

STUDENT'S BOOK

ENGLISH

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TEENS IN MOTION

1

Primero
medio



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DISCOVER YOUR BOOK

UNIT 2

Keep on learning

In this unit you will...

- work on education and lifelong learning
- work on independent learning as a way of learning and developing relevant contributions to society
- practice the pronunciation of vital words and expressions
- learn how to express ideas about education, learning styles and skills
- link ideas commonly used in education with other subjects

You will also...

- work on listening and reading for specific information in one and more texts
- work on writing for different purposes and technologies effectively and responsibly

What for?

- to develop the ability to receive, understand and express ideas about education, learning styles and skills
- to express ideas about education, learning styles and skills
- to link ideas from the topic and content of the unit to other subjects of the curriculum

Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly using the questions as guide.

- How important is learning and education to you? For people in general?
- What can we achieve when we learn new things?
- Do you think that continual learning leads to self-improvement?
- What connection can you make with the topic of Unit 1? How are learning and working life linked?

Very important	Important	Not so important	Not important at all
Why?			

Picturing the unit

1. Look at the pictures on page 48 and read the quote below. Discuss these questions and then exchange opinions with other pairs.

- What do you think it was placed at the beginning of the text?
- What does the quote mean when you look at it? Why?
- How do you think the quote relates to learning?
- Can learning help us adapt to different circumstances? How?

It is not the strongest of the species that survives, nor the most intelligent. It is the one that is the most adaptable to change.
Charles Darwin

48 UNIT 2 OPENING DEVELOPMENT CLOSER

The topic of the unit is introduced with engaging pictures and quotes which invite you to activate your curiosity and interest.

Over to you You will start the unit by examining and reflecting on the value of learning objectives for your own life.

Picturing the Unit Some simple questions to reflect on the quotation and relate it to the topic of the unit.

GETTING READY

Setting objectives

1. Read the list of learning goals for this unit again and answer questions a - c individually.

- Which ones do you think are the easiest to achieve? Why?
- Which ones do you think are the most difficult to accomplish? Why?
- With whom would you like to discuss these goals? Who do you think needs to achieve them?

2. **Task** Discuss and compare your answers in exercise 1 with your partner.

3. Listen to these students talking about their motivations to learn English. What two motivations are mentioned?

4. Review the goals for each lesson and identify some specific goals for you to accomplish, according to your own interests and reality. Then complete the diagram with your personal goals.

My goal is ... ↓ Because ...	My goal is ... ↓ Because ...	My goal is ... ↓ Because ...
I can achieve it ... ↓ The main difficulty I can anticipate ...	I can achieve it ... ↓ The main difficulty I can anticipate ...	I can achieve it ... ↓ The main difficulty I can anticipate ...

50 UNIT 2 OPENING DEVELOPMENT CLOSER

Do you remember?

1. Match these words and phrases related to education with their definition. Check with your partner.

a. learning	b. scholarship	c. lecture	d. classmate
e. intensive course	f. higher education	g. science fair	

2. What are the difficult / easy things about learning English? Discuss in your group. Write a list and compare with your classmates. What could you do to make the difficult things easier?

Learning English

Easy	Difficult
------	-----------

51 UNIT 2 OPENING DEVELOPMENT CLOSER

GETTING READY

Setting objectives Different models are provided to help you identify personal goals for the unit and write a learning plan.

Do you remember? You will recall and check the previous knowledge necessary to meet the learning objectives for the unit.

MODULE 1

Entry slip

Read what you will do in each lesson (p. 53 - 60) and answer the questions in the slip before you start.

Answers
- What is meiosis? - What is useful to you? Why? - What interests you most? Why?

How ready are you?

1. In pairs, brainstorm words and ideas associated with learning and learning styles for two minutes. Spend another five minutes discussing the ideas together and organizing them into a word map. Draw a word map on the grid below.

2. Write the name of the study techniques and strategies in the pictures (1 - 6).

3. Now, use the subjects below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start.	I am quite ready to start.	I am barely ready to start.	I am not ready to start.	I could even help my teacher.
I may make a few mistakes.	I will need some extra time.	I will definitely need some support.		

52 UNIT 2 • MODULE 1 OPENING DEVELOPMENT CLOSER

LESSON 1

Improve your learning

You will...

- need a notepad
- use a dictionary
- study prefixes - to form antonyms of words

What for?

- To discuss ideas and write some tips about improving the learning style
- To demonstrate comprehension of an informative text
- To evaluate the effectiveness of different learning styles
- To select and use strategies to support comprehension

Preparing to read

1. Answer these questions individually. Exchange opinions with your classmates.

- Do you know what your learning style is?
- How could knowing your learning style be beneficial to you personally?
- What are the characteristics of each learning style?
- How do you think this could help you in your studies?

2. **Task** Write what you know or find information about different types of learners. Then draw a line from each characteristic to the corresponding area of the diagram.

3. **Task** You are going to read about Improving learning. Before you start, write a list of three tips according to the different learning styles in exercise 2 (one for each: visual, auditory and kinesthetic).

a. b. c.

53 UNIT 2 • MODULE 1 • LESSON 1 OPENING DEVELOPMENT CLOSER

MODULES 1 AND 2

There are two modules in each unit, which integrate the practice of language skills.

Entry slip: questions that focus on the learning target of the module.

How ready are you?: these activities activate prior knowledge and generate motivation and engagement.

LESSONS 1 - 6

Each lesson includes special sections with simple and varied communicative activities to help you develop communicative competence. The sections in each lesson are:

- Preparing for listening / reading
- Focusing on listening / reading
- After listening / reading
- Speaking / Writing workshop

SUBJECT CONNECTIONS Physical Education

You will...

1. **Task** Discuss the following questions.

- Is physical education important for you? Why / why not?
- Should physical education be compulsory in school? Why?
- How do you think exercise can improve your performance in other subjects at school?

2. **Task** Match the names of the sports in the box with the corresponding icons (1 - 14).

athletics	water polo	handball	swimming	cycling	volleyball
gymnastics	ice hockey	badminton	rowing	tennis	football
volleyball	ice skating	rugby	water polo	volleyball	handball
swimming	curling	tennis	swimming	ice skating	volleyball

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.

3. **Task** Look for information about the sports in exercise 2 and classify them into different categories. Draw a diagram and then check with other pairs.

54 UNIT 2 • MODULE 1 • LESSON 1 OPENING DEVELOPMENT CLOSER

SUBJECT CONNECTIONS

A section that includes special and challenging tasks to put the concepts into practice and connect them with other school subjects.

After reading

Vocabulary to contrast

1. **What** best describes the test from. In each of them, there is a noun acting as an adjective (describing or modifying another noun). Identify it and circle it.

• **What** is the most important factor in determining your success?

Your performance is the **shining** force behind what you get paid.

You'll be the **only** one in your graduating class.

The **best** engineers are people who use the communication channels.

The **best** engineers are people who use the communication channels.

2. **Underline** in the short text below, underlines the noun + noun pairs. Then circle the word that acts as an adjective (describing or modifying another noun).

Kyle Jones, news reporter, has just written up a story about a little-known history teacher who has changed the learning habits of his students using computer games. Sam Johnson, a 15-year-old student at the University of Michigan, says that playing video games helps history students to learn better and more quickly. As Johnson brings history-themed video games to the classroom, he asks his students to play for half an hour before starting his history class. So far, the students have been amazing.

Writing workshop

Completing a scene from

2. **Work** in groups of three. You will complete a news article.

3. **Organizing** the ideas

Bill and Melinda Gates Ask Young People to Help Solve Problems

The Bill and Melinda Gates Foundation released their annual letter to young people, in which they encourage the next ones to help.

The Gates addressed this year's letter to young people who are having some of the greatest opportunities in their lives to come to changing the world.

"Many of these ideas worth pursuing are simple, yet powerful, and will teach us something important about how we can move forward," Gates said.

Adapted from: Cengage © 2010. All rights reserved. Project 21: Change Our World. www.eduplace.com

After listening

Work 4(a)

Look at the examples from the recording and underline the words that express duration of an event / process. Check with your partner.

This year has been run since 1788. The year the school was established.

Students will study one course.

This is a one-month course.

The course consists of 10 lessons.

The length of the course is 2 weeks.

Speaking workshop: a dialogue about studying abroad

Work 5

You will role-play a conversation exchanging opinions about studying abroad.

1. Preparing to speak

- Imagine you are developing an exchange English course and complete the boxes. Use the following questions for help on page 41 and your own ideas to talk about the following points:

 - I. Country you would choose.
 - II. Subjects you would like to take.
 - III. Duration of course.
 - IV. Other information you would like to include.

a. What _____ do you when you _____?

b. I _____.

c. When _____?

d. I would _____ or to _____.

e. What kind of course will _____?

f. I may take _____ and something _____.

g. How long _____?

h. It _____.

i. Do you think it's a good decision?

j. It's a great opportunity to _____.

b. **Work 6**

Listen to the recording and compare your answers.



Writing / Speaking workshop

The activities in these sections include step-by-step instructions and models to guide you in producing a finished piece of writing and to help you develop your oral skills.

PROJECT

A final group task that constitutes the end product of the unit learning process. It helps you apply, consolidate and assess what you have learned.

| SYNTHESIS AND REFLECTION | | |
|---|--------------------------|----------------------------------|
| <p>1. Now that you have completed the unit, check what you know and how you felt before starting each module.</p> <p>2. Identify the main topics, skills, concepts and attributes you have developed in the unit and complete the table. Compare it with your partner's table expanding, correcting and adding new information and using what you have learned along the way.</p> | | |
| Learning outcome | What did I learn? | How well do I learn? |
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| Project | | |
| <p>3. Individually, reflect on and evaluate your performance in the unit using the markers: A=Average, M=Medium, G=Good, C=Excellent. Complete the following table.</p> | | |
| Learning outcome | Avg (My score) | M (My teacher's) (partner's) avg |
| Taking control of the learning process | | |
| I can go on my own and work independently. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can work better if I can be the best I can be by comparing tasks. | <input type="checkbox"/> | <input type="checkbox"/> |
| I can work well with others in group and language activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| Supporting classmates | | |
| I tried to help my classmates when they struggled or had trouble. | <input type="checkbox"/> | <input type="checkbox"/> |
| I tried to help my teacher when I understood something better than my peers. | <input type="checkbox"/> | <input type="checkbox"/> |
| Understanding directions | | |
| I listened to instructions quickly and by myself. | <input type="checkbox"/> | <input type="checkbox"/> |
| I understood what was asked of me in directions. | <input type="checkbox"/> | <input type="checkbox"/> |
| Vocabulary | | |
| I could remember past and new vocabulary. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could understand words I did not understand. | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading | | |
| I followed reading rules and writing tasks. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could read and understand new words. | <input type="checkbox"/> | <input type="checkbox"/> |
| Speaking | | |
| I spoke clearly and loud enough to be heard. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could give oral presentations on the basis of the lessons. | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprehension (reading / listening) | | |
| I understood the main idea or intent from: | <input type="checkbox"/> | <input type="checkbox"/> |
| Information in the text or from a visual. | <input type="checkbox"/> | <input type="checkbox"/> |
| Information on listening to a recording of a text / recording. | <input type="checkbox"/> | <input type="checkbox"/> |
| Critical thinking | | |
| I was able to recall supporting evidence from the text / lesson. | <input type="checkbox"/> | <input type="checkbox"/> |
| I could relate new ideas to old ones. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ask your teacher or a partner to assess your performance and then discuss your reflections with the rest of the class. | | |
| 5. In pairs, comment on the things you can do to improve your weak points in the future. | | |

SYNTHESIS AND REFLECTION

SYNTHESIS AND REFLECTION

Vocabulary in context

Direct vocabulary instruction to help you acquire new terms.

Work it out!

This section will help you revise a particular language structure.

Exit slip

A simple rubric to help you reflect and self-evaluate your performance in the lesson tasks.

Key words

The list of words you may need to understand the text

Strategy in mind

Useful strategies to help you improve reading and listening comprehension.

Smart reading / listening

Challenging tasks to develop and deepen comprehension.

Think critically

Questions for supporting critical thinking, develop high-order skills and allow you to make meaningful connections.

Your analysis

Questions and activities to help you become a better reader.

P It indicates pair-work activities

G It indicates group-work activities

 10 It indicates the number of the track in the CD.

Joy from work



***"Choose a job you love and you will
never have to work a day in your life."***

Confucius

In this unit you will...

- read and listen to texts about occupations, professions and working life.
- participate in conversations and write different types of texts about occupations, professions and working life.
- practice the pronunciation of the initial sound /j/, use suffixes to name professions, link ideas coherently and make connections with other subjects.

You will also...

- show a positive attitude towards yourself and your own capacity to learn English.
- work responsibly and collaboratively towards a common goal showing respect for other people's interests and ideas.

What for?

- To understand main ideas and specific information in oral and written texts about jobs, professions and working life.
- To develop communicative skills to express ideas about working life.
- To connect the topic and content of the unit with other subjects of the curriculum.

Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly using the questions as guide.

- How important are the objectives to your own life?
- How important is work for you?
- Why do you think we should value work?

Very important

Important

Not so important

Not important at all

Why?

Picturing the unit

1. **P** Look at the picture on page 6 and discuss these questions. Then, exchange opinions with other classmates.

- a. Why do you think it was placed at the beginning of this unit?
- b. What is the first word that comes to your mind when you look at it? Why?
- c. What do you think Confucius's quotation means?

GETTING READY

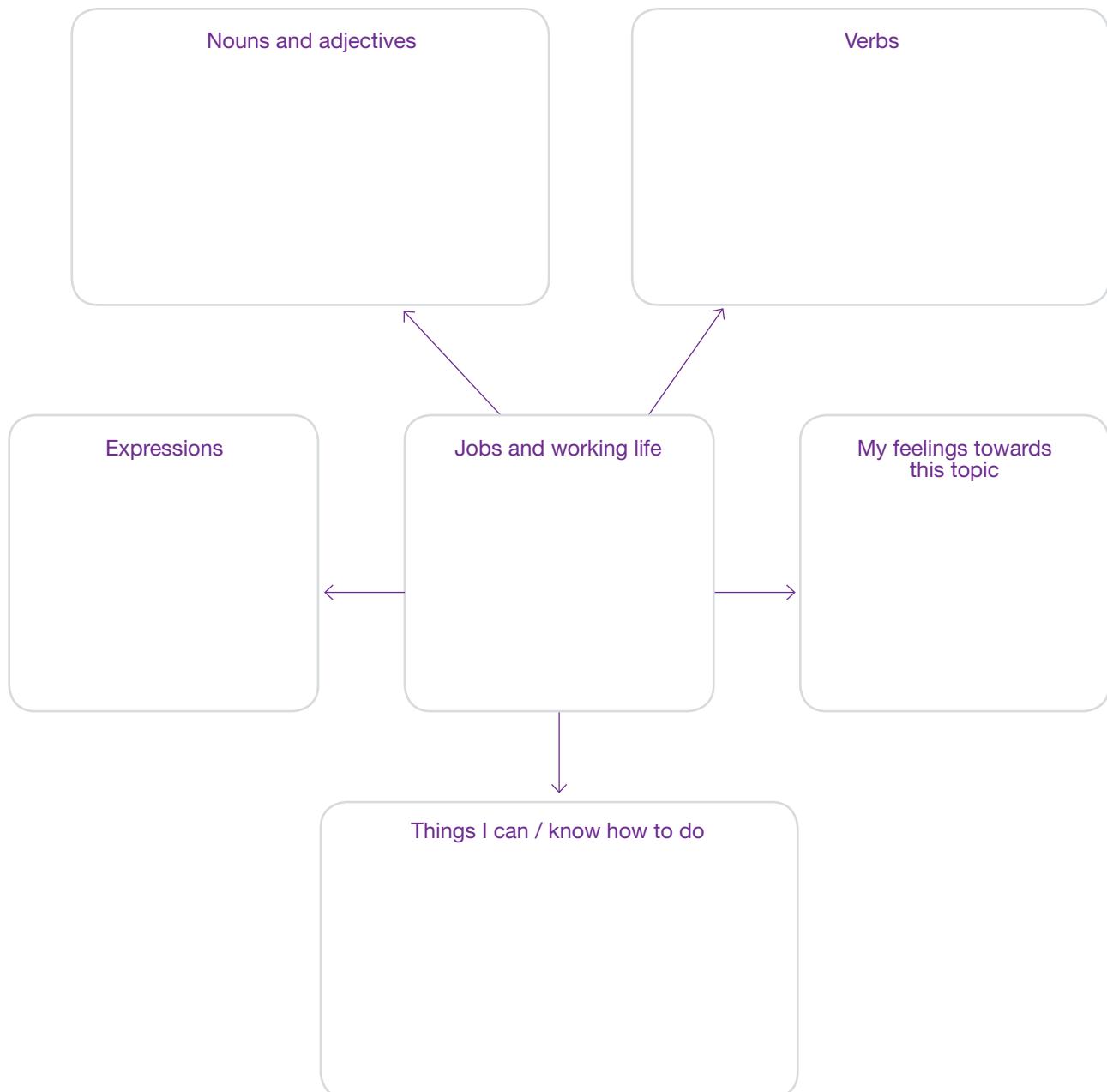
Setting objectives

1. Read the list of learning goals for this unit again and answer questions a - c individually.
 - a. Which ones do you think are the easiest to achieve? Why?
 - b. Which ones do you think are the most difficult to accomplish? Why?
 - c. What specific knowledge (content, vocabulary, attitudes) do you think you need to achieve them?
2. **G** Discuss and compare your answers in exercise 1 with your partners'.
3. According to your own interests and reality, identify and list some specific goals for you to accomplish. Then, look at the example below and complete the diagram adding two personal goals.



Do you remember?

1. **P** Complete the word web using the questions as a guide. Then, share your work with your teacher and classmates, compare your work and add your classmates' ideas to the web.
- What words or phrases do you know about jobs, professions and working life?
 - How do you feel about studying this topic?
 - What things can you already do in relation to this topic?



MODULE 1



Entry slip

GOALS

Read what you will do in each lesson (p. 11 - 27) and answer the questions in the slip before you start.

Questions

- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

-
-
-

How ready are you?

1. Think about the jobs and occupations your family, friends and neighbors have. Choose two and fill in the table with brief information.

| Job / Occupation | Skills and qualities needed |
|------------------|-----------------------------|
| | |
| | |

2. **P** or **G**. Read these business cards (1 - 3) carefully. In your own words, write a job description for each person and then check with another group. Follow the pattern below.



Card N° _____. A professional who _____. _____.

3. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

| | | | |
|---|--|---|--|
| I am completely ready to start. I could even help my classmates. <input type="checkbox"/> | I am quite ready to start. I may make a few mistakes. <input type="checkbox"/> | I am barely ready to start. I will need some coaching. <input type="checkbox"/> | I am not ready to start. I will definitely need coaching. <input type="checkbox"/> |
|---|--|---|--|

**You will...**

- read and analyze information in job advertisements.
- use strategies to identify specific information in the texts.
- write a job advertisement.

What for?

- To identify words and phrases related to job advertisements.
- To identify different sources of information.
- To characterize jobs and enumerate their benefits.

Preparing to read

1. **G** Form groups of four. Follow the instructions and play this guessing game.

- Each student thinks of a job. Other students in the group ask questions about the job that can be answered only by Yes / No. Use the examples in the box.
- The first person to guess the job gets a point.
- The game continues until everybody has had his / her turn.

- Do you work in a factory? / in an office? / with your hands? / at weekends? / with people? / with machines?
- Do you wear a uniform?
- Do you sell something?
- Do you earn a lot of money?
- Must you have special qualifications to do your job?
- Is your job indoors? / outdoors?

2. **G** Discuss these questions with your partners. Then, exchange opinions with another group.

- Where would you look for a job?
- Where can you find printed job advertisements?
- In what section of the newspaper would you look if you were looking for job advertisements?
- What is an employment agency?
- What does a headhunter do?

3. As a class, brainstorm the things you would like or need to know before applying for a job. Organize these things into different categories.



Key words

- foreigners
- to be keen on
- IT skills

Strategy in mind

• Scanning

Read quickly to identify specific information

Smart reading

1. Read these questions and then focus on finding **only** the information required. Which job...

- a. is part-time only?
- b. offers the best salary?
- c. requires a special license?
- d. requires a specific age?
- e. requires the applicant to start immediately?

- f. working hours are generally 8.30 am to 5 pm?

- g. requires knowledge of foreign languages?

- h. offers the opportunity to be outdoors?

2. Read the ads more carefully. Identify which of the following topics are incomplete or not mentioned in them.

- a. What is required from the applicant.
- b. Location of job.
- c. Contact details.
- d. Holiday entitlement.
- e. Payment offered.
- f. Training opportunities.
- g. Special benefits.

Focusing on reading

1. Read the advertisements below (I - IV) and check which things in your list on page 11 are mentioned.

I

SHOP ASSISTANT

Busy London flower shop - suitable for a student



Category: Marketing and similar

Salary: £ 200 per week

Location: London

Start date: Immediately

Contact name: Sandra

Telephone: 2779565572

Contact e-mail: daffodils@flowershop.co.uk

Working hours: Part-time, Monday to Friday, 9 am - 1 pm or 1 pm - 5pm

Requirements: Must be good with people, no experience required

II

ECOURIER

eCourier - www.ecourier.co.uk - is the UK's premier same-day delivery service



Category: Courier jobs

Salary: £ 1,500 per month

Location: Manchester

Start date: November 2020

Contact name: Christian

Telephone: By e-mail only

Contact e-mail: fasttravel@gmail.com

Working hours: Shifts (day / night) Monday to Sunday

Requirements: Must be over 18 with a motorcycle licence

III

TOURIST GUIDE

Visit UK – biggest tourism agency in London. **Foreigners** welcome to apply.

| | |
|------------------------|--|
| Category: | Tourism |
| Salary: | Based on experience |
| Location: | London |
| Start date: | December, 2020 |
| Contact name: | Dora Jones |
| Telephone: | +4402067985622 |
| Contact e-mail: | visituk@visituk.co.uk |
| Working hours: | Flexible |
| Requirements: | Must speak at least one foreign language and be keen on life outdoors; occasional travel required |

**IV**

OFFICE ASSISTANT

A busy legal practice in Birmingham seeks an office assistant

| | |
|------------------------|---|
| Category: | Office |
| Salary: | £ 19,000 per year |
| Location: | Birmingham |
| Start date: | As soon as possible |
| Contact name: | Nin Hao |
| Telephone: | 0779986769 |
| Contact e-mail: | legal@legal.com |
| Working hours: | Monday to Friday, 8.30 am - 5 pm, some night hours required |
| Requirements: | Some IT skills , punctual, reliable |



Your analysis

1. True or False? Why?

- a. Job I involves sales.
- b. Applications for job II only by telephone
- c. Salary for job number III depends on experience.
- d. People applying for job III must speak German.
- e. People applying for job IV might have to work in the evenings.

2. Identify the job for a candidate who:

- a. likes traveling and getting to know the country.
- b. loves working indoors using IT skills.
- c. doesn't want to work nights and weekends.
- d. would love to do something that will let him / her meet people.
- e. doesn't have any experience.
- f. wants some flexibility to keep on studying.

Think critically

Make Text-to-world connections

- What do you think is the best way to get a job? Why?

Make Text-to-self connections

- What would the ideal job for you be? What characteristics should it have? Why?

After reading

Vocabulary in context

1. **P** Classify the occupations in the box into different categories in a diagram. Then compare it with another pairs' work.

doctor actor technician waitress farmer principal dentist scientist postwoman
electrician musician singer translator salesperson police officer flight attendant
hostess pharmacist sportsperson journalist seamstress lawyer psychologist

2. **G** Play another guessing game.

- Complete the following table following the example.
- Take turns to read a description in the right column aloud, without naming the occupation.
- The other students in the group must guess the occupation.

| | |
|---------------|-------------------------------------|
| baker | A person who bakes cakes and bread. |
| driver | |
| astronomer | |
| geneticist | |
| hairdresser | |
| reporter | |
| archaeologist | |
| researcher | |
| actor | |

Writing workshop

An advertisement for a job

- P** or **G** Work in pairs or groups of three. You will create a job advertisement.

1. Organizing ideas

- Before you start, analyze the job advertisements on pages 12 and 13 again. Identify and underline what each applicant must do and the skills he / she must have.
- Think of a job you would like to write the advertisement for. (You may choose an unusual job like the ones in the Subject Connections section on page 26.)
- After analysing the job, answer these questions and take notes.
 - What types of skills are required to carry out the job?
 - What qualifications will be needed? Will your applicant require a particular college degree, or just a high school diploma? Will he or she need any experience?

- Where will the job be located? When would you want the candidate to start? And what will the working hours be?
- What benefits (pay, holiday, training, etc.) will you offer him/her?

2. Drafting

Use your notes to write some phrases and sentences about the job you will offer, following the examples on pages 12 and 13.

3. Revising

- Think of the format you will give the advertisement. (You may use the same format as the ads on pages 12 and 13).
- Write the ad making sure you include all the necessary information.
- Pick a title that is a good description of the job but that is simple to understand.
(for example: *Pastry chef for busy restaurant*)
- Add some visuals to attract the readers' attention.

4. Editing

Proofread the ad using the **Editor's Marks** in the box.

| Editor's Marks | |
|----------------|----------------------------|
| | Capital letter / Lowercase |
| | Punctuation |
| | Add a word |
| | Check spelling |
| | Change place |

5. Publishing

- Exchange your ad with another pair or group and evaluate each other's work using the prompts in the box.
- Put all the advertisements together to form a Job Advertisement Section of a newspaper or magazine. Display it in a visible place of your classroom or upload it to the class blog.

| The group |
|--|
| <input type="checkbox"/> used the correct language and vocabulary. |
| <input type="checkbox"/> made the ad clear and easily legible. |
| <input type="checkbox"/> did not make any grammar or punctuation mistakes. |
| <input type="checkbox"/> included all the necessary information in the ad. |

Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will...**

- listen and identify general and specific information in a job interview.
- share, compare and contrast experiences about job interviews.
- study expressions to confirm information.

What for?

- To identify expressions and questions used in a job interview.
- To identify qualities required for different jobs.
- To express ideas in a clear way.

Preparing to listen

1. G Form groups of three or four. Discuss these questions.

- Have you or any of your friends ever been interviewed for a job?
- How did you / they feel?
- Did you / they fill in any special job application forms?
- What information did you / they include in the form?

2. P Write a list of acceptable and unacceptable behavior during a job interview. Compare your list with another pair.

3. P Listen and tick (✓) the questions you would expect to be asked at a job interview. What do you notice about the language used?

- _____ Could you tell me something about yourself?
- _____ What kind of food do you like?
- _____ What is the climate like where you come from?
- _____ Why did you choose this career?
- _____ What is the most important thing you are looking for in a job?
- _____ What skills and abilities can you contribute?
- _____ Why should we hire you?

Focusing on listening

1. Listen to the recording. Check which of the questions in exercise 3 were used and complete the first point in the file.
2. Listen to the recording again (twice, if necessary). Focus your attention on the parts of the recording that are relevant to complete the missing information in the file.

Strategy in mind

- Focusing attention

While listening, pay attention to the parts of the recording that are relevant to your purpose.

LISTENING FILE: The right person for the right job

■ General information

- Type of text:
- N° of speakers:
- Language used:

■ Specific details

- Applicant's personal information. True or false? Why?
 - The applicant is a professional chef.
 - He hated cooking as a young man.
 - His father is a chef as well.
 - He lives quite near the job he is applying for.
 - He is only interested in a part-time job.
- Which of these qualities does the applicant have? Circle them.

agreeable punctual honest good team player
likes working late responsible sporty
takes his duties seriously hard working willing to learn

- Order of topics during the interview.

Salary expectations

Reasons for choosing the career

Skills and abilities the applicant can contribute to the company

The most important thing the applicant is looking for in a job

Smart listening

While listening, take some notes of the different expressions the interviewer uses to...

- let John know he is interested.
- keep the conversation going.
- confirm information.

Think critically

Make Text-to-world connections

- Do you think John gets the job? Why? Why not?

Make Text-to-self connections

- Have you ever applied for something such as a place in a school, a scholarship, a grant, a loan, etc.? What was the process like? What was the result?

After listening

Work it out!

Confirming information

Analyze these examples from the recording paying special attention to the parts in **bold**. Then, check your conclusions with your partner.

*John, you are a qualified chef, **aren't you?***

*You live quite near our restaurant, **don't you?***

*You are not interested in a full-time job, **are you?***

a. What does the speaker expect in each case?

i. Confirmation. ii. Negation. iii. Neither confirmation nor negation.

b. Is it formal or informal language?

Speaking workshop

Introducing yourself at a job interview

You will prepare and practice a personal introduction for an imaginary job interview.

1. Preparing to speak

An important part of every interview is the initial introduction, where you make a presentation of your most important skills, qualities and characteristics.

a. **P** Discuss these issues with your partner.

- i. How do you introduce yourself to a potential new friend?
- ii. How do you introduce yourself to a new teacher or an older person?
- iii. What information do you usually offer?

b. Now, individually, imagine that you are preparing for a job interview. Answer these questions and make notes.

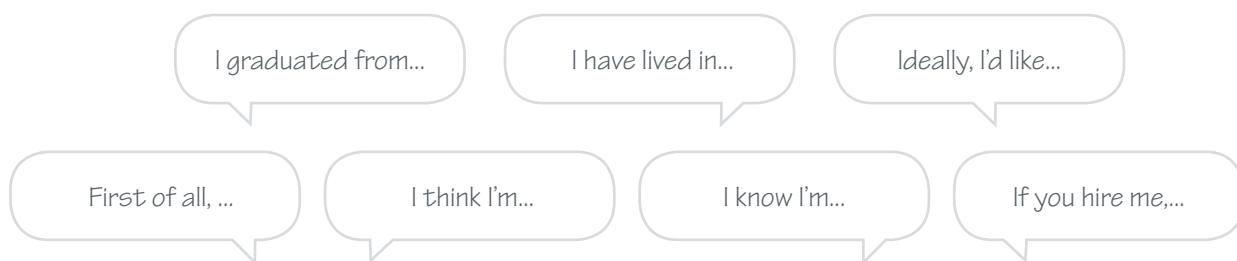
- i. What qualities would you like your employer to know about?
- ii. What characteristics would you prefer not to talk about? Why?

c. Continue working alone. Write out the main points as headings and bullet points or use the form below.

| Personal data | | | | |
|-------------------------|---|---------------------------|--|-----|
| Name | | Surname | | Age |
| Address | | Place of birth | | |
| Education | | Personal characteristics: | | |
| Interests: | | Hobbies: | | |
| Good at: | | Excellent at: | | |
| Experience | I have worked... | | | |
| Special characteristics | I am the best candidate for this job because... | | | |

2. Practicing

- a. 12 Listen and repeat these openings.



- b. Set a time limit and time yourself making your presentation.

i. Reduce it if it is too long.

ii. Have a clear opening and closing line, such as:

"I would like to introduce myself" / "I am happy to answer any questions."

iii. Make sure you maintain eye contact with your partner – it is an essential skill for a personal introduction.

3. Performing

Make your personal introduction to your partner and listen to his / her presentation.

4. Evaluating

Self-evaluate your presentations using the prompts in the box.

Then, offer feedback and suggestions to each other, focusing on your strengths and showing a positive attitude towards your capacity to learn English.

My partner and I...

- prepared for the exercise carefully.
- followed the suggestions offered in the instructions.
- helped each other in order to make a good presentation.
- corrected each other's language and pronunciation.
- used words, structures and ideas from the lesson.

Exit slip

ROADBLOCKS

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will...**

- read and identify purpose and general information in a leaflet.
- study how to express quantities.
- write a brochure with tips.

What for?

- To understand general and specific information in an informative text.
- To express your ideas in a coherent and organized way.

Preparing to read

1. Look at the job application form below. Fill it out as accurately as possible.

PERSONAL DATA

• Name • Surname
 • Date of birth • Place of birth / Nationality
 • Address (number and street, city, postal code)
 • Phone No

POSITION YOU ARE APPLYING FOR

•
 • Full-time • Part-time • Temporary

EDUCATION

• Name and address of school
 • Special skills and qualifications

EMPLOYMENT HISTORY: (start with present or last position)

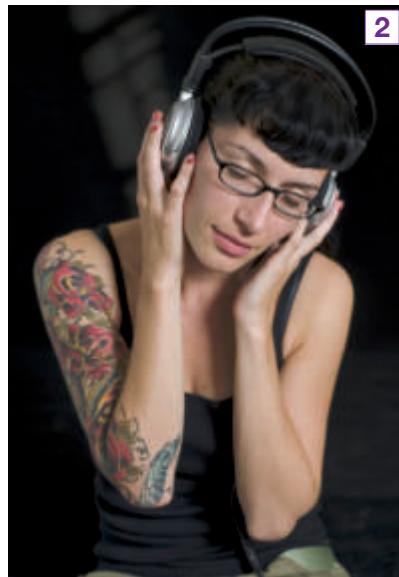
• Employer:
 • Address / phone:
 • Position title: From: To:
 • Duties

2. **P** or **G** In pairs or small groups, discuss what other information should be included in the form. Give your reasons and then compare your answers with the rest of the class.

3. **P** Look at these pictures and answer questions (a - d). Exchange opinions with another pair.



1



2



3



4



5



6

4. Answer these questions on your own.

- Do you think it is necessary to dress formally for a job interview? Why? Why not?
- What other different factors should you consider when applying for a job?

Key words

- being fired
- resumé
- typos

Strategy in mind

- Analyzing text structure
Identify how the information is organized.

Smart reading

Having the reading strategy in mind, scan the text and circle the correct alternative.

a. What kind of text is it?

- i. An article.
- ii. A brochure.
- iii. A poster.

b. What is the purpose of the text?

- i. To inform.
- ii. To instruct.
- iii. To define.

Focusing on reading

1. Look at the structure and the title of the text, read the first lines and find out what the text is about. Highlight or underline the main idea.

Applying for your FIRST JOB

I

Be sure to bring your **resumé**, identity card, driver's license, etc. You will probably also need the addresses and phone numbers of previous employers. Do not put too much information in your application form, but make sure you put enough.

II

Always take a few minutes to review the application. Some applications ask for information differently - and all have specific spaces in which you are expected to answer questions. Think of the application as your first test in following instructions.

III

Remember how important handwriting was in school? Make a little extra effort to write legibly - the application is a reflection of you. If completing it by hand, make sure you use only blue or black ink. Do not fold, bend, or damage the application.



NEW TO JOB-HUNTING? This brochure will help you with the most important information you need to successfully complete your first job application.

IV

One of the reasons employers want you to complete an application is because they want the same information from all job applicants. Answer all the questions. However, if some of them do not apply to you, simply respond with "not applicable," or "n / a."

V

It is better not to offer too much negative information. Your goal is to get an interview. If you provide a lot of negative information (such as **being fired** from a job) it just gives the employer a reason not to interview you.

VI

Once you have completed the application, sit back and take a few moments to read the document, checking for all errors - especially **typos** and spelling mistakes.

Adapted from: Hansen, R. S. (Ph.D.). (n.d.) *A Job-Seeker's Guide to Successfully Completing Job Applications*. Retrieved from: <https://www.quintcareers.com/job-applications/>

Your analysis

1. Choose a heading (a - f) for each paragraph (I - VI). Write them in the corresponding place in the text.
 - a. Do not provide any negative information.
 - b. Do not leave any blanks.
 - c. Come prepared with the information you need.
 - d. Read and follow instructions carefully.
 - e. Proof read your application before submitting it.
 - f. Complete the application as neatly as possible.
2. Identify in which paragraph you can find a reference to...
 - a. giving the employer a reason for not interviewing you.
 - b. information that has no relation to you.
 - c. the importance of tidiness and order.
 - d. the documents you should take with you.

Think critically

Make Text-to-world connections

- In what other places is it necessary to fill out forms?
- Do you think it is necessary? Give reasons.

Make Text-to-self connections

- Have you ever filled out a form? What for?

After reading

Work it out!

Expressing quantities

P Analyze these examples from the text paying attention to the expressions in **bold**.

*Do not put **too much** information, but make sure you put **enough**.*

*Always take **a few** minutes to review the application.*

*Make a **little** extra effort to write legibly.*

*If you provide **a lot of** negative information, it just gives the employer a reason not to interview you.*

- a. Identify which expressions refer to...

countable nouns _____ uncountable nouns _____ both _____

- b. Find and underline more examples in the text. Use a colour code to identify them.

Vocabulary in context

1. Read these sentences from the text and pay special attention to the words in **bold**.

- Be sure to bring your **résumé**, identity card, driver's license, etc.
- One of the reasons employers want you to complete an **application** is because they want the same information from all job applicants.
- Do not fold, **bend**, or damage the application.
- Once you have completed the application, sit back and take a few moments to read the document, checking for all errors - especially **typos** and spelling mistakes.

2. **P** Analyze the meaning of the words in **bold** according to the context in which they are used. Circle the correct alternative for each one.

- i. a summary of your academic and work history
ii. to begin again, to recommence
- i. an official request for something, usually in writing
ii. a computer program designed for a particular purpose
- i. to make something become curved
ii. to move the body
- i. typographical error, error of printing
ii. the small metal blocks used for printing letters and numbers

Writing workshop

A brochure with tips

P or **G** Work in pairs or groups of three. You will make a brochure with tips.

1. Organizing the ideas

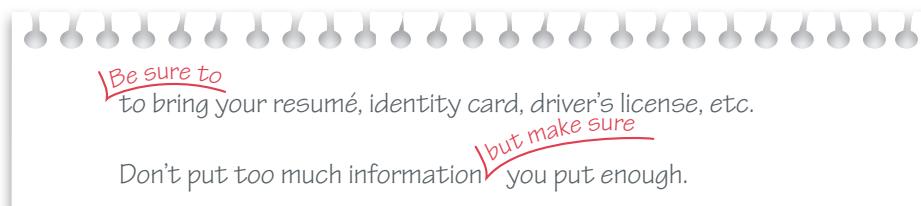
- Before you start, analyze the brochure on pages 22 and 23 again. Talk about...
 - format
 - type of language
 - information to include
- Choose the topic you will offer your tips on. Choose something you are familiar with or something that you can research easily such as: how to apply to a university, join a club, apply for a scholarship, etc. Take some notes.

2. Drafting

Use your notes to write a set of sentences. Follow the examples in the text on pages 22 and 23.

3. Revising

Put the sentences together into different paragraphs, using connectors to link your ideas and adding words to make them more attractive to read. Look at the example.



4. Editing

Proofread your revised draft using the **Editor's Marks** in the box. Follow these guidelines:

- Use the correct format of a brochure and keep it brief and to the point.
- If you use formal language, remember not to use shortened verb forms.
- Read the brochure aloud and ask yourself the following questions:
Does it make sense?
Have I said all I wanted to say?
Is the spelling, grammar and punctuation correct?
- If you answered yes to all the questions, transfer the brochure to a clean sheet of paper.

| Editor's Marks |
|----------------------------|
| Capital letter / Lowercase |
| Punctuation |
| Add a word |
| Check spelling |
| Change place |

5. Publishing

Give your brochure to another group and ask your classmates to read it. Evaluate each other's performances using the prompts in the box.

| Our classmates... |
|--|
| <input type="checkbox"/> followed the instructions. |
| <input type="checkbox"/> kept the correct format of the brochure. |
| <input type="checkbox"/> wrote the brochure correctly and kept it brief. |
| <input type="checkbox"/> included all the relevant information. |

Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

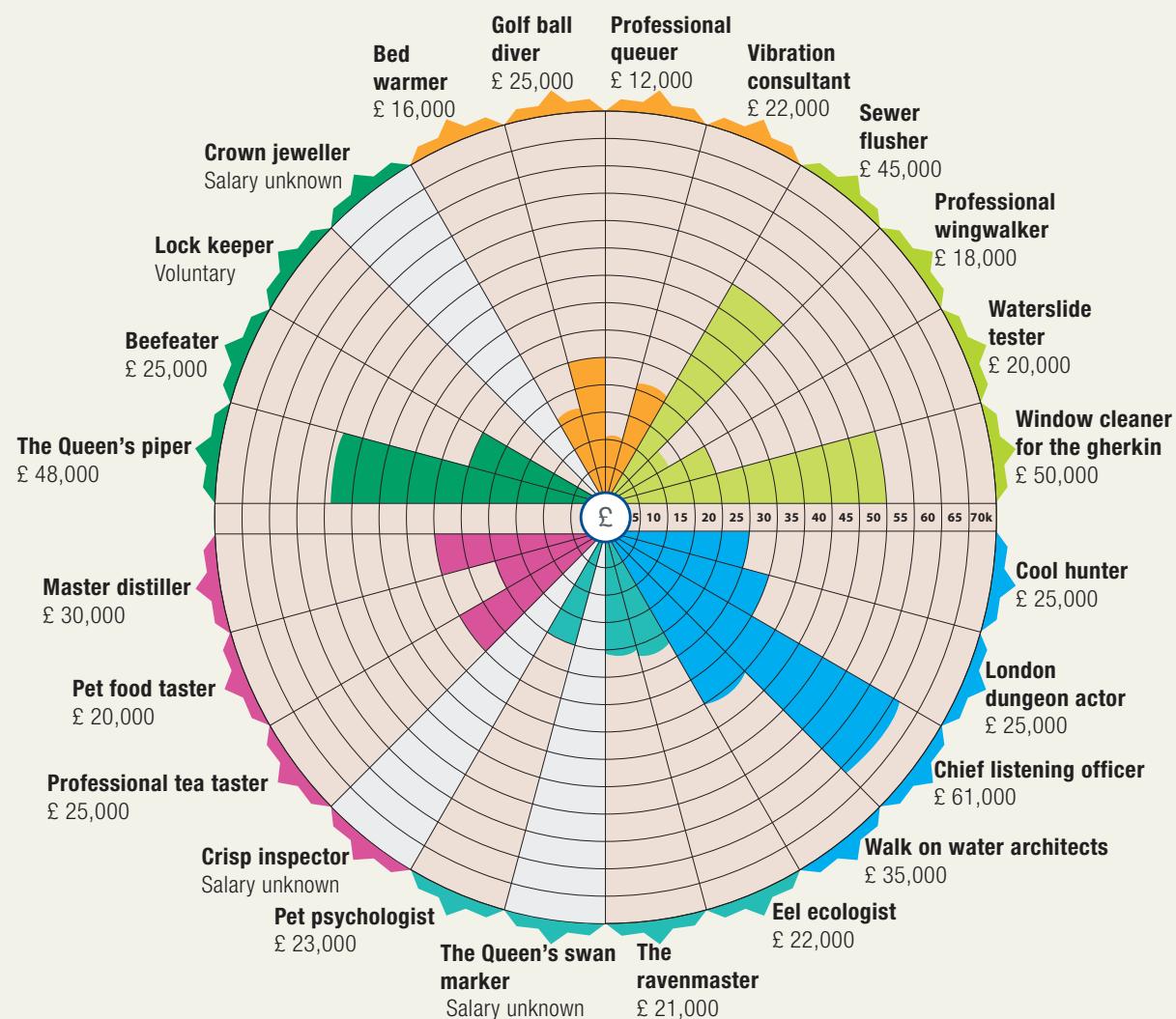
You will...

- analyze an infographic about unusual jobs in the UK.
- rank the jobs in the infographic.
- write short descriptions of some of the jobs.

What for?

- To identify general and specific information in an infographic.
- To express your ideas in a coherent and organized way, in written and oral form.
- To connect the content and topic with other subjects of the curriculum.

- Do you know that there are very unusual jobs in this world? Read the infographic created by [Umum UK](#), which reveals the most unusual jobs in the UK.

Unusual jobs you did not know existed

Adapted from: Henderson, E. (2015). *The most unusual jobs you didn't even know existed*.

Retrieved from: <http://www.independent.co.uk/news/business/news/the-unusual-jobs-you-didnt-know-existed-a6743331.html>

2. **G** With your partners, answer these questions about the infographic on page 26.

- How are the different jobs organized?
- What do the colors in the diagram mean?
- Which are the best paid unusual jobs? How can you easily identify these in the diagram?
- Think about words to characterize these jobs, such as: interesting, weird, profitable, dangerous, stressful, etc.

Rank the jobs (1 - 5) according to these characteristics (1 = the least... / 5 = the most...) using the table below.

| Ranking | Characteristic | | | |
|---------|----------------|--|--|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

3. Visit this website: <http://www.independent.co.uk/news/business/news/the-unusual-jobs-you-didnt-know-existed-a6743331.html> and learn more about the jobs in the infographic.

- Choose one of the categories in the infographic and write short descriptions for the jobs in it. Follow the pattern.



- Take turns to read the descriptions aloud, without mentioning the name of the job. Your classmates must guess which job you are describing.

MODULE 2



Entry slip

GOALS

Read what you will do in each lesson (p. 29 - 43) and answer the questions in the slip before you start.

Questions

- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

-
-
-

How ready are you?

1. **G** Look at this advertisement and identify the information related to the job. Does it include all the information you need to apply? What is missing? How is this advertisement different from those on pages 12 - 13? Underline the information in the text following the color code.

COLOMBIA KIDS

The Colombia Kids project is based in the Andes mountain range, in the vibrant city of Medellin. The project includes an outreach program for the street children, free education and day centers.

The children are provided with English classes, lessons in Spanish, arts, music, sports and various vocational training. The project includes a health program and psychologists' work and also takes care of all the nutritional needs of the children. The project helps young people find a way out of the trap of poverty and trains them in vocational skills so that they can become contributing members to their families and to society.

- Location
- Goal
- Skills required

2. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

| | | | |
|--|---|--|---|
| I am completely ready to start. I could even help my classmates.
<input type="checkbox"/> | I am quite ready to start. I may make a few mistakes.
<input type="checkbox"/> | I am barely ready to start. I will need some coaching.
<input type="checkbox"/> | I am not ready to start. I will definitely need coaching.
<input type="checkbox"/> |
|--|---|--|---|

**You will...**

- listen and identify general and specific information in a radio interview.
- participate in conversations using expressions related to jobs, occupations and professions.
- make connections with your own reality, other texts and the rest of the world.
- self-evaluate your performance according to a rubric.

What for?

- To demonstrate comprehension of an oral text related to working life.
- To respond to the text through short discussions and conversations.
- To use language in oral presentations and exchanges properly.
- To show a positive attitude towards my capacity to learn English.

Preparing to listen

- 1.** What skills do you think are most valued by employers? Rank the skills in this list from 1 to 10 (1 = Most important and 10 = Least important), based on how important you think each one is. Discuss your answers with other pairs.

| Skill | Ranking | Skill | Ranking |
|---------------------|---------|----------------------------|---------|
| Communication | | Motivation / Initiative | |
| Honesty / Integrity | | Flexibility / Adaptability | |
| Teamwork | | Analysis | |
| Interpersonal | | Technological | |
| Strong work ethic | | Organizational | |

- 2.** How would you motivate someone to do a good job? Listen and repeat the expressions in the bubbles and then choose the three most motivating.



- 3.** You are going to listen to three personal reports. Based on the title of the lesson and the activities you have done so far, what do you predict these people will speak about? Circle one alternative.

- What their job consists of.
- How they feel about their job.
- How they chose their occupation.

Focusing on listening

1. Listen to the recording, check your predictions and complete the first point in the file.
2. Listen to the recording again (twice). As you listen, complete the rest of the file.

Strategy in mind

- Having a purpose for listening

Set a purpose for listening.

LISTENING FILE: It is all about attitude

■ General information

- Main topic:
- Purpose:
 - a. To describe
 - b. To inform
 - c. To persuade

■ Specific details

- Which of the speakers (S1 / S2 / S3) is:
 - a. a miner?
 - b. a teacher?
 - c. a physical therapist?
- Which expressions from exercise 2 are used? List them below.

- Which speaker (S1, S2, S3)...
 - a. has long holidays?
 - b. works with copper?
 - c. is happy when kids get good grades?
 - d. works with children and adults?
 - e. was scared the first time he / she worked?
 - f. says positive things to people he / she works with?
 - g. helps change the attitude of the people he / she works with?

■ Main conclusions

Do all the speakers have a positive attitude towards their work?
How can you tell?

Smart listening

- While listening, pay attention to the parts that are relevant to your purpose.
- Before listening, identify the missing information in the file.

Think critically

Make Text-to-self connections

- Do you think it is important to be keen on the job you are doing? Why? Why not?

After listening

Work it out!

Joining ideas

Analyze the examples from the recording. Then check your answers with your partner.

- a. Underline the structures that join two ideas or sentences.

And it's all about being positive and cheering them (...) so that they respond.

I try to focus on something else so that I don't think about it at all.

Working with kids and adults in order to help them get on their feet again is the best job ever.

- b. These expressions convey... i. a reason. ii. a purpose. iii. an obligation.

Speaking workshop

visiting a career counselor

P One of you will be a job counselor and the other a job applicant.

1. Preparing to speak

- a. 15 Listen to these words and repeat. Pay special attention to the pronunciation of the parts in **bold**.

you yes young year yesterday university used

- b. 15 Listen and repeat these expressions.



- c. Write down some questions the counselor may ask in the interview. Use the expressions you practiced and the prompts in the tables below on pages 31 and 32.

| | Prompt | Question | Answer |
|--------------|--|----------|--------|
| Interests | <ul style="list-style-type: none">• using computers• meeting new people• working with animals / people / children• repairing things• driving cars• attending meetings• teaching• cooking• working in a team• traveling• working with figures | | |
| Type of work | <ul style="list-style-type: none">• indoors / outdoors• part time / full time• usual / unusual | | |

| | Prompt | Question | Answer |
|--------------------|--|----------|--------|
| Applicant's skills | <ul style="list-style-type: none"> • motivation • initiative • collaboration • flexibility • responsibility | | |

2. Practicing

Practice repeating the questions aloud with your partner and correct each other's mistakes. Pay special attention to the pronunciation of the initial sound you practiced in point 1, a.

3. Performing

Role-play the interview with your partner. Take turns to be the counselor and the candidate.

- The counselor asks the questions in the table and the applicant answers them as fully as possible providing additional information.
- The counselor writes the answers down in the table.
- Based on the information provided by the applicant, the counselor should suggest three jobs he or she thinks would be ideal for the candidate. Use the expressions you repeated in point 1, b.

4. Evaluating

Evaluate each other's performance after you finish.

Use the prompts in the box.

We...

- took the task seriously and both contributed to it.
- used the correct language and pronunciation.
- made our answers as full as possible.
- corrected each other, giving positive feedback and appreciating our strengths and achievements.

Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will...**

- read and identify main ideas and supporting information in an article about three unusual professions.
- make connections with your own reality and the rest of the world.
- write a short description of a job, following the steps of the writing process.
- self-evaluate your work according to a rubric.

What for?

- To demonstrate comprehension by making connections with the text.
- To demonstrate comprehension of a non-fiction text.
- To use different strategies to support comprehension.
- To write a short description of a job, following the steps of the writing process.

Preparing to read

- 1.** Match the words *job* and *work* with as many other words as possible (not all the words in the bubbles can be matched). Write the pairs in your notebook and check with your dictionary.



- 2. G** Discuss the job options (a - k). Which do you find the most attractive as a future career? Justify your choices using some of the expressions below.

*I think... As far as I'm concerned... According to me,... As I see it,... It seems to me that...
In my opinion,... From my point of view,... My personal view is that...*

- a. Repairing car engines
- b. Conducting research studies
- c. Counseling other people
- d. Directing or acting in theatrical productions
- e. Inventing new products
- f. Working with children
- g. Working in a restaurant or a hotel
- h. Assembling and repairing computers
- i. Working in the financial sector
- j. Making furniture or other stuff
- k. Designing websites and other Internet-based services

Key words

- inheritance
- sprains
- rooted
- barrel organ

Focusing on reading

1. Look at the pictures that illustrate these articles and choose one title for each. Then, read the articles and confirm or correct your ideas. (There is one extra title that you don't need to use).
 - a. Women and clay
 - b. Music in the streets
 - c. Bone and soul repainer
 - d. Cooking runs in the family

Strategy in mind

• Identifying general and specific information

To read in order to find two types of information: overall and precise

Smart reading

1. Read the texts and identify which of these characteristics they all have in common. Circle the correct alternatives.

- a. They all mention unusual jobs.
- b. All the people are Chilean.
- c. They all travel a lot.
- d. Their jobs are part of a family tradition.
- e. They are occupations that are no longer carried out.

2. Identify at least two unique characteristics of each job. Underline them in the texts.

Some professions are common and some are not. Some people choose their jobs on their own and some because it is a family tradition.

The same as his grandfather, Luis Torres occupied himself repairing the shoes of the people in his town. The town's football team were his main clients.

"When I was a kid, I spent all the time looking at my grandfather. And when somebody told him I was bothering, he always answered: He's not bothering, he's just learning".

But **inheritance** went further. After his death, he adopted his grandfather's job and he is also a bonesetter. Lots of patients from all over the country come to get their legs, arms, hands and ribs touched by his fingers to get them back in place.

"What doctors do is put casts; and when there's a broken bone, there's no other way, but for **sprains** and dislocations, sometimes even doctors send me their patients".

To preserve popular traditions is another of his main motivations. He is also a good *payador* (folk rhymers), and can improvise verses. "I'm a composer of *payas* (verses) and a bonesetter", he says proudly.

He's now taking care of the transmission of the bonesetter's work to his grandchildren.

"My grandfather said to me: Some of your grandchildren will also be bonesetters. And there's now a young kid who's always looking at me. He's going to be the one".

Adapted from: Mena, R. (2003). *Bone and soul repainer*. Retrieved from: http://www.nuestro.cl/eng/stories/people/armijo_huesos.htm



Her grandmother, mother, aunts, sisters and some nieces are now or have been clay artisans, the same as Delfina Aguilera. She's part of a long tradition known as *loceras de Pilén*, from a small rural town near Cauquenes, in the Maule region.

Of the twelve children that Delfina had, only one of her daughters continued with the ceramic tradition, but now she rarely touches clay; she is a car mechanic and works at a car-repair place. "She can change car wheels all by herself", says her mother.

Delfina knows that her granddaughters are not going to be into handcrafts, but she knows that this feminine tradition is still deeply **rooted** in her native town and expresses itself in an eternal vocation.

"So to me, it's a real honor to be part of this tradition. I'll keep doing it as long as my hands let me. I've done it all my life, and I'm willing to teach all the kids that are willing to learn".

Adapted from: Mena, R. (2005). *Women and clay*. Retrieved from: http://www.nuestro.cl/eng/stories/people/delfina_aguilera.htm



Your analysis

- How are the people in the articles related to the business cards on page 10? Choose a card for each person.
- How did these people choose their jobs? What do they have in common?

Think critically

Make Text-to-world connections

- Which of these do you think is the best job? Why?
- Which of these do you think is the worst? Why?

Make Text-to-self connections

- Would you choose a job because of a family tradition?, Why? Why not?

All over Chile, there are only two female **barrel organ** players. Two women that, inspired by their husband's or a relative's example, have adopted this traditionally masculine job, going out to the streets with their instruments.

Sonia Trujillo is one of them: "I think there are two of us in the whole world because I've never heard of others", she says laughing.

The eight original tunes stored on the cylinder of her old and delicate instrument include old Spanish zarzuelas, Mexican

corridos, Chilean *cuecas* and Argentine tangos.

"Some people know the tunes and ask for them. I like keeping this tradition, because this is one of Chile's most typical things. Sometimes people dance or sing. Then I think I'm doing well".



Adapted from: Mena, R. (2001). *The woman of the barrel-organ*. Retrieved from: <http://www.nuestro.cl/eng/stories/people/soniatrujillo.htm>

After reading

Vocabulary in context

1. Read the words in the box paying special attention to the parts in **bold**. Do they have anything in common?

assistant composer dentist farmer flight attendant journalist
lawyer pharmacist player psychologist scientist singer waitress

2. Explain the meaning of the parts in **bold** to your partner with your own words.
3. **P** Classify and organize the words in different categories. Draw a diagram or table and compare it with other pairs.

Writing workshop

A brief description of a job

1. **P** Organizing the ideas

- a. Before you start, analyze the articles on pages 34 and 35 again. Identify and underline what each person does.
b. Think about a job (usual or unusual) you would like to have. Use the prompts below to collect information about it. Make notes in your notebook.

Occupation / Profession / Job title:

- **Primary responsibility:** What do people in this occupation do?
- **Requirements:** What are the most important skills and abilities required?
What type of personality is important for this occupation?
- **Educational preparation:** Is a program of studies or special training required? Which one?
- **Job characteristics:** Working hours?
Indoors / outdoors occupation?
- **Positive features:** Mention two positive aspects of this occupation.
- **Negative features:** Mention two negative aspects of this occupation.

2. Drafting

Use your notes to write some sentences about the job you would like to have. Follow the example below.



The people in this occupation are called _____. They _____.

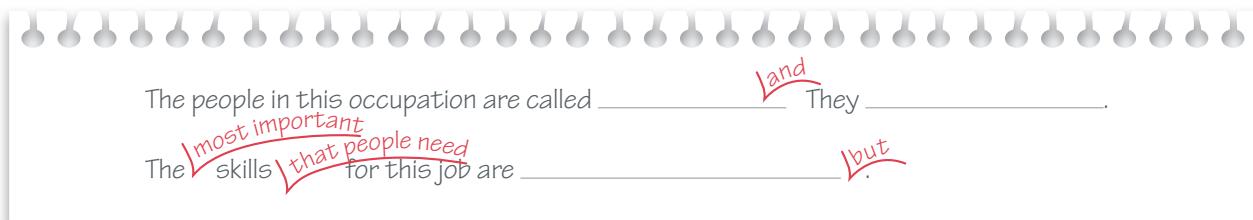
The skills for this job are _____.

Positive features of this job are _____.

Negative features are _____.

3. Revising

Put the sentences together into a paragraph, using connectors to link your ideas and adding words to make the paragraph more attractive to read. Look at the example.



The people in this occupation are called _____ *Land* They _____.
The *most important* skills *that people need* for this job are _____ *but*.

4. Editing

With the teacher's help, proofread your revised draft using the **Editor's Marks** in the box.



The people in this *o*ccupation are called _____ and *t*hey _____.

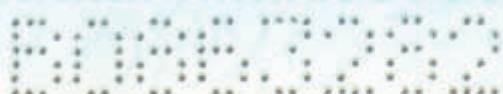
| Editor's Marks | |
|----------------|----------------------------|
| | Capital letter / Lowercase |
| | Punctuation |
| | Add a word |
| | Check spelling |
| | Change place |

5. Publishing

- Make an oral presentation to the class, talking about the job of your choice. Use the text you wrote to help you.
- Ask your teacher and classmates to evaluate your presentation using the prompts in the box.

- I filled in the form according to the instructions.
- I included all the relevant information.
- I used words, structures and ideas from the lesson.
- I checked and corrected grammar and spelling mistakes.

Exit slip



Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will...**

- listen and identify general and specific information in personal reports.
- identify speakers.
- make an oral presentation about volunteering.

What for?

- To use different listening strategies to improve comprehension.
- To express your ideas in a coherent and organized way, making connections between the topic of the recording and your own experiences.

Preparing to listen

- 1. G** In groups of three, discuss what a volunteer is or does. Then, choose the definition (a, b or c) that best suits your ideas.

a. A volunteer is a person who performs or offers to perform a service out of his or her own free will without payment.

b. A volunteer is a person who performs or offers to perform a service because he / she has nothing else to do.

c. A volunteer is a person who performs or offers to perform a service out of his or her own free will, but requires a payment.

- 2. G** Review the list of adjectives in the box below and look up their meaning. Then, circle the character traits and skills a volunteer should have and add a few of your own.

| | | | | | |
|---------------|-------------|--------------|-----------|--------------|------------------|
| enthusiastic | eager | cheerful | lazy | uninterested | socially engaged |
| participative | unwilling | hard working | adaptable | proactive | patient |
| idle | indifferent | easy-going | friendly | concerned | dedicated |

- 3. P** With your partner, rank these causes from 1 to 8 (1 = the most important; 8= the least important) according to your own reality. Then, share opinions with other pairs, giving reasons for your ranking.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | a. Work in an elders' home |
| <input type="checkbox"/> | b. Help save animals in danger of extinction |
| <input type="checkbox"/> | c. Raise money for a friend in need |
| <input type="checkbox"/> | d. Raise cash for starving people |
| <input type="checkbox"/> | e. Work in an animal shelter |
| <input type="checkbox"/> | f. Clean beaches, parks and forests |
| <input type="checkbox"/> | g. Teach kids English or computer skills |
| <input type="checkbox"/> | h. Plant trees and flowers |

Focusing on listening

1. Listen to the recording and check which of the causes (a - h) in exercise 3 are mentioned. Complete the first point in the file.
2. Listen to the recording again (twice). As you listen, complete the rest of the file.

Strategy in mind

- Focusing on intonation patterns and stress

Pay special attention to words that sound louder - more important - and to the different intonation patterns.

LISTENING FILE: For a good cause

■ General information

- Main topic:
 - Motivation of each speaker (S1, S2, S3)
- a. To inform about volunteering.
b. To help save the planet.
c. To face a personal change and its result.
d. To help a friend in need.

■ Specific details

- Which of the speakers (S1 / S2 / S3) mentions...
 - a. age? c. actions during volunteering?
 - b. profession? d. his / her recent arrival home?
- Which volunteering options (a – h) mentioned in exercise 3 did the speakers choose? Write S1, S2 or S3 and the activity.



- a. b. c.

- Focus on the strategy in mind. According to what you hear, describe each volunteer using the adjectives in exercise 2, page 38.

a. S1

b. S2

c. S3

Smart listening

- As you listen, pay attention to the speakers' intonation and stress and make connections with their feelings towards the topic.

Think critically

Make Text-to-world connections

- Which of the volunteers in the recording could come to Chile to work? Why?

Make Text-to-self connections

- Think of a time you helped someone or participated in voluntary work. How did it make you feel?

After listening

Work it out!

Describing past habits

Analyze examples from the recording and identify what the speakers are talking about. Then check your answer with your partner.

I used to be a person who could never really decide what I wanted.

In the past, I used to work with other organizations in developing countries.

The speakers are talking about ...

- a. a particular event in the past. b. habitual activities in the present. c. habitual activities in the past.

Speaking workshop

Talking about personal experiences

You will prepare a personal report about an experience in volunteering.

1. Preparing to speak

- a. 17 Listen and repeat these words. Pay special attention to the pronunciation of the parts in **bold**.

thousands of excuses

comfort **zone**

changed person

very **impressed**

different **cause**

do **something**

raise the **money**

managed **to**

- b. 17 Listen and repeat these expressions. Pay special attention to intonation and stress.

just go and do it!

I think it's great

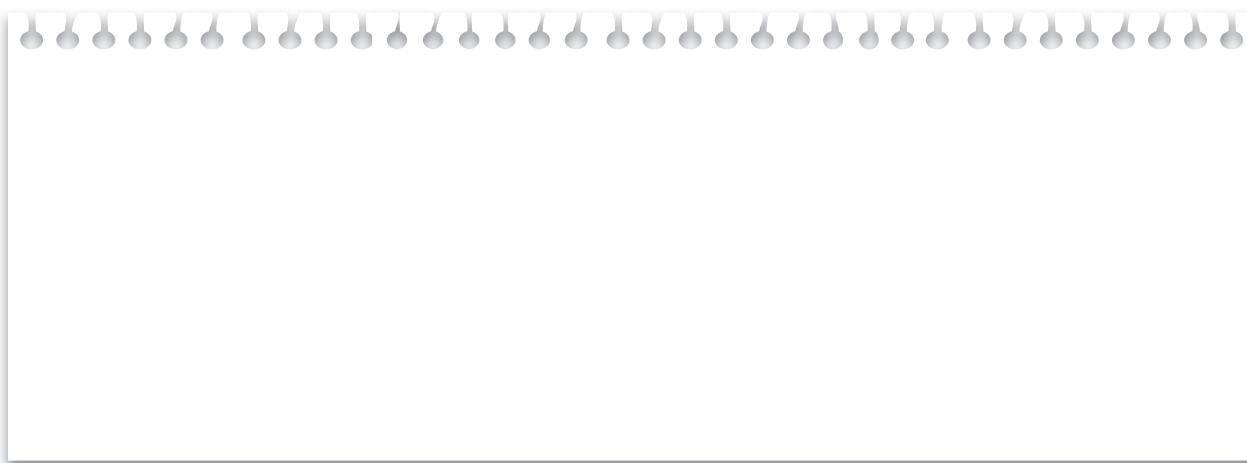
we don't do enough

sign a commitment

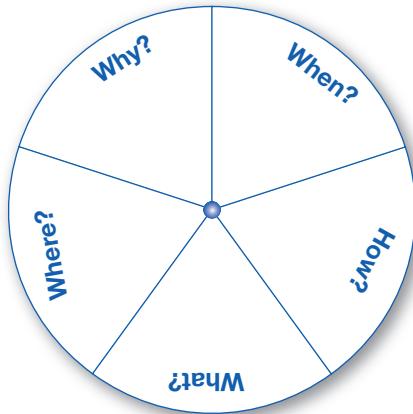
instead of giving up

we managed to

- c. Choose one experience from your life that relates to either volunteering or a job you did in the past. Write down some notes about the experience on a separate piece of paper.



- d. Organize your notes under subheadings, such as: *when*, *what*, *where*, *why* and *how*.



- e. Decide on the tone you will use in your presentation (funny, sad, enthusiastic, encouraging, etc.), and use expressions to make your presentation interesting. Include:
- information about things that you could see, hear, smell, feel, taste.
 - actions you did.
- f. Conclude by telling what you learned from the experience.

2. Practicing

P Rehearse your presentation with your partner and give feedback to each other. If possible, record your presentation and ask your partner to listen to it.

3. Performing

G Form groups to present your experience to your partners.

4. Evaluating

Use the prompts in the box to evaluate one person in your group (except the partner you practiced with).

My classmate...

- presented the information in a logical sequence.
- used a clear, audible voice.
- used correct pronunciation and intonation.
- included the required information.
- made an interesting presentation.

Exit slip

ROADMAP

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--|
| I exceeded the objectives. | |
| I met the objectives. | |
| I met a few of the objectives. | |
| I did not meet the objectives. | |

What difficulties do I anticipate for next lesson?

You will...

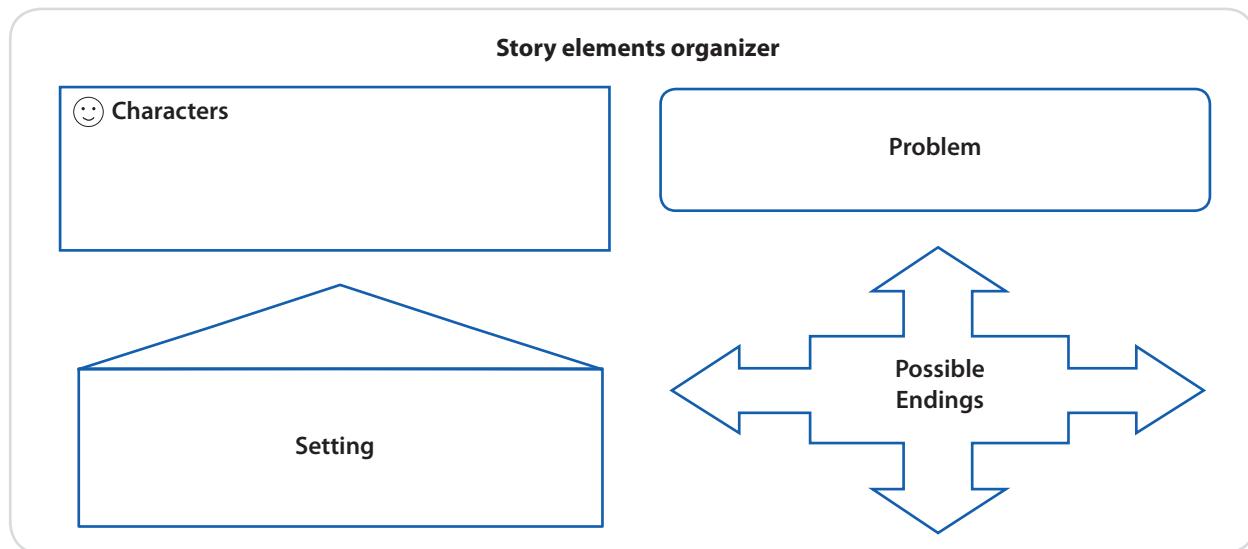
- read and identify topic, theme, characters and problem in a story.
- summarize the plot of the story using a graphic organizer.
- describe a solution to the problem in the story.

What for?

- To demonstrate comprehension of a literary text.
- To make connections with content related to Language and Literature.

1. **P** Read the title and the first two sentences of the story on page 43. Answer these questions and then discuss with your partner.
 - a. What type of narrator is it? How do you know it?
 - i. A first person narrator.
 - ii. A second person narrator.
 - iii. A third person narrator.
 - b. What kind of events are narrated in the story?
 - i. Past, distant events.
 - ii. Recent events.
 - iii. Future events.
 - c. Who is **He**? How do you know it?
 - i. The job applicant.
 - ii. The employer.
 - iii. The applicant's dad.
 - d. Why is the story related to the contents of the unit?

2. Read the story again. Complete the information related to characters, setting and problem in the story elements organizer and then check with your partner.



3. What do you think happened when Monday came around? In one or two sentences, write a short narration about that Monday's events.
4. **G** Get in groups of four, compare your narrations and choose the most suitable ending for the story. Appoint a student in the group to read the ending aloud in front of the class.

My First Job Offer

"How old are you?", he asked kindly. "Seventeen", I lied. I was 15 going onto 16. I was skinny and small, with tiny hands and feet.

He acted like he believed me and continued to look at my "made-up" resumé, and asked me some questions. Then he leaned to the back of his chair; adjusted his glasses, and looked seriously through them for a second.

Suddenly without any warnings, he asked, "So, how much do you know about our company?" Duh! Nothing...I suppose. I thought. I stared at him and smiled, and then told him the truth, "Well, I don't really know much. I'm sorry." Probably, he did not really expect me to answer the way I did. For a moment, I thought, "Oh well...not much I can do now if he doesn't want to hire me."

Then suddenly, he began telling me about the company, as if I was really interested in what he had to say. I kept on nodding my head even though I wasn't really paying much attention to what he was saying.

Then he paused, and my heart just skipped a beat.

"So, do you have any questions for me so far?" he asked. Huh? Questions for him? I didn't know I was supposed to ask him some questions! "No, thank you! No, not at the moment anyway," I finally answered. Oh well, I probably ruined this interview anyway. Why would he want to hire someone who doesn't know anything about his company?

He continued to read my "made-up" resumé. I sat there in silence - for what seemed like an eternity!

Then he spoke again. "So when will you be available to begin work?" I couldn't believe my ears! No tests or anything, just simply asked me when am I going to be available to begin working!!! I secretly congratulated myself!!! I quickly put on my thinking cap, and then answered, "How about next Monday? I always like to start work on Mondays." I told him. He seemed satisfied.

"Okay then! Come around at 8:30 on Monday morning to our personnel office. You can fill out some paper work first over there, and then begin your work at 9:00. Office hours here are from 9:00 to 5:00," he smiled. "Okay, I will. Thank you so much!" I shook his hand and bid him goodbye. I've got a job!!! I secretly shouted with joy inside my head. I couldn't believe it that I had a job

I went back home to tell my mom and dad. They were both very happy for me. Then they asked me, "So what's your salary? How much are you going to be getting paid each month?" "I don't know," I answered, "He never told me anything about my salary."

"May, you're supposed to know how much you're getting paid before you accept a job offer!" my mom yelled. Suddenly, I remembered: "Do you have any questions for me so far?" - I should have asked him that question then!

I stayed in my bed for the whole weekend long, just worrying if the employer was going to pay me less for not asking him that question about my salary.

When Monday came around, I found out that ...

To be continued...

Adapted from: Joyce, S.M. (2010) *My first job offer* – Part 1. Retrieved from: <http://www.authorsden.com/visit/viewpoetry.asp?id=275020>

PROJECT

A job interview

I | Preparation

1. **G** Work in groups of four.
2. Read the instructions in the Procedure section and fill in the information in the file.
3. With the information in the file, and considering your strengths and weaknesses, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know in advance the areas that will be evaluated.

PROJECT 1 PREPARATION FILE



■ Task

Due date

■ Sources of information

■ Areas of curriculum involved

■ Member: _____ Task:

■ Member: _____ Task:

■ Member: _____ Task:

■ Materials

II | Procedure

1. **G** Choose one of the jobs in the box. (You may also choose another interesting or unusual job).

astronaut clown crane operator film stuntman flight attendant museum guard newsreader



2. Assign roles (one student will be the applicant or candidate and the other three will be the interviewing panel) and follow the instructions.

- a. The applicant should prepare a few questions about the job, referring to:

possibilities of promotion

traveling to other cities / countries

additional training

- b. Individually, each of the interviewers should write at least two questions for the applicant. Here are some examples of topics:

applicant's experience

skills

type of office equipment he / she can use

where the applicant sees himself / herself in XX years' time

reasons for leaving previous job

3. Prepare the setting as a group. Place your desks so that the interviewers are facing the applicant like in a real interview.
4. Practice role-playing the situation from the start, that is to say: the applicant enters the room, greets the interviewers, he / she is asked to sit down, etc. If possible, record the interview and make a video.

III Presentation

Role-play the interview in front of your classmates or let them watch the video.

IV Evaluation

After you have finished the role-play, reflect on your work and evaluate the group performance. Check the corresponding column according to the following scale:

4 = Excellent! / 3 = Good / 2 = Satisfactory / 1 = Needs improvement

| We... | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| We all stayed on task all of the time without reminders. | | | | |
| We followed the instructions, distributed tasks and collected all the necessary information. | | | | |
| We used structures, vocabulary and ideas from the unit. | | | | |
| We were respectful to each other's ideas and opinions in the group. | | | | |
| I worked proactively and responsibly towards the common goal. | | | | |
| I showed a positive attitude towards my own capacity to learn English. | | | | |

SYNTHESIS AND REFLECTION

1. Now that you have completed the unit, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you developed in the unit and complete the table. Compare it with your partner's table expanding, correcting and adding new information and using what you learned along the unit.

| Lesson | What did I do? | What did I learn? | How will I apply this learning? |
|---------|----------------|-------------------|---------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| Project | | | |

- 3.** Individually, reflect on and evaluate your performance in the unit using the markers: *A= always, S= sometimes, N= never*. Complete the column *My view*.

| Area to evaluate | My view | My teacher's / partner's view |
|---|---------|-------------------------------|
| Taking control of the learning process
• I set goals and met them.
• I challenged myself to be the best I can be by completing tasks.
• I stayed on task and completed additional language activities. | | |
| Supporting classmates
• I tried to help my classmates when they struggled or hesitated.
• I supported my classmates and shared my knowledge.
• I showed consideration and respect for myself and others. | | |
| Understanding directions
• I engaged in activities quickly and by myself.
• I watched and listened attentively to get instructions. | | |
| Vocabulary
• I incorporated past and new vocabulary.
• I asked the teacher to explain words I did not understand. | | |
| Writing
• I followed models when I did writing tasks.
• I checked my spelling and grammar. | | |
| Speaking
• I imitated my teacher / recordings and paid attention to pronunciation.
• I could give small oral presentations on the topic of the lessons.
• I could engage in short dialogs imitating a model. | | |
| Comprehension (reading / listening)
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.
• I could quickly recognize the type and purpose of a text / recording.
• I focused on using appropriate or suggested strategies. | | |
| Critical thinking
• My answers included supporting evidence from the text / lesson.
• I justified and explained my opinions.
• I related content to personal experiences. | | |

- 4.** Ask your teacher or a partner to assess your performance. Complete the column *My teacher's / partner's view*. Then, discuss your reflections with the rest of the class.
- 5.** In pairs, comment on the things you can do to improve your weak points in the future.

Keep on learning



"It is not the strongest of the species that survives, nor the most intelligent. It is the one that is the most adaptable to change."

Charles Darwin



In this unit you will...

- read and listen to texts about the value of education and lifelong learning.
- express ideas and opinions related to education, learning styles and skills, in oral and written form.
- practice the pronunciation of initial sounds / tr / and / dr /, use prefix *ir-*, link ideas coherently and make connections with other subjects.

You will also...

- show interest for on-going and independent learning as a way to make a valuable contribution to society;
- use communication technologies effectively and responsibly.

What for?

- To understand main ideas and specific information in oral and written texts about education and lifelong learning.
- To develop communicative skills to express ideas about education and learning styles and skills.
- To connect the topic and content of the unit to other subjects of the curriculum.

Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly using the questions as guide.

- How important are learning and education to you? For people in general?
- What can we achieve when we learn new things?
- Do you think that continual learning leads to self-improvement?
- What connection can you make with the topic of jobs in Unit 1? How are learning and working life linked?

Very important Important Not so important Not important at all

Why?

Picturing the unit

1. **P** Look at the pictures on page 48 and read the quote below. Discuss these questions and then exchange opinions with other pairs.
 - a. Why do you think it was placed at the beginning of this unit?
 - b. What is the first word that comes to your mind when you look at it? Why?
 - c. How do you think the quote relates to learning?
 - d. Can learning help us adapt to different circumstances? How?

GETTING READY

Setting objectives

1. Read the list of learning goals for this unit again and answer questions a - c individually.
 - a. Which ones do you think are the easiest to achieve? Why?
 - b. Which ones do you think are the most difficult to accomplish? Why?
 - c. What specific knowledge (content, vocabulary, attitudes) do you think you need to achieve them?
2. **G** Discuss and compare your answers in exercise 1 with your partners'.
3.  19 Listen to these students talking about their motivations to learn English. What two motivations are mentioned?
4. Review the goals for each lesson and identify some specific goals for you to accomplish, according to your own interests and reality. Then complete the diagram with your personal goals.

| | | |
|--|--|--|
| My goal is to... | My goal is to... | My goal is to... |
| because... | because... | because... |
| I can achieve it... | I can achieve it... | I can achieve it... |
| The main difficulty I can anticipate is... | The main difficulty I can anticipate is... | The main difficulty I can anticipate is... |

Do you remember?

1. Match these words and phrases related to education with their definition. Check with your partner.

a. learning

b. scholarship

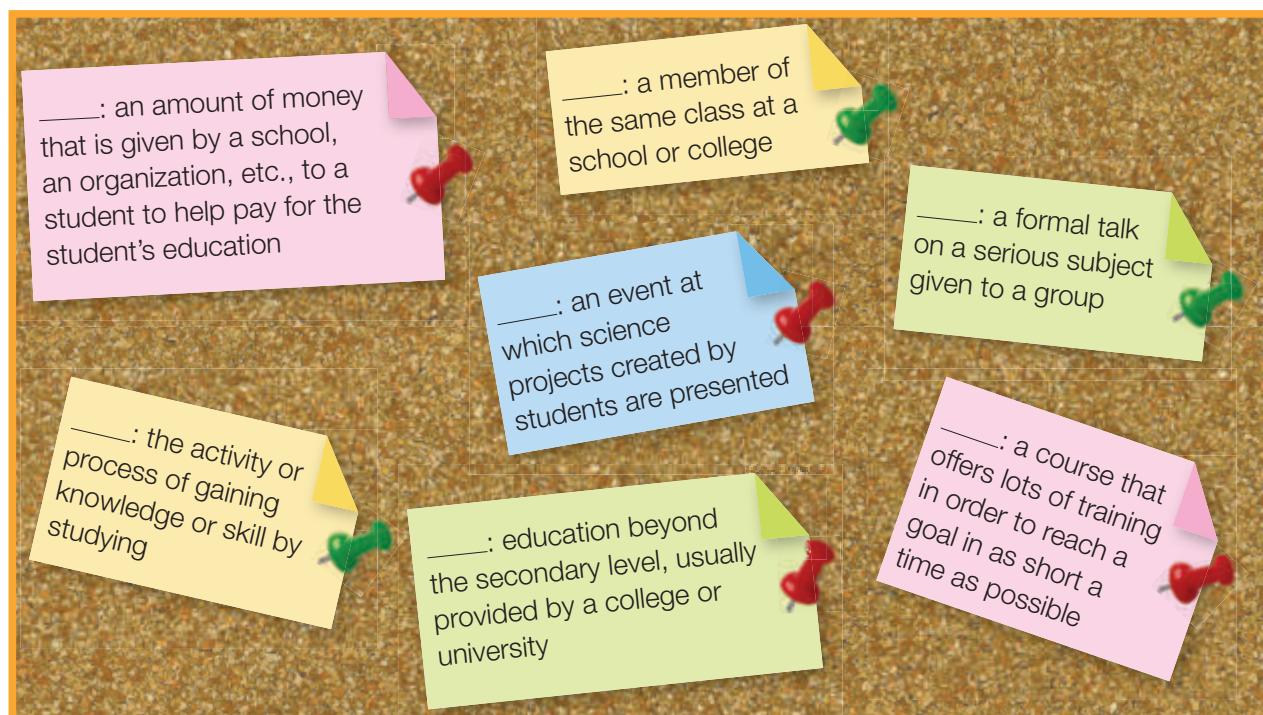
c. lecture

d. classmate

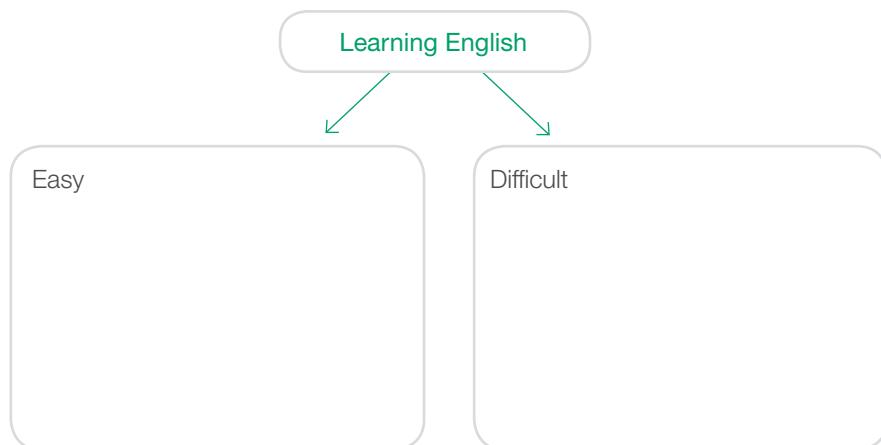
e. intensive course

f. higher education

g. science fair



2. What are the difficult / easy things about learning English? Discuss in your group, write a list and compare with your classmates. What could you do to make the difficult things easier?



MODULE 1



Entry slip

GOALS

Read what you will do in each lesson (p. 53 - 69) and answer the questions in the slip before you start.

Questions

- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

-
-
-

How ready are you?

1. **P** In pairs, brainstorm words and ideas associated with *learning* and *learning styles* for two minutes. Spend another five minutes discussing the ideas together and organizing them into a word map to be made in the space provided. Compare and contrast your ideas with another pair.



2. Write the name of the study techniques and strategies in the pictures (1 - 4).



1



2



3



4

a. _____

b. _____

c. _____

d. _____

3. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

| | | | |
|---|--|---|--|
| I am completely ready to start. I could even help my classmates. <input type="checkbox"/> | I am quite ready to start. I may make a few mistakes. <input type="checkbox"/> | I am barely ready to start. I will need some coaching. <input type="checkbox"/> | I am not ready to start. I will definitely need coaching. <input type="checkbox"/> |
|---|--|---|--|

**You will...**

- read a webpage.
- write a summary.
- study prefix *ir-* to form antonyms of words.

What for?

- To discuss ideas and write some tips about improving the learning process.
- To demonstrate comprehension of an informative text related to ways to improve learning.
- To select and use strategies to support comprehension.

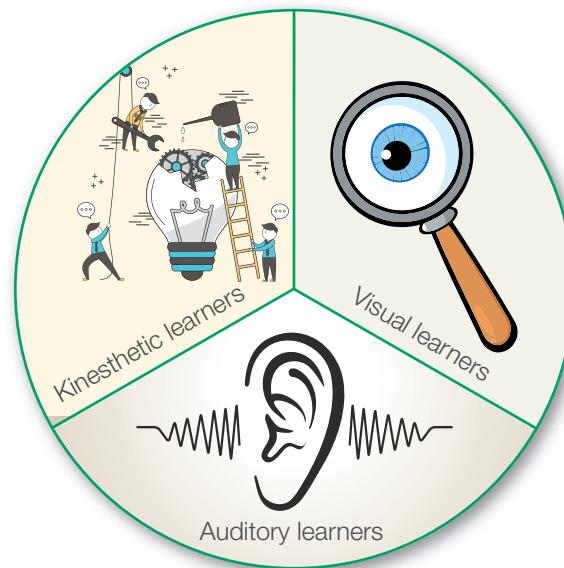
Preparing to read

1. Answer these questions individually. Exchange opinions with your classmates.

- Do you know what your learning style is?
- How could knowing your learning style be beneficial to you, personally?
- How can it be helpful in your interactions with others?
- How do you think this could help you in your studies?

2. **P** Use what you know or find information about different types of learners. Then draw a line from each characteristic to the corresponding area of the diagram.

- Need to see it to know it.
- Prefer hands-on learning.
- Difficulty with written directions.
- Prefer to get information by listening.
- Difficulty with spoken directions.
- Learn better when physical activity is involved.



3. **P** You are going to read about improving learning. Before you start, write a list of three tips according to the different learning styles in exercise 2 (one for each: visual, auditory and kinesthetic).

- _____
- _____
- _____

Key words

- highlight
- significant
- overlooked

Strategy in mind

• Skimming

Reading quickly to identify type and purpose of the text.

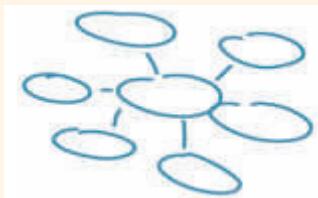
Smart reading

1. What is the purpose of the text?
 - a. To warn.
 - b. To criticize.
 - c. To instruct.
 - d. To describe.
2. In which tip (1 - 6) can you find a reference to...
 - a. using a highlighter?
 - b. summarizing key ideas?
 - c. the technique being a good tool for language study?
 - d. organizing information for exams?

Focusing on reading

1. Look at the pictures that illustrate these tips and choose one title for each tip. Then, read the article and confirm or correct your ideas. (There is one extra title you do not need to use).
 - a. A rainfall of ideas
 - b. Only what's important
 - c. A good order of ideas
 - d. Associating concepts
 - e. Making your own study notes
 - f. Using images
 - g. Getting into the habit

The screenshot shows a web browser window with the URL <https://www.examtime.com/blog/10-study-tips-to-improve-your-learning/>. The page title is "Tips to Improve Your Learning". There are three sections, each labeled "Study Tip":

- Study Tip 1:** It is one of the simplest and best known study tips. It's easy to **highlight** the most **significant** parts of what you're reading while omitting the irrelevant ones. You should use a highlighter to identify the irreplaceable aspects only after you read for the second time and mark only one key sentence per paragraph and a few important phrases here and there.
- Study Tip 2:** Essentially the aim of note-taking is to summarize lectures or articles in your own words so that you can easily remember the ideas. In most cases, the key is to summarize the content as quickly as possible while not leaving out any key information.
- Study Tip 3:** A good mind map can save you many hours of study and organize information for your exams. Mind maps can be used for brainstorming, writing essays or study topics and for general exam preparation.

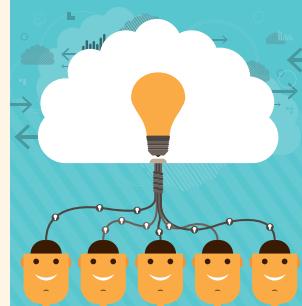
Study Tip 4:

Using picture cards or flashcards is a particularly effective method of learning when trying to assimilate different facts, dates, formulas or vocabulary. Subjects such as History, Physics, Chemistry and Geography are made much easier if you incorporate flashcards. Picture cards are a good way to learn new vocabulary.



Study Tip 5:

This is another study technique that is ideal for studying in groups. Brainstorming is a great way to expand every possible idea out of any topic. Just get a bunch of friends together. There are no wrong answers when brainstorming - just talk and capture the ideas; you can review afterward.



Study Tip 6:

Organizing your study is one of the most effective study skills and, ironically also one of the most often **overlooked**. Creating a study timetable gives you goals, ends irresponsibility and sets the time in which to study. Having a study timetable as you study is greatly motivational.



In short, we can use any of the above techniques to help make our study process more effective and easier. You can choose any of them depending on the type of result you want to achieve. There are no right or wrong study techniques – you just select the one that is the most adequate for your purpose. Some of them are better to study sets and lists, others help us organize our habits better, while others simply provide us with the correct ideas.

Adapted from: *How to Study: 10 Study Tips to Improve your Learning*. (2013). Retrieved from: <https://www.examtime.com/blog/10-study-tips-to-improve-your-learning/>

Your analysis

- How would you apply any of the ideas to your studies and / or life?
- What other ways to improve the learning process in English would you use?
- Share your ideas with the class.

Think critically

Make Text-to-world connections

- How can you apply this information in everyday life?

Make Text-to-self connections

- Think of a situation where you had to learn something very fast. Did you use a special technique to help you? Which one? Was it useful?

After reading

Vocabulary in context

1. **P** Read these words paying special attention to the parts in **bold**.

irrelevant irresponsibility irreplaceable irrefutable irregular irrevocable

2. In your own words, explain the meaning of the particle in **bold** to your partner. What happens when you add this particle to a word?
3. Find more examples of words that show opposite meaning when adding the particle *ir-*.



4. **G** Share your list with other two pairs and add more examples to it.

Writing workshop

Summarizing a text

- G** Work in groups of four or five. You will write the summary of a text.

1. Organizing the ideas

- Before you start, analyze the article on pages 54 and 55 again and answer.
 - What type of information does the last paragraph include?
 - How do you know?
- Go back to the text and underline or highlight all the main ideas. Write them down **in your own words** as a list.



2. Drafting

Use your list to write the first version of the summary. (Remember it should be at most ¼ of the original text.)

3. Revising

Put the ideas together into two or three paragraphs, using connectors to introduce and link your ideas. Look at the example below.

In short

, we can use any of the above techniques  help make our study process more effective and easier. You can choose any of them depending on the type of result you want to achieve. There are no wrong or right study techniques— you just select the one that is the most adequate for your purpose. Some of them are better to study sets and lists,  while others help us organize our habits better; others simply provide us with the correct ideas.

4. Editing

Check for grammar, spelling and punctuation mistakes using the **Editor's Marks** in the box.

Editor's Marks

-  Capital letter / Lowercase
-  Punctuation
-  Add a word
-  Check spelling
-  Change place

5. Publishing

Exchange your summary with another group and evaluate each other's work. Use the prompts in the box.

The other group

- chose the correct key ideas.
- used their own words.
- kept the summary to under $\frac{1}{4}$ of the original.
- made the summary clear and organized.
- checked for grammar, spelling and punctuation mistakes.

Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

LESSON 2



Learning in the digital era

You will...

- listen and identify general information and specific details in an interview.
- create and participate in a class survey.
- express opinions about learning in the digital era.
- study how to express frequency.

What for?

- To demonstrate comprehension of general ideas and explicit information in an oral text.
- To participate in dialogs and presentations using different strategies before, during and after speaking.
- To respond to the texts through short discussions.

Preparing to listen

- G** Draw a visual organizer with the name of the applications (apps) we use to learn and communicate in the digital era. Classify them into different categories according to their type and purpose.
- G** Could you live without the internet and / or computers? Use the prompts to rate these items and then share your conclusions giving reasons for your ratings.

0 = Impossible to live without this.
1 = Easy to live without this.

email

social networking sites

news sites

online music

Google search

online magazines

online games

English study sites

movie downloading sites

study blogs

- G** Identify and give examples of the following. Share your examples with the rest of the class.

- An online dictionary to help you find definitions and sample sentences
- A service that allows you to create online photo albums of your pictures
- An online directory of newspapers from around the world in English
- A service that allows you to make your own webpage

- You are going to listen to a recording about learning in the digital era. According to what you know about this topic, write two pieces of information you think will be mentioned.

| Prediction | ✓ / X |
|------------|-------|
| a. | |
| b. | |

Focusing on listening

1.  20 Listen to the recording. Check your predictions in exercise 4, page 58 as you listen. Then listen again (twice) and complete the missing information in the file.

Strategy in mind

- Making predictions

Use your previous knowledge to anticipate the content of the recording.

LISTENING FILE: Learning in the digital era

■ General information

- Type of text:
a. A news item b. An interview
- Opinion of the Internet expressed:
a. Negative b. Positive c. Neutral

■ Specific details

- Positive purposes of the internet that are mentioned:

| | |
|---------------------------------------|---------------------------------------|
| To communicate | To buy things abroad |
| To see places we have not seen before | To meet new people |
| To learn | To protest against oppressive regimes |
- Which statements are true (T), false (F), or not mentioned (NM)?
 - Tim Berners-Lee helped develop the internet 25 years ago.
 - The conversation is taking place in the London Internet Museum.
 - Berners-Lee is sad that some people use the internet for negative things.
 - Nearly 50% of the global population uses the internet.
 - Berners-Lee hopes that, in the future, the internet will bring a positive change.
- What do these numbers refer to? Match.

| | |
|-------------|-------------|
| 1.6 billion | 40 thousand |
| 10 thousand | 600 million |

 - Apps invented each day
 - Asian people who use the internet
 - European people who use the internet
 - Online searches per second

Smart listening

- While you listen, focus on key words or phrases and take notes to help you understand the general ideas in the recording.

Think critically

Make Text-to-self connections

- How has the use of the internet and smartphones changed the way you study and learn?
- What two questions would you like to ask Sir Tim Berners-Lee? Write them down and tell your classmates.

After listening

Work it out!

Expressing frequency

P Read these examples from the recording. Then check your answers with your partner.

- a. What do you notice about the underlined words? What do they express?

I hope the Internet will never be used for anything else but a positive change.

The Internet has generally been a force for good.

There are people who occasionally use it for horrible things.

We will build applications that will always keep people in peace.

- i. A quantity. ii. A frequency. iii. A mood.

- b. Find other examples and compare with other pairs.

Speaking workshop

Conducting a survey

1. Preparing to speak

- a. Listen and repeat these words. Pay special attention to the pronunciation of the parts in **bold**.

draw drill drop out trace trend translate **strat**egy**** instruction

- b. Listen and repeat these expressions.



2. **G** Practicing

Form groups of four and practice repeating these questions aloud with your partners. Correct each other's mistakes.

Are you comfortable using Internet tools to study?

Do you use digital tools for your homework?

Do you use smartphone apps to study?

Do you think digital tools help you become an independent learner?

Do you use online dictionaries to study English vocabulary?

How often do you use digital tools?

Do you often use a digital library?

3. G Performing

- a. Take turns to conduct the survey interviewing your partners separately. Write down the answers in the form.

| | Student 1 | | Student 2 | |
|--|-----------|-------------|-----------|-------------|
| | Yes / No | Which ones? | Yes / No | Which ones? |
| Are you comfortable using internet tools to study? | | | | |
| Do you use digital tools for your homework? | | | | |
| Do you use smartphone apps to study? | | | | |
| Do you use on-line dictionaries to study English vocabulary? | | | | |
| Do you often use a digital library? | | | | |
| How often do you use digital tools? | | | | |
| Do you think digital tools help you become an independent learner? | | | | |

- b. Once you have finished, compare and analyze the answers in your group. Evaluate how good your internet and computer habits to study are.
c. Discuss ways to improve your learning and studying habits; write down the things you should keep doing and the ones that you should change.
d. Choose another group to work with. Exchange the conclusions of the survey and discuss ways to improve your internet and computer skills.

The group ...

- pronounced sounds correctly.
- answered all the survey questions honestly.
- showed enthusiasm and interest in on-going and independent learning.
- listened to and respected others' opinions.

4. Evaluating

After you finish the discussion, peer-evaluate your work using the prompts in the box.

Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--|
| I exceeded the objectives. | |
| I met the objectives. | |
| I met a few of the objectives. | |
| I did not meet the objectives. | |

What difficulties do I anticipate for next lesson?

LESSON 3



Equality in education

You will...

- read and recognize parts of a news item.
- paraphrase ideas in oral and written form.
- discuss the importance of equality of opportunities in education and work.

What for?

- To demonstrate comprehension of expository texts.
- To select and use strategies to support comprehension.
- To write a text using the steps of the writing process.
- To use language in written texts properly.

Preparing to read

1. **P** Look at pictures 1 - 3 and answer.

- What do they have in common?
- How are they similar to / different from each other?
- Where else can you find similar texts?



3



2. **P** Use the name of the elements of a piece of news in the box to match each definition (a - g). Check with another pair.

Body Byline End Headline Lead Quotations Visuals

- _____ : It catches your eye and sums up the story. It is usually in larger font and often in bold.
- _____ : This tells who wrote the article and sometimes the journalist's specialty.
- _____ : This gives the most important information very briefly.
- _____ : It supplies additional information. It is divided into small paragraphs.
- _____ : These retell, word for word, what someone actually said.
- _____ : These are images used to make a text easier to understand or more interesting.
- _____ : It expresses general conclusions about the topic.

3. **P** Identify and label the different parts of this piece of news.

NEWS

School for Girls

a. {

b. {

c. {

d. {

Around the world, 62 million girls are not in school. The White House's *Let Girls Learn* effort aims to change that.

By Brenda Monroe

Around the world, 62 million girls are not in school. The White House's *Let Girls Learn* effort aims to change that.

At 13, Hawa Abdulai Yorke left her family's home, in Ghana, Africa, to live with an aunt who promised to send her to school. Instead, the aunt put Yorke to work as her maid. Determined to go to school, Yorke returned home and began selling water in a nearby city to raise money for her education. She did that for three years. "I was busy working," Yorke told TFK. "I had no time to learn."

Yorke, now 22, is about to finish high school. Thanks to *Let Girls Learn*, she plans to attend college and study computer science. She says working alongside women college students at the *Let Girls Learn* event strengthened her resolve. "I'm focused on my books," says Yorke. "I know if I study hard, I, too, can go to the university and live a happy life."

Yorke's story is familiar to girls growing up in Ghana. There, a girl's place is in the home. She is expected to learn to cook and clean and, one day, get married and have children. Educating girls is considered a waste of money.

e. }



4. **G** You are going to read a news item. Before you start, comment in your group and answer questions a - d.

- What professions are more popular with men / women? Why?
- How is the situation different from your parents' generation?
- Is it more difficult for girls to study than it is for boys? Why? Why not?
- Do you think men and women are treated equally at work? Why? Why not?

Key words

- debunk
- whatsoever

Strategy in mind

- Analyzing text structure and distribution

Smart reading

1. Label the parts of the news item.

- Headline
- By-line or author
- Lead or beginning
- Body or development
- End
- Quotations

2. What is the topic of the news item?

- a. Girl Day celebrations.
- b. The common myths related to girls taking up jobs in engineering.

3. What is the purpose of the news item?

- a. To encourage girls to take up engineering jobs.
- b. To inform girls of gender gap in engineering jobs.

Focusing on reading

1. Read the headline (title) of the text and predict what the news item will be about. Check your predictions after you have finished reading.

NEWS

Closing the Education Gap

The annual Girl Day, celebrated on February 25, aims at inspiring girls to pursue engineering careers.

By Kio Herrera

Girls hold less than 25% of the jobs in the fields of science, technology, engineering, and math, and men hold most of the jobs. With such a large gender gap, it is urgent to make things change and to demonstrate to girls the different fields available to them.

We spoke with Valerie Maclin, a director of a technology company, who addressed and helped us **debunk** the most common myths about this topic.

Myth #1: Engineers are not creative.

"Engineers need to be very creative in order to solve problems and girls are great at problem-solving."

Myth #2: Engineering is harder for girls because of math.

"Math is either right or wrong and always equal and that equal



sign meant that I was equal to all the boys in my class. There's no difference **whatsoever** for girls or boys to learn math."

Myth #3: You will be the only girl in your engineering class.

"This can work in favor of girls. No one will ever forget who you are."

Myth #4: You will get paid less than the male engineers.

"In engineering, your performance is the driving force behind what you get paid, your gender is not important."

Your analysis

1. Which is a fact and which an opinion?
 - a. Girls hold less than 25% of jobs in the fields of science, technology, engineering, and math.
 - b. Engineers need to be very creative in order to solve problems.
2. Which of these characteristics should a news item have?
 - a. It is based on facts.
 - b. It is based on opinions.
 - c. It provides information in order.
 - d. It answers the questions of Who, What, When, Where and Why.
 - e. It has a known author.
 - f. It has a clear structure.
 - g. It shows the writer's preferences.

Myth #5: You have to work with nerds who love videogames.

"The engineer is always seen as the smartest person in the room who does not get along with people, and that is just not true."

Myth #6: Only students that "excel at math and science" become engineers.

"There is no one type of person who becomes an engineer. It is important that engineers have a solid background in math and science, but ultimately, the best engineers are people who use their communication skills, imagination, and analytical abilities to invent, design, and create things that matter".

Ms. Maclin hopes that exposing the truth behind these myths will help kids (and girls in particular) to see that engineering is a fun and creative career path.

"Things are improving and we are slowly seeing more young women enter the profession, but it is important for industry,



educators and government to continue their efforts and ensure women make a significant contribution to the future of engineering."

Experts agree that demand for engineers will rise exponentially over the next decade as our lives are increasingly driven by new technology and the pressure for renewable energy grows. There is no reason why women should not excel in this area.

Adapted from: *10 Reasons to Love Engineering*. (2016). Retrieved from: <http://www.discovere.org/discover-engineering/10-reasons-to-love-engineering>

Think critically

Make Text-to-text connections

- Do articles written in different languages have the same structure? Compare it with a news item from a Chilean newspaper.

Make Text-to-self connections

- Do you think it is more difficult for girls to become scientists or engineers? Why? Why not?

After reading

Vocabulary in context

1. **P** Read these sentences from the text. In each of them, there is a noun acting as an adjective (describing or modifying another noun). Identify it and circle it.

With such a large gender gap, it is urgent to make things change.

Your performance is the driving force behind what you get paid.

You'll be the only girl in your engineering class.

We spoke with Valerie Maclin, a director of a technology company.

The best engineers are people who use their communication skills.

2. **P** In the short text below, underline the noun + noun pairs. Then circle the word that acts as an adjective. Check with another pair.

Kylie Jones, our news reporter, has just sent us a story about a little-known history teacher who has changed the learning habits of his students using computer games. Sam Johnson, from Greenville, Alabama, discovered that using online games he could encourage his history students to learn better and more quickly. Mr. Johnson brings history-themed video games to class and lets his students play for half an hour before starting his history class. So far, the results have been amazing!

Writing workshop

Completing a news item

- G** Work in groups of three. You will complete a news article.

1. Organizing the ideas

Bill and Melinda Gates Ask Young People to Help Solve Problems

The Bill and Melinda Gates Foundation released their annual letter on Tuesday - and this one's for the kids.

The Gates addressed this year's note to the people they see as having some of the greatest impact when it comes to changing the world:

teenagers. Calling upon the next generation of world leaders, the letter asks young people to think about how they can be a force for good in the world.

The Gates pose the question, If you had one superpower, what would it be? and ask young people to think about five world problems young people, through their contribution and education, can help solve.

The problems are:

- 1.
- 2.
- 3.
- 4.
- 5.

"Many of these ideas won't work, but that's okay. Each dead end will teach us something useful and keep us moving forward," Gates said.

Adapted from: Grossman, S. (2016). *Bill Gates Asks Young People To Fight Climate Change And Sexism*. Retrieved from: http://www.huffingtonpost.com/entry/gates-letter-high-schoolers_us_56cc686ee4b041136f1841ee?ir=Teen§ion=us_teen&utm_hp_ref=teen

- Analyze the article on page 66 underlining all the words and expressions you don't understand.
- Identify what information is missing in the article.
- Discuss the purpose and topic of the article.

2. Drafting

Take some notes of the potential problems that young people could help solve.

3. Revising

Put the ideas together in sentences, adding words and connectors to make the sentences more interesting to read.

4. Editing

Check grammar and spelling using the **Editor's Marks** in the box and write your ideas down in the blank spaces in the news item.

| |
|--|
| Editor's Marks |
|  Capital letter / Lowercase |
|  Punctuation |
|  Add a word |
|  Check spelling |
|  Change place |

5. Publishing

- Take turns to read the complete news item aloud (including the parts you have written) to another group and compare your ideas. What are the similarities / differences?
- Evaluate each other's work using the prompts in the box.

The other group...

- discussed their ideas and used them to complete the article.
- used words, structures and ideas from the lesson.
- completed all the missing elements in the news item.
- checked spelling, grammar and punctuation.

Exit slip

ROADBLOCKS

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

You will...

- discuss the importance of physical activity and the importance of exercise for general wellbeing and good performance at school.

What for?

- To make connections between the text and other subjects of the curriculum.

1. P Discuss the following questions.

- Is physical education important for you? Why? Why not?
- Should schools increase or eliminate physical education classes? Why?
- How do you think exercise can improve your performance in other subjects at school?

2. P Match the name of the sports in the box with the corresponding icon (1 - 14).archery
gymnasticsathletics
hockeyboxing
judocanoeing
swimmingcycling
tennisfencing
volleyballfootball
weightlifting

a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____



k. _____



l. _____



m. _____



n. _____

3. P Look for information about the sports in exercise 2 and classify them into different categories. Draw a diagram and then check with other pairs.

4. **G** Get in groups of four and do the exercises (a - c).

- Read the quotes below.
- Choose a quote that caught your attention. If possible, find information about the people who expressed these thoughts.
- You have 15 minutes to discuss the quote in your group and explain why it makes sense to you. Use the expressions in the bubbles to support your opinions.

In my opinion,...

The way I see it,...

I think,...

I believe,...

According to me,...

As far as I'm concerned,...

If you ask me,...

"The principle in sport is competing against yourself. It's about self-improvement, about being better than you were the day before."

Steve Young, American football player

"Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity."

John F. Kennedy

"The arts, sciences, humanities, physical education, languages and maths all have equal and central contributions to make to a student's education."

Sir Ken Robinson

"The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime."

Babe Ruth

"Athletics are great, but physical education is for every youngster – to help them learn about themselves, learn about their bodies, learn ways to become physically active, but not necessarily to compete."

George Graham

"Lack of activity destroys the good condition of every human being, while exercise save it and preserve it."

Plato

MODULE 2



Entry slip

GOALS

Read what you will do in each lesson (p. 71 - 85) and answer the questions in the slip before you start.

Questions

- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

-
-
-

How ready are you?

1. **G P** Answer these questions in pairs. Then, comment with two other pairs and reach a conclusion.
 - a. Is learning English helpful for your future? Why? Why not?
 - b. What are the advantages and disadvantages of learning English? Write a contrastive list?
2. Read what these young people say about this topic. Are there any coincidences with the ideas you mentioned in exercise 1?



Learning English is definitely a good thing. Nowadays, almost everything you find on computers is in English; it's used in business, travel and science.



In my country, people speak many different languages, but English is very important.

If you want a good job, you usually have to speak English.

3. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

| | | | |
|---|--|---|--|
| I am completely ready to start. I could even help my classmates. <input type="checkbox"/> | I am quite ready to start. I may make a few mistakes. <input type="checkbox"/> | I am barely ready to start. I will need some coaching. <input type="checkbox"/> | I am not ready to start. I will definitely need coaching. <input type="checkbox"/> |
|---|--|---|--|

**You will...**

- listen to a students' advisor.
- describe situations and people.
- study the use of the Present Perfect tense.

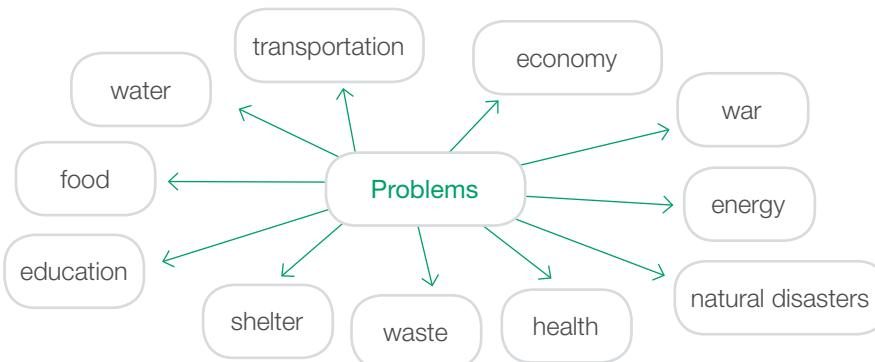
What for?

- To identify and discuss problems related to academic situations and offer possible solutions.
- To react to the text by exchanging opinions and offering possible solutions to students' problems.
- To use language structures in oral exchanges properly.

Preparing to listen

- 1. G** Identify and talk about some of the problems that are present in the area where you live (your neighborhood, town or village). Circle the most critical areas in the diagram and use the questions as clues.

How serious are they? Do they have a solution? Can you think of a solution?



- 2. G** Choose one of the problems you identified in exercise 1 and fill in the chart. Then, share it with the rest of the class.

| What I know about the problem | What I would like to find out | How / where I can find out more | What I think the solution is |
|-------------------------------|-------------------------------|---------------------------------|------------------------------|
| | | | |

- 3. P** Look at the list of adjectives that are used to describe people, places and objects. Classify them in the correct box according to their meaning.

aggressive beautiful blue boring excellent fresh kind lazy long nervous new
offensive pretty rude short shy smart tall tense upset wonderful young

Negative

Neutral

Positive

Focusing on listening

1. 22 Listen to the recording. Check which expressions in exercise 3, on page 71, were used and complete the first point in the file.
2. 22 Listen to the recording again (twice, if necessary). Focus your attention on the parts of the recording that are relevant to complete the missing information in the file.

Strategy in mind

• Listening for gist

Listen for specific information to get the gist or main point of the matter

LISTENING FILE: Problems at school

■ General information

- Type of recording:
- Speakers:
 - a. teens and counselor
 - b. teens and teacher
 - c. teens and classmate

■ Specific details

- Problems mentioned in each conversation (I, II, III):
 - a. Going on a school trip
 - b. Working as one team
 - c. School relations
- Which recording(s) describe(s)...
 - a. a person's character?
 - b. a situation?
 - c. a person's behavior?

■ Main conclusions

- 23 Match a solution (a - d) with a problem (I, II, III).
 - a. To keep up friend's support.
 - b. To organize a school bingo, bake cookies and cakes and sell them at school.
 - c. To find out the reasons for the behavior.
 - d. To find a sponsor to pay their fare.

Smart listening

- Use the correct strategy to listen for different kinds of information.
- The first time, focus on understanding the main idea of the text.
- Next, concentrate on finding out key words that may help you identify specific details.

Think critically

Make Text-to-text connections

- Where else can you find this kind of service?
- Have you ever called / written asking for help?

Make Text-to-self connections

- Do you agree with the counselor? Why? Why not?
- What other solutions would you offer for these problems?

After listening

Work it out!

Talking about unfinished actions

P Read and analyze the examples from the recording. Then check your conclusions with your partner.

Our group has started a project for this year's science fair.

So far, we have done some research.

But recently it has got even worse.

a. In each case, what is the speaker talking about?

- i. Past actions.
- ii. Future plans.
- iii. Actions that started in the past, but continue into the present.

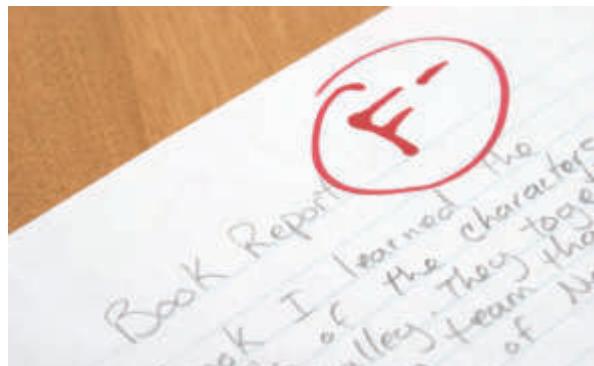
Speaking workshop

Identifying problems and finding solutions

P You will analyze some problems and offer possible solutions.

1. Preparing to speak

a. Look at these pictures. Then, discuss and describe in writing what you can observe.



- b. Choose one of the pictures and identify the problem. Take some notes.
c. Think of a possible solution for the problem. Write a sentence offering advice.

2. Practicing

- a. 24 Listen and repeat.

I can observe...

I can see...

I detect...

I notice...

I recognize...

This reveals...

It is because...

This shows...

This illustrates...

It indicates that...

In my opinion, we should...

Clearly, we should...

I think the best
thing to do is...

First of all, you should...

- b. 24 Listen to the suggestions given by the counselor again. Then, take turns to describe the problem in the picture, expressing a reason and a possible solution. Remember to use proper adjectives to describe the people and the situation, following the model in the recording.

3. Performing

If possible, record your presentation and ask another pair to watch it.

If not, present your description and solution and then listen to another pair's presentation.

4. Evaluating

Evaluate each other's work using the prompts in the box.

Then, offer feedback to each other, focusing on suggestions that may help you become independent learners.

Our partners...

- analyzed the problem and found an appropriate solution.
- used correct expressions and interesting adjectives to describe the situation.
- used correct pronunciation and intonation.
- showed interest in becoming independent learners.

Exit slip

GOALS

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

LESSON 5



Congratulations! You've done well on the assignment!

You will...

- read good news messages.
- write a message.
- study the use of *need, will, may, might*.

What for?

- To demonstrate comprehension of written texts by writing a reply.
- To communicate good news related to academic situations in written form, expressing necessity, predictions, promises and possibility.

Preparing to read

1. **P** Match the announcements (a - c) with the replies (i - iii).

a. I'm really pleased to tell you that you have won the scholarship.

i. That's fantastic. I really hoped they all could come.

b. I've got some good news for you. You've got an A in the science assignment.

ii. I'm so glad to hear that! I really want to go to university.

c. I've got some great news for you. All your friends are coming to your graduation party.

iii. Wonderful! I worked really hard.

2. **P** Read these messages (i., ii., iii.) and answer the questions for each of them.

a. Who is the writer of each message?

i. _____

ii. _____

iii. _____

b. Why were they written?

i. _____

ii. _____

iii. _____

i.

I am deeply honored to have been chosen for the scholarship.
Please do not hesitate to contact me again if you need any further information or documents.
Regards,
Emilio López

ii.

New message
To _____ Cc Cco
Subject _____

Wonderful news! I knew you would do well in the exams. I am sure you'll do well at university as well.
Love.
Lisa

iii.

So happy to hear that your daughter has finished school! Of course we will be happy to attend.

Amanda and Rob

Key words

- daydreaming
- scholarship

Strategy in mind

• Skimming

Read quickly to identify type and purpose of text.

Smart reading

1. Which text (I, II, III or IV) is...

- a. formal?
- b. informal?
- c. an invitation?
- d. an announcement?

2. Circle the expressions that indicate that the news is good.

Focusing on reading

1. Have a quick look at the messages (I - IV). What do they have in common?

- a. They are all related to a celebration.
- b. They are all related to academic success.
- c. They all describe situations related to school.

I

Tricia Marlin

- ↗ ✕

To Lisa Spenser

Cc Cco

Subject University student now!

Hi, Lisa.

How are you? I just wanted to share some wonderful news with you. I have passed my university entrance exams and have been accepted onto a nursing course. I still can't quite believe it and it feels as if I am **daydreaming**.

I will start at Warwick University next term. A four-year dream has finally come true. I am incredibly happy and really feel like a superstar now. I might visit you before I go to university in early September.

Lots of love,

Tricia

Submit

A | U



II

Emilio Lopez

Av. Arturo Alessandri 3370

Macul, Santiago, Chile

15 January, 2016

Dear Emilio,

I am happy to announce that your application for the **scholarship** to Devon School of English has been successful.

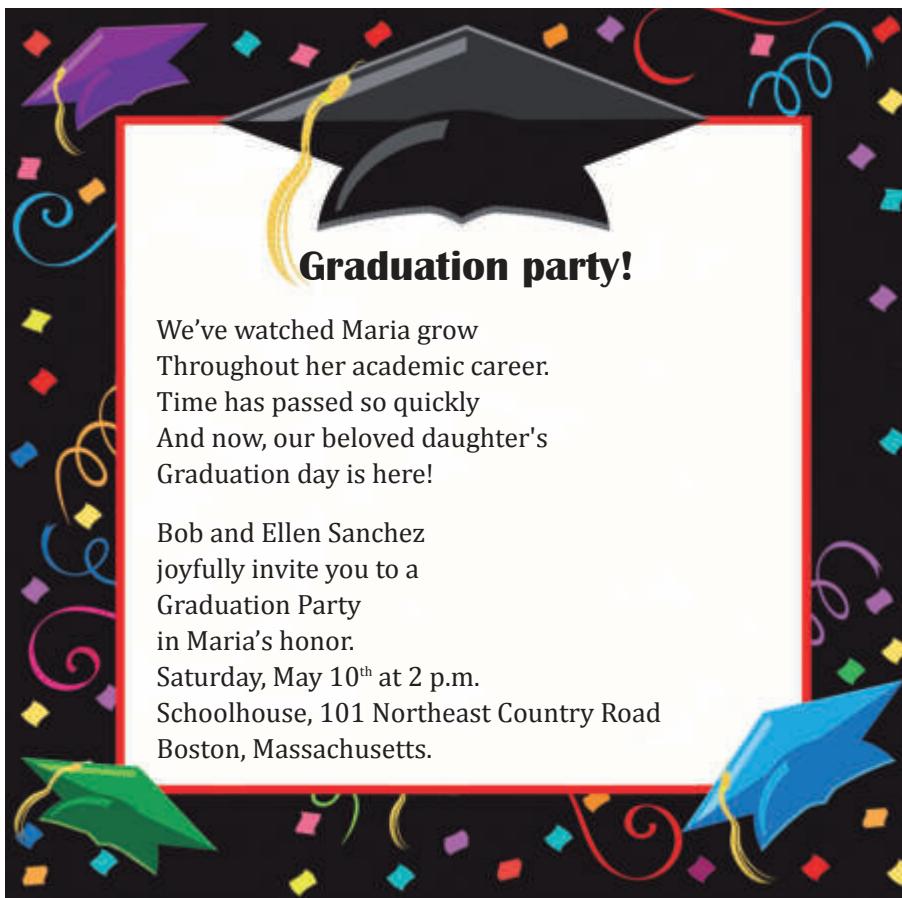
We have read your application letter and are impressed with the replies to our questions and your enthusiasm to study and improve your English skills at our school. We are sure you will be an excellent student. I understand you are currently studying computer engineering and will be free to start once the academic year is over. We might require some additional documents and passport-type photos, but you needn't hurry. In the meantime, could you please confirm that you are still interested in the three-month course? We shall do anything we can to help you.

I hope to hear from you soon,

Yours sincerely,

Raymond Drummond
Chairman

III



Your analysis

1. How would you answer each message?

Match the messages on page 75, ex. 2, with each text (I - IV).

Note that there is one extra text you do not need to use.

- i.
- ii.
- iii.

IV

Murray Literary Society

Dear Sir,

Murray Literary Society is pleased to announce that they have decided to conduct Inter School Competition in creative writing.

We are organizing a contest based on students' creative talents and writing skills. Students are requested to write an essay on a given topic in English. The words may be limited to 250-300 words.

The name of the participants should be registered online before October 25, 2020.

The winner and runners up will be notified by e-mail and results will be posted to the competition website as they become available.

For further details, e-mail: cusackliam@eircom.net or visit <http://www.mitchelstownlit.com>

We expect your support to make this contest a great success with outstanding results.

Regards,
 William Trevor
 Murray Literary Society

Think critically

Make Text-to-text connections

- Have you ever received similar messages? When?
- Do you usually write these types of messages? Yes? No? When?

Make Text-to-self connections

- Choose a message and write your own reply.

After reading

Work it out!

Expressing necessity, predictions, promises and possibility

Read, analyze and discuss the sentences from the texts, paying special attention to the words in **bold**. Then check your answers with your partner.

We are sure you **will** be an excellent student.

We **might** require some additional documents and passport-type photos, but you **needn't** hurry.

We **shall** do anything we can to help you.

The words **may** be limited to 250-300 words.

a. Which word in **bold** above is used to express...

i. a necessity? _____ ii. a promise? _____

iii. a prediction? _____ iv. a possibility? _____

Vocabulary in context

1. Read these sentences from the text paying special attention to the words in **bold**.

I will start at Warwick University this spring **term**.

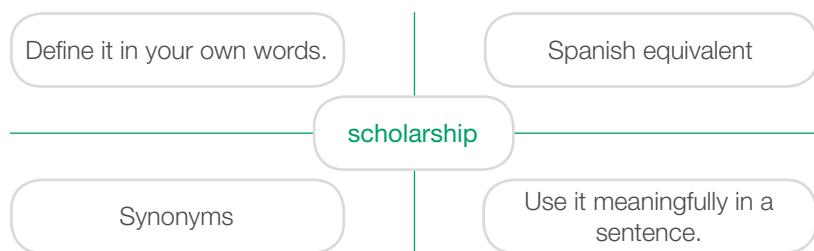
Your application for the **scholarship** to Devon School of English has been successful.

Could you please confirm that you are still interested in the three-month **course**?

We've watched Maria grow throughout her academic **career**.

2. **P** Analyze the meaning of the words in **bold**. Take turns to explain their meaning in your own words to your partner. What do they have in common?

3. **P** Using a dictionary, complete a file like this for each word.



4. **P** Find examples of more words related to the same topic and complete a file for each one.

Writing workshop

A message with good news

You will write a short message communicating good news.

1. Organizing the ideas

- Before you start, analyze the messages on pages 76 and 77 again.
- Choose a reason to communicate good news. It can be news about your success at school (real or imaginary) or any other item of news related to academic success, such as passing an important test or completing an assignment.

- c. Take some notes about...
 - i. who the message is written to.
 - ii. the reason why you are writing.
 - iii. what you have to say (talk about your dreams or achievements).

2. Drafting

- a. Decide the format (e-mail, letter, note) and the language you will use.
- b. Use your notes to write a message stating clearly what you want to communicate.
- c. Close the message with a polite way to say goodbye, according to the type of language you are using (formal / informal).

3. Revising

Put the ideas together into different paragraphs. Be concise (usually, two paragraphs are enough). Follow the examples in the texts you read.

| Editor's Marks |
|--|
|  Capital letter / Lowercase |
|  Punctuation |
|  Add a word |
|  Check spelling |
|  Change place |

4. Editing

Proofread your revised message using the **Editor's Marks** in the box.

- a. Check that the message has all the required elements.
- b. Check for grammar, spelling and punctuation mistakes. Remember how to correctly use exclamation marks.
- c. If you use formal language, remember not to use shortened verb forms (*don't* instead of *do not*, etc.) and to use polite expressions.

5. Publishing

- a. Send the final version of your message to a classmate. (If not possible, hand it out to him / her.)
- b. Evaluate each other's messages using the prompts in the box.

My partner...

- stated his / her purpose well.
- included all the required elements.
- checked grammar, punctuation and spelling.
- used proper language and polite expressions.

Exit slip

1000000000

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will**

- listen to a voicemail message on English courses.
- write and record an informative message.
- study the use of *since / for*.

What for?

- To communicate detailed information about language courses.
- To select and use strategies to support comprehension of an oral text.
- To communicate detailed information about language courses, using language structures and functions correctly.

Preparing to listen

- G** Answer these questions and then share your comments with another group.
 - Is learning English important in Chile?
 - What is the status of English in Chile?
 - In what three areas do you think English is important in Chile?
- 25 G** Listen and repeat the acronyms in the boxes. Then, look up their meaning and circle the correct alternative for what they stand for.

ESL IELTS TOEFL

- a. ESL
 - i. Educational School Language
 - ii. English as a Second Language
 - iii. Education in a Second Language
- b. IELTS
 - i. International English Language Testing System
 - ii. International Education and Language Teaching System
 - iii. Intensive English Language Teaching System
- c. TOEFL
 - i. Teaching of English as a Foreign Language
 - ii. Teaching of English in a Foreign Land
 - iii. Test of English as a Foreign Language

- G** Imagine you are going to study abroad and make a list of everything you require from a language school. Share it with another group and integrate your classmates' ideas to your list.

Focusing on listening

- 26** Listen to a voicemail giving information about different English language courses. As you listen, complete the first point in the file on page 81 and check if the information in your list is mentioned.

Strategy in mind

- Using previous knowledge
Recall your background information to help interpret the message.

2. Listen to the recording again (twice, if necessary). Focus your attention on the parts of the recording that are relevant to complete the missing information of the file.

Smart listening

- While listening, try to predict what information might come next.

LISTENING FILE: English opens doors

■ General information

- Type of recording: a. Informative b. Narrative
- Speaker:
a. A teacher b. A recorded message service

■ Specific details

- Provider of courses (institution)
- Duration of courses
 - a. General Super Intensive Studies ,
 - b. General Intensive Studies ,
 - c. Specialized Studies ,
 - d. Youth Program ,
- Courses additional information.

I. General Super Intensive Studies

This course offers , conversation,
and some preparation for .

II. General Intensive Studies

This course allows you to study in the or .

III. Specialized Studies

This program is perfect for who want to apply
for the or examinations.

IV. Youth Program

This program is designed to help and
 school students.

■ Main conclusions

- Which course (I - IV) would you recommend to...
 - a. a student who wants to apply to a foreign university?
 - b. a secondary school student who wants to learn about the culture of the country?
 - c. a professional who needs to take an international exam?

Think critically

Make Text-to-world connections

- What are the advantages and disadvantages of studying English in an English-speaking country?
- Take notes and share your comments with other groups.

Make Text-to-self connections

- Imagine you are going to study abroad. Where would you go? Why? What kind of course would you take? How long would you stay?

After listening

Work it out!

Talking about the duration of activities

Look at the examples from the recording and underline the words that express duration of an event / process. Check with your partner.

This is our oldest program; it has been run since 1988, the year the school was established.

Students will study for one month.

This is a one-month course.

This course lasts three weeks.

The length of the course is 2 weeks.

Speaking workshop

A dialog about studying abroad

P You will role-play a conversation exchanging opinions about studying abroad.

1. Preparing to speak

a. Imagine you are daydreaming about studying English abroad and complete the dialog. Use the information in the listening file on page 81 and your own ideas to talk about the following points:

- i. Country you would choose.
- ii. Kind of course and classes you would like to take.
- iii. Duration of course.
- iv. Personal opinion.
- v. Other information you would like to include.

A: What _____ do when you _____ school this year?

B: I _____.

A: Where _____?

B: I would _____ or to _____.

A: What kind of course will _____?

B: I may take _____; something special for _____ and _____.

A: How long _____?

B: It _____.

A: Do you think it's a good decision?

B: _____! It's a great opportunity to _____.

b. 27 Listen to the recording and compare your answers.



2. Practicing

- Practice the dialog you completed with your partner, taking turns to be **A** and **B**. Follow the model in the recording, imitating intonation and pronunciation.
- Give feedback to each other. Remember to focus on your strengths and show a positive attitude to your capacity to speak English.

3. Performing

Join two other pairs and role-play the conversation in front of them.



4. Evaluating

Self-evaluate your performance using the prompts in the box and then discuss your reflections with the rest of the group. Work collaboratively and show respect for other students' opinions and ideas.

I ...

- used the information in the file and my own ideas to complete the dialog.
- practiced the dialog imitating the model in the recording.
- offered supportive feedback to my partner.
- expressed my opinions with respect.

Exit slip

ROADBLOCKS

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

SUBJECT CONNECTIONS Language and Communication

You will...

- read and listen to an academic article.
- identify the purpose of a text and its connection with the topic of the unit.

What for?

- To make cross-curricular connections.
- To understand the origin of language and the reason people speak and communicate.

1. **P** Look at the different ways of communicating and mark them from 1 - 6, where 6 is the one that you use the most and 1 the one that you use the least or never.

- a. Speaking person to person
- b. Writing letters
- c. Writings e-mails
- d. Sending phone messages
- e. Talking on the phone
- f. Sending messages on social networks

2. **G** Discuss the question in the box and then check your answers with a Language and Communication teacher.

3. Read the text on page 85 and identify its purpose. Circle the correct alternative.

- a. To inform
- b. To criticize
- c. To instruct
- d. To describe

4. Read the text again. Choose one title (a - f) for each paragraph (I - V). There is one extra title you do not need to use.

- a. Different from animals
- b. Too many theories
- c. Object-sound association
- d. Warning signals
- e. Modern language
- f. Feelings to sounds

5. Read the text once more. Identify in which paragraph (I – V) you find a reference to...

- a. an Indian word that imitates a sound.
- b. a dangerous animal.
- c. feelings and emotions.
- d. a natural phenomenon associated with lightning and storm.

Why do you think there is a subject at school that is called *Language and Communication*?

How it all started

I

We believe that language is as old as humans, but we are certain that both language and human society are inseparable. All the theories refer to the origin of language, but none of them is more accurate than the next. We do know that at one moment humans developed a more sophisticated brain which made both language and learning possible.



II

There are theories which say that language began when humans started naming objects, actions and phenomena after a recognizable sound associated with it in real life: *crash* became the word for thunder and the Chinook Indian word for heart is *tun-tun*. We still use both the verb *to tick* and the sound-imitating word *tic-toc* when we refer to a clock.



III

Another theory speaks about language as a response to involuntary exclamations of dislike, hunger, pain, or pleasure, eventually leading to the expression of more developed ideas and

emotions. This theory tells us that most probably the first word was an involuntary *ha-ha-ha* or laughter sound. Such sounds were used to name the actions which caused them.



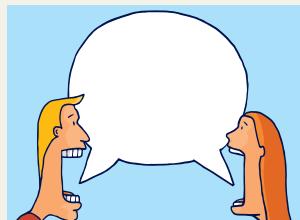
IV

Some scientists say that language developed from warning signals such as those used by animals. Perhaps language started with a warning to others, such as *Look out!*, *Run!*, or *Help!* to alert members of the tribe when some ferocious beast was approaching.



V

We will never know, in fact, how language really started. What we do know is that it is probably the most important feature that distinguishes us from animals and helps us communicate (or not!) with others.



Adapted from: Vajda, E. (2004) http://pandora.cii.wwu.edu/vajda/ling201/test1materials/origin_of_language.htm

PROJECT

Telephone information

I Preparation

1. **G** Work in groups of three or four.
2. Read the instructions in the Procedure section and fill in the information in the file.
3. With the information in the file, and considering your strengths and weaknesses, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know in advance the areas that will be evaluated.

PROJECT 2 PREPARATION FILE

| | |
|--|----------|
| <input type="checkbox"/> Task | Due date |
| <input checked="" type="checkbox"/> Sources of information | |
| <input type="checkbox"/> Areas of curriculum involved | |
| <input type="checkbox"/> Member: | Task: |
| <input type="checkbox"/> Member: | Task: |
| <input type="checkbox"/> Member: | Task: |
| <input checked="" type="checkbox"/> Materials | |

II Procedure

1. Imagine you work for a language institution that offers Spanish courses to foreign students in Chile. Make a list of all the aspects that foreign students will have to consider if they decide to come to study here.



- 2.** Check that your list includes all the information a foreign student may require, using these questions as clues:

Where do the courses take place?

What is the duration of each course?

What is the best program for good students who want to study intensively to acquire fluency?

How many class hours a week does each course take?

What other activities does the language school offer to students?

- 3.** Use your notes to write a short script for your telephone message. Follow the model in the recording you listened to in Lesson 6 and the pattern below. (Write at least 3 messages, one for each course).

Welcome to For ... press.... For ... press

Please ... to the ... so you can choose

.....

This program iswho want to The course offers and

Students will study for The school also offers.... to students who want to ...

- 4.** Take turns to practice reading the script aloud. Help each other correct pronunciation and intonation; prepare sounds, music, etc. as background noise for the message.
- 5.** Assign different parts of the message to each member of the group. If possible, record the message, creating the appropriate atmosphere.

III Presentation

Present the information message to your classmates. Play the recording or read it aloud in front of the class.

IV Evaluation

After you have finished the presentation, reflect on your work and evaluate the group performance. Check the corresponding column according to the following scale:

4 = Excellent! / **3** = Good / **2** = Satisfactory / **1** = Needs improvement

| We... | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| followed the instructions, distributed tasks and collected all the necessary information. | | | | |
| used structures, vocabulary and ideas from the unit. | | | | |
| helped and supported each other, correcting pronunciation and intonation. | | | | |
| were respectful to each other's ideas and opinions within the group. | | | | |
| checked the final work together and discussed possible improvements. | | | | |
| used communication technologies with responsibility. | | | | |
| were respectful of the work of other groups, showing interest for independent learning. | | | | |

SYNTHESIS AND REFLECTION

1. Now that you have completed the unit, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you have developed in the unit and complete the table. Compare it with your partner's table expanding, correcting and adding new information and using what you have learned along the unit.

| Lesson | What did I do? | What did I learn? | How will I apply this learning? |
|---------|----------------|-------------------|---------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| Project | | | |

- 3.** Individually, reflect on and evaluate your performance in the unit using the markers:
 A= always, S= sometimes, N= never. Complete the column *My view*.

| Area to evaluate | My view | My teacher's / partner's view |
|--|---------|-------------------------------|
| Taking control of the learning process
• I set goals and met them.
• I challenged myself to be the best I can be by completing tasks.
• I stayed on task and completed additional language activities. | | |
| Supporting classmates
• I tried to help my classmates when they struggled or hesitated.
• I supported my classmates and shared my knowledge.
• I showed consideration and respect for myself and others. | | |
| Understanding directions
• I engaged in activities quickly and by myself.
• I watched and listened attentively to get instructions. | | |
| Vocabulary
• I incorporated past and new vocabulary.
• I asked the teacher to explain words I did not understand. | | |
| Writing
• I followed models when I did writing tasks.
• I checked my spelling and grammar. | | |
| Speaking
• I imitated my teacher / recordings and paid attention to pronunciation.
• I could give small oral presentations on the topic of the lessons.
• I could engage in short dialogs imitating a model. | | |
| Comprehension (reading / listening)
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.
• I could quickly recognize the type and purpose of a text / recording.
• I focused on using the appropriate strategy in mind. | | |
| Critical thinking
• My answers included supporting evidence from the text / lesson.
• I justified and explained my opinions.
• I related content to personal experiences. | | |

- 4.** Ask your teacher or a partner to assess your performance and then discuss your reflections with the rest of the class.
- 5.** In pairs, comment on the things you can do to improve your weak points in the future.

The arts



***“Only through art can we emerge from
ourselves and know what another person sees.”***

Marcel Proust

In this unit you will...

- read and listen to texts about different forms of artistic expression and people who have made important contributions in this area.
- convey ideas and opinions using words and expressions related to painting, music, literature and other disciplines.
- practice the pronunciation of vowel sounds, link ideas coherently and make connections with other subjects.

You will also...

- develop cultural awareness and comprehension, showing interest, respect and tolerance for other cultures and yours.
- show interest in on-going and independent learning as a way to make a valuable contribution to society.

What for?

- To understand main ideas and specific information in oral and written texts about art, different art expressions and contributions of outstanding people in this area.
- To develop communicative skills to express ideas about art and the disciplines related to this topic.
- To connect the topic and content of the unit with other subjects of the curriculum.

Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly using the questions as a guide.

- *How important are the objectives to your own life?*
- *How important is art in its different forms (music, literature, fashion, etc) to you?*
- *Do you think we should value art as much as we value other things that give us pleasure? Yes/No. Why?*
- *What connection can you make with the topics of Units 1 and 2? How are the arts linked to learning and the working life?*

| | | | |
|---|------------------------------------|---|---|
| <input type="checkbox"/> Very important | <input type="checkbox"/> Important | <input type="checkbox"/> Not so important | <input type="checkbox"/> Not important at all |
|---|------------------------------------|---|---|

Why?

Picturing the unit

1. **P** Look at the pictures on page 90 and discuss these questions. Then, exchange opinions with other classmates.
 - a. Why do you think it was placed at the beginning of this unit?
 - b. What is the first thing you think of when you look at it? Why?
 - c. What do you think the quotation means? How can we discover ourselves through art?

GETTING READY

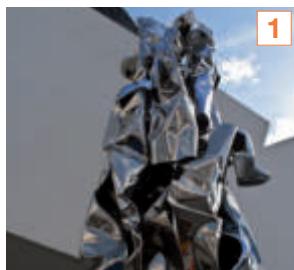
Setting objectives

1. Read the list of learning goals for this unit again and answer questions a – c individually.
 - a. Which ones do you think are the easiest to achieve? Why?
 - b. Which ones do you think are the most difficult to accomplish? Why?
 - c. What specific knowledge (content, vocabulary, attitudes) do you think you need to achieve them?
2. **G** Discuss and compare your answers in exercise 1 among your group.
3. According to your own interests and reality, identify and list some specific goals for you to accomplish. Then, look at the example below and complete the diagram adding two personal goals.



Do you remember?

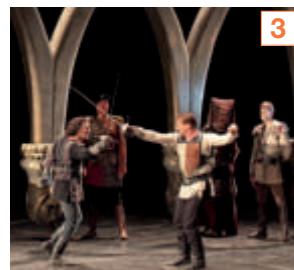
1. **P** Identify and write the name of the art forms in the pictures (1 - 8).



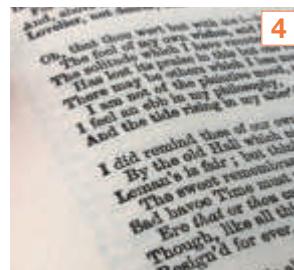
a. _____



b. _____



c. _____



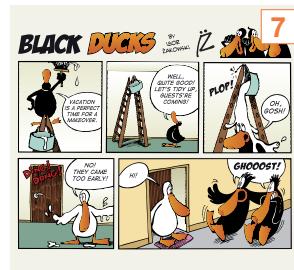
d. _____



e. _____



f. _____



g. _____



h. _____

2. **P** Write the name of a famous person related to each area in exercise 1. Compare with other pairs.

a. _____

e. _____

b. _____

f. _____

c. _____

g. _____

d. _____

h. _____

3. **P** Circle all the words and expressions you could use to describe a painting. Then, use them to describe picture 2 or picture 8 to your partner.

| | | | | | | |
|---------------|---------------|---------------|----------------|-------------------|------------|-------------|
| at the bottom | on the left | vivid | it shows | in the background | influence | orchestra |
| on the right | in the middle | piano | it was painted | the colors are | colorful | interesting |
| the style | bookcase | it symbolises | car | museum | watercolor | technique |

MODULE 1



Entry slip

GOALS

Read what you will do in each lesson (p. 95 - 109) and answer the questions in the slip before you start.

Questions

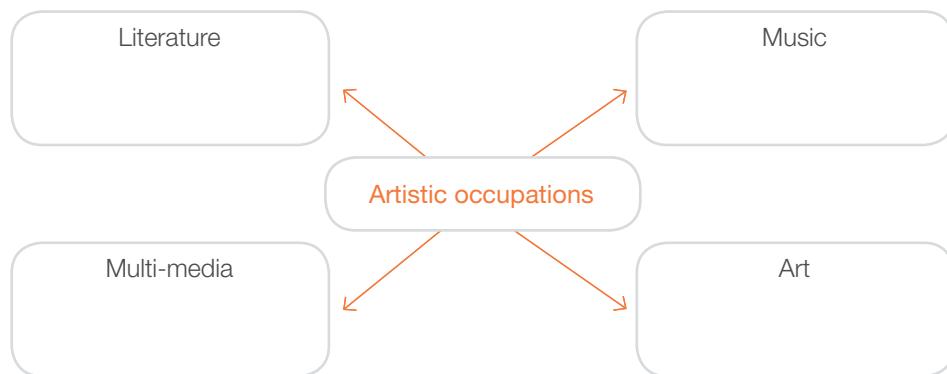
- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

-
-
-

How ready are you?

1. **P** With your partner, complete the web with the name of artistic professions or occupations in each area.



2. **G** Join two other pairs and compare your webs. Add your classmates' examples to your diagram.

3. **G** Use what you know or look for information about one outstanding artist in each area. Write and share their names with your classmates.

4. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates.

I am quite ready to start. I may make a few mistakes.

I am barely ready to start. I will need some coaching.

I am not ready to start. I will definitely need coaching.

**You will...**

- read an article about artists that work with unusual materials.
- identify characteristics of objects.
- ask and answer questions about an artist and his / her work.

What for?

- To demonstrate comprehension of general ideas and explicit information in a text.
- To use language in oral exchanges properly.
- To exchange information about a topic related to art.

Preparing to read

1. **P** In pairs, talk about the most unusual piece of art you have ever seen or heard about. Look at the photos (1 - 4) and answer these questions.

- What do the photos show?
- What materials were used to create these works? Choose from the words in the box.

| | | | | | |
|---------|----------|------|---------|-----------|-------|
| bronze | concrete | dung | gold | cardboard | ice |
| plastic | rubber | sand | plaster | snow | wood |
| | | | | | stone |

- Do you think they represent traditional art forms?



2. Look at the text and the pictures on pages 96 and 97. Circle the alternative you think is correct.

The text is about...

- four controversial modern artists.
- four famous works of modern art.
- four traditional art forms.
- four unusual materials used in art.

Key words

- cast
- dung
- melt
- pole
- sparrow
- styrofoam

Focusing on reading

1. Read the text and check your prediction in exercise 2, page 95. Identify which materials from exercise 1 are used by these artists, using the pictures as clues.

Inspiring artists

Strategy in mind

- Identifying / inferring information from pictures.

Look at the pictures and identify things that help you think about the answers to the questions.

Smart reading

1. Read the text carefully. Identify the paragraph in which these concepts are mentioned.

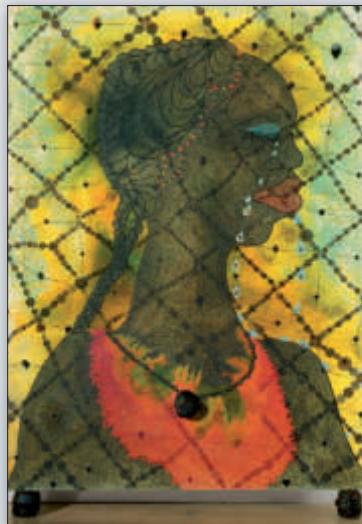
- a. A very famous reggae singer.
- b. An American country.
- c. A new insulation material.
- d. An ancient empire.
- e. The capital city of England.
- f. The name of a little animal.
- g. Materials taken from nature.
- h. Some artificial materials.

I.

For many years, the famous artist Chris Ofili has used elephant dung in his paintings as a symbol of his African heritage.

One of his best-known works is his *No Woman No Cry*, the title of one of Bob Marley's songs.

The painting is a tribute to the family of Stephen Lawrence, a London teenager who was murdered by a racist gang. The boy's face can be seen in each of the crying woman's tears. The painting stands on two dried, varnished lumps of elephant dung. A third is used as the pendant of the necklace.



II.

English artist Rachel Whiteread creates elegant and poetic sculptures which typically take the form of casts.

Since the late 1980's, she has created unusual sculptures of everyday domestic items. One of her most famous sculptures was *House*- a concrete cast of the inside of a town house.

Rachel Whiteread has also used materials like plaster, rubber, and styrofoam to define the space around or inside objects and buildings.



Your analysis

- a. What strange material does Chris Ofili use? Why?
- b. What is *No Woman No Cry*?
- c. What does Rachel Whiteread represent in her sculptures?
- d. What materials does she use?
- e. How long has Tracey Emin worked on birds?
- f. What do birds represent to her?
- g. Why has Andy Goldsworthy worked with natural materials?
- h. Where does he usually work?

III.

Tracey Emin's *Roman Standard*, which features a small bronze bird on top of a four-meter high bronze pole, is a tribute to Liverpool's famous symbol the Liver Bird. Since 1992, this artist has made a series of drawings and prints of birds.

For her, birds are the angels of this earth that represent freedom, strength and femininity.

The sculpture is the size of a sparrow. It disappears when the people view it from the front and only reappears as the viewers move left to right. It has been very controversial, as many people have complained about the high cost of such a small sculpture.



IV.

Since he was an art student, Andy Goldsworthy has worked with natural materials to make unique sculptures. He usually works outdoors to create structures out of stone, snow, ice sand, wood or leaves. A breath-taking but temporary example of his work is the ice arch in the picture. He built it one early winter morning in Canada- as the sun became warmer, the arch gradually melted and finally collapsed.



Created by: Publishing team.

Think critically

Make Text-to-world connections

- Do you think it is important to respect every art form? Why not?
- In your opinion, are these artists "inspiring"? Yes / No. Why?

Make Text-to-self connections

- Which of the art forms in the text do you find the most interesting? Why?
- Have you met or heard of any other artists who work with unusual materials?

After reading

Work it out!

Expressing time of actions

P Analyze these examples from the text and answer the questions. Then, compare your answers with your partner.

For many years, the famous artist Chris Ofili has used elephant dung in his paintings as a symbol of his African heritage.

Since the late 1980's, she has created unusual sculptures of everyday domestic items.

Since 1992, this artist has made a series of drawings and prints of birds.

Since he was an art student, Andy Goldsworthy has worked with natural materials to make unique sculptures.

a. What do all the actions in the sentences have in common?

- i. They all started and finished in the past.
- ii. They all started in the past and continue in the present.
- iii. They all refer to past habits.

b. What words are used to refer to the time in which the events started? Circle them in the examples.

Vocabulary in context

1. **P** Analyze these phrases from the texts. Pay special attention to the parts in color.

| | | |
|-------------------------------|-----------------------------|----------------------|
| two dried, varnished lumps | everyday domestic items | |
| elegant and poetic sculptures | four-meter high bronze pole | |
| natural materials | unique sculptures | early winter morning |

2. **P** Answer these questions.

- a. What do the parts in blue represent? **object(s)** / **characteristics**
- b. What do the parts in green represent? **object(s)** / **characteristics**

3. **G** Look at the pictures (1 - 4). Use your dictionary to find words to describe them in detail.



Speaking workshop

Asking and answering questions

G Work in groups of three. You will take turns to exchange information.

1. Preparing to speak

a.  29 Listen to the recording once through. Then, listen again and repeat each line of the dialogs imitating intonation and pronunciation.

b. Individually, write a set of five questions you would like to ask your partners (they can be about a topic related to arts or to their personal life). Use the question words in the bubbles.



2. Practicing

G Practice repeating the questions aloud in your group, imitating the pronunciation and intonation in the recording. Correct each other's mistakes.

3. Performing

a. **G** Choose three other classmates and interview them using the questions you prepared. Take notes of their answers.

b. Return to your original group and share with them what you found out. Use the pattern in the bubble.

_____ has _____ since / for _____.
He / she usually _____ because _____.
He / she _____ because _____.

I...

- prepared and corrected my questions.
- took notes of the answers.
- imitated the recording.
- reported my findings.
- accepted my classmates' corrections with respect.
- showed enthusiasm and interest in the task.

4. Evaluating

After you finish, self-evaluate your work using the prompts in the box.

Exit slip

ROADBLOCK

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

- | | |
|--------------------------------|--|
| I exceeded the objectives. | |
| I met the objectives. | |
| I met a few of the objectives. | |
| I did not meet the objectives. | |

What difficulties do I anticipate for next lesson?

**You will...**

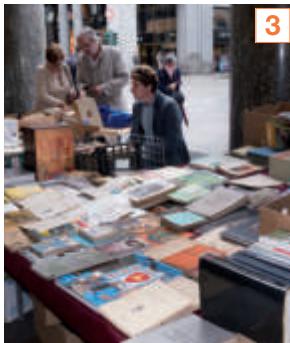
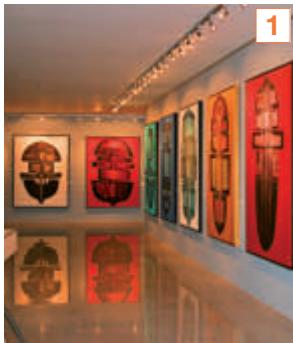
- listen to extracts of radio and TV programs.
- summarize the main ideas.
- describe artistic expressions.

What for?

- To select and use strategies to support comprehension.
- To talk about culture in the mass media.
- To write cultural reviews.
- To write using the steps of the writing process.
- To use language in written texts properly

Preparing to listen

- 1.** **P** Identify the events in the pictures (1 - 4). What is the artistic expression related to each of them?



a. _____ b. _____ c. _____ d. _____

- 2.** **P G** Answer these questions in pairs and then share your comments with other classmates.

- How do you choose what movie to see, book to read or video game to play?
- Do you ever read / listen to reviews? How much do they determine whether you will or will not choose to experience something?
- Where do you generally find reviews?

- 3.** **P** You will listen to three cultural reviews. Before starting, tick (✓) the information you expect to find in it. Do not complete the last column of the table yet.

| Information | Prediction (✓) | Yes / No | | |
|--|----------------|----------|-----|-----|
| | | R1 | R2 | R3 |
| a. Name of cultural event / product | | Yes | Yes | Yes |
| b. Name of reviewer | | No | No | No |
| c. Place where you can find the product / attend the event | | Yes | No | No |
| d. Personal opinion of the reviewer | | No | Yes | Yes |

Focusing on listening

1.  Listen to the recording and check your predictions in exercise 3, page 100. As you listen, complete the first point in the file.

2.  Listen to the recording again (twice), focusing your attention on the parts of the recording that are relevant to complete the missing information in the file.

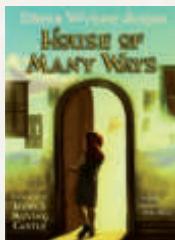
Strategy in mind

- Making and confirming predictions
- Using previous knowledge to anticipate the content

LISTENING FILE: Culture in the media

■ General information

- Cultural expression reviewed: (write R1, R2 or R3)



- Opinion expressed (Write P=positive, N=negative or Ne=neutral)

R1:

R2:

R3:

■ Specific details

- Which review (1, 2, or 3) describes / mentions...
 - a. the protagonist's emotions?
 - b. some colors?
 - c. a girl's adventures?
 - d. the artist's political ideas?
- Match.

| | |
|------------------------------|--|
| a. <i>Guernica</i> | i. charming and cool |
| b. <i>Inside Out</i> | ii. moving, wall-sized |
| c. <i>House of Many Ways</i> | iii. surprising, delightful and charming |

■ Main conclusions

- Do the reviews contain all the necessary information?
- What other information would you add to each review?

Smart listening

- While you listen, use what you know to anticipate what may come.

Think critically

Make Text-to-text connections

- Have you ever heard / read similar texts? Where?

Make Text-to-self connections

- Have you ever changed your mind after reading / listening to a review? When?
- Which of these cultural expressions would you choose to watch, see or read? Why?

After listening

Work it out!

Linking ideas

Read and analyze the examples from the recording and answer the questions. Then, compare your answers with your partner.

*It was **first** shown in Paris, **then** in the Museum of Modern Art in New York, and **finally** at the Museo Reina Sofia in Spain.*

*Along the way, Charmain **first** learns how to do housework, **then** tries her hand at a spot of magic... and **last** discovers she's not a very nice person.*

- a. What are the words in **bold** used for?
- i. To express the frequency of events.
 - ii. To show the sequence of events.
 - iii. To express the time in which the events happened.

Writing workshop A review

1. G Organizing ideas

- a. Before you start, match the name of the review sections in the box with the corresponding definition (i - iv).

Introduction Highlights Critique Additional information

- i. _____ evaluation of the strengths, weaknesses and notable features of the event or product
- ii. _____ details of event or product (such as: the running length of a movie or a street address of an event)
- iii. _____ brief report on the reviewer's overall opinion
- iv. _____ name of event / product and protagonists

- b. Read this review. Use a color code to highlight or underline each section and identify the words the writer uses to express his / her personal opinion.

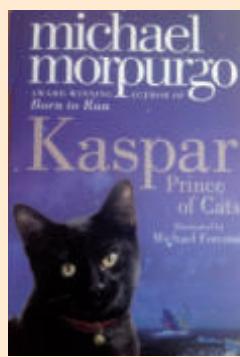
Kaspar, Prince of Cats

This story is really about a boy called Johnny Trott, a brave young boy who risks his life for a cat. He's an orphan and works at a hotel in London. Kaspar comes to stay with his interesting owner, Countess Kandinsky. They befriend Johnny and the adventures begin. Pretty soon, events take Johnny and Kaspar all around the world.

A heart-warming novel; the story is so good that if you start it, you'll want to keep on reading.

And there are some really cool illustrations to go with it!

It's an ideal story for cat lovers, and even for people who are allergic to them! It is enjoyable for boys and girls and recommended for any age group.



- c. Choose a cultural event or product you have recently attended / read / watched. Take some notes about the following points:
- Name
 - Main features
 - Overall opinion
 - Additional information

2. Drafting

Use your notes to write the first version of the review.

3. Revising

Put the ideas together into two or three paragraphs, using connectors to introduce and link your ideas. Remember to add words to express your opinion and recommendations. Follow the example.

4. Editing

Check for grammar, spelling and punctuation mistakes using the **Editor's Marks** in the box and write the final version of your review.

5. Publishing

- As a class, organize the cultural section of a TV or radio program. Assign a part of the review to each member of the group and read the review aloud in front of the class. If possible, record the reviews and share them with your teacher and classmates.
- When you finish, exchange your review with another group and evaluate each other's work. Use the prompts in the box.

| Editor's Marks | |
|----------------|----------------------------|
| | Capital letter / Lowercase |
| | Punctuation |
| | Add a word |
| | Check spelling |
| | Change place |

The group...

- organized the content of the review.
- included all the required information.
- stated and supported their opinion.
- gave additional details of the event / product reviewed.
- revised and edited the review before writing the final version.

Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

- | | |
|--------------------------------|--|
| I exceeded the objectives. | |
| I met the objectives. | |
| I met a few of the objectives. | |
| I did not meet the objectives. | |

What difficulties do I anticipate for next lesson?

**You will...**

- listen to a conversation.
- talk about plans for a night out.
- use key words and expressions related to arts and artistic activities.

What for?

- To identify key words and expressions.
- To select and use strategies to support comprehension.
- To offer, accept and reject invitations.
- To talk about arts, culture and related activities.

Preparing to listen

1. Listen to these expressions (a - j). What answer(s) would you give to the question in the bubble? Why?

- a. _____ Not really, I'm a little tired.
- b. _____ Great idea!
- c. _____ I feel a little sick.
- d. _____ Why not?
- e. _____ No way. Too busy.
- f. _____ How about tomorrow night?
- g. _____ Cool! I love going to the cinema!
- h. _____ I don't feel like going out.
- i. _____ Fantastic! I'd love to do something.
- j. _____ I'd rather stay at home.

Do you feel like
going out tonight?

2. In pairs, discuss activities related to arts that you:

- a. often do.
- b. never do.
- c. sometimes do.
- d. occasionally do.

3. You will hear Mickey and Claire, two young Irish musicians, talking about different night-time activities in Dublin. Based on the title of the lesson and considering their age and profession, predict which activities in the box they will be discussing.

| | | | |
|--------------------------|-------------------------|---------------------------------|------------|
| going to a disco | visiting an art gallery | going to a concert | eating out |
| visiting friends | going to the opera | playing the guitar with friends | |
| going to a writers' club | going to the cinema | staying at home to watch TV | |

Focusing on listening

1. Listen to the recording and check your predictions in exercise 3, on page 104. As you listen, complete the first points of the listening file.
2. Listen again twice. Identify the specific details of the conversation and complete the rest of the file.

Strategy in mind

- Using speakers' intonation and stress as help.

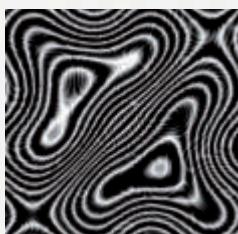
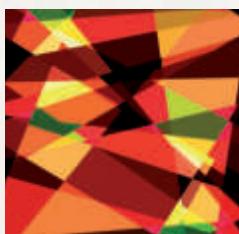
LISTENING FILE: An artistic night out

■ General information

- Style and tone:
 - a. formal / unfriendly
 - b. informal / friendly
- Main topic:
 - a. Preferences in music
 - c. Future activities
 - b. Ideas for things to do
 - d. Dublin night attractions

■ Specific details

- Nationality of the artist whose show is on at the gallery.
 - a. Portuguese
 - b. Japanese
 - c. Chinese
- Work of art created by the artist.



- a.
 - b.
 - c.
- Mickey or Claire? Write the name.
 - a. wants to go to the cinema.
 - b. suggests going to an art gallery.
 - c. describes the artist's style.
 - d. decides where to go in the end.

■ Main conclusions

- a. Do Mickey and Claire enjoy doing the same things?
- b. Why does she change her tone in the end?

Smart listening

- While you listen, focus on the intonation and stress of key words and phrases to help you infer the speaker's intention.

Think critically

Make Text-to-world connections

- What is the connection between the topic of the recording and Chile?

Make Text-to-self connections

- Do you enjoy cultural activities? Why not?
- What type of cultural activities do you particularly enjoy?

After listening

Work it out!

Expressing suggestions and recommendations

Read the examples from the recording. Underline the phrases that express suggestions and recommendations.

How about going to the cinema?

Let's do something different tonight.

We should at least try to come up with something more exciting!

We could go to the new art gallery.

Speaking workshop

Talking about a night out

You will role-play a conversation.

1. Preparing to speak

- a. 33 Listen and repeat these phrases. Pay special attention to the different pronunciation of the underlined vowels.

[big dots](#) [small dots](#) [pink dots](#) [black dots](#)

- b. 33 Listen and repeat these words, paying attention to the pronunciation of the vowel sounds. Can you notice any difference in the pronunciation of each pair?

pick - peak sit - seat pill - peel
food - foot pool - pull fool - full
fox - fork dark - duck walk - wok

- c. 33 Listen and repeat these openings. Imitate the intonation and stress.

How about...

What do you think of...

How do you feel about...

Let's...

I'd rather...

I don't feel like...

I'd love to...

2. Practicing

- a. **P** 34 Listen and read the dialog. Then, practice it in pairs, taking turns to be Glen and Sue. Correct each other's pronunciation.

Glenn: So, how about going out tonight?

Sue: Sure, why not? What do you have in mind?

Glenn: I was thinking of a concert of some kind.

Sue: Ok, let's look in the newspaper.

Glenn: There is a samba festival in the Arts Center.

Sue: Who's playing?

Glenn: There's a band from Brazil.

Sue: I'm not sure it is my kind of music.

Glen: Well, then you come up with a suggestion.

Sue: We could go to the theater to see a good play.

Glen: Fine with me. Let's do it!



- b. After you have practiced for a while, replace the parts in red in the conversation with your own suggestions of cultural activities.
c. Practice the new dialog paying special attention to pauses, intonation and pronunciation.

3. G Performing

Join three other pairs and role-play the conversation in front of your classmates.

4. Evaluating

P After you finish, work in pairs again. Evaluate each other's participation using the prompts in the box.

My partner...

- practiced the dialog imitating the recording.
- gave me supportive feedback.
- role-played the dialog with enthusiasm.
- used the correct language.
- used the correct pronunciation and intonation.

Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

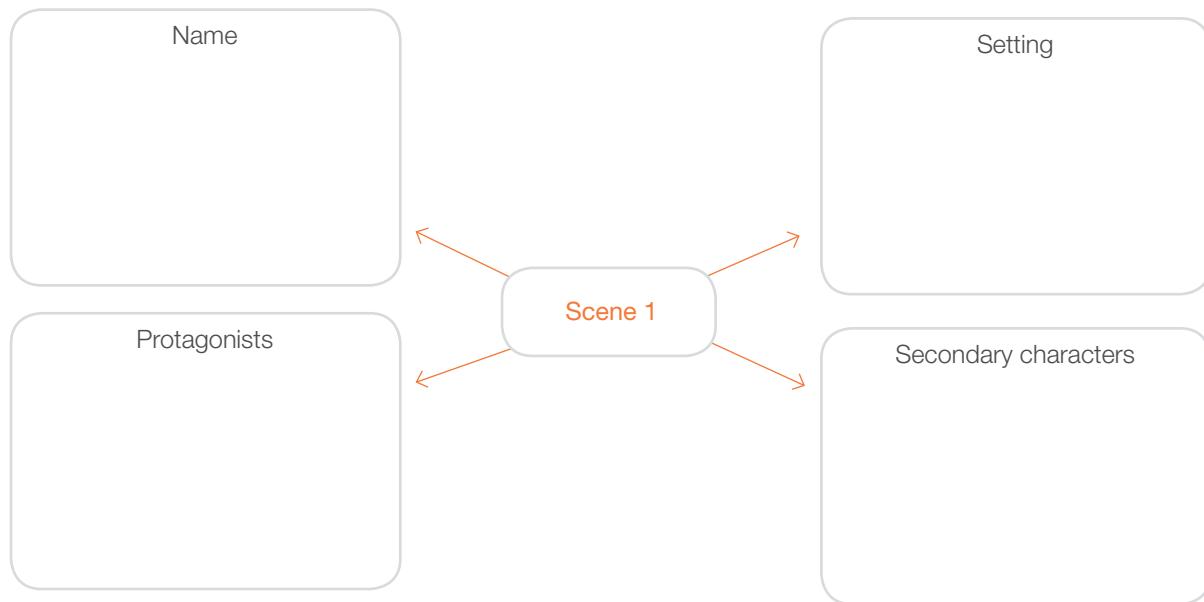
You will...

- read a scene from a play based on a children's story.
- identify structure and features of the text.
- identify specific information and complete a scene map.
- perform a short scene of a play.

What for?

- To identify general and specific information in a script.
- To complete a scene map.
- To connect the content and topic with other subjects of the curriculum.

1. **P** Read the text on page 109 and complete this scene map.



2. **G** Work in groups of three. Analyze the text and answer the questions about the presentation and organization of information.

- How are the names of the characters indicated?
- How does the author include descriptions of the set and actions?

3. **G** Find and underline examples of the characteristics you mentioned in exercise 2.

4. Read the scene again. Answer these questions about the content.

- How did Alice enter the rabbit hole?
- Why was the rabbit in a hurry?
- What happened with the rabbit?
- What did the Queen ask to do with Alice's head?

5. **G** Assign a role to each student in the group, practice and act the scene out in front of your classmates. As a class, vote for the best performance.



Scene 1:

Down the rabbit hole to Wonderland

The story is just as you remember it. Here is Alice meeting the White Rabbit.

Rabbit: Who are you?

Alice: That's not a very polite way of introducing yourself.

Rabbit: Whatever are you doing in my rabbit hole? I suppose you're going to say you fell from the sky.

Alice: Well no, as a matter of fact I remember chasing a rabbit; he was running very fast and saying...

Rabbit: Oh, my ears and whiskers!

Alice: Yes, exactly like that... and he had a pocket watch... (*Rabbit takes out his watch.*)

Rabbit: Like this one?

Alice: Yes. And he kept saying...

Rabbit: Oh dear, oh dear, I shall be too, too late! Well, good-bye.

Alice: I'm sure you mean hello. I only just got here.

Rabbit: Good-bye, hello, good-bye, hello...

Alice: I wish you'd make up your mind.

Rabbit: No time. No time for that. I'm going to be late!

Alice: Late for what?

Rabbit: Difficult to say. Very difficult to say.

Alice: If you don't know what it is you are late for...

Rabbit: No time for that now. Hello! (*Waves to her as he exits behind screen.*)

Alice: Wait! (*Alice follows Rabbit. She finds herself in a long low hall.*)

Alice: He's gone. How very strange.

Queen: Who's this? (*No one answers.*) Idiots! What is your name, child?

Alice: Alice, so please Your Majesty.

Queen: And who are these? (*She indicates the cards on the ground.*)

Alice: How should I know? They look like a few old cards to me.

Queen: Off with her head!

Adapted from: Lokwood, K. (n.d.) *Alice's Adventures – An adaptation from Alice's Adventures in Wonderland*. Retrieved from <http://www.havescritps.com/AlicesAdventures.html>

MODULE 2



Entry slip

GOALS

Read what you will do in each lesson (p. 111 - 127) and answer the questions in the slip before you start.

Questions

- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

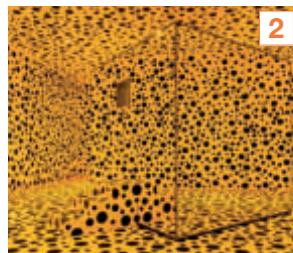
-
-
-

How ready are you?

1. Look at the pictures (1 - 4). Then, look up the definition of *contemporary art* in a dictionary or encyclopedia.



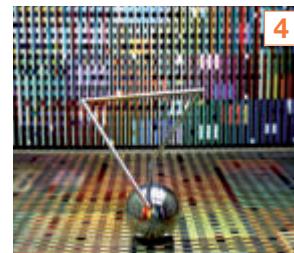
1



2



3



4

2. **P** Use the information you collected and your own ideas to complete these sentences. Then check with another pair.

- a. Contemporary Art can be defined as _____.
- b. Artists express their _____.
- c. The main point is _____.

3. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates.

I am quite ready to start. I may make a few mistakes.

I am barely ready to start. I will need some coaching.

I am not ready to start. I will definitely need coaching.

**You will...**

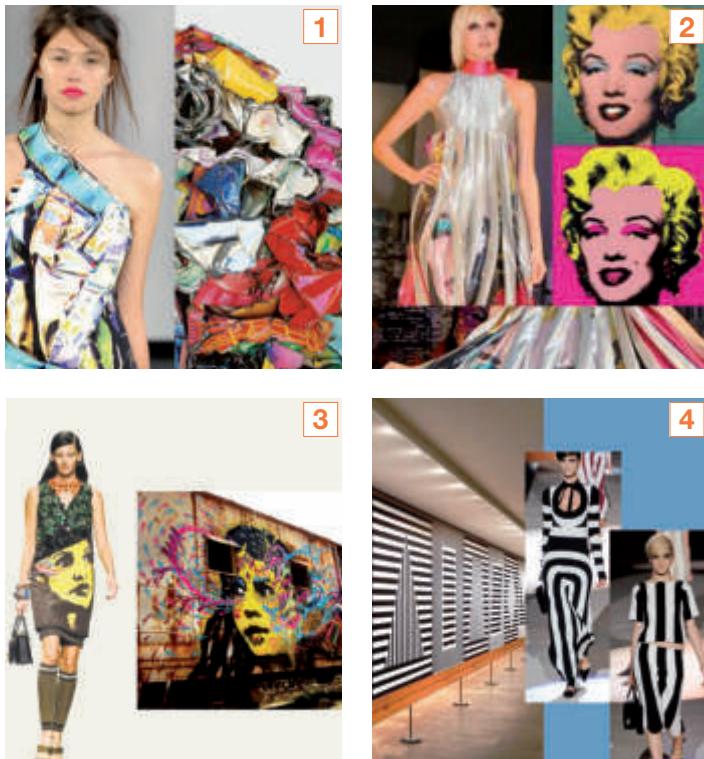
- read and follow instructions.
- match text and images.
- write a text for a museum website.

What for?

- To understand general and specific ideas of expository texts.
- To communicate information about museum exhibitions, using thematic vocabulary and images to support meaning.
- To write with varied purposes, using connectors, and correct spelling and punctuation.
- To use language in written texts properly.

Preparing to read

- 1.** **P** Look at the pairs of pictures (1 - 4) below. Identify the relationship between the two images in each of them.



- 2.** **P** Answer these questions and then share your opinions with another pair.

- What do you think of when you hear the word *fashion*?
- Is fashion important? Why? Why not?
- Is there a difference between high fashion and art?
- Should fashion clothing be exhibited as a work of art? Why not? Where?

- 3.** **P** Spend one minute writing down different words you associate with the word *fashion*. Share your words with another pair and talk about them. Together, put the words into different categories.

Key words

- disguise
- breathtaking
- storing

Strategy in mind

- Identifying text structure and organization

Smart reading

1. Study the top part of the website and answer the questions (a - f).

- What do you think you will find if you click on *How to find us*?
- Does the museum provide information for the media?
- How many days a week is the museum open?
- When is the museum closed?
- How much would a family of 6 pay for tickets?
- How much do small children pay?

2. Complete.

- Many people think that fashion is

- According to the fashion museum, fashion statements can be expressed using

- Fashion can be

Focusing on reading

1. Read the information on the museum website and check your ideas in exercise 2 on page 111.

Fashion Museum, Bath - w X

← → C http://www.fashionmuseum.co.uk

Home Contact Exhibitions News How to find us

| Opening | Times | Tickets Information | |
|-----------|---------------|--------------------------------|---------|
| | | Type | Tariff* |
| Monday | 10:30 - 16:00 | Family (2 Adults + 4 Children) | £20.00 |
| Tuesday | 10:30 - 16:00 | Adult | £7.00 |
| Wednesday | 10:30 - 17:00 | Child (6 - 16) | £5.00 |
| Thursday | 10:30 - 17:00 | Child (5 and under) | Free |
| Friday | 10:30 - 16:00 | | |
| Saturday | 10:30 - 16:00 | | |
| Sunday | Closed | | |

About us

What is fashion? To many, it is an art form. Throughout times, clothing has expressed our desire for external beauty just like a painting, a sculpture or a mural. Nowadays, fashion design is studied at universities and is a career many young people want to pursue.

While some do think it is a form of art, most think it is a method of clothing and wearing accessories that is used to show or hide something about themselves. Fashion can be used to express something about someone, to serve as an extension of someone's personality; it can show that you are a goth, a hip-hopper or a professional person.

Or it can be used to **disguise** someone's true self: a conservative in ultra-modern clothing, a hippie in conservative clothing. Fashion statements can be made with clothes, accessories, shoes, hair, makeup, even with your cell phone.

Our museum has a world-class collection of contemporary and historical dress which includes 150 dressed figures to illustrate how fashion has changed from ancient times to the present day.

The galleries have been completely re-designed in a series of themes including men's wear and women's wear, dress for the day and dress for the evening, as well as alternative fashion and fashion today.

Visitors' experiences

Breathtaking exhibitions. I was stunned by how well preserved the textiles were. I was also very impressed by the "behind the scenes" exhibits from the archives. I hope to repeat the visit.

Lynn, from the USA

thumb up

Created by: Publishing team.

Your analysis

1. Some people consider fashion and design art forms. Which statement below best reflects your opinion on the subject?
 - a. Fashion and design are unnecessary and only used by superficial people.
 - b. Fashion and design can express my feelings and certainly are art forms.
 - c. Some kinds of fashion and design can be considered art forms, but not many.

The screenshot shows a website for the Fashion and Textile Museum (FTM). At the top, there are links for 'Future events' and 'FAQs'. On the right, there's a 'MENU' button and the FTM logo. Below the menu, there are three main sections: 1) A poster for 'SUMMER STYLE' featuring a woman in a bright orange dress against a coastal background. 2) A poster for 'LIBERTY IN FASHION' showing a woman in a red and blue patterned dress. 3) A poster for an exhibition 'ARTIST TEXTILES Picasso to Warhol' with a red background and abstract patterns. To the right of these posters, there are sections for 'Special offers' (including a 'Museums saver ticket' for visiting three museums), 'Three-year season ticket' (for three visits to the FTM, Roman Baths, and Victoria Art Gallery), and a 'Resident's discovery card' (allowing free entry and discounts). At the bottom, there are two testimonial boxes: one from 'Oliver, from the UK' and one from 'Jolanta, from Poland', each accompanied by a thumbs-up icon.

Future events

FAQs

FTM
Fashion and Textile Museum

Special offers

Museums saver ticket

Buy a saver ticket to the Fashion Museum, the Roman Baths and the Victoria Art Gallery and visit three great museums during your stay. Tickets are valid for 14 days.

Three-year season ticket

With one of our great value season tickets, you can come to the Fashion Museum, the Roman Baths and the Victoria Art Gallery as often as you like for three years.

Resident's discovery card

This card allows local residents free entry to the Fashion Museum, the Roman Baths and the Victoria Art Gallery and discounts at many other museums, shops, restaurants and hotels.

I took an excellent guided tour with an enthusiastic guide and returned in the evening for a great talk on fashion design.

Oliver, from the UK

Rosemary guided us through the 'backstage' storage areas of the museum. She showed us the methods of **storing** the wonderful exhibits.

Jolanta, from Poland

Think critically

Make Text-to-world connections

- Have you heard about a similar museum in Chile? Which one?

Make Text-to-self connections

- Do you believe that what people wear is an expression of their personality and attitude? Why? Why not?
- Do you think fashion is an art? Why? Why not?

After reading

Vocabulary in context

1. **P** Read the sentences from the text. Explain the meaning of the words in red in your own words to your partner.
 - a. Throughout times, clothing has expressed our **desire** for external beauty.
 - b. Most think it is a **method** of clothing and wearing accessories that is used to show or hide something about themselves.
 - c. It can be used to **disguise** someone's true self.
 - d. Fashion statements can be made with clothes, accessories, shoes, hair, **makeup**, even with your cell phone.
 - e. The galleries have been completely re-designed in a series of themes including **menswear** and **womenswear**.
2. Choose one synonym from the box to replace each word marked in red in point 1. Use a hardcopy or online dictionary if necessary.

cosmetics clothing wish manner hide

3. Write down and exchange examples with your partner of:

- a. something you **desire**.

- b. a **method** you have to do something.

- c. an emotion you tend to **disguise**

- d. a piece of **makeup**.

- e. a piece of **menswear** and **womenswear**.

Work it out!

Unfinished actions (continued)

Read and analyze these sentences from the text. Answer questions a and b and then check with your partner.

Throughout times, clothing has expressed our desire for external beauty just like a painting, a sculpture or a mural.

The galleries have been completely re-designed in a series of themes.

- a. What do the sentences express / narrate?
- b. How do you know that?

You will design and prepare a text for the website of a museum. (It can be a museum in your city / region or any other type of museum you would like to visit).

1. Organizing ideas

- a. **P** With your partner, agree on what museum you will write about (Arts, Science, Technology, Regional, etc.) If there isn't a museum in your town / city / region, you can design a website for an imaginary one.
- b. Use the table below to take notes and organize the information.

| 1. What we already know | 2. What we need to know | 3. Where we can find information |
|-------------------------|-------------------------|----------------------------------|
| | | |

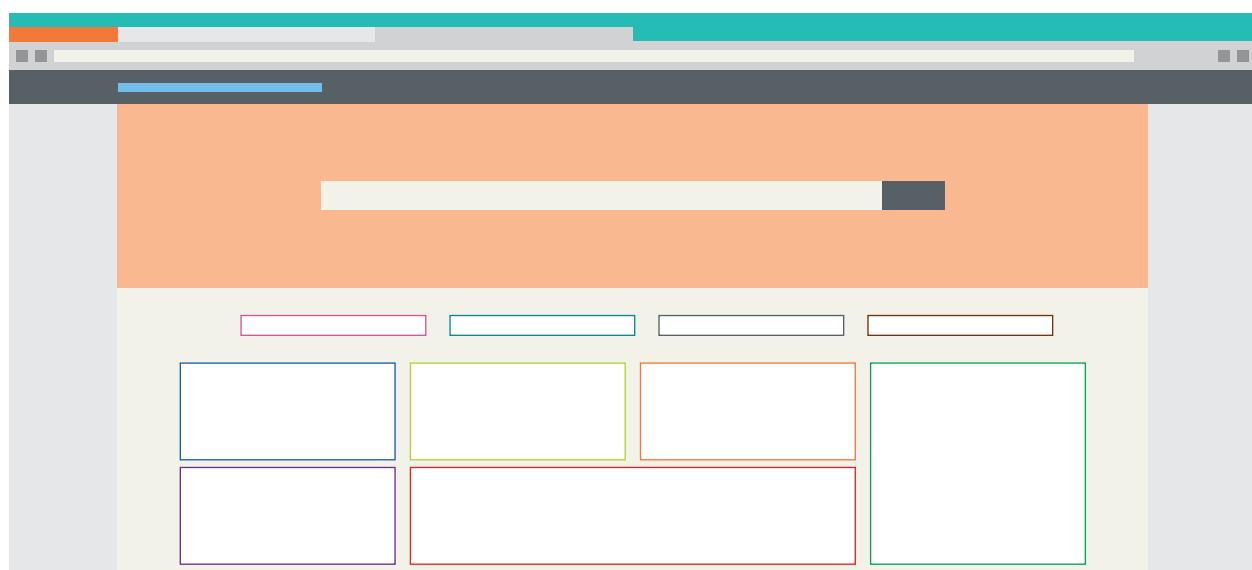
- c. Begin collecting information for column 3. Make sure you take notes of the sources.

2. Drafting

P Use the template below and the information you collected to write the first version of the website. Remember to establish the following points.

- Name of the museum
- Type of exhibitions
- Location
- When it was established
- Other information you think is important for visitors (opening time, ticket prices, how to get there, facilities, etc.)

Remember that the information should be interesting to make visitors want to see the exhibits.



3. Revising

Put the ideas together into two or three paragraphs, using connectors to introduce and link your ideas. Look at the example on pages 112 - 113.

4. Editing

Check for grammar, spelling and punctuation mistakes using the **Editor's Marks** in the box.

5. Publishing

- a. Write the final version of the text and design an attractive layout to present the information on the webpage, adding some visuals.
- b. If possible, upload the webpage to the class blog. If not, share it via e-mail or other social networks with your classmates.
- c. Join another pair and peer-evaluate each other's work, using the prompts in the box. (Yes: ✓ No: ✗).
- d. When you finish, discuss the results of the evaluation and offer supporting feedback to each other.

Remember to accept all the ideas and opinions with respect.

| Editor's Marks | |
|----------------|----------------------------|
| | Capital letter / Lowercase |
| | Punctuation |
| | Add a word |
| | Check spelling |
| | Change place |

- The information is interesting and complete.
- All the sources of information are acknowledged.
- The webpage follows the model provided.
- The content was revised and edited.
- All the photographs, graphics, sound and / or video enhance the content and create interest.

Exit slip

GOALS 达成度

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will...**

- identify art forms and link them to prior knowledge.
- identify the purpose of a recording.
- describe, discuss, and present preferences in connection with different art forms.

What for?

- To understand general and specific information about types of art.
- To identify type and purpose of a text.
- To describe works of art.
- To express opinions about the use of new technology in art.

Preparing to listen

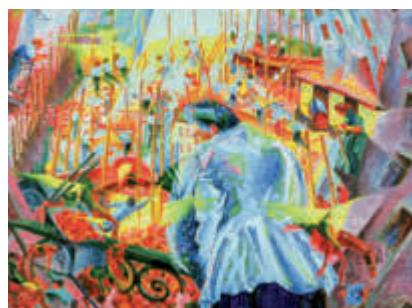
- P** In pairs, talk about the most unusual piece of art you have ever seen or heard about. Use these questions as clues.
 - Is it a painting, a sculpture, a mural or other?
 - Why was it unusual?
 - Who is / was the artist?
- P** Look at the pictures below. One of them is painted in a style called *realism* and the other in a style called *futurism*. Analyze them carefully and then exchange opinions with another pair using expressions and adjectives from the boxes. Which one do you prefer?

as as
not so as
more / less than

| | | | | |
|--------------|----------|---------|---------------|------------|
| interesting | original | unusual | revolutionary | innovative |
| singular | creative | modern | futuristic | surprising |
| breathtaking | rare | unique | unique | exotic |



Vermeer, J. (1658)
The Milkmaid [Oil on canvas] Rijksmuseum,
Amsterdam, Holland.

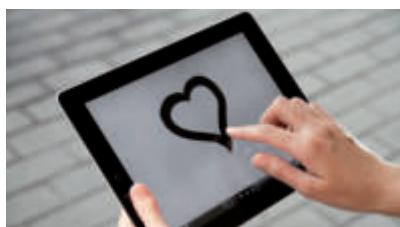


Boccioni, U. (1911)
The street enters the house [Oil on canvas]
Sprengel Museum,
Hanover, Germany.

- You will hear two people talking about a new art form that involves a technological device. Considering the title of the lesson, which of these do you think it is?



a. _____ A desktop computer.



b. _____ A tablet.



c. _____ A smartphone.

Focusing on listening

1. 35 Listen to the recording and check your ideas in exercise 3 on page 117. As you listen, complete the first point in the file. Then, listen again and complete the rest of the file.

Key words

- stroke
- woodlands
- texture
- to draw

LISTENING FILE: Mobile art

■ General information

- Type:

R I:

R II:

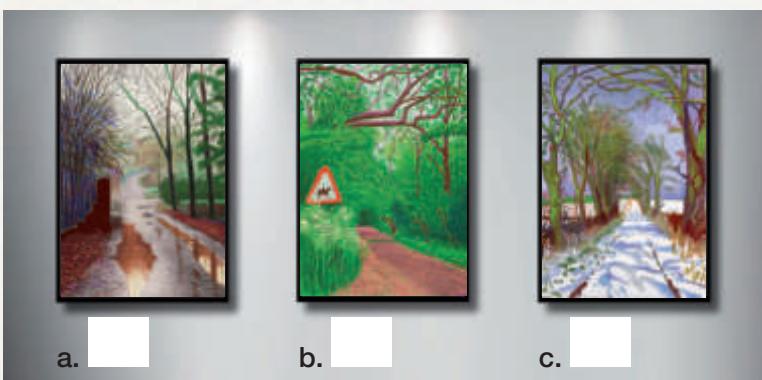
- Purpose:

R I:

R II:

■ Specific details

- Painting mentioned (a, b or c). How do you know?



- Topics mentioned by speakers (S1, S2, or both?)

- a. The name of a collection of paintings
- b. Characteristics of an artistic application
- c. A famous painter
- d. A season of the year

■ Main conclusions

- General opinion of the application:

Speaker 1: a. Positive b. Negative c. Neutral

Speaker 2: a. Positive b. Negative c. Neutral

Strategy in mind

- Identifying type and purpose of a text.

Smart listening

- While you listen, try to take notes of the speakers' expressions that may help you identify their purpose and general opinions.

Think critically

Make Text-to-world connections

- What do you think about paintings done with an artist's own hands and paintings done using some type of software?
- Do you think they are both works of art?

Make text-to-self connections

- If you could choose a painting, would you choose one by a classical painter or one created on a smartphone? Why?

After listening

Vocabulary in context

Artistic professions

1. Read these sentences from the recording, paying special attention to the underlined parts.

Some professional painters use this application

My favorite painting by famous artist David Hockney is a country road in autumn colors.

2. In your own words, explain to your partner the function of the underlined parts in the words in point 1.

3. **P** In pairs, find out the words to name a person who...

a. plays the piano:

d. writes novels:

b. composes songs:

e. plays the violin:

c. plays the guitar:

f. dances:

4. Find more examples of professions related to art. Share your examples with your classmates.

Speaking workshop

Talking about art preferences

You will discuss the art form you prefer with your partner.

1. Preparing to speak

- a. **P** Complete this conversation using your own ideas. Tick (✓) your preferences next to the corresponding pictures.



Rhonda: What is your favorite art form?

Brandon: I much prefer _____.



Rhonda: Which do you prefer, modern or traditional art?

Brandon: I think _____ art is _____.



Rhonda: Do you think that the colors used in digital paintings are more or less vivid than in traditional paintings?

Brandon: They're definitely _____.



Rhonda: Are digital artists better than traditional ones?

Brandon: In my opinion, _____.



Rhonda: And if you were a painter, what style of paintings would you do?

Brandon: I would _____.



- b. 36 Listen to the recording and compare it with your ideas.

2. Practicing

P Practice the conversation with your partner imitating intonation and pronunciation. Take turns to be Rhonda and Brandon and then correct each other's mistakes.

3. Performing

- a. **P** Prepare a set of cut-outs that show different art forms or use an art book from the library. Each of you will need at least one pair of pictures.
- b. **G** Join another pair. Use your cut-outs to perform a dialog exchanging opinions about different art forms. You may use the openings in the bubbles and the model in point 1.



- c. Watch your classmates' performance.

4. Evaluating

P After you finish, use these points to self-evaluate your performance. (Yes: ✓. No: ✗).

We...

- prepared for the exercise very carefully.
- followed the instructions.
- helped each other express our preferences, showing respect for our differences.
- supported each other correcting our grammar, vocabulary and pronunciation.
- used words, structures and ideas from the lesson.

Exit slip

GOALS 达成度

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will...**

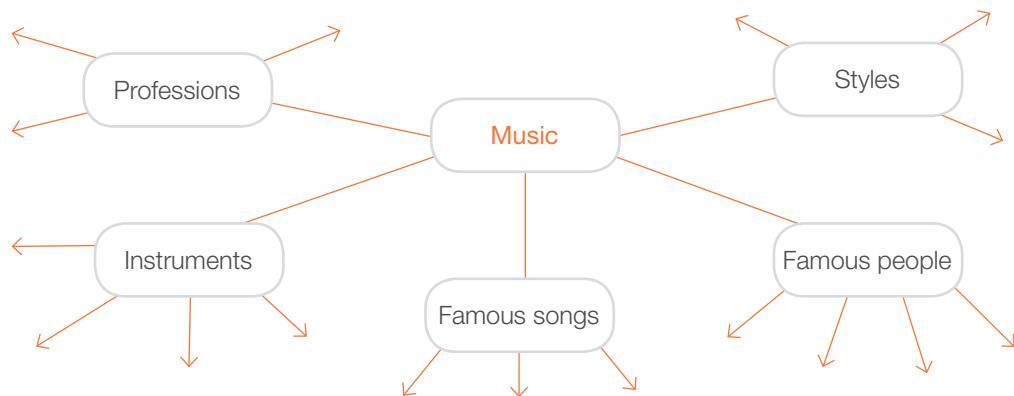
- read an article about a music genre, using a graphic organizer to summarize the information.
- write a short article about a music genre.

What for?

- To demonstrate comprehension of general ideas and explicit information in a text about a music genre.
- To select and use different strategies to support comprehension.
- To describe a music genre and narrate its origin and development, in written form.
- To write using the steps of the writing process.

Preparing to read

- 1. P** In your notebook, make a word map for *music* on a sheet of paper. Show your map and share the examples with your classmates.



- 2. G** Answer and discuss these questions in your group.

- Why do you think people like music?
- Why do we prefer some kinds of music over others?
- How is music related to a particular learning style?

- 3. P** You are going to read an article about the history of reggae music. Before starting, complete the first and second columns of the K-W-L chart with your ideas and questions.

| What I know | What I want to know | What I learned |
|-------------|---------------------|----------------|
| | | |

Key words

- beat
- accomplishment
- release
- propel
- ska

Strategy in mind

- Using a graphic organizer to summarize and organize information

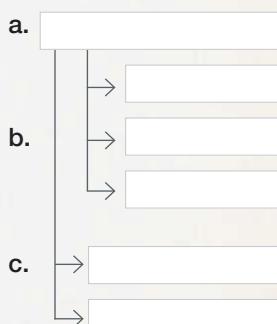
Smart reading

1. Identify the correct title for each paragraph.

- a. The reaggae ambassador
- b. Influencial music
- c. How it all started
- d. The origin of the word

2. Complete the diagram below with the following information.

- a. General topic.
- b. Three types of music influenced by reggae
- c. Two different origins of the word *reggae*



Focusing on reading

1. Read the text and check if what you know and the information you wanted to learn is mentioned in it.

The History of Reggae Music



By Matthew Hall

I.

Reggae music was first started in the 1960's in Jamaica. It is a combination of **ska** and rocksteady music, but the **beat** is a slower tempo than regular Jamaican music. It is easily recognized by the guitar rhythm.

II.

The meaning of *reggae* refers to the 'rags or ragged clothing' worn by the musicians. Bob Marley, the most famous Reggae artist, said that the word came from a Spanish term for "the king's music".

Your analysis

1. Based on the information in the text, compare your favorite music style with reggae.
2. Complete the third column of the chart on page 121, exercise 3.

III.

Marley, a Jamaican singer, musician and songwriter served as a world ambassador for reggae music. Marley achieved several great **accomplishments** during his lifetime, including earning induction into the Rock and Rock Hall of Fame in 1994, and selling more than 20 million records—making him the first international superstar to emerge from the Caribbean region.

IV.

The first reggae albums were **released** in 1968 and soon reggae music started to influence other

artists. It was first especially noticeable in the Beatles' pop song *Ob-La-Di, Ob-La-Da*. Later, Eric Clapton's song, *I Shot the Sheriff*, helped bring the music to everyone's attention, making it an international success. Subsequently, in the 1970's, punk and rock bands used reggae influences in their music. During the 1980's, bands like UB40 also used reggae influences to **propel** their songs to the top of the charts. The influence of reggae music is still common today as it mixes well with different musical styles. It complements American hip-hop music and also rock n' roll.



Adapted from: Hall, M. (2012). *The History of Reggae Music*. Retrieved from: https://prezi.com/kxqm_r7ix56u/the-history-of-reggae-music/

Think critically

Make Text-to-text connections

- Tell your partner about a similar text you have read about any other music genre.
Where did you find it?
What was it about?

Make Text-to-self connections

- If you could start a band, what type of music would you play? Why?
- If you could interview Bob Marley, what three questions would you ask him? Why?

After reading

Work it out!

Describing actions in which the subject is unknown

P Read the examples from the text and answer questions a and b. Then, check your conclusions with your partner.

Reggae music was first started in the 1960's in Jamaica.

It is easily recognized by the guitar rhythm.

The first reggae albums were released in 1968.

- Who did the actions expressed in the sentences above?
- What / Who is the focus of the sentences?
 - The person who did the action.
 - The action itself.

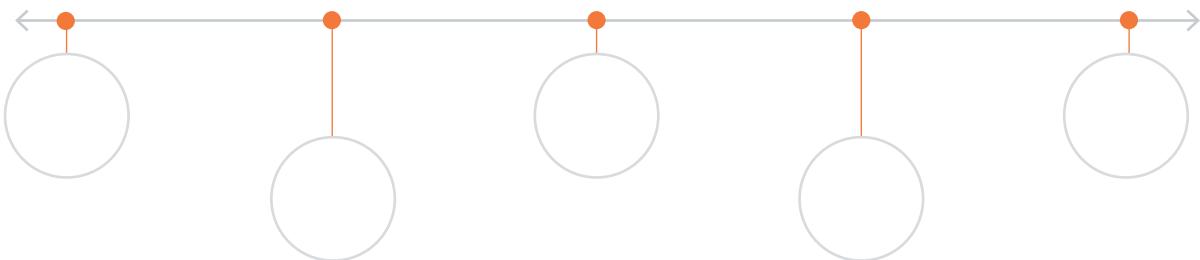
Writing workshop

An article for a music magazine

G Work in groups of four. You will write an article on the history of a music genre.

1. Organizing ideas

- Before you start, analyze the article on pages 122 and 123 again.
- Choose a music genre from the box and one student to take notes. Every group should choose a different genre, so be prepared to negotiate.
- Brainstorm what you know about the genre and then organize the gathered information in some meaningful way (for example, by dates).
- Decide what tasks still need to be carried out, for example, investigate the topic using the internet or the library, collect and classify pictures, etc.
- Prepare a time line of the history of your chosen genre and plan your article by using all the information you have gathered.



2. Drafting

- Write the first draft of the article using the notes and the time line you prepared.
- Decide how many paragraphs the article will have and choose one heading for each paragraph.
- Finish the article with a conclusion: what was the reason you chose to write about this style? Why is this style especially important for you?

3. Revising

- Revise your work. Remember these points:
 - Keep it simple. Do not use “flowery language”, or overly complex sentences.
 - Write about the past in the Past tense. Remember the sequence of events.
 - Avoid writing in the first person (I, we).
- Reread your article and make sure that it makes sense.

4. Editing

Proofread your revised article using the **Editor's Marks** in the box.

| Editor's Marks | |
|----------------|----------------------------|
| | Capital letter / Lowercase |
| | Punctuation |
| | Add a word |
| | Check spelling |
| | Change place |

5. Publishing

- Write the final version of the article and illustrate it with the visuals you gathered.
- Put all the articles together and create an issue of a music magazine. As a class, choose a catchy name for the magazine.
- Donate the issue of the magazine to the school library so that other students can read about this topic.
- As a group, evaluate your work following the points in the box. Remember to accept other students' opinions with respect and showing interest in becoming an independent learner.

We...

- analyzed the topic and organized the information.
- divided the tasks before writing.
- discussed the structure of the article and agreed on the title and paragraph headings.
- used a time line to organize the events in the correct sequence.
- used expressions and structures learned in the lesson.
- checked and corrected grammar, spelling and punctuation mistakes.
- accepted other students' opinions with respect.

Exit slip

ROAD TO SUCCESS

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

SUBJECT CONNECTIONS Social Studies-Technology

You will...

- learn how an artist uses a technological tool to travel virtually.
- associate images with previous knowledge.
- identify geographical location of countries.

What for?

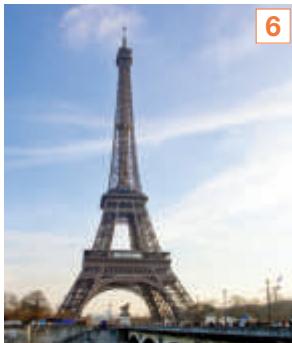
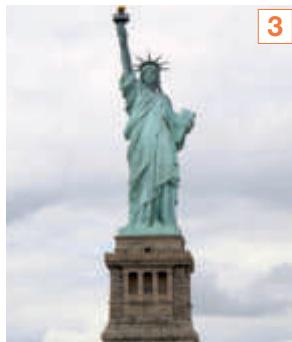
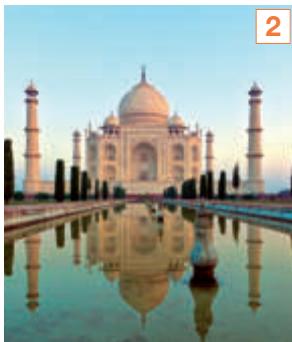
- To exchange information about the topic of the recording and relate it to other curricular subjects.
- To make connections between the text and other subjects of the curriculum.

1. **P** Write the name of the countries in the box in the corresponding column of the table.

| | | | | | | | | | | | |
|--------------|-------------|--------|------------|---------|---------|----------|-------------|---------|---------|-------|-------|
| Argentina | Australia | Brazil | Chile | China | Egypt | England | Fiji | France | Holland | Italy | Japan |
| Kenya | Madagascar | Mexico | New Guinea | India | Papua | Portugal | Samoa | Somalia | | | |
| South Africa | Switzerland | Taiwan | | the USA | Vietnam | | New Zealand | | | | |

| Africa | America | Asia | Europe | Oceania |
|--------|---------|------|--------|---------|
| | | | | |

2. **P** Match the countries in exercise 1 with the typical spots in these pictures. There are more countries than spots.



- 3.** **P** Use what you know or find information about the spots in the pictures on page 126 and complete the table below.

4. 37 Listen to an artist explaining how he uses a technological tool. Identify the following information:

 - Type: i. lecture ii. advertisement iii. interview iv. personal report
 - Speaker's profession: i. designer ii. painter iii. digital painter

5. 37 Listen again. As you listen, write the name of the countries that are mentioned.



6. 37 Listen once more. Fill in the gaps in these sentences from the recording.

 - a. For the past _____, Bill has spent hundreds of _____ traveling thousands of _____ miles.
 - b. When I was _____ and single I traveled around _____ and other countries across the _____.
 - c. I am working on a series of those _____ I think are still iconic of their _____, but not necessarily the _____.
 - d. I simply pick a _____ out of a hat and virtually _____ until I find an _____.

- 7. G** In your group, discuss these questions. Then, share your ideas with other groups.

- a. Why did Bill Godfried start using a technological tool? What for?
 - b. In what way has this tool helped him do his work?
 - c. Do you agree that this is an amazing alternative? Why? Why not?
 - d. What is the main characteristic of his new series of paintings?

PROJECT

A performance

I Preparation

1. **G** Work in groups of 4 to 6.
2. Read the instructions in the Procedure section and fill in the information in the file.
3. With the information in the file, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know in advance the areas that will be evaluated.

PROJECT 3 PREPARATION FILE

| | |
|---|----------|
| <input type="checkbox"/> Task | Due date |
| <input type="checkbox"/> Sources of information | |
| <input type="checkbox"/> Areas of curriculum involved | |
| <input type="checkbox"/> Member: | Task: |
| <input type="checkbox"/> Member: | Task: |
| <input type="checkbox"/> Member: | Task: |
| <input type="checkbox"/> Materials | |



II Procedure

1. As a whole class, brainstorm alternatives for a skit (a short piece of humorous writing, an extract of a theatre play, a scene of a sitcom, etc.).
2. As a group, choose one of the options you listed, preferably one that is easy to perform and that everybody in your group likes.
3. Make a first draft of your play. Invent a basic story line, create characters, and develop a plot that has an opening, middle action, and an interesting, or even dramatic, conclusion. Do not make it too long, as it will be too much to learn by heart.
4. Write your script stating clearly what the characters say. Use the name of each character with their lines following in sequence each time. (You can follow the model on page 109 or any other).
5. Describe scenes and the way the characters should act.
6. Revise and edit the script as a group. Agree on anything you can add or remove to polish it.
7. Distribute roles. Remember there should be one director, the necessary actors and the rest of the group can help preparing costumes (if any), creating the appropriate atmosphere and setting up the stage.
8. Practice until you can say all the lines without looking at the script. Pay special attention to intonation and pronunciation.

III Presentation

If possible, make a video of your skit. If not, present it to the other groups, to another class or to the whole school!

IV Evaluation

After you have showed the video or performed the skit, reflect on the group's work and evaluate your performance. Tick (✓) the corresponding column according to the following scale:

4 = Excellent! / 3 = Good / 2 = Satisfactory / 1 = Needs improvement

| Every member of the group... | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| actively contributed to choose the best alternative for the skit. | | | | |
| followed the instructions carefully and completed the assigned tasks. | | | | |
| helped and supported the others, offering suggestions and recommendations. | | | | |
| listened to each other's ideas respectfully. | | | | |
| showed comprehension and tolerance for own and other cultural expressions. | | | | |
| showed interest in independent learning as a way to contribute to society. | | | | |

SYNTHESIS AND REFLECTION

1. Now that you have completed the unit, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you developed in the unit and complete the table. Compare it with your partner's table expanding, correcting and adding new information and using what you learned along the unit.

| Lesson | What did I do? | What did I learn? | How will I apply this learning? |
|---------|----------------|-------------------|---------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| Project | | | |

- 3.** Individually, reflect on and evaluate your performance in the unit using the markers: *always*, *sometimes*, *never*.

| Area to evaluate | My view | My teacher / partner's view |
|--|---------|-----------------------------|
| Taking control of the learning process
• I set goals and met them.
• I challenged myself to be the best I can be by completing tasks.
• I stayed on task and completed additional language activities. | | |
| Supporting classmates
• I tried to help my classmates when they struggled or hesitated.
• I supported my classmates and shared my knowledge.
• I showed consideration and respect for myself and others. | | |
| Understanding directions
• I engaged in activities quickly and by myself.
• I watched and listened attentively to get instructions. | | |
| Vocabulary
• I incorporated past and new vocabulary.
• I asked the teacher to explain words I did not understand. | | |
| Writing
• I followed models when I did writing tasks.
• I checked my spelling and grammar. | | |
| Speaking
• I imitated my teacher / recordings and paid attention to pronunciation.
• I could give small oral presentations on the topic of the lessons.
• I could engage in short dialogs imitating a model. | | |
| Comprehension (reading / listening)
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.
• I could quickly recognize the type and purpose of a text / recording.
• I focused on using appropriate strategies or the strategies suggested. | | |
| Critical thinking
• My answers included supporting evidence from the text / lesson.
• I justified and explained my opinions.
• I related content to personal experiences. | | |

- 4.** Ask your teacher or a partner to assess your performance and then discuss your reflections with the rest of the class.
- 5.** In pairs, comment on the things you can do to improve your weak points in the future.

Respecting traditions



"Customs tell a man who he is, where he belongs, what he must do. Better illogical customs than none; men cannot live together without them."

Robert A. Heinlein, Citizen of the Galaxy



In this unit you will...

- understand and communicate main ideas and specific information about traditions and celebrations around the world.
- express ideas in oral and written form, using thematic expressions and vocabulary and different language functions.
- practice the pronunciation of final sounds /ʃn/, use suffix *-ful* and prefix *dis-* to form new words, link ideas coherently and make connections with other subjects.

You will also...

- show a positive attitude towards yourself and your own capacity to learn English.
- develop cultural awareness and comprehension, showing interest, respect and tolerance in your own and other cultures.

What for?

- To understand main ideas and specific information in oral and written texts about traditions and festivities.
- To develop and use communicative skills to express ideas about traditions and celebrations in a coherent way.

Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly using the questions as guide.

- *How important are the objectives to your own life?*
- *How important are traditions to... you? your family? your region? your country?*
- *Why and how, do you think, traditions contribute to "the development and happiness of mankind"?*
- *How are the topics of the previous units connected to this one.*

Very important

Important

Not so important

Not important at all

Why?

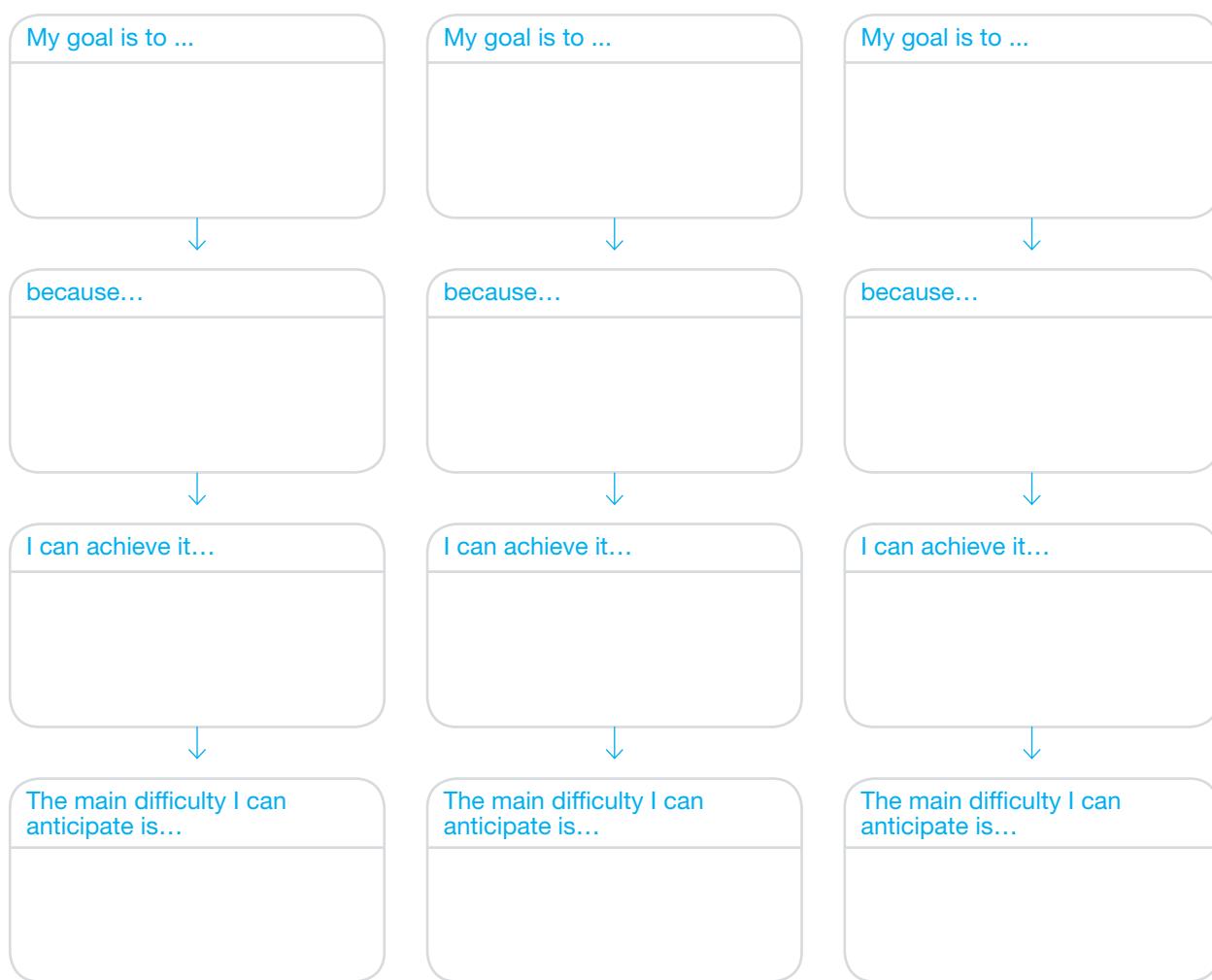
Picturing the unit

1. **P** Look at the images on page 132 and discuss these questions. Then exchange opinions with another pair.
 - a. Why do you think it was placed at the beginning of this unit?
 - b. What is the first word that comes to mind when you look at it? Why?
 - c. What do you think the quotation means?

GETTING READY

Setting objectives

1. Read the list of learning goals for this unit again and answer questions a - c individually.
 - a. Which ones do you think are the easiest to achieve? Why?
 - b. Which ones do you think are the most difficult to accomplish? Why?
 - c. What specific knowledge (content, vocabulary, attitudes) do you think you need to achieve them?
2. **G** Discuss and compare your answers in exercise 1.
3.  39 Listen to these teens describing what they want to accomplish and why .
4. According to your own interests and reality, identify and list some specific goals for you to achieve. Then complete the diagram.



Do you remember?

1. Match the traditions (a - h) with the pictures (1 - 8).

- a. ____ A birthday party
- b. ____ Bonfire Night
- c. ____ A camel race
- d. ____ Hallowe'en

- e. ____ A wedding ceremony
- f. ____ *La Tirana* festival
- g. ____ Easter
- h. ____ New Year's Eve



2. **P** Answer these questions and then share your answers with your partner.

- a. Which activities in exercise 1 are traditional in Chile?
- b. Do you celebrate them with your family or in your region?
- c. What other celebrations are traditional with your family or in your region?

3. Match the words in the box with their definitions (a - c).

celebration festival party

- a. _____ : an occasion for celebrating, especially a day or time of religious significance that happens at regular intervals.
- b. _____ : a social gathering of many people who meet for pleasure or amusement.
- c. _____ : the act of showing joy and happiness at a special event.

MODULE 1



Entry slip

GOALS

Read what you will do in each lesson (p. 137 - 153) and answer the questions in the slip before you start.

Questions

- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

-
-
-

How ready are you?

1. **G** Complete the following challenge.

- Get into groups of four.
- Explain the meaning of the word *legend* in your own words. Then look it up in a dictionary and check.
- Read the question in the box.

Which, do you think, are the reasons why people created legends?

- In 5 - 7 minutes, discuss the question, agree on answer and explain why you think your ideas make sense.
- Present your conclusions to the class and listen to the other groups' ideas.

2. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

| | | | |
|--|---|--|---|
| I am completely ready to start. I could even help my classmates. | I am quite ready to start. I may make a few mistakes. | I am barely ready to start. I will need some coaching. | I am not ready to start. I will definitely need coaching. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

LESSON 1



The power of the sun

You will...

- read and use different strategies to understand an American Indian legend.
- complete a story map.
- relate text to visuals.

What for?

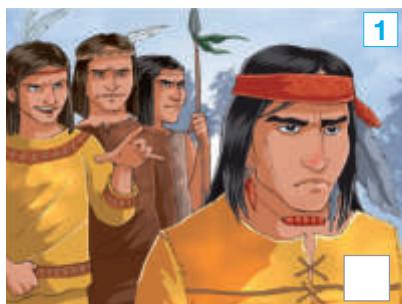
- To identify the correct sequence of a story.
- To retell the most important events of a story using a visual organizer and images.

Preparing to read

1. **P** You will read the legend *The Power of the Sun*. Based on the title and the pictures in exercise 2, make predictions about the region it is originally from and tick (✓) one alternative.

a. Europe b. South America c. North America d. Asia

2. **P** Before starting to read, try to identify the characters and setting of the legend.



Key words

- feather
- path
- scar
- teepee

Strategy in mind

- Relating text and images
- Completing a sequence map

Smart reading

1. Identify the three main characters in the story.

a.

b.

c.

2. Number the pictures (1 - 9) that illustrate the events of the story (page 137) in the order they happened. Then, underline a sentence in the text to describe each picture.

3. Complete this sequence map in your notebook. (You can use the sentences you underlined.)

Sequence map



Focusing on reading

1. Read the legend. When you finish, confirm or correct your predictions in the previous section. Read again, and number the pictures in the correct order of the events in the story.

The power of the sun

The Sun had a handsome son called Morning Star. He was a young man and he was lonely. He wanted to marry a beautiful girl called Soatsaki, but she lived on earth.

One day, Morning Star went to talk to his powerful father. 'You can marry Soatsaki and bring her to the skies,' said the Sun, 'but she must never look down at the earth again. If she sees her people, she will miss them and want to return to earth.'

So, Morning Star dressed in a colorful poncho, put a red **feather** in his hair, and went down to earth to find Soatsaki. She immediately fell in love with him, although Morning Star had warned her: 'If you marry me, you must say goodbye to your people forever.'

The young couple went back to the skies. At first they were very happy and soon they had a son called Little Star. One day, Soatsaki found a big pot boiling in the **teepee**.

'Do not move that pot,' said her mother-in-law, the Moon. 'If you do, something terrible will happen.'

Later that day, when the Moon had left, Soatsaki was filled with curiosity and pushed the pot to one side with all her strength. She looked down and saw her old home, the green trees and fields, the wonderful flowers, the people of her tribe.

She felt very sad.

When her husband came home she said, 'I miss my home. Please let me go back to visit my people.'

When Morning Star and Soatsaki told the Sun what had happened, he was very angry. 'Take your child and go back to earth. You will never see your husband again.'



Your analysis

1. Answer.

- a. Could the events in the story be real, or are they totally unbelievable (fiction)?
- b. What problem does Little Star face?
- c. What solution does he find?
- d. What natural event does the story try to explain?

He tied a rope around Soatsaki and her son and lowered them down to earth. On the way down, the rope made a long deep cut in Little Star's face.

On earth, the boy grew up with an ugly **scar** along his face. Although he became a brave hunter, the other boys and girls in the tribe laughed at him because of his scar. He was a sad and lonely young man.

One day, Little Star decided to try and find his grandfather, the Sun, and ask him to remove the scar from his face. He climbed the high mountains. When he came to the end of the world where the waters meet the sky, he called his grandfather to help him. He waited there with no food or water.

After three days and nights, a **path** of sunlight suddenly opened in front of him. Little Star walked up the path, and at the end, the Sun was waiting for him. 'You are a brave young man,' he said, 'but I cannot remove that awful scar.'

'Take this magic flute. It will charm all who hear its music.'

Little Star returned to earth and played the flute outside a beautiful girl's tent. She at once fell deeply in love with him. Hand in hand, they went back up to the skies to live with the Sun, the Moon and Morning Star.

And there they remain. If you look up, you might see the teepees of their many children shining in the Milky Way.



Adapted from: Brockman, R. (2011). *Son of the Morning Star. Myths and Legends from Around the World*. London: Arcturus Publishing Limited.

Think critically

Make Text-to-world connections

- Do you know any traditional folk stories, legends or myths from other countries? Which ones?
- What natural events do they try to explain?

Make Text-to-text connections

- Have you ever read any similar texts related to Chile? Which one?

After reading

Vocabulary in context

1. Read these sentences from the text. Pay special attention to the words in **purple**.

*He wanted to marry a **beautiful** girl called Soatsaki.*

*One day, Morning Star went to talk to his **powerful** father.*

*Morning Star dressed in a **colorful** poncho and put a red feather in his hair.*

*I cannot remove that **awful** scar.*

*She looked down and saw the **wonderful** flowers.*

2. Answer these questions. Then check with your partner.

a. What do the words in **purple** have in common?

b. What does the particle *-ful* mean when we add it to another word?

i. _____ Similar to. ii. _____ With a lot of. iii. _____ Without.

3. Use a dictionary to find the opposite of this particle.

Work it out!

Expressing contrast and concession

- P Read and analyze these sentences. Answer the questions and then check with your partner.

*He wanted to marry a **beautiful** girl called Soatsaki **but** she lived on earth.*

***Although** he became a brave hunter, the other boys and girls in the tribe laughed at him.*

*You can marry Soatsaki and bring her to the skies, **but** she must never look down at the earth again.*

*She immediately fell in love with him, **although** Morning Star had warned her.*

*'You are a brave young man,' he said, '**but** I cannot remove that awful scar.'*

a. How many parts can you identify in each sentence?

b. How are these parts linked?

c. Which of the words in **bold** introduces a contrast? _____

d. Which one introduces a concession? _____

Speaking workshop

Narrating a story

You will narrate Little Star's story to your classmates.

1. Preparing to speak

- a. Copy the sentences in the sequence map on page 138.



- b. Identify some connectors you can use to link the sentences and make a brief summary of the story.

2. Practicing

- a.  40 Listen and repeat these phrases. Pay special attention to the intonation and pronunciation.

Once upon a time...

One day...

At first...

Next...

Then...

After three days and nights...

- b.  Practice reading the summary you prepared to your partner and listen to him / her. As you read, imitate the intonation and stress of the expressions in point a. Correct each other's mistakes.

3. Performing

-  Retell your version of Little Star's story to your group. As you do it, use the sequence map and the images on page 137 to remember the most important events.

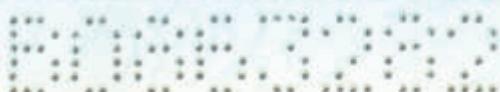
4. Evaluating

- a.  Choose a partner in your group and evaluate each other using the prompts in the box.
b.  Share the results of the evaluation with your group with respect and accepting everyone's opinion. Discuss some actions to take in the areas you need to improve.

My partner...

- retold the main events in the story.
- used correct pronunciation and intonation.
- used adequate connectors to link the events.
- used the sequence map and the images.

Exit slip



Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

LESSON 2



Proud to be...

You will...

- listen and identify speakers in a conversation about customs and traditions.
- match oral information to visuals.
- complete and present a comparative chart.

What for?

- To learn and talk about different cultures and ethnic groups inhabiting your country.
- To develop cultural awareness, showing respect and tolerance for your and other cultures.

Preparing to listen

1. **P** Answer these questions (a - c). Then check with another pair.

- Who lived in Chile before the Spanish arrived?
- Who are the people in these pictures?
- What are the names of their ethnic groups? Write their names under each picture.



a. _____



b. _____



c. _____



d. _____

2. **P** Where are these ethnic groups from? Write the name or region number that corresponds to each picture (1 - 4) in exercise 1.

a. _____ b. _____ c. _____ d. _____

3. **G** Join another pair. Find out the name of one traditional celebration related to each of these ethnic groups. Exchange and check the information with other groups.

4. **P** You will listen to people talking about their customs and traditions. Read the sentences in the bubbles and predict which of the ethnic groups in exercise 1 they are related to.

a. That's why we have the Machi.

b. You've probably heard of the ancient cult of the *Pachamama*.

c. We use Polynesian symbols and figures from our legends.

Focusing on listening

1. Listen to the recording and check your predictions in exercise 4.
2. Listen again (twice if necessary). As you listen, complete the missing information in the file.

Strategy in mind

- Making predictions
- Setting a purpose for listening

LISTENING FILE: Proud to be

■ General information

- Type: a. An interview b. A conversation
c. A lecture
- Speakers: a. Teacher and students b. Friends
c. A father and sons
- Tone: a. Formal b. Informal

■ Specific details

- Speakers' expressions
 - a. I'm glad b. I was curious c. How terrible
 - d. Our people are certain e. That's amazing!
 - f. It's really surprising g. I'm so happy
- Speakers' tone and feelings (write A= Ariki; M= Millaray or U= Uruchi).
 - a. boredom b. indifference c. pride
- Traditions mentioned.



a.

b.

c.

■ Main conclusions

- Answer these questions.
 - What does the name Ariki mean?
 - What does the name Millaray mean?
 - What does the name Uruchi mean?

Smart listening

Remember to use your prior knowledge of the subject to help you find the requested information in the recording.

Think critically

Make Text-to-world connections

- What traditions from other cultures do you know?
- Where are they from?

Make Self-to-text connections

- Which ethnic group do you belong to?
- What are the group's most important traditions?

After listening

Work it out!

Intensifiers

Read and compare these pairs of sentences. Then answer the question and check with your partner.

I think it's quite important to know where you come from. *I think it's important to know where you come from.*

I really think that we ought to be proud of our origin. *I think that we ought to be proud of our origin.*

It's been extremely important to us to look after both the body and the soul *It's been important to us to look after both the body and the soul.*

- a. Study the sentences on the left. What do the underlined words do?

- i. ____ They make the meaning more general.
- ii. ____ They make the meaning more intense.
- iii. ____ They make the meaning clearer.

Writing workshop

Comparing cultures

G Work in groups of three or four. You are going to research on different ethnic groups in Chile and elaborate a comparative chart.

1. Organizing ideas

- a. Brainstorm everything you know about the different ethnic groups who live in Chile. Take notes and organize them in a chart according to the geographical region they belong to.

| Original ethnic group | Region | Cultural aspects |
|-----------------------|--------|------------------|
| | | |

- b. Use the Internet, the library or ask your family and friends about the cultural aspects of these ethnic groups (food, music, celebrations, dances, clothes, handcrafts, etc.)
- c. Identify similarities and differences among the different ethnic groups.
- d. Write paragraphs comparing the different cultural aspects. (You can choose to compare one single cultural aspect in all the groups or to compare all the cultural aspects between two ethnic groups.)

2. Drafting

- Design a comparative chart and agree on the different headings to organize the information.
- Enter the paragraphs you wrote in it.

3. Revising

Revise the information you entered in the table. Check that you have used connectors to link the ideas and intensifiers to make the meaning more intense.

4. Editing

- Use the **Editor's Marks** in the box to check grammar, spelling and punctuation.
- Copy the final version of your table on a piece of cardboard and collect visual material to illustrate the cultural aspects you compared.

| Editor's Marks | |
|----------------|----------------------------|
| | Capital letter / Lowercase |
| | Punctuation |
| | Add a word |
| | Check spelling |
| | Change place |

5. Publishing

- Display your comparative chart and explain it in an oral presentation to the class.
- As a group, evaluate your work following the points in the box. Remember to discuss and exchange ideas with respect and accepting everyone's opinions.

Our group

| |
|---|
| <input type="checkbox"/> demonstrated a positive and enthusiastic attitude towards the topic. |
| <input type="checkbox"/> prepared for the task with responsibility. |
| <input type="checkbox"/> supported each other when looking for information. |
| <input type="checkbox"/> found out and compared interesting cultural aspects. |
| <input type="checkbox"/> checked for grammar, spelling and punctuation mistakes. |
| <input type="checkbox"/> presented the information in an organized and clear manner. |

Exit slip

ROADBLOCKS

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

**You will...**

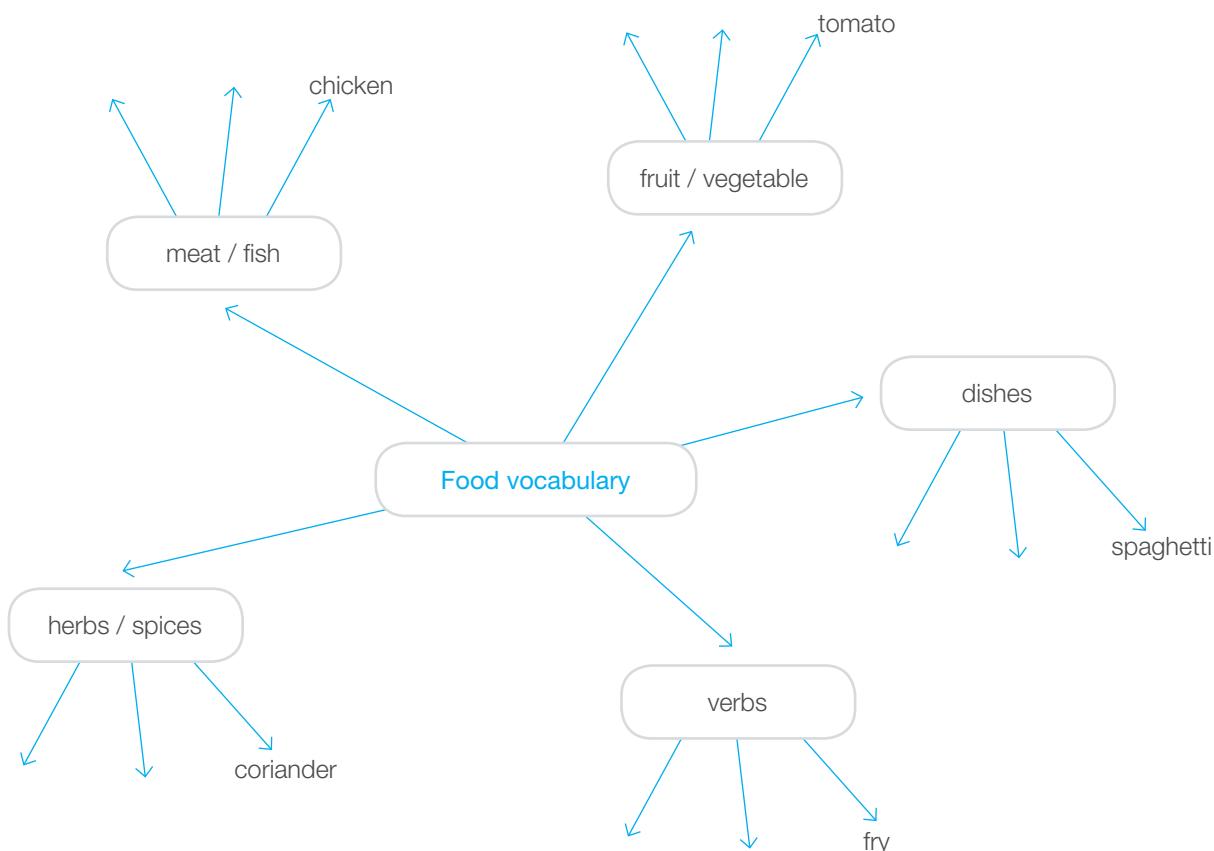
- read four traditional recipes.
- identify purpose, source, and audience of a text.
- present a recipe for a Chilean dish, orally.

What for?

- To work collaboratively to prepare recipes of Chilean traditional dishes.
- To emphasize the importance of traditional cooking as an element of national / group identity.

Preparing to read

- 1. P G** Fill in this word map with at least three words per category. Then join another pair and add all the words you did not have to make your map as complete as possible. (A word in each category is given to help you start.)



- 2. G** Answer these questions.

- What is the name of one traditional Chilean dish?
- What special dishes do you eat on holidays? (Christmas, Independence Day, etc.)
- In your opinion, what is the strangest food that is eaten in Chile?
- Are there any differences between what people eat in cities and in rural areas? Which one?

3. **P** Match the traditional dishes in the pictures (1 - 6) with their country of origin in the map. Write the numbers next to each country.



Key words

- flavor
- blend
- harvest
- wax
- serving
- pour

Focusing on reading

1. These teens wrote about traditions associated with food in their countries on an online magazine for learners of English. Read their posts quickly and identify a title for each of them. Choose from the list below.

- a. Fish and chips: a national tradition
- b. Polish coloured Easter eggs

- c. Nikujaga, a special dish
- d. A Chilean spicy sauce

Strategy in mind

- Establishing purpose and audience of a text

Smart reading

1. What is the purpose of the four texts?

- a. To inform.
- b. To instruct.
- c. To describe.

2. What is the general topic of the texts?

- a. International traditions associated with food.
- b. Dishes for special occasions.
- c. Special dishes for cold days.

3. Who is the audience of the texts?

- a. Students who are interested in different cultures.
- b. Students who want to practice English.
- c. Students at an international cooking school.

I.



Chileans eat *pebre* for any kind of occasion. There is a portion of this sauce on every traditional restaurant table to eat with bread or *sopaipillas*. The sauce varies depending on the region of Chile and the household which it's made in, but the basic ingredients are (a) _____.

Making the sauce is easy. All you have to do is chop up all the ingredients into little bits, then mix well and place in the refrigerator for a few hours to let the **flavors blend**. Then take it out and enjoy your *pebre* with any Chilean or foreign dish that you might wish. And I dare you not to love it!

II.



The *pisanki* derive from an ancient tradition when eggs, the symbol of life, were thought to have magical properties and were thought to bring a plentiful **harvest** and good health. The name *pisanki* comes from the Polish word *pisać*, which means *to write*.

The practice of coloring Easter eggs is very much alive in Poland today and Polish people who live in other countries follow the tradition too. There are several techniques for making *pisanki* including the use of **wax** and other natural colorants.

These eggs are exchanged among friends and relatives with good wishes. Many people design eggs with the names of their friends written on them. They exchange these decorated eggs with each other during their Easter visits along with their good wishes. All you need is (b) _____ and a lot of patience. So get started now!

Your analysis

1. Place these ingredients in the corresponding places in each post (a - d).

- a. some potatoes, any kind of fish, eggs and flour and oil to fry
- b. tomatoes, coriander, garlic, onion, olive oil, vinegar, and ground chili peppers
- c. thin slices of beef, potato, carrot and onion, some sake (Japanese alcohol) *mirin* (a Japanese seasoning), oil, sugar and soy sauce
- d. a few eggs, some paints, a sharp object for scraping and liquid wax

III.

Fish and chips! Freshly cooked, served with salt and vinegar, wrapped in newspaper and eaten out-of-doors on a cold and wintry day - it simply cannot be beaten! Nothing can be more British than this traditional dish. Simple ingredients: just (c) _____ and we are ready to go.

Nowadays, the British consume nearly 300 million servings of fish and chips - that equates to six **servings** for every man, woman and child in the country. There are now around 8,500 food shops across the UK that serve fish and chips for breakfast, lunch and dinner. There is a saying that states: "British people that live abroad miss their country as much as they miss their fish and chips".

IV.

This dish is not served in restaurants in Japan; mothers usually cook it, and each family has its own version. Sometimes, even the ingredients are different in each family. My mother prepares it with (d) _____. It is not difficult to cook *Nikujaga*, but it is not easy to make it taste delicious. First, cut the vegetables. Next, fry the meat and vegetables in oil. Then add *sake* and **pour** in water, *mirin*, and sugar. Boil this mixture eight minutes. Add the soy sauce and boil again until the vegetables become soft.

Next time you want to prepare a special dish, give it a try!

Think critically

Make Text-to-world connections

- In what countries do people rely nearly exclusively on fish? Why?
- Which country in South America is famous for its cuisine?

Make Self-to-text connections

- Which of the foreign dishes do you find the most attractive and would like to eat? Why?

After reading

Work it out!

Giving essential and additional information

Read these sentences from the posts. Then, answer the questions and check with your partner.

Polish people who live in other countries follow the tradition too.

There are now around 8,500 food shops across the UK that serve fish and chips.

The pisanki derive from an ancient tradition when eggs were thought to have magical properties.

The name Pisanki comes from the Polish word pisac, which means to write.

a. What do the underlined words introduce in each sentence?

b. Which of the underlined words refer to:

- i. people? _____ ii. things? _____ iii. time? _____ iv. people and things? _____

Vocabulary in context

1. Read the sentences from the text paying special attention to the underlined words.

All you have to do is chop up all the ingredients into little bits, then mix well and place in the refrigerator for a few hours to let the flavors blend.

First, cut the vegetables. Next, fry the meat and vegetables in oil. Then add sake and pour in water, mirin, and sugar. Boil this mixture eight minutes.

2. Match each underlined word in point 1 with the corresponding picture (1 - 6). Use a dictionary if necessary.



3. **P** Complete these sentences with the underlined words in point 1.

- _____ the milk into a jug, please.
- I'll _____ some water for a cup of tea.
- Remember to heat the oil in the pan before you _____ the fish.
- _____ the onion, _____ the olives into thin strips and _____ all of this in a bowl with oil and salt.

Speaking workshop

Presenting a recipe

G Work in small groups of three or four. You will present a recipe for a traditional Chilean dish.

1. Preparing to speak

- a. 42 Listen and repeat these pairs of words. Pay special attention to the different pronunciation of the parts in **bold**.

cut - cat

pour - poor

chop - shop

sauce - sow

- b. 42 Listen and repeat these instructions.

Chop up all the ingredients.

Cut the vegetables.

Fry the meat and vegetables in oil.

Pour in water.

Boil the mixture.

- c. Find and copy the recipe of a traditional Chilean dish on a piece of cardboard. Get some pictures or drawings to illustrate the ingredients and the instructions.

2. Practicing

Take turns to read the recipe aloud and correct each other's pronunciation.

3. Performing

- a. Assign a part of the recipe to each member of the group.
b. Read the recipe to the rest of the class without mentioning the name of the dish. Get them to guess what the dish is.

4. Evaluating

After you've finished the presentation, join another group and peer-evaluate your work using the prompts in the box.

The other group...

- included all the ingredients and steps of the recipe.
- presented the recipe in the correct order.
- showed images to illustrate the ingredients and steps.
- used proper verbs to explain each step.
- presented the recipe with good pronunciation and intonation.

Exit slip

RRRRRRRRRR

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

You will...

- read a short play about a traditional celebration.
- identify specific information related to the celebration.

What for?

- To make connections between the topic of the unit and your language and literature classes.

1. **P** Read the title of the play and the narrator's lines on page 153. How much do you already know about this traditional celebration? Make some notes in your notebook.

2. Read the play and then answer these questions (a - h).

- When does the action take place?
- Who are the protagonists of the play?
- What has Grandma already done?
- What does Grandpa usually do on Thanksgiving Day?
- What did Tom think originally?
- What does Grandpa ask Fred to do?
- What does Terri do when Tom falls to the ground?
- Why does the pig want to escape?

3. Read the text again. Find, underline, and then copy this information.

- Three verbs related to cooking: _____, _____, _____
- Three words related to food: _____, _____, _____
- Two famous American presidents: _____, _____

4. **G** Use the answers in exercise 2 to write a short summary of the play, creating a different ending for the story.

5. **G** Join two other groups and compare your endings.

Thanksgiving day

Narrator: Thanksgiving. A time of joy, celebration, food, relaxation, and family. A day everyone loves. Everyone, except Tom Turkey! (Tom Turkey walks on stage left, flapping his wings.)

Tom: Gobble, gobble! (On stage right, Grandma and Grandpa enter.)

Grandma: I mashed the potatoes, I crammed the cranberries, and now it's time for you to do what you always do on Thanksgiving Day. It's time to prepare the turkey.

Tom: Prepare? That doesn't sound so bad.

Grandpa: That's such hard work! I have to pluck the feathers and pull out the innards.

Tom: Ouch!

Grandma: And don't forget that first, you must chop off his head.

Tom: (Grabs his neck full of fear.) I thought I was going to be the guest of honour. These people are going to eat me! I've got to get out of here! (Fred and Terri, Grandma and Grandpa's grandchildren, enter.)

Grandpa: Fred, this Thanksgiving, I'm giving you a very special responsibility. Go out back and chop off the turkey's head, please.

Fred: Terri! Did you hear what Grandpa just said to me? (Fred turns to Terri, who has been engrossed in a book.)

Terri: No, sorry. I was too busy reading my history book.

Fred: Grandpa wants you to kill the turkey. (He pushes her toward Tom, and then goes out).

Terri: Well, I guess someone has to do it. (Approaching Tom.) Sorry, Mr. Turkey. The time has come.

Tom: I – I – I feel faint! (The turkey starts to sway back and forth. He falls to the ground.)

Terri: Oh no! He's having a heart attack! (Checking the turkey's pulse.) He doesn't have a pulse.

Fred: Terri, what are you doing? (Going into the kitchen).

Terri: CPR. I learned this in health class. Live, Mr. Turkey, live! (She presses Tom's chest dramatically).

Tom: (Coming back to life.) Gobble, gobble!

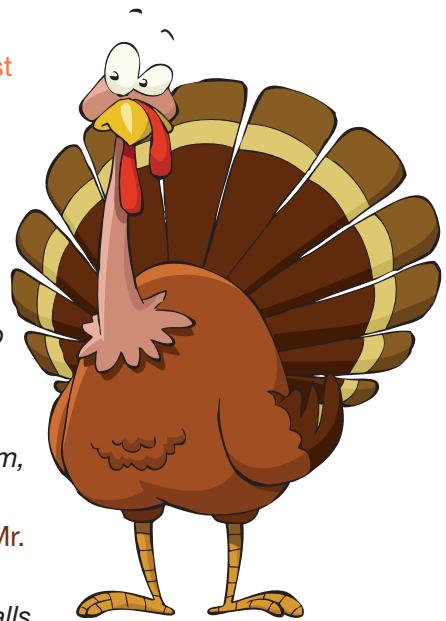
Fred: You saved his life! Now I guess you'd better cut off his head.

Terri: You know, according to my history book, presidents Harry Truman and John Kennedy spared the lives of their turkeys, and since 1989, the White House has granted a presidential pardon to each live turkey that is presented to the president. Maybe this year we could do the same.

Grandma: I think that's a lovely idea. We have many other delicious foods we can eat: yams, cranberries, freshly made bread, and mashed potatoes.

Grandpa: That's right, Grandma. Now, who's up for some pork chops?

Pig: (Feeling faint.) I've got to get out of here!



The End

Adapted from: Bradford, W. *Terri and the Turkey - Thanksgiving Day Play*. (n.d.) Retrieved from <http://plays.about.com/od/oneactplaysandscenes/a/turkey.htm>

MODULE 2



Entry slip

GOALS

Read what you will do in each lesson (p. 155 - 169) and answer the questions in the slip before you start.

Questions

- What is new to you?
- What is useful to you? Why?
- What interests you most? Why?

Answers

-
-
-

How ready are you?

1. **P G** Answer questions (a - b). Then, exchange ideas with two other pairs.

- a. Besides celebrations and traditions, what other cultural elements of a country can you mention?
Write a list.
- b. Give two examples of Chilean cultural elements in each category of your list.



Cultural elements

Chilean examples

2. Now, use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

| | | | | | | | |
|--|--------------------------|---|--------------------------|--|--------------------------|---|--------------------------|
| I am completely ready to start. I could even help my classmates. | <input type="checkbox"/> | I am quite ready to start. I may make a few mistakes. | <input type="checkbox"/> | I am barely ready to start. I will need some coaching. | <input type="checkbox"/> | I am not ready to start. I will definitely need coaching. | <input type="checkbox"/> |
|--|--------------------------|---|--------------------------|--|--------------------------|---|--------------------------|

LESSON 4



Reviving traditional games

You will...

- listen to personal reports about games.
- identify key words and expressions related to traditional games.

What for?

- To understand and describe traditional games.
- To discuss and appreciate the value of games for family and national traditions.

Preparing to listen

1. Look at the pictures and label each game. Use the names of the games in the box.

Hopscotch

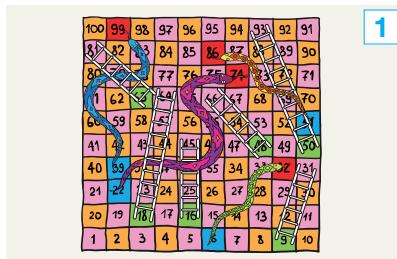
Chess

Skipping a rope

Snakes and ladders

Flying a kite

Spinning top



1



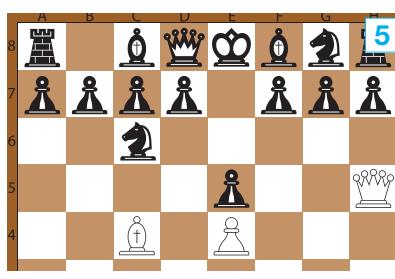
2



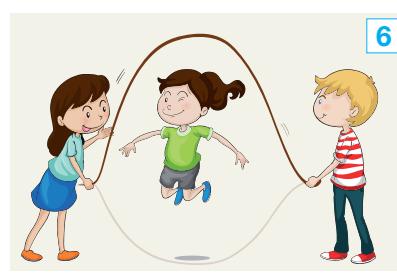
3



4



5



6

2. Match three games in exercise 1 with their descriptions (a - c).

a. We use a paper object on a long string and let it fly in the air as high as possible.

b. We use a board and figures to play this game that ends when someone says "check mate".

c. We use a piece of rope with wooden handles at the ends and move it fast and jump over it.

3. **G** Form groups of four and discuss these questions (a - c).

- What games do you like to play? What kind of equipment do you need (e.g. board, cards, etc.)?
- Which of the games in exercise 1 are traditional Chilean games? On which occasion are they played?
- Do you think that games are a part of our traditions? Why? Why not?

Focusing on listening

1. 43 Listen to some teens talking about traditional games in their countries. Identify the countries they come from and the name of the game they are describing. Complete the first points of the listening file.
2. 43 Listen to the recording again (twice) and complete the rest of the file.

Strategy in mind

- Setting a purpose for listening.
- Using previous knowledge to identify specific information.

LISTENING FILE: Reviving traditional games

■ General information

- Speakers' country of origin (write S1, S2, S3 or S4)

a. Turkey c. Korea

b. Colombia d. Venezuela

- Games mentioned (write S1, S2, S3 or S4)

a. Yut c. Marbles

b. Oba d. Spinning top

■ Specific information

| In which game do ... | Oba | Marbles | Spinning top | Yut |
|---|-----|---------|--------------|-----|
| you need a wooden or plastic element? | | | | |
| you draw a geometric shape on the ground? | | | | |
| you sing a song while playing? | | | | |
| you form teams to play? | | | | |
| you have to knock over other player's toys? | | | | |
| you show your ability at handling one object? | | | | |

■ Main conclusions

- What do speakers feel when talking about the traditional game in their country?

a. Enthusiasm b. Indifference c. Pride

Smart listening

- Think about the topic of the recording you are going to listen to:
- Which words that you already know come to your mind in connection with this content?

Think critically

Make Text-to-world connections

- Do you know other traditional games from around the world?
- Find the name of three and tell your classmates where they are from.

Make Self-to-text connections

- Which of the games in the recording could be played in Chile? Why?

After listening

Vocabulary in context

1. Read these sentences from the recording and pay attention to the verbs in bold.

- You take the ball and you **throw** it against the wall.
- You **shoot** your favorite marble at the others so that...
- The aim of the game is to **knock over** the other players' tops.
- Before the game starts, players have to **team up**.

2. Match the pictures (1 - 4) to the words in bold in point 1.



3. **G** In your own words, find a synonym for each of the verbs and write them down. Then, compare with your classmates and check with a dictionary.

a. _____

c. _____

b. _____

d. _____

Speaking workshop

Describing a traditional game

P Work in pairs to present a traditional game to the class.

1. Preparing to speak

a. Listen and repeat these words. Pay special attention to the pronunciation of the endings.

tradition presentation information description imagination celebration

b. Listen and repeat these phrases.

This is one of the most... games.

The object of the game is to...

There must be... players.

Almost everybody plays this traditional game in...

- c.  43 Listen to Speaker 3 in the listening text again. As you listen, focus your attention on the narrator's intonation and stress of certain words.
- d.  Choose one traditional game of your country or of any country around the world. Find basic information about it and get some pictures to illustrate your presentation on a poster. Then, write a brief description of it. Use the pattern as a guide.



Almost everybody plays _____ in _____. To play it, you need _____ and _____ players. The aim of the game is to _____ with _____.
The player who _____ is the winner.

2. Practicing

 With your partner, take turns to read the description of the game and correct each other's pronunciation.

3. Performing

Divide the presentation in halves so that both of you know in advance which part of the description to read aloud. Present the game to the rest of the class and show a poster with the pictures you collected.

4. Evaluating

 After you finish presenting, work in pairs again. Evaluate each other's participation using the prompts in the box.

We...

- prepared for the task carefully.
- imitated the intonation and stress of the recording.
- used correct language to describe the game.
- used visual aids to present the information.
- corrected and gave feedback to each other with respect.
- showed interest in learning about our own culture.

Exit slip

GOALS 达成度

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

You will...

- read texts about two world-famous celebrations.
- write a description of a celebration.

What for?

- To describe and talk about occasions in which people celebrate.
- To help appreciate the value of different worldwide celebrations.

Preparing to read

- 1.** **P** Look at the pictures and discuss in pairs. Which activities are traditional in Chile? Do you celebrate them with your family / in your region?



1



2



3



4



5



6

- 2.** Match the celebrations with the pictures. Write the correct number in the spaces provided.

a. _____ Christmas

d. _____ Halloween

b. _____ National festivities

e. _____ Chinese New Year

c. _____ Wedding party

f. _____ La Tirana festival

- 3.** **P G** Why do we celebrate certain occasions? Discuss the following reasons in pairs or small groups.

- a. They are the link between the past and the present.
- b. They preserve national and family values.
- c. They give us an identity as a nation or as a family.
- d. They provide a relaxing intermission in a stressful life.

Key words

- parade
 - shoelaces
 - toothpaste
 - leprechauns
 - clover

Strategy in mind

- Setting a purpose for reading

Once you know your purpose, you will know how to organize your reading and what kind of things you need to pay attention to.

Smart reading

1. Which text (I, II or III) ...

| | |
|---|--|
| is funny? | |
| makes promises? | |
| states the date of the event? | |
| describes an event? | |
| is about a celebration in a specific country? | |
| has a specific author? | |

Focusing on reading

- 1.** Read the texts and identify their similarities and differences.

I

My New Year's Resolutions

by Robert Fisher

I will not throw the cat out the window
Or put a frog in my sister's bed.

I will not tie my brother's shoelaces together
Nor jump from the roof of Dad's shed.

I will not disappoint my aunt on her birthday
And tidy my room once a week.

I will say please and thank you (even when I don't mean it)
And never spit or shout or even swear.

I shall write each day in my diary
Try my hardest to be helpful at school

I shall help old ladies cross roads (even if they don't want to)
And when others are rude I'll stay cool.

I shall squeeze from the bottom of every toothpaste tube.
And stay where trouble can't find me.

I shall start again, turn over a new leaf.

leave my bad old ways forever
Shall I start them this year, or next year

Shall I sometime, or?

• 100 •

II

Kelly

To Lisa Cc Cco

Subject Great time at Halloween! Friday, 31 October 2019 10.17 PM

Hi, Lisa.

How are you? Finally, it's Halloween! Have you done anything spooky today? Have you dressed up and gone trick or treating?

We've made some really awesome costumes. I'm a scary witch and my sister Jenna's a fairy. We have not visited all the houses in our street yet and I can see other kids walking around with their bags of goodies, so I'd better run or all the sweeties will be gone!

Love and kisses

Kelly, the scary witch

Submit

III

Last year, I went to Dublin to study English for a month. While there, an Irish friend of mine, Caroline Mc Duffy, thought that it would be good for me to learn Irish customs and traditions. And I could not disagree!

Every year, on March 17, the Irish (and the Irish-at-heart!) all around the world celebrate St. Patrick's Day. What began as a religious day for the patron of Ireland has become an international festival celebrating Irish culture with dancing, special food and a whole lot of green!

Caroline invited me to celebrate with her and take part in the traditional Dublin **parade**. We met on the corner of Grafton and Connolly Street and joined the festival together. What fun it was! There were different floats with people dressed up as **leprechauns** and wearing other fantastic creature costumes. It is a tradition in Ireland for all attending parades to wear a Shamrock – the Irish four-leaved **clover** for luck. People along the way cheered, danced and sang like in a street party. Lots of green (it is the traditional Irish color), lots of laughter, people who seemed to be having a great time at the festival. The only disadvantage was that we could not see everything because the place was crowded. I loved the St. Patrick's Day parade and when I came back to Chile, I told all my friends about it and showed them the pictures.



Your analysis

1. **G** How does the author of each text celebrate the special occasion? Compare your answers with other students.
2. What is the general message of the texts?
 - a. Celebrations are joyful occasions
 - b. Celebrations can sometimes be a problem.
 - c. There are attractive celebrations all over the world.

Think critically

Make Text-to-world connections

- Find the name of three traditions or celebrations that are unique to three countries and tell your classmates about them. If possible, bring pictures.

Make self-to-text connections

- Go back to text I. Which of the resolutions do you feel identified with? Which ones do you think are easy to keep?

After reading

Work it out!

Prefix *dis-*

Read and analyze the examples from the texts paying special attention to the underlined words.

- I will not disappoint my aunt on her birthday.
- The only disadvantage was that we could not see everything because the place was crowded.
- And I could not disagree!

The prefix *dis-* is added at the beginning of a word to mean...

- i. ____ similar to. ii. ____ opposite to. iii. ____ without.

Vocabulary in context

- P** Having in mind the definition of the words below, provide a synonym for each of them with your partner.

celebration _____ party _____ festival _____

- Use the words in exercise 1 to fill in the gaps.

- Do you think you will be able to come to my 15th birthday _____ next Monday?
- The most important _____ in India is Diwali, which celebrates the victory of light over darkness or good over evil.
- Can you tell me about some important _____ in your family?

- G** Look up the meaning of the word *costume* and write it down. Compare with your classmates.

Writing workshop

A web-magazine article

G Work in small groups of three or four. You will write an article for a web-magazine describing a celebration.

1. Organizing the ideas

- In your group, discuss the special occasions we usually celebrate. Make sure you talk about national and international celebrations and festivals. Make a list of all the events on a slip of paper for the group to use. Talk about the different events and say whether they are formal or informal occasions, free or not, open to all or only a few.
- Choose one from the list you have written and brainstorm more ideas about it.
- Go back to page 161 and have a look at text III about St. Patrick's Day celebration. What aspects are included in the description? Make a list.
- Think what the participants of the celebration can see, smell, hear, taste and feel and write a list with words you will need for your description. Classify them into nouns, verbs and adjectives.

2. Drafting

Write your description based on the model on page 161, using the information and the words in the lists you made. First, write simple sentences and then, add some connectors. Make sure to include lots of details such as: why we celebrate the occasion, when it first started, who usually participates, what people do, etc.

3. Revising

Revise the information you included in the paragraphs.

- Check that you have used connectors to link the ideas and strong adjectives to illustrate the scene or moment.
- Make sure that your initial sentences invite the reader to continue reading and introduce the subject that is being described.
- Read the description aloud to check that it is complete, the message is clear and that it has all the necessary details.

| Editor's Marks |
|----------------------------|
| Capital letter / Lowercase |
| Punctuation |
| Add a word |
| Check spelling |
| Change place |

4. Editing

Use the **Editor's Marks** in the box to check grammar, spelling and punctuation.

5. Publishing

- Copy the final version of your description on the class website or blog and choose a picture to illustrate your description.
- As a group, evaluate your work following the points in the box. Remember to discuss and exchange ideas with respect and accepting everyone's opinions.

- We...**
- provided information as indicated in the instructions.
 - used varied vocabulary.
 - checked for grammar, spelling and punctuation mistakes.
 - presented the information in an organized and clear manner.

Exit slip

ROADBLOCKS

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

- | | |
|--------------------------------|--|
| I exceeded the objectives. | |
| I met the objectives. | |
| I met a few of the objectives. | |
| I did not meet the objectives. | |

What difficulties do I anticipate for next lesson?

**You will**

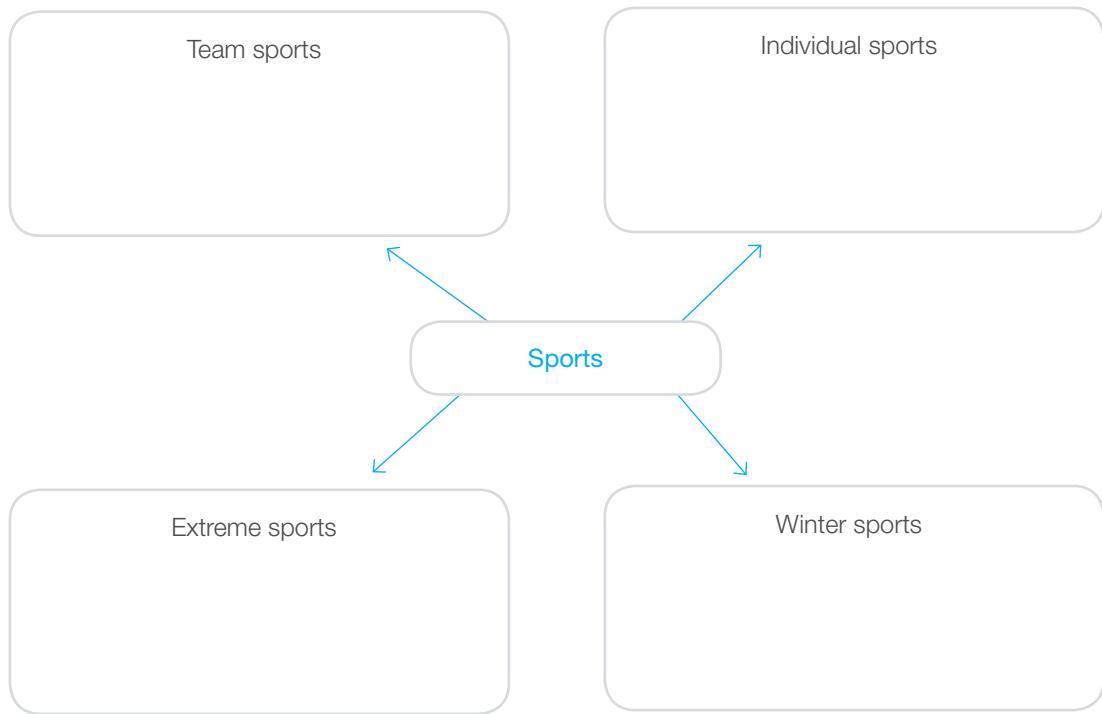
- use visual prompts connected to a recording.
- listen to commentaries on sports.
- talk about a controversial sport and participate in a debate.

What for?

- To describe traditional sports.
- To identify the pros and cons of a controversial issue and take a stand.

Preparing to listen

1. **P G** In pairs or small groups, brainstorm on vocabulary related to sports and complete the diagram. Write as many words as possible under each category.



2. Choose one sport from each category and fill in the gaps with the correct word for sports and equipment.

- To play _____, you will need _____.

3. **G** In your group, find information about the most popular games in English speaking countries and then share the information you collected with your classmates.

Focusing on listening

1. 45 Listen to two sports commentaries. As you listen, complete the first points of the listening file.
2. 45 Listen again (twice, if necessary). Identify specific details in the two commentaries and complete the rest of the file.

Strategy in mind

- Anticipating information in a recorded text using previous knowledge.

LISTENING FILE: Time-honored sports

■ General information

- The commentaries are made: the game.
a. before the game b. during c. after
- The commentaries are about:
a. rugby c. tennis
b. basketball d. cricket

■ Specific information

- Which commentary...

| | I | II |
|---|--------------------------|--------------------------|
| is about an international game? | <input type="checkbox"/> | <input type="checkbox"/> |
| mentions the weather? | <input type="checkbox"/> | <input type="checkbox"/> |
| mentions the fans? | <input type="checkbox"/> | <input type="checkbox"/> |
| talks about a traditional greeting? | <input type="checkbox"/> | <input type="checkbox"/> |
| mentions the color of the players' clothes? | <input type="checkbox"/> | <input type="checkbox"/> |
| tells us the number of spectators? | <input type="checkbox"/> | <input type="checkbox"/> |

- What do the speakers say?

- a. The players are performing this traditional Maori
- b. The fans in the tribunes are now all
- c. You can see the teams in their all
- d. It looks like it is going to be a very

■ Main conclusions

- What are the commentators' tone and style of speech? Why do you think they are that way?

Smart listening

- To check understanding, use paraphrasing. Try to say the same thing using other expressions or your own words.

Think critically

Make Text-to-text connections

- Have you ever heard similar texts? Where?

Make Self-to-text connections

- What kind of sports do you like / play? Why? What attracts you to that sport?

After listening

Vocabulary in context

1. **P** Have a look at these sentences from the recording. Paraphrase the expressions in red with your partner.
 - a. All Blacks are getting ready to **perform their traditional greeting**.
 - b. Fifty thousand people **cheering** and **clapping**.
 - c. It **looks like** it is going to be a **very tight game**.
 - d. Whoever **wins** will go into the **finals**.
2. Choose three expressions in point 1 and use them to write meaningful sentences of your own.
a. _____
b. _____
c. _____

Speaking workshop

Taking part in a sports debate

G Work in groups of four. You will talk about traditional but controversial sports.

1. Preparing to speak

- a. **46** Listen to the in the bubbles and classify them in two groups. Copy the expressions in the corresponding column in the table, according to what they express.

I agree with it one hundred percent.

I'd say the exact opposite.

I'm afraid I don't agree.

I couldn't agree more with it.

I don't think so.

No doubt about it!

That's so true!

It is absolutely right.

That's exactly how I feel.

I'm not sure about that.

| Agreement | Disagreement |
|-----------|--------------|
| | |

- b. **46** Listen again and repeat the expressions, paying special attention to the intonation.

- c. In your group, make a list of traditional sports that are controversial because they are dangerous (mountain-climbing, for example) or because they are considered cruel sports (such as bullfighting) or for any other reason.
- d. Choose only one sport from the list. Divide the group in halves and decide which pair will be in favor of that sport and which one will be against.

2. **P** Practicing

- a. Get together with your partner and discuss the pros or cons of the chosen sport. Write them down and try to decide as many well-grounded reasons to support your position as possible. Anticipate questions or counter-arguments the other groups can present and get ready to reply.
- b. Practice reading the text aloud, in turns. Remember to use several of the expressions in point 1 a. and b.
- c. Decide which of you will speak first during the debate.

3. Performing

- a. Present your ideas for / against that sport to the rest of the class (audience) in approximately 3 minutes. Then, be ready to answer the questions of the opposite pair.
- b. Listen to the other pair presenting their statements for / against the sport without interrupting. Then, be ready to ask questions which are counter arguments to their statements for about 3 minutes.
- c. Later, be prepared to answer the audience's questions and defend your position against their claims and arguments.

4. Evaluating

After the debate finishes, it is mainly the audience that will evaluate the work of the teams (using a rubric provided by the teacher). However, you as a group evaluate yourselves using the prompts in the box.

| We... |
|---|
| <input type="checkbox"/> prepared for the task carefully and followed the instructions. |
| <input type="checkbox"/> presented good and clear arguments for or against. |
| <input type="checkbox"/> respected each other's opinions and views. |
| <input type="checkbox"/> used correct grammar, appropriate vocabulary and comprehensible pronunciation. |
| <input type="checkbox"/> respected the times assigned. |

Exit slip

B1/B2/C2/C3

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

Achievement

| | |
|--------------------------------|--------------------------|
| I exceeded the objectives. | <input type="checkbox"/> |
| I met the objectives. | <input type="checkbox"/> |
| I met a few of the objectives. | <input type="checkbox"/> |
| I did not meet the objectives. | <input type="checkbox"/> |

What difficulties do I anticipate for next lesson?

You will...

- review material from previous lessons to focus on the task.
- read facts about an international celebration.
- use previous knowledge learned in social studies and from your own experience of celebrations.
- compare and contrast family celebrations using a Venn diagram.

What for?

- To make cross-curricular connections.
- To discuss and show respect for family values and traditions.

1. **G** Work in groups of three. Look at the list of celebrations below and discuss how people in your country/region generally celebrate these occasions.

- Christmas
- Birthdays
- National Day
- New Year

2. Read the short text about how people celebrate the Chinese New Year.

Chinese New Year

The date of the Chinese New Year is based on the Chinese lunar calendar, and the dates change, but it is always somewhere in the period from January 21st to February 20th.

Although there are many interesting stories explaining the start of the Chinese New Year festival, the main reasons for the festival are to celebrate a year of hard work, have a good rest, and relax with family, and to wish for a lucky and prosperous coming year. Chinese people believe that a good start to the year will lead to a lucky year.

The main traditional celebrations of the festival include eating dinner with family, giving red envelopes, firecrackers, new clothes and decorations. More modern celebrations include watching the CCTV Gala, instant message greetings, and cyber money gifts.

Every street, building and house where the CNY is celebrated is decorated with red. Red is the main color for the festival, as it is believed to be an auspicious color. Certain foods are eaten during the festival because of their symbolic meanings. Fish is a must for the Chinese New Year as the Chinese word for *fish* sounds like the word for *surplus*. Eating fish is believed to bring a lot of money and good luck in the coming year.



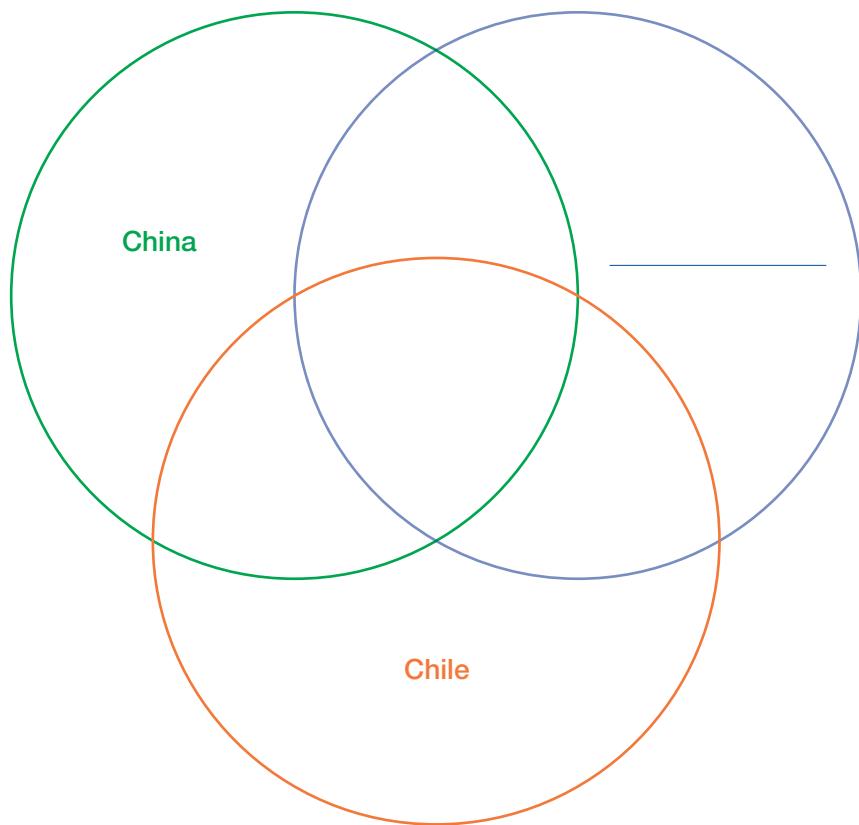
3. **G** Fill in the table with brief information from the text.

| | |
|-------------------------|--|
| Date | |
| Reasons for celebration | |
| Decorations | |
| Food | |
| Traditional activities | |
| More modern activities | |

4. **G** In your group, find out how people celebrate New Year in another country. Follow the prompts in the list and take notes.

- When it is celebrated and for how long
- Where it is celebrated
- What decorations are used
- What food is eaten
- What music is played
- Who is invited
- Activities involved

5. **G** Fill in the Venn diagram with the information you collected. Add details about New Year celebrations in Chile.



PROJECT

A TV program

I | Preparation

1. **G** Work in groups of 4.
2. Read the instructions in the procedure section and fill in the information in the file.
3. With the information in the file, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know in advance the areas that will be evaluated.

PROJECT 4 PREPARATION FILE

| | |
|---|-------------|
| <input type="checkbox"/> Task | Due date |
| <input type="checkbox"/> Sources of information | |
| <input type="checkbox"/> Areas of curriculum involved | |
| <input type="checkbox"/> Member: _____ | Task: _____ |
| <input type="checkbox"/> Member: _____ | Task: _____ |
| <input type="checkbox"/> Member: _____ | Task: _____ |
| <input type="checkbox"/> Materials | |



II Procedure

1. In your group, choose one country around the world or a Chilean ethnic group. Make a list with all the customs, celebrations and traditional dishes and sports you remember from this culture.
2. Do some research in the library and on the Internet to check and expand the information you already have about your chosen country.
3. Choose the TV program format you would like to use (news program, tourism, documentary, etc.). Then, make a brief script for it in which you will present the information of the chosen culture and will demonstrate the recipe of a traditional dish.
4. Write the final version of the script, revising and editing it as a group. Don't forget to include enough roles for all the members of the group to speak.
5. Practice saying the script several times, paying special attention to intonation and pronunciation.
6. Arrange the TV set and get all the ingredients for the cooking section of the program.
7. Film the TV programme with a camera or a smartphone. (if possible).

III Presentation

Show your TV program to the rest of the class and your teacher.

IV Evaluation

After you finish presenting your work, reflect on it and evaluate the group performance. Tick (✓) the corresponding column according to the following scale:

4= Excellent! / 3= Good / 2= Satisfactory / 1= Needs improvement

| The members of the group... | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| followed the instructions, distributed tasks and collected all the necessary information. | | | | |
| helped and supported each other, correcting pronunciation and intonation. | | | | |
| were respectful to each other's ideas and opinions in the group and with the rest of the class. | | | | |
| checked the final work together and discussed possible improvements. | | | | |
| showed interest in independent learning as a way to contribute to society. | | | | |
| showed comprehension and tolerance for their own and other cultural expressions. | | | | |

SYNTHESIS AND REFLECTION

1. Now that you have completed the unit, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you have developed in the unit and complete the table. Compare it with your partner's table expanding, correcting and adding new information and using what you have learned along the unit.

| Lesson | What did I do? | What did I learn? | How will I apply this learning? |
|---------|----------------|-------------------|---------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| Project | | | |

- 3.** Individually, reflect on and evaluate your performance in the unit using the markers: A= always, S= sometimes, N= never. Complete the column *My view*.

| Area to evaluate | My view | My teacher / partner's view |
|--|---------|-----------------------------|
| Taking control of the learning process
• I set goals and met them.
• I challenged myself to be the best I can be by completing tasks.
• I stayed on task and completed additional language activities. | | |
| Supporting classmates
• I tried to help my classmates when they struggled or hesitated.
• I supported my classmates and shared my knowledge.
• I showed consideration and respect for myself and others. | | |
| Understanding directions
• I took off into activities quickly and by myself.
• I watched and listened attentively to get instructions. | | |
| Vocabulary
• I incorporated past and new vocabulary.
• I asked the teacher to explain words I did not understand. | | |
| Writing
• I followed models when I did writing tasks.
• I checked my spelling and grammar. | | |
| Speaking
• I imitated my teacher / recordings and paid attention to pronunciation.
• I could give small oral presentations on the topic of the lessons.
• I could engage in short dialogues imitating a model. | | |
| Comprehension (reading / listening)
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.
• I could quickly recognize the type and purpose of a text / recording.
• I focused on using strategy in mind. | | |
| Critical thinking
• My answers included supporting evidence from the text / lesson.
• I justified and explained my opinions.
• I related content to personal experiences. | | |

- 4.** Ask your teacher or a partner to assess your performance and then discuss your reflections with the rest of the class.
- 5.** In pairs, comment on the things you can do to improve your weak points in the future.

GLOSSARY

UNIT 1

MODULE 1 LESSON 1

foreigner: (noun) someone from another country

to be keen on: (adjective) to be very interested in something

IT skills: (noun) Information Technology skills. Abilities to get your computer to do what you want it to do; to understand what your computer can do and how it does it

MODULE 1 LESSON 2

behavior: (noun) the way someone behaves

agreeable: (adjective) pleasant or nice

hire: (verb) to begin to employ someone

MODULE 1 LESSON 3

being fired: (verb) to be told you must leave your job

resume: (noun) a document that describes your qualifications and the jobs that you have done, which you send to an employer that you want to work for

typo: (noun) a small mistake in a text, made when it was typed or printed

MODULE 2 LESSON 4

skill: (noun) the ability to do an activity or job well, especially because you have practiced it

copper: (noun) a soft, red-brown metal, used in electrical equipment and to make coins (symbol Cu)

counselor: (noun) someone whose job is to listen to people and give them advice about their problems

MODULE 2 LESSON 5

inheritance: (noun) money or possessions that someone gives you when they die

sprain: (verb) to injure part of your body by twisting it, but not so badly that it breaks

rooted: (adjective) strongly felt or believed and difficult to change

barrel organ: (noun) a large musical instrument that plays music when you turn a handle on the side

MODULE 2 LESSON 6

raise: (verb) to increase an amount or level

starving: (adjective) dying because there is not enough food

commitment: (noun) a promise or firm decision to do something

give up: (verb) to stop doing something before you have completed it, usually because it is too difficult

SUBJECT CONNECTIONS

skinny: (adjective) too thin

lean: (verb) to move the top part of your body in a particular direction

nod: (verb) to move your head up and down as a way of agreeing, to give someone a sign, or to point to something

yell: (verb) to shout something very loudly

UNIT 2

MODULE 1 LESSON 1

highlight: (verb) to emphasize something or make people notice something

significant: (adjective) important or noticeable

overlook: (verb) to have a view of something from above

MODULE 1 LESSON 2

population: (noun) all the people living in a particular area

MODULE 1 LESSON 3

debunk: (verb) to show that something is less important, less good, or less true than it has been made to appear

whatsoever: (adverb) used after a negative phrase to add emphasis to the idea that is being expressed.

MODULE 2 LESSON 4

sponsor: (verb) to give money to someone to support an activity, event, or organization

MODULE 2 LESSON 5

daydream: (verb) to have pleasant thoughts about something you would like to happen

scholarship: (noun) an amount of money given to a person by an organization to pay for their education, usually at a college or university

MODULE 2 LESSON 6

ESL: (noun) abbreviation for English as a Second Language: the teaching of English to students whose first language is not English, but who live in a country where it is the main language

IELTS: (noun) abbreviation for International English Language Testing System: a test in the ability to use the English language for people from other countries who need a qualification to study at a university or to work in Australia, Canada, Ireland, South Africa, New Zealand, or the UK

TOEFL: (noun) abbreviation for Test of English as a Foreign Language: a test of English for speakers of other languages

SUBJECT CONNECTIONS

accurate: (adjective) correct or exact

feature: (noun) a typical quality, or important part of something

UNIT 3

MODULE 1 LESSON 1

cast: (noun) a hard cover used to keep a broken bone in the correct position until it gets better

dung: (noun) solid waste from a large animal

melt: (verb) to become liquid

pole: (noun) a long, thin stick made of wood or metal, often used to hold something up

sparrow: (noun) a small, brown bird that is common in towns and cities

styrofoam: (noun) polystyrene (light plastic material used to protect objects when they are packed)

MODULE 1 LESSON 2

charming: (adjective) pleasant or attractive

delightful: (adjective) very pleasant, attractive, or enjoyable

moving: (adjective) causing strong feelings of sadness or sympathy

befriend: (verb) to be friendly to someone, especially someone who needs support or help

SUBJECT CONNECTIONS

chase: (verb) to run after someone or something in order to catch them

whiskers: (noun) long, stiff hairs that grow around the mouths of animals such as cats

MODULE 2 LESSON 4

disguise: (verb) to change your appearance/voice, etc. so that people cannot recognize you

breathhtaking: (adjective) very beautiful or surprising

store: (verb) to put something somewhere and not use it until you need it

MODULE 2 LESSON 6

beat: (verb) to hit a person or animal hard many times

accomplishment: (noun) achievement; success in doing something good

release: (verb) to make a record or film available for people to buy or see

propel: (verb) to make someone do an activity or be in a situation

SUBJECT CONNECTIONS

spot: (noun) a particular place or point

iconic: (adjective) very famous or popular, especially being considered to represent particular opinions or a particular time

UNIT 4

MODULE 1 LESSON 1

feather: (noun) one of the soft, light things that grow from and cover a bird's skin

path: (noun) a long, narrow area of ground for people to walk along

scar: (noun) a permanent mark left on the body from a cut or other injury

teepee: (noun) a type of tent in the shape of a cone made from animal skins that was the traditional shelter of some Native Americans

MODULE 1 LESSON 2

proud: (adjective) feeling very pleased about something you have done, something you own, or someone you know

boredom: (noun) feeling weary and impatient because one is unoccupied or lacks interest in one's current activity

MODULE 1 LESSON 3

flavor: (noun) a particular quality or style that something has / the taste of a particular type of food or drink

blend: (verb) to mix two or more things together completely

harvest: (noun) the time when crops are cut and collected from fields

wax: (noun) a solid substance that becomes soft when warm and melts easily, often used to make candles

serving: (noun) an amount of food for one person to eat
pour: (verb) to make a liquid flow from or into a container

SUBJECT CONNECTIONS

pluck: (verb) to pull all the feathers out of a bird before cooking it

chop: (verb) to cut something into small pieces

engrossed: (adjective) giving all your attention to something

spare sb's life: (verb) to not kill someone

yarn: (noun) thread used for making cloth

MODULE 2 LESSON 4

string: (noun) material consisting of threads of cotton, hemp, or other material twisted together to form a thin length

board: (noun) a long, thin, flat piece of wood

rope: (noun) very thick string made from twisted thread

skip: (verb) to jump over a rope while you or two other people move it over and then under your body again and again

knock sth over: (verb) to hit something or someone so that something or a person falls down.

shoot: (verb) to try to score points in sports such as football by hitting, kicking, or throwing the ball towards the goal

MODULE 2 LESSON 5

parade: (noun) a line of people or vehicles that moves through a public place as a way of celebrating an occasion

shoelace: (noun) a long, thin piece of material used to fasten shoes

leprechaun: (noun) (in old Irish stories) a magical creature in the shape of a little old man who likes to cause trouble

clover: (noun) a small plant that has three round leaves and round flowers

MODULE 2 LESSON 6

time-honored: (adjective) a tradition or way of doing things that has been used for a long time

pitch: (verb) in baseball, to throw the ball towards the person who is going to hit it

clap: (verb) to hit your hands together, often repeatedly, especially in order to show that you enjoyed a performance

sail: (verb) to move quickly through the air

Source: Cambridge Learner's Dictionary: Meanings & Definitions. (n.d.). Retrieved June 08, 2016, from <http://dictionary.cambridge.org/dictionary/learner-english/>

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Notes

UNIT 1

UNIT 2

UNIT 3

UNIT 4