



**UNIT
4**

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

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Learn more at: <www.stopbullying.gov/what-is-bullying/> (Accessed in January 2019.)

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

Starting out

The central theme of the unit is bullying; that is, repeated verbal or physical aggression in the school setting towards one or more students by one or more classmates. These aggressions, however, are not limited to the school environment and can occur in any social context. The use of a simple nickname can often affect people emotionally and physically. Students can have access to a simplified version of the law against bullying in Argentina, available at: <http://www.derechofacil.gob.ar/leysimple/bullying/> (Accessed in January 2019.).

In extreme cases, bullying can cause serious emotional damage amongst young people and can even lead to suicide. Bullying is always considered as an aggression, but not all aggression can be considered as bullying. Most researchers describe some basic characteristics that must be present when it comes to bullying (physical or moral aggression): an intention to hurt the target, the repetition of the aggression, the presence of an audience (or bystanders) and an agreement on the part

of the target that the act constitutes an offence.

Ask students to look at the pictures in detail and discuss in pairs the questions presented. Then promote a discussion with the class about the theme and attitudes they consider as bullying.

Reference

Ministerio de Justicia y Derechos Humanos. Presidencia de la Nación. Derecho Fácil. Available at: <http://www.derechofacil.gob.ar/> (Accessed in January 2019.).

Unit aims

- Read and understand a homepage and a campaign poster.
- Listen to sections of a song.
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Reading

Activity 2

Direct students' attention to the web page, asking them not to read it in full just yet. Encourage them to pay attention to the layout, the hierarchy of titles, the social media icons and the URL in the browser, amongst other elements. By doing so, they will be able to answer the questions that follow. Ask them to justify their answers with elements from the text.



Reading

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.

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Pre-reading

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

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? She is Nakita Turner. She's a 15-year-old singer/songwriter from New Zealand.
 - b What is her passion? To stop bullying.
 - c What is she announcing? A free online resource that helps you start a conversation within your school and community about reducing bullying and supporting each other.
 - d What does the pronoun *It* in "It's pretty easy to use. Just start scrolling!" refer to?

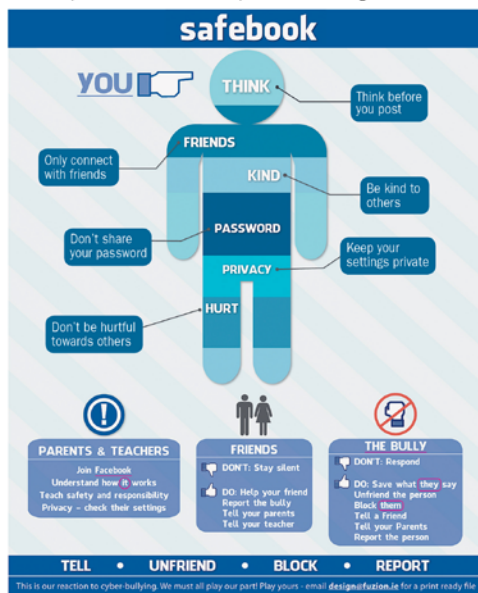
☒ The free online resource. ☐ Nakita Turner. ☐ Live For Tomorrow.

Answers

page 42: 1 Personal answers 2 a NO b YES c NO d YES e NO 3 a She is Nakita Turner. She's a 15-year-old singer / songwriter from New Zealand. b To stop bullying. c A free online resource that helps you start a conversation within your school and community about reducing bullying and supporting each other. d The free online resource.

page 43: 4 a To offer advice on how to deal with cyberbullying. b Possible answers of good behavior: be kind to others, think before you post, keep your settings private. Possible answers of bad behavior: be hurtful towards others, respond to bullying, share your password. 5 a Both b homepages c posters 6 Personal answers

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?

To offer advice on how to deal with cyberbullying.

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

Possible answers of good behavior: be kind to others, think before you post, keep your settings private.

Possible answers of bad behavior: be hurtful towards others, respond to bullying, share your password.

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 Both use written text and visual resources to convey meaning.

b You can see homepages only on the Internet.

c You can see posters displayed on walls of public places.

Post-reading

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.

Personal answers

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.

Victims - Students are victims of school bullying.

Students - Students who experience/report bullying ...

Prevention - Bullying prevention programs.

Incidents - Most adults can remember bullying incidents.

Talk to students about cyberbullying. This type of bullying occurs via technological media and is currently very frequent. Some examples of cyberbullying include email or text messages or postings on social networks with the aim of defaming and upsetting someone. This could be a good opportunity to talk to students about the conscientious use of technology and always encourage them to reflect on their messages and posts, so as not to cause problems for themselves and others.

If relevant, ask students to develop campaign posters to stop the practice of bullying (or cyberbullying), in English and in their own language, having students consider the characteristics of this genre. Then display an exhibition on the school walls. Specialists can be invited to talk about the topic and thus move deeper into this issue.

Reference

Stopbullying. What is Cyberbullying. Available at: <www.stopbullying.gov/cyberbullying/what-is-it/> [Accessed in January 2019].

Activity 4

Ask students to close their books. Draw the picture from the activity on the board and write the key words from the poster. Ask them to say how they think the words are related. Then ask them to open their books and confirm their answers.

Listening

Activity 1

Explain to students that the parts of the song selected for this activity refer to two types of “characters” involved in bullying: those who suffer abuse and those who practice it. After performing the task, you can point out the use of personal pronouns in the lyrics.


The audio presented in the section is from the song “One Voice,” taken from the video by Nakita Turner: *One voice*. Available at: <<http://onevoiceresource.squarespace.com/>> (Accessed in January 2019.).

Activity 2

Ask students to read the lines and try to put them in order before playing the audio again.

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

c [chorus]
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 a b

Bullies. c



TURNER, Nakita. One Voice. Rockland: 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 3/6 One voice can change the world.

b 5 One voice can heal the pain.

c 1 One voice can make a difference.

d 3/6 One voice can change the world.

e 4 One voice can make it better.

f 2 One voice can make it right.

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.

Possible answers: It is the campaigners' voices and the voices of the people who witness bullying and don't say anything about it. Their voices can change this situation.

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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

Answers

- page 44:** **1** A person who suffers bullying: a, b; Bullies: c
2 a 3/6 b 5 c 1 d 3/6 e 4 f 2 **3** Possible answers: It is the campaigners' voices and the voices of the people who witness bullying and don't say anything about it. Their voices can change this situation.
- page 45:** **1** Personal answers **2** b, d, c, a **3** 1 honest
2 entertaining and unique **3** attentive **4** supports
4 Personal answers

 Vocabulary

Describing vs stereotyping

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



- 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 b easygoing
b melodramatic d interesting
c lazy c energetic
d tedious a 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 honest.
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 entertaining and unique.
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 attentive 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 supports 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>>.

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

5. A good friend is _____

Suggested website

What I be Project. Available at: whatibeproject.com/ [Accessed in January 2019.]. Site about a project by a photographer that invites people to share their insecurities by sending photos of themselves with phrases that express their insecurities written on their bodies. People can also send their testimonies. By sharing their feelings, people can feel accompanied and empowered.

Vocabulary

Activity 2

Instruct students to use synonyms and antonyms to infer the meaning of the words in items a–d. If necessary, perform the activity with the whole class.

Activity 4

Encourage students to work in pairs and produce content to complete the text. They can use the vocabulary presented in the unit or from dictionaries.

Grammar

Activity 1

After checking the activity, ask students to correct the false statements. Write the answers on the board and check with the whole class.

Activity 2

Organize students into pairs. Ask them to write one more guideline using *should* / *shouldn't* and to share it with the class.

Grammar

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 being 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. F

b The blog recommends students use their first name or a nickname when posting. T

c According to Travis, it is a good idea to leave your social media settings as public. F

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? C

Check Grammar Reference, page 120

4 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 should not reply (not reply) to a cyberbully's messages, you should not delete (not delete) them."

b "Any physical threats the bully makes should be (not be) reported to the police."

c "If you see someone being cyberbullied, what shouldn't you do (not do)?"

d "You should never share (not share) or pass on a mean message as this just gives the bully more attention and encouragement."

NOTE: In sentences b and d, "not" shouldn't be before the verbs in parentheses. This mistake will be corrected in the first reprint of the Student's Book.

Answers

page 46: 1 a F b T c F 2 a should not reply, should not delete b should be c shouldn't, do d should, share

Understanding Language 2 recommendation, advice 3 c

page 47: Understanding Language 2 obligation, strong recommendation 3 prohibition 3 a 2 b 4 c 1 d 3 4 a P b O c R d R

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.

- ☐ possibility ☒ obligation
☐ request ☒ 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?

- ☐ obligation ☒ prohibition
☐ request ☐ strong recommendation



Check Grammar Reference, page 120



2



4



1



3

- 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.

- 4 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."

P

b "They must always walk quietly and sensibly."

O

c "When walking through the school, pupils should keep to the left."

R

d "Cloakroom areas should be kept tidy."

R

Language Corner

British English

pupil
behaviour

American English

student
behavior

Activity 3

As a follow up, ask students to write two rules they must follow at school using *must* / *mustn't*. Then have them share the rules they have chosen with one or two classmates so as to find differences and/or similarities in their choices.

As an extra activity, organize students into pairs or groups of three. Ask them to write five or six rules to define "the ideal school." Guide them and check the answers on the board if necessary. If possible, ask them to make posters with the rules and display them in the classroom.

Speaking

Activity 2

Organize students into groups of four. Read the guidelines aloud and then monitor the development of each stage. Some of the stages can be done for homework.

This activity may be done using a cell phone or digital camera. The video should be short, no longer than two minutes. Encourage students to take active roles in the filming process, either behind or in front of the camera. In case there is no equipment for filming, students can act out their campaign advertisements for the class.

Note: In this case, *bystanders* are those who witness scenes of bullying or know that someone is suffering this kind of abuse but do not always take any steps to help avoid the problem.

One way to prevent bullying is precisely through the contribution that bystanders can make.

If appropriate, talk to students about what they can do when they find out that somebody is being bullied. Some positive attitudes, for example, include: not providing an audience, not laughing or encouraging aggressions in any way, being a good example for classmates, telling an adult they trust about the situation, helping the victim of bullying to break free and being kind to people who suffered bullying.


Activity 3

Read the instructions to the class. Start the discussion in an open and frank way, acting as a facilitator. You can ask students to write the main ideas that arise during the discussion on the board.

References

Eyes on Bullying. Bystander. Available at: <<http://eyesonbullying.org/bystander.html>> [Accessed in January 2019].

Speaking



Shooting an anti-bullying campaign video

- 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? *Personal answers*
 - ☐ Testimonials of victims.
 - ☐ Situations in which people are bullied.
 - ☐ Powerful and striking images.
 - ☐ Criticism of bystanders.
 - ☐ Examples of peer support.
 - ☐ A song for the campaign.
 - ☐ A catchy slogan.
 - ☐ An anti-bullying character.
- Work in groups of 4–6 students. You are going to shoot an anti-bullying campaign video. Follow the steps below.
 - Decide how you are going to address the issue. The ideas in Activity 1 can help you.
 - Divide the tasks: Who will be in charge of the shooting? Who will be the "actors" be?
 - Write a script for your video. You can use the content in previous sections for ideas.
 - Consider all the clothing and props you need. Prepare all the materials prior to the shooting.
 - Select the equipment you will use. You can use a smartphone with a camera, a digital camera or a webcam.
 - Rehearse your video. Pay special attention to pronunciation and intonation, in order to convey your message clearly.
 - When you feel you are ready, shoot your video campaign.
 - 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!
- How can your group publicize the video? Discuss the question with your teacher and classmates. *Personal answers*

SOCIAL SKILLS

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Stopbullying. Be More Than a Bystander. Available at: <www.stopbullying.gov/respond/be-more-than-a-bystander/index.html> [Accessed in January 2019].

Macmillan Life Skills – Social Skills

After finishing the activities in the *Speaking* section, you may use the worksheet related to social skills available at the Teacher's Resource Centre. Social skills are about reacting appropriately to different situations, as you will see explained in more detail in the Teacher's Notes. In this specific task, students will learn how they can develop social skills in order to have better relationships with others. Make sure you have the necessary copies for all students.

UNIT 4

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. *Personal answers*

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? *Personal answers*

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

Writing Guidelines

- 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!
- Brainstorm possible solutions for the problems raised. Write the ideas in your notebook.
- 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.
- Share the rules you wrote with another group. Ask them to comment on it.
- In your group, discuss the feedback received. Then revise your draft.
- Now share the rules with the whole class. Choose the ones you consider fundamental for the contract.
- 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.

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Activity 2

Organize students into pairs and check if they know what a *contract* refers to. Also check their expectations as regards this type of document. Remind them that the process of constructing a class contract establishes a dialogue between teachers, students and the school, seeking to determine practices and behaviors that are good for all. At the end of the school year, you can review the contract with students, so that they can analyze whether or not they succeeded in following the rules they established.

Suggested website

Stopbullying. Available at: www.stopbullying.gov/ (Accessed in January 2019.). American site with a variety of information on the topic, as well as videos and interactive material for young people.

Writing

Activity 1

Ask students to do the activity individually and then compare their answers with those of a classmate. Review or present some expressions to agree or disagree by writing them on the board, for example, *I don't agree with you / I partly disagree with you / I totally agree with you*, etc. Encourage students to justify their answers.

Answers

page 48: 1 & 3 Personal answers

page 49: 1 & 2 Personal answers

Self-assessment

Designed to develop the learners' responsibility for their own learning, in this section students are led to become aware of their strengths and weaknesses in order to foster self-reflection on the learning process. By identifying their weaknesses, students can ask for help from a classmate, redo some activities, focus on the activities of the *Review* sections, refer to the *Grammar Reference* or perform the *Workbook* activities. Ideally, students always have a sense of success or the desire to get it, and thus they devote more effort to learning.

Successful learning experiences are the driving force for the desire to learn more and better.

Having Fun!

These activities are not only meant to be performed at the end of the unit; they can be done at the beginning or at the end of a class, or during a lesson as a moment of relaxation.



Self-assessment

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

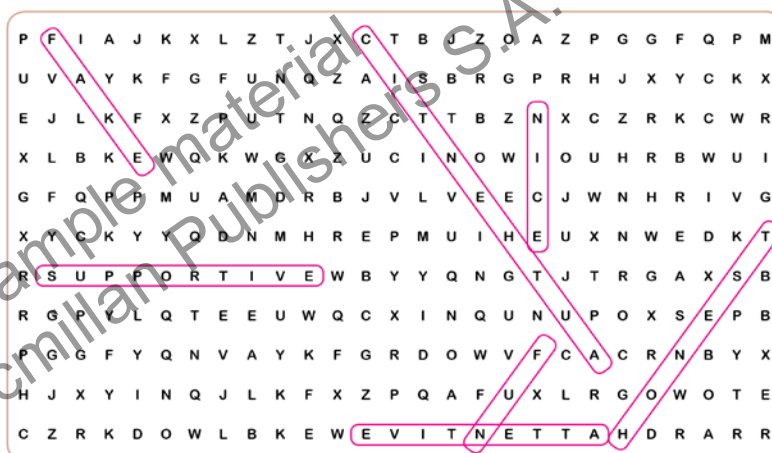
Personal answers

| 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.



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Answers

page 50: Having Fun! Answers on page (fake, supportive, attentive, fun, authentic, nice, honest)

page 51: 1 **a** lived **b** enjoyed **c** were sitting and singing **d** climbed **e** tried and tried **f** was looking **g** saw **h** threw **i** transformed 2 **a** She was singing to the moon. **b** Because she wanted to reach the moon. **c** She was looking at the river. **d** Because she thought she could reach the moon. 3 **a** were watching / arrived **b** was having / dropped **c** was sleeping / rang **d** were riding / saw