

# Stand up and speak out!

## Unit aims

- Read and understand a homepage and a campaign poster.
- Listen to sections of a song.
- Learn and practice vocabulary to describe people.
- Learn and practice *should* and *must*.
- Produce a video for an anti-bullying campaign.
- Write a class contract.



## Starting out

- 1 What is bullying?
- 2 How are the images related to bullying?



## Reading

### ■ Pre-reading

- 1 What do you know about anti-bullying campaigns? Share your ideas with your teacher and classmates.
- 2 Read the homepage below quickly. Then write YES or NO.
  - a The title of the web page is *Kia Ora!* \_\_\_\_\_
  - b It is the website's homepage. \_\_\_\_\_
  - c It does not have links to other web pages. \_\_\_\_\_
  - d The section TAKE ACTION takes readers to ideas on what people can do to stop bullying. \_\_\_\_\_
  - e It isn't possible to share the homepage with others on a social network. \_\_\_\_\_

### Stay Tuned

*Kia ora* means "welcome" in the Maori language. Maori is the language of the New Zealand aborigines. This expression was incorporated into the variant of New Zealand English. You can see it on many welcome signs in the country.

### Looking at the Text

The text on the right belongs to a **homepage**. Homepage is a text genre. Its aim is presenting the general content of a website. It is similar to a newspaper page in many aspects, such as the use of images and keywords. One of the most important characteristics of the genre are the links that take you to other pages when clicking on them.

http://onevoiceresource.squarespace.com/

LIVE FOR TOMORROW

ONE VOICE DISCUSSION RESOURCE

HOME THE SONG THE STORY TAKE ACTION CREDITS LFT CHAPTERS GET HELP

**Kia Ora!**

My name is Nakita Turner. I'm a 15-year-old singer/songwriter from New Zealand and I have a passion to stop bullying. This free online resource, produced in partnership with **Live For Tomorrow**, is here to help you start a conversation within your school and communities about reducing bullying and supporting each other. It's pretty easy to use. Just start scrolling!

SHARE ON FACEBOOK

Available at: <<http://onevoiceresource.squarespace.com/>>.

### ■ While reading

- 3 Read questions a–d. Then read the homepage again to find the answers.
  - a Who is the girl in the picture? \_\_\_\_\_
  - b What is her passion? \_\_\_\_\_
  - c What is she announcing? \_\_\_\_\_
  - d What does the pronoun *It* in "It's pretty easy to use. Just start scrolling!" refer to?
 

☐ The free online resource.
 ☐ Nakita Turner.
 ☐ Live For Tomorrow.

- 4 Read the poster. Then answer the questions according to the text.



### Reading Tip

#### Pronouns

Pronouns can be used to replace nouns already mentioned in the text. Personal pronouns are normally used with this intention. They are divided into subject pronouns (I, you, he, she, it, we, they) and object pronouns (me, you, him, her, it, us, them).

**Read the homepage and the poster again and circle the personal pronouns that replace nouns. Then underline the words they refer to.**

- a What is the objective of the poster?

\_\_\_\_\_

- b Write three examples of good behavior and three examples of bad behavior on online social networks.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 5 Look again at the homepage and poster on pages 42 and 43. Then complete the sentences with *posters*, *homepages* or *both*, according to their features.

- a \_\_\_\_\_ use written text and visual resources to convey meaning.  
b You can see \_\_\_\_\_ only on the Internet.  
c You can see \_\_\_\_\_ displayed on walls of public places.

## Post-reading

- 6 Does your school promote anti-bullying campaigns? If not, do you think this is an important thing to do? Discuss with your teacher and classmates.

### The World of English

The most common expressions in English related to bullying you find on the Internet are:

**School** - Seventeen states require that staff report school bullying.

**Victim/s** - Students are victims of school bullying.

**Students** - Students who experience/report bullying ...

**Prevention** - Bullying prevention programs.

**Incidents** - Most adults can remember bullying incidents.



## Listening

### Song: *One Voice*.



1

The verses below are from the song “One Voice”, composed by Nakita Turner for the anti-bullying campaign on page 42. Listen and match the verses to the people they refer to. Pay attention to the words in *italics*.

a

There's a *girl* I see that *she's* hurting  
I'm sure *she's* hiding scars  
Do they only know me when they need me?  
It pulls her shoulders down

b

There's a *boy*, he carries a great weight  
He *is* often pushed to the ground  
And *he* cries when no one is watching  
And pain shows in his eyes

[chorus]

c

Do *they* know all the pain that it's causing?  
Forcing people to run and hide  
With the words that are filled up with poison  
And threats that bring us fear

A person who suffers bullying.

Bullies.



TURNER, Nakita. One Voice. Auckland: Parachute Music, n.d. Available at: <<http://onevoiceresource.squarespace.com/>>.



2

Now listen again to the chorus of “One Voice”. Number the lines 1–6 in the order that you hear them.

- a ☐ One voice can change the world.
- b ☐ One voice can heal the pain.
- c ☐ One voice can make a difference.
- d ☐ One voice can change the world.
- e ☐ One voice can make it better.
- f ☐ One voice can make it right.

### Language Corner

**change** (v.) – make something different

**heal** (v.) – cure of disease or disorder

**pain** (n.) – a feeling that you have in part of your body when you are hurt or ill

3

Considering the context of the song and the campaign, whose voice is probably the one referred to in *One voice can change the world*? Discuss with your teacher and classmates.



## Vocabulary

### Describing vs stereotyping

- 1 Look at the silhouettes and discuss the questions with a classmate.



- Are the words written on the bodies positive or negative?
- What effect do you think name-calling has on people?
- Do you think it is possible to describe someone only by one aspect? Why (not)?

### Language Corner

**name-calling** – the act of using insulting words to offend someone.

**stereotype** (v.) – to judge a person or group of people by establishing a very firm and simple idea of them.

- 2 Below is a list of less offensive synonyms for some of the words in Activity 1. Match them with their antonyms.

- |                |                                      |
|----------------|--------------------------------------|
| a artificial   | <input type="checkbox"/> easygoing   |
| b melodramatic | <input type="checkbox"/> interesting |
| c lazy         | <input type="checkbox"/> energetic   |
| d tedious      | <input type="checkbox"/> authentic   |

- 3 Read an extract from an online article. Complete the sentences with the words from the box.

attentive    entertaining    honest  
supports    unique

### How To Find True Friends

What are the qualities of a good friend? True friendships can start instantly but they take time to build. Here are a few qualities to look for when making friends as a teen – and beyond.

#### 1. A good friend is \_\_\_\_\_.

Good friends may not share every detail of every second of their life, but they do try to be clear about their intentions. This means that they try to present an accurate picture of who they are and how they respond in different situations. When something doesn't seem right, they let you know.

#### 2. A good friend is \_\_\_\_\_.

This is a given, and probably the reason you became friends in the first place. But there's a lot to be said for chemistry and shared interests.

As for fun, it depends on how you define it: Some friends are fun because they're the life of the party, while others are fun because they notice every strange little detail about a situation. Some people are fun simply because they see life like no one else does.

#### 3. A good friend is \_\_\_\_\_ and adaptable.

A good friend [is] a fairly good listener and notices how little, day-to-day things affect you. She can't read your mind, but chances are she can usually tell when you're happy, sad, excited, shocked or upset. If a good friend is aware that she's doing something that annoys you, she'll try to change her ways or at least talk to you about it.

#### 4. A good friend \_\_\_\_\_ you and your goals.

Sure, your friend may think you're cool, but is he on the same page as you? Does he know what you want most out of life? A really good friend will know what makes you tick and help you become the person you want to be. They won't try to change who you are, drag you into situations that make you uncomfortable or put you at risk of losing something that matters.

STEVENSON, Jessica. How to find true friends. 8 Qualities of a Good Friend  
Available at: <<https://www.liveabout.com/how-to-find-true-friends-3196437>>.

- 4 Work in pairs. If you could add an item to the article above, what would it be?

#### 5. A good friend is \_\_\_\_\_

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Modal verbs – *should* and *must*

- 1 Read a post about cyberbullying on a school blog. Then write T (true) or F (false).

May 22, 2018  
Violet County Schools > School List > Blog Talk for Students

**Let's chat ...**

Students, teachers and parents are invited to join in our blogs. Blogging is an innovative technology tool that allows people to share information and participate in discussions online. Students should use their first name only or use a nickname when participating in our blogs.

Ms Pittman (23/05/2018 2:34 pm)

After completing the e-Cyberbullying lesson, can you explain why "cyberbullying" is a serious offense? And what should you do to stop it?

Travis (23/05/2018 3:52 pm)

Cyberbullying is a serious offense because it means that one person is using the Internet, like social media or text messages, to intentionally hurt or embarrass someone else. You should not reply to a cyberbully and you should report the situation to an adult you trust. If a friend is getting cyberbullied, you should say nice things to them and show them you care. If they are cyberbullying someone, you should tell them to stop. You should change your social media settings to private or friends only.

- a Only students and teachers can post on the school blog. ☐
- b The blog recommends students use their first name or a nickname when posting. ☐
- c According to Travis, it is a good idea to leave your social media settings as public. ☐

## Understanding Language

- 1 Read some excerpts from the posts in Activity 1 again.

- a "...you should report the situation to an adult you trust."
- b "If they are cyberbullying someone, you should tell them to stop."
- c "You should not reply to a cyberbully [...]"

- 2 Check two ideas the word *should* adds to the main verbs in the sentences above.

- ☐ possibility
- ☐ recommendation
- ☐ advice
- ☐ obligation

- 3 Which of the sentences is in the negative form? \_\_\_\_\_

Check Grammar Reference, page 120

- 2 Read the sentences. Fill in the blanks with *should* and the verb in parentheses. Pay attention to negative forms and questions.

- a "Even though you \_\_\_\_\_ (not reply) to a cyberbully's messages, you \_\_\_\_\_ (not delete) them."
- b "Any physical threats the bully makes \_\_\_\_\_ (not be) reported to the police."
- c "If you see someone being cyberbullied, what \_\_\_\_\_ you \_\_\_\_\_ (not do)?"
- d "You \_\_\_\_\_ never \_\_\_\_\_ (not share) or pass on a mean message as this just gives the bully more attention and encouragement."

## Understanding Language

### 1 Read the text paying attention to the underlined words.

Schools must have clear and explicit expectations that bullying behavior is not tolerated. School rules/codes of conduct must identify that bullying of all kinds is dealt with using progressive discipline.

### 2 Check two ideas the word *must* adds to the main verbs.

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> possibility | <input type="checkbox"/> obligation            |
| <input type="checkbox"/> request     | <input type="checkbox"/> strong recommendation |

### 3 In the sentence "Students must not use cell phones in the classroom", which is the idea of *must* in the negative form?

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/> obligation | <input type="checkbox"/> prohibition           |
| <input type="checkbox"/> request    | <input type="checkbox"/> strong recommendation |



Check Grammar Reference, page 120

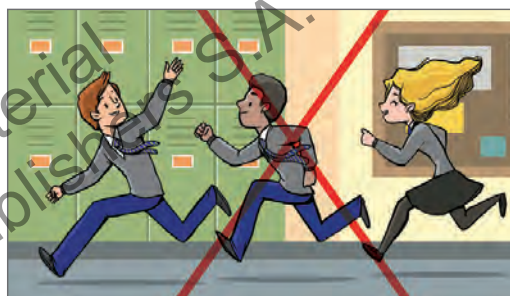
a



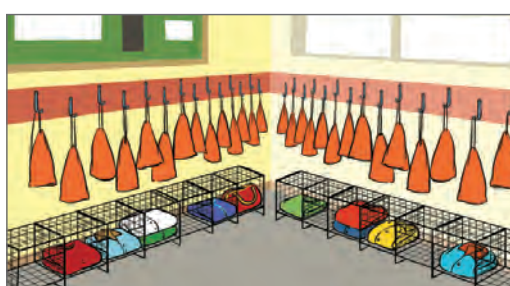
b



c



d



- 3 Read the excerpt from a handbook for students in a school in the United Kingdom. Match the rules with the pictures.

## BEHAVIOUR IN CORRIDOR AREAS

- Pupils mustn't run in any part of the corridor. They must always walk quietly and sensibly.
- When walking through the school, pupils should keep to the left.
- Cloakroom areas should be kept tidy. The wire baskets or hang-up shoe bags should be used.
- No food should be eaten in the corridors.

## Language Corner

### British English



pupil  
behaviour

### American English



student  
behavior



Read some of the items from the excerpt in Activity 3 again. Then write R for *recommendation*, O for *obligation* and P for *prohibition*, according to the ideas they express.

- "Pupils mustn't run in any part of the corridor."
- "They must always walk quietly and sensibly."
- "When walking through the school, pupils should keep to the left."
- "Cloakroom areas should be kept tidy."



## Speaking



### Shooting an anti-bullying campaign video

- 1** Anti-bullying campaigns are a common tool to fight bullying at schools. In your opinion, what elements could be included in a campaign video to persuade bullies to stop and bystanders to take action?

- a ☐ Testimonials of victims.
- b ☐ Situations in which people are bullied.
- c ☐ Powerful and striking images.
- d ☐ Criticism of bystanders.
- e ☐ Examples of peer support.
- f ☐ A song for the campaign.
- g ☐ A catchy slogan.
- h ☐ An anti-bullying character.

#### SOCIAL SKILLS



- 2** Work in groups of 4–6 students. You are going to shoot an anti-bullying campaign video. Follow the steps below.

**Step 1:** Decide how you are going to address the issue. The ideas in Activity 1 can help you.

**Step 2:** Divide the tasks: Who will be in charge of the shooting? Who will the “actors” be?

**Step 3:** Write a script for your video. You can use the content in previous sections for ideas.

**Step 4:** Consider all the clothing and props you need. Prepare all the materials prior to the shooting.

**Step 5:** Select the equipment you will use. You can use a smartphone with a camera, a digital camera or a webcam.

**Step 6:** Rehearse your video. Pay special attention to pronunciation and intonation, in order to convey your message clearly.

**Step 7:** When you feel you are ready, shoot your video campaign.

**Step 8:** Share your work with your classmates.

If you don't have access to smartphones or other recording resources at school, present your campaign to your classmates live!

- 3** How can your group publicize the video? Discuss the question with your teacher and classmates.



## Writing

**What:** a class contract.

**Goal:** set a respectful study environment.

**Audience:** classmates and teachers.

**Where:** a classroom wall.

- 1 Is there any problem in your classroom? Check (✓) all that apply.
- a ☐ Some students talk too much.
  - b ☐ Some students use electronic devices in the classroom.
  - c ☐ Some students don't try to speak English in their English lessons.
  - d ☐ Some students bully others.
  - e ☐ Some students cheat on tests.
  - f ☐ Some students shout in the classroom.
  - g ☐ The classroom is dirty.
  - h ☐ Other. Specify: \_\_\_\_\_

- 2 A classroom contract is a tool to engage students and teachers in the essential rules for a respectful study environment. What kind of content do you expect to find in this document?

- 3 Write a classroom contract. Work with your teacher and classmates.

### Writing Guidelines

- 1 Discuss with your teacher whether the problems you checked in Activity 1 have made a considerable impact on the class and the students. This is a great opportunity to share your opinion with others!
- 2 Brainstorm possible solutions for the problems raised. Write the ideas in your notebook.
- 3 Now work in small groups (3–4 students). Consider how the solutions could be turned into written rules, using the language you learned in the unit and your teacher's help.
- 4 Share the rules you wrote with another group. Ask them to comment on it.
- 5 In your group, discuss the feedback received. Then revise your draft.
- 6 Now share the rules with the whole class. Choose the ones you consider fundamental for the contract.
- 7 Produce a poster with the rules for your classroom contract, using drawings and pictures to illustrate it. Keep it on one of the classroom walls, so that all students can see and refer to it.



## Self-assessment

Reflect on your learning in this unit. Check (✓) the emoticon that best represents your answer.

Read and understand a homepage and a campaign poster.			
Listen to sections of a song.			
Learn and practice vocabulary to describe people.			
Learn and practice <i>should</i> and <i>must</i> .			
Produce a video for an anti-bullying campaign.			
Write a class contract.			



## Having Fun!

Find (↓ → ↘ ↙ ↗ ↖) seven personality adjectives in the word search below.

P F I A J K X L Z T J X C T B J Z O A Z P G G F Q P M  
 U V A Y K F G F U N Q Z A I S B R G P R H J X Y C K X  
 E J L K F X Z P U T N Q Z C T T B Z N X C Z R K C W R  
 X L B K E W Q K W G X Z U C I N O W I O U H R B W U I  
 G F Q P P M U A M D R B J V L V E E C J W N H R I V G  
 X Y C K Y Y Q D N M H R E P M U I H E U X N W E D K T  
 R S U P P O R T I V E W B Y Y Q N G T J T R G A X S B  
 R G P Y L Q T E E U W Q C X I N Q U N U P O X S E P B  
 P G G F Y Q N V A Y K F G R D O W V F C A C R N B Y X  
 H J X Y I N Q J L K F X Z P Q A F U X L R G O W O T E  
 C Z R K D O W L B K E W E V I T N E T T A H D R A R R

# UNIT 4

## Stand up and speak out!

### Grammar Reference

#### Modal verbs – *should* and *must*

- The modal verb *should* expresses the idea of advice, obligation and recommendation.

Examples:

Angela **should** be more careful.

You **shouldn't** be watching TV, you **should** be studying.

- In the affirmative, the modal verb *must* expresses the idea of obligation.

Examples:

I **must** study hard for the math test.

You **must** pay this bill today.

- In the negative, the modal verb *must* expresses the idea of prohibition.

Examples:

You **mustn't** speak now.

You **must** not enter here.

Affirmative	Negative – full form	Negative – contracted form	Interrogative
should	should not	shouldn't	Should...?
must	must not	mustn't	Must...?

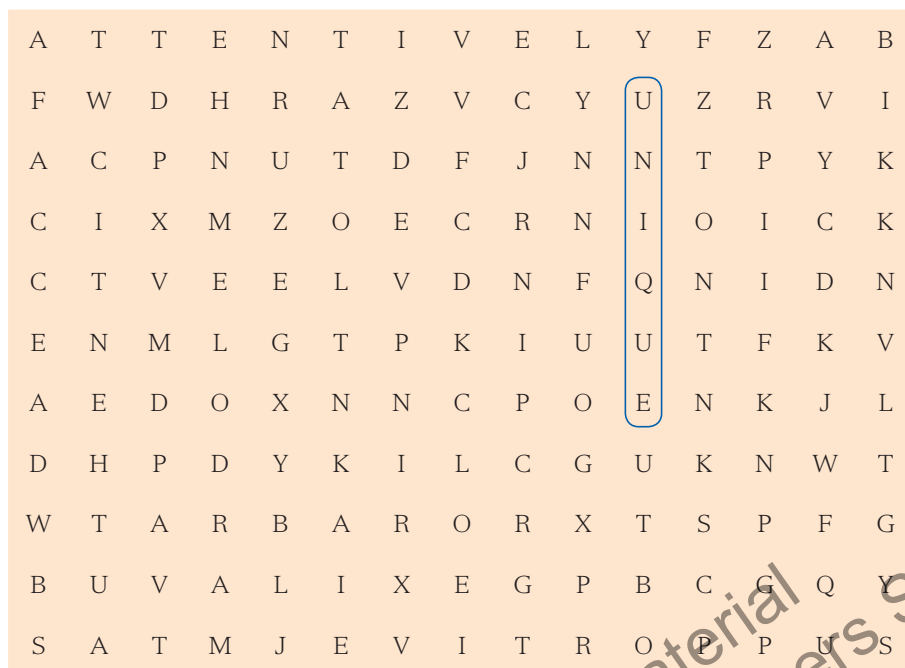
### Word List

Match the beginnings of the words with the endings. Then write the complete words.

artif	getic	_____
atte	going	_____
auth	esting	_____
easy	n	_____
ener	ntive	_____
fu	icial	artificial
inter	entic	_____
la	rtive	_____
melodra	que	_____
suppo	ious	_____
ted	zy	_____
uni	matic	_____

## ACTIVITIES

1 Find (↖ ↗ ↘ ↙) six personality adjectives in the word search below and write them down.



unique

2 Match the adjectives with their antonyms. Then complete the sentences with the correct adjectives.

a artificial

b easygoing

c interesting

d energetic

☐ tedious

☐ lazy

☐ authentic

☐ melodramatic

1 Keith is not authentic. He is copying his friend's style.

2 She is such a nice person. It's easy to talk to her because she's very \_\_\_\_\_.

3 The movie was very \_\_\_\_\_. Nothing interesting happened.

4 Jonathan really works hard for the things he wants. He's not \_\_\_\_\_.

3 Match the words with their meanings.

a artificial

☐ not affected by strong emotions such as excitement, anger, shock or fear

b tedious

☐ good at thinking clearly and quickly, at understanding difficult ideas and subjects, and at gaining and using knowledge

c supportive

☐ someone who has a lot of energy and is very active

d energetic

☐ someone who is helpful and sympathetic

e intelligent

☐ too slow; monotonous

f easygoing

☐ something that is not genuine; a forgery

4 Unscramble the letters and use the words to complete the sentences.

~~UFN~~  
fun

THAUETICN

TININTESGER

EIVTUSPPRO

FIRATILAIC

GIONSEAYG

ETVIAENTT

- a Wendy is really fun. She always has a smile on her face.
- b Chiara is very \_\_\_\_\_. She has a strong opinion about things.
- c My brother is very \_\_\_\_\_ to his friends. That is why everybody loves him.
- d Hans is a very \_\_\_\_\_ teacher. He has lots of stories to tell.
- e Phillip doesn't get mad at things easily. He's an \_\_\_\_\_ person.
- f There is an \_\_\_\_\_ lake near our village. Unfortunately it has been neglected and so it is dirty and polluted.
- g I don't think my eldest brother is really \_\_\_\_\_. He never helps anybody in the family when we need him.

5 Complete the sentences using the adjectives from the box.

tedious

~~fun~~

melodramatic

intelligent

unique

energetic

- a Larissa is fun. I really like to talk to her.
- b Paul is \_\_\_\_\_. He knows that sometimes it is difficult to get things done, but he tries very hard.
- c Bob is so \_\_\_\_\_. I can't understand why he gets so worried about tests.
- d Haley is my best friend. I think she's so beautiful but she's \_\_\_\_\_ and doesn't think so.
- e Yesterday I learned that each person's genetic code is \_\_\_\_\_. I don't know if this is the case in identical twins.
- f Everybody agrees that the ceremony for the awards was really \_\_\_\_\_. Nothing interesting was shown.

6 Read the situations and check (✓) the best answer.

a



Rachel is Cindy's best friend. She knows Cindy is being bullied but she doesn't know how to help.

- ☒ Rachel should talk to Cindy about the bullying and offer some help.
- ☐ Rachel must call the police.

b



Paul is being made fun of by the new kids in class. The teacher noticed that he lost weight and is depressed.

- ☐ The teacher should not get involved.
- ☐ The teacher must talk to Paul and communicate with his parents.

c



To prevent bullying, it's important not to pass on mean messages.

- ☐ People should read the messages they pass on more carefully and delete the mean ones.
- ☐ People must act like nothing is happening.

d



Real friends will know when someone is suffering from bullying.

- ☐ Friends must not help someone in need.
- ☐ Friends should help someone in need.

7 Complete the sentences with *should* or *must*.

- a Schools must have a clear policy for students to go online.
- b You \_\_\_\_\_ help your friends with their homework.
- c We \_\_\_\_\_ share our doubts with the group.
- d They \_\_\_\_\_ never walk alone at night.
- e Students identified as bullies \_\_\_\_\_ be punished.

## 8 Underline the correct modal verb.

- a Patrick shared his dad's credit card number with a friend. He must/should be more careful with personal information.
- b Sonia made a new friend online. She **must not/should not** meet this friend in person if she is alone.
- c Carol and Cindy are worried about Pam. She is receiving strange messages and she is afraid. They **must/should** talk to Pam and help her.
- d Dan had his password hacked. He **must/should** have a newer and stronger one.
- e My sister lost her laptop. She **must/should** change all her passwords now.

## 9 Here are some best practices in the classroom. Write complete sentences using *should*, *should not*, *must* or *must not* and the prompts given.



help / friends / classwork

You should help friends with classwork.



keep quiet / while / teacher / speak

\_\_\_\_\_



not / eat / class

\_\_\_\_\_



not / use / cell phone / class

\_\_\_\_\_



leave / room / organized

\_\_\_\_\_



keep / belongings / close to you

\_\_\_\_\_

10 Look at the title of the text below. What do you think it is about? Check (✓) the best alternative.

☐ Internet

☐ fashion

☐ friendship

11 Read the text. Then answer the questions.

**Netiquette**

The behavior people must have when communicating on the Internet is known as *netiquette*. It covers the rules of behavior during discussions and the best practices when using the Internet.

Some of the netiquette rules include the following. Read them and go online in a safe and polite way.

- Identify yourself: begin messages with a salutation and end with your name. But do not share private information!
- Include a subject line if you are writing an email.
- Avoid sarcasm because people may misinterpret the meaning of a message and this can be dangerous.
- Respect people's privacy.
- Return messages promptly.
- Copy with caution. Not all people will be interested in your message.
- Keep messages short.
- Use appropriate language and emoticons.
- Use acronyms (e.g., LOL for "laugh out loud").

Remember that it might be you reading the mail, tweet, comment or message. How would you like to see it? Always think before writing!

a What are examples of written texts mentioned in the article?

The examples are mail, tweet, comment or message.

b How can people misinterpret a message?

\_\_\_\_\_

c How long should we take to respond to messages?

\_\_\_\_\_

d Is it OK to write long messages?

\_\_\_\_\_

e What should we use in a message?

\_\_\_\_\_

12 Write True or False, according to the text.

a Always copy everyone from your list in an email. False

b Write a subject line when writing an email. \_\_\_\_\_

c Netiquette presents best practices when using the Internet. \_\_\_\_\_

d You must not share private information on the Internet. \_\_\_\_\_