



Teacher's
Guide

1

Come Together

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MARTÍNEZ



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



Estimado(a) maestro(a): _____

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Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán en su quehacer docente.

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Come Together

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Introduction

Come Together is an intermediate three-level course aimed at secondary school students. The series is designed to help students consolidate and develop language skills through a wide variety of interactions with texts and contextualized communicative situations. *Come Together* offers the students different opportunities to participate and collaborate in activities that allow them to integrate language models and skills into the production of real exchanges and written material.

Approach

- The learner is considered to be an active agent in the construction of learning.
- Collaborative learning, group work, learner autonomy, and responsibility are fostered.
- Well-thought-out activities are related to learners' experiences and interests.
- Opportunities for all students to engage in oral exchanges and reading and writing are created.
- Students are guided to become autonomous in their learning.
- Students are motivated to learn in the most effective way possible and to value and respect their own culture and that of others.
- A respectful and confident environment is encouraged, where mistakes are seen as opportunities to practice and improve in the English language, and positive feedback is received and offered.
- Opportunities to reflect on and practice values and social skills are provided.
- Several opportunities for self-assessment are included.

Components

Student's Book

The units in the Student's Book are organized according to the complexity of thinking skills that are demanded from the student. As these skills become more advanced, the command of English grows as well. Consequently, units are sequenced in progressive stages of focus on: recognizing and reproducing models, understanding and relating parts, inferring and applying, organizing and

evaluating, and, finally, designing and creating. The Student's Book contains ten units, each one with the same structure: four lessons, a *Final Product*, a *Self-assessment* page and a *Glossary* page. The ten units are distributed in three blocks (Block 1: Units 1–3; Block 2: Units 4–6; Block 3: Unit 7–10). Every unit is developed within the context of a particular social learning environment. There are three types of learning environments:

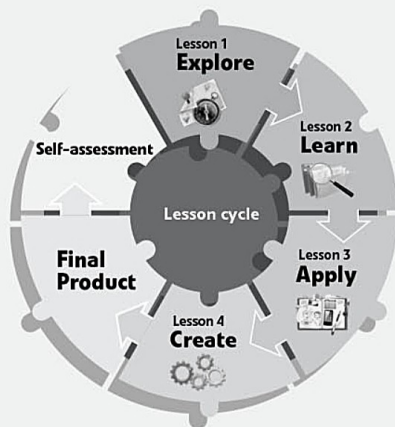
Family and Community – This learning environment emphasizes listening and speaking skills in situations that reflect the student's surroundings.

Recreational and Literary – This learning environment focuses on reading comprehension developed through literature and entertainment material.

Academic and Educational – This learning environment focuses on academic language related to other school subjects and writing skills.

In every unit, students are provided with activities designed to fulfill a specific social practice and a communicative activity.

Student's Book Lessons



Lesson Sequence

Lesson 1 Explore – Students analyze textual components and characteristics of oral and written texts.


Lesson 2 Learn – Students are introduced to main teaching points about language and functional skills.


Lesson 3 Apply – Students extend and put into practice the introduced teaching points and skills.


Lesson 4 Create – Students produce, edit, and practice what they have learned throughout previous lessons.


Learning Cycle in Lessons


Each lesson is built on a five-stage learning cycle that scaffolds contents for students to reach the proposed achievement with a constructivist approach. The stages of the lessons appear clearly in the teaching notes for each activity in the Teacher's Guide. These stages are:

 **Activate** In this first stage, students activate their previous knowledge, usually within a collaborative practice that draws their attention to the lesson's contents.


 **Identify** In the next stage, students come in contact with the new language items and topics by engaging with an oral or written text.

 **Figure out** The following stage allows students to analyze the language involved in the objectives of the lesson. Students are encouraged to notice, compare, relate, distinguish, or analyze the teaching point.

 **Practice** The fourth stage guides students to apply the analyzed language and new knowledge. Students are presented with exercises to ensure the comprehension of the teaching points. These exercises go from controlled to free practice to help students progress by doing meaningful work with the language.

 **Reflect** This final step in the sequence works as a reflective wrap-up. It is a self-assessment activity where students reflect on what they have learned. Students go back to this section in the *Self-assessment* page. At the end of the lesson there is a cue to guide the students to the *Self-assessment* page.

Final Product

In this section, students wrap up the skills acquired through the lessons. There is a *Final Product* page at the end of each lesson. Nevertheless, students will work on their product lesson after lesson following the STEP icon . In addition, when students develop their product, they will go back to their work from the lessons and use it as a model. As a consequence, although the *Final Product* is the consolidation of the students' work during the unit, it is not isolated from the lessons. The *Final Product* ends with a reflective activity for students to analyze their progress and provide feedback to their classmates.

Self-assessment

The unit concludes with a *Self-assessment* page where students will reflect on their progress in the use of English and the skills they have acquired in each lesson, Final Product, or unit.

Other Features



This indicates when there is an audio support to accompany the activity.



This icon refers students to the Glossary at the end of the unit.



This indicates exercises which can be placed in the student's portfolio.



This icon refers when to use the Reader that accompanies the Student's Book.



This icon indicates exercises which develop IT skills.



This indicates exercises which develop editing skills.



Language Boxes – They can be found in several places throughout the lessons. They contain important teaching points and conclusions about the use of English.



Skills Boxes – They appear in several activities for students to reflect and broaden thinking, learning, intercultural, and social skills.



This feature is a self-assessment instrument called Now I can that helps students to reflect on what they've learned at that point. It works as an intermediate self-evaluation moment.



The key activities that have this icon are sub-products that build up the Final Product.

Reader

Each of the three levels of the *Come Together* course is complemented with a Reader that has a chapter for each unit of the Student's Book. This component includes two types of texts: narrative and informative. Narrative texts are fictional stories that promote creativity and imagination. Informative texts provide facts and information to broaden the student's education.

All texts begin with a set of activation questions that work as a pre-reading exercise. At the end of the chapter there are two pages with exercises that develop reading comprehension strategies and extend students' knowledge about the text. There is also a Glossary page that students can refer to for key vocabulary to understand the text.

How to Use the Reader

The Reader is a valuable aid for students to apply strategies they already have in their mother tongue to reading in English. Since the Reader's texts are consistent with the social practice in the Student's Book unit, you can use them to reinforce the production and exchanges proposed in the lessons.

You can use the Reader at any time you feel necessary according to your planning, but *Come Together* suggests two reading moments during the unit. The first moment is after you complete Lesson 1, and it can work as an appropriate warmer for Lesson 2 because your students will already be engaged in the general topic and will have activated some previous knowledge. The Reader will help students extend vocabulary related to the unit and get in touch with the social practice of the language they will be carrying out in the following lessons. The second suggested reading moment is after Lesson 3. Since students have completed most of the unit, the social practice developed in the Reader chapter should be more meaningful and this reading moment will allow deeper reflection. You will find teaching notes in the Reader Page in the Teacher's Guide to help you direct students before reading, during reading, and after reading the text, as well as notes and answer keys for the exercises at the end of each chapter.

Teacher's Guide

The Teacher's Guide has ten units that match the Student's Book. Each unit in the Teacher's Guide includes an opener with a table of the contents in the Student's Book, teaching notes for all the lessons (including the *Final Product* and *Self-assessment* section) and reading moments, and a suggested *Evaluation Instrument* for summative assessment. The material is planned for 120 core hours. It can be complemented with the additional material provided in the Teacher's Guide and the Class CD, according to the teacher's needs and criteria.

Teacher's Guide Organization

- An *Introduction* to the series and its components.
- *Assessment Guidelines* to explain and plan the different types of evaluation throughout the school year.
- A customizable *Portfolio Form* and *Teacher's Journal* to help you organize and assess students' evidences collected throughout the units.
- A suggested *Class Planner* to organize your units in three blocks of terms.
- An *Initial Diagnostic* page with tips and guidelines to begin the course by understanding where your students are, where they will get, and areas of opportunity to emphasize in your planning throughout the school year.
- Step-by-step teaching notes and answer keys for the exercises in the lessons, including the *Final Product* and *Self-assessment* sections.
- Teaching notes and suggestions for all the Student's Book special features, such as *Skills Boxes* and *Language Boxes*.
- Teaching notes to apply information technologies in the exercises where the IT icon appears and in other suggested activities to encourage and guide students in the use of technology to enhance their learning.
- A *Reader Page* with notes and answer keys for two suggested reading moments.
- A suggested *Evaluation Instrument* per unit that can help you establish the outcome of your students' performance.

- An *ELT Glossary* of terms used throughout the teaching notes.
- A *Bibliography* for teachers with reference materials.
- An *Audio Script* for all the audio tracks.
- A *Track List* with the complete reference to the audio tracks.
- A *Class CD* with audio and visual media resources.

Teacher's Guide Lessons

Unit Lessons

The lessons *Explore, Learn, Apply,* and *Create* are each divided into two classes. Each lesson has its own *Contents Box* with the language targets and skill development points for the lesson, a *Warmer* activity to activate learners' background knowledge or to review, and a *Next class* indicator to remind the teacher what materials are needed for the following class.

Come Together Teacher's Guide 1 includes special teaching notes for all the exercises and the special features like Skills Boxes and Language Boxes. All exercises reinforce collaborative learning and scaffolding to support students.

There are several options for review and extra activities which are indicated in the teaching notes but are not considered for the exact time of your classes. You should decide when and if you will use them, according to the real available time you have and the particular needs of your group.

The diagram illustrates the layout of a lesson page, divided into two columns. The left column is labeled 'Contents Box' and contains sections for 'Class', 'Warmer', and 'Answer Key'. The right column is labeled 'Lesson' and contains sections for 'Lesson' and 'Next class'. The page is titled 'Explore' and includes a 'Student Book page 214' indicator. The 'Contents Box' section includes a 'Reading guide of class' and 'Answer key' for the 'Warmer' activity. The 'Lesson' section includes a 'Reading guide of class' and 'Answer key' for the 'Lesson' activity. The 'Next class' section includes a 'Reading guide of class' and 'Answer key' for the 'Next class' activity. The page also features a 'Skills Box' and a 'Language Box'.

Product Development

The *Final Product* is a wrap up of the unit and takes all of the sub-products done in each lesson to create one final product. At the end of each lesson, the students are asked to go to the product page and complete information or they are asked to use the lesson work as a model for their work on the product. The lessons, therefore, build up knowledge to complete the final outcome of the unit. Students will demonstrate the skills and knowledge in the last outcome and this will articulate the knowledge and outcomes given meaning and relevance to everything learnt in the unit.

During the development of the product, it is important that you walk around to monitor strengths and weaknesses and to register those observations. As you walk around, offer help and encouragement so that students do not feel they are being graded. It is a great opportunity to notice how their social skills and emotional self-regulation are progressing.

Teacher's Guide Features

Intercultural Note – This box includes information related to cultural characteristics of English, English-speaking and other countries, or other facts relevant to learning a foreign language and fostering respect for one's own culture and that of others. It may also contain interesting information related to the topics of the lesson.

Language and Skills Boxes – This feature includes teaching notes related to the *Language Boxes* and *Skills Boxes* in the Student's Book.

Optional Exercise – This box includes different ways of presenting information from existing exercises. The activities may be related to multiple intelligence tasks, ideas to expand on target language, mixed abilities, and class management. It includes a suggested time limit for the activity.

Media Resources – This box includes suggested activities involving the posters and *List of Verbs* included in the Class CD for further practice of the target contents, as alternative warmers, and as opportunities to reinforce contents that students may need to review or practice more thoroughly.

Skills Box

Skills Box content: A text passage about a person's experience, followed by a 'Skill 1' section with a list of tasks and a 'Practice' section with a list of questions.

Language Box

Intercultural Note

Intercultural Note content: A 'Explore' section with a list of questions and a 'Justify' section with a list of questions.

Media Resources

Optional Exercise

How to Use Editing Marks

Editing marks are visual and easy to learn marks that are used to proofread papers. They are a simple and neat way to identify mistakes and state what needs to be corrected or improved in a text. Having students identify mistakes in their writing is an important skill to enhance their knowledge of language and build spelling and punctuation skills. Make a poster with the editing marks from the Student's Book and hang it in the classroom. Try to use the marks as much as possible. When checking students' papers, use the editing marks in a different colored pen. Many spelling and punctuation

mistakes come from careless haste. Whenever students produce a piece of writing, have them proofread their own or others' work.

Class CD

The *Come Together* Class CD contains all the audio material for the course plus additional visual support material to provide further practice for your students. It can be played in CD players, computers, external CD players, etc.

How to Access Your Class CD

Visual Support Material

To run the CD, follow these steps:

- 1 Insert the CD on the disc tray of your computer or on an external CD reader connected to it.
- 2 Go to My Computer and right-click on the CD / DVD RW drive (any letter from D:).
- 3 Right-click and hold on the *Come Together Class CD* icon.
- 4 Select "Open" on the displayed Menu.
- 5 Right click on the folder you want to see ("Introduction" or "Additional Resources," or "Audio Tracks").

Audio Tracks

Computer


- 1 Open your computer's media player.
- 2 Select the *Come Together* Class CD Audio Tracks icon and double click on it to display the list of tracks.
- 3 Click on the track you want to listen.

CD Player

- 1 Insert the CD on the disc tray of your player.
- 2 Click on the track you want to listen.

The *Come Together* Class CD contains all the audio tracks used to develop listening skills in the Student's Book lessons and in the activities of some Reader chapters. You will find a variety of age-appropriate conversations, interviews, and presentations provided in real-life contexts that are familiar to students. The audio tracks are used in different social environments to reinforce students' ability to comprehend English in different social situations.

In *Come Together*, students are engaged in understanding general meaning, detailed explanations, oral exchanges, words related to specific areas of knowledge, common expressions, and acoustic characteristics.

 This icon shows where and which audio track needs to be used in the exercises.

In the Class CD, you will also find a series of visual support materials to help you with further practice and alternative ways of presenting language content to students that respond better to learning through images. You will find three types of visual materials: posters (one for each unit), a *List of Verbs*, and flashcards for the Reader (three for each chapter). These media resources can be projected or printed according to your own needs. The Class CD also includes a set of documents that will suggest ways to use posters and flashcards to make the most out of these visual aids.

How to Use the Class CD

The teaching notes in the Teacher's Guide suggest how to use the Class CD for exercises, modeling language, practicing pronunciation, role playing, and writing. *Come Together* provides an Audio Script with all the tracks at the back of the Teacher's Guide for your convenience. You will also find a Track List for easy reference to the audio tracks. The Student's Book also includes an Audio Script section that students can refer to as they listen.

You will find suggestions on how to use the posters and *List of Verbs* in the notes of the Teacher's Guide, but the Class CD also includes a document with activities you can use to practice specific language, to review, and to reinforce things you have detected that students need to work on more thoroughly to improve their final outcome.

The Reader includes exercises for reading comprehension and critical reading, but the flashcards included in the Class CD are also a good way to engage students in the Reader chapter and help you guide and verify the first stage of comprehension. You can also use them to start class discussions and as triggers for controlled and free oral exchanges in pairs or small groups for you to monitor. The documents in the Class CD will provide you with general guidelines and ideas to work with the flashcards.

Assessment

Come Together proposes several ways to gather data about students' learning to determine the value of the global assessment. We suggest you build up a varied range of evidences and progress registers from different moments for you to get a more complete picture of students' learning.

Daily assessment and identification of previous knowledge can help you make your lesson planning better fit the needs of your group and have a more successful summative assessment. This class monitoring is essential for assessment and improving class planning. The notes in the Teacher's Guide suggest several content-specific prompts to put on the board for activation and discussion of answers. If you carry them out you will be able to monitor oral comprehension in general, monitor the development of the exercise objectives, and clarify misconceptions before and during the teaching process. Monitoring during the *Final Product* is particularly important.

Student's Self-assessment

When students complete each lesson, they will complete the *Reflect* stage where they will identify if they have fulfilled the achievement(s) proposed by the lesson. Students will be able to recognize their progress, and we recommend that you properly monitor this reflection to detect on time if further practice and review is necessary.

At the end of every unit students will have to reflect on their learning process. For the first part, go over the *Reflect* exercises in each lesson. Students will evaluate their performance regarding the attitudes and values reflected in the interaction with their classmates, and will identify social and emotional skills to become successful learners and team players. You can use this moment to strengthen these skills as part of their integral development.

The feedback from this assessment should be used to identify difficult areas that need extra support and further practice. It is very important for the student to be aware of what the problem was and what solution there might be for it. This *Self-assessment* is a tool that can help you foresee possible difficulties and plan solutions. Always take into account the feedback from this section, and, if possible, record it in a teaching journal.

Final Product
Instructions to Use a Bilingual Dictionary

STEP 1

1. Make a list of 10 words that are important to you in a dictionary.

STEP 2

1. Make a list of 10 words that are important to you in your own language.

STEP 1

1. Make a list of 10 words that are important to you in your own language.

STEP 2

1. Make a list of 10 words that are important to you in your own language.

STEP 3

1. Make a list of 10 words that are important to you in your own language.

Self-assessment

Achievements

1. Have you achieved the objectives of the lesson?

Attitudes and values

1. Have you shown respect for others?

Social and emotional skills

1. Have you worked well with others?

Feedback

1. How do you feel about your learning process?

The combined process between students and teachers will help you identify systematic or casual mistakes, come up with solutions, and plan better classes. You can use the *Teacher Journal* form to make notes on the observations noticed after the *Self-assessment* and during your usual monitoring during class activities.

Assessment

Portfolio Assessment

Building a portfolio with evidences produced by students allows you to make a final summative assessment of the expected achievements. Portfolio evidences can also be evaluated as work in progress, and during their development students can receive your feedback as formative assessment.

Come Together suggests several activities that can be treated as portfolio evidences for you to keep in an actual file. In these cases, it is recommended that you ask students to work or copy their work on a separate piece of paper or any other material of your choice. If you do not want to keep a physical file, or if the outcome of activities is oral, you should record all your observations about each evidence in order to have a clear register and follow-up of students as individuals and the overall progress of your group.

The evaluation of a student's portfolio will show you the step-by-step route of a student towards an expected achievement and the final status at the end of a determined period. In other words, it works both as continuous formative assessment and as part of the summative assessment. As work in progress, it can reveal in a timely manner those particular areas that need reinforcement in order to make sure students have the skills to develop their *Final Product*. Exercises that are suggested to collect portfolio evidences have an icon to identify them.

Evaluation Instruments

At the end of each unit you will find a format for a suggested *Evaluation Instrument*. These instruments will allow several means of assessment: continuous and summative assessment of performance through the registration of observations from different types of monitoring, guided peer assessment, evaluation through rubrics, among others. These instruments will provide valuable data for future planning and follow-up of areas that may need improvement. The effective use of these instruments will require that you previously formulate, at the beginning of each unit, a clear set of standards and expectations based on your initial diagnostic and continuous assessment. These standards or expectations should be realistic and can be modified as the evaluation period advances. In this way, at the end of course

they will reflect the actual performance of individual students and the class as a whole. When students have to participate in the evaluation process, it is necessary that they understand precisely what is expected of them and bear in mind that the outcome should be formative so that they can set new goals and identify where they need to improve.

Use the *Teacher Journal* and *Portfolio Assessment* forms to help you keep a record of your students' performance.

Unit 1 Evaluation Instrument

Evaluation Rubric

Adapted from the book *How to Assess Student Learning* by Robert M. Kohn, 1999. Copyright 1999 by Corwin Press, Inc. All rights reserved.

Objectives

1. Measure the level of student performance in the area of...
2. Measure the level of student performance in the area of...
3. Measure the level of student performance in the area of...

Student	Teacher	Peer	Self	Overall

Notes

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Unit 4 Evaluation Instrument

Grade 5 Skills

Adapted from the book *How to Assess Student Learning* by Robert M. Kohn, 1999. Copyright 1999 by Corwin Press, Inc. All rights reserved.

Objectives

1. Measure the level of student performance in the area of...
2. Measure the level of student performance in the area of...
3. Measure the level of student performance in the area of...

Student	Teacher	Peer	Self	Overall

Notes

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Assessment

Portfolio Form

Student's Name: _____ Group: _____

Date: _____ Unit: _____

Skills	Description of the Evidence	Evidence	Observations on Performance
Listening			
Speaking			
Reading			
Writing			

Follow-up notes:

Assessment

Teacher Journal

Teacher's Name: _____

School: _____

Date: _____ Group: _____

Observations

Solutions

Plan

Class Planner

Block 1			
Class	Unit	Lesson	Reader
Initial Diagnostic			
1			
2–3	1	Explore	
4–5		Learn	Chapter 1
6–7		Apply	
8–9		Create	Chapter 1
10–11		Final Product	
12		Self-assessment	
13–14	2	Explore	
15–16		Learn	Chapter 2
17–18		Apply	
19–20		Create	Chapter 2
21–22		Final Product	
23		Self-assessment	
24–25	3	Explore	
26–27		Learn	Chapter 3
28–29		Apply	
30–31		Create	Chapter 3
32–33		Final Product	
34		Self-assessment	
35–37		Feedback and setting goals	

Block 2			
Class	Unit	Lesson	Reader
38–39	4	Explore	
40–41		Learn	Chapter 4
42–43		Apply	
44–45		Create	Chapter 4
46–47		Final Product	
48		Self-assessment	
49–50	5	Explore	
51–52		Learn	Chapter 5
53–54		Apply	
55–56		Create	Chapter 5
57–58		Final Product	
59		Self-assessment	
60–61	6	Explore	
62–63		Learn	Chapter 6
64–65		Apply	
66–67		Create	Chapter 6
68–69		Final Product	
70		Self-assessment	
71–73		Feedback and setting goals	

Class Planner

Block 3

Class	Unit	Lesson	Reader
74-75	7	Explore	
76-77		Learn	Chapter 7
78-79		Apply	
80-81		Create	Chapter 7
82-83		Final Product	
84		Self-assessment	
85-86	8	Explore	
87-88		Learn	Chapter 8
89-90		Apply	
91-92		Create	Chapter 8
93-94		Final Product	
95		Self-assessment	
96-97	9	Explore	
98-99		Learn	Chapter 9
100-101		Apply	
102-103		Create	Chapter 9
104-105		Final Product	
106		Self-assessment	
107-108	10	Explore	
109-110		Learn	Chapter 10
111-112		Apply	
113-114		Create	Chapter 10
115-116		Final Product	
117		Self-assessment	
118-120		Feedback and setting goals	

Initial Diagnostic

The *Come Together* series is designed so that by the end of the course students:

- can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- can understand texts that consist mainly of high frequency everyday or job-related language.
- can understand the description of events, feelings and wishes in personal letters.
- can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
- can briefly give reasons and explanations for opinions and plans.
- can narrate a story or relate the plot of a book or film and describe my reactions.
- can write simple connected text on topics which are familiar or of personal interest.
- can write personal letters describing experiences and impressions.^[1]

To achieve the goals of this course, it is necessary that you know what areas your students need to work on harder and what language contents require some review so that the planning of your school year addresses the particular issues of your group.

In the first class, when you meet your students, it is helpful to devote the complete session to the diagnostic assessment of your class. Start by welcoming them and introducing yourself. Invite students to answer specific questions about their background (their age, birthdate, family members, hobbies, and so forth) in order to figure out how well they can understand and answer simple

questions and connect ideas. This will help you start knowing your students and build an environment where they can feel stimulated and comfortable. An open and warm attitude towards them will help you establish the appropriate atmosphere for future classes.

After this, you can proceed to test vocabulary and handling of verb tenses. You can prepare a formal exam where you provide an input text (a profile or a biography, for example) and ask simple comprehension questions about it. Your text should be about personal information, physical description, and some life events from the past of a person. In this way, you will learn about how they can use and understand present and past, their range of adjectives, and the identification of language to exchange basic information related to contexts that are related to their experience.

Another option is to select and use the activities with posters included in your Class CD. The general activities for each poster will give you a very clear idea of the status of your class in terms of both speaking and writing ability. An advantage of using the *Come Together* posters for initial assessment is that they can allow you to carry out fun activities that do not feel like an exam. This game environment allows for work in small groups, where you will be able to identify the social skills of your students. The range of activities you can do with posters will allow you to assess and question students about their learning preferences and give you important clues about the multiple intelligences in your classroom.

This initial class will provide important information to plan your course according to the strengths and weaknesses you identify so that your class can reach the expected achievements for this English course.

^[1] From www.coe.int/lang-CEFR. Copyright is held by the Council of Europe: © Council of Europe

Unit 1

Social Learning Environment: Family and Community

Communicative Activity: Exchanges associated with specific purposes.

Social Practice of the Language: Exchanges views of a community service.

Final Product: Conversation Role-Play.

Student's Book		
Lesson	Activities	Pages
Explore	<i>Offer your students a variety of activities with which they can:</i>	8–10
	• Activate previous knowledge.	
	• Detect contextual clues (e.g. background noise, relationship of speakers, etc.).	
	• Identify form of communication (face to face or long-distance interaction).	
	• Distinguish intonation and attitude.	
	• Recognize topic, purpose, and intended audience.	
Learn	• Detect key words.	11–13
	<i>Guide your students for them to be able to:</i>	
	• Clarify the meaning of words and expressions.	
	• Exchange experiences.	
	• Notice language register.	
Apply	• Identify use of words and expressions that contain ideas (e.g. if, then, and, because, etc.).	14–16
	• Determine the structure of conversations: opening, body and conclusion, and the sequence of enunciation: description, instruction, etc.	
	<i>Guide your students for them to be able to:</i>	
	• Recognize speakers' actions that support meaning (e.g. adjusting volume, paraphrasing, making questions, etc.).	
Create	• Anticipate general sense.	17–19
	• Distinguish the composition of expressions: types of sentences and modal verbs.	
	<i>Provide information and help students to learn how to:</i>	
	• Select appropriate repertoires of words and expressions.	
	• Include relevant details and interesting information.	
	• Determine language register according to intended audience.	
	• Formulate and respond questions to ask for and give information.	
• Consult notes to remember information that is necessary to know.		
• Confidently and appropriately participate in brief conversations.		
	• Fluently take turns to speak.	



- Activate previous knowledge.
- Detect contextual clues (e.g. background noise, relationship of speakers, etc.).
- Identify form of communication (face to face or long-distance interaction).
- Distinguish intonation and attitude.
- Recognize topic, purpose, and intended audience.
- Detect key words.
- Assess use of own strategies.

CLASS 1

Materials: Class CD, dice.

Warmer: Greet and welcome your students. Tell them they are about to start their English course. Explain that they are going to play a game to get to know each other. Put students in groups of four or five. Show them the dice. Explain that each group will have a die (singular of *dice*). Tell them that they are going to take turns rolling the die. The number they roll is the number of sentences about themselves they are going to say e.g. Number 2: I am (name). I come from (city). Model the exercise. Monitor and help. Ask students: *Is there something about a classmate that you consider relevant / interesting / amusing?* Encourage them to report their classmates' answers.

Ask students to open their Student's Books to page 7. Have a volunteer read the activation question out loud. Put students in pairs. Tell them to discuss and answer the question. Encourage them to use English. Monitor and help. Ask volunteers to share their answers with the class.

Activate

1 Work in groups. Look at the community service projects, read the titles, and say two activities you think teenagers do in each program. You can use this exercise as portfolio evidence. Have students work on a separate piece of paper if necessary.

Write *Community Service* on the board and ask students what it is (unpaid work to benefit a community). Point out that people participate because they want to help others and improve their community and the world around them. Point out that there are many ways to that help make their community a better place to live, and even if students are not sure what they can do, they can often volunteer for a one-day event. There are often opportunities to do volunteer work with animals, with younger children, or to help the environment.

Hold up your Student's Book to page 8 and point to the first picture. To activate previous knowledge, elicit a description of what students can see in the first photograph. Ask them question such as *Where are they? What are they doing?* Share ideas with the class. Put students into pairs. Explain that, with in groups, they are going to describe what is happening in each picture. Monitor and help. Ask for volunteers to describe the different pictures. After each description, ask *Why do you think this makes the community a better place?* Encourage students to use English. Ask students to provide two additional examples of community service. Write their answers on the board and elicit how they help improve the community.

Answers: Answers may vary.

Identify

2 Listen to the conversation and circle the correct answer.

Ask students to close their eyes and say the sounds they can hear. Explain that those are background sounds. Tell them to think about the sounds that can be heard at a restaurant, an airport, and a supermarket. Elicit answers. Ask students to close their books. Explain that you will play the class CD for them to detect background sounds. Write the following questions on the board: *What sounds can you hear?* (phone ringing, hold music) *What do they tell you?* (This is a phone conversation. Brenda is in an office. Cindy is at home.) Play the Class CD. Tell students to write in their notebooks the answers to the questions on the board. Ask volunteers to read the answers out loud.

To prepare students to listen again and detect more contextual clues, ask: *Who are the speakers? Where are they? What is their relationship? How do they sound?* Tell students to open their Student's Books to page 9. Read the instructions out loud. Explain that you will play the Class CD again for students to circle the correct answer to complete the sentences. Ask different volunteers to read the prompts and options out loud. Play the Class CD. Monitor. Let students compare answers with a

partner. Play the Class CD again for students to confirm or correct their answers. Elicit the answers. When checking answers, ask questions. For the first prompt, ask: *How can you tell Brenda is in an office?* (the way she answers the phone and the hold music) For the second prompt, ask: *How do you know Cindy is at home?* (Cindy's Mom says dinner is ready) For the third prompt, ask: *What contextual clues help us know they are on the phone?* (phone ringing, hold music) For the fourth prompt, ask: *What contextual clues help us know the answer?* (We greet people we know and people we do not know differently.) For the fifth prompt, ask: *How can you tell Cindy is surprised?* (her tone of voice). For the last prompt, ask: *Which sentence does Cindy use to get information?* (I'm calling to ask about your youth volunteer programs.) Monitor and help.

Answers: 1 b 2 a 3 b 4 b 5 a 6 b

Explain something in an angry tone of voice. Ask students why you used that tone. Elicit answers. Read the information in the Skills box out loud. Have students notice that they knew your attitude because of your tone of voice. Ask different students to perform an attitude in different situations (e.g. someone saying *I'm very happy with my new pet* in a happy way, or *I'm really hungry* in an annoyed way). Ask them to use body language and pretend to be in that situation so their classmates understand.

Skills

Figure out

3 Work in pairs. Read the conversation and follow the instructions.

Read the instruction out loud. Ask them to individually read the conversation. Refer students to the Glossary on page 23 to clarify the meaning of words. Choose a volunteer to read the first step in the box. Explain that cognates are words that are similar in two different languages, for example, in English and Spanish. Write *service / servicio* on the board. Elicit three other examples from the conversation in Exercise 3 and ask volunteers to write them on the board. Explain that words that look like a word in Spanish, but do not share the same meaning, are called false cognates, for example, *exit* would be *salida*, not *éxito*. Point out that *library / librería* and actually / *actualmente* are also false cognates. Monitor and help. Elicit the answers and write

them on the board. Choose a volunteer to read the second step. Ask students to scan the conversation and circle words they know and that are not cognates. Monitor. Elicit answers and write some of them on the board. Choose a volunteer to read the third step. Have students highlight the words they do not understand. On the board, write the most common words students do not understand and elicit their meanings. To detect key words, have students identify which words and phrases are necessary to understand the conversation. Ask them to reflect on whether they understand the conversation better now that they know the meaning of key words.

Answers: 1 volunteer, local, program, action, service, project, community, information, particular 2 Answers may vary. 3 community service, environmental, local town program

► **Next class:** Bring cards and strips of paper with the following actions: paint the walls, recycle, plant a tree, build houses, pick up garbage, go to the doctor. Ask students to bring their bilingual dictionaries.

CLASS 2

Materials: Cards, strips of paper, bilingual dictionaries

Warmer: Greet your students. Divide the class into two groups. Explain that you will perform an action for them to guess. Once they have guessed, explain that volunteers from each group will take turns going to the front of the class. You will give each volunteer a strip of paper with an action to perform in the same way for his / her teammates to guess. The group has only 30 seconds to try to guess the action. Monitor.

Practice

4 Read the conversation in Exercise 3 again. Answer the questions.

Ask students if they remember who Brenda and Cindy are. Elicit answers. To recognize topic, purpose, and intended audience, ask for volunteers to retell the conversation. Help them by asking: *Who are the speakers? What does Cindy want?* Put students in pairs. Explain that they are going to role-play the conversation. Have students choose who will play