

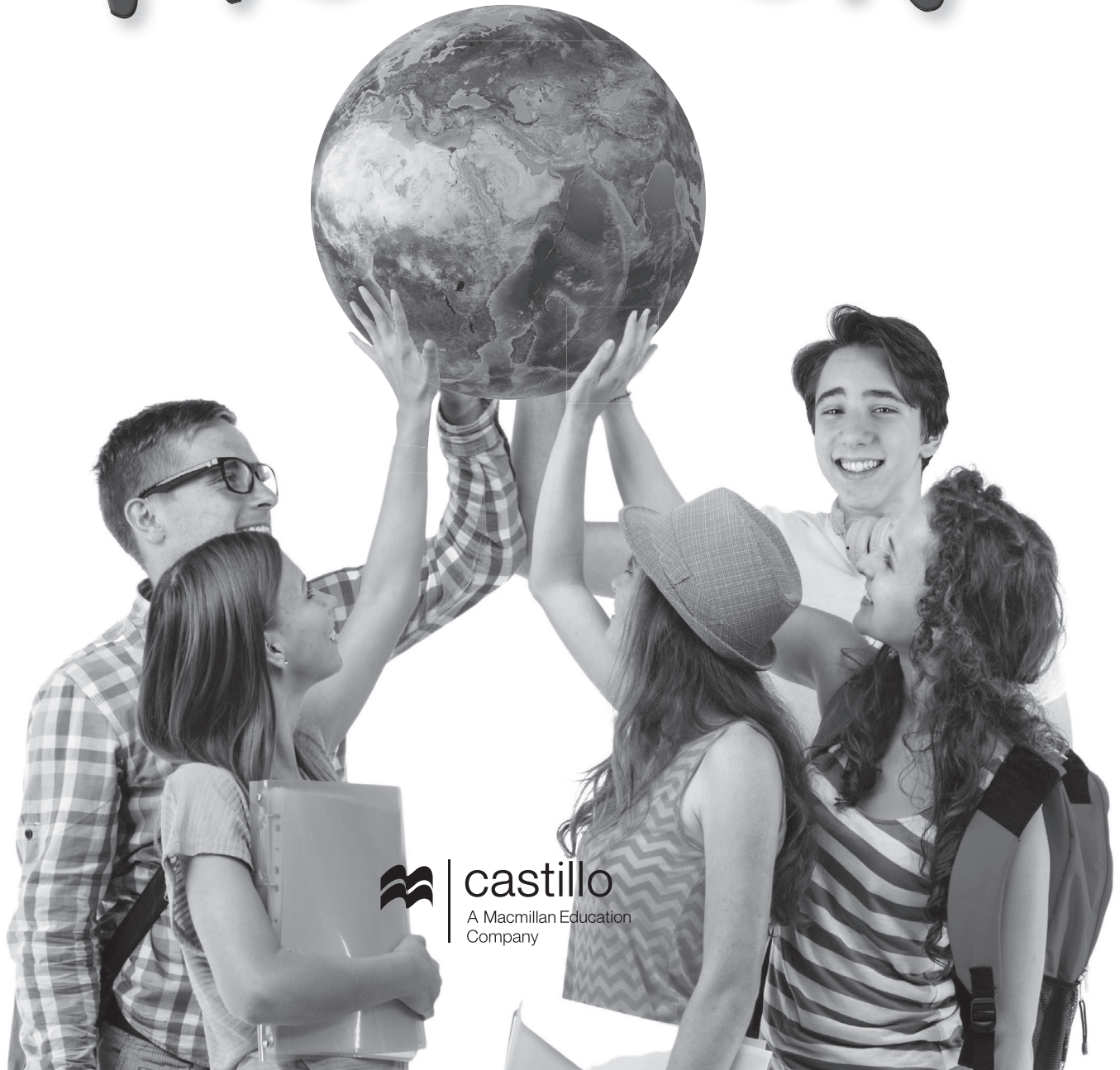
TEACHER'S BOOK

2

Lina Alvarado Jantus

English 2nd Secondary

MOVE ON



castillo

A Macmillan Education
Company

FINAL CHECK

- 1 Listen to the Public Service Announcements in the order they are mentioned.
- Health
 - Hunger
 - Environment

- 2 Listen again and match the pictures to the correct announcement.



- 3 Listen to the PSAs again, carefully. Then answer the questions.

- a. What is the purpose of each announcement?
- _____
 - _____
 - _____
- b. Who are the announcements directed to?
- _____
 - _____
 - _____
- b. Where would you put a visual support for the announcements?
- _____
 - _____
 - _____

34 UNIT 1

- 4 Choose one topic that students in your school may be concerned about. Write a short PSA to raise awareness about it.

• 10 points

- 5 Present the Public Service Announcement you created to your classmates.

• 7 points

• Total score: ____ / 30

PHOTOCOPIABLE

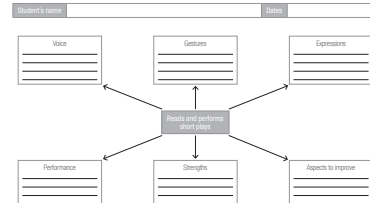
UNIT 1 35

ASSESSMENT INSTRUMENTS

UNIT 1: Descriptive rating scale

Student's name	Class	Rating
Criterion: Identify and express reasons of interest in an everyday problem.		
Identifies reasons of interest	5	4
Identifies topic, purpose and addresses of public service announcements	4	3
	3	2
	2	1
Criterion: Contrast effects caused by prosodic resources and non-verbal language.		
Adjusts verbal resources volume, intonation, stress	5	4
Uses different non-verbal resources to support meaning	4	3
Examines daily situations for hearing public service announcements	3	2
	2	1
Criterion: Define ways of expressing according to interlocutor.		
Adjusts speech according to the situation	5	4
Uses non-verbal and prosodic resources to support meaning	4	3
Suspends scope of action to favor problems	3	2
Shows empathy for people's problems	2	1
Shows interest and resilience in complex tasks	1	0

UNIT 2: Graphic organizer



Final Check Photocopiable unit evaluation included at the end of each unit.

Assessment Instruments A variety of photocopiable instruments to assess the process of the product, throughout the unit and at the end of it.

GLOSSARY

- Active voice:** a direct form of expression where the subject performs or "acts" the verb.
- Adjective:** a word that describes a noun or pronoun.
- Adverb:** a word or phrase that adds information to a sentence and can be removed from the sentence without making the sentence ungrammatical.
- Adverbial:** a word that describes or gives more information about a verb, adjective, adverb, or phrase.
- Adverbial phrase:** a group of words that describe or give more information about a verb, adjective, adverb, or phrase.
- Adversative:** indicates that expression for claims to a truth or "yes" meaning, despite of negative.
- Agreement:** logical in a grammatical context that between words based on tense, case or number.
- Auxiliary verb:** verb used with the main verb to help indicate something such as tense or voice.
- Base form:** the simplest form of a verb, without any grammatical ending.
- Clause:** a group of words, the base and of grammar mark-up of a subject and a noun shows that a verb phrase.
- Conjunction:** a word that joins or connects two parts of a sentence.
- Defining relative clause:** relative clause that contains information required for the understanding of the sentence, and set off with commas.
- Direct speech:** says what someone said by using their exact words.
- Embedded question:** a question that is not in normal question form with a question mark or focus within another statement or question and generally follows statement structure.
- First person:** referring to personal pronouns (I, myself, me, my, mine, we, us, our, ours) referring to yourself or your friend, referring to yourself with oneself, and we/us can be used to refer to the subject of a sentence.
- First conditional:** "If" conditional structure used for future actions or events that are seen as realistic possibilities.
- General:** a noun made from a verb by adding -ing. You can use a general for a subject, the complement of the object of a sentence.
- Graphic organizer:** also known as knowledge maps, concept maps, flow maps, concept maps, or concept diagrams. Communication tool that uses visual graphics to represent knowledge, concepts, thoughts, ideas, and their relationships. It is a graphic tool that is used to organize and represent information.
- Indefinite:** the basic form of a verb, without an inflection marking it as a particular subject or tense. It usually follows to:
- Non-defining relative clause:** relative clause that adds information that is not considered necessary or essential for the sentence with a comma or commas.
- Passive:** a verb form that relates to a person, object, event, substance, idea, feeling, or quality.
- Passive voice:** a verb form with a noun or pronoun as its head. The simplest noun phrase structure of a simple noun, the noun that can be accompanied by modified, determiner.
- Past perfect:** the verb form used to express that an action was completed or finished at some point in the past before something else happened. This tense is formed with the past form of "to have" ("had") plus the past participle of the verb which can be either regular or irregular in form.
- Present:** an adjective or regular verb form which are often used together and have a particular meaning. It functions as a part of speech and indicates a relationship between the state of the unit.
- Prepositional:** a word that describes the relationship between a noun or pronoun and other words in a sentence.
- Present Continuous:** verb tense used to express the idea that something is in progress or happening now, and this is formed by "to be" plus the -ing form of the verb.
- Present Perfect:** verb tense used to express the idea that something happened at an unspecified time before now; the exact time is not important, but it is crucial to have used with this tense. The structure has "to have" + a past participle of main verb.
- Present Simple:** verb tense usually used to describe states and actions that are general, habitual or of true nature, formed with the base verb (I -to V) 3rd person singular.
- Pronoun:** a word that can replace a noun or another pronoun. They can be used to make sentences less repetitive. Grammatical classifies pronouns into general types: personal, demonstrative, interrogative, possessive, reflexive, relative, and intensive.
- Question:** a sentence or phrase used to find out information, or an event, a problem that needs a person's knowledge or ability.
- Role play:** a game to be someone else, to act a part of learning a new skill.
- Rule:** a principle of a system, such as a language or science.
- Scrambling:** speed reading technique that consists in making user to read quickly and systematically in order to find very specific information.
- Second conditional:** "If" conditional structure used to talk about an unlikely situation that is seen as a possibility.
- Sentence:** a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.
- Simple Past:** verb tense used to express the idea that an action started and finished at a specific time in the past.
- Skimming:** speed reading technique that consists of quickly reading the text over a text with the purpose of getting only the main ideas and a general outline of the content.
- Structure:** an arrangement or regular repetition that is a sequence or command.
- Subject:** the person or thing which performs the action described by the verb.
- Synonym:** a word or phrase that means the same as another word or phrase.
- Tag question:** a short question which is at the end of a statement.
- Tagging form:** a verb that shows when the action or situation is past, present or future.
- Tense:** form of a verb that shows when the action or situation is past, present or future.
- Topic:** a person's subject or subject.
- Topic sentence:** a sentence that is usually composed through action, point of view, simile, and flow of formally.
- Verb form:** English verbs have the basic form, the base form, the -s form, the -ing form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

GLOSSARY 205

The Glossary provides you with the definition of highly frequent pedagogical words and expressions to deal with the activities throughout the Activity book.

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Bibliography A list of books and websites used as reference in the making of the Student's Book and the Teacher's Book.

Level of competence

Move On, 2nd Secondary was organized based on international standards of the *Common European Framework of Reference for language* (CEFR). By the end of Basic Education, students are expected to reach a B1 level (Threshold). Therefore, the purpose of **Move On, 2nd Secondary** is to make students comprehend and exchange opinions on the general sense and main ideas of a variety of brief and clear oral and written texts in standard language, these texts developing familiar topics such as work, school, free time, and current issues. **Move On, 2nd Secondary** also intends to prepare students to manage fluently with a basic level in different situations taking place in the community and in those that may arise when traveling to areas where the language is used.

Second Language (English) Curriculum

Curricular Foundations

According to the document of curricular foundations designed by the Mexican Secretariat of Public Education (SEP, in its Spanish acronym), Second Language (English) represents the opportunity to transform language lessons into real communicative contexts characterized by respect and fostering cultural and linguistic diversity.

Syllabuses have two distinct features that make them more compatible with the aims, learning goals, and strategies addressed by the national curriculum:

- They are articulated in Cycles and not in school grades, which guarantees the continuity and articulation of the various grades and levels of Basic Education. Thus, syllabuses of Cycle 1 contain 3rd Grade of Preschool, 1st and 2nd Grades of Elementary School; Cycle 2 contains 3rd and 4th Grades of Elementary School; Cycle 3 contains 5th and 6th Grades of Elementary School; and Cycle 4 contains 1st, 2nd, and 3rd Grades of Secondary School.
- They present orientational sequences of contents based on the social practices of language that belong to specific learning environments within the complex reality posed by the Mexican education system.

Purpose of English Language Teaching in Basic Education

The purpose of English language teaching in Basic Education is for students to develop abilities, knowledge, attitudes and learning strategies to participate and interact in oral and written social practices of the language, typical of different and familiar communicative and cultural contexts, with native and non-native English speakers. This involves:

1. Using the second language as a means to express ideas and thoughts confidently and efficiently to people of other cultures.
2. Using the second language to organize thinking and discourse, analyze critically and solve problems, and participate in different exchanges and expressions of one's own and others' cultures.
3. Apply the second language to interact creatively and ethically, conscientiously and with empathy towards points of view and feelings different from one's own.
4. Recognize the role of language and culture in the construction of knowledge, identity, self-regulation, experience and values.
5. Reflect upon language and culture to interpret and make sense in linguistic and cultural exchanges.

Purpose of English Language Teaching for Cycle 4

In Cycle 4 of Basic Education (1st, 2nd, and 3rd Grades of Secondary School), the purpose of English language teaching is for students to maintain interactions and adapt them through different oral and written texts in a variety of communicative situations. Therefore, students are expected to:

1. Analyze some aspects that allow them to improve intercultural understanding.
2. Apply some strategies to overcome personal and group challenges in the process of learning a second language.
3. Transfer strategies to consolidate interactions in second language learning situations.
4. Use a simple but large linguistic repertoire in a variety of familiar and current situations.
5. Exchange interesting and updated information.
6. Manage to interact with a neutral register in social exchanges within a varied range of situations.



Teaching Approach

The national program for Second Language (English) adopts an approach focused on the social practices of the language. They are oriented towards the process and the integration of learning and provide students with opportunities to participate in diverse communicative exchanges, which require the appropriate use of knowledge, abilities, attitudes and strategies, and to reflect upon different aspects of language and culture.

The social practices of the language observe communicative interactions and how they become the center of attention of teaching and learning. Therefore, language is defined as a communicative, cognitive and reflective activity by means of which we express, exchange, and defend our ideas, establish and maintain interpersonal relationships, have access to information, participate in the construction of knowledge, organize our mind, and reflect upon our own processes of discursive and intellectual creativity.

“Language is not an abstract object of speculation or a set of speech acts to be learned, but rather an instrument of socialization which allows us to accomplish a variety of tasks in all the possible contexts the user and learner is in.”

In this way, the capacity to reflect about language is closely related to the social uses of the language with the aim of analyzing, developing and improving students’ communicative competence in English.

Aiming at guaranteeing students’ effective and successful participation in social practices of language within societies of the 21st century, the teaching approach proposed for Second Language (English) promotes and fosters students’ reflection about linguistic forms, but from its communicative and social uses.

In other words, the aim is to learn English by using English (learning-by-doing) in real or close-to-real communicative situations, where students participate as language users and get interested in learning how communication takes place when interacting with others.

Basic Contents Organization

Regarding this aspect of the curricular framework, it is important to notice that the program has been organized around the social practices of the language specific for each grade of the education system, which correspond to communicative activities common for all grades. All of this has been organized around three broad social learning environments, which are: *Family and Community*, *Recreational and Literary*, and *Academic and Educational*.

Social learning environments

Due to its condition of non-native language, English is not present in most of students’ social situations. This makes it fundamental to promote social uses of this language in the classroom, by creating particular social learning situations that compensate for the absence of English in the out-of-school context and which provide opportunities to learn the diverse communicative registers and formats necessary to participate successfully and autonomously in everyday practices of the language.

Social learning environments contribute to creating engaging language learning conditions which entail the development of collective activities that favor exchange among peers, making sure every participant knows what to do and what is needed to learn to successfully overcome the challenge of communicating in English with a specific social purpose.

Topics Related to the Social Learning Environment: *Family and Community*

The activities and main topics related to this environment aim for students to approach English from their participation within a familiar communicative context in situations that favor the increase of self-esteem, and confidence in their own capacity to learn.

Topics Related to the Social Learning Environment: *Recreational and Literary*

The activities and main topics in this environment are focused on approaching literature through participation in reading, writing, and oral exchanges, with the aim of activating experiences and knowledge of students so that they share and contrast their interpretations and opinions of both the texts and the cultural and recreational expressions in its contents.

UNIT 1: Making a better world



UNIT OVERVIEW


Allotted time	16 classes (45 minutes each)
Environment	Family and community
Communicative activity	Exchanges associated to specific purposes.
Social practice of the language	Express support and solidarity facing an everyday problem.
Final Product	Public service announcements (PSAs)
Reading Booklet	<i>A radio project with a purpose.</i>
Learning goals	<ul style="list-style-type: none"> Express reasons of interest in daily problems. Contrast the effects of non-verbal language and prosodic resources. Define ways of expressing according to the interlocutor.
Methodological suggestions	<ul style="list-style-type: none"> Provide students with feedback when they: <ul style="list-style-type: none"> Determine and identify speech situation. Define key ideas about reasons to offer help according to purpose and addressee. Include details and relevant information in key ideas Offer students models so that they can: <ul style="list-style-type: none"> Identify meaning from the tone of voice and intonation. Vary prosodic characteristics to support meaning. Examine consequences of offering support and help in proper moments Promote students' discussion about what they need to know, and offer examples so that they can: <ul style="list-style-type: none"> Decide ways of expressing opinions, recognizing effects of prosodic resources. Select strategies to influence others' opinions. Identify ways of using non-verbal language to persuade. Demonstrate drive, intention and empathy through non-verbal language. Produce expressions to provide information. Adjust language resources according to addressee and purpose. Show resilience when facing complex tasks.
Suggested evaluation	<ul style="list-style-type: none"> Collect information such as: <ul style="list-style-type: none"> A graph with speech situations. A list of prosodic resources. A list of expressions. A script with sound effects.
Suggested assessment instrument	<ul style="list-style-type: none"> Descriptive rating scale.
Materials	

UNIT 1: Making a better world

Environment: Family and Community.
Communicative activity: exchanges associated to specific purposes.
Social practice of the language: express support and solidarity facing an everyday problem.

You will...	What for?
<ul style="list-style-type: none"> express reasons of interest in a problem. contrast the effects caused by prosodic resources and non-verbal language. define ways of expressing according to the interlocutor. 	<ul style="list-style-type: none"> To interpret and elaborate oral announcements for public places. To offer support and demonstrate solidarity in public situations.

FINAL PRODUCT: Public service announcements
READING BOOKLET: A radio project with a purpose



Look at the pictures and discuss the following questions in your group. Then exchange ideas with your classmates.

- What do the pictures show? _____
- What topics do they cover? _____
- What is their purpose? _____

6 UNIT 1

LEAD-IN

Invite students to read the information of the unit. Draw their attention to the list of learning goals and read them aloud. Make sure they understand what is expected from them, answering their questions, if necessary.

Write the abbreviation PSA on the board and brainstorm related ideas. Start a brief discussion about what students understand and ask them if they are familiar with the concept of public service announcements.

Look at the pictures and discuss the following questions in your group. Then exchange ideas with your classmates.

Encourage students to have a close look at the pictures that illustrate the main idea of the unit and invite them to comment on them. Then read the questions aloud and ask students to answer them. Do not correct mistakes at this stage; just allow them to express freely.

Answers:

- They show an abandoned dog and a smiling baby.
- Animal care and public health.
- To raise people's awareness about different problems that may affect society.

UNIT PLAN	
Opening	Activate previous knowledge. Evaluate how ready you are to start the unit.
Development	Identify key ideas according to the PSA purpose and addressee. Adjust speech strategies according to intended audience. Analyze PSA scripts. Define key ideas and relevant information. Suggest alternatives and plans of actions.
Closure	Present the final product. Reflect on strengths, weaknesses, knowledge, and skills after finishing the unit.

OPENING

HOW READY ARE YOU FOR THIS UNIT?

- The pictures on the left are Public Service Announcements (PSAs). Read the definition below and discuss it with your classmates.

A public service announcement (PSA) is a message spread in the interest of the public. It looks similar to a television commercial but is designed to educate the audience about a particular topic instead of selling some type of product. This message can be instructional, inspirational, or even shocking to elicit emotion and action.
- In pairs, think about three PSAs you have seen or heard lately in your town. Complete the table below briefly.

	Topic	Purpose	Message	Place
1.				
2.				
3.				

ENTRY SLIP Evaluate how ready you are to start this unit. Tick (✓) the alternative that best represents your feelings.

<input type="checkbox"/> I am completely ready to start. I think I could support my classmates.	<input type="checkbox"/> I am quite ready to start. I may make a few mistakes.
<input type="checkbox"/> I think I'll need some support.	<input type="checkbox"/> I will definitely need support.

7 UNIT 1

UNIT PLAN

Draw students' attention to the plan for this unit, and comment with them the stages they will go through to elaborate and present the final product.

Give students a few minutes to read what they will do in Unit 1, helping them recognize the content, skills, and attitudes they will develop.

OPENING

HOW READY ARE YOU FOR THIS UNIT?

The activities in this section are meant to activate students' previous knowledge and engage them in the topic of the unit.

- The pictures on the left are Public Service Announcements (PSAs). Read the definition below and discuss it with your classmates. Read the definition aloud and as a class and explain any new vocabulary. Foster students' discussion on the topic and assist them when necessary.

prompts in the chart once they finish the last task. In this way, they will really know how they are doing before they reach the section of the product itself. Read the prompts aloud and explain any new word. Remind students that they should always resort to you if they realize they need to work more on something. Be ready to provide these students with extra help and practice. Ask students to form small groups (3 – 4 members). Have them follow the instructions and then share their work with another group.

Answers:
Students' own ideas.

Suggested assessment instrument:
Descriptive rating scale (See sample on page 200)

12. 8 READING BOOKLET

Explain that the activities in this section will help students understand better and develop different reading strategies. At the same time, they provide them with the opportunity to deal with authentic texts related to the topic of the unit. Ask students to analyze the title and the pictures that illustrate the text on pages 10 - 17 in the Reading Booklet. Then ask them to do the activities in the Before you read section on their own and then share their answers with the rest of the class.

Answers:
Students' own ideas.

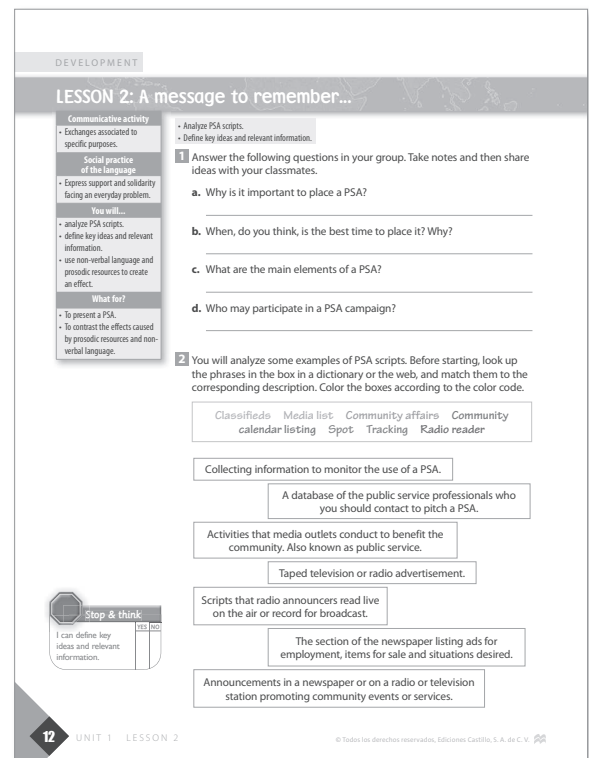
EXIT SLIP

Students reflect on the work they have done during the lesson and write their personal responses, which they can share with you and some of their classmates.

If students have problems with the resources to support speech, explain that some of them are intonation, tone of voice, pitch, pronunciation and volume. Provide them with written and oral examples to help them see how these resources are useful to convey the message.

LESSON 2: A message to remember...

Communicative activity	Social practice of the language
<ul style="list-style-type: none"> Exchanges associated to specific purposes. 	<ul style="list-style-type: none"> Express support and solidarity facing an everyday problem.
Students will...	What for?
<ul style="list-style-type: none"> analyze PSA scripts. define key ideas and relevant information. use non-verbal language and prosodic resources to create an effect. 	<ul style="list-style-type: none"> To present a PSA. To contrast the effects caused by prosodic resources and non-verbal language.



The screenshot shows the lesson page with the following content:

- Communicative activity:** Exchanges associated to specific purposes.
- Social practice of the language:** Express support and solidarity facing an everyday problem.
- You will...:** analyze PSA scripts, define key ideas and relevant information, use non-verbal language and prosodic resources to create an effect.
- What for?:** To present a PSA, contrast the effects caused by prosodic resources and non-verbal language.
- Activity 1:** Answer the following questions in your group. Take notes and then share ideas with your classmates.
 - Why is it important to place a PSA?
 - When, do you think, is the best time to place it? Why?
 - What are the main elements of a PSA?
 - Who may participate in a PSA campaign?
- Activity 2:** You will analyze some examples of PSA scripts. Before starting, look up the phrases in the box in a dictionary or the web, and match them to the corresponding description. Color the boxes according to the color code.

Classifieds	Media list	Community affairs	Community calendar listing	Spot	Tracking	Radio reader
-------------	------------	-------------------	----------------------------	------	----------	--------------

Collecting information to monitor the use of a PSA.

A database of the public service professionals who you should contact to pitch a PSA.

Activities that media outlets conduct to benefit the community. Also known as public service.

Taped television or radio advertisement.

Scripts that radio announcers read live on the air or record for broadcast.

The section of the newspaper listing ads for employment, items for sale and situations desired.

Announcements in a newspaper or on a radio or television station promoting community events or services.

1. Answer the following questions in your group. Take notes and then share ideas with your classmates.

Start the lesson by leading a general conversation about the importance and effectiveness of PSAs. Read the questions aloud and listen to students' ideas. Write down some of them on the board.

Answers:
Students' own ideas.

2. You will analyze some examples of PSA scripts. Before starting, look up the phrases in the box in a dictionary or the web, and match them to the corresponding description. Color the boxes according to the color code.

Explain that in this lesson students will analyze two scripts for real-life Public Service Announcements.

As a first stage, they will identify the different elements PSA scripts should contain.

Read the descriptions aloud and help students identify the correct color according to the concepts in the box. If necessary, allow them to use the Internet to find the information required.

Answers:

Tracking: Collecting information to monitor the use of a PSA.

Media list: A database of the public service professionals who you should contact to pitch a PSA.

Community affairs: Activities that media outlets conduct to benefit the community. Also known as public service.

Spot: Taped television or radio advertisement.

Radio reader: Scripts that radio announcers read live on the air or record for broadcast.

Classifieds: The section of the newspaper listing ads for employment, items for sale and situations desired.

Community Calendar Listing: Announcements in a newspaper or on a radio or television station promoting community events or services.

Stop & think

If students answer negatively, provide them with extra help and practice on identifying relevant information. You may give them a brief text to read on their own and underline the words or concepts that repeat throughout. In this way, they will clearly see which are the key ideas.

Page 13

DEVELOPMENT

3. Analyze different PSA scripts (I. and II.). Identify and write the following elements in the correct place.

Period of broadcasting Purpose Title

Type of PSA Audio resources/features Client

Main body Length Author

1. _____: WMCO Foundation

2. _____: single-voice spot

3. _____: Distracted driving PSA

4. _____: 07/11/17 – 09/11/17

5. _____: Ashley Glazer

6. _____: 30"

7. _____: to inform the listeners of the dangers of distracted driving.

8. _____: Fast motorcycle engine sound for 3"; then sustains.

9. _____: In one day, more than nine people lose their lives. More than one thousand five hundred and fifty three other people are injured. This is caused by distracted drivers focused on their phone, passengers or anything other than the road. Don't be one of the people that causes death or injury to yourself or others. Don't be a distracted driver, be a stay-aliver. This message is brought to you by W-M-C-O.

10. _____: Fast motorcycle engine sound sneaks in for 2"; then vanishes.

Stop & think

I can read and analyze PSA scripts.

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3. Analyze different PSA scripts (I. and II.). Identify and write the following elements in the correct place.

Read the elements in the box aloud and ask students to use them in order to label the different parts of each script. Allow them to do this activity in pairs and go around the classroom monitoring their work. Check answers orally.

Answers:

I. **Client:** WMCO Foundation

Type of PSA: single-voice spot.

Title: Distracted driving PSA.

Period of broadcasting: 07/11/17 – 09/11/17

Author: Ashley Glazer

Length: 30"

Purpose: to inform the listeners the dangers of distracted driving.

Audio features: Fast motorcycle engine sound for 3"; then sustains.

Main body: In one day, more than nine people lose their lives. More than one thousand five hundred and fifty three other people are injured. This is caused by distracted drivers focused on their phone, passengers or anything other than the road. Don't be one of the people that causes death or injury to yourself or others. Don't be a distracted driver, be a stay aliver. This message is brought to you by W-M-C-O.

Audio features: Fast motorcycle engine sound sneaks in for 2"; then vanishes.

Stop & think

If students answer negatively, refer them to the labels in the box of exercise 3. Explain these concepts in depth and then invite them to analyze an easier PSA script. You may visit these websites for extra practice and material:

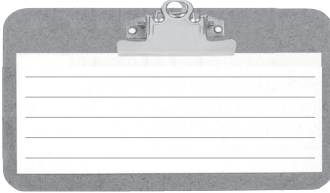
<http://www.redcross.org/about-us/news-and-events/media-resources/public-service-advertising/live-read-scripts>

<https://www.edgestudio.com/script-library/english-adult/public-service-announcement>

If Internet connection is not available, ask students to remember some examples of PSAs they have heard/read in Spanish and invite them to analyze the different elements in them.

DEVELOPMENT

b. Revise the draft you wrote. Check and correct any spelling, grammar and punctuation mistakes.
 c. Elaborate a script of your PSA in the space provided. Follow the model on pages 13 and 14.



13. READING BOOKLET
 Go to the text *A radio project with a purpose* on page 10 and do the following activities:

- Analyze and compare the texts and announcements and answer these questions:
 - What do you think is the best way to raise people's awareness on important topics?
 - What type of media would you choose to transmit these messages?
- Form groups of four and discuss your ideas.

EXIT SLIP
 Complete the lesson exit slip and then discuss your conclusions with your teacher and classmates.

Questions	Responses
What are the most frequent topics of PSAs?	
How can I express my opinions and influence others?	
What new information did I learn about bullying?	

UNIT 1 LESSON 3 **21**

13. READING BOOKLET
 Ask students to form groups of four and do the activities described. Invite some students to share their ideas with their classmates.

Answers:
 Students' own ideas.

EXIT SLIP

Students reflect on what they have done and learned to do in the lesson and write their personal responses, which they can share with you and their classmates.

If students have problems with expressing opinions, refer them back to the phrases in the boxes on page 20. Then provide them with extra help and practice to express opinions on simple topics.

CLOSURE

FINAL PRODUCT: PUBLIC SERVICE ANNOUNCEMENTS

CLOSURE

FINAL PRODUCT Public service announcements

You are going to present two Public Service Announcements in written and oral formats.

PREPARATION

- Work in your group.
- Collect the by-products you completed in the TOWARDS THE PRODUCT section on pages 11, 15 and 20. Check it again with your teacher.

PRODUCTION

- Brainstorm ideas about the ways you can illustrate the main points you've chosen. Also, include a few relevant statistics on the topic. Check that the PSA messages really show support and solidarity.
- If possible, record the announcements to make them more real.

PRESENTATION

- Appoint two members of the group to deliver the announcements, while the rest of the group supports them, displaying the PSAs posters and creating the appropriate atmosphere.
- Set a date to present the public service announcements to your classmates.

22 UNIT 1

Remind students that products offer them the opportunity to perform real-life activities, putting into practice what they have learned throughout the unit.

Read the instructions as a class slowly and make sure they know what to do in each stage. Go around the classroom and monitor their work closely.

PREPARATION

- Help form the groups, making sure they are mixed-ability and include students with a variety of talents. Assist them if necessary.
- Explain to students that they will have to collect all the work done on the TOWARDS THE PRODUCT section on pages 11, 15 and 20 and use that material and information to create one of the announcements.

PRODUCTION

- Students agree on the ideas they want to transmit and how they can do it. When writing the script, remind them to follow the format they analyzed in lesson 2.

- Help students get access to equipment to record their announcements.

PRESENTATION

- Students decide whether they will appoint two members to deliver each announcements while the rest supports or they will take turns to say different parts and support.
- Negotiate with students a date to present the announcements to the class.

Suggested assessment instrument:
Descriptive rating scale (See sample on page 200)

Page 23

CLOSURE

EVALUATING PROGRESS

1 Individually, reflect on and evaluate your progress in the unit. Write *always*, *sometimes* or *never*.

Area to evaluate	My view	My teacher's/ partner's view
Learning goals <ul style="list-style-type: none"> - I can express reasons of interest in a problem. - I can contrast the effects caused by prosodic resources and non-verbal language. - I can define ways of expressing according to the interlocutor. 		
Final Product <ul style="list-style-type: none"> - I followed the instructions carefully. - I distributed tasks and collected all the necessary materials. - I used structures, vocabulary and ideas from the unit. - I wrote the script following the steps and according to the required format. - I corrected pronunciation, intonation and pitch. - I checked the final presentations together and discuss possible improvements. 		
Classroom interaction and values <ul style="list-style-type: none"> - I listened to the other groups' presentations with attention and respect. - I was respectful of each other's ideas and opinions in the group. - I offered support and demonstrate solidarity in public situations. 		

2 Ask your teacher or a partner to evaluate your performance and then comment on the things you can do to improve your weak points in the future.

3 Discuss your reflections with the rest of the class.

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EVALUATING PROGRESS

- Students should complete the table first, but be flexible as to when you could let them exchange and share opinions with some you or with of their classmates.

Read the items with the class and make sure students understand what each point refers to. It is essential to give them plenty of time to reflect and answer truthfully.

- Get students to get in pairs and evaluate each other using the same criteria. Decide if you want to give your own assessment besides or instead of their classmate's.

- Conduct a general conversation about the achievements of the unit.

READING BOOKLET A RADIO PROJECT WITH A PURPOSE

Help students notice that the activities that go with each text are divided into three sections: *Before you read*, to introduce the topic and some vocabulary, *While you read*, to guide them and help them understand the text better, and *After you read*, to connect the content of the text with their own reality. Guide students through the different activities, but let them work on their own, without feeling under pressure or evaluated. Offer help and support, but do not check what or how they are doing.

Before reading, start a general conversation about the importance of radio in rural communities by asking questions such as:

In what ways do radio programs improve the lives of their local audience?

What kinds of Public Service Announcements are aired by the local radios?

What kinds of Public Service Announcements should be useful or important to be aired in rural areas?

How does the community participate in the production of Public Service Announcements?

Answers:

Accept students' ideas and opinions. Possible answers are: 3. To help children in the poor and vulnerable communities while there was a teachers' strike. 4. They gave children access to training and equipment to record their own programs. 5. It gave children an opportunity to express their ideas and concerns. 6. The town chosen was Tenango, where there were lots of girls who are usually vulnerable in indigenous communities. 7. How to respect their culture, their values, their traditions and how to be friends with everybody else, so that they can be better people and have better relationships with their community and the rest of the children who live there. 8. It helped people talk about their experiences as part of the same community. People learned how to be friends and have better relationships. 9. It can be applied by allowing people from other communities to talk about their everyday problems and try to solve them. 10. a. a very important social project with children from poor and vulnerable communities.

TRANSCRIPTS

10 STUDENT'S BOOK – UNIT 1 – LESSON 1 – PAGE 9 – EXERCISE 3

- I. There are many things we can do to lower CO₂ emissions but planting trees is the easiest thing to do. Our goal is that every person plants a hundred and fifty trees. If we plant these trees, they will absorb one third of the global CO₂ emissions. We can only reach this goal if we all work together around the world. Come on, let's do it!
- II. The waters of the earth are getting polluted more and fish off the coast ingest over 12,000 tons of plastic a year. If plastic waste concentrates in the sea, other marine animals will also die out of suffocation effect. Find out how you can help turn the tide on plastic pollution at www.surfrider.org/rap
- III. You'll save one pound of CO₂ for every mile you don't drive. Do your part. Bike, carpool, take the bus or walk and help make a difference in the health of our planet. Everyone is responsible!
- IV. When a tiny new-born elephant is orphaned, it is often because its mother has been killed to serve the brutal ivory trade. For an elephant, family is all important; a calf's very existence depends upon its mother's milk for the first two years of life. Please help us help an orphaned elephant by fostering one of the orphans directly through our website as a gift of life. Donate on-line now or be a foster parent www.sheldrickwildlifetrust.org

11 STUDENT'S BOOK – UNIT 1 – LESSON 2 – PAGE 15 – EXERCISE 5

- I. In one day, more than nine people lose their lives. More than one thousand five hundred and fifty three other people are injured. This is caused by distracted drivers focused on their phone, passengers or anything other than the road. Don't be one of the people that causes death or injury to yourself or others. Don't be a distracted driver, be a stay aliver. This message is brought to you by W-M-C-O
- II. The nation's health physicians want you to know: Exercise greatly reduces serious risks to your health. Simply increasing your physical activity a little can help you and your family prevent many illnesses and improve your health, fitness and well-being.
So join Exercise is Medicine and become more physically active and healthy.
For more information and ways to get started, visit the Exercise is Medicine web site at www.exerciseismedicine.org

12 STUDENT'S BOOK – UNIT 1 – LESSON 3 – PAGE 18 – EXERCISE 4

- I. Bullying often starts when people pick on something about you that is different. It can be how big you are, the color of your skin, or how you are doing at school.
- II. Bullying can happen to almost anyone. They are all

ordinary and nice students who meet a very nasty person.

- III. If this happens to you, tell someone you trust: a friend, a teacher and / or your parents. During breaks and lunchtime, try to stay in safe areas of the school with many other people. If someone hurts you, tell a teacher immediately and make sure you tell your parents.
- IV. Don't show you are angry or upset, and don't fight back. If you do this, think that they can blame you.
- V. A special type of bullying is cyber-bullying, which uses electronic devices such as mobile phones and computers. "Happy slapping" is an alternative form of bullying, where bullies film the attacks on a cell phone camera and then they share the videos with their friends. These attacks are illegal so you must report them to a teacher, parent or even the police as soon as possible. They can use any footage on mobiles as evidence of the attacks.
STOP CYBERBULLYING. *When online, BE SMART, HAVE A HEART.*


13 STUDENT'S BOOK – UNIT 1 – LESSON 3 – PAGE 20 – EXERCISE 8

1. A: What can you do if you see someone bullying a friend?
B: You must tell your teacher or somebody you trust.
2. A: What if someone sends you abusive text messages?
B: You must report it as soon as possible.
3. A: What if someone shares a video of an attack on the Internet?
B: Make sure you tell your parents.
4. A: What can you do if someone hurts you?
B: You shouldn't show you are angry.

14 TEACHER'S BOOK – UNIT 1 – FINAL CHECK – PAGE 34 – EXERCISE 1

- I. It's right in your own backyard. It may be hard to believe, but millions of people don't even know where their next meal will come from. In communities just like yours, there are many who need help. Join people across the country to end hunger. Start today. It can be as easy as giving food or money to your local area food bank, or getting tips to start your own food drive. Get involved. Go to www.createthegood.org/hunger
- II. It's much better fresh ... cold ... or warm. If it's not clear, it can make you sick. Animals, trees, insects, and plants use it too. What is it? It's air. That substance that none of us can live without. THE NATIONAL WILDLIFE FEDERATION is doing its part for a healthy environment. You can too. Don't pollute the environment. Our survival is at stake.
- III. Peanuts, milk, eggs and shellfish ... Do you know what these items have in common? They can kill people who are severely allergic to them. They can cause a severe allergic reaction called anaphylaxis. 1 out of 7 people may at risk for anaphylaxis. Other causes include insect stings, antibiotics, and latex. Are you at risk? Be prepared. There are treatments that reverse the symptoms of a severe

FINAL CHECK

1  14 Listen to the Public Service Announcements in the recording. Number the topics in the order they are mentioned.


◆ 1 point

- a. ____ Health
- b. ____ Hunger
- c. ____ Environment

2  14 Listen again and match the pictures to the corresponding PSA (I., II. III.).

◆ 3 points



3  14 Listen to the PSAs again, carefully. Then answer the questions.

◆ 9 points

a. What is the purpose of each announcement?

- I. _____
- II. _____
- III. _____

b. Who are the announcements directed to?

- I. _____
- II. _____
- III. _____

b. Where would you put a visual support for the announcements?

- I. _____
- II. _____
- III. _____





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