



English **Connect**

Student's Book

3

Module



Social Learning
Environment:

Family and community

Social Practice of Language

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

Communicative Activity

- Exchanges associated with information of oneself and that of others

Achievements:

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

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

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Opening

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



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

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

Class Planner


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

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

Other evidence: _____

Development

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

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



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

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

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

 p.25

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

disappointed amused sad frustrated surprised

I think David felt **frustrated** because his team lost.




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

Language skills

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

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

Then, in pairs, discuss the following.


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

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

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

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



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


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

a. What happened?

b. Who was involved?

c. How does Allie sound?

d. How does Allie feel? Why?

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

a. What happened?

b. Who was involved?

c. How did you feel?



Chapter 1

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

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

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

11 Self-assessment Answer the questions.


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


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

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

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

1  04 Listen to a conversation between three students. Discuss as a class what it is about.

2  04 Read and listen to the conversation again and discuss the questions in pairs.

Ana: Hi, guys!

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

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

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

Pete: Err... well...

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

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

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

Jessy: Right. What do you suggest?

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

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

Ana: Sure! Let's do it!



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

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

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

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


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

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

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

Language skills

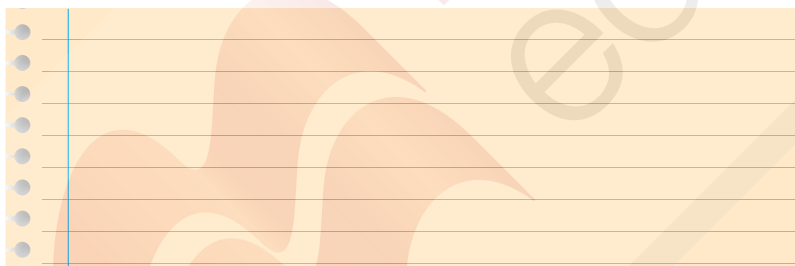
When you report what other people said, the verb, pronouns, and time expressions change. It is called **reported speech**. Example: "Everything **has** to be ready at nine," said Mr. López. / Mr. López **said** that everything **had** to be ready at nine. You can use the verb **say** or **tell** for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

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

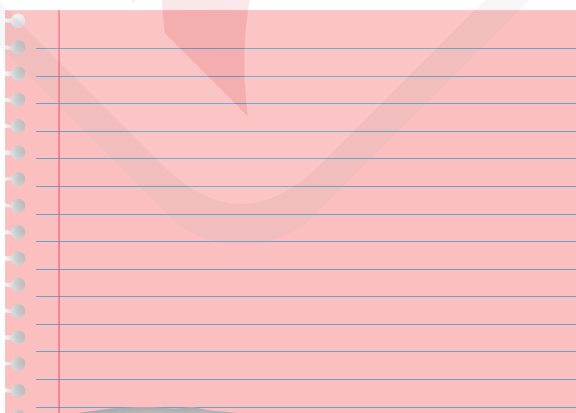


- 6 Pete is telling you about the situation in Activity 2. In pairs, write one question for each main idea in Activity 3 to ask about details and get additional information.

Why didn't Ana bring the poster to class?



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



Language skills

We use different connectors or linking words depending on the information we want to share, add, or contrast.

Use **when** or **then** to state sequence in an event that is connected to another one.

Use **besides** or **and**, to add more information. Use

however or **but** to contrast two ideas, for example, Everybody was happy for Anna. However, she didn't look pleased.



8



FOR YOUR PRODUCT

Classify the information for your final conversation about unexpected situations in the organizer.

Main ideas

Events:

Details

Feelings

9



FOR YOUR PRODUCT

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

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



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

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



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

- Were the events in the conversation in order?
- Were events linked using connectors?
- Did your partner use reported speech when relevant?
- Which aspects does he/she need to improve?

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

Product Step 3 You are going to describe unexpected events.

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

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

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

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

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

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

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

Kim: Oh! What happened?

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

Kim: What?

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

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

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



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

What do you mean?

Well, you know...

4 Discuss with a partner.

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

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

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


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


Language skills

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

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

Student A	Student B
Yesterday something really funny happened.	What happened?

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

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

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



Chapter 1

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



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

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

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

CLOSURE

Participate in an oral presentation

PROCESS

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



ICT

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

CREATE

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



CONCLUSIONS

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

FINAL PRODUCT ASSESSMENT

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

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

SET GOALS

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

TEAMWORK

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

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

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

Why is teamwork important?



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STRATEGY: Understanding words by context

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

a. Stand:

1. a market stall

2. an impression

3. a point of view

b. Add:

1. to celebrate

2. to organize

3. to put with another thing

c. Cutout:

1. a picture

2. a piece of paper

3. a piece of cloth

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

Language skills

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

GLOSSARY

amused: (adj) entertained or interested by something.

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

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

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

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

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

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

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

share: (v) to tell someone something.

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

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

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

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

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