion?

FINAL PRODUCT ASSESSMENT

- 8 Work with the same group. Use the rubrics to assess your performance when having a public discussion about concrete actions to address rights of youth.

	Consistently	Mostly	Slightly
Writing proposals with reasons and evidence	Proposals were consistently complete with reasons and evidence, and were clearly expressed.	Some proposals were complete with reasons and evidence, and were often clearly expressed.	Few proposals were complete with reasons and evidence. It was often difficult to understand them.
Using appropriate language and expressions	We used appropriate language and expressions to present the discussion.	Most of the time we used appropriate language and expressions to present the discussion.	We didn't use appropriate language and expressions to present the discussion.
Participation in a discussion	Everyone participated actively and respectfully in the discussion.	Most participants participated actively and respectfully in the discussion.	Few students participated actively or respectfully.

SET GOALS

- 9 Go back to the Opening activity on page 174. Complete the activity again. Add evidence to the Lesson Planner if necessary.
- 10 Reflect on your answers about the final product performance. In your notebook, make a list of things you can do to improve what was difficult to do in this module.

TEAMWORK

- 11 Reflect on your interactions with your classmates. Circle the option that suits you best.

	Needs improvement	OK	Good	Outstanding
How well did you work together?	I didn't listen to my group much. I found it hard to share my ideas.	I sometimes participated in group discussions and tasks.	I participated as much as I could in discussions and tasks.	I participated in discussions and tasks and listened to my partners.



Strategy: Body language

1 Work in groups. Follow the instructions.

- Put words from the glossary or the Module on cards. Use words that describe visual concepts.
- A member of each team will draw a card and will “act it out”. Give him / her a time limit.
- The rest of the team must guess the word being acted out. Assign points for each word guessed correctly.
- Continue until you have acted out all the words in the cards or everyone has had an opportunity to act out a word.



Language skills

There are many learning styles, one is called kinesthetic which means learning through doing, touching, or moving. Using **body language** to describe words can help you learn words faster.

GLOSSARY

achieve: (v) to succeed in doing or having what you planned or intended.

address: (v) to try to deal with a problem or question, for example by thinking carefully about it, or by doing things to improve a situation.

attainable: (adj) possible to achieve, reach, or get.

available: (adj) able to be obtained, taken, or used.

compulsory: (adj) something that is compulsory must be done because of a rule or law.

enforce: (v) to make sure that a law or rule is obeyed by people.

engage: (v) to attract and keep someone's interest or attention.

fewer: (pron) a smaller number of persons or things.

give us a call: (exp) to telephone someone.

illnesses: (n) a particular disease, or a period of being sick.

leisure: (n) activities that are relaxing or fun.

recess: (n) a short time between periods of work in an official organization, especially a court or parliament.

sell: (v) to exchange something for money.

stand: (n) an opinion about something.

stick: (v) to become firmly attached in one position.

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Reference Books

These references will help you expand your vocabulary and knowledge about the written form of the language.

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Readers

These graded materials are an excellent source for extra reading and can be part of the classroom library.

- Colbourn, Stephen. *Dr. Jekyll and Mr. Hyde*. México: Macmillan, 2016.
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- *Songs from the Souls, Stories from Around the World*, UK: Oxford University Press, 2011.

Online References

Information Sources

These sites will help you find the meaning of new words.

<http://www.aprende.edu.mx/>

<http://www.librosdelrincon.sep.gob.mx/catalogo/>

<http://www.wordreference.com/>

<https://www.languageguide.org/english/vocabulary/>

Language links

These links can be used to practice vocabulary, grammar, and language use in general.

<https://www.bbc.co.uk/learningenglish/course/tgg>

<http://learnenglish teens.britishcouncil.org/study-break/games>

<https://www.gamestolearnenglish.com/>

<http://www.factmonster.com/>

Bibliography

Cross-curricular topics

These sites provide information about different topics like technology, health, energy and environment, the Earth and beyond, etc.

<http://www.childrensuniversity.manchester.ac.uk/>

<http://www.nationalgeographic.com/kids>

<https://www.exploratorium.edu/explore/activities>

<https://idebate.org/>

<https://ed.ted.com/>

<http://www.gutenberg.org>

<http://oscarwildesociety.co.uk/>

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English Connect

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