

3

English Connect

Teacher's Guide



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EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA





**English
Connect**
Teacher's Guide

3



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Module

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Stage	Sessions	Achievements	Contents
Opening	1	<p>Activate previous knowledge about the social practice.</p> <p>Perform a diagnostic evaluation.</p>	<ul style="list-style-type: none"> • Answer questions about unexpected situations. • Ask and answer questions to assess what the students' starting point is.
Development Step 1	2-4	<p>Listen to and evaluate descriptions of unexpected situations shared in an oral exchange.</p>	<ul style="list-style-type: none"> • Anticipate topic, purpose, and intended audience based on contextual clues. • Distinguish attitudes and emotions. • Evaluate register and acoustic characteristics (e.g. higher speed or tone, etc.). • Notice syntactic features of the English language: absence of double negatives (e.g. <i>they didn't go anywhere; they had no time to lose</i>). • Explain and model for others how to use strategies.
Step 2	5-7	<p>Interpret general sense, main ideas, and details.</p>	<ul style="list-style-type: none"> • Interpret contextual clues. • Distinguish ways to describe unexpected situations (e.g. <i>then, I saw a person who was dressed ... / We were about to leave when ...</i>, etc.). • Compare direct and indirect speech (e.g. <i>He told us, "Stop!" / He asked us to stop</i>, etc.). • Analyze changes in style according to situation or context. • Take advantage of repertoires of words and expressions to construct meaning. • Evaluate participants' intentions. • Identify main ideas and information that expands, exemplifies, or explains them. • Recognize strategies used to reformulate ideas, adjust volume and speed, and negotiate meaning. • Determine sequence of sentences. • Exchange opinions about their own learning and that of others.
Step 3	8-10	<p>Describe unexpected events.</p>	<ul style="list-style-type: none"> • Include time and quantity adjectives and adverbs in descriptions. • Change from direct speech to indirect speech and vice versa. • Modulate speed, rhythm, diction, and intonation. • Use strategies to reformulate ideas and repair communication breakdown (e.g.: <i>I don't know how it is called, it is this kind of wheel that pushes the water out of a river...</i>). • Spontaneously produce descriptions of unexpected situations. • Have exchanges of nonverbal language. • Evaluate their performance.
Closure	11-12	<p>Socializing the product</p>	<ul style="list-style-type: none"> • Collect evidence of the learning process. • Socialize the results of the product with the class and other classes. • Assess their performance throughout the module. • Set goals for the next 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.

Final Product

An oral presentation.

Opening

Opening

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



- a. Do you know how to make descriptions in English?
b. 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

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Other evidence: _____

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Activity 1 It may be important to clarify that unexpected situations are not always funny. You may ask students how they felt speaking in English. Be aware that some students may feel embarrassed. You could motivate them by making them feel comfortable and letting them know that all skills need practice. As much as they practice, they will notice their improvement. Remind students that when the module is over, they will come back to this diagnostic section and revisit what they have learned so far.

Activity 2 This is a form of self-assessment and reflection. Encourage students to make an honest reflection so that they can work on it during the module. You may encourage them to justify or explain their decision.

Class Planner It would be a good idea to read the Class Planner with the students so that they know what is expected of them. You may organize the class in groups or plenary and ask them what topics they're interested in and what their expectations of the module are. Suggest that they may include other evidence during the module.

Suggested answer: a. Yes / No
b. Yes / No

Step 1 Development

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.



- a. Where are the students?
b. Do they know each other?
c. What happened to David last weekend?
d. What happened to Gaby?
e. How do they feel?

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

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

- 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.

Suggested answers: I think David felt frustrated because his team lost. I believe Gaby felt amused because it was a funny experience.

Language skills

You could invite students to say some words or phrases with an angry, relaxed, anxious, excited tone of voice and notice how the volume and the speed change according to the feelings. Encourage them to show as many emotions as possible using their voice only.

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Activity 1 You may remind students that they need to listen beyond the words, to the expressions, tone, context sounds, other voices, and so on. If students have trouble answering the questions you may help them with clues and ideas.

Answers: a. At school. b. Yes. c. He twisted his ankle. d. She mistakenly baked cookies with salt instead of sugar. e. David is disappointed, Gaby is amused.

Activity 2 You may have students read the Language skills box first. You can encourage students to share their reasons and ideas with a

short explanation. Refer students to the Glossary section on page 25 in their books to learn how to cope with new vocabulary.

Answers: a. David b. Gaby
c. Both

Activity 3 You may want to go through the words in the word pool so that students get a clear and homogeneous idea of what they mean. You may remind them to use the examples as a reference. Monitor the activity and help if necessary, with some additional examples that are similar to the audio file.

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Module 1

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.

- What purpose do the questions have?
 - What kind of information do you get from the answers provided: main ideas, details that expand them, or both?
 - 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.
- Do you remember a time when you had an accident that prevented you from doing something you wanted or from achieving a good result?
 - What was it?
 - What happened?
6. ⁰³ In small groups, look at the pictures related to Allie's weekend and exchange ideas about what you think happened.



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Activity 4 ⁰² It is important that students focus on paying attention to the questions only. You could play the audio once more for students to listen to the answers and identify the kind of information they provide. This activity helps students reflect and exchange ideas. If necessary elicit the characteristics of a main idea and a

Answers: Did you stay at home all weekend?
Did you go to the doctor?
And what happened, Gabby?
And what did you do? a. to exchange ideas and get information about what happened b. both c. because in that way we know different information

Activity 5 This activity is meant to personalize the social practice and to encourage students to exchange ideas. You may invite some volunteers to share their experiences with the class.

Suggested answers: a. Yes b. We planned to go cycling, but it all went wrong. c. Last weekend, my friends and I planned to go cycling, but it all went wrong! We were at my house and when Orlando arrived he told us he got a flat tire and couldn't ride anymore. At the end, we decided not to go cycling and play video games instead. We ordered pizza and we had one of the most exciting days we have ever had.

Activity 6 ⁰³ It would be a good idea to have students organize the illustrations by telling the story to the group. It would be a good idea to encourage students to be creative and come up with as many different stories as possible. Walk around and monitor, supporting students when necessary.

Suggested answers: Last weekend, they planned to prepare lunch for their mom's birthday, but it all went wrong! They cleaned the house and their father was in charge of the food. While the father was on his way to the supermarket, he got a flat tire and couldn't buy anything. Allie and his brother decided to order pizza but when the pizza guy arrived, their father didn't arrive on time, so they didn't have money to pay. Then the mother arrived and she paid.

Family and community

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.

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Activity 7 Before playing the audio you may want to point out that students do not need to understand every single word, but the general idea, to identify the situation and the character's feelings. Allow enough time for students to interact and discuss Allie's feelings. You may remind them that her voice can help them identify her emotions.

Suggested answers: I think Allie felt frustrated because she couldn't celebrate her mom's birthday. I believe Allie felt sad because it all went wrong.

Activity 8 Most of this activity may have been mentioned during the discussion in Activity 7. You may elicit the clues that helped students identify the situation. Then, the purpose of this activity is mainly to organize the information for further use. You may link this in sequence with Activity 7.

Answers: a. Dad got a flat tire, pizza arrived and they had no money, mom had to pay for her surprise pizza. b. Dad, Mom, Allie and her brother, pizza delivery guy c. Happy. d. Sad because her surprise party was ruined, but amused at the situation.

FOR YOUR PRODUCT

Activity 9 You may help students choose a situation with sufficient elements to develop along the module. Monitor the activity and help if necessary, with the expression of their ideas.

Suggested answers: a. My friends and I planned to go cycling, but it all went wrong! b. Orlando, my friends, and I c. I think I felt frustrated because I really want to go cycling. I believe I felt OK at the end because we had fun.

Media Resources

Print, photocopy, or display the *Unexpected Situations* poster for students to brainstorm more ideas about unexpected events.

Reader – Unexpected Situations

Chapter 1

To introduce students to the chapter, you may ask them to open their Readers to the cover pages 10-11. Focus students' attention to the picture and elicit what they think the text is about. You could read the activation question out loud and have students discuss it. As a class, elicit answers and write some of them on the board.

Family and community

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.

Activities 3 and 4 The examples should guide students to identify the other main ideas in the conversation and to add details that support those main ideas. You could elicit what strategies they use to do so and discuss how the main ideas and details help them understand the whole conversation.

Answers: Main Ideas: Jenny got angry with Ana. Ana felt bad about it. Pete suggested a solution. **Details:** Ana did not bring the poster to class. She thought it was for the following day. Jenny got angry with Ana. She reminded her of what the teacher had said. Pete suggested a solution. He proposed using their lunch break to finish their work.

Language skills

Draw students' attention to the conversation to find some examples of direct and reported speech. You may ask students to study the two types of sentences and elicit when each one is used and the differences between them.


Activity 1 This activity may help students predict the situation in the conversation they will listen to. They should only focus on understanding what the general situation is, without going into much detail.

Suggested answer: It is about a girl named Ana who forgot to bring the poster for the cake stand.

Answers: a. Ana forgot her part of the teamwork for the day. b. Jessy feels angry, Ana feels embarrassed and Pete feels calm and wants to help. c. Jessy raises her voice when she's angry. She emphasizes the phrase: "it IS for today" because she is upset. Anna's tone of voice shows she doesn't feel good about the situation. Pete sounds calm and positive.

Activity 2 You may want to work with listening and check answers with reading. It would be a good idea to read the questions first so that students know what information to look for.

Refer students to the Vocabulary Strategies section on page 25. Contextual clues like pictures, examples, or words you know will help you guess and understand the meaning of a word.

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.

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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?

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

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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.*

Language skills

After reading you may ask students to register the information of the box in a graphic organizer or a table, using examples from the conversation. You may use the class discussion to add examples, analyze forms and functions and explore alternatives.

Activity 7 This activity can be a good opportunity to practice pronunciation and intonation. You may find useful to monitor the activity walking around the room and listening to students' final rising and falling intonation when asking questions.

Suggested answers: Because she thought it was for the following day. Because they had to finish the work that day. She said she misunderstood. She thought she had to bring the poster the day of the festival. He suggested they worked during lunch time.

FOR YOUR PRODUCT

Activity 5 A suggestion would be for the students to write as many details as possible to have material to develop in further activities. This activity focuses on the participation of other people in the chosen unexpected situation. Encourage students to use mainly reported speech.

Suggested answers: Main idea:

We planned to go cycling, but it all went wrong. Orlando got a flat tire.

Details: Orlando was cycling to my house when he heard a weird sound. He stopped cycling and realized it was a flat tire. Orlando didn't have a repair kit. At the end, we played our favorite video game, we order pizza and we had lots of fun.

Activity 6 You can form mixed-ability pairs to do this activity. This is a good opportunity to go over question formation and clarify students' doubts. Monitor the activity and provide help if needed. You could put two pairs of students together to share and compare their answers or invite some volunteers to share their work.

Suggested answers: Why did Jenny get angry with Ana?

What did Ana say? What suggestion did Pete make?

Family and community

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.

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FOR YOUR PRODUCT

Activity 8 This activity will allow students to identify the main ideas and define details of the chosen unexpected situation. You may encourage students to ask questions to their partners so that they may discover missing information or details. If time allows, you may change pairs and repeat to get more feedback. Monitor the activity and help if necessary. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers: Main Ideas: We planned to go cycling, but it all went wrong! Orlando got a flat tire. **Details:** Orlando was cycling to my house when he heard a weird sound. He stopped cycling and realized it was a flat tire. Orlando didn't have a repair kit. At the end, we played our favorite video game, we ordered pizza and we had lots of fun. **Feelings:** frustrated, nervous, angry, but happy and fun at the end.


FOR YOUR PRODUCT

Activity 9 This activity may be linked in sequence to Activity 8. However, you may want to review your classroom policies for feedback before starting the activity. You may encourage students not to limit themselves to the checklist but to give actual comments about their partner's work. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers: Last weekend, my friends and I planned to go cycling, but it all went wrong! We were at my house and when Orlando arrived, he told us he had got a flat tire and couldn't ride anymore. Orlando was cycling to my house when he heard a weird sound. He decided to stop cycling because of a flat tire, and because he didn't have a repair kit. At the end, we decided not to go cycling and play video games instead. We ordered pizza and we had one of the most exciting days we have ever had. At the beginning, I think I felt angry because I really wanted to go cycling with my friend. I believe I also felt frustrated because everything went wrong. At the end, I felt happy because we had fun.

Media Resources

Print or photocopy the *Unexpected situations* Useful vocabulary flashcard from the Class CD to provide students with vocabulary for their notes.

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.

- Were the events in the conversation in order?
- Were events linked using connectors?
- Did your partner use reported speech when relevant?
- 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.

I can interpret general sense, main ideas, and some details.

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FOR YOUR PRODUCT

Activity 10 This activity may be linked in sequence to Activity 9. Students may repeat the sequence role-play, feedback, and modifying of information a couple of times with different partners in order to get a richer feedback for everyone. It might be helpful to walk around and monitor helping children. You can use this activity as portfolio evidence. Have students work on a separate piece of paper if necessary.

Suggested answers: Last weekend, my friends and I planned to go cycling, but it all went wrong! Orlando was cycling to my house when he heard a weird sound. He decided to stop cycling and he realized he got a flat tire and he didn't have a repair kit. He walked to my house and at the end, we decided not to go cycling and play video games instead. We ordered pizza and we had one of the most exciting days we have ever had. First, I felt angry because I really wanted to go cycling with my friends. I believe I also felt frustrated because everything went wrong, but I felt happy at last because we had lots of fun.

Self-assessment

Activity 11 You may encourage students to try to keep the best of both forms of assessment: the individual reflection and the group feedback. Monitor the activity and help if necessary with the expression of their ideas.

Family and community

Product Step 3 You are going to describe unexpected events.

1. **105** 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. **105** 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 him... **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.



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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?

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Activity 1 **105** You may start directly with the listening and without contextualizing so that students get all the information they need from the conversation. If there are group members with different ideas, you may take the opportunity and combine those students. A combination like this might lead to a development of argumentation and justification skills.

Answers: a. At school. Because they talk about last Friday.
b. They are friends. c. About the party of Friday. d. Amused.
e. She and Clara wore the same dress. f. They laughed about the situation and had fun. g. They didn't mind having the same dress.

Activity 2 **105** This activity may be linked in sequence with Activity 1. Students could try to figure out the purpose of the phrases and words without reading the text (you may even write them on the board) and then use the whole script as a means to confirm their answers.

Answers: I didn't catch what you said - to ask for clarification.
I just said that - to repeat information. sorry - to correct oneself.

Activity 3 The purpose of this activity is to elicit what students already know and recycle it. You could invite volunteers to share their

answers with the class and write them on the board.

Suggested answers: I don't understand. Can you repeat?
Can you say that again, please?
I mean... What I mean...
Anyway ...

Activity 4 Allow students to reflect on our social interactions and make them aware of how important our body language is and how it helps us understand a message in a non-verbal way. You may point out that our body expresses our emotions in a very effective way.

Suggested answers: a. Because we react to our feelings and emotions.
b. Because we can evaluate the intention of the person we are talking to and we can also have exchanges of nonverbal language.
c. Yes

Module 1

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.

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.

Student A	Student B
<u>Yesterday something really funny happened.</u>	What happened?
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Activity 5 Ask students to share and compare their answers with those of a partner.

Answers: Underlined: Hi, Liz! How was the party last Friday? Well, something really funny happened. I'm sorry. Oh! What happened? sorry. But guess what happened? What? It was too funny! Oh no, did Clara think it was a funny coincidence? Of course.

Activity 6 Let students role-play the conversation twice, once using body language and a second time without it, so that they notice the difference and reflect on how our gestures make our messages get across.

FOR YOUR PRODUCT

Activity 7 For this activity, answers may vary, but let students picture the conversation in their minds and identify the moments where gestures could add meaning to their words, and reinforce their emotions.

Activity 8 This activity is for students to once again use their previous knowledge and think of possible alternatives they could use when role-playing their conversation.

Suggested answers: How was the party yesterday / weekend / the other day / five days ago?

Language skills

Ask students to come up with other examples of adverbs. You can also ask them to use the examples in other sentences for them to practice the usage.

FOR YOUR PRODUCT

Activity 9 Even if students are writing the script of the conversation, it is important that they treat it only as an expected interaction and to be open to any possible changes in the actual conversation.

Suggested answers:

A: Last weekend something really weird happened.

B: Oh! What happened?

A: Last weekend, my friends and I planned to go cycling, but it all went wrong! We were at my house waiting for Orlando to arrive. But guess what happened?

B: What?

A: When Orlando arrived, he told us he had got a flat tire and couldn't ride his bike anymore.

B: Oh no, was Orlando OK?

A: Yes. But, when Orlando was cycling to my house, he heard a weird sound. He decided to stop cycling because of the tire, and because he didn't have a repair kit.

B: What happened next?

A: At the end, we decided not to go cycling and play video games instead. We ordered pizza and we had fun.

B: How did you feel?

A: At first, I felt angry because I really wanted to go cycling with my friends. I believe I also felt frustrated because everything went wrong. But, at the end, I felt happy because we had lots of fun.

Media Resources

Print or photocopy the *Talking about unexpected situation* Communicative Expressions A flashcards to help students structure their conversation.

Family and community

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.**

- 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.
- What are your weak areas: describing events, using body language, keeping the conversation going, or others?
- 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.

- What strategy can you use to repair the communication when you speak?
- 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.

I can describe unexpected events.

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FOR YOUR PRODUCT

Activity 10 This is another opportunity students have to add more elements to their oral interaction that will improve their communication. They can practice variations of the conversation including more verbal and non-verbal elements to enrich it.

Activity 11 This activity is intended as a moment of group reflection on the activities done so far. You may promote a respectful conversation that focus on the questions they will ask each other. Monitor the activity and help if necessary.

Suggested answers: a. Yes / No
b. Describing events, using body language, keeping the conversation going, asking for clarification, making questions, expressing my feelings, making pauses, speaking clearly. c. Identifying the main events helps students predict and anticipate events. Using body language helps students reinforce words, and express feelings in a visual way. Learning expressions and phrases helps students keep the conversation going in a natural way.

Reader – Chapter 1 Unexpected Situations

Explain to students that they are going to read the chapter again. Students may practice retelling the story from the chapter to rehearse describing an unexpected event. It may be helpful to ask volunteers to give feedback.

Self-assessment

Activity 12 You may start with an individual reflection before forming the groups in order to have two different levels of reflections and assessment. If students have doubts you may ask them to go back to Activity 3 as it is instructed before actually helping them.

Teaching Toolbox It is important to give genuine praise when giving feedback or monitoring an activity. Praising your students should be meaningful and must be followed by comments and suggestions on how to improve next time. When giving praise, go above and beyond and when giving comments and suggestions, be practical.

Closure

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?

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PROCESS


Activity 1 This part of the process was developed as part of Step 1. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 2 This part of the process was developed as part of Step 2. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 3 This part of the process was developed as part of Step 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Activity 4 This part of the process was developed as part of Steps 2 and 3. Before proceeding with the product, you may profit this moment to review the work done so far.

Refer students to the How to Use ICT section in their books on pages 8-9.

 You may point out that watching ourselves perform a conversation can help us identify our weak points, and make improvements. When this technique is not possible, encourage feedback sessions among students. Always remind them to praise the good aspects and make their classmates suggestions on how they can improve their weak points.

CREATE

Activity 5 Students will share their conversations playing all roles, so in the end there will be four unexpected situations. Monitor the activity.

Activity 6 Encourage students to take notes of the presentation of their unexpected situations so they can review the good aspects of each presentation in order to vote for it.

Activity 7 You may highlight that the actual presentation is the same with one or more interlocutors. However, the responses and questions will come from different people.

CONCLUSIONS

Activity 8 You may lead students to reflect on any possible changes they would implement to their ideas based on the results of the activities.

Family and community

FINAL PRODUCT ASSESSMENT

- 9 Work with your partner. Use the rubric to assess how well you did in the process or 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?



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FINAL PRODUCT ASSESSMENT

Activity 9 It would be advisable to review the rubric for feedback as a group, and to be open to other elements that might lead to a better work in the future. Monitor the activity.

SET GOALS

Activity 10 It is important for students to go back to the Opening questions and the Class Planner and review what they have learned up to this point. You could have them review the activities and their evidence individually and then share their conclusions in groups.

Activity 11 It would be necessary to remind students that this activity is personal and requires an honest reflection. You may ask some volunteers to share their results with the class so that everyone benefits from them. Students might need help to define feasible goals and actions.

TEAMWORK

Activity 12 Once students finish this activity, it would be a good idea to have them share their answers with partners they have worked during this module.

ASSESSMENT TOOL

You may use this questionnaire at any moment in this module. It can be used to assess a specific skill or as an opportunity for students to reflect and provide feedback on their own learning. You could have students answer it in class or as homework.

Questionnaires or surveys are sets of questions which are intended to examine the degree to which students have experienced learning. They can be used as a diagnostic tool or to receive feedback on the teaching / learning process.

Instructions:

- 1 Determine the goal of using the questionnaire as an evaluation instrument.
- 2 Once you have a goal, write ten questions and have students answer them (orally or in writing).
- 3 Write your final comments or notes on the result of the questionnaire.

Questions:

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Notes:
