Sunburst

3

Secondary

Teacher's Guide

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P Pearson

Sunburst

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Secondary

Teacher's Guide

Dear teacher,

Welcome to **Sunburst 3**! Our main concern when developing this book was to provide you with real-life situations that may be helpful for you to actively involve your students in the acquisition of English as a second language. We selected themes that may be attractive for them to create learning environments in which they will naturally use the language to communicate.
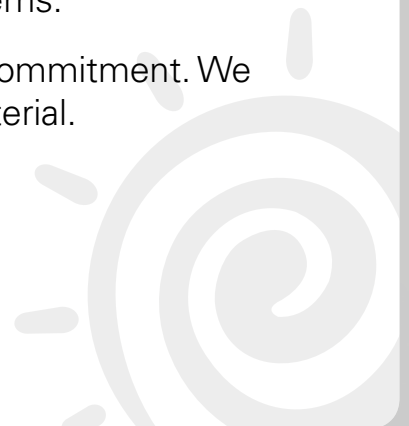
During this journey, students will develop their skills and language awareness to gradually become more accurate. Here you will find plenty of suggestions on how to work on each of the activities provided in the 10 units, and you will also find support to adapt the curriculum to different necessities and learning styles. Reading skills will also be developed during each of the units with the aid of parallel activities to work with fact and fiction selections provided in the Reader's Book.

As we are convinced that one of the most important abilities students must develop to become life-long learners is metacognition, the program pays special attention to provide situations for students to reflect upon their learning process giving them the chance to identify the ways in which they learn. Besides, in each unit, you will find cross-curriculum activities as well as opportunities to develop research abilities and to work cooperatively to enhance critical thinking skills and creatively solve real-life problems.

Thank you in advance for your enthusiasm and commitment. We really hope you and your students enjoy this material.

Sincerely,

the authors

Contents

Introduction to the Course

The Learning Experience

Nowadays the learning process should be focused on the development of skills and abilities in students that may help them solve problems creatively and respond to daily situations applying their knowledge. Objectives are no longer isolated but integrated in a way that lead students to accomplish this goal. Students should be able to develop the ability to adapt and continue learning by themselves throughout their lives. And they should also be conscious that they are part of a community to which they must contribute with these skills, always guided by democratic values.

Our role is to provide them with a learning environment in which they may be able to have significant experiences that can lead them to develop the skills they need. Specifically, in a second language acquisition process, they should have opportunities to communicate and interact in real-life situations. For that purpose, Sunburst series has focused on building an appropriate context for their age interests, choosing relevant materials that may give students the chance to perform social practices, interacting both between themselves and with their teacher, who will act as a guide for them to reach specific achievements. Activities are designed to smoothly guide them through this process, practicing the four language abilities

(reading, writing, listening, and speaking) to express ideas, organize their thoughts, develop critical thinking, and participate in cultural interactions in different learning environments:

- Family and community environment
- Recreational and literary environment
- Academic and educational environment

Each lesson offers a wide range of guided and semi-guided activities that will model what students will have to do in an independent way to prepare their product. The role of the teacher is to facilitate and support them, making them feel confident. At the end of each unit, students will present a product that will reflect their accomplishments concerning the achievements according to the social practice of the language.

Collaborative learning is a key element so it is very important to build a respectful atmosphere where your students may commit to work together to attain common goals. It also helps to identify strengths and areas of opportunity for each of your students so that they can get together in teams in which every one of them may actively contribute. Students who are more proficient may help the ones who are struggling to develop specific skills.

Introduction to the Course

Organization

Sunburst is organized into 10 units. We suggest that each of them should be covered in 12 sessions. Each unit is divided into three lessons that are subdivided into three 50-minute sessions. At the end of the three lessons, the book provides reading activities, some guidelines to wrap-up the product students have to make, and a format for peer assessment to be used after the product presentation. It also includes one page with activities that guide them to perform self-assessment, identifying the activities that helped them the most, visualizing the stages they followed to create their product, and reflecting upon their achievements and areas of opportunity. In every unit, you will also find some instructions which aim to set the tone and get students to begin thinking and focusing on English; and at the end of some sessions, you will find suggestions that will give them some food for thought or will simply round up what was seen.

Each lesson will guide students to develop the skills they learn to gradually attain the achievement. The first session gives them a brief introduction of the theme and includes activities to engage their interest inviting them to share previous knowledge or experiences. During the second session, students will acquire new skills working in guided activities both individually and in cooperative pairs or teams. During the third session, students will practice the skills they acquire working in semi-guided activities. At the end of the third session, they will apply this knowledge and new skills in a more independent way to resolve tasks that will lead them to the elaboration of their products. At the very end of this session students will self-evaluate to what extent they were able to fulfill the achievement(s) expected for that lesson.

During the three sessions, they will also have the opportunity to enrich their vocabulary with real context language presented in the reading texts and listening activities. Encourage students to create a class glossary in which they will include all the terms that they think may be useful for them. Give them the opportunity to decide which elements to include (charts, pictionary, English definition, Spanish definition, etc.) in order to make it meaningful and productive for them.

Suggested lesson schedule for teaching a unit

	Session 1	Session 2	Session 3
Week 1	**Lesson 1**	**Lesson 1**	**Lesson 1**
Week 2	**Lesson 2**	**Lesson 2**	**Lesson 2**
Week 3	**Lesson 3**	**Lesson 3**	**Lesson 3**
Week 4	**Reader's Activities**	**Product**	**Product Presentation**

Introduction to the Course

Features

Glossary

Every lesson will present 10 new vocabulary words related to the theme of the unit which they may check in the Glossary at the end of their books. The Glossary Icon will indicate in which activities they are presented. These words will be practiced throughout the unit and may be included in each unit's product. It is very advisable to invite students to use them both in the resolution of the activities and in the elaboration of their product. As we already said, at the end of each unit, students will practice them in a ludic way. Remember students will also create their own class glossary with your guidance.

Appendix

You will also find in some of the activities an Appendix Icon which includes a page number. Every time you find it, check with your students the information provided on the corresponding page in the Activity Book. This information may refer to Language aspects or to the development of Skills. In this Teacher's Guide we suggest how to approach it in each specific case: Sometimes students will infer the information and the Appendix will only reinforce their knowledge, in other cases it will provide structures or expressions for them to use in the development of their social practices, or finally, it will give them tips or suggestions on how to perform a task.

Portfolio

You will see some activities marked with a Portfolio Icon. This indicates that the outcome of that activity is meant to be used as evidence that will be filed in the students' portfolios. If your portfolio is physical, you may ask students to copy the activity on a sheet of paper; if it is digital, you may ask them to take a picture of the activity or, in some cases, they may create a video or an audio file.

Learning to Learn

Every unit also includes a Learning to Learn box with a question that will guide students to reflect upon the way they learn. You will notice that it also includes a page number where we provide information related to it. Here you will also find some guidance on how to coach your students to transform this information into significant experiences that will help them become more responsible for their learning process.

Reader's Book

In the second session of each lesson you will find the Reader's Book box which includes a question that sets a goal to develop your students' reading strategies. In order to answer that question, they should read the pages indicated. These questions are formulated in a way that will help students exercise a broad variety of skills such as predicting, inferring, sequencing, etc., for which you will find suggestions in this Teacher's Guide.

Introduction to the Course

Time to Shine!

Finally, the Time to Shine! box will give students the opportunity to "shine" by contributing with extra information related to the theme of the unit. We know that many of your students may have different cultural backgrounds; these tasks or questions will allow them to share with the class a little bit of theirs.

It is also important to mention that knowledge is continually recycled, so as you start to advance, you will find references to skills that were developed in previous lessons; be ready to encourage your proficient students to tutor the ones who may be struggling in the development of those skills.

This Teacher's Guide also offers you an Evaluation Tool at the end of each unit with which you may evaluate individually each of your students. This instrument is already adapted to cover the achievements that they should attain so it will make the evaluation process a lot easier for you.

Differentiated Instruction

Experienced teachers know that every time they enter a classroom they will meet the challenge of trying to include every single student in the learning process. Each of your students has different needs, whether they are advanced learners, struggling students, students from varied backgrounds and cultures, or even students with different learning styles. Because of this, teachers must always be committed to proactively modify curriculum, teaching methods, resources, learning activities, and student products to address all of their needs.

This book includes two suggestions of differentiated instruction strategies per lesson. These strategies are focused on identified key concepts, skills, or principles that students should learn, giving you an option to apply them once you recognize your class's needs. In each lesson, you will be given specific suggestions on how to apply the following strategies:

Introduction to the Course

Differentiated Instruction Strategies

- **Bubble Map:** It organizes describing attributes of something; great for visual students.

- **Choral Response:** It is an excellent way of overall assessing without singling students out.

- **First of Five:** It helps shy students to start participating.

- **Flow Map:** It shows sequencing, orders, time lines, cycles, and relationships between stages and sub-stages of events.

- **Four Corners:** It helps shy or struggling students to give an opinion and kinesthetic students to relax.

- **Gather Background Information:** It helps you include all your students in a way in which they feel you care about them.

- **Group Based on Goals:** It differentiates tasks by giving different objectives to students depending on their interests, abilities or knowledge.

- **Individual Respond Card:** It helps shy or struggling students participate without the fear of being heard.

- **Individualized Feedback:** It helps struggling students develop a task with more support and guidance.

- **Jigsaw:** It is a fast, effective way to cover new information; it decreases student workload and encourages collaboration.

- **Mini Lesson:** It offers a quick reminder of a theme that has already been taught before to students who need it.

- **Open-ended Questions/Statements:** It lets every student, regardless of their ability, to approach the theme.

- **Speedometer:** It allows struggling students to use a kinesthetic response to show whether they accomplished a goal.

- **Stimulate Student Senses:** It is a great way to stimulate students' response and engage them with a theme.

- **Task Card:** It differentiates goals depending on students' interests and abilities.

- **Think-Pair Share:** It is a great way to use peer tutoring; always try to form pairs in which both may contribute in a different way to attain the achievement.

- **Three-minute Pause:** It exercises students' summarizing skills; verbal students will love it.

Course Components

Activity Book

The activities in each lesson follow a sequence that goes from guided to semi-guided and finishes in free practice to promote a gradual development of student's skills.

- Ten units, each with three four-page lessons to be divided in three sessions.

Every unit includes:

1. Unit Opener which includes pictures and a big question that guide students into the theme of the units

2. Activities that:
   - foster the practice of the four skills
   - involve critical thinking
   - practice problem solving abilities
   - imply cross-curricular activities
   - encourage cooperation in different ways of interaction
   - familiarize students with language structures in real-life situations
   - invite students to actively participate and think about their learning process
   - adapt to different learning styles and levels

3. A step-by-step process to elaborate the product that practices the skills developed in each of the lessons

4. Reader's Book activities linked to the content and skills developed in each of the units

5. A ludic vocabulary review

6. Suggestions to self-assess their products before their presentation

7. An Appendix organized by lessons where students will find useful information to perform the task they are assigned. It is divided into three sections:
   - Language
   - Skills
   - Learning to Learn

8. A list of irregular verbs

9. A glossary with the meanings of the new words presented in each lesson

10. On-line references to encourage students to go beyond their books using technology

Teacher's Guide

A comprehensive guide that contains plenty of suggestions and information to successfully guide students through their learning process, such as:

1. Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books

2. Answer key provided in a reproduction of the Activity Book and in the Activity Book Answer Key section at the end of the guide

3. Suggestions per lesson and per unit on how to work with the Reader's Book

4. An evaluation tool per unit that totally corresponds to the aspects to be assessed

5. An introduction of the program which explains the methodology to be used and how the components are linked to create appropriate environments to perform social practices of the language

Course Components

6. A scope and sequence section which gives you an overall view of each of the units
7. A pronunciation guide to help you practice phonetics with your students
8. A list of useful expressions in the classroom to provide your students with vocabulary that make them feel confident
9. Audio scripts of all the audios used in the program
10. Ten worksheets to sum up the contents of each unit

Reader's Book

It includes 10 texts (both fact and fiction) that will expand on the Activity Book's topics and real-life situations so students get further practice. Specifically, the texts:

- Promote reading through appropriate material for students' age and interests
- Present models to review social practices of the language
- Practice critical thinking and problem solving
- Develop reading skills
- Stimulate creativity and imagination
- Provide new vocabulary words
- Foster research skills

After each text, you will find some activities through which students can develop and somehow test their reading skills. Nowadays, technology is another skill to be mastered in society and, therefore, to be addressed in the classroom. In order to help students with their tech development in English, this section introduces an Information and Communication Technology (ICT) box with a link to a text, video, activity, or other multimedia or interactive materials that will help students not only develop their ICT skills and practice English, but also reflect upon the unit's topic or a related topic.

CD

It includes authentic material recorded with different pronunciations for the listening and reading activities to help students:

- Improve pronunciation
- Practice listening skills and language abilities

It also includes PDF files with:

- the flashcards for all the vocabulary words presented in each unit
- all the Evaluation Tools suggested for the 10 units
- 10 worksheets, one per unit, that may help you expand your work
- the Appendix pages from the Activity Book for your reference

Scope and Sequence

Unit 1 (pp. T8-T23)

Family and Community Environment **Communicative Activity** Exchanges associated with specific purposes	**Social Practice of the Language** To talk about cultural habits of different countries

Achievements	Vocabulary	
• Negotiate the topic of a conversation. • Exchange propositions and opinions to initiate a conversation. • Formulate and answer questions to go deeper into the conversation. • Use strategies to keep a conversation going about cultural habits and also conclude it.	• bow • burp • concern • cutlery • doze	• host • nap • prayer • slurp • widespread

Language	Learning to Learn	Audio
• Words to determine qualities or properties • Adjective order • Interrupting an interlocutor appropriately	Tips to participate in a conversation	Tracks 2-5

Skills	Reader's Book
• Differentiating facts from opinions • Supporting arguments with examples and evidence	"Are our Habits Completely 'Normal'?" pp. 5-16, Track 45

Product	Evaluation Tool
Conversation	Scale to Value Performance

Activity Book


Reader's Book

☼ Scope and Sequence

Unit 2 (pp. T24-T39)

☼ **Recreational and Literary Environment** ☼ **Communicative Activity** Literary expression	☼ **Social Practice of the Language** To read poems	
Achievements • Select and explore poems. • Understand general sense, main ideas, and some details. • Describe moods. • Write sentences based on words and expressions that communicate moods.	**Vocabulary** • anvil • burden • dare • diverged • fair	• ominous • sinews • startled • thy/thine • thee
Language • Comparative and superlative adjectives • Relative pronouns • Reflexive pronouns • Words to express emotions • Homophones	**Learning to Learn** Tips to read a poem	**Audio** Tracks 6-13
Skills • Analyzing a poem's structure • Identify implicit and explicit information	**Reader's Book** "Are You Scared of Poetry? Don't Be!" pp. 17-28, Track 46	
Product Inventory of Emotions to Recite a Poem	**Evaluation Tool** Self-evaluation Card	

Activity Book

Reader's Book
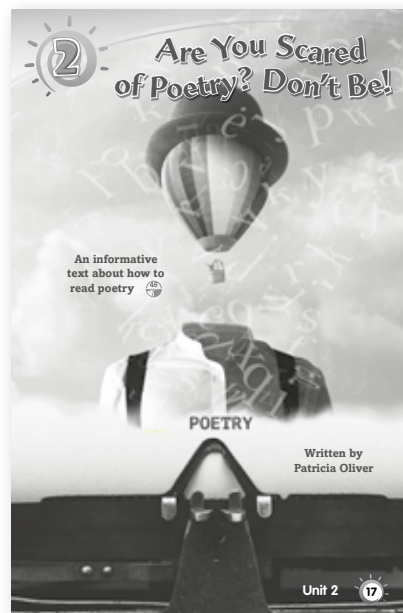
⊚ Scope and Sequence

Unit 3 (pp. T40-T55)

⊚ **Academic and Educational Environment** ⊚ **Communicative Activity** Interpretation and follow-up of instructions	⊚ **Social Practice of the Language** To interpret and write instructions to perform a simple experiment	
Achievements • Select instruction sheets and evaluate their content and structure. • Interpret instructions. • Write instructions. • Edit instruction sheets.	**Vocabulary** • baking soda • commit • cuff • enforcement • funnel	• guilty • pour • roll • spoonful • strap
Language • Imperatives • Gerunds and infinitives • Connectors • Question words	**Learning to Learn** Giving constructive feedback	**Audio** Tracks 14-15
Skills Writing effective instructions	**Reader's Book** "Let's Do Science!" pp. 29-40, Track 47	
Product Instructions for an Experiment	**Evaluation Tool** Peer Evaluation Card	

Activity Book

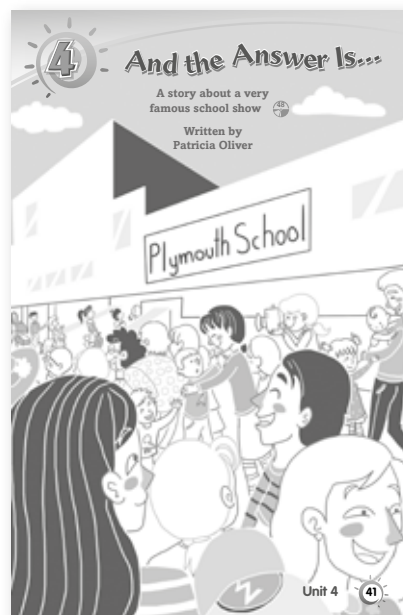## Reader's Book

Scope and Sequence

Unit 4 (pp. T56-T71)

Family and Community Environment

Communicative Activity
Exchanges associated with media

Social Practice of the Language
To exchange emotions and reactions caused by a television show

Achievements
- Examine television programs.
- Interpret general sense and some details.
- Write notes about emotions and reactions to participate in an exchange of views.
- Share emotions and reactions.

Vocabulary
- disdainful
- focused
- guilty
- perish
- pride
- sound effects
- soundtrack
- strayed
- subtitles
- tickers

Language
- Phrases to express emotions
- Cause and effect connectors
- Writing questions

Learning to Learn
Interpreting non-verbal language

Audio
Tracks 16-23

Skills
Language registers

Reader's Book
"And the Answer Is…" pp. 41-52, Track 48

Product
Interview

Evaluation Tool
Control Card

Activity Book

Reader's Book

Scope and Sequence

Unit 5 (pp. T72-T87)

Recreational and Literary Environment **Communicative Activity** Recreational expression	**Social Practice of the Language** To guess and formulate hypotheses about past events

Achievements	**Vocabulary**	
• Choose a past event. • Describe enigmatic events. • Formulate hypotheses to guess riddles that explain past events. • Participate actively in a game to solve riddles and reflect upon its procedures and rules.	• clever • downpour • numismatist • packed • soaked	• stagger • stroll • track • unravel • wound

Language	**Learning to Learn**	**Audio**
• Modals of deduction • Homonyms and words with multiple definitions • Third conditional	Formulating hypotheses	Tracks 24-26

Skills	**Reader's Book**
Deductive reasoning	"Looks Can Be Deceiving" pp. 53-66, Track 49

Product	**Evaluation Tool**
"Riddle Solving" Game	Anecdotal Record

Activity Book

Reader's Book

⊚ Scope and Sequence

Unit 6 (pp. T88-T103)

⊚ **Academic and Educational Environment** ⊚ **Communicative Activity** Exchanges associated with specific purposes	⊚ **Social Practice of the Language** To write agreements or disagreements to participate in a debate about art
Achievements • Look for a topic of interest in various sources. • Read texts and interpret general sense, key ideas, and details. • Assess agreements or disagreements about a topic of interest for writing arguments. • Participate in a debate.	**Vocabulary** • achieve • springboard • canvas • surrealist • deny • tagger • epicenter • two-edged • fumes • vandalism

Language • Passive voice • Possessive genitive • Paraphrasing • Useful phrases for a debate	**Learning to Learn** Participating in a debate	**Audio** Tracks 27-29

Skills • Writing arguments • Textual organization	**Reader's Book** "Can We Define Art?" pp. 67-78, Track 50
Product Debate	**Evaluation Tool** Scale of Descriptive Assessment

Activity Book

Reader's Book

⊚ Scope and Sequence

Unit 7 (pp. T104-T119)

⊚ **Family and Community Environment** ⊚ **Communicative Activity** Exchanges associated with information about oneself and others	⊚ **Social Practice of the Language** To interpret and provide descriptions of unexpected situations in a conversation

Achievements • Listen to and assess descriptions of unexpected situations shared in an oral exchange. • Interpret general sense, main ideas, and some details. • Describe unexpected events.	**Vocabulary** • baggage • literally • calm down • sneakers • cheer up • spill the beans • crowded • stuff • get rid of • take it easy

Language • Direct and indirect speech • Double negatives • Useful phrases to repair communication breakdowns • More adverbs	**Learning to Learn** Tips for dealing with unexpected situations	**Audio** Tracks 30-35

Skills Tips to keep the attention of your audience	**Reader's Book** "Expect the Unexpected" pp. 79-92, Track 51

Product Oral Testimony	**Evaluation Tool** Control Questionnaire

Activity Book

Reader's Book
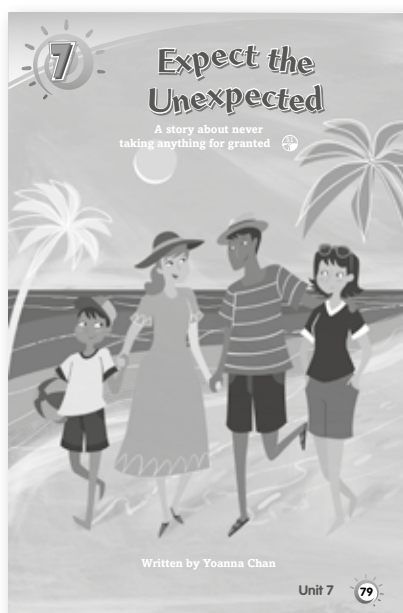
Scope and Sequence

Unit 8 (pp. T120-T135)

Recreational and Literary Environment Communicative Activity Understanding oneself and others	Social Practice of the Language To read fantasy or suspense literature to evaluate cultural differences

Achievements	Vocabulary	
• Select and revise narratives. • Read narratives and understand general sense, main ideas, and details. • Describe characters. • Complete and write statements from characters' actions and features.	• attempt • dreary • endeavor • fretwork • glimmer	• infuse • neglect • overcome • stubborn • tame

Language	Learning to Learn	Audio
• Perfect tenses • Verb forms • Conditionals	Express personal reactions	Tracks 36-39

Skills	Reader's Book
Understanding the plot	"A Secret Trip," pp. 93-106, Track 52

Product	Evaluation Tool
Comic Strip	Rubric

Activity Book

Reader's Book

Scope and Sequence

Unit 9 (pp. T136-T151)

Academic and Educational Environment	Social Practice of the Language
Communicative Activity Search and selection of information	To write a brief report on a historical event

Achievements	Vocabulary	
• Select and revise descriptions of historical events. • Understand historical texts content. • Write brief reports • Edit reports.	• barricade • cloak • dye • flax • flee	• loincloth • sheath • shawl • split • wig

Language	Learning to Learn	Audio
• Use of auxiliaries • Adverbs to specify information • Connectors of time and sequence • Double genitive • Relative clauses	Designing concept maps	Tracks 40-42

Skills	Reader's Book
• Differentiating main and secondary ideas • Writing a research report	"Building Walls," pp. 107-118, Track 53

Product	Evaluation Tool
Report on a Historical Event	Questionnaire

Activity Book
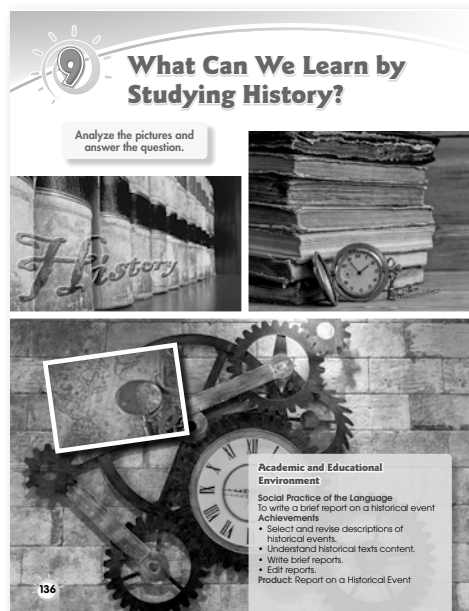
Reader's Book
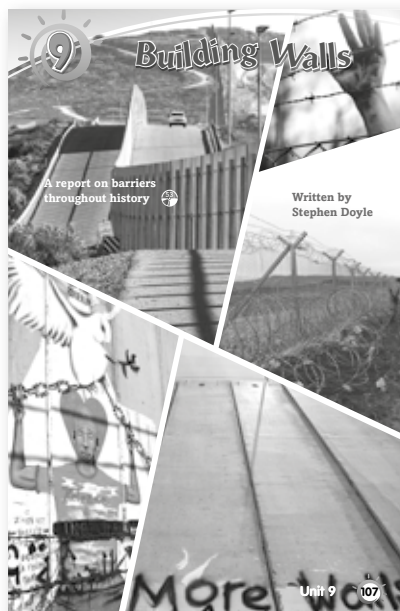
Scope and Sequence

Unit 10 (pp. T152-T167)

☀ **Family and Community Environment** ☀ **Communicative Activity**	☀ **Social Practice of the Language**
Exchanges associated with the environment	To discuss concrete actions to address youth rights

Achievements	**Vocabulary**	
• Present an initial proposition. • Assume a personal posture and anticipate those of others. • Offer counterarguments and defend their posture in a discussion.	• accommodation • address • ban • covenant • curriculum	• facility • fulfill • labor union • public affairs • refrain

Language	**Learning to Learn**	**Audio**
• Using tentative language • Words and expressions to build arguments • Comparing by using "as … as" • Useful phrases for a discussion	Public discussions	Tracks 43-44

Skills	**Reader's Book**
Fact vs. opinion	"You Can't Silence Us!" pp. 119-132, Track 54

Product	**Evaluation Tool**
Public Discussion	Scale of Descriptive Assessment

Activity Book

Reader's Book

Pronunciation Guide 🌐 ⑤⑤

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/tiː/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔːl/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/siː/
z	zoo	/zuː/
ʃ	shoe	/ʃuː/
ʒ	vision	/ˈvɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vocals and diphthongs

iː	see	/siː/
i	happy	/ˈhæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑː	father	/ˈfɑːðə(r)/
ɑ	got	/gɑt/ (British English)
ɔː	saw	/sɔː/
ʊ	put	/pʊt/
u	actual	/ˈæktʃuəl/
uː	too	/tuː/
ʌ	cup	/kʌp/
ɜː	fur	/fɜː(r)/
ə	about	/əˈbaʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)