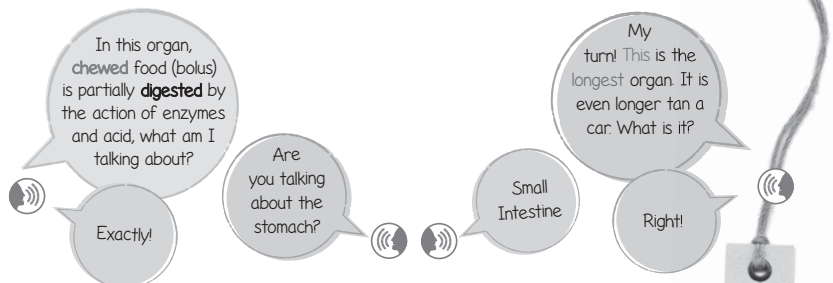




9. Formulate questions in which you describe the component parts of the body. Try to use **demonstrative determiners**, **passive voice** and **participles** and make **superlatives** in order to be clearer. Your partner will answer your questions. Exchange roles.

- In case the questions are not clear, work together until you think that they have been improved.
- If necessary, check the previous activity for information, look at the example below.

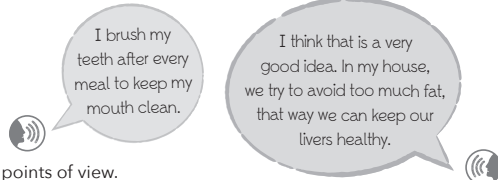


10. What terms in the diagram in Activity 8 are new for you? Circle them, look for their meaning in a dictionary and describe them in your own words. Look at the example and use your notebook if necessary.

Example: Enzymes are proteins that help to break down food in order for it to be digested



11. Reflect on the actions that help you maintain your own physical well-being and that of others. Share the actions you take in order to keep the organs of your digestive system healthy with your partner. Look at the example.



- Share points of view.

Remember

Adjectives can express qualities to different degrees. Superlatives are used to establish extremes, for example: the biggest/the smallest, the least active/the most active. Comparatives are used for comparing two things, for example: bigger/smaller, less active/more active.

Activity 9

- Ask your students to check the body system they wrote in Activity 5 and to do the activity.
- Support your students reminding them the names of the parts of that system. Offer them examples to describe them.
- Check that the exercises made by your students have the right information: that terms match with their descriptions in the chart and that they used their own words to define the new terms.

Activity 10

- Have your students show you how they are using your dictionary. Give them any tips you consider useful.
- Tell your students to use two dictionaries and compare them so that they choose the best definition.
- Ask your students to compare what they wrote and what they found in the dictionary and make the changes to improve their descriptions.

Activity 11

- Offer your students examples of how to take care of the health of the system they chose.
- Ask them to compare with the class some of the actions they commented in pairs.
- At the end of the activity, divide the board into two, and write at the top of one division "Good habits" and at the other "Bad habits". Invite your students to come to write one example in the category they wish.
- Check each habit and have the whole class help you correct all the mistakes in the spelling, content, writing, et cetera.

Activity 12

- After having given your students some time to do the activity, verify the answers with the entire class. Take advantage of this opportunity to invite those students who have just a little self-confidence to express the names of the body. As it is only one word, it is probably that they feel motivated, if not, do not push them.
- Write the answers on the board to check spelling.

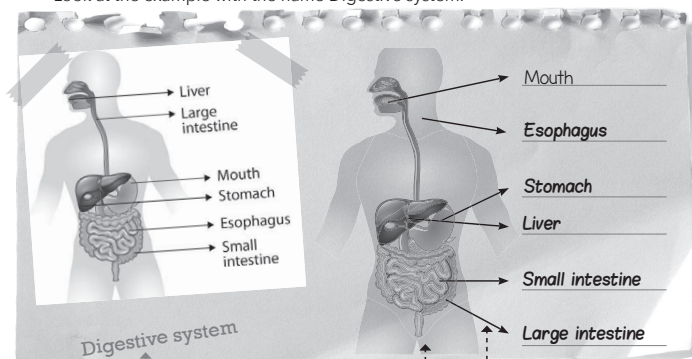
Activity 13

- Ask them to exchange their work with another pair to check each other.
- Make sure the pairs offer and get positive feedback, do not allow them to express negative or irrelevant comments to the work.
- Mention your students they can check Activity 6 to remember the features of the graphic components.
- Generate a confidence environment so that your students feel they can ask you for help at any moment.

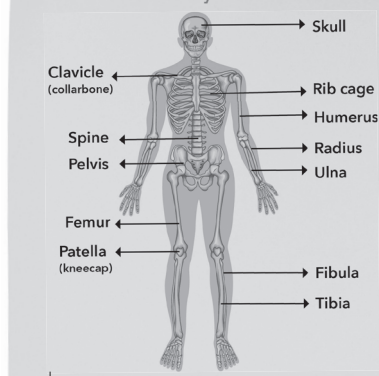


12. Look at the diagram on the left. As you can see, the names of the organs are misplaced, label the organs correctly.

- Then match the names on the chart below to the correct part of the image. Look at the example with the name Digestive system.



13. What elements in the diagram below indicate the most important information?
Skeletal system



Answers may vary

- The title
- The names of the parts of the skeleton, next to the indicative arrows
- The graphic relation between one element and another /Font type / Font size

Continue this activity on the next page

FOR OUR DIAGRAM

- Make a list of relevant features of textual components. Look at the example.

Features of textual components:

- » "They can be pointed out with bold letters."
- »
- »
- »
- »
- »

Remember

The graphic components must be proportionate to the size of the chart.

14. Go back to Activities 2 and 4 and formulate questions to obtain information (names, characteristics, main functions, etc.) about the organs of the body system you chose, and write them in your notebook. Look at the example.

Questions to obtain information about the organs of the head

- | | |
|--|----------------------------------|
| 1. Which system of the human body do they belong to? | 3. What are their main features? |
| 2. What are the main organs of the head? | 4. What functions do they have? |

15. Look for information that will help you to answer the questions. You can consult page 46 in the *Reader's Book* to get additional information on the digestive systems.



IT

If you need more information about the Human Body, visit the following links.
 Digestive system <https://goo.gl/ZyxjSk>
 Human body <https://goo.gl/9zjXD3>
 Human body and mind <https://goo.gl/w2AB9e>

Activity 14

- Organize your students in pairs and ask them to think in the best questions to obtain information. Make sure their questions are grammatically correct and that they are suitable for the activity.
- Tell your students to take advantage of this activity to practice in oral way how to formulate and answer questions.
- Clarify any doubt your students have about how to make questions.

Activity 15

- Check with your students the systems of the body that appear in the Reader's Book. Encourage them to read the information aloud and to make questions to help them to comprehend. Make them know that they can go to Reader's Book as many times as necessary or as they wish.
- In case there is not Internet availability, use the Reader's or get them other type of

source of information about the human body.

- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.
- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.

Activity 16

- Take advantage of this activity to show your students how to distribute responsibilities among them so that every member of the team makes actions to obtain the best result. It is about really learning how to work in teams.
- Verify all the questions are complete.
- Verify the answers correspond to the correct information.
- Check your students' charts are complete and brief. Have them correct any mistake.

Activity 17

- Help your students get ready for the activity: make sure they are quiet and settled.
- Ask a student to read out loud the **Remember** section that elaborates on demonstratives.

Activity 18

- Organize your students in pairs to work with determiners. Ask them to look into the Reader's Book and to read **Remember** section in the Student's Book) that presents determiners.
- Invite your students to make sentences orally like in the example, but with information with the body system they chose. If necessary, provide them with examples.

Nouns and determiners

FOR OUR DIAGRAM

16. Organize the questions in Activity 14 and the information that answers them. Look at the example.

To which system of the human body do the organs of the head belong to?	What are the main organs of the nervous system?	What are the main characteristics of the brain?	What is the main function of the brain?
↓	↓	↓	↓
To the nervous system	Brain and spinal cord	It is very soft, jelly-like, and it weighs on average 15 kg	To control the central nervous system

• Organize the terms and their descriptions in a table in order to get the information easily. Look at the example:

Term	Description
Brain	It is very soft. It weighs on average 1.5 kg and controls the nervous system.

17. Identify the correct forms of plural and singular demonstratives.

18. Look at the diagram of the respiratory system in the *Reader's Book* on page 48. Complete the following sentences with the appropriate determiner. Look at the example.

The larynx is **the organ where** air passes through to go down to the trachea

a) These clusters of air sacs are called alveoli.

b) The exchange of gases between the blood and the atmosphere is what lungs do.

c) This windpipe made of reinforced cartilage is called the trachea.

d) The bronchus connects the trachea with the lungs; a bronchiole is a thin-walled branch of a bronchus.

session 5

Remember

This and These are used to talk about things that are close to the speaker. That and Those are used to talk about things that are farther from the speaker.

farther (adj.): más lejano

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FOR OUR DIAGRAM

19. With your teacher's help, write sentences that describe the organs of the body system you chose. Look at the example.

- The mouth is first segment of the digestive tract.
- Food is chewed before going down through trachea.
- Check that the sentences are written with clarity and precision.

Look at the example.

EXAMPLE

I think something is missing before trachea.

I think we should use "the".

Yes, food is chewed before going down through the trachea.

- Make sure you are using the present tense in your sentences.

20. Read the countable and uncountable nouns below.

bacteria — food — kidneys
waste — organs — water

- Complete the sentences and questions with the correct nouns. Look at the example.

How many fingers did he break?

- The large intestine absorbs plenty of water from indigestible food to create waste.
- Did you know that not all bacteria are harmful?
- To promote healthier lifestyles, we must create awareness about the main functions of our vital organs.
- Do you need both kidneys to be alive?



kidney (n.):
riñón
waste (n.):
desperdicio



awareness
(n.): conciencia

Continue this activity on the next page

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Student's Book / Practice 6 101

Activity 19

- Motivate your students to express themselves with security and confidence.
- Ask them to practice the descriptions with other pairs so that they give and get positive feedback.
- Take advantage of the mistakes in the answers to help your students detect them and to think how to correct them. Remember that if your students are aware of their mistakes, they will be able to build strategies to correct them, in other words, to develop the competence of learning to learn.

Activity 20

- Reproduce the table with countable and uncountable nouns in the blackboard and coordinate a collective activity to complete it.
- If necessary, explain them the difference between countable and uncountable nouns.
- Provide your students with some examples and ask them to share others. Use images.

- Ask your students to mention how they can use these activities to make their diagrams and why it is important to recognize the difference between countable and uncountable nouns.

Activity 21

- Organize your students to work collectively. Make sure they are in the best attitude to work, because this is a key activity to accomplish the final product. You have to really accompany your students in the note composition process. Make visible for them the subtle changes to form a single unit in the first draft. Then help them to compose a final note that includes the most important information from the sentences in Activity 20.
- Promote interaction and dialogue into the teams and help them to elaborate proposals that favor the contents of the language product.
- Encourage your students to take time and try different possibilities until they are happy with their decisions.
- Remind your students the importance of justifying their decisions.

Activity 22

- Organize your students in teams and monitor their job.
- Ask them to try not to make new mistakes.
- Promote interaction and dialogue into the teams and help them to elaborate proposals that favor the contents of the language product.
- Encourage your students to try to do the activity without your help, in case it is necessary, punctually intervene to help them.
- Monitor the teams to make sure all the members collaborate, appreciate and respect their contributions and take advantage of the best talent every member has.

Continue Activity 20 below

Put the nouns in the previous exercise in the correct place to complete the table.

Countable	Uncountable
• fingers	• water
• organs	• food
• kidneys	• waste
•	• bacteria

21. With your teacher's help, compose a brief explanation describing the respiratory system in your notebook.

Copy the sentences you worked on in Activity 18. Look at the example.

The larynx is the organ where air passes through to go down to the trachea.

Add, substitute or remove the necessary segments to compose your explanation. Look at the example.

The larynx is the organ where air passes through to go down to the trachea, [which] [is] [a] **windpipe** made of reinforced cartilage. is called trachea.

Write the first draft down. Look at the example.

1st Draft of the explanation
The larynx is the organ where air passes through to go down to the trachea, it is a windpipe made of reinforced cartilage.

Draw your own picture to illustrate the description.

FOR OUR DIAGRAM

22. Write a final version of the explanation with more information from the sentences in your notebook. You do not have to use all of them, but the explanation has to be clear, accurate and precise. Look at the example.

The mouth is the first segment of the digestive tract; it is where food is chewed before going down through the trachea to be partially digested in the stomach, thanks to the action of enzymes and acid.

Remember
Keep in mind that explanations have to be brief and precise in order to be suitable for a diagram.

Verb tense: simple present. Verb forms: passive, past participle

session 6

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CHECKPOINT

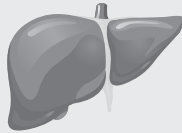
23. Read each question carefully and comment on each one with your teammates.

- Can I examine graphic and textual components in a chart?
- Can I select and point out information in a text?
- Can I identify the most important information in a diagram?

24. Look again at the diagram of the digestive system in Activity 8 and complete the descriptions of the main organs. Look at the example.



a) The salivary glands are the smallest elements of the digestive system.



b) The liver is bigger than the stomach.



c) Is the esophagus thinner than the small intestine?



d) The large intestine is no more important than the small one.

session 7

Adjectives: comparative and superlative

Remember

Adjectives can express qualities to different degrees. Superlatives are used to establish extremes, for example: the biggest/the smallest, the least active/the most active. Comparatives are used for comparing two things, for example: bigger/smaller, less active/more active.

Activity 23

- Encourage your students to solve the activity with honesty. Remind them that detecting the strengths is as important as detecting the areas they need to work in, because in this way, they will need less help little by little, and they will become autonomous.
- Ask each team to exchange their notes with another team to detect and correct mistakes before making the final version.
- With the whole class, ask the teams to share their draft with the class and make sure they do not have any mistake.

Activity 24

- Check the answers with the whole class.
- Have them help you to correct any mistake.
- Make sure the students comprehend the information about the adjectives presented in the **Remember**. If not, explain to your students with examples where the use is modelled.

Activity 25

- Ask your students to check the addressee they chose in Activity 5.
- Make sure the language in their diagrams is coherent with their addressee. If not, ask them to adjust it.
- Ask your students to do an attractive drawing for the addressee. Help them formulating questions such as: what size is our drawing going to be? It is better to do it by ourselves or to get an image? Is it convenient to use colors? et cetera.
- Encourage your students to try to do the activity without your help, in case it is necessary, punctually intervene to help them.
- Monitor the teams to make sure all the members collaborate, appreciate and respect their contributions and take advantage of the best talent every member has.

Activity 26

- Monitor your students and make sure they are correcting all the necessary things.
- Monitor your students and make sure everybody is working.
- Remind your students the importance of justifying their decisions.
- Ask your students how to take advantage of what everybody can do best in their jobs.
- Help them be aware about the value of the compromise and the responsibility in the job with all the members of the team.

Activity 27

- Help your students to polish and amend their diagrams. Offer examples of how to do it.

Writing notes

FOR OUR DIAGRAM

session 8

25. Write brief notes that explain the components of the systems of the human body and include them in your diagram. Look at the example.

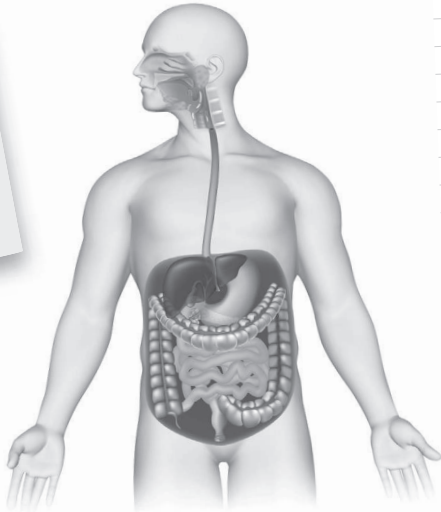
- Decide how many descriptions you are going to have according to the number of illustrations you have.
- If you need clarification, go back to Activity 9.

Improving notes

DIGESTIVE SYSTEM

EXAMPLE

The stomach digests part of the chewed food. It is connected to the mouth by the esophagus.



session 9

26. Add or remove information to improve explanations. Keep in mind that in order to be useful for the diagram, explanations have to be brief, clear and precise. Look for useful examples in Activities 8, 9, 21 and 22.

27. Adjust the language of your diagram in accordance with your addressee and purpose.

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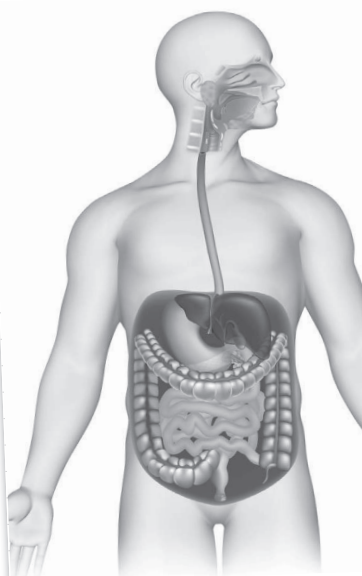
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28. Check the punctuation and spelling on your diagram with your teammates.
29. With your teacher's help, identify and clarify any confusion you may have.
- Use a bilingual dictionary if necessary. Pay special attention to plural and singular forms: concordance of numbers and orthography. If you have any questions, go back to Activities 15 and 16.

Closure stage-socialization

FOR OUR DIAGRAM

30. Write the final version of your diagram on the next page. Use your notebook if needed.
- Display diagrams in a visible spot to exhibit them in the classroom. Look at the example.



Mouth: The first segment of the digestive tract, where food is chewed.

Trachea: A muscular tube through which food gets to the stomach.

Stomach: Digests part of the chewed food. It is connected to the mouth by the esophagus.

Liver: This organ produces a fluid called bile, which helps in the digestion of lipids in the small intestine.

Small intestine: In this organ, food is broken down by digestive enzymes in order to absorb its nutrients.

Large intestine: This organ absorbs water from indigestible food matter and creates waste material to be excreted from the body.

Continue this activity on the next page

session 10-11

Composing final versions

Activity 28

- Encourage your students to try to do the activity without your help, in case it is necessary, punctually intervene to help them.
- Show your students examples about what happens when the punctuation is not correct.
- Take advantage of this activity to practice spelling with some words that you consider helpful to recognize the structure of each one.

Activity 29

- Show the students different strategies from using the dictionary to find the meaning of words, for example: the context where they appear, the use of images, et cetera.


Activity 30

- Allow students to share and promote their products beyond the classes, for example: with different classes of the school, or students from other schools, people from the community, et cetera.

Activity 30

- The space provided in the student's book might be small. Foster between your students to create different drafts on their notebooks.
- Propose different text types to share their diagrams, such as leaflets, school newspaper or digital media, if available. You can register at ILCE Red Escolar on <https://goo.gl/a1eD2f> order to create a digital project with your students' products.
- It is important not to leave aside the promotion of your product, since it enables to fulfill the social purposes of the social practice of language. In this case, the social purpose is sharing information and knowledge with others
- If you do not have access to the Web, remember you may use the Reader' Book in order to get diagrams models.

Continue Activity 18 below



IT

Visit the following links to get ideas on how to design your diagram.


Body systems
<https://goo.gl/1o2mNX>

The Human body
<https://goo.gl/FpxVTH>


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How did it go?



Being Through Language

Looking up information about your body can make you more conscious of your health and the health of others. It can show you how to stay healthy.


Individual assessment

31. Read each line carefully. Tick the circle that best describes your work in this practice.


- I can write brief and precise explanations for diagrams.
☐ ☐ ☐ ☐
- I can organize information hierarchically in a diagram.
☐ ☐ ☐ ☐


Making a diagram

Product


32. What is your partner's global impression about your performance in this practice?

- How do we assess the following aspects of our diagram?
☐ ☐ ☐ ☐
- Was there a clear link with images and text?
☐ ☐ ☐ ☐
- Was our diagram attractive for its addressee?
☐ ☐ ☐ ☐


Partner assessment


33. What is your partner's global impression about your performance in this practice?

	Aspects to improve
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	



Team assessment

34. What are your teammates' global impressions about your performance in this practice?

	Aspects to improve
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	



We have arrived at the end of this practice.



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Activity 31

- Help your students to complete with honesty the self- evaluation chart.
- Make sure they understand what it is said in each sentence.
- Ask your students to reflect about what they need to know and try to improve their development.
- Go back to the chronogram to check if you completed it, and if there is something you need to go through again.

Activity 32

- Let your students know that the purpose of the formative evaluation is that the students get aware of not only what they know but of how they know, it too.
- Encourage your students objective and fairly.
- Remind them that the feedback is positive only when people are sincere and positive.

Activity 33

- Promote an environment that sparks students the need

to be sincere about their performance, about what they know o they do not about the social practice of language they have been working in.

- Encourage your students to appreciate their performance along this practice by recognizing their strengths and limitations about their English language proficiency and competence in social life.

Practice 7

GETTING TO KNOW US BETTER



Track 19

Activity 1

- Discuss what an interview is with students and whether or not they have participated in or listened to one.
- Ask them about the context in which interviews occur and what they are for.
- Elicit what likes and dislikes are, in what context people exchange that kind of information and what some common topics are. Their answers will vary, but they might include food, subjects at school, sports, hobbies, etc.
- Play the track and ask general questions about it, such as what is the dialogue about, what the names of the interlocutors are, if they are face to face or not, how they are related, the result of the conversation, what implicit information they can infer, etc.

Practice 7

GETTING TO KNOW US BETTER

Family and community environment

SOCIAL LANGUAGE PRACTICE: Exchanges compliments, likes and dislikes in an interview.

In this practice, you will interview other people to learn more about their likes and dislikes.

Warm-up stage



1. Listen to the dialogue.



2. Discuss what is going on in the dialogue.

- a) Answer the following questions and use them as a guide during the discussion.
- How many people participate in the dialogue?
 - Why are they asking each other questions?
 - Do they compliment each other?
- b) Look at the example below, which highlights the aspects the interlocutors are focusing on.



TRACK 19

Things I know. Planning our product. Purpose

session 1

She is expressing her desires

She wants to know more about him

She asks another question because she needs to see if they have something in common

She pays him a compliment

Monica: Hello?

Vicente: Hi Monica, how are you? This is Vicente.

Monica: Oh, hi! I'm fine. How are you doing?

Vicente: Ok, a bit bored. Do you want to do something? You always have good ideas.

Monica: I'm hungry. I would like to get something to eat.

Vicente: Where do you want to go?

Monica: I would like to go to an Italian restaurant.

Vicente: What kind of Italian food do you like?

Monica: I like spaghetti. Do you like spaghetti?

Vicente: Yes I do, but it isn't my favorite food.

Monica: What is your favorite food?

Vicente: My favorite food is pizza. Do you like pizza?

Monica: Yes, I do, but without pepperoni. I don't like meat. I am a vegetarian.

Vicente: Oh, ok. We can share one with mushrooms.

Monica: That is so thoughtful of you! Let's go.

He praises her interesting suggestions

He likes the idea of getting something to eat

They disagree on something

They find something in common

They reach an agreement



3. Determine the purpose of the dialogue you just listened to.

- Read the following examples and use them to reach a conclusion.

To exchange experiences and points of view.

To reach agreements acceptable to all interlocutors.

To become familiar with other lifestyles.

To see a bigger picture of a particular situation.

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Activity 2

- Scan the script and pay attention to the comments in the margin.
- Ask students to continue the discussion and to mention other details they can obtain by reading between the lines, like why Monica says that Vicente is so thoughtful.
- Emphasize the importance of asking questions to find out more about each other and the fact that the interlocutors are negotiating to reach an agreement. The focus is on the possibilities and the purpose of deciding on something they both like, not on Italian food in particular.

Activity 3

- Link this activity to the previous one and help students to conclude what dialogues are for.
- Tell them to use the given options as a guide.
- Encourage them to think about other situations in which they had to negotiate with someone and reach an agreement, or when they were focusing on one aspect and their interlocutor showed them a different perspective.
- Encourage them to reach a common conclusion that includes all the aspects discussed.



4. Look at the chart below. Read the activities you will complete in this practice in order to interview someone about likes and dislikes. Remember to tick each activity as soon as you finish it.

Week 1		
WARM-UP STAGE		
Listen to and explore likes and dislikes in dialogues.	<ul style="list-style-type: none"> Identify topic, purpose and addressee. Identify speech register. Exchange points of view. Recognize the structure of dialogues (opening, body and closure). 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Week 2		
BUILDING STAGE		
Understand general meaning and main ideas in dialogues.	<ul style="list-style-type: none"> Recognize the types of sentences used to express likes and dislikes. Compare ways of expressing compliments, likes and dislikes. Identify connectors. 	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Week 2		
BUILDING STAGE		
Offer compliments, likes and dislikes in written dialogues.	<ul style="list-style-type: none"> Put sentences in a sequence using connectors. Include details in main ideas. Formulate and answer questions to clear up uncertainty. Alternate roles as interviewer and interviewee, with and without a script. Use expressions to gain time when formulating spontaneous answers. Compose sentences that include like (i.e. I like...) to express likes or preferences. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Week 3		
CLOSURE STAGE-SOCIALIZATION		
Express compliments, likes and dislikes in a dialogue.	<ul style="list-style-type: none"> Express points of view both in favor and against a given topic. Use nonverbal language to emphasize what is being said. Recognize appropriate moments to interrupt interlocutors. Practice and follow rhythm, speed and pronunciation. Adjust questions and answers depending on the interlocutors' reactions. Assess the process and product. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

- Gather dialogues about likes and dislikes, and bring them to class to work with them throughout the practice. You can also use the ones in your *Reader's Book* pages 49 to 54.



Check the following links to watch some videos about likes and dislikes:

<https://goo.gl/8HBXbK>

Activity 4

- Make sure students identify the three stages of the plan, that they understand each activity and that they are a part of the process.
- Ask a student to read each task out loud so they become familiar with the activities they will follow in order to participate in an interview.
- Encourage them to decide if there is a step missing and where they can include it.
- Don't forget to go back to the chart to tick each activity as soon as you complete it.
- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know

Internet connection may not be available at all locations.

- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the *Reader's Book* to foster curiosity and improve reading skills.



Track 20-22



Track 19

Activity 5

- Before playing the tracks, ask students to observe the images and elicit what they are about.
- Encourage students to identify the contextual clues of each setting and what might be on the tracks.
- Play the tracks twice for students to complete the activity and check their answers.
- Ask students to confirm their predictions.
- Ask students to listen to the dialogue they brought or to read it.
- Explain the activity and the fact that they must draw the setting where the conversation takes place and to include the sound effects.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.

Contextual clues. Addressee. Speech register

session 2



5. Listen to the tracks and match them to the following photos.



Track 20



Track 21



Track 22

- Select one of the dialogues you brought. Listen to it.
- Draw the setting where it takes place.
- Include the sound effects. Look at the example below, which illustrates the dialogue on Track 19.

Example:



6. Listen to Track 19 again and tick the photo of Vicente's addressee. Who is he talking to?



TRACK 19



- Look at the modified extract (on the next page) from the dialogue in Track 19 and pretend Vicente is talking to an old lady.
- Choose the words and write them in the correct blank.
- Look at the example.

Remember

Speech register is how you address someone. If you are talking to an older person who you do not know very well, you should use a formal register. On the other hand, when you are among friends you can use an informal register. It should be appropriate for the situation you are in.

Continue this activity on the next page

Activity 6

- Read the first instruction and ask students why there are three different people in the pictures, what they have in common and what their differences are.
- Play the track and let them complete the activity.
- Discuss how they were able to identify the correct addressee, what clues they took into account and if there is someone who does not agree.
- Encourage them to use the script in Activity 2 to defend their answers, as the evidence is within the text.
- Link the discussion to the next part of the activity and the fact that they must adapt an extract of the dialogue to a different addressee: an old lady.

You are very nice

Very well

Thank you

Hello

Your neighbor

Goodbye

Mrs. Sanchez: Hello?

Vicente: Good evening, Mrs. Sanchez. This is Vicente, your neighbor.

Mrs. Sanchez: Oh, hello, dear! How are you doing?

Vicente: I am very well. Would like to have dinner with me?

Mrs. Sanchez: Oh, that would be wonderful.

Vicente: Where would you like to go?

Mrs. Sanchez: I love the pizzeria across the street.

Vicente: That sounds good to me. I will see you there at 8:00 pm.

Mrs. Sanchez: Goodbye, Vicente. Thank you for calling me. You are very nice.

- Compare the dialogue between Mrs. Sanchez and Vicente and the one between him and Monica.
- Discuss which phrases changed.



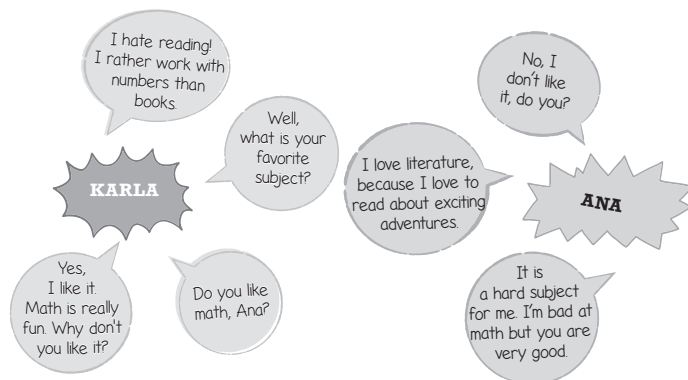
7. Listen to Track 23 and follow the instructions.

- Role-play the dialogue you just listened to.
- Decide who is going to be each character.
- Use the scrambled sentences below as a guide and determine the sequence of the conversation.



session 3

Sequence of enunciation. Topic: Types of sentences



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Activity 6

- Remind students to read the dialogue first, and then to write their answers.
- Ask two students to perform the dialogue and check if the rest of the class agrees with their interpretation.
- Ask students why Mrs. Sanchez says that Vicente is very nice, and if it's common for a young man to ask his older neighbor to have dinner.
- Go through the differences between both dialogues and use the words and phrases in the box as clues.

Activity 7

- Play the track and elicit what it is about, if the interlocutors are men or women, how old they are and how they were able to infer that information.
- Ask them to role-play the dialogue and give them some time to put the sequence of the conversation in order.
- After the students have role-played the dialogue, allow them to listen to the track one more time and check their answers.



Track 23

Activity 8

- Elicit the topic of the dialogue listened before.
- Ask three students to role-play the conversation given as an example in the activity and after performing it, start a discussion with the rest of the class to see if they agree with the interpretation.
- After discussing what the topic of Dialogue 1 is, tell them to do the same with the dialogue they are working with.
- Remind them to use the text to find proof of what they are saying and defend their arguments.
- Provide help when needed.

Activity 9

- Tell students to scan the script and ask general questions about it, such as the ones from previous dialogues.
- Go through the instructions and remind them that not all the sentences express a point of view.
- Play the track.
- Allow some time for students to complete the activity.
- Elicit how they were able to identify the expressions about likes (positive) and dislikes (negative).
- Check the answers and see if everybody agrees.
- Once they have identified the points of view, help students change the sentences about likes to dislikes and vice versa.
- Go through the example with them and let them do the rest. This will help you determine if they are familiar with the repertoire of words and expressions regarding this topic.
- Encourage them to use a dictionary to look for other words or provide them with a list of helpful expressions for this activity.
- Tell students to identify the points of view expressed in the dialogue they selected.



8. Listen to the dialogue you brought to class and discuss what the topic is.

- Use the conversation below as an example of students talking about the dialogue on Track 19.



Elena: I am sure we can all agree that the topic is Italian food. That was very easy!

Sofia: Well, I don't think so. I believe they were deciding on what to eat on their date.

Elena: Exactly! So it is about Italian dishes.

Arturo: Let's go back to Activity 1 and check what we discussed.

Sofia: See? They were asking each other questions until they found something they both liked.

Elena: Oh, you're right! The topic is not Italian food, but reaching an agreement about what they were going to have for dinner.

Sofia: Yes! What do you think, Arturo?

Arturo: I agree with both of you.



9. Listen to Track 24 and put a ✓ when the interlocutors are expressing something they like and a ✗ when they talk about something they dislike.

- Leave the sentences that do not express likes or dislikes blank. Look at the example.

A: Whoa, look at all those ice cream choices! _____

B: Yes, that is a lot of choices. What is your favorite? _____

A: I love anything with chocolate the most. _____ ✓

B: I like chocolate myself. _____ ✓

A: Is there any kind of ice cream you don't like? _____

B: I really don't like any ice cream with nuts in it. _____ ✗

A: I've never cared for that myself. _____ ✗

B: Have you ever had garlic ice cream? _____

A: That sounds absolutely disgusting! _____ ✗

B: It was. Let's stick with the regular choices today, though. _____ ✗

- Change the points of view from the dialogue above to the opposite opinion.

I love anything with chocolate the most.



I hate anything with chocolate.

- Identify the points of view the interlocutors exchange in the dialogue you selected.



Building stage



10. Fill in the chart with the information from each dialogue.
Look at the example.



TRACKS
19, 23 Y 24

Session 4

General Meaning, Main Ideas, Structure

	General meaning	Main ideas
Track 19	To decide what to eat at an Italian restaurant.	<ul style="list-style-type: none"> - She likes spaghetti, but it is not his favorite meal. - He loves pizza, but she doesn't like meat. - They are going to order a pizza with mushrooms.
Track 23	To find each other's favorite subject.	<ul style="list-style-type: none"> - Karla loves math, but Ana is not good at it. - Ana enjoys literature, but Karla hates reading.
Track 24	To find out more about their favorite ice cream flavors.	<ul style="list-style-type: none"> - They both like chocolate ice cream. - They both dislike nuts and garlic ice cream.

- Complete the last row with the general meaning of the dialogue you selected and a couple of main ideas.



11. Analyze the structure of the dialogue and write the name of each part in the correct space.

- Look at the key words to identify the opening, the body and the closure.

Monica: Hello?
Vicente: Hi, Monica, how are you? This is Vicente.
Monica: Oh, hi! I'm fine. How are you doing?

Vicente: Oh, ok. We can share one with mushrooms.
Monica: That is so thoughtful of you! Let's go.

Monica: I'm hungry. I would like to get something to eat.
Vicente: Where do you want to go?
Monica: I would like to go to an Italian restaurant.
Vicente: What kind of Italian food do you like?
Monica: I like spaghetti. Do you like spaghetti?
Vicente: Yes I do, but it isn't my favorite food.
Monica: What is your favorite food?
Vicente: My favorite food is pizza. Do you like pizza?
Monica: Yes, I do, but without pepperoni. I don't like meat. I am a vegetarian.

Blue: Beginning
Green: Closure
Orange: Body

- Do the same as above with the dialogue you selected.

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Activity 10

- Ask students what the first track in the practice is about. Play it if they do not remember the details.
- Explain the activity and go through the example with students.
- Play the activity's corresponding tracks and give students some time to fill in the chart.
- Check the answers with the class and elicit the difference between the general sense and the main ideas.
- Tell students to listen to or read the dialogue they selected and complete the last row of the chart.

Activity 11

- Elicit the different parts of a dialogue.
- Ask them to circle the key words in the dialogue to identify the structure. Their answers will vary, but they might include "Hello", "How are you?", "Let's go", among others.
- Give them some time to complete the activity.

- Once everybody is finished, check their answers and encourage them to defend their arguments with evidence from the text.
- Tell them to do the same with the dialogue they selected.

Activity 12

- Remind students they are going to prepare an interview about likes and dislikes.
- Ask them to choose a partner and tell them they are going to work together for the rest of the practice.
- Explain the activity and elicit a couple of examples of likes and dislikes from them. Tell them they should all include different topics, they will narrow it down to one later.
- Allow some time so they can complete the chart in their notebook.

Activity 13

- Tell students to read the sentences and ask them about the image, What is it about?, What do the colors mean?, etc.
- Say a sentence about something you like and encourage students to identify if you are expressing a like or a dislike. Then say a sentence about something you dislike and ask them to do the same thing.
- Encourage students to express a couple of likes and dislikes orally, using the sentences in the image as an example, but expressing their own opinions.
- Allow some time for students to write the sentences in their notebook.
- Gather some magazines that portray leisure activities, sports and food to bring to the next class.

FOR OUR INTERVIEW

12. Write a list of things you like and dislike in your notebook. Look at the example.

✓	✗
» seafood	» milk
» literature	» chemistry
» chocolate ice cream	» chewing gum ice cream
» yoga	» running
» classic rock	» reggaeton
» skateboarding and watching TV	» camping

13. Read the sentences below and compare the different ways of expressing likes and dislikes.

I can't stand chewing gum ice cream. I am not into chemistry. I don't like camping. I don't really care for swimming. I am not a huge fan of museums. I don't mind doing housework. I don't care if we go out or if we stay home. I wouldn't mind eating either tacos or mole. I like watching TV. I am really into classic rock. I love chocolate ice cream. Skateboarding is my thing. I adore seafood. I am crazy about yoga. I live for literature. I loathe milk. I hate running. I detest reggaeton.

• Go back to Activity 12, use the list of likes and dislikes to compose sentences in your notebook depending on how you feel about the items listed.

Remember

The adverb *really* is very useful in making what you say stronger. However, when talking about things you don't like it can have a different meaning, depending on where you put it in the sentence. For example:

"I really don't like it!" means you have a strong dislike of something, but "I don't really like it" is not very strong. It means that you do not like something, but it is not a very strong dislike.

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Activity 14

Session 5

British and American variants, Connectors

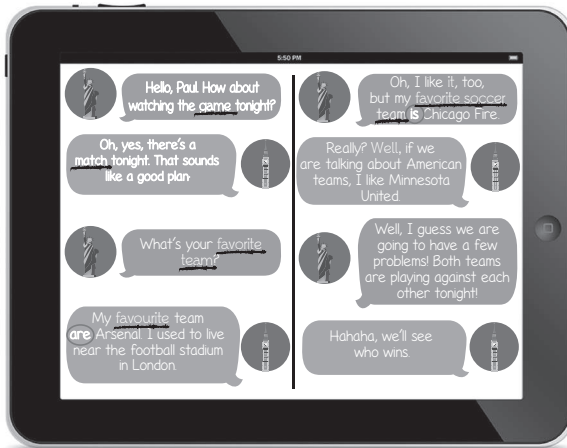
14. Make three flashcards to participate in the game described in the following steps. Look at the example.



- Gather some images that portray leisure activities, food or things in general. You can draw them or use some pictures from magazines.
- Collect all the images and stack them up.
- Pick a person and give him or her the stack. He or she will stand in a place in the classroom where everyone can see him or her.
- The rest of the class will have the three flashcards they made in advance on their desks.
- The designated person will pick an image from the stack and show it to the rest of the class.
- Everyone will pick a flashcard depending on how much they like or dislike that thing and they will say a sentence expressing their taste: for example, "I love chocolate ice cream".
- If someone takes too long to compose a sentence, they are out of the game.
- The designated person will continue with the rest of the images.
- The winner will be the person who says the most sentences describing how much he or she likes the images that were displayed.

15. Listen to the track.

- Underline the differences in the expressions each interlocutor uses. Look at the example.



Remember
In American English people say "My favorite team is..." because they focus on one team. In British English people prefer to focus on the several players on a team, so that is why they say "My favourite team are..."

Activity 15

- Ask students to scan the script before playing the track and ask some general questions, including where the interlocutors are from.
- Play the track.
- Allow some time for students to complete the activity.

Track 25

- Check their answers and read the **Remember**.
- Elicit other differences between American and British English.

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Activity 16

- Elicit the difference between a dialogue and a monologue.
- Go through the instructions with them and play the track to use as an example.
- Read the **Remember** with students and encourage them to provide some examples of connectors.
- Allow plenty of time so each student can prepare their monologue.
- Ask students to present it once they are finished.

Activity 17

- Elicit the elements of a dialogue that do not appear in a monologue.
- Encourage them to check the scripts in the practice and to defend their answers with evidence from the texts.
- Go through the instructions with students and answer any questions that might arise.
- Read the example with them and formulate the question together.
- Allow some time to complete the activity and provide help when needed.
- Check their answers.



16. Listen to Track 26. It is a monologue about likes and dislikes.



- Pick a topic for your monologue. It can be food, leisure activities, sports, or something else.
- Prepare your monologue. You can use the sentences you wrote in Activity 13.
- Use words to connect the sentences. Look at the transcript of the track, which highlights some connectors.

I live for literature **because** I love reading about exciting adventures. It is my favorite subject at school. What I like the most is reading novels, especially series like *Harry Potter* or *The Hunger Games*. **However**, my favorite book is *The Lion, the Witch and the Wardrobe* from *The Chronicles of Narnia*, written by C. S. Lewis.



- Present your monologue.



17. Convert the statements from the monologue above into questions.

- Fill in the blanks on the right page of the book below.
- Pay attention to the words in **bold**, they will guide you to formulate the questions.
- Now, have a look at the monologue you presented in the previous activity.
- Convert the statements into questions, like the ones you just wrote.

STATEMENTS	QUESTIONS
I live for literature.	Example: Do you have any hobbies?
Because I love reading about exciting adventures.	Why do you like literature?
It is my favorite subject at school.	Is it your favorite subject at school?
What I like the most is reading novels.	What kind of books do you like the most ?
Especially series like <i>Harry Potter</i> or <i>The Hunger Games</i> .	Can you give me some examples?
My favorite book is <i>The Lion, the Witch and the Wardrobe</i> from <i>The Chronicles of Narnia</i> .	What is your favorite book?
The author is C. S. Lewis.	Who is the author?



Remember

Connectives are used to link large groups of words: phrases and sentences. You can also use them to connect paragraphs to give them coherence. "I like skateboarding and I also like to watch TV". "I love doing extreme sports, for example, rock climbing and surfing".

18. Listen to the track and follow the dialogue in the transcript below.



- Use the questions from the previous activity and the statements from Activity 16 to write a dialogue like the one you just listened to.
- Add some details to anticipate what he or she is going to say, to confirm information or to summarize what you discussed.

conforming

You: Do you have any hobbies?
 Me: I do. I live for literature. It is my favorite subject at school.
 You: Really? Why is that?
 Me: Because I love reading about exciting adventures.

anticipating

You: Oh, I am sure you like fantasy books. Am I right?
 Me: Yes, especially series like *Harry Potter* or *The Hunger Games*.

interrupting

You: Oh, yes! I once saw the movie *Catching Fire*, the first story of *The Hunger Games* I loved it!
 Me: You don't say. I actually I hated it. They left out some parts of the book.

questioning

You: What? I didn't know that. So, do you recommend reading the book?
 Me: Totally. Then you can read the other two. And when you finish that, you can read *The Lion, the Witch and the Wardrobe*. It is my favorite book.

summarizing

You: Is it from *The Chronicles of Narnia*?
 Me: Yes, but who is the author? I think is by C. S. Lewis. There is also a movie, but the book is much better, as always.

self-questioning

You: Ok, so I'll check out *The Hunger Games* trilogy and *The Chronicles of Narnia*.

- Perform the dialogue and try to say it without the script.

CHECKPOINT

19. Read each line carefully. Tick the box that best describes your work up to this point.

- | | |
|--|---|
| • I can listen to and explore likes and dislikes in dialogues. | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| • I can identify topic, purpose and addressee. | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| • I can identify speech register. | <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

Continue this activity on the next page

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Activity 18

- Link this activity with the previous one and tell students to turn the monologue they presented in the previous activity into a dialogue, so both students can perform it.
- Go through the example with students and start a conversation to see if they agree with what is going on in the dialogue.
- Go back to Activity 1 if you need another example before students compose their dialogues.
- Remind students dialogues are oral text and, therefore, they have different elements than written texts.
- Tell them to enrich the questions and answers with details to anticipate what the interlocutor is going to say, confirm information, and summarize the discussion at the end.
- Provide help when needed, especially when adding more details to make the dialogue appear more natural when said orally.

- Encourage them to present their dialogue to the class without the script.

Activity 19

- Emphasize the importance of self-assessment.
- Remind students to check the activities and their notebooks to carefully reflect on their work up to this point.
- Ask them if they would like to revisit an activity to clear up any confusion.
- Encourage them to provide some tips or extra steps to continue working on the interview.

Activity 20

- Elicit different topics to talk about likes and dislikes in their interview.
- Remind them to use the subproducts as evidence of the process of composing a text. Tell them that every subproduct is a step to building the final product and must always be taken into account.
- Ask them to check the dialogues in this unit to come up with some topics, and to scan the images you used in Activity 14 to come up with new ones.
- Check their answers, they do not have to work on the same topic as a class. It would be more enriching to vary the topics.

Activity 21

- Go through the instructions with students and scan the example together.
- Pick one of the topics they chose in the previous activity and model the activity with it.
- Explain that there are different levels within the mind map, as in the center we have the topic, then some categories, and in the end some example of those categories. They can make it as large as they need to. It will help them to cover all the elements of the topic in the interview.
- Allow some time for them to design their mind map and provide help when necessary. They might find it difficult to identify the levels of each category.

Continue Activity 19 below

- I can exchange points of view.
- I can recognize the structure of dialogues.
- I can understand general meaning and main ideas in dialogues.
- I can recognize types of sentences to express likes and dislikes.
- I can compare ways of expressing compliments, likes and dislikes.
- I can identify connectives.

20. Decide on the topic for your interview. Here are some options, but you can pick something else.

- Go back to Activity 12 and scan the list you made to see if you want to talk about some of the things you included.
- Tick the one you chose or write it in the space below if it is not on the chart.

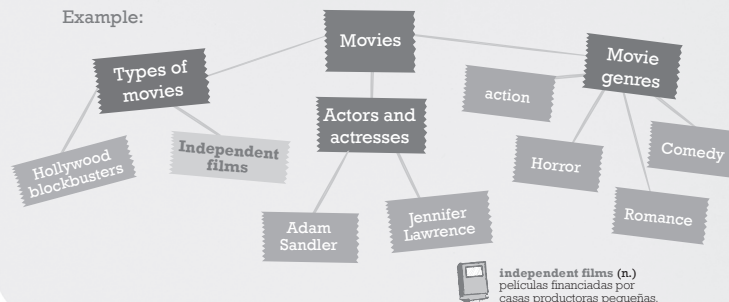
places to visit sports food animals art hobbies
movies music websites school subjects

In our interview, we are going to talk about _____.

21. Develop a mind map in your notebook with the repertoire of words and expressions that you are going to use in the interview.

- Write the topic you selected in Activity 20.
- Include the words that relate to the topic and might be used in the dialogue.

Example:



FOR OUR INTERVIEW



22. Formulate some questions to ask during the interview.

- Consider the chart with the repertoire of words and expression, you made in Activity 21.
- Adapt some of the questions from the dialogues you have explored in this practice.

EXAMPLE :

- 1 Do you like movies?
- 2 What is your favorite type of movie?
- 3 Which genre you prefer, horror, romance or comedy?
- 4 Who is your favorite actor or actress?
- 5 Do you like movies from other countries as well?
- 6 Is there an old movie that you are really into?
- 7 What movie do you consider to be a must-see?
- 8 Do you like independent movies or do you prefer Hollywood blockbusters?
- 9 What kinds of movies don't you like?
- 10 Is there an actor or actress who you can't stand?
- 11 Do you know a fun fact about a movie?
- 12 Is there a movie that you detest?



23. Compose several sentences to express likes or preferences.

- Use the questions in Activity 22 as a guide and look at the example.

- | | |
|---|--|
| 1 I like movies. | 9 I don't like comedy movies. |
| 2 I really like action movies. | 10 I can't stand Adam Sandler. |
| 3 I prefer horror movies. | 11 I detest <i>Click</i> . |
| 4 My favorite actress is Jennifer Lawrence. | 12 The spider used in the 2002 movie <i>Spider-Man</i> was a |
| 5 I like movies from other countries. | Steatoda spider, not a black |
| 6 I am really into <i>RoboCop</i> . | widow. The spider was given |
| 7 <i>V for Vendetta</i> is a must-see. | anesthesia, and was then painted |
| 8 I prefer Hollywood blockbusters. | blue and red. |

Activity 22

- Remind students of the questions they formulated in Activity 17 and tell them to write some more based on the topic they selected in Activity 20.
- Model the activity with a couple of examples of different topics. Students might need a little help to start.
- Check each pair's progress and provide help when necessary.

Activity 23

- Link this activity with the previous one and tell students to answer the questions they just wrote. The result should be full sentences, without details. They will work on those later.
- Allow some time for students to complete their answers and provide help when needed.

Activity 24

- Ask students to include the questions and answers they wrote before in the format of an interview. They must include the name of the person who will be the interviewer before each question and do the same with the answers of the interviewee.
- Encourage two students to perform the dialogue in front of the class and to try to respond as naturally as possible. They should practice oral expression as much as possible, since the interview will be presented orally.
- Tell them to simplify the answers in order to appear more natural. For example, instead of answering "I like movies." to the question "Do you like movies?" the common response would be "Yes, I do."

Activity 25

- Once students have their first draft, tell them to include more details. Most of them will enhance the answers, but remind them to work on the questions as well, since they should adapt them to the answers.
- Encourage two students to perform their dialogue in front of the class and to try to respond as naturally as possible. They should practice oral expression as much as possible, since the interview will be presented orally.
- Model the activity with a couple of drafts from the students and elicit the changes they' made or changes they should make from a couple of teams.
- Encourage them to provide some personal anecdotes to enrich the sentences. Help them when necessary.

FOR OUR INTERVIEW



24. Put together the first draft of the interview.

- Copy the questions in Activity 22 and the sentences in Activity 23.
- Adjust the answers to suit the questions. Do not repeat the questions in the answers.
- Include the roles of "interviewer" and "interviewee". Look at the example of the first part of the interview about movies.

Example:

INTERVIEWER:	Do you like movies?
INTERVIEWEE:	Yes, I do.
INTERVIEWER:	What is your favorite type of movie?
INTERVIEWEE:	I really like action movies.
INTERVIEWER:	Which genre you prefer, horror, romance or comedy?
INTERVIEWEE:	I prefer horror movies.
INTERVIEWER:	Who is your favorite actor or actress?
INTERVIEWEE:	My favorite actress is Jennifer Lawrence.

FOR OUR INTERVIEW



25. Include some details in the questions and the answers.

- Look at the example of the second part of the interview about movies.

INTERVIEWER:	Do you like movies from other countries as well?
INTERVIEWEE:	Yes, I do. I am really into Japanese movies, but I can't stand Mexican films. They always use the same actress.
INTERVIEWER:	Is there an old movie that you are really into?
INTERVIEWEE:	Robocop. I have seen all the movies. They are great!
INTERVIEWER:	What movie do you consider to be a must-see?
INTERVIEWEE:	V for Vendetta
INTERVIEWER:	Do you like independent movies or do you prefer Hollywood blockbusters?
INTERVIEWEE:	I prefer Hollywood blockbusters. I love superhero movies but they need lots of money to be produced.

FOR OUR INTERVIEW



26. Check the sentences one more time and put them in order.

- Use connectors to link two or three sentences. Go back to Activity 16 to review some examples.
- Add some compliments to praise your interlocutor.
- Delete anything unnecessary or redundant, and adjust questions and answers depending on the interlocutors' reactions.
- Look at the example of the last part of the interview about movies.

INTERVIEWER: What kinds of movies do you not like?
 INTERVIEWEE: I don't like comedy movies, especially Adam Sandler's.
 INTERVIEWER: Actually, I believe Click is the worst movie ever!
 INTERVIEWEE: Is there an actor or actress who you can't stand?
 INTERVIEWER: I can't stand Adam Sandler.
 INTERVIEWEE: Is there a movie that you detest?
 INTERVIEWER: I detest Click.
 INTERVIEWEE: Ok, then. Tell me more about superhero movies. You are an expert. Do you know any fun facts about a movie?
 INTERVIEWER: Yes, I do. The spider used in the 2002 movie Spider-Man was a Steatoda spider, not a black widow, as was told in the story. The spider was given anesthesia, and was then painted blue and red.



Being Through Language

► Empathy is an important attitude to take into account while doing an interview. The interviewer must take it into consideration adjusting the questions and answers depending on the interlocutor's reactions. For example, in the previous activity the interviewee manifests a strong dislike regarding comedy movies and provides a couple of details. Therefore, the interviewer should change the course of the questions because there is no point in asking more about that genre. Since he noticed that she enjoyed talking about superhero movies, he disregards the planned questions and jumps to the last one linking it to action films.



27. Practice reading the dialogue a couple of times.

- Decide who is going to be the interviewer and the interviewee. Then switch roles.



therefore (adv.):
por lo tanto
disregard (v.):
ignorar

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Activity 26

- Ask students what connectors are for and tell them to go back to Activity 16 if they do not remember.
- Encourage two students to perform their dialogue in front of the class and to try to respond as naturally as possible. They should practice oral expression, since the interview will be presented orally.
- Model the activity with a couple of drafts from the students and elicit the changes from a couple of teams.
- Remind them to include some compliments, depending on the interlocutor's questions or answers.
- Tell them they should have short paragraphs in each answer, instead of a couple of sentences.
- Read the "Being Through the Language" with them and model some examples of taking this value into consideration while speaking.

Activity 27

- Tell students to practice saying their dialogue in pairs.
- Remind them of the importance of not using the script much, since the interview will be presented without any written notes.
- Check on each team and provide some feedback regarding rhythm, speed and pronunciation. You might want to take part in the dialogue to model the most natural way of participating in an interview. Use nonverbal language and the right intonation, so students can learn from you.
- Set a respectful environment, where everybody feels at ease, since most students will feel too embarrassed to speak in English. Tell jokes or mention some personal anecdotes to make them feel comfortable, but let them practice.

**Activity 28**

- Ask students to scan the sentences in the activity and elicit what they are for, when they can be useful and if they can appear in most dialogues.
- Go through the instructions with them and answer any questions that might arise.
- Play the track and model the first dialogue.
- Replay the track again, but this time let students answer.
- Pause the track if you see they make mistakes. If some students disagree, encourage them to defend their answers.
- Encourage students to come up with some other questions and statements that could be included on the list and that might become useful when doing an interview.
- Ask students to check their interview and to decide if some of these expressions can be included.
- Provide help when necessary.

Activity 29

- Ask two students to perform their dialogue for the rest of the class.
- Elicit what is going on, what the interlocutors are doing, if they agree on everything they both say and what they conclude.
- Ask students to find the points that the interlocutors do not agree on in the dialogue.
- Tell them to discuss the interview they are working on and see if they have different points of view.
- Check with each team and ask them about what they are discussing. If they agree on everything, tell them to find a topic on which they disagree and provide some examples.

**28. Listen to the entire track. Identify the six pauses.**

- Go over the expressions listed below.
- Decide which expression completes the dialogue in each pause.
- Keep listening to decide if your answer was appropriate.

Pause 1

- a) I am sorry, I don't understand. b) What do you mean?

Pause 2

- a) Can you say it with other words? b) Can you elaborate...?

Pause 3

- a) You are right. b) I see. Why is that?

Pause 4

- a) Can you give me an example? b) I agree.

Pause 5

- a) Could you repeat that, please? b) Do you follow me?

Pause 6

- a) I see. b) I know what you mean.

- Listen to the track again and say the answers outloud during the pauses.

**29. Reread the dialogue and decide if there is a part where you disagree with your interlocutor.**

- Look at the example of two students talking about movies.



Do you agree with everything I say?

Let's check... I agree with the examples you gave about superheroes, but I am not sure that *V for Vendetta* is a movie.

Ok, we can look that up. What else?

Oh, right, the part where you talk about Adam Sandler.

We can include your opinion them.

Well, I actually like him.

Oh, ok, we can elaborate on that and discuss a bit his work.

Good! I think that's it.

Continue this activity on the next page

- Make a chart like the one on the previous page with the parts you need to discuss.
- Write down the statements you disagree.
- Include the points of view in favor and against. Look at the example.

Statements	Points of view		Facts
	Against	In favor	
<i>V for Vendetta</i> is a movie.	It is a comic book.	It is a comic book and a movie.	It is based on a British comic book, but they made a movie adaptation in 2005.
Adam Sandler is a bad actor.	He is very funny.	He makes silly jokes.	<i>Click</i> , one of his films, was rated the worst movie in the last 20 years.

- Incorporate the points of view into the interview. Listen to the example on Track 29.



Closure stage-socialization



30. Listen to Track 30 and pay attention to the following expressions in **bold**.

- Describe why they are in the dialogue. Look at the example.



Expression
1 "Let me think. <i>V for Vendetta</i> "
2 "Actually, it is based on a British comic book, but they made a movie adaptation in 2005"
3 "I love superhero movies but they need lots of money to be produced, you know? "
4 "Well, umm , he could use less silly jokes"
5 "At the end of the day, <i>Click</i> was rated his worst movie."

Description
1 She is thinking about her answer and stalling for time.
2 Example: He thinks <i>V for Vendetta</i> is a comic book but she disagrees and makes her argument stronger by explaining to him that there is also a movie.
3 She reaches out to him as she is speaking to keep his attention. He probably nods in agreement.
4 She is trying to make her statement less harsh because the interviewer likes Adam Sandler and she doesn't.
5 She uses the expression to conclude the discussion about Adam Sandler and to reach middle ground with that final argument.

Continue this activity on the next page

Activity 29

- Once they have identified their disagreements, tell them to make a chart like the one given as an example.
- Read the chart with them and model the activity with a couple of examples from the students.
- Allow some time for them to complete the activity. They might have to leave the column about facts blank, and research them at home.
- Ask them to include the different points of view and the facts they researched in the dialogue.
- Play the track to show them how it is done in the interview about movies.

Activity 30

- Play the track and ask students some general questions regarding what is going on.
- Read the expressions in the chart and elicit what they mean.
- Play the track again and model the activity with the example.



- Allow some time for students to fill in the chart.
- Check their answers and guide the class to reach an agreement that describes what each expression is for.
- Remember to go back to the text as needed to find the clues and answers to what these expressions are being used for.

Activity 30

- Go through the **Remember** and see if students reached the same conclusion.
- Encourage students to practice their interview without the script and to use some fillers when necessary.

Activity 31

- Read the **Remember** with students and provide some examples.
- Explain the activity and model it with the example.
- Allow some time for students to complete the sentences.
- Check their answers.
- Go through the dialogue and tell students to find the question tags.
- Elicit why they are there and what information they provide. Their answers will vary, but they might include that question tags are used to confirm information.
- Tell students to include some question tags in their interview.

Continue Activity 30 below

- Practice the interview without the script.
- Use some fillers when needed.

Remember

Question tags are used to confirm information or to get a positive reaction from the person you are talking to. Follow this formula to write question tags:

+ main clause → - question tag	- main clause → + question tag
"If you <i>like</i> action films you love superhero movies, <i>don't you?</i> "	"If you <i>don't like</i> comedy movies, you <i>don't like</i> Adam Sandler, <i>do you?</i> "

Remember

Fillers are words and phrases that are used to fill silence when you are speaking. They are words that do not add any real value to the sentence. They simply keep us going while we think of the rest of the sentence while speaking out loud.

31. Write the question tags for the following clauses. Look at the example.

Clause	Question tag
1 You have seen Batman with Heath Ledger as the Joker,	1 haven't you?
2 X-Men is published by Marvel Comics.	2 isn't it?
3 Mike Mignola created Hellboy.	3 didn't he?
4 You don't believe everything that happens in movies,	4 do you?
5 In the Power Rangers movie there is no wicked witch,	5 is there?

• Check your interview and incorporate some question tags. Look at the example that highlights them in bold.

Example:

<p>He: Do you like movies?</p> <p>She: Yes, I do. Very much. I want to major in cinema studies in college.</p> <p>He: Cinema studies? I am sorry, I don't understand.</p> <p>She: Cinema studies examines movies as both an art form and as a form of mass culture.</p>	<p>He: Wow! So, you are an expert, aren't you? What movie do you consider to be a must-see?</p> <p>She: Umm... Let me think... <i>V for Vendetta</i>.</p> <p>He: That's an interesting choice, but I believe it's a comic book, isn't it?</p> <p>She: Actually, it is based on a British comic book, but they made a movie adaptation in 2005.</p>
---	--

wicked witch (adj.): bruja malvada
college (n.): institución de enseñanza superior
major (v.): especializarse en un área determinada en la universidad



32. Look for stranded prepositions in the final version of the interview about movies, located in Activity 33.

Remember

In the example, "This is the movie I told you about.", you have two actions: *This is the movie* and *I told you about the movie*, linked into a single sentence. Both actions talk about a movie. In the second action, you have a preposition (*about*) before the object you are talking about, so when you link it with another action, you leave the preposition at the end of the sentence, as shown in the example. We called that *stranded preposition*.

- Write the sentences you found in the following chart.
- Think about two more sentences with stranded prepositions and include them in the chart.

1. <i>Is there an old movie that you are really into?</i>	3. <i>Nobody knows where Wonder Woman comes from.</i>
2. <i>What are you talking about?</i>	4. <i>Peter Parker told Mary Jane there was nothing to be afraid of.</i>

- Check your interview and include some sentences with stranded prepositions to provide more details.

FOR OUR INTERVIEW



33. Write the final version of the interview.

- Offer some compliments to your interlocutor.
- Do not include fillers, as you will incorporate them while speaking.

Example:

HE: Do you like movies?
 SHE: Yes, I do. Very much. I want to major in cinema studies at college.
 HE: Cinema studies? I am sorry, I don't understand what you're talking about.
 SHE: Cinema studies examines movies as both an art form and as a form of mass culture.
 HE: So, you are an expert, aren't you? What is your favorite type of movie?
 SHE: Action movies are what I'm really into.
 HE: What type in particular? Can you elaborate?
 SHE: Sure. I am into all kinds of action films but my favorites are the ones about superheroes.

Continue this activity on the next page

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Activity 32

- Read the **Remember** with students and answer any questions that might arise.
- Tell students to scan the final version and look for sentences with stranded prepositions, there are only two.
- Help students to write two more sentences they could use in their interview.
- Encourage students to include the sentences in their interview.

Activity 33

- Have students write the final version of their interview.
- Encourage two of them to perform the dialogue given as an example and to adapt it to sound more natural. They can include fillers, or ask questions when they need more information.
- After listening to the example, allow some time for students to write their final version in their notebook.
- Let them practice their interview.

Activity 34

- Once they have the final version of their interview, allow plenty of time for students to practice as much as possible to perform the interview.
- Encourage them to include nonverbal language to emphasize what they are saying. Model if necessary.
- Go through the "Remember" with them and give a couple of examples of how nonverbal language can be used in a conversation.
- Tell them to focus on rhythm, speed and pronunciation.
- Check on each team and provide help when necessary.
- Remind them to be respectful and to pay attention to what the interlocutor is saying.

Activity 35

- Play the track so students can listen to the final version of the interview about movies.
- Decide how they are going to perform their interviews for the class. Let them choose the way that best suits them, so they feel comfortable with the method used.
- Set a friendly and respectful environment, where everybody feels at ease speaking in English.
- Remind students to be respectful and to pay attention to each team's turn.

Continue Activity 33 below

HE: I see. Why is that?

SHE: Because there are many ways to qualify as a superhero, so perhaps it's fitting to say that the superhero movie is one of the most inclusive genres of all.

HE: Can you give me an example?

SHE: Wonder Woman has superpowers gifted to her by the Greek gods and Spiderman is special because a radioactive spider bit him. They have different backgrounds but they both rise as champions in troubled times. Do you see what I'm talking about?

HE: Yes, I know what you mean. Is there an old movie that you are really into?

SHE: Robocop. I have seen all the movies. They are great!

HE: What movie do you consider to be a must-see?

SHE: V for Vendetta.

HE: That's an interesting choice, but I believe it's a comic book, isn't it?

SHE: Actually, it is based on a British comic book, but they made a movie adaptation in 2005.

HE: I didn't know that. Do you like independent movies or do you prefer Hollywood blockbusters?

SHE: I prefer Hollywood blockbusters. I love superhero movies but they need lots of money to be produced, you know?

HE: Yes, you're right. Are there movies you wouldn't go to?

SHE: I don't like comedy movies, especially Adam Sandler's.

HE: What are you talking about? I think he is very funny.

SHE: Well, umm, he could use less silly jokes. At the end of the day, Click was rated his worst movie.

HE: Yes, I agree. Tell me more about superhero movies.

SHE: Do you know any fun facts that you could tell me about?

HE: I do. The spider used in the 2002 movie Spider-Man was a Steatoda spider, not a black widow, as was told in the story. The spider was given anesthesia, and was then painted blue and red.

Remember

Nonverbal language includes facial expressions, the tone and pitch of the voice, gestures displayed through body language and the physical distance between the interlocutors. These nonverbal signals provide clues and additional information and meaning over and above spoken (verbal) communication. Nonverbal communication helps people to:

- Reinforce or modify what is said in words.
- Convey information about their emotional state.
- Define or reinforce the relationship between people.
- Provide feedback to the other person.
- Regulate the flow of communication

34. Practice the interview one more time.

- Use non-verbal language to emphasize what you are saying.
- Recognize relevant moments to interrupt your interlocutor.
- Pay attention to rhythm, speed and pronunciation.

35. Play Track 30 to listen to the interview about movies.

- Carry out your interview.

TRACK 30

session 12

Non-verbal language. Rhythm. Speed. Pronunciation

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How did it go?

36. Read each line carefully. Tick the box that best describes your work in this practice.



Individual
assessment

- I can put sentences in a sequence using connectives. ☐ ☐ ☐ ☐
- I can include details in main ideas. ☐ ☐ ☐ ☐
- I can formulate and answer questions to clear up confusion. ☐ ☐ ☐ ☐
- I can use expressions to gain time when formulating spontaneous answers. ☐ ☐ ☐ ☐
- I can compose sentences that include *like* to express likes or preferences. ☐ ☐ ☐ ☐



Doing an
interview

37. How do we assess the following aspects of our interview?

- Did we offer compliments, likes and dislikes in a dialogue? ☐ ☐ ☐ ☐
- Did we alternate roles as interviewer and interviewee, with and without a script? ☐ ☐ ☐ ☐
- Did we express points of view in favor and against? ☐ ☐ ☐ ☐
- Did we adjust questions and answers depending on the interlocutors' reactions? ☐ ☐ ☐ ☐
- Did we use nonverbal language to emphasize what is being said? ☐ ☐ ☐ ☐
- Did we recognize appropriate moments to interrupt interlocutors? ☐ ☐ ☐ ☐
- Did we practice and follow rhythm, speed and pronunciation? ☐ ☐ ☐ ☐



Peer
assessment

38. What is your team's global impression about their performance in this practice?

- Did we respect our agreements? ☐ ☐ ☐ ☐
- Did we divide the tasks so both of us had something to do? ☐ ☐ ☐ ☐
- Did we pay attention during others' turn to speak? ☐ ☐ ☐ ☐
- Did we pay attention to other interviews? ☐ ☐ ☐ ☐



We have arrived at the end of this practice.

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Activity 36

- Help your students to complete the self-evaluation chart.
- Make sure your students complete the evaluation chart honestly.
- Remind them to focus on aspects they can improve, not on the mistakes they made.
- Go back to the chart in Activity 2 to check if you completed it, and if there is something you need to go through again.

Activity 37

- Encourage students to reflect on their performance.
- Tell them to focus on the good aspects and think about the ones they could improve.
- Reflect on whether you need to make any changes or reinforce any content in this practice.

Activity 38

- Remind students of the importance of assessing peers.

Practice 8

WORDS IN MOTION

Activity 1

- Discuss what comics are with students, if they have ever read any, what types of comics they have heard of, where we can find comics, etc.
- Read the comic strip with them and answer any questions regarding vocabulary.
- Elicit what the comic is about, how many characters appear, and what they are talking about.
- Ask students if they find it funny and why the situation is hilarious.

Activity 2

- Tell students to work in pairs and explore the comic thoroughly.
- Remind them to use the questions in the book and to analyze the situation based on the comments they made in the previous activity.
- Monitor the conversations and if a pair of students does not understand what is going on, ask another pair to join them and participate in their discussion.
- Encourage them to speak in English and ask questions to guide the interpretation.

Practice 8

WORDS IN MOTION

Ludic and literary environment

SOCIAL LANGUAGE PRACTICE: Read comic strips and discuss cultural expressions.

In this practice, you will explore different comics to discuss cultural expressions.

Warm-up stage

Things I know: Topic, Graphic and textual components

session 1



1. Read the following comic strip.



2. Discuss what you liked and disliked about the comic. Use the following questions as a guide.

- Do the characters in the comic strip know each other?
- Are the characters men or women? How can you tell?
- Why does the character with brown hair ask the other one so many questions?
- Why do you think the character with black hair gives the same answer every time?

3. From the following list of topics, decide which one describes the comic *Desperate Repetition*.

- Reread the comic strip if necessary.

Strategies to establish a conversation with a stranger.

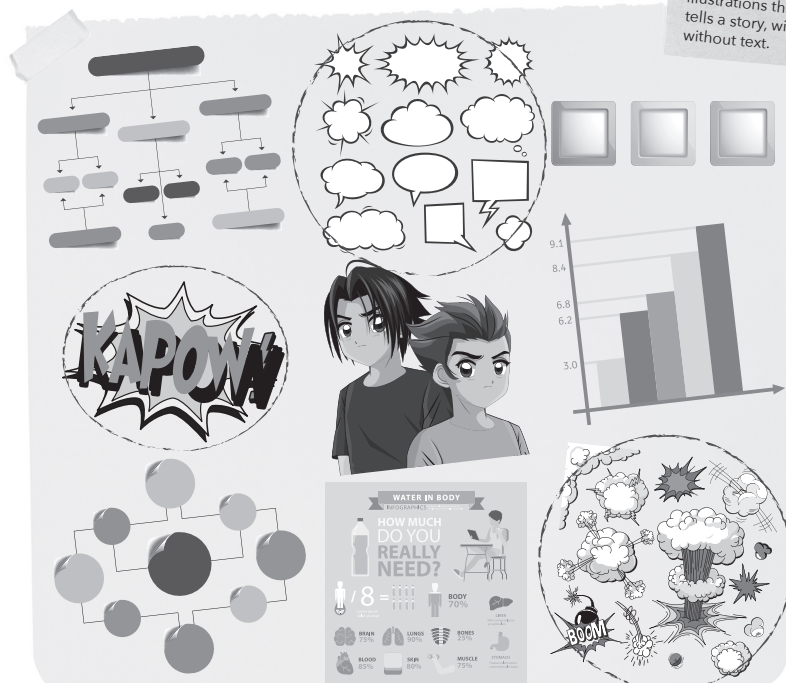
How to speak to someone suffering from depression.

Contrasting two very different personalities, an introvert and an extrovert.

How to respond to any question.

4. Observe the following components and circle the ones that appear in comics. Look at the example.

Remember
A comic strip is a sequence of illustrations that tells a story, with or without text.



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Activity 3

- Read the instructions and go through the options with students.
- Discuss and analyze each option with students to determine which purpose best suits the comic strip.
- Focus the conversation on the fact that both characters are opposites: one likes to chat with everybody and the other does not. Ask students how the title of the comic reflects on the character's answer and projects how the character feels regarding the situation.
- Talk to students about other topics that might appear regularly in comics.
- Tell them to reflect on what they talked about at the beginning of the unit and check the **Remember** section.

Activity 4

- Ask students about graphic components and where they can find each one of the options.

- Focus on the graphic components that appear in comics and elicit what they are for. Their answers may vary, but they should include statements such as "Panels or boxes chronologically organize the story", "Illustrations convey most of the story, as comics do not have a lot of text", "Sound effects enrich the story", "Speech bubbles include the dialogues of what characters are saying or thinking".


Activity 5

- Go through the **Remember** with students and ask them if there is any information missing regarding speech bubbles.
- Allow some time for them to scan the options and decide which best suits the comic in Activity 1.
- Ask what comics could use the rest of the sound effects. Encourage them to explain the different situations and motivate them to act them out if they do not feel confident enough to speak.

Activity 6

- Ask students to scan the activity and to tell you what they are supposed to do.
- Read the **Remember** with them and help them determine the differences between speech bubbles or thought bubbles.
- Allow some time for them to fill the speech bubbles in with the scrambled dialogues.
- Check their answers and encourage a pair of students to perform the dialogue in front of the class.

5. Check the following sound effects and discuss which one(s) you could add to the comic *Desperate Repetition*.



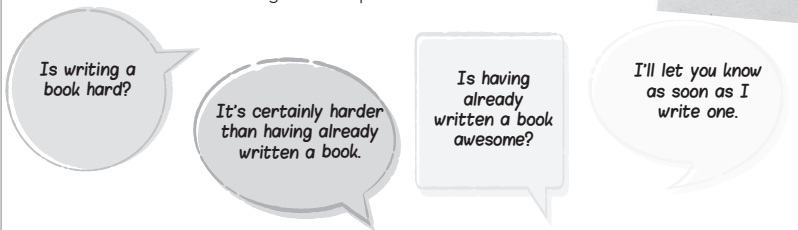
Remember
Sound effects or onomatopoeia are words that mimic sounds. They are non-vocal sound images that go from subtle to strong.

6. Read the following dialogues that are part of a comic strip.

» It's certainly harder than having already written a book	» Is having already written a book awesome?
» I'll let you know as soon as I write one.	» Is writing a book hard?

Remember
A speech bubble is a speech indicator, containing the characters' dialogue. The indicator from the balloon that points to the speaker is called a pointer or tail. A thought balloon contains copy expressing a character's thoughts, usually shaped like a cloud, with bubbles as a pointer.

• Write the dialogue in the speech bubbles in the correct order.



• Share your answers to the previous activities with the rest of the class.

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Activity 7

- Play the track and elicit what the interlocutors are talking about and what the general meaning and main ideas are.
- Tell students to list the points of view expressed in the dialogue and ask them if they agree with one of them and why.
- Continue the conversation with students and link this activity to the one that follows.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.

Activity 8

- Read the different options regarding the purposes of comics and encourage students to say what they think about them.
- Remind them that the purposes do not exclude each other, and that there are comics that can serve different purposes.

7. Listen to the track and follow along with the transcript below.



8. Discuss the following list of the purposes of comics and add some others.

Purposes of comics	
»	Laugh about oneself
»	Reflect on ideas or behaviors
»	Critique something
»	Use them as entertainment

- Reread the comic *Desperate Repetition* and observe the one below. Think about their purpose.



9. Determine the criteria to select several comics to use in this practice. Look at the example.

Criteria to select some comics to use throughout this practice	
»	They should reflect on ideas and behaviors.
»	They should be short, we cannot work with comic books.
»	They should have images and text, not just illustrations.

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- Allow some time for students to read the comic strip and answer any questions regarding vocabulary. Ask them to look unknown words up in a dictionary.
- Discuss the purpose of this comic strip in particular. Their answers may vary, but you should guide the conclusion towards the fact that the author is critiquing the lack of job opportunities.

Activity 9

- Tell students that in this practice, they will read several comics to discuss cultural expressions. Therefore, they should bring a couple of them to class to use in this practice.
- Since there are plenty of options online, ask them to decide on criteria to filter the options.
- Use the criteria given in the Student's Book, but feel free to add some other options.

Activity 10

- Make sure students identify the three stages of the plan, that they understand each activity and that they are a part of the process.
- Ask a student to read each task out loud so that they understand the activities they will complete in order to engage in a discussion about cultural expressions in comics.
- Encourage them to decide if there is a step missing and where they can include it.
- Don't forget to go back to the chart to tick each activity as soon as you complete it.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.

Activity 11

- Read the instructions for the activity with students.
- Go through the **Remember** with them, check comprehension and answer any questions that might arise regarding vocabulary.

Reading strategies: clearing up confusion, identifying implicit and explicit information

session 3

10. Look at the chart below and read the activities you will do in this practice in order to have a debate. Remember to tick each activity as soon as you finish it.

Week 1	WARM-UP STAGE	
Select and explore comic strips.	<ul style="list-style-type: none"> • Activate previous knowledge. • Identify author, topic, purpose and addressee. • Recognize graphic and textual components. • Identify textual organization. • Define selection criteria. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 2	BUILDING STAGE	
Interpret comic strips.	<ul style="list-style-type: none"> • Analyze the function of panels in comic strips. • Use various comprehension strategies. • Recognize behaviors and values in text and panels. • Share and compare ideas and beliefs. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 3	BUILDING STAGE	
Exchange opinions about cultural expressions in a discussion.	<ul style="list-style-type: none"> • Recognize ideas and take a stand. • Defend one's ideas with arguments supported by evidence. • Question stands based on common-sense opinions. • Provide examples. • Express points of view, respond to interlocutors and make explicit references. • Use examples to clarify information. • Formulate questions, based on the interlocutors' answers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Week 4	CLOSURE STAGE-SOCIALIZATION	
Evaluate the result.	<ul style="list-style-type: none"> • Share appreciation for points of view. • Assess the process and the product. 	<input type="checkbox"/> <input type="checkbox"/>

• Use the comics in the *Reader's Book* page 55 and gather others to work on throughout this unit.

IT
It to find comics visit:
<https://goo.gl/XJG1Wh>

Building stage

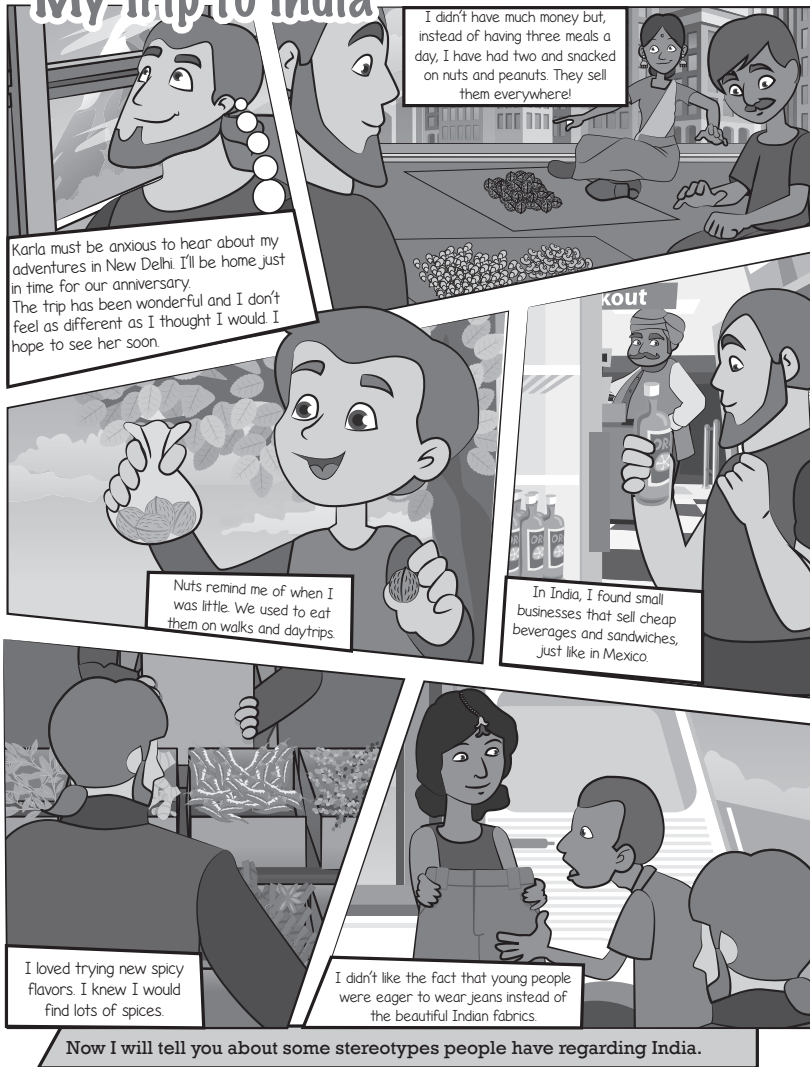
Remember

A panel is a frame or box that contains a segment of action. A page may have one or many panels, and are frequently surrounded by a border, whose shape can be altered to indicate emotion. The size, shape and style of a panel affect the timing or pacing of a story.

11. Read the first panels of the following comic.

Continue this activity on the next page →

My Trip to India



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Activity 11

- Allow plenty of time for students to read the first half of the comic *My Trip to India*.
- After they've read it individually, ask some questions about the general meaning and main ideas expressed in the comic. Remind them that illustrations play an important role in comics. Therefore, there is a lot to interpret about them. Some questions might be the following: *What is the name of the main character? , Where is he from? , Does he live in a city or the countryside? , How can they tell? , What does Luis do for a living? , Is Luis happy in India? , Does he like Indian culture? What are some of its cultures elements?*
- Remind them to go back to the comic as much as possible, since the answers to the questions are in the text. They should look for clues and key words to answer them.
- Elicit what students predict will happen in the second

part of the comic. Have them write their predictions in their notebook so they can revisit them after reading the second half.

Activity 12

- Tell students to continue the discussion in pairs.
- Encourage them to ask each other questions about the comic and to answer them.
- Play the track so they know how to carry on with the conversation.
- Ask them to write down the questions they weren't able to respond to and to get together with another pair of students to discuss them.

Activity 13

- Encourage students to continue interpreting the comic and to read between the lines.
- Model the activity by asking some more questions, like who Karla is.
- Play the track again and ask students to follow along with the transcript.
- Ask them to work in teams and continue the conversation.
- Check the teams' work and provide help when necessary, giving students some clues on how to interpret what is going on in the comic.

Activity 14

- Before this activity, cut a few short comic strips into individual panels and give one to each team, as if it were a puzzle.
- Students should put the comic in the correct order and decide on the best way to present it for others to read it. The layouts may vary, but all of them must start from top to bottom and left to right.
- Tell students to complete the activity in the book and allow some time for them to do it.
- Start a conversation with the whole class to decide why this is the best layout and what it has in common with other texts.
- Guide the discussion so students can conclude that in English we read from left to right and from top to bottom, no matter the text. Ask them if they've heard about other languages that use a different layout. For example, Arabic is written from right to left, and Chinese is usually written vertically, instead of horizontally.

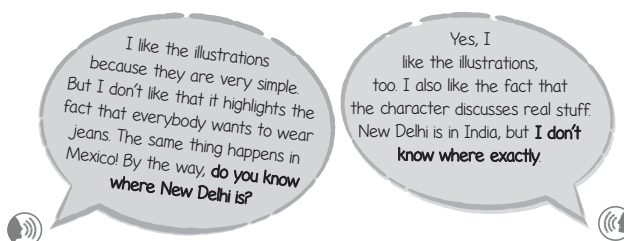


12. Discuss what you liked and disliked in the panels you explored.

- Formulate questions about them.
- Listen to the example on the track and read the transcript below.



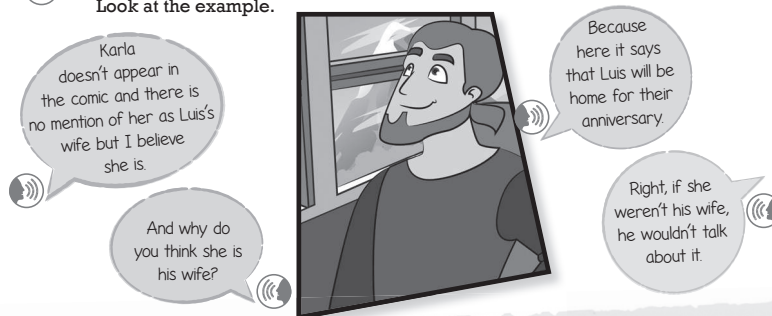
TRACK 32



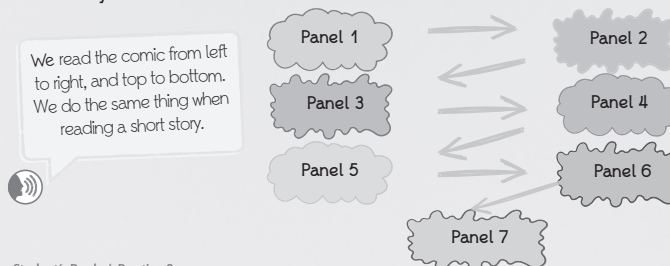
- Exchange your questions with another pair of students and try to respond to theirs.



13. Go back to the comic *My Trip to India* and determine implicit information. Look at the example.



14. Describe how you read the comic strip with a graphic scheme. Which panel did you read first? Which was second? Which was last? Look at the example.



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15. Read the following information.

Comics tell a story in a succession of boxes called panels that display illustrations and text. Panels are the main part of comics, since they organize the action in a sequence. Inside a panel we can find:

- » Illustrations: portray the characters and the setting where the comic takes place
- » Speech bubbles: include what the characters are saying, the dialogues
- » Sound effects: represent the sounds to enrich the story. They are also called onomatopoeias

16. Discuss what you thought about the information you just read.

- Listen to the example on the track and read the transcript.



I don't agree because I've seen comics without text, they only have illustrations.

Yes. It wouldn't be a comic without illustrations, but the text helps the addressee understand the story.



If there is no text, how are we going to understand what the characters are thinking or saying?

With the gestures, the postures, and the hand movements in the illustrations.



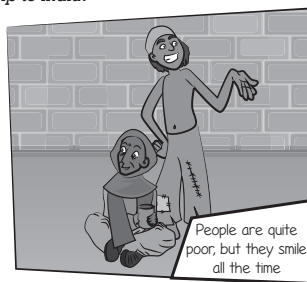
Exactly, the sound effects help, as well. Like this one:



Then, we can say that the information is accurate because the text supports what is portrayed in the illustrations. However, there are comics without text.



17. Read the second part of the comic *My Trip to India*.



Activity 15

- Read the information in the box and complement it with other details regarding the different parts of comics.
- Check comprehension and answer any questions that might arise with some examples from comics.
- Ask students to find the different elements in the comics they are using in this practice. Do they all appear?

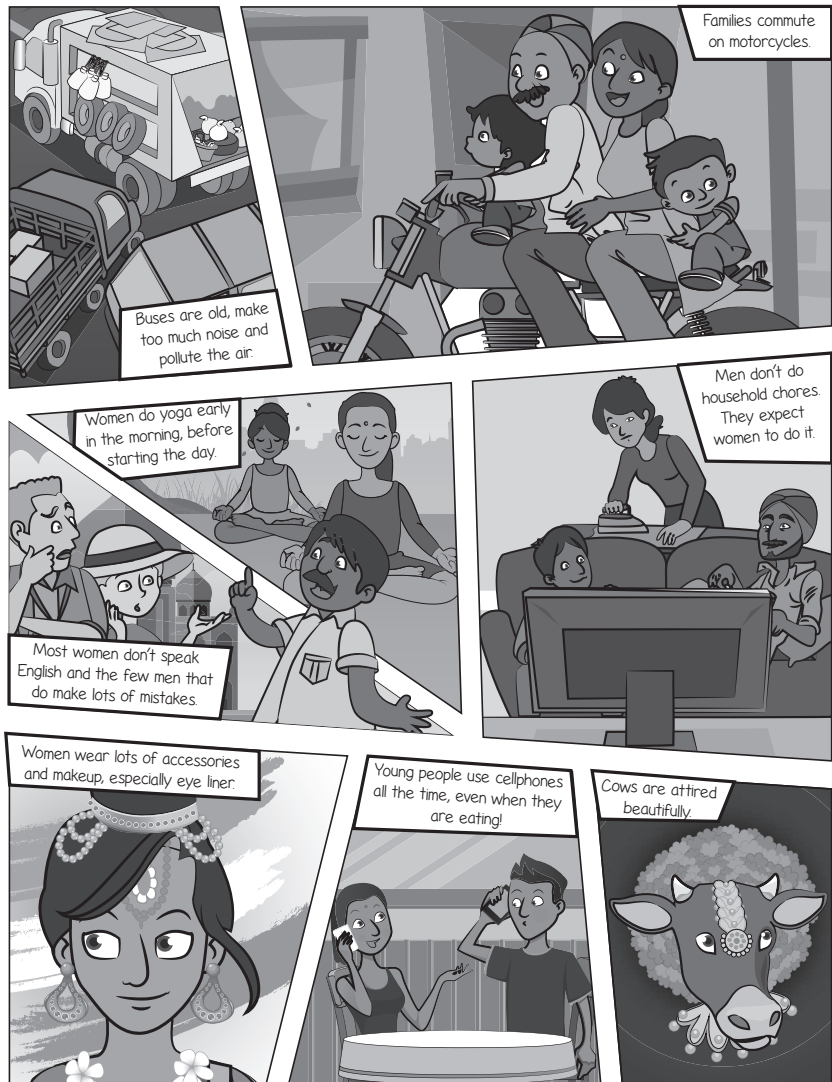
Activity 16

- Link this activity to the previous one.
- Play the track to model the conversation and ask students to find some examples of what the interlocutors are saying.
- Encourage students to identify other elements in comics. Can they find some others that are not described in the information box? Can they explain what they are for?



Activity 17

- Go through the students' predictions about the comic before reading the second part of *My Trip to India*.
- Allow some time for them to read the comic and to think about some statements to evaluate their predictions.
- Check comprehension and ask questions regarding general meaning and main ideas.
- Ask students if their predictions were accurate or not. Where they right? Or did something completely different happen?



18. Complete the following list with the situations portrayed in the panels. Look at the example.

Situations
a) There are snake charmers
b) <u>There are lots of poor and happy people.</u>
c) <u>There are old buses that pollute the air.</u>
d) <u>There are families who travel on motorcycles.</u>
e) <u>There are women who do yoga.</u>
f) <u>There is nobody who speaks English.</u>
g) <u>There are lazy men and hardworking women.</u>
h) <u>There are women who wear lots of accessories and makeup.</u>
i) <u>There are teenagers who are always on their cellphones.</u>
j) <u>There are cows that wear beautiful attires.</u>

19. Compare the list of situations you wrote in the previous activity with another team.

- If you disagree with something, go back to the comic, check the panel and exchange your points of view. Look at the example.



20. Exchange points of view regarding the situations you described. Listen to the example on the track.

Voice 1: I don't believe charming snakes on the street is OK.	Voice 1: That's my point exactly! It is exotic; it doesn't belong in the city.
Voice 2: What about at the circus?!	Voice 2: But the snake is already tamed. It behaves like a friendly pet.
Voice 1: Well, I still do not agree because we are talking about wild animals. They should live in their natural habitat, not in someone's house.	Voice 1: It doesn't matter. It is still dangerous because we are talking about real cobras!
Voice 2: Well, I think that as long as you treat it well, there is no problem in doing the show. A cobra can be an exotic pet.	

text and illustrations to reach an agreement.

- Remind them to be respectful and to pay attention to everybody's intervention.

Activity 20

- Once they agree on the behaviors portrayed in the comic, tell students to express if they agree with them, like the author of *My Trip to India*, or disagree and find these attitudes strange.
- Play the track to model the activity.
- Help students identify the points of view expressed in the dialogue and to find the clues about what the interlocutors are saying in the comic.
- Ask students if they agree with the conversation on the track and why they feel that way.
- Tell them to continue the discussion in pairs.
- Approach the different teams and listen to their comments.
- Ask follow-up questions and encourage them to speak.
- Do not interrupt them to correct pronunciation or grammar. This activity is about thinking, supporting and expressing their ideas.

Activity 18

- Encourage students to analyze each panel and to describe the behaviors portrayed in the comic.
- Tell them to make a list and discuss whether or not they have heard about these behaviors before.
- Check on each team and go through their lists.
- Ask them to provide an explanation for some of their answers.

Activity 19

- Tell students to work with another pair and to compare their lists.
- Play the track so students have an example of how to discuss their lists with others.
- Encourage them to listen to each pair of students and to provide evidence of each of the behaviors they identified in the comic.
- Ask them to support their arguments by referencing the comic.
- Remind them to go back to the comic and analyze both

Activity 21

- Go through the instructions for the activity with students.
- Play the track to model the conversation, check comprehension and answer any questions that might arise.
- Start the discussion with the whole class. Ask students which behaviors in the comic are similar to those in Mexico. After a couple of questions, tell them to continue the conversation in teams.
- Encourage them to elaborate with examples of what they have seen on the street or at home.
- Guide the discussion to talk about the differences in attitudes and behaviors portrayed in comics from other countries or cultures.

Activity 22

- Remind students that all the activities in the practice are part of the process of the discussion of cultural expressions in comics.
- Tell them to reread the comic they selected and to write some notes about the behaviors they identified before and what they think about them.
- Model the activity and check on each team to provide help when necessary.

21. Discuss which situations are similar to Mexicans' and which are different.

- Support your answers with evidence. Listen to the example on the track and read the transcript below.



Opinions

session 6

FOR OUR DISCUSSION

22. Check the list of situations you wrote in Activity 18.
- Write some notes in your notebook talking about the ideas and beliefs portrayed in the comics you selected. Look at the example.

Notes about cultural expressions in Panel 1:

People are allowed to charm snakes on the street and it is OK if they respect the following points:

- » There is no risk of hurting others.
- » It doesn't bother anybody.
- » There is no mandatory fee to watch the performance.

mandatory
(adj.): obligatorio
Performance
(n.): presentación
artística

CHECKPOINT

23. Read each line carefully. Tick the box that best describes your work up to this point.

- | | |
|--|---|
| • I can analyze the function of panels in comic strips. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| • I can use various comprehension strategies. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| • I can recognize behaviors and values in text and panels. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| • I can share and compare ideas and beliefs. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |



Being Through Language

► Cultural expressions are those that result from the creativity of individuals, groups, and societies which have cultural content.

24. Check the notes you wrote in Activity 22 and identify the ideas you expressed.

- In your notebook fill in a chart like the one below, putting forth a stand in favor of and against what is expressed in the comic.

Example:

In favor	Against
» People are allowed to do whatever they want in their free time. » The Internet is part of our lives, we can't do much to prohibit it. » They should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not every food establishment has free WiFi.	» People should do something else. They are always staring at a screen. » People are becoming more and more isolated. They should try to start a conversation when there are other people around, like the person sitting at the next table. » They should take advantage of the time they spend during lunch to learn something interesting that might be useful. Videogames are useless.

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Session 7

Cultural expressions: Arguments

Activity 23

- Emphasize the importance of self-assessment.
- Remind students to check the activities and their notebooks to reflect carefully on their work up until this point.
- Ask them if they would like to revisit an activity to clear up any confusion they may have.
- Encourage them to provide some tips or extra steps to continue working on the discussion.

Activity 24

- Go through the instructions with students.
- Tell them to read the chart that describes some points of view in favor of people using their cellphones while eating.
- Start a brief discussion with them and ask them to explain if they agree with the behavior or not, like the author of the comic.
- Ask students to review their notes and to identify the main points of view regarding the behaviors in the comic they selected.

- Encourage them to make a chart similar to the one in the example and monitor their performance.

Activity 25

- Motivate students to take a stand regarding the discussion. Do they agree with the behaviors portrayed or not?
- Remind them to consider the points of view in the chart, since they will use them during the discussion.
- Model the activity if necessary and provide some examples.

Activity 26

- Tell students to divide their team according to each member of the team's stand. The people in favor should work together, and the people against will do the same. They will reunite later.
- Encourage students to enrich their points of view with some examples, data or evidence to support them.
- Go through the example with them and elicit what was added.

Activity 27


- Tell students to re-form their original teams to practice the discussion.
- Play the track to model the activity and focus on common-sense opinions.
- Ask them why the interlocutors on the track believe that behavior is not worth discussing.
- Give a couple of examples and elicit a description of common sense and how to respond to these types of interventions.
- Encourage them to think about other ways of responding and to check the options in their book.
- Ask them to present the points of view in favor and against and to support them with the evidence they found in the previous activity.

25. Reread the points of view and take a stand. Some members of your team might be in favor, and some against. That is good, so you will be able to have an enriching discussion.
26. Divide your team in two: those against and those in favor.
- Once you have taken a stand, think about how to support your points of view and convince the interlocutors.
 - Consider looking for clues in the comic strip and reflecting on the implications the situations, and attitudes have.
 - Look at the example below.

In favor

- » People are allowed to do whatever they want in their free time.
- » The Internet is part of our lives; we can't do much to prohibit it.
- » They should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not every food establishment has free WiFi.
- » There are so many stimuli in the city that when we're in public we always **isolate** ourselves. Nobody speaks to strangers in a restaurant. They didn't do it before smartphones, either.
- » We always pay attention to what we are interested in: our thoughts, a newspaper, or our cellphones. We have always been **self-centered**.
- » As more and more of our world takes place online, the idea of being disconnected becomes harder to bear. Everything is happening on social media, we don't want to be **left out**.
- » The promise of constant connectivity **encourages** more people to go to food establishments with free WiFi.

isolate (v):
aislar
self-centered (adj.):
egocéntrico
to bear (v):
soportar
left out (adj.):
excluido
encourage (v):
fomentar




Being Through Language

» Show interest in other peoples and cultures.

session 8

27. Engage in a discussion with your original team.
- Use the points of view you wrote in Activity 25 and support them with the reasons you provided in Activity 26.
 - Identify any common-sense opinions that might arise and question them.

Continue this activity on the next page

- Listen to the example on the track and read the transcript below.

Example:

Voice 1: I find it weird that there are snake charmers on the street.

Voice 5: It doesn't matter if it's fun it or not. I don't believe we can argue about what people find fun to watch on the street.

Voice 2: Why do you say that?

Voice 4: True. You are right.

Voice 1: Because it's a dangerous thing to do.

Voice 1: Oh, OK.

Voice 3: I agree. Charming snakes must be part of a controlled show.

Voice 3: Well, let's focus on some other behaviors, then.

Voice 4: Really? I don't think so. I find it really fun.



TRACK 37

- Use some of the following expressions to question any common-sense opinions your interlocutors might have.
- Think about another one and write it in the blank space in the chart.



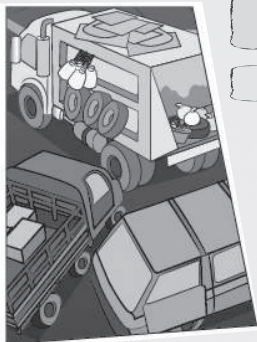
elaborate (v):
explicar a detalle
weird (adj.): raro

Why do you say that?	Really?	Don't you think that...?
What do you mean?	I don't think so.	I don't believe you're focusing on the fact that...
Consider this, instead...	Can you elaborate?	



28. Check the points of view and decide where you can include more details.

- Listen to the example on the track.



I think we should add more information about our points of view regarding the panel.

Which one? Oh, right, the one about pollution.

Yes, you're right. We can include something about air pollution and its dangers to our health.

Sure, but we all know the same thing happens in Mexico.

True, but it's a behavior that affects us all: Indians and Mexicans.

Ok, can you think of some examples of where we have seen this?

Continue this activity on the next page

Activity 27 (continues)**Activity 28**

- Play the track and elicit what is going on in the dialogue, if all interlocutors agree on something and what they decide to do.
- Ask them to do the same with their points of view.
- Encourage them to review their work and to decide what needs to be explained thoroughly.
- Go through the example with them and elicit if they agree on the chart, the points of view and if the examples help the interlocutors understand the arguments.
- Tell them to make a similar chart with examples and to include them when they write their points of view.
- Provide help when necessary.



Track 38

Activity 28 (continues)

Activity 29

- Tell students to contrast their points of view and to make a chart comparing them. For each point of view in favor, there should be another one against.
- Ask students to organize them according to the order they want to present them in the discussion.
- Go through the example with them and answer any questions that might arise.

Continue Activity 28 below

- Provide examples so the interlocutors can fully understand your point of view.
- Think about which opinions were common sense and elaborate or adjust them.

Statement	Points of view	Examples
In India and in Mexico, there are vehicles that pollute the air.	• Buses are quite old and contribute to air pollution.	Most people would think this only happens in big cities; but I have seen several old trucks in my hometown that emit too much carbon monoxide.
	• People prefer driving a car to using public transportation.	I have read a couple of articles about this topic. They all agree on the fact that air pollution directly affects people's well-being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.

- Look at the example below.
- Include the examples you wrote in previous activities.

Points of view

session 9

FOR OUR DISCUSSION



29. Make a chart comparing the points of view in favor and against.

- Remember to include what you think about all the behaviors portrayed in the comic you selected.
- Look at the example below regarding the discussion of Panel 4 of *My Trip to India*.



stuck (adj.):
atorado
well-being
(n.): bienestar



In favor

- » Public transportation is necessary, without it lots of people could not commute from home to work. Besides, not all of it pollutes the air.
- » We all know that public transportation serves a very specific purpose: to transport people from one place to another on a daily basis without charging much. If more people used it, there wouldn't be so many cars on the street and air pollution would decrease.
- » Not everyone can afford to buy a car and they rely on public transportation.

Vs.



Against

- » Most buses are too old and emit carbon monoxide. This happens everywhere in big cities and small towns.
- » Everybody wants to buy a car, as public transportation is not comfortable. People prefer to be stuck in traffic and polluting the environment rather than commuting with other people.
- » Public transportation contributes to air pollution. Studies show that air pollution directly affects people's well-being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.



30. Engage in a discussion and express your points of view. Use the chart you made to follow the correct sequence in which to present them. Don't read the chart, use it as a guide.

- Involve interlocutors in what you are saying, using phrases to let them know their participation is important.
- Use the examples from the previous activity to clear up any confusion.
- Listen to the example on the track.



Voice 1 Public transportation isn't too bad.

I like it because they transport us daily from one place to another. I believe cars are the vehicles that pollute the most.

That's what I think. What about you?

Voice 2 I'm afraid I have to disagree. Buses are quite old and emit too much carbon monoxide. It is unbearable! Most people would think this only happens in big cities but it also happens in small towns that have trucks.

Voice 3 Yes, but we all know that public transportation serves a very specific purpose: to transport people from one place to another on a daily basis without charging much. If more people used it, there wouldn't be so many cars on the street and air pollution would decrease.

Voice 2 Nobody cares about how old buses are. Besides, everybody wants to buy a car, so air pollution is still a problem because people don't do anything to decrease it.

Voice 1 **What do you think? You haven't spoken and we'd love to hear your opinion.**

Voice 4 Well, I hate the old, loud, pollution-

spewing vehicles used for public transportation. So I guess I agree with the author of the comic *My Trip to India*.

I have to cover my nose because of the fumes and they irritate my eyes. Public transportation contributes to air pollution. I have read a couple of articles on this topic. They all conclude that air pollution directly affects people's well-being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.

Voice 3 Oh, really? Come on! Not everyone can afford to buy a car and they rely on public transportation. We need it.



Activity 30

- Play the track so students can understand what is expected of them.
- Focus their attention on identifying which points of view are presented as they were in the chart, and which changed but kept the essence of the argument.
- Remind students that we speak differently than how we write.
- Ask students to do the same and to pay attention to others' responses. If there is someone who has not participated in the discussion, they should ask him or her directly what he or she thinks about something in particular.
- Set a pleasant environment, so students can feel at ease when speaking English and expressing their points of view.



**Activity 31**

- Ask students to practice the discussion one more time and to pay attention to any misunderstandings that might arise.
- Encourage them to be patient and to make explicit references and thorough descriptions of their arguments and the evidence they want to show to others.
- Play the track to model the activity and clear up any confusion regarding comprehension.

Activity 32

- Help the class decide how they are going to present the discussion. Let them choose the way that best suits them, so they feel comfortable with the method used.
- Set a friendly and respectful environment, where everybody feels at ease speaking in English.
- Remind students to be respectful and to pay attention to each team's turn.

Closure stage-socialization

TRACK 40



31. Check your points of view and the comic strip to see if your arguments are clear and there is no room for misunderstanding.

- Make explicit references and point out specific details in the comic.
- Listen to the example on the track and read along.

Clarify information. Questions

session 10-11



Voice 1 I agree with the author about the scene in Panel 9. People should do something else, instead of staring at a screen all the time.

Voice 4 People are allowed to do whatever they want in their free time. They are eating and they can enjoy some free time. Besides, they should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not all food establishments have free WiFi.

Voice 2 But people are becoming more and more isolated. They should try to start a conversation when there are other people around, like the person sitting at the table with them or maybe the people at the next table over.

Voice 5 When have people done that? **Let me show you a photo** from the 1930s. Look.

Voice 1 **This is a great scene with so many details** and it shows the same environment as in Panel 9.

Voice 5 Yes. The only difference is the devices. Before, people used to read the newspaper and now they have cellphones. But it is the same activity; they are alone in a space full of people. Nobody speaks to strangers in a restaurant. They didn't do it before smartphones, either. This is the proof.

Voice 3 You're right, but reading the newspaper is different from playing videogames. People should take advantage of the time they spend at lunch to learn something interesting that might be useful. Videogames are useless.

Voice 4 I believe there are lots of useful and interesting videogames.



32. Engage in a discussion.

- Share appreciation and use the points of view you prepared in previous activities.
- Formulate questions, based on the interlocutors' answers.
- Be respectful of others' opinions and present evidence for your arguments.

How did it go?



33. Read each line carefully. Tick the box that best describes your work in this practice.



Individual
assessment

- I can exchange opinions about cultural expressions in a discussion. ☐ ☐ ☐ ☐
- I can recognize ideas and take a stand. ☐ ☐ ☐ ☐
- I can defend my ideas with arguments supported by evidence. ☐ ☐ ☐ ☐
- I can question stands based on common-sense opinions. ☐ ☐ ☐ ☐
- I can provide examples. ☐ ☐ ☐ ☐

Product



34. How do we assess the following aspects of our discussion?



Participating in
a discussion

- Did we express points of view, respond to interlocutors and make explicit references? ☐ ☐ ☐ ☐
- Did we use examples to clarify information? ☐ ☐ ☐ ☐
- Did we formulate questions, based on the interlocutors' answers? ☐ ☐ ☐ ☐
- Did we share appreciation for others' point of view? ☐ ☐ ☐ ☐



35. What is your pair's global impression about their performance in this practice?



Team
assessment

- Did we respect our agreements? ☐ ☐ ☐ ☐
- Did we divide the tasks so that we both had something to do? ☐ ☐ ☐ ☐
- Did we pay attention during others' turn to speak? ☐ ☐ ☐ ☐
- Did we pay attention to others' points of view? ☐ ☐ ☐ ☐



We have arrived at the end of this practice.

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Session 12

Assess the process and the product

Activity 33

- Help your students to complete the self-evaluation chart.
- Make sure your students complete the evaluation chart honestly.
- Remind them to focus on aspects they can improve, and not on the mistakes they made.
- Go back to the chart in Activity 10 to check if you completed it, and if there is something you need to go through again.

Activity 34

- Encourage students to reflect on their performance.
- Tell them to focus on the good aspects and think about the ones they could improve.
- Reflect on whether you need to make any changes or reinforce any content in this practice.

Activity 35

- Remind students of the importance of assessing peers.

**SPEAKING
WELL MAKES
THE WORLD
GO'ROUND**

- Ask your students if they have seen any infographics before and what they were about.
- Help them make connections between the infographic and the information presented by asking questions such as: Why do you think the relationships between languages can be represented as trees?
- Guide the activity to establish graphic and textual components. Focus on the meaning of the branches, as well as the size of the foliage.
- If necessary, explain that spoken languages are divided into families (linguistic family). This means some languages resemble each other more than others.

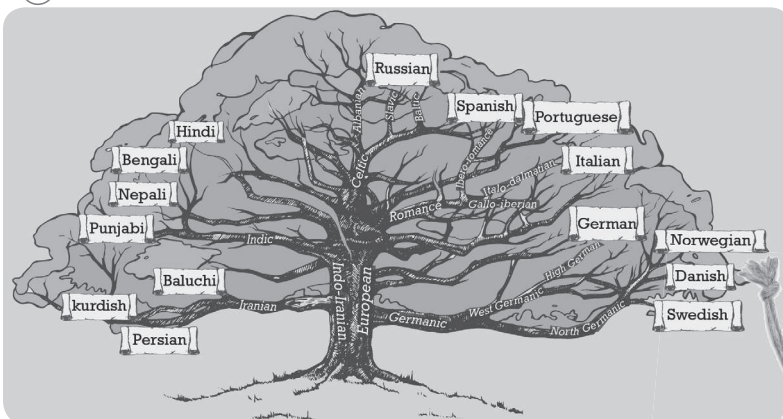
- Ask your students to reflect on the questions in the activity. Encourage them to share their experience with other languages besides English, Spanish and their mother tongue, if different from these. Coordinate the discussion of experiences by directing the dialogue toward the principal aim of the unit: to prepare and give an oral presentation about linguistic diversity.
- It is important to convey the idea that understanding linguistic diversity is essential for properly developing intercultural competence. It is equally important to assess every language impartially, without taking into account the economic importance of the countries in which it is spoken, its number of speakers, whether it has written texts or not, and whether it is spoken in Mexico or in other countries.
- The example is included because your students may lack the range of expressions to talk about languages. Encourage them to give their best even if their answers are not long. However, you should come to have high expectations. Thus, it is important to take some time to give input and feedback that allow your students to lengthen their answers.
- If possible, take some time for them to share their answers. It is important that if some of your students know languages besides the expected ones (i.e., German, French, Portuguese), to comment on that, since it can provide a good link to the questions in this activity.

SPEAKING WELL MAKES THE WORLD GO'ROUND

SOCIAL LANGUAGE PRACTICE: Present information about linguistic diversity.

Warm-up stage

- Things I know. Planning our product



- ## Session 1

NAMES OF THE LANGUAGES I'VE HEARD OF	NAMES OF THE LANGUAGES I HAVEN'T HEARD OF
German	Punjabi

- I think some languages are more important than others, for example, those that have more people who speak them.

Do you consider every language as important as your mother tongue? Why?

I don't know how many other languages there are, but I imagine people speaking and performing their daily activities using their language, so I think they are as important as mine.

Remember

The names of languages in English begin with capital letters.

- What do you know about other languages besides your mother tongue?
- Do you speak any languages besides your mother tongue and English?
- How many languages do you think are spoken in the world?
- Why do you think it is important to speak other languages?



3. Look at the chart below. Read the activities you will do in this practice in order to prepare and give an oral presentation about linguistic diversity. Remember to tick each activity as soon as you finish it.

Week 1		WARM-UP STAGE	
Choose information about linguistic diversity.	• Activate previous knowledge and choose topics or issues related to linguistic diversity.	<input type="radio"/>	
	• Ask questions to guide the gathering of information.	<input type="radio"/>	
	• Establish criteria to choose written sources.	<input type="radio"/>	
	• Reflect upon the function of textual components .	<input type="radio"/>	
Week 2		BUILDING STAGE	
Read information and compose notes.	• Define reading purposes.	<input type="radio"/>	
	• Identify common words to anticipate what texts are about.	<input type="radio"/>	
	• Compose notes to answer questions.	<input type="radio"/>	
Week 3		BUILDING STAGE	
Rehearse oral presentation.	• Define the order for presenting questions and their answers.	<input type="radio"/>	
	• Compose a summary in note form, based on a previously defined order.	<input type="radio"/>	
	• Establish graphic resources to support a presentation.	<input type="radio"/>	
	• Use the summary in note form to rehearse an oral presentation.	<input type="radio"/>	
Week 4		CLOSURE STAGE-SOCIALIZATION	
Give an oral presentation about linguistic diversity.	• Link graphic resources, notes and speech.	<input type="radio"/>	
	• Invite audience to ask questions or make comments.	<input type="radio"/>	
	• Look for confirmation about what has been expressed.	<input type="radio"/>	
	• Assess process and product.	<input type="radio"/>	

Activity 3

- Make sure your students identify the three stages of the plan and that they understand each activity to be done. Ask a student to read the tasks out loud so that they understand the activities they will complete in order to prepare and give an oral presentation about linguistic diversity.
- Note how important the use of the planner is for registering their advances; it gives a feeling of accomplishment if at some points in the practice they recognize what they have already done.
- Remember that the distribution of sessions in the book is a suggestion. One of the purposes of reading the activities in this practice is to decide how they will be distributed based on the strengths of your group as well as what they perceive to be areas for improvement.
- You may want to help your students get a sense of what they will be able to achieve. This is also a way of motivating them and encouraging them to give their best.

Activity 4

- With your students, emphasize the commitment and responsibility of teamwork, and let each student, little by little, get closer to autonomy and responsibility for their own learning. Remember the activities need to be guided by you with different levels participation.
- Give a couple of ideas as an example in case students have difficulty proposing their own.
- In order for brain storming to work, it should: a) accept every proposal, without judgements, but rather guiding students towards more appropriate ideas; b) have a great number of proposals. In this way, there will be enough options for your students to choose from in order to prepare their presentation.
- Link the definition in the Remember section to what your students discussed in Activity 2.

Activity 5

- The challenge of this social practice is that your students should build not only the content of their presentation in English, but also the discussions leading to it. This requires some work with specific content, with which your students may have previous experience in their mother tongue, but not in English. Provide enough support so that your students don't get frustrated by their lack of expressions.
- Build on what they already know about making presentations and choosing topics to develop.
- At this stage, when speakers try to express new words, they will tend to Anglicize what they know in their mother tongue. These attempts should not be discouraged. As long as they develop enough self-confidence, they will begin the transition to using the "proper" English expressions.

Activity 6

- The strategy modelled in this activity is one that highlights any uncertainty, thus leading naturally to students' questions. However, you may want to also use some issues that your students may already be familiar with. In that way, their questions will be directed at deepening their previous knowledge or to compare and contrast, for they may have unsupported beliefs about languages.
- Take time into account when checking on each team and their questions so they don't end up trying to "bite off more than they can chew", that is, trying to cover more questions than may be possible in the time allotted. However, if for some reason they end up with many questions, don't worry, since they may want to discard some once they have read their sources.

Establishing topics and questions about linguistic diversity

session 2

4. With your teacher's help, brainstorm ideas that may help to define what aspect(s) of linguistic diversity are of interest to you.

- If you need some ideas, go back to Activity 2. Look at the example.

Remember
Linguistic diversity refers to the fact that people around the planet use many different languages to communicate with others.

5. Discuss which topics from Activity 4 are appropriate for an oral presentation and which are not. Look at the example.

I think it would be interesting to find out which countries speak the most languages, because we can draw a map to show that.

I agree with you. On the other hand, I don't think we have any sources of information we can use to look for the number of languages spoken in each country of the Americas.

FOR OUR PRESENTATION

6. Choose a suitable topic to work with for the oral presentation.

- Discuss what you would like to know about the topic you've chosen with your teammates.
- Ask questions based on what you want to know. Look at the example.

Topic	Countries where many languages are spoken	Importance of linguistic diversity
Questions	What are the countries in which many languages are spoken? How many languages are spoken in each of those countries? What is the name of each language?	Is the percentage of the population that speaks each language the same? Why is it important to keep languages alive?

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Building stage



7. Read the following features of sources of information.



TRACK 41

- » It was published recently.
- » It has headings, a title and a lots of pictures.
- » It has an index.
- » It has legends about the origin of language.
- » Its target audience is university students.
- » It is a book written by a specialist in languages.



- Comment on why these features may or may not be useful.
- Use the example on Track 41 as a model.

published
(v): publicar

FOR OUR PRESENTATION



8. With your teacher's help, comment on and establish your own criteria for selecting sources for your presentation. Look at the example.

- If you need to, go back to Activity 7 to give reasons for selecting a source.

List of criteria for selecting sources of information to research the topic selected about linguistic diversity	<ul style="list-style-type: none"> » We should use recent publications. » We should consider different types of materials. » It should be addressed to secondary school students. » It should have factual information. » It should have an index, headings and subtitles.
---	---

- With your teacher's help, look for sources that satisfy the criteria you just established.

Being Through
Language

While agreeing on everything rarely happens, in order to prepare a good presentation, it is important to give reasons that help each other reach agreements about the sources of information you will need.



9. Explore your sources and check which components from the list below they have.

- | | |
|----------------|-----------------|
| a) Index | e) Footnotes |
| b) Title | f) Bibliography |
| c) Subheadings | g) Glossary |
| d) Images | |

footnotes (n.):
nota a pie de
páginaReader's
Book page 58-70

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Activity 7

- Remind your students that the features of their sources depend on the purpose and topic of their presentation. Therefore, some of these features may be useful in other contexts, while in this situation they may not.
- It was published recently refers to the fact that sources should be up to date. This is important because linguistics and languages studies advance, making it important to read recent information.
- If texts have a title and headings, they can be useful indices of topics and help to discard or include a source faster.
- If a text has lots of pictures, it can help students design visual aids for an oral presentation (see Activity 23).
- If it is written by a specialist, the content is generally confirmed, so that reliability of a text can be considered as a given (usually books written by specialists undergo

a process called peer-review, which means that other experts, in the same field as the author, check, verify and question the claims made by the author and the book is published only if it was approved by these reviewers and the corrections suggested are included).

Activity 8

- Be mindful that not every source will fulfill all the requirements established by your students. Help your students to be flexible about this fact.
- However, two aspects should not be overlooked: sources should be valid (it should be about what you are trying to look up) and reliable (it should provide accurate information about what you are looking up).

Activity 9

- You should make sure your students get to know the function of every component they found in their sources. Here we provide a brief explanation of those components not included in any example.
- A bibliography can be an excellent starting point for expanding a research project.
- A glossary is useful when reading more technical texts (related to academic and educational environments) and looking for concepts whose meaning is particular to a discipline.
- RB box can either extend the current practice or provide materials for developing the practice. If you have enough materials, take your time along the unit to go through the Reader's Book to foster curiosity and improve reading skills.



Activity 10

- Have your students compare the function of the different components and how they are displayed within the sources. For example, indices on websites may have a direct link to the content, while in a book you should use the page number; some websites do not include footnotes; nevertheless, they may have animations or videos embedded.
- Make sure your students correctly identify the components the track refers to. Answer students' questions to clear up any confusion.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.
- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.

TRACK 42

10. With your teacher's help, explain how these elements can be useful when finding information. Look at the images below and listen to the example on Track 42.

SUBHEADINGS

North Africa and the Middle East

DATA COLLECTION

North Africa's North African state has ever organized sociolinguistic studies or included the geographical distribution of languages in a population census, and attempts to gather language statistics are often discouraged. Nor did the colonial administrators ever concern themselves with linguistic details even at the height of the policy of 'divide and rule'. The only available statistics were estimated by linguists who, equipped with solid census tools not backed by official authority and bureaucratic assistance. These rough estimates continue to serve as the basis for all claims about language distribution in North Africa. Historically, the Berber language was spoken in an uninterrupted chain from Egypt to the Canary Islands. As a result of geographical...

20 *Nation geographic*

TITLE

RED INDEX

Contents

Christopher Moseley: Cartographic representation of the world's endangered languages 14
 Christopher Moseley: Sub-Saharan Africa 20
 North Africa and the Middle East 26
 Salem Mechoud and Yamina El Khar El Allame Europe and the Caucasus 32
 Tapani Salminen: Western and Central Asia 43
 Hakan Eliazarov: North-east Asia 48
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 David Bradley: Greater Pacific area 74
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 Morten Hubsud: Mexico and Central America 95
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 Chris Rogers, Naomi Pilsnig and Lyle Campbell: Canada and Greenland 113

20 *Nation geographic*

FOOTNOTES

Language endangerment in Sudan¹

Sudan has been the scene of what is often considered the world's longest civil war. It has also hosted one of the world's largest humanitarian operations, Operation Lifeline Sudan (OLS). While the 2005 Comprehensive Peace Agreement (CPA) has brought stability and the beginning of reconstruction in the South, Darfur is in turmoil. With 1.5 million deaths in the South, 4 million internally displaced persons (IDPs) and 500,000 refugees, the entire Southern Sudanese population has been deeply affected by the conflict.

This situation increases language endangerment in a number of ways. Displacement has occurred in a variety of patterns (long-distance, repeated displacement) that may magnify the rate of endangerment. As IDPs are dispersed throughout the country, they typically acquire the language of the host communities and at the same time reduce the use of their own language. IDP camps usually bring together people from many different communities, and new forms of communication are developed that may involve multilingualism but also creolization. In the case of repeated displacement, IDPs do not always seek shelter among the same hosts and may therefore acquire yet more languages. While multilingualism and creolization do not necessarily affect adults, children may not adequately acquire their mother tongue. This is especially likely in cases of protracted displacement. In northern cities such as Khartoum, there may be a tendency for children to use Arabic more than their mother tongue.

For a whole decade, between 1989 and 1999, part of the Nuba mountains in South Kordofan was isolated from the rest of the world by...

¹Sudan sits on the linguistic map in both northern and sub-Saharan Africa. For more details, see the chapter on sub-Saharan Africa in the Atlas.

20 *Nation geographic*

IT

In the following website you can find information on linguistic diversity:

<https://goo.gl/2K4axi>

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FOR OUR PRESENTATION



11. Look at the following reasons to read information in order to prepare an oral presentation.

- Write why these reasons are applicable or not below. Look at the examples.

Read to know more about a topic	Read to find the exact answer to the questions	Read to find info related to the questions asked	Read to recognize the topic
Example This reason is applicable because when we read we will learn more about linguistic diversity.	Example This reason is not applicable, because we won't find the answers exactly as we expect them to be.	<i>This reason is not applicable, because we won't find the answers exactly as we expect them to be.</i>	<i>Not applicable, since recognizing the topic is too basic.</i>

- With your teacher's help, establish and list the reasons to read the sources of information in which you are looking for data for your presentation.

Example Reasons for reading the information	» To find out more about linguistic diversity » To find information related to the questions we asked in Activity 6
--	--

- Take these reasons into account when reading the material in the following activities.



12. Look at the words that appear repeatedly in the texts you are about to read.

- Highlight those words.
- Link the words with what you already know about the topic you chose. If necessary, go back to Activity 4.
- Based on those words and what you already know, try to predict what the text you are about to read will be about. Look at the example in the next page.

Remember

You should not underline or scribble on material you've borrowed from others, such as library books.

Continue this activity on the next page

session 4

Reading purposes: frequent words

Activity 11

- Often, people read without being aware of the reasons they should. This activity helps your students understand their reasons for reading. They will read more effectively, since it allows them to focus on their goal beforehand and not get distracted or discouraged from carrying out a reading task.
- Remember that reasons for reading are suggestions. It is important to provide other options so your students can focus on their goals when reading.
- Make sure to keep the purposes established visible while your students are reading, so that they can carry out the task more easily.

Activity 12

- Take time to read the Remember section before starting this activity.

Activity 12

- If they cannot mark the texts they read, suggest using other strategies such as skimming the text and listing the words.
- Provide other models besides the ones in the book to help your students create their own links.

Continue Activity 12 below

HOME | PORTFOLIO | ABOUT | HELP | STORES | SUPPORT

HOME COMMENT TAGS MAIL DOWNLOAD

What is an Endangered Language?

What does it mean to say a language is endangered?

An endangered language is one that is likely to become extinct in the near future. Many other languages are no longer being learned by new generations of children or by new adult speakers; these languages will become extinct when their last speaker dies. In fact, dozens of languages today have only one native speaker still living, and that person's death will mean the extinction of the language. It will no longer be spoken, or known, by anyone.

Source: Linguistic Society of America <http://googl/wA9x2>

Look, language, speakers, extinction and death are words that appear many times. I think the text might be about when people stop speaking a language and then the language dies.

When I look at the word endangered, I remember that I once read about endangered plants and the article mentioned that some plants were disappearing, so I agree with you. The text is probably about languages that may stop being spoken.

Remember
Similar words may not be exactly the same, but they may have a related meaning (for example, die and extinct) and have beginnings that look alike (**speaker/spoken; die/death, extinct/extinction**).

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13. Read the following information.

HOME COMMENT TAGS MAIL DOWNLOAD

How many languages are there in the world?

When people are asked how many languages they think there are in the world, the answers vary quite a bit. One random **sampling** of New Yorkers, for instance, resulted in answers like "probably several hundred"

The 1911 edition of the Encyclopedia Britannica, for example, implies a figure somewhere around 1,000. The most extensive catalog of the world's languages, generally taken to be as authoritative as any, is that of Ethnologue, whose detailed list as of 2009 included 6,909 distinct languages. That disparity is not due to any increase in the number of languages, but rather to our increased understanding of how many languages are actually spoken in areas that had previously been underreported

Source: Linguistic Society of America: <http://googl/RdJ6t6>

- Listen to Track 43 to hear how three students retell the text you just read.



14. Read your texts.

- Get together with another team.
- With the supervision of your teacher, summarize the other team's passage. If necessary, use the techniques employed in Activity 13, Track 43.

CHECKPOINT

15. It is time to check your performance up to this point. In order to do so:

- Read each description carefully.
- Put a tick next to the description that best illustrates your performance in this practice.

Level 4	I am able to interpret the purpose of many textual components with a high degree of precision.	<input type="checkbox"/>
	I am able to use a wide range of reading strategies for a wide array of texts.	<input type="checkbox"/>
Level 3	I am able to interpret the purpose of various textual components with a relative degree of precision.	<input type="checkbox"/>
	I am able to use a wide range of reading strategies for some texts.	<input type="checkbox"/>

Continue this activity on the next page

Activity 13

- Ask your students to read the title to anticipate the content of the text.
- Answer questions about unknown expressions. It is not, however, necessary to explain every word. Help your students to develop their ability to infer meaning from context instead of worrying about not understanding each individual word.
- Help your students to determine how the characters in the track have summarized its content. That is, what kind of information is kept and what is discarded in their summaries.

Activity 14

- Supervise your students while they read their texts. Help students with comprehension if needed.
- Remind your students to use the indices in their sources to facilitate their search for information. They will then have the chance to read more articles without wasting time

Activity 15

- Make sure your students understand what each description implies.
- Remind your students that they can be on different levels for each task mentioned in the descriptions.
- Foster a pleasant environment (respectful, collaborative, cooperative) to evaluate each student's performance so far within this practice.
- Help your students to detect the reasons why they were successful or not in the activities carried out. Take into account that recognizing one's strengths is as important as knowing one's limitations.
- Remind your students that feedback should be offered in an assertive but constructive way. This means they should not lie to their partner, but their comments should be just and based on evidence.

Activity 16

- Use the example for Text 1 to explain what was taken from the original text. Ask your students in what measure the same techniques are used again for Texts 2 and 3.
- It is important that you resist the temptation to provide the answer if the activity becomes difficult. In order to avoid doing so, help your students to get the answer by asking direct questions, such as: Do you think this fragment was deleted? Do you this expression here was changed to...?, etc.

Composing notes. Summarizing and paraphrasing

session 6

Continue Activity 15 below

Level 2	I am able to interpret the purpose of some textual components with a high degree of precision.
	I am able to use some reading strategies for different texts.
Level 1	I am able to interpret the purpose of some textual components with relative precision.
	I am able to use some reading strategies for some texts.

- Compare your opinions with those of your partner. Comment on why you agree or disagree with her/his assessment.

16. Read each piece of information and its summary.

Information

Text 1
A **language** is much more than a means of communication; it is the vector of a **way of thinking**, a culture, the depository of a people's history, its mythology, its creation myths, its music.

Text 2
An endangered language is one that is likely to become extinct in the near future. Many other languages are no longer being learned by new generations of children or by new adult speakers; these languages will become extinct when their last speaker dies.

Text 3
The most extensive catalog of the world's languages, generally taken to be as authoritative as any, is that of Ethnologue, whose detailed list as of 2009 included 6,909 distinct languages.

Summary

Text 1
Language is a way of thinking, and includes people's culture, history, myths and music.

Text 2
Endangered languages are those that will become extinct because children don't learn them anymore.

Text 3
Ethnologue is a catalog of the world's languages. It lists 6909 distinct languages.

- With your teacher's help, write a description of how the summaries above were achieved in your notebook. Look at the example.

	How it was done?		
	Text 1	Text 2	Text 3
	In Text 1, we kept in mind that the key words are in bold, we deleted information that we didn't think was important, and used the information that was helpful to us.		

FOR OUR PRESENTATION

17. Compose notes to answer the questions you came up with in Activity 6. You should:

- Keep in mind the summaries that your team and the other team produced in Activity 14.
- Condense the information from the summaries for your explanation. If you are unsure of how to do it, look at the notes you took in the previous activity and in the **Take a note** section. Look at the example:

QUESTION	INFORMATION	EXPLANATION
Why is it important to keep languages alive?	A language is much more than a means of communication; it is the vector of a way of thinking , a culture, the depository of a people's history, its mythology, its creation myths, its music.	Language is a way of thinking, and includes people's culture, history, myths and music.

Remember
Two ways of summarizing are to use synonyms and to paraphrase (say something in your own words).

18. Read the following components of a presentation and write the name of the section (opening, development, closure and questions from the audiences) in the spaces. Look at the example.

Opening

Good afternoon, everyone! We are team number 3, composed of Paula, Diego and Elena and we are here today to share some data about linguistic diversity with you.

Development

We had a question: Were all the languages spoken in a country spoken by the same percentage of the population? Well, we did some research and we found out that languages were spoken by different percentages of the population. But we found out about something called endangered languages.

Closure

In short, when you have many languages, you have many different ways of seeing the world.

Questions from the audience

Well, this is the end of our presentation. Are there any questions? What do you mean when you say that "when a language is alive, the culture and traditions of that language are alive as well?"

Continue this activity on the next page ➡

Session 7

Parts of a presentation. Presentation outlines

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Activity 17

- Remind your students to keep their information in order. Model how to use flags, notes or other methods that will help your students distinguish which information belongs to which questions.
- This is another step that may help to cut unnecessary information out of the presentation. Remember, an effective presentation should be trimmed and streamlined so it can get the point across convincingly.

Activity 18

- As in the activity related to describing the summarizing process, it is important here to provide clues rather than the answer.
- Have your students provide suggestions about the headings. It does not matter if they don't match exactly with the names provided in the answers. You may use those names as a basis to approach and understand the "conventional" names.

- Play the track so your students can understand the general meaning. Then play it as many times as you think is necessary.

**Activity 19**

- Help your students to decide which parts of their information are more general and which are more specific. This is a good strategy for deciding how the pieces of information should be organized.
- Remind your students that the only section that is independent of this arrangement is the development. For obvious reasons, they cannot move the opening or the closure (which implies taking questions from the audience).

Continue Activity 18 below

Listen to the descriptions on the track and write the part of the presentation they refer to in the spaces below.

Example

Description 1: Closure

Description 2: Questions from the audience

Description 3: Opening

Description 4: Development

FOR OUR PRESENTATION

19. Look at your notes and decide in which order they will be introduced in the presentation. Look at the example.

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish.

We should add this comment after the general information about the number of languages in existence.

Endangered languages are those that will become extinct because children don't learn them.

This is a different topic, so we should put it in third place in the presentation.

Ethnologue is a catalog of the world's languages. It lists 6909 distinct languages.

I think we should begin the general information component of the presentation with this statement.

Language is a way of thinking, and includes people's culture, history, myths and music.

Alright, so this idea can come after we have talked about endangered languages.

When there are many languages, you have many different ways of seeing the world.

I like this idea to end our presentation. It is catchy.

Do not forget to keep the notes you did not use, because they are useful for answering questions that may arise.

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20. Read the following presentation outlines.

- With your teacher's help, comment on which outlines are effective and which are not, and why you believe that to be so.

Opening

» Presentation (Paula)

Development

» Number of languages (Diego)

» Table of countries (Diego)

» Display map (Diego)

» Endangered languages + map (Elena)

» Importance of linguistic diversity (Paula)

Closure

» Slide (Paula)

1) Paula will be making a presentation

2) Diego will present the first images

3) Then Elena will use a map

4) Finally, Paula will talk about the importance of linguistic diversity and close the presentation

Opening

1. Paula

Presentation

Development

2. Diego

Number of languages + slide

Countries + table

Specific countries + map

Closure

5. Paula

Ending+ slide

3. Elena

Endangered languages + map

4. Paula

Importance of linguistic

diversity + slide

Remember

In order to have a good outline, write a word or a short expression with an action and a person or concept for each of the questions you will address in your presentation.



21. Based on the order of the development established in Activity 19, compose your presentation outline.

- If you need to, have a look at Activity 20 and the **Remember** section to check the features of effective presentation outlines.

Activity 20

- Read the different outlines with your students. Ask them to compare the differences they perceive by looking at how the text is arranged on the page.
- Make sure your students recognize why two of these examples (far right and far left column) are good examples of outlines; whereas the one in the center is a bad example.
- The outlines in both the far right and far left columns are the ones that have good structure. They follow the strategy of using just a word or short expression as a memory aid and they have the names of the participants and the sections. The option on the far right is much better because it also includes the visual aids they will be using.
- The center column represents a bad example of an outline, since it narrates what will happen, but it does not remind people what comes next and when visual aids should be used.

Activity 21

- Make sure your students include every question they want to answer in their presentation so their outline will be useful when presenting.
- Help your students to reproduce the features of the good models they saw in Activity 20.
- Once they have finished, ask your students to compare their outlines with the good models in the previous activity.

Activity 22

- Help your students to recognize the fact that having options for designing their own visual aids is important. They should keep the purpose and addressee in mind because the kinds of aids they choose should address those factors of their presentation.
- In this case, both options are appropriate. Thus, make sure your students' discussion focuses on the aspects previously commented on (purpose/addressee).
- If you have time, you may propose another option to further the discussion and link it to the following activity.

Activity 23

- If the equipment and time are available, this is an excellent chance to foster your students' digital skills when using resources other than static images. There are resources on the web for creating easy animations which can boost the impact of a presentation.
- Remind your students that each note may provide the opportunity to use more than one visual aid.
- Make sure your students understand all the options provided as ideas in the book.

Visual aids: Body language

Note:
In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish.

Opinion 1
We could design a small table with the data. One column would have the name of the country and the other would have the number of languages spoken.

Opinion 2
I think we should use a map. We could use different colors to indicate Papua New Guinea and Mexico, and then we could add circles with the number of languages spoken.

FOR OUR PRESENTATION

23. Look at your notes and design or research visual aids for your presentation.

- Comment on the most suitable visual aid. If you are unsure of how to do this, go back to the previous activity.
- Have a look at the following diagram for some ideas you could use for your presentation. Add other ideas you may come up with. Look at the example.

Flowchart

Table with data

Images

Text slide

Map

Animation

Graphics


Mind map

Other ideas

NOTES

Most endangered languages are spoken in the Americas and South East Asia.

VISUAL AID: MAP



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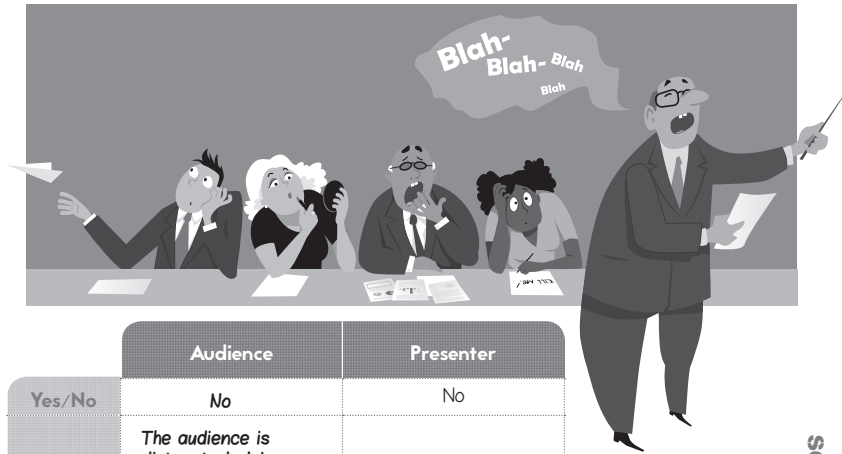
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24. Look at the following images which depict the possible body language of the presenters and the audience.

- Write yes or no, depending on whether or not they are appropriate behavior.
- Give a short explanation of your answers. Look at the example.



	Audience	Presenter
Yes/No	No	No
Reason	The audience is distracted, doing other things rather than paying attention to the presenter	He's not reacting to his audience

Closure stage-socialization



25. Have the first rehearsal of your presentation. In order to do so:

- Check your notes from Activity 17 again. Practice the presentation as many times as you need to in order to memorize the notes.
- Use the graphic resources you designed in Activities 22 and 23.
- Use the body language you considered to be appropriate with regard to your role as presenter or member of the audience. If you are unsure, go back to Activity 24.
- As a member of the audience, write your questions and suggestions for the content of your classmates' presentation.

Activity 24

- Since the focus of this practice is presenting, your students may be worried about their role as expositors. However, they should also think about the attitudes they convey through body language when they are members of the audience.
- Answers may be open here. However, in the case of the examples of body language from the audience, they should look to convey interest and attention; if they are presenting, they should avoid looking unnaturally relaxed and condescending/ patronizing.

Activity 25

- This rehearsal is intended to make your students aware of what is missing in their presentation. However, the body/development of the presentation, which consists of conveying notes with speech, is enhanced here.
- Cultivate a cooperative environment in which your

session 9

Rehearse a presentation. Register

students can practice how to say and not read their notes. Allow them to refer to their notes at first, but gradually ask them to refrain from reading.

- One critical issue is how to recover the pace of the presentation and get back on track if they get nervous or interrupted.
- Remind the audience to write down any questions they may have. Go over how to form questions if students seem unclear as to how to do so (although they shouldn't have any difficulty by this point).



Track 45

Activity 26

- Listen to the track.
- Once they have finished, ask your students to compare the expressions. If necessary, write them on the board to make the comparison easier.
- Allow your students to share their thoughts about the situations in which those unsuitable expressions may be suitable.



Track 46

Activity 27

- Since they should have read factual sources, the adjustments to register should be minimal. However, you should not take that for granted, since paraphrasing and summarizing may have had an impact on register.
- Do not worry if you don't get a perfect result (although your students should strive for the best result possible within their skill level). Register is a complex issue which is streamlined as you practice using English in different situations.

Activity 28

- Tell your students they are about to hear an excerpt from a presentation and they should focus on volume, pace and clarity. Ask if they are unsure of the meaning of any of these concepts.
- You could play the track and ask your students to focus on just one aspect instead of trying to tackle all three at the same time.
- Tell your students that some features that may seem "incorrect" may be used for emphasis or if surrounding conditions change. For example, they should raise the volume of their voices a little bit if they are in a big hall or in an open space, whereas they may want to lower it if they are in a small space.

Features of voice. Expressions to summarize, invite the audience's questions and conclude

session 10



26. Listen to Track 45, which has some expressions used in presentations.

- Classify the expressions you listened to according to their suitability for a presentation. Look at the example.



TRACK 45

Suitable expressions for a presentation

We are here today to share some data about linguistic diversity with you.

The countries in which most languages are spoken are the ones you see in the table.

Endangered languages are those that will become extinct because children don't learn them.

Unsuitable expressions for a presentation

Hi guys! Here goes our presentation!

And now, the countries that have the most languages.

Endangered languages are languages that will be totally snuffed out.



27. With your teacher's help, verify which parts of your presentation need register adjustments and correct them.

- If you are unsure, go back to Activity 26 to see examples of the type of expressions well-suited to a presentation.



excerpt (n.): extracto



28. Listen to Track 46 and pay attention to the different versions of an **excerpt** of a presentation.

- Write what the features of the voices you hear are.



TRACK 46

	Version 1	Version 2	Version 3
Volume	soft	normal	soft
Pace	slow	fast	normal
Clarity	good	bad	good

FOR OUR PRESENTATION



29. Check the presentation outline you developed in Activity 21.

- Add notes about the verbal features needed.
- Compose the final version of your presentation outline. Look at the example.

OPENING

DEVELOPMENT

(NORMAL PACE)

CLOSURE

1 Paula

Presentation

2 Diego

Number of languages + slide

Countries + table

Specific countries + map

3 Elena

Endangered languages + map

4 Paula

Importance of linguistic diversity + slide

5 Paula

Ending+ slide (volume high)



30. Read the excerpt of a presentation below.

But we found out about something called endangered languages. (pause due to an interruption) endangered languages are those that will become extinct because children don't learn them.

- Listen to the expressions on Track 47.
- Put a tick next to those that can be used to continue the presentation after an interruption. Look at the example.



Expression a)	<input checked="" type="checkbox"/>	Expression d)	<input checked="" type="checkbox"/>	Expression g)	<input type="checkbox"/>
Expression b)	<input type="checkbox"/>	Expression e)	<input checked="" type="checkbox"/>	Expression h)	<input checked="" type="checkbox"/>
Expression c)	<input checked="" type="checkbox"/>	Expression f)	<input type="checkbox"/>	Expression i)	<input checked="" type="checkbox"/>



31. Listen to Track 48 and complete the excerpt on the next page to invite the audience to ask questions once a presentation has finished as well as to ask if something was well understood.



Continue this activity on the next page

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Activity 29

- Remind your students that when they compose the final version of their outline they should also verify that their presentation already has everything it needs.
- Tell your students that they may add all the voice prompts (volume, pace, clarity) they need to be confident when presenting. The example in the book shows a case in which not every single intervention has a prompt, this should not be considered a strict rule.

Activity 30

- Play the track once. Ask your students if they have heard any of the expressions before and/or what they recognize from the expressions. Then, play it as many times as possible/necessary for them to get the answers.
- Ask students to compare their own answers before providing the correct answers, so they can recognize and express what their first perceptions were about these expressions.

- Help your students understand why some of the expressions, although well-composed, are not well-suited for the purpose of resuming a presentation.

Activity 31

- Ask your students what they remember about asking questions once a presentation has finished as well as asking if something was well understood.
- Ask them to read the excerpt and have them make predictions about what kind of expressions may be suitable, before listening to the track.
- Go through the **Remember** section with your students and rehearse how to insert those expressions in their presentation.



Track 47



Track 48

**Activity 32**

- Play the track and verify that the register for the opening is appropriate with your students.
- Offer feedback on the composition their openings.

Activity 33

- Help your students detect the following expressions with references to the topic on the track:
 - We are here today to share some data about linguistic diversity with you.
- Help your students detect the following expressions referring to guiding questions:
 - We had a question: Were all languages spoken by the same number of people?
 - Why is it important to keep every language alive?
- Share other expressions that refer to the topic with your students (We did research on..., This is presentation will take on the issue of...). Provide them with some guiding questions (We asked..., One of our issues was...).

**Activity 36**

- Make sure your students go back to the activities before starting the presentations so they can make sure they are including everything needed for their presentation.
- Remember to allow some time for answering questions from the audience. If necessary, allow the use of written notes.

Continue Activity 31 below

Expressions referring to topic. Clarify information

session 11

Voice 2 (Diego). Well, we have arrived at the end of our presentation. Any questions?

Voice 4. what do you mean when you say that "when a language is alive, the culture and traditions of that language are alive as well?"

Remember
Some useful expressions to invite the audience to ask questions are:
Any questions?
Now, have your say. Questions or comments?
Those used to ask for clarification of what someone understood are: I don't quite get..., When you say..., Do you mean..., Could you please explain, etc.

32. Compose an opening for your presentation.

- Check the organization of your presentation (Activities 18 y 21) and listen to the example at the beginning of Track 49.

33. Listen to the presentation on Track 49 again.

- With your teacher's help, decide where the expressions referencing the topic and the guiding questions are.
- Use them as a model and decide how and where to include them in your presentation.

34. Ask other teams to provide the questions they wrote in Activity 25.

- Check the notes you did not include in your presentation (Activity 19) and prepare an answer for them. Listen to the example at the end of Track 49.

35. Decide the time allocated for each team to make their presentation and in what order they will appear.

36. Based on the order and time decided, give your presentation.

- If you are unsure of how to proceed, check the example of a complete presentation on Track 49.
- Use the following checklist to give and receive feedback.

	Yes	No
Introduced themselves (Activity 32)		
Provided the topic of their presentation at the beginning (Activity 33)		
Referred to the questions they established (Activity 33)		
Used their presentation outline (Activity 29)		
Used the visual aids when necessary (Activity 23)		
Used an appropriate register (Activity 27)		
Used adequate voice features (volume, pace, clarity) (Activities 28/29)		
Used expressions to get back on track, if needed (Activity 30)		
Invited the audience to ask questions (Activity 31)		
Were able to clarify their ideas (Activity 34)		

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Activity 34

- Help your students to understand the questions asked by other teams. If necessary, put teams together so they can help each other understand what is being asked.
- Help your students detect the following expressions on the track:
 - What do you mean when you say that, "When a language is alive, the culture and traditions of that language are alive as well."?
 - Well, for example, some songs only exist in the language in which they were originally created. If nobody speaks that language, there is also no one that sings that song anymore.

Activity 35

- Before allocating time, take into account the length of the presentations.
- Make sure the length of the presentations (including visual aids) remains in an appropriate range.

How did it go?

37. Read each line carefully. Tick the box that best describes your work in this practice.



Individual assessment

- I can reflect upon the function of textual components.
- I can compose notes to answer questions.
- I can link graphic resources, notes and speech.
- I can ask for confirmation about what has been expressed in a presentation.



Partner assessment

38. What is your partner's global impression of your performance?

Aspects to improve



Product



Making an oral presentation

39. How do we assess the following aspects of our presentation?

- Can I use strategies to clarify what I have said?
- Can I understand and answer questions from the audience?
- Can I get back on track when presenting?
- Did our presentation have the information necessary to be understood by others?



Team assessment

40. What is your teammates' global impression of your performance in this practice?

Aspects to improve



We have arrived at the end of this practice.

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Activity 37

- Keep in mind this is about evaluating the language product produced. The students' use of social practices (solidarity, commitment, responsibility, etcetera) that are implicit in the process that led to the result are also evaluated.

Activities 38-40

- Remind students of the benefits of receiving observations from their classmates about their performance and take advantage of this chance to help students to recognize the types of attitude and behavior that strengthened their performance.

session 12

Assess the process the product

Practice 10

MAKE YOUR WAY BY GOING FARTHER

Activity 1

- Ask your students to reflect on the questions in the activity. Encourage them to share their experiences with traveling. Coordinate the discussion of experiences by directing the dialogue to the principal aim of the unit: agreeing on a trip schedule with others.
- One way to expand this activity is to ask whether or not their trips involved planning, and if by planning the trip things went more smoothly or not.
- Remember that, at this stage, hesitations and pauses are normal, so plan your session accordingly, so that your students don't feel rushed or pressured to provide a flawless answer on their first attempt. Be mindful that speaking skills develop gradually and that self-confidence is the most important formative aspect for your students to increase their speaking competency. A common temptation for teachers is to correct everything, but that may be counter-productive.
- "Certainly travel is more than the seeing of sights; it is a change that goes on, deep and permanent in the ideas of living" (Miriam Beard, 1876-1958, an American historian and archivist). You could use this quotation to prompt students to start thinking about what is involved in travel. Point out that travelling is an opportunity to learn about new cultures, to get acquainted with people, to experience new things, etc. Ask your students what kind of experiences one might have while traveling.

Activity 2

- It is important not to try to be exhaustive with this activity; i.e., using a lot of time to list every single activity students can think of. Use only the amount of time necessary to complete it successfully.
- Make sure your students understand what is represented by every single image. Answer any questions they may have.
- There are two approaches to this activity: to enhance previous knowledge about words and expressions related to leisure activities or to introduce your students to new words and expressions. You may adopt either of these approaches as long as it contributes to the development of the social practice and the product.

Practice 10

MAKE YOUR WAY BY GOING FARTHER

Family and community environment

SOCIAL LANGUAGE PRACTICE: Agree on a trip schedule with others.

In this practice, you will learn to discuss proposals to arrange the schedule for a trip.

Warm-up stage

Things I know. Planning our product

session 1



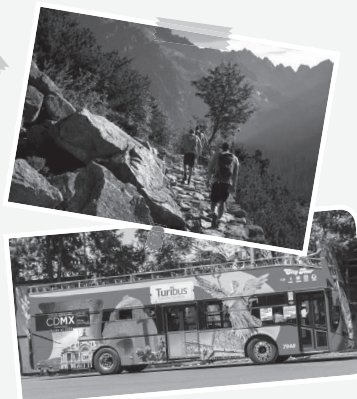
1. Reflect on the answers to the following questions:

- How many trips or excursions have you taken in your life? Which one was your favorite? What activities did you enjoy the most?



2. Share your answers to the previous questions and do the following activity.

a) Look at the images below.



b) Comment on the following questions:

I) What activities do you know of or have you tried?

II) What activities you would like to do?

III) Which ones would be suitable to do while on a trip?

Continue this activity on the next page

c) Write a list of the leisure activities that appear in the images on the preview page in your notebook. Include additional ones. Look at the example.

List of leisure activities
1 Trekking
2 Sightseeing
3 Playing marbles



3. Look at the chart below. Read the activities you will do in this practice in order to discuss proposals to arrange the schedule for a trip. Remember to tick each activity as soon as you finish it.

Week 1		WARM-UP STAGE	
Look for and read information.		• Activate previous knowledge.	<input type="radio"/>
		• Draw up a list with proposals for trip destinations.	<input type="radio"/>
		• Establish sources and read information about trip destinations.	<input type="radio"/>
		• Write down proposals based on read information.	<input type="radio"/>
		• Take note of information supporting workable proposals.	<input type="radio"/>
Week 2		BUILDING STAGE	
Compare proposals.		• Compare pros and cons using a diagram.	<input type="radio"/>
		• Add data to workable proposals.	<input type="radio"/>
		• Assess one's own and others' ideas and proposals.	<input type="radio"/>
			<input type="radio"/>
Week 3		BUILDING STAGE	
Make the case for a proposal.		• Analyze the grounds for a proposal.	<input type="radio"/>
		• Use connectives for linking reasons and data.	<input type="radio"/>
		• Analyze persuasion strategies and expressions.	<input type="radio"/>
		• Think about ways to negotiate proposals.	<input type="radio"/>
			<input type="radio"/>
Week 4		CLOSURE STAGE-SOCIALIZATION	
Reach an agreement after hearing and commenting on pros and cons.		• Use strategies for changing voice and body language to influence others.	<input type="radio"/>
		• Reach agreements.	<input type="radio"/>
		• Organize the agreements obtained.	<input type="radio"/>
		• Assess process and product.	<input type="radio"/>
			<input type="radio"/>

- Look for information on the places you would like to visit. Bring the information to class to work with it during the practice.

- Involve previous knowledge about other subjects in the development of this activity. For example, geography to point out where sea-related activities would be available; history to suggest places that could be visited.
- Help your students to use their answers to the questions to predict what will be done in this activity. You may want to revisit these specific questions once you have checked Activity 3.
- Give your students clues or form groups in order to make the list. Think of working on this part of the activity in bigger groups instead of working in pairs.
- Take some time to verify spelling and orthographic conventions once they have finished the list.

Activity 3

- Make sure your students identify the three stages of the plan and that they understand each activity to be done. Ask a student to read the tasks out loud so that they can

understand the activities they will complete in order to write their itinerary and the activity schedule.

- Note how important the use of the planner is for registering their advances: it gives a feeling of accomplishment if at some points in the practice they recognize what they have already done.
- Take into account that it is important to gradually promote more autonomy to your students. One way to achieve this is by progressively sharing more responsibilities with them, such as letting them create rough drafts of their language product. If, in your opinion, they are still not ready to do so, you could provide a model and then ask for something built upon that model. The point is that products should be attractive and interesting for your students. That will be an incentive to get them involved so they can learn to do, to know and to be with the language, thus becoming successful participants in this social practice of the language.
- It is important to have information about the places they want to visit. If some sources are not well-suited for this purpose, you may want to help your students discard them, once they have done Activity 7. But at this stage, the point is to have enough sources of information to work with.
- Listen to Track 50 before the next class.



Activity 4

- Having listened to the track before class, be prepared to help students with any difficulties they may have with this activity. Play the track.
- Help your students by mentioning that they will hear about the experience of four people who went to Ajijic. Ask them if they know something about that town.
- Provide some clues (words or expressions) that will help students find the answer. It is important that your students reflect on what kinds of clues are most useful in understanding an oral text by giving them a range of strategies.
- Allow your students to listen, to the whole dialogue. Then, play it again just to listen to the sections where the answers can be found about the places visited or the activities carried out.
- Explain that it's better to identify the general meaning of the dialogue, not to attempt to translate it word by word.



4. With your teacher's help, listen to Track 50 and answer the questions.

- What was the purpose of the trip? To visit Ajijic.
- Which places did they visit? Lake charrería Ajijic.
- What did they do during the trip? Walked through the streets, saw a charrería, demonstration and a football match, also strolled by the lake.
- What did they like most about the trip? They enjoyed the charrería the most.



TRACK 50



5. Listen to Track 51 to get the general idea of the dialogue.

a) Look at the following expressions taken from Track 51.



b) Identify when the expressions are used and comment upon their differences.

FOR OUR TRIP SCHEDULE



6. Give your proposals for the places you would like to visit.

- Use the expressions in Activity 5 as a reference.
- Listen attentively to every proposal and list them in your notebook.
Look at the example.
- » Visit an amusement park.
- » Go to Chapultepec Forest.
- » Camp on a beach.



Activity 5

- Help your students get ready for the following listening activity: make sure they are quiet and settled. Coordinate the group discussion on the different places and destinations for the trip mentioned on the track. Be sure one student or group doesn't take over the discussion.
- Play the track once to listen to the whole text. Then play it again and identify the expressions.
- Help them to put forward their proposals about the meaning and use of each expression.
- Help your students by modeling what kind of impact each expression has on each addressee.

Activity 6

- Provide feedback so that your students can use some (or all) of the expressions worked on in Activity 5. However, it's fine if they feel more comfortable with other expressions, as long as they are understood. However, be clear that one strategy that may help to build confidence is having a range of expressions to deal with a situation, instead of always using the same expression for everything.
- In Mexico, the range of possibilities for establishing a destination is really broad: museums, archaeological sites, amusement parks, aquariums, forests, historical landmarks, ecological reserves. Provide your students with other plausible options, taking into account their resources and where you are.



7. Choose the proposal you are interested in.

- Discuss where you can and where you can't find information about the proposals you wrote in the previous activity. Look at the example.



Well, if we were to write an article, that would be nice, but I don't think you'd be able to find information to help you organize a trip in it.



I think a brochure for tourists might be useful.



What about looking for information in an encyclopedia?



blog (n.): bitácora digital (sitio donde se publican pequeños textos denominados entradas)
vblog (n.): video blog, con entradas hechas en formato video

Look at this webpage from the Ministry of Tourism. It has plenty of information about different places and it has sections tailored to the purpose of your visit, for example, whether you want an archaeological spot or to spend some leisure time.



Well, if we were to write an article, that would be nice, but I don't think you'd be able to find information to help you organize a trip in it.



Remember

There are web pages where you can find comments and read about others' experiences in tourist spots, about prices, distances, services, friendliness of the staff, etc. You could also look for **blogs** and **vblogs** with reviews about different destinations.



8. Listen to Track 50 again and complete the information about the trip described.



INFORMATION ABOUT AN EXCURSION

Example: Place we were and places we visited

Guadalajara - Chapala

Mode of transportation used to get there

» Bus

Time spent getting from Guadalajara to Chapala

» 2 and a half hours

Where we stayed

» Not necessary. It is an excursion, not a trip.

Places we visited in our destination

» Lake, Charrería, Ajijic

Things we did

» Walked through the streets of Ajijic, saw a demonstration of traditional dancing, Charrería and a football match, strolled by the lake.

What we ate

» Tortas

Continue this activity on the next page

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Activity 7

- Have a look at the Reader's Book with the students to see some examples of articles on traveling and tourist destinations.
- Remind your students that they can use some of the expressions in the book as models for the kinds of expressions they may want to use when discussing their own sources.
- Give feedback on whether the rationale for using a source is or isn't appropriate.
- Help your students to see why the task won't advance if they want to use a source just because they already have it.

Activity 8

- Remind your students they have already worked with this track in Activity 4, but in this case, the activity asks for a category written in their own words, based on short and paraphrased content taken from the track.
- Go through the activity with your students before listening to the track, so that your



students know what it is being asked.

- A type of activity similar to this one is used in many certifications and higher-level examinations. While the purposes and time constraints of a certification are different from those of developing a social practice of language, there is common ground in both actions, i.e., the degree of detail of the answer expected at this level. This means that a short, written answer is expected.
- Remember to foster autonomy: this means that each activity will need a different level of support, according to your students' abilities. If they are already able to do what is being asked, you may want to consult other tips for higher strategies. You may also want to adapt some of these tips to work with the students that require more support.
- The CD icon will appear throughout the unit to indicate the activity the track is linked to. However, remember the way we order activities is a suggestion and you may change them to suit the purposes you established with your students.

Activity 9

- Monitor that the teams focus on the planning of the trip or excursion and that their interactions and discussions are respectful.
- Remember that the model is not exhaustive. You may want to provide other details that may be important (for example, ways of asking for parental permission, time required, etc.).
- Provide students with guidance on how to present their arguments, if they are unclear about how to express them. Take into account that while Spanish and English are similar at a certain level, which can help with word order, for students whose mother tongue is not Spanish this may not hold true.
- It would be helpful for your students to organize their information into three common categories: one about general information (location, local weather, etc.), another about logistical details (such as modes of transportation, admission costs, meals), and another

about tourist attractions (such as landmarks, what kind of accommodation is available, what specialties of local cuisine the place is famous for, etc.). Demonstrate how to categorize this information.

- IT box appear frequently along the units with suggested websites. We recommend you to visit the websites anticipatedly to check whether the contents proposed are useful for your class planning and to anticipate doubts from your students. You may also want to let them explore the websites freely. These suggestions are not compulsory for developing the social practice of language, since we know Internet connection may not be available at all locations.

Continue Activity 8 below

- Share your answers to the previous activity with other teams. Answer any questions they may have.
- With your teacher's help, go over your answers.

FOR OUR TRIP SCHEDULE

9. Establish the most important information needed in order to plan a trip or excursion with your teammates.

- Use the details you wrote in Activity 8 as a reference.
- Respect everyone's opinion and turn to speak. Look at the example.

General details to plan a trip or excursion

- » Places we'll go and places we'll visit → Departure and arrival points
- » Places we'll visit in our destination → Landmarks
- » Mode of transportation we'll use to get there → Mode of transportation
- » What we'll eat → Places to eat
- » Where we'll stay → Accommodation
- » Things we'll do → Activities
- » How much we'll spend → Expenses

landmark (n.): sitio de interés (para visitar)

Reader's Book page 71-74

IT

Look at the following links for information on planning a trip.

<http://goo.gl/AnKH11>

<http://goo.gl/JeCS04>

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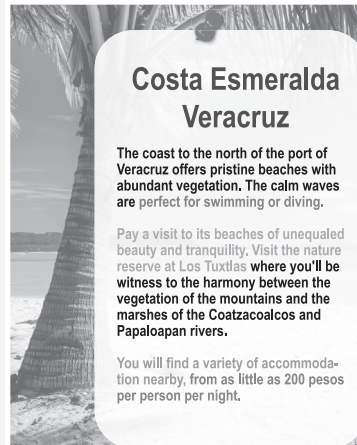
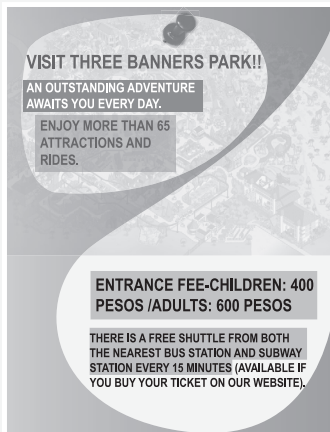
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10. Gather the resources you defined in Activity 7 and skim through them to find information related to the details you defined in Activity 9.

- Highlight information related to the details using different colors. Look at the example below.

Landmarks Activities Accommodation Prices Modes of transportation



Session 4

Reading sources of information about destinations. Expressions to support proposals

Activity 10

- Tell your students that to skim a text they need to do what is called diagonal reading: this means they shouldn't read the text word for word, but look at certain indicators that may alert them to the information they are looking for.
- In this activity, linear or sequential reading is not encouraged, mainly because when looking for information, it is not necessary to read everything.
- Help your students look for the afore mentioned indicators. For example, prices involve the use of numbers and typographic signs that indicate currency (such as \$), office hours are usually expressed with abbreviations (for example, Mon. instead of Monday), activities are usually expressed by means of -ing verb forms. The kind of indicator will depend on the details established in the previous activity.

- Remind your students that highlighting is a technique only suitable if they are the owner of the material. If not, they will have to adapt their strategies such as using colored paper flags or other non-invasive techniques.
- They may want to add comments to or underline details in order to identify the ideas they would add to their notes in Activity 14 more easily. When underlining, your students may want to focus on nouns and verbs by using different styles of underlining (for example, line type, colors, etc.). For their comments, they may want to add arrows to link information as well as personal observations (such as Important! Take note! Look out!, etc.).

Activity 11

- In this activity, as in every time tracks are played, it is important to follow a similar procedure. First, make sure your students read what the task asks for at least once, so that they can make predictions about what they are about to listen to. Then, play the recording at least twice, or even three times, once for general meaning and one or two more times to fulfill the task. From time to time, you may want to vary this and challenge your students to listen just once.
- Help your students to categorize what kinds of expressions are used to support a proposal and which ones are used to reject it. Play the pertinent sections so that they can listen and transcribe the text from the recording if you believe it's necessary.


Activity 12

- Remember that students aren't choosing options yet, instead they just have to discard those options which may not be suitable. However, they would need at least a couple of options for the next part of this practice. We suggest having at least three options so that comparison becomes.
- Monitor your students to ensure they can show assertiveness when trying to persuade others, as well as showing respect, interest, attention, etc.
- Without imposing your point of view, help the group to decide the best options for the trip or excursion.
- Provide time to consider the options your students have with the ones you may eventually provide.
- If you have a high number of students, you may divide the class into two groups.

Activity 13

- Verify that your students are using a number of sources (instead of using just one) to obtain information. This is important since information may be contradictory and your students should face the task of choosing, for instance, which information is the most recently updated.
- Ask a few questions so that your students become aware of whether they have to add information to their notes. Questions that may be suitable are: Did we include basic data such as prices, opening and closing hours and location? Have we considered where we will be eating meals?
- Be sure to schedule some time for those teams that may need more to complete their notes. Other teams can help them to review the information included.

Choose proposals. Take notes about trip destinations



TRACKS
51 and 52

11. Listen to the dialogues on Tracks 51 and 52.

- Tracks 51 presents different ideas for the classic trip.
- With your teacher's help, discuss if the dialogue on Track 52 supports a proposal for choosing a destination for a trip or not. Look at the example and do it in your notebook.

Intervention 1
Here we give a reason for not supporting going to the beach.

Intervention 2
Here we support going to Chapultepec.

Intervention 3
Here we support going to an amusement park.

Intervention 4
Here we do not support going to an amusement park.

12. Exchange points of view to accept or reject proposals.

- Use the information you highlighted in your resources. If needed, go back to Activity 10.
- Check if your proposals are sound considering time, expense and distance. Use the expressions from Activity 11 to support proposals or to reject them.
- List suitable proposals. Look at the example.

Proposals

- » Amusement park
- » Chapultepec Park

Being Through Language

When you negotiate, you try to reach an agreement about a common goal. In order to do so, it is essential to show respect for others' opinions, be flexible about others' stances and be a mindful listener.

FOR OUR TRIP SCHEDULE

13. Pay attention to the different details of the proposals you chose.

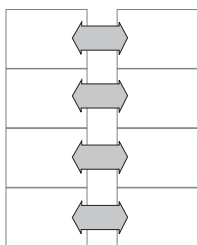
- Check the details you established in Activity 9.
- Use the information highlighted in your sources to do so. Look at the example.

Chapultepec park

- » LANDMARKS: Two artificial lakes, four fountains, six monuments, eight museums, kiosk the Chapultepec Zoo, a botanical garden, etc.
- » ACTIVITIES: Run, play and have fun outdoors enjoying nature.

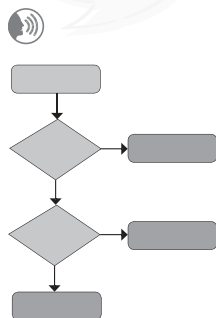
Building stage

14. Look at the following graphics.

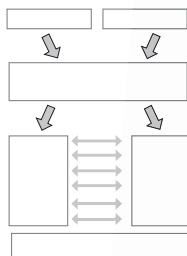


This graphic is not appropriate, you can't compare details because the arrows indicate cause and effect.

This graphic allows us to put information and labels in the middle. It could be useful.



With this graphic, you first write details that are similar and then you go on to present the differences.



- Discuss which graphics could be useful to compare and contrast information and which would not.
- With your teacher's help, gather other graphics to compare information.
- Choose a graphic that would be suitable for comparing information.

Remember

To persuade means to provoke a change in someone's attitude to get something. In order to do so, you might use specific expressions or change how you say something.

FOR OUR TRIP SCHEDULE

15. Establish the details you will compare in the proposals.

- Include the information you recorded in Activity 13 for each detail compared. Look at the example.

Suggestion 1: Visit Chapultepec

Suggestion 2: Amusement park

The heart of Mexico City

Location

Located on the southern edge of Mexico City

Activity 14

- Using graphics can help your students to cultivate their analytical thought. Using a graphic may ease the task of making comparisons. Comparisons may be simple or complex. This depends on the aim of the comparison, the number of elements involved in the comparison, and the knowledge about proposals and information they have looked up.
- Make explicit how graphic elements and the way they are displayed influence the usability of a graphic for this purpose.
- Take into consideration the time needed for gathering other graphics besides those shown in the book.

Activity 15

- In order to adequately design a graphic, you could ask your students questions such as:
 - How are the proposals similar?
 - What are the differences between the proposals?
 - Which coincidences and similarities do you think are the most important ones?

Activity 16

- The most important activity here is to listen, since the dialogue in this track is a model of how they should develop their own, using their proposals and the information they gathered. Thus, even though the text is shown, take your time so that your students can listen to the track as many times as needed.
- Indicate where the different expressions (questions, comparative expressions, expressions to involve others) are shown within the text.
- It would not be strange to have two different destinations with the same price and distance. If your feel a discussion on choosing between them could take a long time, you can use a way to randomly choose (for example, flipping a coin, throwing dice, etc.). However, it is important to carry out at least part of the discussion, since these interactions are the focus of the learning outcomes for this practice.
- If necessary, go through the Remember section and explain how comparative and superlative adjectives are formed. It is expected that your students already know how to do so, but do not assume this will necessarily be true.

- Read your sources again to check that all the necessary information has been included.
- Listen respectfully and attentively to everyone's opinions about the data that needs to be included in the graphic.

FOR OUR TRIP SCHEDULE

16. Analyze the data of the graphic to establish the place for your trip.

- Use expressions to compare features of schedules, such as place, time, number of activities, etc.
- Formulate the questions necessary to facilitate the comparison.
- Remember to use expressions to involve your partners in your discussion. Listen to the example for ideas.

	Proposal 1: Visit Chapultepec	Proposal 2: Amusement park
Location	The heart of Mexico City. It is located about three miles (5 km) west of the Mexico City Zocalo.	Located on the southern edge of Mexico City
Modes of transportation	You can get there easily by metro, public transportation or on the Turibus.	In a taxi or by bus.
Places to eat	Lakeside restaurants and food stalls.	The amusement park has restaurants, ice cream parlors and soda shops.
Opening/closing time	First section Tuesday to Sunday from 5 a.m. to 8 p.m.; Sections 2 and 3 are open 24 hours a day, seven days a week.	Opens at 10 a.m. Closing time, between 6 p.m. and midnight, depending on season.
Expenses	Admission to Chapultepec Park is free.	Children \$400, adults \$600.
Landmarks	Zoo, Chapultepec Castle, The National Anthropology Museum, large amusement park, Papalote Children's Museum and wooded areas and wildlife.	A variety of rides and shows.

CHECKPOINT

17. It is time to check your performance up to this point. In order to do so, ask and answer the following questions with two teammates.

	What Partner 1 says about me:	What Partner 2 says about me:
What was the activity in which, according to you, I had the best performance, and why?		
What was the activity in which, according to you, I could have had a better performance, and why?		
What are the strengths you have noticed when I interact with others?		
What can I do to better support the team during the upcoming tasks?		
What comments do you have about my engagement and participation in the tasks?		

Remember

When contrasting features, you may want to use comparatives (The park is better because it is free. There are more things to do than in the amusement park.) or superlative expressions to distinguish one aspect from others (The nearest option is Chapultepec).

Session 8

Expressions and connectives used to give reasons

Activity 17

- Foster a pleasant environment (respectful, collaborative, cooperative) to evaluate each student's performance so far within this practice.
- Help your students to detect the reasons why they were successful or not in the activities carried out. Take into consideration that recognizing one's strengths is as important as knowing one's limitations.
- Speak individually with your students, if possible in a private setting, to plan the actions that can be taken to address his or her limitations and to build upon his or her strengths.
- You should bring some schedules to the next class.

Activity 18

- Provide your students with different examples of schedules, besides the one provided in the book, so that your students have a number of models to use for their own schedule.
- Be sure your students understand the content of the schedule.
- You can use this activity to foster confidence when reading aloud. You could ask different students to read different sections of the schedule.

Activity 19

- In this activity, your students will be working with arguments for and against proposals. Arguments are expressed using a connective plus a noun and verb expression. That configuration identifies that the sentence is being used as an argument, for example: This team thinks that since (connective) traffic (noun) is (verb) quite heavy in the morning...
- Tell your students to focus on the nouns and verbs. Remind your students that word order in English is quite fixed, so nouns tend to appear before verbs.
- Remind your students to take time to read the prompts before listening to the track. Play the track.



18. Read the following trip schedule.

From:	Texcoco	To:	Chapultepec	Date:	July 20
Time		Activities			
7:30	Departure				
9:00	Arrival at Chapultepec and breakfast				
10:00	Chapultepec Castle				
1300	Lunch				
1400	Relaxing time in the forest				
1600	Major Lake in the first section of Chapultepec				
1700	Paddle boating on the lake				
1900	Making our way to the bus				
2030	Arrival in Texcoco				

- Describe what kinds of elements are displayed in this schedule.
- Comment on how the activities are distributed throughout the day and exchange opinions about what changes you would suggest (what would you add, delete, lengthen or shorten).



19. Listen to Track 54. Pay attention to the sections shown below where reasons are expressed.



TRACK 54

- Complete the expressions used to give reasons. Look at the example.

- » This team thinks that since traffic is quite heavy in the morning, we should leave at 9 am.
- » That's too early, seeing as some of us don't live close to school.
- » As some of us may unfortunately arrive late, let's say we get there at 7 and leave at 7:30.
- » Are you sure about that? Because renting a bus won't come cheap.
- » We need to eat breakfast, because we will have a day full of activities.

- Comment on how the expressions to give reasons are formed. Remember you will use them to defend your proposal.



20. Look at the following expressions with connectives on Track 54. With your teacher's help, briefly explain their use. Look at the example.



TRACK 54

Example: That sounds great! So that's settled.

Maybe 7 a.m. is better. Also, that's the entrance time.

We should spend some time there in the afternoon after lunch.

We may want to consider that. However, it can't wait for us all day in Mexico City.

One hour? Why, yes. Sounds perfect.

Explanation

Example: So: It is used to give a consequence.

Also: It is used to add information.

After: It is used to explain that something will happen once something has already been done.

However: It is used to express opposition.

Why: It is used to affirm.

Remember

Connectives are words or expressions used to link ideas. Each connective gives a different meaning to the expressions they link, such as cause, consequence, adding information, opposition, etc.

Session 9

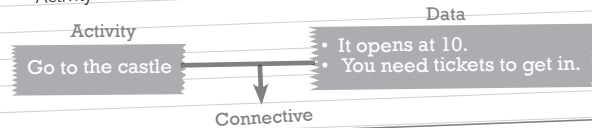
Negotiating proposals, Body language

FOR OUR TRIP SCHEDULE



21. Do the following in order to build an expression to give reasons to support your proposal:

- Choose an activity suitable for your trip schedule.
- Check the information you researched in Activity 10.
- Select data related to the activity.
- Compose an expression to support it. If you have any questions, go back to Activity 19.
- Use the appropriate connectives. If you have any questions, go back to Activity 20. Look at the example and the highlighted connectives below.



Immediately after having finished breakfast, we will visit the museum in Chapultepec Park, since it opens at 10 a.m. and we'll have to spend some time in the line waiting to buy tickets.

ēdebe

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Activity 20

- You may want to ask your students their thoughts on the meaning of the expressions, so they can compare their opinions.
- Make sure your students understand the fact that connectives have different meaning according to the contexts, in this case, the meanings expressed are valid for these examples; in other contexts, they may change.
- Make explicit that using connectives has to do with building an argument supporting their schedule proposal. However, the reflection on how these connectives are used may allow for their use in other communicative situations.

Activity 21

- Help your students to choose the best connective for the information they want to link.
- Make sure your students take into account the information read in Activity 10.

- If your students have difficulty with the use of connectives, you could go back to review connectives.
- Point out that while some changes may have a slight difference (stylistic), other changes in the connectives used may impact register, or may even need syntax adjustments (for example, because vs. because of, the latter asks for a noun or nominal expressions; or but vs. nevertheless, the latter is much more formal). You may also want to point out that the purpose of connectives is to signal the type of link established between what has already been expressed and what is going to be expressed.



Activity 22

- This time the focus is on details of oral presentation other than the content. Speaking is not only what is being said, but also the features that accompany the way something is said.
- One way to make your students aware of this point is to alter your voice while saying the dialogue to demonstrate the effect of something being said in a monotone.
- If there is time available, you and your students can explore what happens when the resources mentioned in the activity (but not included in the track) are used.
- If necessary, play and pause the track to focus on the expressions and detect the resource used for negotiating and persuading.



22. Listen to Track 54 again.



TRACK 54

- Decide which of the following resources are used by speakers to introduce and negotiate their proposals to others and circle them.

Raise voice volume
Emphasize words
 Use a greeting expression
 Make a complaint

Syllable words
Use an expression to agree
Speak fast
Ask a question with a proposal

- Write what resource is used to introduce and negotiate each point in the comments below. Look at the example.

We need to eat breakfast, because we will have a day full of activities.

Example: Raise voice volume

So, are you saying we should rent a bus?

Emphasize words

- That sounds great! So that's settled.

Use an expression to agree

And what about the return time? 3 pm?

Ask a question with a proposal





23. Look at the body language in the following pictures.

- Read the excerpts in Activity 22 and match each of them to the picture with the adequate emotion. Look at the example.

Excerpt	Emotion
1	serious
2	sceptical
3	excited
4	doubtful

FOR OUR TRIPS CHEDULE



24. Exchange one of the ideas you had in Activity 21 with another team.

- Create a counter-argument using the persuasion and negotiation resources you used in Activity 22.
- Use adequate body language. If needed, go back to Activity 23 to check the emotion conveyed by body language. Look at the example.



Activity 23

- Your students may well be aware of body language. However, raising awareness of body language means gaining control of a detail that is usually overlooked.
- Make sure your students read the expressions in Activity 22 carefully. If necessary, play the corresponding track again, because it may help to form a mental picture of the body language used in the track as well as to anticipate the body language they will use for their own product.

Activity 24

- Make sure your students go back to other activities within this practice when needed. If necessary, you could help them by reminding them of this fact, but it is also important for them to develop the resources for solving problems by themselves.
- When conveying and interpreting an oral text, it is important to take into account prosodic aspects, that is, the

phonic resources used to alter or change the content, since these elements are essential for organizing, conveying and interpreting. Thus, it is important they develop these kinds of details in their discourse, such as volume, pace, intonation, pauses, which have an effect on the addressee.

- Once they have finished with this activity, one possibility for having a more productive feedback session is to make a tip list with advice on how to use nonverbal language adequately during an exchange. Some pieces of advice are:
 - Look the addressee in the eye and avoid distractions.
 - Show a relaxed attitude.
 - Change the tone if you notice that your addressee is not comfortable.

**Activity 25**

- Check that times proposed for each activity are sensible. Re-arrange the activity if needed.
- Give your students some time to prepare and rehearse their proposals orally. If your students want to use written notes at this stage, allow them to do so. However, it is important to remind them they won't have the chance to use notes.

Activity 26

- In these kinds of activities, it is common for one person to take the role of secretary while the others just dictate: you could change this kind of team organization by suggesting that each team member writes an element of the proposed trip.
- Another way to change the teams' organization is to divide the notebooks or sheets of paper your students are using into four sections/categories: one is intended for individual activities, the second one for activities in pairs, the third one for group activities and the fourth one for whole class activities. In this way, the notebooks or sheets of paper can be used by all the members of a team without having someone who plays the same role on every single occasion.

Activity 27

- Help your students to articulate the schedule of activities they agreed upon. Check that the schedule is coherent and clear.
- Make sure your students take into consideration the effort involved in this activity when offering and receiving feedback.

Activity 28

- Show your students how to provide constructive comments while giving him your feedback and invite their constructive comments on how to solve checking and spelling difficulties. In this way, your students will learn strategies related to learning to learn.

Activity 29

- Remember: the purpose of this practice is not to have a trip, rather, to discuss and agree on planning a trip. However, going on the trip is a way of finding out if the product of the discussion was well-done.
- For this to happen, you should insist that previous activities have plausible options for a student trip.



25. With your teacher's help, complete the activities for your trip and the times for each one of them.

- Use the schedule in Activity 18 as a model.
- For each one of the activities, give reasons that support your activity and time choice. Use Activities 19-21 as a reference.

FOR OUR TRIP SCHEDULE

26. Discuss the activity proposals on your schedule to reach agreements. In order to do so:

- Use the persuasion and negotiation strategies you worked on in Activity 22.
- Include body language, as you did in Activity 23.
- Give counterarguments to others' proposals, as you saw in Activity 24.
- Listen to Track 54 in case you are unsure of how to proceed.
- Write the compromises you agreed on in your notebook. Look at the example.



TRACK 54

CLASS AGREEMENTS

- » We will leave at 7:30 am and we expect to come back at 8:30 pm.
- » We will rent a bus to get from Texcoco to Chapultepec.
- » We expect to arrive in Chapultepec at 9 am.
- » Then, we are going to spend one hour having breakfast.
- » Immediately after having finished breakfast, we will visit the museum in Chapultepec Castle.

session 11**Closure stage-socialization**

27. With your teacher's help, put the activities and time of each one in order to compose the final version of the schedule. In case you need to, go back to Activity 18 to see an example of a schedule.



28. Take time to look at the schedule again to check spelling and punctuation.



29. If possible, take the trip following the schedule you decided on.

How did it go?

30. Read each line carefully. Tick the box that best describes your work in this practice.

Individual assessment	<ul style="list-style-type: none"> I can obtain precise information about a trip from different sources. I can use different ways of comparing information. I can make good arguments to defend a proposal. I can give and receive feedback about what I am trying to propose.
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

session 12
Assess the process and the product

31. What is your partner's global impression about your performance?

Partner assessment	Aspects to improve
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

32. How do we assess the following aspects of our discussion and itinerary?

Agreeing on an itinerary	Product
	<ul style="list-style-type: none"> Can I use strategies to modify what I say, thus having a positive impact on others? Can I interpret emotions based on body language? Can I show assertiveness when agreeing on points in a discussion? Does our itinerary have the necessary information to be understood by others?
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

33. What is your teammates' global impression about your performance in this unit?

Team assessment	Aspects to improve
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

We have arrived at the end of this practice.

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Activity 30

- Foster an environment that promotes your students' need to be sincere about their performance. Give them time to think about what they can do and what they have yet to achieve in this social practice of the language.
- Highlight the benefits of receiving commentary and feedback from their partners about their performance. Take advantage of this opportunity to help them recognize the types of attitudes and behaviors that result in a good performance.

Activity 31

- Feedback given between peers can be fairer, more enriching and comprehensive as long as students have the real intention of mutually supporting each other. Consequently, one of your challenges as a teacher is to achieve an environment in which your students commit to becoming involved in a real collaboration.

Activity 32

- Provide time and support for students to think about the different ways to reflect and report on their learning.
- Keep in mind that the way in which the product influences your students beyond this practice is one way to measure how well it was done.
- Help your students to assess the impact of the language product on their addressees by asking questions such as: Did I use a number of resources for my argument? Was the selection of expressions used in the discussion appropriate? Was the tone adequate?, et cetera.

Activity 33

- Foster an emotionally-safe learning environment, so that your students become receptive to risk taking.
- Focus on opportunities to reflect on and discuss student's use of strategies with others.

Assessment

The main aim of assessment is to provide information about the degree of progress each student achieves at different stages of the teaching and learning processes. This enables the teacher to help students identify what they have learned after a period of time (month, term, semester, year, and cycle). It also helps them to consider how teaching situations, classroom working modes, use of materials, and the kind of help or guidance provided are aimed at the achievement of Key Learnings.

Assessment is a core element because it can influence teaching and learning processes, as well as its outcomes. In other words, what is assessed becomes the main focus of attention for the teacher, students and parents. It also affects the interaction between students, and between them and the teacher in the classroom.

The aim of formative assessment is to develop “actions with the aim of gathering information about the students’ performance so as to intervene in different moments (before, during, after) of the learning process” (Vargas, M.R y Ban, A.R 2001)¹

The purpose of assessment is to observe and monitor what students feel, know and do in the process of learning English, suggesting precise ways of improving their performance in different moments. A successful formative assessment:

- gives students insight into what is expected from them from the beginning.
- eases access to good models of tasks students are expected to carry out.
- provides many opportunities to give and receive constant feedback about their strengths and areas to review regarding their progress learning English.

The levels of mastery and proficiency in English, as well as their descriptors, were created to determine the extent and amplitude of the curricula. These constitute the grounds to explore the role of language and other means of communication in the youngsters’ cultural and social life, as they progress through the education system towards attaining knowledge about the world.

In order to monitor your students’ progress, it is important to take into account their level of mastery and proficiency in English, its descriptor, as well as the social language practice and the Key Learnings for the 1st grade of secondary school.

Cycle 4 purposes

The assessment purposes show links to the four pillars of education, as set in the report Education. *The treasure within* (Delors, 1995). Thus, it is crucial to monitor and register the students’ progress in their classwork. With the objective of helping you in this task, we crafted an instrument to register the aforementioned progress on 3 separate occasions throughout the schoolyear.

¹ Vargas, M.R. y Ban, R.A. (2011) *Paso a paso con el PNIEB en las aulas*. Ciudad de México: Latin American Educational Services, Inc.

Learning to live together												
Student's name	Purpose 1: Analyzes various aspects to improve intercultural understanding.						Purpose 2: Applies various strategies to overcome personal and collective challenges while learning a foreign language.					
	School year:						School year:					
	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Learning to learn												
Student's name	Purpose 3: Transfers strategies to consolidate performance in learning situations involving a foreign language.						Purpose 4: Uses a simple, but wide linguistic repertoire in a number of known and current situations.					
	School year:						School year:					
	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

Learning to do, know and be												
Student's name	Purpose 5: Exchanges information of current interest.						Purpose 6: Interacts using a neutral register in social exchanges in a varied range of situations.					
	School year:						School year:					
	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year	Start of the year	During the year	At the end of the year
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No

On Cycle 4 level of proficiency and its descriptors

To monitor students' progress regarding level of proficiency and mastery of English, for Cycle 4, it is useful to compare each grade's descriptors and take them into account while working in class. This will allow you to detect the differences between them and recognize where your students are. In turn, it will be helpful to monitor your students and guide them to achieving the level established at the end of secondary school. It is important to mention that the descriptors are embedded in the expected learning outcomes contained in each social language practice.

We suggest you read and compare the three levels of proficiency descriptors set for this Cycle, shown in the table below. Pay attention to the sections in bold, which will allow you to distinguish between them.

Level of proficiency for Foreign language: English		
Consolidate: Understands and uses English to interact with written and oral texts in diverse contexts.		
1 st grade, secondary school	2 nd grade, secondary school	3 rd grade, secondary school
Common reference: CEFR B1		
B1.1	B1.2	B1.3
Identifies and understands general meaning and main ideas in different simple short written and oral texts when they are in clear and standard language and are about known issues (study, work, leisure activities). Knows how to act in very basic ways in community situations and those that may arise while traveling in an area where the language is spoken. Interprets, describes and shares information. Describes and justifies his or her experiences, events, wishes and desires in a basic and brief manner, and understands and expresses some warnings. Understands some cultural features by means of ludic and literary activities.	Understands and exchanges opinions on the general meaning and main ideas of different written and oral short texts when they are in clear and standard language and are about known and current issues (study, work, leisure activities). Knows how to act in basic ways in community situations and those that may arise while traveling in an area where the language is spoken. Describes and justifies his or her experiences, events, wishes and desires in a brief and basic manner, and understands and expresses directions and explains plans briefly. Contrasts cultural features by means of ludic and literary activities.	Understands and exchanges opinions on the general meaning, main ideas and some details of different written and oral short texts when they are in a clear and standard language and are about known and current issues (study, work, leisure activities). Knows how to interpret and act in many ways in community situations and those that may arise while traveling in an area where the language is spoken or even in some unexpected situations. Describes and justifies his or her experiences, events, wishes and desires in a basic manner, understands and expresses directions and explains plans and points of view briefly. Develops empathy towards other cultures by means of ludic and literary activities.

On social practices and expected learning outcomes derived from them

In order to gather information and evidence of the students' performance and progress regarding expected learning outcomes, it is possible to use different techniques, such as: observation, interviews, and a products or activities portfolio done by the students.

The selection of a specific technique depends, among other factors, on the information required, the treatment it will be given, the people involved in this process (for example, students or teachers) and the instrument or tool in which this information will be registered.

There are different ways to gather information and evidence in the classroom, such as rubrics, assessment scales, anecdotes, questionnaires and others you may come up with. The point is that you should gather enough information and evidence of your students' progress on the expected learning outcomes.

The following examples, based on the expected learning outcomes and derived from the social language practices for first grade of secondary school, show some ways in which said progress can be registered. Remember that you may use the instruments shown below or you may prepare some of your own, depending on the kind of information you need.

Social language practice 1: Exchanges opinions about a community service.

- **Performance checklist** example. This instrument, as the name suggests, is a list of expected learning outcomes to be checked off as they are observed.

Social learning environment: Family and community			
Expected learning outcomes	Always	Sometimes	Not yet
Listens to and reviews dialogues about community services.			
Listens to and reviews dialogues about community services.			
Exchanges information about community services.			

Social language practice 2: Reads classic tales.

- **Anecdotal notes** example. This instrument is used to register short descriptions of direct observations made by teachers within classrooms. It should help a teacher to recognize and interpret patterns to learning over time. Teachers may choose to record anecdotal notes in, for example: tables in a notebook, cards, adhesive notes, etc.

Social learning environment: Ludic and literary			
Expected learning outcomes	Anecdote	Expected learning outcomes	Anecdote
Chooses and reviews classic tales.	AM: Uses the index to choose a tale.	Expresses key events verbally.	MC: Could show more assertiveness when speaking before an audience.
Understands general meaning and main ideas.	AV: Reads the whole text, then re-reads each paragraph.	Rewrites key events.	AS: It's quite dependent on the model.
Compares pronunciation and writing variants.	IU: Constantly asks how some words are said in British English.		

Social language practice 3: Write instructions to use a bilingual dictionary.

- **Assessment scale** example. This is used to register in an orderly and systematic way what a student will be assessed on, using different degrees of achievements expressed in a descriptive way. These scales may be based on numbers or as graphic scales.
 - **Assessment scale**, in which 1 represents the minimum and 6 the maximum level of achievement.

Social learning environment: Academic and educational												
Student name	Expected learning outcomes											
	Chooses and reviews bilingual dictionaries.						Understands the use of textual components in bilingual dictionaries.					
	1	2	3	4	5	6	1	2	3	4	5	6

Social learning environment: Academic and educational

Expected learning outcomes

	Writes instructions.						Edits instructions.					
	1	2	3	4	5	6	1	2	3	4	5	6

Social language practice 4: Produce dialogues and interventions for a silent short film.

- **Rubrics example.** They are frameworks that feature short descriptive statements along the continuum of excellence. Teachers and/or students can determine the quality of their performance against a set of predetermined criteria.

Social learning environment: Family and community

Expected learning outcomes

I can look at short films.	I can review some parts of a short film.	I can review short films.
I can identify some main ideas.	I can distinguish general meaning and main ideas.	I can understand general meaning and main ideas.
I can compose expressions for a dialogue.	I can compose some dialogues.	I can compose dialogues and interventions.

Social language practice 5: Compose constructive forecasts about others.

- **Graphic assessment scale example.** In this tool, the x on the left represents the minimum and the x on the right the maximum level of achievement.

Social learning environment: Ludic and literary

Expected learning outcomes: Compose constructive forecasts about others.

	Reviews written examples of forecasts.	Identifies ways of expressing future actions when listening to them.	Asks and answers questions to understand forecasts.	Writes sentences expressing future events to compose forecasts.
Student 1	x - x - (x) - x - x - x	(x) - x - x - x - x - x	x - x - x - (x) - x - x	x - x - x - x - (x) - x
Student 2	x - (x) - x - x - x - x	x - x - x - (x) - x - x	x - x - x - x - x - (x)	x - (x) - x - x - x - x
Student 3	x - x - x - x - (x) - x	x - x - x - x - x - (x)	x - x - x - x - (x) - x	(x) - x - x - x - x - x

Social language practice 6: Write explanations to describe systems of the human body on a diagram.

- **Questionnaire example.** This consists of open or closed questions that can be asked orally or be written down. The example shown below is a closed-question questionnaire.

Social learning environment: Academic and educational											
Expected learning outcomes:	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11
Can she/he review information about human body systems?	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✗
Can she/he understand information about human body systems?	✓	✗	✓	✓	✗	✓	✓	✓	✓	✗	✓
Can she/he ask questions about human body systems?	✓	✓	✓	✓	✓	✗	✓	✗	-	✓	✓
Can she/he answer questions about human body systems?	✓	✓	✗	✗	✓	✓	✗	✓	✓	✓	✓
Can she/he write notes to describe diagrams?	✓	✗	-	✗	✓	✗	✓	✗	✗	✓	✗
Can she/he edit diagrams while in a team, with the teacher's guidance?	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓

Social language practice 7: Exchanges compliments, likes and dislikes in an interview.

- Descriptive assessment scale example.

Social learning environment: Family and community						
Student name	Expected learning outcomes					
	Listens to and reviews likes and dislikes in dialogues from interviews.			Understands general meaning and main ideas in dialogues.		
	In one instance	In some instance	In every instance	In one instance	In some instance	In every instance

Social learning environment: Family and community						
Student name	Expected learning outcomes					
	Composes compliments, likes and dislikes in written dialogues.			Expresses compliments, likes and dislikes in a dialogue.		
	In one instance	In some instance	In every instance	In one instance	In some instance	In every instance

Social language practice 8: Reads comic strips and discuss cultural expressions.

- Performance checklist example.

Social learning environment: Ludic and literary									
Student name	Expected learning outcomes								
	Chooses and reviews comic strips in English.			Interprets content of comic strips.			Exchanges opinions on cultural expressions in a discussion.		
	Always	Sometimes	Not yet	Always	Sometimes	Not yet	Always	Sometimes	Not yet

Social language practice 9: Presents information about linguistic diversity.

- Anecdotal notes example.

Social learning environment: Academic and educational			
Expected learning outcomes	Notes	Expected learning outcomes	Notes
Chooses information.	AM: Too much information, needs more precise selection criteria.	Rehearses a presentation.	IU: Shows security and trust when speaking before an audience, but repertoire of words and expressions needs broadening.
Reads information.	AV: Has difficulty identifying main ideas in paragraphs.	Presents an exposition.	CH: Fosters positive and constructive relationships.

Social language practice 10: Agree on a trip schedule with others.

- Graphic assessment scale.

Social learning environment: Family and community				
Expected learning outcomes: Agrees a trip schedule with others.				
	Looks up and reads information.	Compares the pros and cons of ideas and proposals.	Builds rationales to defend ideas and proposals.	Listens to and expresses pros and cons to reach agreements.
Student 1	x - (x) - x - x - x - x	(x) - x - x - x - x - x	x - x - x - (x) - x - x	x - x - x - x - (x) - x
Student 2	x - x - x - x - x - (x)	x - (x) - x - x - x - x	(x) - x - x - x - x - x	x - x - x - x - x - (x)
Student 3	x - (x) - x - x - x - x	x - (x) - x - x - x - x	x - x - (x) - x - x - x	x - x - x - (x) - x - x

PRACTICE 1

TRACK 2 (PRACTICE 1, ACTIVITIES 4, 18 AND 19)

Martha: Hi, Anna! What a surprise! How've you been?

Anna: Hello, Martha! I'm fine, thank you. What about you?

Martha: I'm fine, too. So what's up?

Anna: I want to join the basketball team, so I'm looking for information about it.

Martha: Really? Did you know I'm a player?

Anna: I didn't know. I would have asked you, instead of coming all the way here. So, what do I need to do to join?

Martha: It's pretty simple. You just have to bring your school ID, proof of your address and a medical certificate. Then, you have to fill out a sign-up form and can choose the schedule that's best for you. Then, the office employee scans your papers and takes a photo of you. That's it! You'll get your ID in the mail a few days later. The membership fee is 10 dollars.

Anna: Thank you! It was great to bump into you. I'll go home and come back with my documents to sign up for the team. Thanks a lot.

Martha: You're welcome. I play on Mondays and Wednesdays. It would be great if we were teammates. I look forward to it.

Anna: Great! I'll make sure to pick that schedule, it will be fun.

Martha: Alright! See you soon then.

Anna: Sure, thanks again. Bye.

TRACK 3 (PRACTICE 1, ACTIVITIES 8, 11, 13, 20 AND 28)

Clerk: Welcome to the library! May I help you?

Teenager: Good afternoon. I want to borrow some books.

Clerk: All right, you will need a library card to be able to do so.

Teenager: And how can I get one?

Clerk: You'll need two photos, an ID and proof of address.

Teenager: All right. What are the office hours to get the library card?

Clerk: Monday to Friday, from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night. Saturdays, from 10:00 in the morning to 4:00 in the afternoon.

Teenager: Will it take long?

Clerk: Only the time it takes to type your data in the computer and the printing time. At most, 10 minutes. Do you have any other questions?

Teenager: No, thanks. I'll come back with the papers later.

Clerk: All right. If you plan to come back today, it's almost 7, so you'd better hurry.

Teenager: Right. Thanks!

TRACK 4 (PRACTICE 1, ACTIVITIES 10, 18, 19, 20, 24, AND 31)

Clerk: You'll need two photos, one color and one black and white. Also, an ID. Your school ID would be fine. A proof of address, and...

Teenager: Oh..., what kind of document can be used as proof of address?

Clerk: It can be an electricity or phone bill. And you can pay a voluntary fee.

Teenager: Sorry, I didn't hear the last part.

Clerk: No problem. I was saying you could pay a voluntary fee.

Teenager: Ok, and how much do library users normally pay?

Clerk: Well, most people pay between \$2.5 and \$4 a year.

Teenager: All right. What are the office hours to get the library card?

Clerk: Monday to Friday, from 8:30 in the morning to 2:00 in the afternoon and from 3:00 in the afternoon to 8:00 at night. Saturdays, from 10:00 in the morning to 4:00 in the afternoon.

Teenager: Will it take long?

Clerk: Only the time it takes to type your data in the computer and the printing time. At most, 10 minutes. Do you have any other questions?

TRACK 5 (PRACTICE 1, ACTIVITIES 20, 24, 28, 30 AND 31)

Tracy: Office of Vital Records. How may I help you?

Jane: I would like to know how to get a birth certificate.

Tracy: Do you need a copy of your birth certificate, or do you want to register a newborn?

Jane: I need a certified copy of my birth certificate.

Tracy: OK. What you need to do is to come here personally or to go to any of our agencies.

Tracy: Could you please tell me your full name and current address?

Jane: Sure. My name is Jane Smith and my address is 865 Palm Tree Avenue.

Tracy: Then the office nearest to your home is located at 75 Autumn Street.

Jane: What documents will I need?

Tracy: You will need a copy of your valid photo ID, including signature and an application. Once you hand in this information, we will process your application and we'll send it to you by mail or courier.

Jane: And what about the fees?

Tracy: It depends on what kind of delivery you wish to receive, either normal or express delivery. Normal delivery may take 7 days and it will be sent to you by mail with a cost of 28 dollars. Whereas express delivery may take 2 to 3 days and will be delivered to you by courier with a cost of 50 dollars.

Jane: I'm sorry; will you repeat how long express delivery takes?

Tracy: Yes. It takes 2 to 3 days.

Jane: From what time to what time are you open?

Tracy: Office hours are Monday to Friday, from 9 am to 5 pm.

Jane: Thank you very much.

Tracy: May I help you in any other way?

Jane: No, there's nothing else. Thank you. Good-bye.

PRACTICE 2

TRACK 6 (PRACTICE 2, ACTIVITY 7)

"The Milkmaid and Her Pail" By Aesop

A milkmaid had been out to milk the cows and was returning from the field with the shining milk pail balanced nicely on her head. As she walked along, her pretty head was busy with plans for the days to come.

"This good, rich milk," she mused, "will give me plenty of cream to churn. The butter I make I will take to market, and with the money I get for it I will buy a lot of eggs for hatching. How nice it will be when they are all hatched and the yard is full of fine young chicks. Then when May day comes I will sell them, and with the money I'll buy a lovely new dress to wear to the fair. All the young men will look at me. They will come and try to marry me,—but I shall very quickly send them about their business!"

As she thought of how she would settle that matter, she tossed her head scornfully, and down fell the pail of milk to the ground. And all the milk spilled out, and with it vanished butter and eggs and chicks and new dress and all the milkmaid's pride.

Moral: Do not count your chickens before they are hatched.

TRACK 7 (PRACTICE 2, ACTIVITY 7)

"Puss in Boots" By Charles Perrault

There was a miller who could only leave his three sons his mill, his donkey, and his cat. The division was soon made. They hired neither a clerk nor an attorney, for they would have eaten up all the poor patrimony. The eldest took the mill, the second the donkey, and the youngest nothing but the cat. The poor young fellow was quite inconsolable for having received so little. "My brothers," said he, "may make a handsome living by joining their shares together; but, for my part, after I have eaten up my cat, and made myself a muff from his skin, I must then die of hunger."

The cat, who heard all this, but pretended otherwise, said to him with a grave and serious air, "Do not be so concerned, my good master. If you will but give me a bag, and have a pair of boots made for me, that I may scamper through the dirt and the brambles, then you shall see that you are not so poorly off with me as you imagine."

The cat's master did not take much stock in what he said. However, he had often seen him play a great many cunning tricks to catch rats and mice, such as hanging by his heels, or hiding himself in the meal, and pretending to be dead; so he did take some hope that he might give him some help in his miserable condition.

After receiving what he had asked for, the cat gallantly pulled on the boots and slung the bag around his neck. Holding its drawstrings in his forepaws, he went to a place where there was a great abundance of rabbits. He put some bran and greens into his bag, then stretched himself out as if he were dead. He thus waited for some young rabbits, not yet acquainted with the deceits of the world, to come and look in his bag.

He had scarcely lain down before he had what he wanted. A rash and foolish young rabbit jumped into his bag, and the master cat, immediately closed the strings, then took and killed him without pity. Proud of his prey, he went with it to the palace, and asked to speak with his majesty. He was shown upstairs into the king's apartment, and, making a low bow, said to him, "Sir, I have brought you a rabbit from my noble lord, the Master of Carabas." (for that was the title which the cat was pleased to give his master)

"Tell your master," said the king, "that I thank him, and that I am very pleased with his gift."

Another time he went and hid himself in a grain field. He again held his bag open, and when a brace of partridges ran into it, he drew the strings, and caught them both. He presented these to the king, as he had done before with the rabbit. The king, in like manner, received the partridges with great pleasure, and gave him a tip. The cat continued, from time to time for two or three months, to take game to his majesty from his master.

One day, when he knew for certain that the king would be taking a ride along the riverside with his daughter, the most beautiful princess in the world, he said to his master, "If you will follow my advice, your fortune is made. All you must do is to go and bathe yourself in the river at the place I show you, then leave the rest to me."

The Marquis of Carabas did what the cat advised him to, without knowing why. While he was bathing, the king passed by, and the cat began to cry out, "Help! Help! My Lord Marquis of Carabas is going to be drown."

At this commotion, the king put his head out of the coach window, and, finding it was the cat who had so often brought him such good game, he commanded his guards to run immediately to the assistance of his lordship, the Marquis of Carabas. While they were helping the poor marquis out of the river, the cat came up to the coach and told the king that, while his master was bathing, some rogues had come by and stolen his clothes, even though he had cried out, "Thieves! Thieves!" several times, as loud as he could. In truth, the cunning cat had hidden the clothes under a large stone.

The king immediately commanded the officers of his wardrobe to run and fetch one of his best suits for the Lord Marquis of Carabas.

The king received him very courteously. And, because the king's fine clothes gave him a striking appearance (for he was very handsome and well proportioned), the king's daughter took a secret inclination to him. The Marquis of Carabas had only to cast two or three respectful and somewhat

tender glances at her but she fell head over heels in love with him. The king asked him to enter the coach and join them on their ride.

The cat, quite overjoyed to see how his project was succeeding, ran on ahead. Meeting some countrymen who were mowing a meadow, he said to them, "My good fellows, if you do not tell the king that the meadow you are mowing belongs to my Lord Marquis of Carabas, you shall be chopped up like mincemeat."

The king did not fail to ask the mowers whose meadow it was that they were mowing.

"It belongs to my Lord Marquis of Carabas," they answered all together, for the cat's threats had frightened them.

"You see, sir," said the marquis, "this is a meadow which never fails to yield a plentiful harvest every year."

The master cat, still running on ahead, met with some reapers, and said to them, "My good fellows, if you do not tell the king that all this grain belongs to the Marquis of Carabas, you shall be chopped up like mincemeat."

The king, who passed by a moment later, asked them whose grain it was that they were reaping.

"It belongs to my Lord Marquis of Carabas," replied the reapers, which pleased both the king and the marquis. The king congratulated him for his fine harvest. The master cat continued to run ahead and said the same words to all he met. The king was astonished at the vast estates of the Lord Marquis of Carabas.

The master cat came at last to a stately castle, the lord of which was an ogre, the richest that had ever been known. All the lands, which the king had just passed by, belonged to this castle. The cat, who had taken care to inform himself who this ogre was and what he could do, asked to speak with him, saying he could not pass so near his castle without having the honor of paying his respects to him. The ogre received him as civilly as an ogre could do, and invited him to sit down. "I have heard," said the cat, "that you are able to change yourself into any kind of creature that you have a mind to. You can, for example, transform yourself into a lion, an elephant, or the like."

"That is true," answered the ogre very briskly; "and to convince you, I shall now become a lion."

The cat was so terrified at the sight of a lion so near him that he leaped onto the roof, which caused him even more difficulty, because his boots were of no use at all to him in walking on the tiles. However, the ogre resumed his natural form, and the cat came down, saying that he had been very frightened indeed.

"I have further been told," said the cat, "that you can also transform yourself into the smallest of animals, for example, a rat or a mouse. But I can scarcely believe that. I must admit to you that I think that that would be quite impossible."

"Impossible!" cried the ogre. "You shall see!"

He immediately changed himself into a mouse and began to run about the floor. As soon as the cat saw this, he fell upon him and ate him up.

Meanwhile the king, who saw this fine castle of the ogre's as he passed, decided to go inside. The cat, who heard the noise of his majesty's coach running over the drawbridge, ran out and said to the king, "Your majesty is welcome to this castle of my Lord Marquis of Carabas."

"What! My Lord Marquis," cried the king, "and does this castle also belong to you?"

The marquis gave his hand to the princess, and followed the king, who went first. They passed into a spacious hall, where they found a magnificent feast, which the ogre had prepared for his friends, who were coming to visit him that very day, but dared not enter, knowing the king was there.

His majesty was perfectly charmed with the good qualities of my Lord Marquis of Carabas, as was his daughter, who had fallen violently in love with him, and, seeing the vast estate he possessed, said to him, after having drunk five or six glasses, "It will be your own fault, my Lord Marquis, if you do not become my son-in-law."

The marquis, making several low bows, accepted the honor which his majesty conferred upon him, and forthwith, that very same day, married the princess.

The cat became a great lord, and never again ran after mice, except for entertainment.

TRACK 8 (PRACTICE 2, ACTIVITIES 11 AND 12)

"The Straw, the Coal and the Bean" By Jacob and Wilhelm Grimm

An old woman lived in a village. She had gathered a serving of beans and wanted to cook them, so she prepared a fire in her fireplace. To make it burn faster she lit it with a handful of straw. While she was pouring the beans into the pot, one of them fell unnoticed to the floor, coming to rest next to a piece of straw. Soon afterward a glowing coal jumped out of the fireplace and landed next to them. The straw said, "Dear friends, where do you come from?"

The coal answered, "I jumped from the fireplace, to my good fortune. If I had not forced my way out, I surely would have died. I would have burned to ash."

The bean said, "I, too, saved my skin. If the old woman had gotten me into the pot I would have been cooked to mush without mercy, just like my comrades."

"Would my fate have been any better?" said the straw. "The old woman sent all my brothers up in fire and smoke. She grabbed sixty at once and killed them. Fortunately I slipped through her fingers."

"What should we do now?" asked the coal.

"Because we have so fortunately escaped death," answered the bean, "I think that we should join together as comrades. To prevent some new misfortune from befalling us here, let us together make our way to another land."

This proposal pleased the other two, and they set forth all together.

They soon came to a small brook, and because there was neither a bridge nor a walkway there, they did not know how they would get across it.

Then the straw had a good idea, and said, "I will lay myself across it, and you can walk across me like on a bridge."

So the straw stretched himself from one bank to the other. The coal, who was a hot-headed fellow, stepped brashly onto the newly constructed bridge, but when he got to the middle and heard the water rushing beneath him, he took fright, stopped, and did not dare to go any further. Then the straw caught fire, broke into two pieces, and fell into the brook. The coal slid after him, hissed as he fell into the water, and gave up the ghost.

The bean who had cautiously stayed behind on the bank had to laugh at the event. He could not stop, and he laughed so fiercely that he burst. Now he too would have died, but fortunately a wandering tailor was there, resting near the brook. Having a compassionate heart, he got out a needle and thread and sewed the bean back together.

The bean thanked him most kindly. However, because he had used black thread, since that time all beans have had a black seam.

TRACK 9 (PRACTICE 2, ACTIVITY 14)

One day, when he knew for certain that the king would be taking a ride along the riverside with his daughter, the most beautiful princess in the world, he said to his master, "If you will follow my advice, your fortune is made. All you must do is to go and bathe yourself in the river at the place I show you, then leave the rest to me."

The Marquis of Carabas did what the cat advised him to, without knowing why. While he was bathing, the king passed by, and the cat began to cry out, "Help! Help! My Lord Marquis of Carabas is going to be drown."

At this commotion, the king put his head out of the coach window, and, finding it was the cat who had so often brought him such good game, he commanded his guards to run immediately to the assistance of his lordship, the Marquis of Carabas. While they were helping the poor marquis out of the river, the cat came up to the coach and told the king that, while his master was bathing, some rogues had come by and stolen his clothes, even though he had cried out, "Thieves! Thieves!" several times, as loud as he could. In truth, the cunning cat had hidden the clothes under a large stone.

PRACTICE 4

TRACK 10 (PRACTICE 4, ACTIVITY 4)

Voice 1: The short film is about sadness caused by being unable to do what others can.

Voice 2: No, I think the short film is about the value of putting yourself in someone else 'shoes.

TRACK 11 (PRACTICE 4, ACTIVITY 5)

Voice 1: The purpose of Scarlett is to have fun, since it is an animated short film.

Voice 2: I think that if the topic has to do with empathy, then the purpose is educational.

TRACK 12 (PRACTICE 4, ACTIVITY 7)

Voice 1: When I broke my leg, I felt like Scarlett did. I was sad seeing other kids playing while I was not able to.

Voice 2: When I am sad, my mom makes the same faces as Scarlett's mom does.

TRACK 13 (PRACTICE 4, ACTIVITY 10)

Voice 1: It seems that the short film tells of Scarlett's dream of becoming a ballerina.

Voice 2: I think the first part deals with that, but it also addresses the sadness of being unable to do what others do.

TRACK 14 (PRACTICE 4, ACTIVITY 10)

Voice 1: The message is to show empathy, so the main idea is Scarlett's dream of becoming a ballerina.

Voice 2: Then again, it is the sadness of being unable to do what others can do.

TRACK 15 (PRACTICE 4, ACTIVITY 18)

Voice 1: Scarlett talks slowly and very quietly.

Voice 2: Mom uses a normal voice volume.

Voice 1: What do you mean by "normal"?

Voice 2: That her voice volume is neither low nor high.

TRACK 16 (PRACTICE 4, ACTIVITY 18)

Option 1

Lola: Look what I have here! Do you like this dress? It's a ballet costume.

Paula: I don't know. I may like it.

Option 2

Lola: Look what I have here! Do you like this dress? It's a dance costume.

Paula: I don't know. I may like it.

Option 3

Lola: Look what I have here! Do you like this dress? It's a dance costume.

Paula: I don't know. I may like it.

PRACTICE 5

TRACK 17 (PRACTICE 5, ACTIVITY 14)

These days you've been busy and a little bored. However, you'll soon have things to do, at your school, at home and with your friends. Your health will receive a blow if you stay up late too often. In your love life, you'll soon meet someone who will drive you crazy. Your lucky number is 13.

TRACK 18 (PRACTICE 5, ACTIVITY 20)

Voice 1: In the near future, you will also be able to safely surf the web via your contact lens while driving a car.

Voice 2: Commuting to work won't be such an agonizing chore because cars will drive themselves.

Voice 3: Driverless cars, using GPS to locate their position to within a few feet, will drive hundreds of miles.

PRACTICE 7

TRACK 19 (PRACTICE 7, ACTIVITIES 1, 6, 8, AND 10)

Monica: Hello?

Vicente: Hi, Monica, how are you? This is Vicente.

Monica: Oh, hi! I'm fine. How are you doing?

Vicente: OK, a bit bored. Do you want to do something? You always have good ideas.

Monica: I'm hungry, I would like to get something to eat.

Vicente: Where do you want to go?

Monica: I would like to go to an Italian restaurant.

Vicente: What kind of Italian food do you like?

Monica: I like spaghetti. Do you like spaghetti?

Vicente: Yes I do, but it isn't my favorite food.

Monica: What is your favorite food?

Vicente: My favorite food is pizza. Do you like pizza?

Monica: Yes, I do, but without pepperoni. I don't like meat. I am a vegetarian.

Vicente: Oh, ok. We can share one with mushrooms.

Monica: That is so thoughtful of you! Let's go.

TRACK 20 (PRACTICE 7, ACTIVITY 5)

Restaurant

TRACK 21 (PRACTICE 7, ACTIVITY 5)

Fair

TRACK 22 (PRACTICE 7, ACTIVITY 5)

Stadium

TRACK 23 (PRACTICE 7, ACTIVITIES 7 AND 10)

Karla: Do you like math, Ana?

Ana: No, I don't like it, do you?

Karla: Yes, I like it. Math is really fun. Why you don't like it?

Ana: It's a hard subject for me. I'm bad at math but you are very good.

Karla: Well, what is your favorite subject?

Ana: I love literature, because I love to read about exciting adventures.

Karla: I hate reading! I'd rather work with numbers than read books.

TRACK 24 (PRACTICE 7, ACTIVITIES 9 AND 10)

A: Who, look at all those ice cream choices!

B: Yes, that is a lot of choices. What is your favorite?

A: I love anything with chocolate the most.

B: I like chocolate myself.

A: Is there any kind of ice cream you don't like?

B: I really don't like any ice cream with nuts in it.
A: I've never cared for that myself.
B: Have you ever had garlic ice cream?
A: That sounds absolutely disgusting!
B: It was. Let's stick with the regular choices today, though.

TRACK 25 (PRACTICE 7, ACTIVITY 15)

Tom: Hello, Paul. How about watching the game tonight?
Paul: Oh, yes, there's a match tonight. That sounds like a good plan.
Tom: What's your favorite team?
Paul: My favourite team are Arsenal. I used to live near the football stadium in London.
Tom: Oh, I like it, too, but my favorite soccer team is Chicago Fire.
Paul: Really? Well, if we are talking about American teams, I like Minnesota United.
Tom: Well, I guess we are going to have a few problems! Both teams are playing against each other tonight!
Paul: Hahaha, we'll see who wins.

TRACK 26 (PRACTICE 7, ACTIVITY 16)

I live for literature because I love reading about exciting adventures. It is my favorite subject at school. What I like the most is reading novels, especially series like *Harry Potter* or *The Hunger Games*. However, my favorite book is *The Lion, the Witch and the Wardrobe* from *The Chronicles of Narnia*, written by C. S. Lewis.

TRACK 27 (PRACTICE 7, ACTIVITY 18)

You: Do you have any hobbies?
Me: I do. I live for literature. It is my favorite subject at school.
You: Really? Why is that?
Me: Because I love reading about exciting adventures.
You: Oh, I am sure you like fantasy books. Am I right?
Me: Yes, especially series like *Harry Potter* or *The Hunger Games*.
You: [interrupting] Oh, yes! I once saw the movie *Catching Fire*, the first story of *The Hunger Games*. I loved it!
Me: You don't say. I actually hated it. They left out some parts of the book.
You: What?! I didn't know that. So do you recommend reading the book?
Me: Totally. Then you can read the other two. And when you finish that, you can read *The Lion, the Witch and the Wardrobe*. It's my favorite book.
You: Is it from *The Chronicles of Narnia*?
Me: Yes, but who is the author? [Umm] I think it is by C. S. Lewis. There is also a movie, but the book is much better, as always.
You: Ok, so I'll check out *The Hunger Games* trilogy and *The Chronicles of Narnia*.

TRACK 28 (PRACTICE 7, ACTIVITY 28)

He: Do you like movies?
She: Yes, I do. Very much. I want to major in cinema studies in college.
He: Cinema studies?
I am sorry, I don't understand.
She: Cinema studies examines movies as both an art form and as a form of mass culture.
He: Wow! I'm sure you're an expert, then. What is your favorite type of movie?
She: I really like action movies.
He: What kind in particular?
Can you elaborate?

She: Sure. I am into all kinds of action films, but my favorites are the ones about superheroes.

He: I see. Why is that?

She: Because there are many ways to qualify as a superhero, so perhaps it's fitting to say that the superhero movie is one of the most inclusive genres of all.

He: Can you give me an example?

She: Wonder Woman has superpowers gifted to her by the Greek gods and Spiderman is special because a radioactive spider bit him. They have different backgrounds but they both rise as champions in troubled times.

Do you follow me?

He: Yes.

I know what you mean.

TRACK 29 (PRACTICE 7, ACTIVITY 29)

He: What movie do you consider to be a must-see?

She: Umm... Let me think... *V for Vendetta*.

He: That's an interesting choice, but I believe it's a comic book, isn't it?

She: Actually, it is based on a British comic book, but they made a movie adaptation in 2005.

He: Oh, I didn't know that. Do you like independent movies or do you prefer Hollywood blockbusters?

She: I prefer Hollywood blockbusters. I love superhero movies, but they need lots of money to be produced, you know?

He: Yes, you're right. What kinds of movies do you not like?

She: I don't like comedy movies, especially Adam Sandler's.

He: You don't say! I think he is very funny.

She: Well, umm, he could use less silly jokes. At the end of the day, *Click* was rated his worst movie.

He: Yes, I agree.

TRACK 30 (PRACTICE 7, ACTIVITIES 30 AND 35)

He: Do you like movies?

She: Yes, I do. Very much. I want to major in cinema studies in college.

He: Cinema studies? I am sorry, I don't understand.

She: Cinema studies examines movies as both an art form and as a form of mass culture.

He: Wow! So, you are an expert, aren't you? What is your favorite type of movie?

She: I really like action movies.

He: What type in particular? Can you elaborate?

She: Sure. I am into all kinds of action films, but my favorites are the ones about superheroes.

He: I see. Why is that?

She: Because there are many ways to qualify as a superhero, so perhaps it's fitting to say that the superhero movie is one of the most inclusive genres of all.

He: Can you give me an example?

She: Wonder Woman has superpowers gifted to her by the Greek gods and Spiderman is special because a radioactive spider bit him. They have different backgrounds but they both rise as champions in troubled times. Do you follow me?

He: Yes, I know what you mean. Is there an old movie that you are really into?

She: *Robocop*. I have seen all the movies. They are great!

He: What movie do you consider to be a must-see?

She: Umm... Let me think... *V for Vendetta*.

He: That's an interesting choice, but I believe it's a comic book, isn't it?

She: Actually, it is based on a British comic book, but they made a movie adaptation in 2005.

He: Oh, I didn't know that. Do you like independent movies or do you prefer Hollywood blockbusters?

She: I prefer Hollywood blockbusters. I love superhero movies, but they need lots of money to be produced, you know?

He: Yes, you're right. What kinds of movies do you not like?

She: I don't like comedy movies, especially Adam Sandler's.

He: What are you talking about? I think he is very funny.

She: [Embarrassed] Well, umm, he could use less silly jokes. At the end of the day, *Click* was rated his worst movie.

He: Yes, I agree. Ok, then. Tell me more about superhero movies. Do you know any fun facts?

She: I do. The spider used in the 2002 movie *Spider-Man* was a *Steatoda* spider, not a black widow, as was told in the story. The spider was given anesthesia, and was then painted blue and red.

PRACTICE 8

TRACK 31 (PRACTICE 8, ACTIVITY 7)

Voice 1: My grandmother says comic strips are a waste of time.

Voice 2: I don't think so! I find them very funny and have a good time reading them.

Voice 3: So do I. It's like reading short stories, but the images tell most of the story. Comics convey a powerful message in a few panels.

Voice 2: I agree. For example, I find *Desperate Repetition* very funny because extroverts annoy me. They are so intense!

TRACK 32 (PRACTICE 8, ACTIVITY 12)

Voice 1: I like the illustrations because they are very simple. But I don't like that it highlights the fact that everybody wants to wear jeans. The same thing happens in Mexico! By the way, do you know where New Delhi is?

Voice 2: Yes, I like the illustrations, too. I also like the fact that the character discusses real stuff. New Delhi is in India, but I don't know where exactly.

TRACK 33 (PRACTICE 8, ACTIVITY 16)

Voice 1: I don't agree because I've seen comics without text, they only have illustrations.

Voice 2: Yes. It wouldn't be a comic without illustrations, but the text helps the addressee understand the story.

Voice 3: If there is no text, how are we going to understand what the characters are thinking or saying?

Voice 1: With the gestures, the postures, and the hand movements in the illustrations.

Voice 4: Exactly, the sound effects help, as well. Like this one: Oops!

Voice 5: Then, we can say that the information is accurate because the text supports what is portrayed in the illustrations. However, there are comics without text.

TRACK 34 (PRACTICE 8, ACTIVITY 19)

Voice 1: The panel shows a man charming a snake.

Voice 2: Yes, just like in the movies!

Voice 3: He is doing it on the street and begging for money, while using a real cobra.

Voice 4: Yes, but maybe he treats it well.

TRACK 35 (PRACTICE 8, ACTIVITY 20)

Voice 1: I don't believe charming snakes on the street is OK.

Voice 2: What about at the circus?!

Voice 1: Well, I still do not agree because we are talking about wild animals. They should live in their natural habitat, not in someone's house.

Voice 2: Well, I think that as long as you treat it well, there is no problem in doing the show. A cobra can be an exotic pet.

Voice 1: That's my point exactly! It is exotic; it doesn't belong in the city.

Voice 2: But the snake is already tamed. It behaves like a friendly pet.

Voice 1: It doesn't matter. It is still dangerous because we are talking about real cobras!

TRACK 36 (PRACTICE 8, ACTIVITY 21)

Voice 1: Indian women wear too much makeup, but Mexican women don't.

Voice 2: Why do you say that? There are plenty of Mexican women who wear too much makeup. Just look at the actresses on TV.

Voice 3: Yes, but there are lots of women in Mexico who don't wear makeup or wear just a little.

Voice 2: Could you give me an example?

Voice 3: My mom, my aunts and my sister only wear makeup at parties. Besides, they don't wear lots of accessories.

Voice 2: Well, then both Indian and Mexican women wear makeup, but Mexican women wear fewer accessories.

TRACK 37 (PRACTICE 8, ACTIVITY 27)

Voice 1: I find it weird that there are snake charmers on the street.

Voice 2: Why do you say that?

Voice 1: Because it's a dangerous thing to do.

Voice 3: I agree. Charming snakes must be part of a controlled show.

Voice 4: Really? I don't think so. I find it really fun.

Voice 5: It doesn't matter if it's fun or not. I don't believe we can argue about what people find fun to watch on the street.

Voice 4: True. You are right.

Voice 1: Oh, OK.

Voice 3: Well, let's focus on some other behaviors, then.

TRACK 38 (PRACTICE 8, ACTIVITY 28)

Voice 1: I think we should add more information about our points of view regarding the panel.

Voice 2: Which one? Oh, right, the one about pollution.

Voice 3: Yes, you're right. We can include something about air pollution and its dangers to our health.

Voice 2: Sure, but we all know the same thing happens in Mexico.

Voice 3: True, but it's a behavior that affects us all: Indians and Mexicans.

Voice 2: Ok, can you think of some examples of where we have seen this?

TRACK 39 (PRACTICE 8, ACTIVITY 30)

Voice 1: Public transportation isn't too bad. I like it because they transport us daily from one place to another. I believe cars are the vehicles that pollute the most. That's what I think. What about you?

Voice 2: I'm afraid I have to disagree. Buses are quite old and emit too much carbon monoxide. It's unbearable! Most people would think this only happens in big cities but it also happens in small towns that have trucks.

Voice 3: Yes, but we all know that public transportation serves a very specific purpose: to transport people from one place to another on a daily basis without charging much. If more people used it, there wouldn't be so many cars on the street and air pollution would decrease.

Voice 2: Nobody cares about how old buses are. Besides, everybody wants to buy a car, so air pollution is still a problem because people don't do anything to decrease it.

Voice 1: What do you think? You haven't spoken and we'd love to hear your opinion.

Voice 4: Well, I hate the old, loud, pollution-spewing vehicles used in public transportation. So I guess I agree with the author of the comic “My Trip to India”. I have to cover my nose because of the fumes and they irritate my eyes. Public transportation contributes to air pollution. I have read a couple of articles on this topic. They all conclude that air pollution directly affects people’s well-being, as it stresses them out, they suffer from irritated eyes and it gives them headaches, among other illnesses.

Voice 3: Oh, really? Come on! Not everyone can afford to buy a car and they rely on public transportation. We need it.

TRACK 40 (PRACTICE 8, ACTIVITY 31)

Voice 1: I agree with the author about the scene in Panel 9. People should do something else, instead of staring at a screen all the time.

Voice 4: People are allowed to do whatever they want in their free time. They are eating and they can enjoy some free time. Besides, they should take advantage of the fact that there is free WiFi in the restaurant. In Mexico, not all food establishments have free WiFi.

Voice 2: But people are becoming more and more isolated. They should try to start a conversation when there are other people around, like the person sitting at the table with them or maybe the people at the next table over.

Voice 5: When have people done that? Let me show you a photo from the 1930s. Look.

Voice 1: This is a great scene with so many details, and it shows the same environment as in Panel 9.

Voice 5: Yes. The only difference is the devices. Before, people used to read the newspaper and now they have cellphones. But it is the same activity; they are alone in a space full of people. Nobody speaks to strangers in a restaurant. They didn’t do it before smartphones, either. This is the proof.

Voice 3: You’re right, but reading the newspaper is different from playing videogames. People should take advantage of the time they spend at lunch to learn something interesting that might be useful. Videogames are useless.

Voice 4: I believe there are lots of useful and interesting videogames.

PRACTICE 9

TRACK 41 (PRACTICE 9, ACTIVITY 7)

Voice 1: Look, when you open this book, on the second page it says it was written in 2017. So, it’s a recent book.

Voice 2: Right, we should use updated sources.

Voice 1: It also has lots of pictures, which makes the information easier to understand.

Voice 2: Wait! It says “university course”, so I think it will be difficult for us to read.

Voice 1: Well, let’s keep on looking for other sources.

TRACK 42 (PRACTICE 9, ACTIVITY 10)

Voice 1: Well, as you can see it has an index. This makes it easier for us to look for the aspects we chose. Let’s explore the first pages.

Voice 2: Look, it says here “North Africa and the Middle East”. That must be the title. And there are little titles.

Voice 1: Those are the subheadings, and with the titles they help to identify the topic.

Voice 2: Oh, what is this at the bottom of the page?

Voice 1: Those are called footnotes. They include additional information related to the text.

TRACK 43 (PRACTICE 9, ACTIVITY 13)

Voice 1: Well, in order to understand what we are reading, each of us will read one paragraph and then we will retell the paragraph in our own words, ok?

Voice 1: Alright, we have finished. The first paragraph says that people may think that the number of spoken languages is not that big.

Voice 2: I read that, in 1911, in encyclopedias it said there were 1000 languages and this number has risen, because we now know of more areas.

Voice 3: Finally, it says that Ethnologue had 6909 languages in 2009.

TRACK 44 (PRACTICE 9, ACTIVITY 18)

Description 1. In this part, we give a conclusion to round off the presentation.

Description 2. We invite the people to ask questions and we answer them.

Description 3. In this part, we introduce ourselves and say the topic of the presentation.

Description 4. We present the information in the notes with the help of images (without reading the notes).

TRACK 45 (PRACTICE 9, ACTIVITY 26)

Expression 1- We are here today to share some data about linguistic diversity with you.

Expression 2- The countries in which most languages are spoken are the ones you see in the table.

Expression 3- Hi guys! Here goes our presentation!

Expression 4- Endangered languages are those that will become extinct because children don't learn them.

Expression 5- And now, the countries that have the most languages.

Expression 6- Endangered languages are languages that will be totally snuffed out.

TRACK 46 (PRACTICE 9, ACTIVITY 28)

Version 1

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

Version 2

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

Version 3

In Papua New Guinea, more than 800 hundred languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

TRACK 47 (PRACTICE 9, ACTIVITY 30)

Expression a- Eh – what was I saying?

Expression b- Hi fellas! What'chadoin'?

Expression c- Where was I?

Expression d- So, going back to where we were...

Expression e- One more time...

Expression f- Oh, I forgot what I was saying.

Expression g- Don't worry!

Expression h- Let's try again.

Expression i- Sorry about that. Let's start over.

TRACK 48 (PRACTICE 9, ACTIVITY 31)

Voice 2 [Diego]: Well, we have arrived at the end of our presentation. Any questions?

Voice 4: What do you mean when you say that “when a language is alive, the culture and traditions of that language are alive as well”?

TRACK 49 (PRACTICE 9, ACTIVITIES 32, 33, 34 AND 36)

Voice 1 [Paula]: Good afternoon, everyone! We are team number 3, composed of Paula, Diego and Elena, and we are here today to share some data about linguistic diversity with you.

Voice 2 [Diego]: In the world, at least 7000 languages are spoken today.

Voice 2 [Diego]: However, in some countries, there are more languages than in others. The countries in which most languages are spoken are the ones you see in the table.

Voice 2 [Diego]: In Papua New Guinea, more than 800 languages are spoken. Mexico is sixth on the list of countries with the most linguistic diversity, with 68 groups and 365 variants of languages, besides Spanish. Look on the map to see where the countries with the most languages are.

Voice 3 [Elena]: We had a question: Were all languages spoken by the same number of people? Well, we researched and we found that languages were spoken by different numbers of people. But we found out about something called “endangered languages”. Eh, sorry about that. Eh – what was I saying? Oh yes, endangered languages are those that will become extinct because children don’t learn them. On this map, you can see many red dots in the Americas and South East Asia. They represent endangered languages. This means that although there are many languages in these regions, many people aren’t speaking them anymore.

Voice 1 [Paula]: Why is it important to keep every language alive? It allows us to think about our mother tongue, and where our similarities and differences with others lie. Also, when a language is alive, the culture and traditions of that language are alive as well. Language is a way of thinking, and includes people’s culture, history, myths and music.

Voice 1 [Paula]: In this way, keeping linguistic diversity is important, because it allows us to foster dialogue and respect for others. In short, when you have many languages, you have many different ways to see the world.

Voice 2 [Diego]: Well, we have arrived at the end of our presentation. Any questions?

Voice 4: What do you mean when you say that “when a language is alive, the culture and traditions of that language are alive as well”?

Voice 3 [Elena]: Well, for example, some songs only exist in the language in which they were originally created. If nobody speaks that language, there is also no one that sings that song anymore.

PRACTICE 10

TRACK 50 (PRACTICE 10, ACTIVITIES 4 AND 8)

Anthony: Have you enjoyed the jaunt, mates? Although it is quite close to Guadalajara, I had never been there.

Lola: I loved it. We should hang out together more often. We must go to Vallarta on the weekend, although leaving at seven is too early for me. I’m not a rooster.

Anthony: It was fine indeed. But I think that we left just in time, we wouldn’t have been able to do all the things we did if we had left later. And yes, we shall go to Vallarta this very weekend.

Robert: I didn’t even notice the two and a half hours we spent getting from Guadalajara to Chapala.

Lola: I loved walking in the little town with all those colourful houses. I can’t remember the name. Look, I have some pictures here.

Robert: “Ajijic”, yes, you almost get lost in there! Fortunately I found you and you didn’t miss the tortas.

Charles: But the best part was when my soccer team beat Anthony’s. It was awesome! We beat the “Soccer Queen” and his team.

Anthony: It's called "football", and yes, we may have lost but you almost fell out of the boat when we were crossing the lake. Besides, you know I had the lousiest players on my team.

Lola: You rascals! You got me all soaked down there at the lake.

Charles: I have to admit that the dancers were gorgeous. But I enjoyed the Charrería more; it reminded me the rodeos of the American West.

Robert: You fell in love, man!

Charles: Well, just a little, but I didn't have the chance to ask her out or anything.

Anthony: I think it's time. Shall we leave now?

Lola: Yes, the bus will leave in 15 minutes. Let's go.

TRACK 51 (PRACTICE 10, ACTIVITIES 5 AND 11)

Voice 1: "Let's go to Chapultepec! I'd like to go to the forest. We can have a picnic there to celebrate finishing this year."

Voice 2: "Why not a getaway to an amusement park? It's the best option to close the school year!"

Voice 3: "We should camp on a beach! It's more exciting. We can have both the picnic and the camping."

Voice 4: "We could take a trip to the Ajusco. A couple of days there would be great!"

Voice 5: "How about spending a day in a water park? There are plenty not too far away, so we can go back and forth without a hitch."

TRACK 52 (PRACTICE 10, ACTIVITY 11)

Intervention 1

"If we want to go to the beach, take into account that we have to travel at least six hours by bus. That's too far."

Intervention 2

"A weekend implies accommodation and that is quite expensive. It's better go to Chapultepec, don't you agree?"

Intervention 3

"A visit to an amusement park sounds more exciting. Maybe we could go there, what do you say?..."

Intervention 4

"But what about the expense of going to an amusement park? The entrance fees seem hefty. And to use the free shuttle, you have to buy the tickets in advance."

TRACK 53 (PRACTICE 10, ACTIVITY 16)

Voice 1: Look at the modes of transportation: you can only take a taxi or a bus to the amusement park, while you can go by subway to Chapultepec. What is the best option for places to eat?

Voice 2: Well, the places to eat seem more attractive at the amusement park.

Voice 3: For me, Chapultepec is better because it's free. On the other hand, the amusement park is quite expensive.

Voice 4: But the rides are rather thrilling. I don't like museums all that much.

Voice 3: Now, look. There are more things to do than in the amusement park. What's more, the nearest option is Chapultepec.

TRACK 54 (PRACTICE 10, ACTIVITIES 19, 20, 22 AND 26)

Voice 21: Well, we have to plan our trip. This team thinks that since traffic is quite heavy in the morning, we should leave at 9 am.

Voice 2: But if we leave late, we won't have enough time to enjoy the trip. Our team proposes leaving at 6 am.

Voice 3: You're kidding! That's too early, seeing as some of us don't live close to school. We may have to fight some traffic, but it would be better to gather at 7:30. Don't you agree?

Voice 1: I don't know. Maybe 7 am is better. Also, that's the entrance time.

Voice 2: Yes. But, as some of us may unfortunately arrive late, let's say we get there at 7 and leave at 7:30.

Voice 1: Ok. You have a good idea there! And what about the return time? 3 pm?

Voice 3: Not likely We should spend some time in the afternoon after lunch.

Voice 1: Yes, although we can't come back too late.

Voice 2: Ok. Let's say 7 pm so that we arrive by 8:30 pm. Agreed?

Voice 4: Alright!

Voice 1: So, we have agreed that we will leave at 7:30 am and we expect to be back at 8:30 pm.

Voice 2: And what about transportation, is the school bus available?

Voice 3: We may want to consider that. However, it can't wait for us all day in Mexico City.

Voice 1: So, are you saying we should rent a bus?

Voice 4: Basically, yes. We know it is a little more expensive, but that way we have a sure way to get to Chapultepec and come back.

Voice 2: Are you sure about that? Because renting a bus won't come cheap.

Voice 1: My father's close friend rents tour buses. I think he could lend a helping hand.

Voice 3: That sounds great! So that's settled. We will rent a bus to get from Texcoco to Chapultepec.

Voice 4: So we expect to arrive by 9 am at Chapultepec. And once we have arrived, will we go immediately to the lake?

Voice 2: And skip breakfast? We can't agree with that idea. We need to eat breakfast, because we will have a day full of activities.

Voice 3: Fine, how much time should we spend?

Voice 1: Does one hour sound good to everyone?

Voice 4: One hour? Why, yes. Sounds perfect. Then we are going to spend one hour to have breakfast.

Voice 1: Immediately after having finished breakfast, we will visit the museum in Chapultepec Park, since it opens at 10 am and we have to spend some time in the line for the tickets.

Voice 2: No. We think it would be better to have a little stroll.

Voice 3: But we will have that! The museum is on top of Chapultepec Hill. That way we can have a stroll and get to the museum. We can kill two birds with one stone.

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