

**Exclusivo
Professor**

Inglês 10.º ano
Upgrade
**Teacher's
Book**

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- **Annual, module and lesson plans***
- **Rubrics for oral assessment activities***
- **Audio scripts**
- **Extensive Reading**

Teacher's notes and answer keys

*Editable in **20** AULA DIGITAL

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Upgrade 10

I – Overall presentation of the project

1. Methodological and didactic framework

The Upgrade Project used two documents as a framework: the CEF Common European Framework for Foreign Languages (2001) and the national syllabus for the Secondary Level (2001).

The purpose and objectives of this project are therefore defined by general competences and specific communicative competences – linguistic, pragmatic and socio-linguistic – and also by the contents of the syllabus: text comprehension and production, the socio-cultural dimension and the English language, in its role as a *lingua franca*, as it is used in so many aspects of our globalised society today.

The CEF is a fundamental document when designing foreign language learning projects, as it is the European reference for the definition of linguistic policy. This is unique when compared to other curricular areas and it makes possible the creation of paths that are equivalent for all students within Europe.

Our project is built on the assumption that the competences as they are presented in the CEF – linguistic, pragmatic and socio-linguistic – are developed through comprehension, interaction and production. In the conception of this project, particular importance has been given to the communicative approach (Richards, 2001) which focuses on the contextualised use of language leading to successful and progressively autonomous learning:

... if the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself... (R. Allwright, 1979, p. 170, taken from Harmer, 2001, p. 71)

As for methodology, we have adopted a task-based approach, which is also referred to in the reference documents. The underlying idea of the project is to develop, at each stage, a progressive learning path with differentiated activities involving the four major skills – *listening, speaking, reading* and *writing* – culminating in a multi-skills task.

By maintaining the structure in each section of the book and introducing the organization of the language content before the practice exercises and skills work, this project is a compromise between two methodological approaches. On the one hand, it allows for more traditional classroom work but on the other hand, classwork can be more focused on the development of communicative competences, depending on the teachers' preference. This way of presenting the project allows for different pedagogies in the classroom, making it possible to adapt classwork to meet the diverse needs of students.

The language work, that is, what is commonly called grammar, appears here as a process (Thornbury, 2001) and not as an end; it is an instrument of consolidation, of learning serving communicative situations. The grammar is understood as a tool “to do” and to build communicative competence:

It [grammar] is a process for which we need a verb – something like *grammaring*. The verbiness of grammar (...): grammar as a *doing* word. (Thornbury, 2001, p. 1)

The activities suggested bear in mind not only the age of the students but also language use in a controlled classroom context. The project aims at rule inference and at a progression in the complexity and difficulty of the activities suggested. Another asset of this project is the oral approach which appears as a main skill essential to communicative competence, and which is a common thread throughout the project.

2. Final aspects

To sum up, this project presents, in the opinion of the authors, a number of positive aspects for teachers. It is principally based on authentic materials and aspects related to the world of teenagers. It has a humorous approach to a number of learning topics and stresses the use of the four skills – *listening, reading, speaking, and writing* –, which increases in difficulty throughout the book. It stresses an investment in the use of the image as an autonomous text and as a support to written text and oral production. The texts, which reflect multiple points of view, encourage language use and are adapted to the proficiency level of the 10th grade with the objective of developing communicative competences through oral production in authentic situations.

References:

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II – Project structure and organisation

1. Project components

Our project includes:

- Course book – This is organised into 5 sections: Module 0 (with text and language activities) and four more modules which develop the content of the syllabus. Each module is divided into 4 parts, each comprising of activities which develop the four skills.
- Course book (teacher's edition) – Identical to the student's book, but with methodological suggestions and answers to the activities printed in the margins.
- Workbook (attached to the course book) – This expands on and develops the content presented in the course book. Each part is divided in four sections: listening, reading, language (vocabulary and grammar) and writing. There's a formative test at the end of each module.
- Extensive reading booklet – This includes the short story *Underwater*, by Antoinette Moses, and a retold version of *The Hunger Games*, by Suzanne Collins.
- Grammar plus – A booklet with explanations of grammar items in Portuguese with exercises to be done as preparation for the tests.

- Teacher's book – This contains the overall presentation of the project, annual content planning, module and lesson plans, suggestions for assessment, criteria for oral interaction and production activities, audio scripts, teacher's notes and answer keys on the Extensive Reading.
- Tests booklet – With 2 placement tests and 5 progress tests for each module, allowing the teacher to use them according to the number of students and classes being taught. It also includes tables of specifications, marking criteria and 3 extra tests following the model of the national exam.
- Lessons in a minute – A resource booklet with worksheets on different topics involving reading, writing, language practice, watching and listening, with easy to follow suggestions and ready to use materials.
- CDs with all listening activities and videos.
- Digital class  AULA DIGITAL.

All components can be used together as parts of a coherent project in which a variety of text types and activities are employed to achieve the same goal: effective and successful learning.

2. Global course book structure

The book starts with module zero, divided in two parts, in keeping with the national syllabus. This can be used as an introduction as well as revision of structures and vocabulary previously acquired.

After this, the book is organised into 4 modules, each divided in four themed parts, each of which develop the linguistic and socio-cultural content of the syllabus. At the end of each module, there are two pages of self-check activities – **A step further** – to consolidate the content presented and two further pages of reading/writing/speaking for fun activities – **Chill out!**

3. Course book structure

Each part is organised under 6 different headings:

1. **Brain Teaser:** warm up and preparation activities to introduce the topic to be covered.
2. **Reading Corner:** mostly authentic texts of different genres used as models to introduce the language practised in the following section. Also exploited for oral and written comprehension and production.
3. **Language Stuff:** vocabulary activities on the topic presented; rules and development of the language content and its use in context.
4. **Listen Up!:** oral comprehension activities using different types of texts and formats.
5. **Speakers' Corner:** oral interaction and production activities;
6. **Come write in!:** written interaction and production activities.

4. How to work with *Upgrade 10*?

As previously mentioned, *Upgrade 10*, despite maintaining the same structure throughout the book, allows for a differentiated and appropriate approach to varying levels of student proficiency. The key words of this project are: **inclusive** (of all macro capacities), **coherent** (structural and

methodological), **learning-focused** (concerning students' different proficiency levels and with varied activities), **progressive** (with regard to the difficulty level and management of the content, as stated in the syllabus) and **communicative** (building communicative competence in English).

Therefore, the team of authors considers this project to be user friendly, both for teachers and students. It will certainly help create a friendly learning environment in the classroom. Bearing this idea in mind, it seemed to the authors that it would be more effective and convenient to have the methodological suggestions in the margins of the pages in the teacher's edition version. Other information about the use of the different components of the project will also be given in these teachers' notes, including digital and interactive resources.

We wish you a wonderful time and much success working with **Upgrade 10!**

The team

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1

Planning

Annual content planning

Module 0 planning

Module 1 planning

Module 2 planning

Module 3 planning

Module 4 planning

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Upgrade 10 – Annual Content Planning

Overall goal: to develop linguistic and communicative competence in English through meaningful and appropriate learning activities.
Assumptions: students should have developed linguistic and communicative competence at a CEF threshold level (B1.1).

Term	Modules	Contents		
		Topics / Vocabulary	Grammar	Functions / Activities
1 st	Module 0 – Make the most of it! - Part 1 – Holidays and courses abroad - Part 2 – Pen friends, hobbies Module 1 – A language of many worlds - Part 1 – Learning a second language - Part 2 – Changing languages - Part 3 – English all around - Part 4 – Fitting in	Holidays Studying abroad Hobbies and free time Foreign languages Learning languages Different languages, different cultures British and American English New English words Languages, ethnicity and social integration	Tense revision Verbs and prepositions Relative pronouns / determiners (<i>who, which, whose</i>) Questions (ask and answer) Adjectives Past simple and past continuous Past simple and past perfect Compound words Reported speech	Summarising Rephrasing Outlining Agreeing / disagreeing Persuading Describing (images) Asking for / giving opinions Agreeing / disagreeing Presenting topics / arguments
2 nd	Module 2 – Around the world in apps and techs - Part 1 – Bright ideas - Part 2 – Hi-Tech - Part 3 – Go digital - Part 4 – Space quest Module 3 – The new world of media - Part 1 – In print - Part 2 – Broadcast BLVD.	Inventions and gadgets Technology (old words, new meanings) Technology Robotics New gadgets E-words Space and astronomy Space exploration Newspapers and magazines Tv and radio	Passive Double object passive Future tenses Phrasal verbs Be used to + <i>-ing</i> Used to + infinitive Linking words and phrases / connectors Prepositional phrases Defining and non-defining clauses Conditional sentences (first and second)	Describing (objects) Describing / presenting (objects) Persuading Arguing / debating Informing Presenting opinions / arguments Defending arguments Stating preferences Informing (writing a news item) Making decisions / organising Selecting (information)

Term	Modules	Contents		
		Topics / Vocabulary	Grammar	Functions / Activities
3 rd	Module 3 – The new world of media (cont.) • Part 3 – “Webbing” • Part 4 – Net ties / safe connections?	Web surfing Social networking Internet safety Cyberbullying	Adjectives ending in <i>-ed</i> and <i>-ing</i> Conditional sentences (third) Collocations Future continuous Verb + object + preposition	Reviewing Summing up / concluding Narrating Role-playing
	Module 4 – Young people around the world • Part 1 – Young vibes • Part 2 – Great expectations? • Part 3 – Go trendy • Part 4 – “New speeches” Extensive Reading: <i>The Hunger Games</i> , by Suzanne Collins Or <i>Underwater</i> , by Antoinette Moses	Teens’ problems and challenges Future plans Teen trends and fashion Urban tribes Graffiti Teen slang	<i>If only / I wish...</i> Modal verbs Had better / would rather Verb + to-infinitive / gerund Degrees of adjectives Double comparative Adverbs (formation and types)	Describing (situations) Narrating Making decisions / choices Applying (for a job) Presenting (decisions / results) Describing (a picture)

Upgrade 10 – Module 0 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences / activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	Holidays and courses abroad Pen friends Hobbies	Holidays Studying abroad Hobbies and free time	Tense revision Verbs and prepositions Relative pronouns / determiners (<i>who, which, whose</i>) Questions (ask and answer)	Giving opinions Asking about information Expressing likes and dislikes Summarising Rephrasing Outlining Describing	Understanding • Written texts: theme, purpose, main ideas • Oral texts: vocabulary, theme, main ideas, sequence • Vocabulary • Grammar: language system • Images / icons Interacting • Speaking: asking for and giving information • Writing: completing a postcard Producing • Written texts: summarising • Oral texts: describing	11 (45 min.) + 2 (test)	Direct observation / classroom activities Formative test Progress test

Upgrade 10 – Module 1 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences / activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness)	Listening Speaking Reading Writing	Learning a second language Changing languages English all around Fitting in	Foreign languages Learning languages Different languages, different cultures British and American English New English words Languages, ethnicity and social integration	Adjectives Past simple and past continuous Past simple and past perfect Compound words Reported speech	Agreeing / disagreeing Persuading Expressing opinion Describing (images) Asking for / giving opinions Agreeing / disagreeing Presenting topics / arguments	Understanding • Written texts: theme, purpose, main ideas • Oral texts: vocabulary, theme, main ideas, sequence • Vocabulary • Grammar: language system • Images / icons / cartoons / graphs Interacting • Speaking: asking for information; arguing Producing • Written texts: opinion article; text for a blog; film review form • Oral texts: describing; expressing opinion; presenting topics	25 (45 min.) + 2 (test)	Direct observation / classroom activities Formative test Progress test

Upgrade 10 – Module 2 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences / activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	Bright ideas Hi-Tech Go digital Space quest	Technologies – inventions; past, present and future Technologies – recent developments; state of the art The digital world; digital safety; the digital divide Space and astronomy; space exploration in the future; space tourism	Passive Double object passive Future Phrasal verbs Be used to + <i>ing</i> Used to + infinitive	Guessing / predicting Expressing opinion Describing (objects) Comparing (objects) Debating Informing Presenting topics / arguments	Understanding • Written texts: theme, purpose, main ideas • Oral texts: vocabulary, theme, main ideas, sequence • Vocabulary • Grammar: language system • Images / icons / cartoons / graphs Interacting • Speaking: arguing / debating Producing • Written texts: describing; informing; arguing; • Oral texts: describing; expressing opinion; presenting topics / reporting	25 (45 min.) + 2 (test)	Direct observation / classroom activities Formative test Progress test

Upgrade 10 – Module 3 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences / activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	In print Broadcast BLVD “Webbing” Net ties / safe connections?	Print media: newspapers, magazines TV and radio Digital communication; social networks Internet safety; hacking; cyberbullying	Linking words and phrases / connectors Prepositional phrases Defining and non-defining relative clauses Conditional sentences (0, 1st and 2nd) Adjectives in <i>-ed</i> and <i>-ing</i> Conditional sentences (3rd) Collocations Future continuous Verb + object + preposition	Guessing / predicting Expressing opinion Interacting Giving advice Informing Reaching conclusions Presenting topics / arguments	Understanding • Written texts: theme, purpose, main ideas • Oral texts: vocabulary, theme, main ideas, sequence • Vocabulary • Grammar: language system • Images / icons / cartoons / graphs Interacting • Speaking: asking for and giving information / opinions • discussing; giving advice • Writing: completing a form Producing • Written texts: news item; film review; drama text • Oral texts: presenting topics, narrating	25 (45 min.) + 2 (test)	Direct observation / classroom activities Formative test Progress test

Upgrade 10 – Module 4 Planning

CEF competences	Skills	Topics	Vocabulary	Grammar	Functions	Learning experiences / activities	Number of lessons	Assessment
Communicative competence: Linguistic • lexical • grammatical • semantic • orthographic • phonological • orthoepic Sociolinguistic (appropriateness and awareness) Pragmatic • function • discourse	Listening Speaking Reading Writing	Young vibes Great expectations? Go trendy “New speeches”	Teens problems and challenges; growing up Being a teen, planning the future Being a teen: trends and fashion Teen slang, urban tribes, graffiti	<i>If only / I wish...</i> Modal verbs <i>Had better / would rather</i> Verb + to-infinitive / gerund Degrees of adjectives Double comparative Adverbs	Guessing / predicting Expressing opinion Narrating Describing (pictures) Debating Reporting Presenting topics / arguments	Understanding • Written texts: theme, purpose, main ideas • Oral texts: vocabulary, theme, main ideas, sequence • Vocabulary • Grammar: language system • Images / icons / cartoons / graphs Interacting • Speaking: arguing / debating Producing • Written texts: story; email (job application); poem; rap song • Oral texts: describing; expressing opinion; presenting topics / reporting	25 (45 min.) + 2 (test)	Direct observation / classroom activities Formative test Progress test

2

Lesson plans

Module 0

Module 1

Module 2

Module 3

Module 4

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SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Holidays and courses abroad (Module 0)**SKILLS:** Listening and reading comprehension; speaking; writing**CONTENTS:** Studying a foreign language abroad; an international language school**GOALS:** Listening and reading for information; writing for specific purposes**SUMMARY:** Advantages of studying a foreign language abroad

An international language school (listening; oral and written work)

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Speaking – learning a foreign language abroad • Listening – about some students studying abroad • Writing – completing a table; noting down information • Reading – a text about an international language school	• Course book (pages 10 and 11) • Lessons in a Minute (pages 8, 12 to 14)  AULA DIGITAL • Video 1 • Track 1

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Holidays and courses abroad (Module 0)**SKILLS:** Reading comprehension; writing**CONTENTS:** Studying a foreign language abroad: summer programmes; visiting places**GOALS:** Reading for information**SUMMARY:** Summer programmes

Visiting places – reading about Derry

Written work

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading – about summer courses and programmes; about a city • Writing – asking and answering questions; completing (a diagram, a text, sentences)	• Course book (pages 12, 13 and 14)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Holidays and courses abroad (Module 0)**SKILLS:** Reading comprehension; writing; speaking**CONTENTS:** Studying abroad: internships and work experience programmes**GOALS:** Reading for structure**SUMMARY:** Studying abroad: internships and work experience programmes

How to write summaries

Completing tables with information

STRATEGIES/ACTIVITIES

- Reading – about internships and work experience programmes; ordering a text
- Writing – a summary
- Speaking – asking for and giving information

MATERIAL/RESOURCES

- Course book (pages 15, 16 and 17)

ASSESSMENT

- Direct observation
- Oral interaction
- Written feedback

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Pen friends, hobbies (Module 0)**SKILLS:** Reading comprehension; listening; writing**CONTENTS:** Pen friends**GOALS:** Reading for information; learning new words

SUMMARY: Listening: to a definition of an e-friend
 Reading: GlobalPenFriends.com
 Written work

STRATEGIES/ACTIVITIES

- Listening – to a definition
- Reading – about pen friends; finding equivalents and true/false information
- Writing – completing (a text, a table); answering questions

MATERIAL/RESOURCES

- Course book (pages 18, 19 and 20)
-  AULA DIGITAL
- Track 2

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Pen friends, hobbies (Module 0)**SKILLS:** Reading comprehension; writing; language**CONTENTS:** Pen friends**GOALS:** Reading for information; working with a dictionary

SUMMARY: Reading: a dictionary entry
 Working with a dictionary
 Written work

STRATEGIES/ACTIVITIES

- Reading – a dictionary entry; identifying dictionary abbreviations
- Writing / language – matching; answering questions; completing a word wheel

MATERIAL/RESOURCES

- Course book (pages 21 and 22)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Pen friends, hobbies (Module 0)**SKILLS:** Reading comprehension; writing; language (grammar)**CONTENTS:** Pen friends**GOALS:** Rephrasing (reported speech); using verb forms in context; using relative pronouns**SUMMARY:** Reported speech

Interacting; completing a postcard (verb forms)

Using relative pronouns

STRATEGIES/ACTIVITIES

- Writing / Language (grammar) – rewriting sentences using reported speech; completing a postcard (verb forms); using relative pronouns and determiners (filling in gaps, joining and completing sentences)

MATERIAL/RESOURCES

- Course book (pages 23 and 24)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Writing a postcard (Course book, page 23, 2.1.)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Pen friends, hobbies (Module 0)**SKILLS:** Listening; writing; speaking**CONTENTS:** Pen friends**GOALS:** Listening for information and identifying vocabulary; describing people**SUMMARY:** Homework correction

Listening: to a song

Speaking: describing your best friend

STRATEGIES/ACTIVITIES

- Listening – to a song (identifying vocabulary and theme)
- Writing – completing sentences; writing song lines; answering questions
- Speaking – describing people (physical and character description)

MATERIAL/RESOURCES

- Course book (pages 25, 26 and 27)
-  AULA DIGITAL
- Track 3

ASSESSMENT

- Direct observation
- Oral interaction
- Written / oral feedback (homework)

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Holidays and courses abroad; Pen friends, hobbies (Module 0)**SKILLS:** Listening; writing; language**CONTENTS:** Holidays and courses abroad; Pen friends, hobbies**GOALS:** Listening for information and identifying vocabulary; reading comprehension; writing**SUMMARY:** Class progress test

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Listening, reading and writing – doing a test	• Test book (pages 5 to 18) •  AULA DIGITAL • Teste interativo – aluno • Teste interativo – professor

ASSESSMENT	HOMEWORK
• Progress test	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Reading; speaking; listening; writing**CONTENTS:** Learning a second language**GOALS:** Reading and listening for information and identifying vocabulary; reading comprehension; speaking (eliciting)**SUMMARY:** Talking about languages and living abroad

Listening and completing: texts about experiences living abroad

STRATEGIES/ACTIVITIES

- Reading – matching; completing a text
- Speaking / interacting – completing a diagram
- Listening – completing a table

MATERIAL/RESOURCES

- Course book (pages 30 and 31)
- Workbook (page 200)
-  AULA DIGITAL
- Tracks 4, 5 and 44

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Reading; writing**CONTENTS:** Learning a second language**GOALS:** Reading for information and identifying vocabulary

SUMMARY: Reading: a text about the importance of learning a second language
 Reading comprehension activities

STRATEGIES/ACTIVITIES

- Reading – a text
- Reading / writing – matching; multiple choice; explaining (meanings of expressions); answering questions

MATERIAL/RESOURCES

- Course book (pages 32 and 33)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 201 and 202)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Writing (language work)**CONTENTS:** Learning a second language**GOALS:** Using adjectives and verb tenses in context**SUMMARY:** Homework correction

Psychological description: adjectives

Verb tenses: past simple and past continuous (meaning and use)

STRATEGIES/ACTIVITIES

- Writing (language work) – using adjectives in context; completing (rules, sentences, a text); building (sentences)

MATERIAL/RESOURCES

- Course book (pages 34 and 35)
-  AULA DIGITAL
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 202 and 203)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Listening; speaking; writing**CONTENTS:** Learning a second language**GOALS:** Listening for information; arguing and giving opinions; writing an opinion article**SUMMARY:** Homework correction

Listening: to a text about the advantages of studying abroad

Speaking (debating): for or against learning foreign languages

Writing: an opinion article about the importance of learning foreign languages

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Listening – identifying information • Speaking / interacting – debating • Writing – an opinion article	• Course book (pages 36 and 37) •  AULA DIGITAL • Tracks 6 and 7

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written feedback	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)

SKILLS: Listening; speaking

CONTENTS: Changing languages

GOALS: Listening for information and identifying vocabulary (spelling); speaking (eliciting; explaining)

SUMMARY: Listening: to a poem and a song about diversity and sense of belonging
Speaking: completing a diagram about the meaning of “home”

STRATEGIES/ACTIVITIES

- Listening – identifying information and correct spelling
- Speaking / interacting – completing a diagram; explaining meaning (a sentence)

MATERIAL/RESOURCES

- Course book (pages 38 and 39)
- Workbook (page 204)
-  AULA DIGITAL
- Tracks 8, 9 and 45

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Reading; writing**CONTENTS:** Changing languages**GOALS:** Reading for information and identifying vocabulary

SUMMARY: Reading: a text about cultural differences
 Reading comprehension activities

STRATEGIES/ACTIVITIES

- Reading – a text
- Reading / writing – identifying referents; finding evidence; answering questions

MATERIAL/RESOURCES

- Course book (pages 40 and 41)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 205 and 206)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Writing (language work)**CONTENTS:** Changing languages**GOALS:** Identifying British and American vocabulary and spelling; using verb forms in context**SUMMARY:** Homework correction

British and American words

Past simple and past perfect (meaning and use)

STRATEGIES/ACTIVITIES

- Writing (language work) – identifying British and American words; completing (rules, sentences, a text); matching (sentences); building (sentences)

MATERIAL/RESOURCES

- Course book (pages 42 and 43)
-  AULA DIGITAL
- Teste interativo – aluno
- Powerpoint – Past simple / Past perfect
- Ferramenta – *Wheel of verbs*

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 206 and 207)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Speaking; listening**CONTENTS:** Changing languages**GOALS:** Identifying cultural differences**SUMMARY:** Homework correction

Speaking: about cultural differences among the European

Listening: to a poem about cultural differences

STRATEGIES/ACTIVITIES

- Speaking – discussing; answering questions
- Listening – identifying vocabulary; completing lines; answering questions

MATERIAL/RESOURCES

- Course book (pages 44 and 45)
-  AULA DIGITAL
- Tracks 10 and 11

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Writing**CONTENTS:** Changing languages**GOALS:** Writing specific text formats**SUMMARY:** Writing: a text about living abroad to post in a blog**STRATEGIES/ACTIVITIES**

- Writing – a text for a blog

MATERIAL/RESOURCES

- Course book (page 46)

ASSESSMENT

- Direct observation
- Written feedback

HOMEWORK

- Workbook (page 207)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Reading; listening; writing**CONTENTS:** Changing languages**GOALS:** Identifying specific information (watching a film)**SUMMARY:** Homework correction

Watching: the film "Letters to Juliet"

Completing a table with information

Vocabulary work

STRATEGIES/ACTIVITIES

- Watching / listening – a film
- Writing – a paragraph; completing a table; answering questions

MATERIAL/RESOURCES

- Course book (page 47)
- Workbook (page 208)
-  AULA DIGITAL
- Video 2
- Tracks 12 and 46

ASSESSMENT

- Direct observation
- Oral interaction
- Written feedback

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Speaking; reading; writing**CONTENTS:** English all around**GOALS:** Understanding the global importance of the English language

SUMMARY: Speaking: discussing a cartoon
 English as a global language: a checklist
 Reading: a text about the future of English
 Reading comprehension activities

STRATEGIES/ACTIVITIES

- Speaking – discussing a cartoon
- Reading / writing – ticking a checklist; matching (headings and paragraphs); finding synonyms and opposites; completing (a table, sentences); answering questions

MATERIAL/RESOURCES

- Course book (pages 48, 49 and 50)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 209 and 210)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Reading; writing (language work)**CONTENTS:** English all around**GOALS:** Recognising new English words; building compound words**SUMMARY:** Homework correction

Reading: a text about global English words

Identifying the origin of foreign words used in English

Compound words

STRATEGIES/ACTIVITIES

- Reading / writing (language work) – reading for specific information; matching (words); building (compound words, sentences); answering questions

MATERIAL/RESOURCES

- Course book (pages 51 and 52)
-  AULA DIGITAL
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 210 to 211)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Listening; speaking**CONTENTS:** English all around**GOALS:** Listening for information; recognising stereotypes; reporting facts and stating opinions**SUMMARY:** Homework correction

Listening: to a song about an American boy

Analysing a graph

Speaking: presenting facts and opinions

STRATEGIES/ACTIVITIES

- Listening – identifying correct information; completing a table; answering questions
- Speaking – reporting (facts from a graph); stating (opinions)

MATERIAL/RESOURCES

- Course book (pages 53 and 54)
-  AULA DIGITAL
- Track 13

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)

SKILLS: Reading; listening; writing

CONTENTS: English all around

GOALS: Recognising and identifying accent and pronunciation; rewriting a text

SUMMARY: Listening / reading: to a text about the place of English in the EU
Rewriting a text

STRATEGIES/ACTIVITIES

- Listening – identifying accent and pronunciation
- Writing – rewriting a text in standard English

MATERIAL/RESOURCES

- Course book (page 55)
-  AULA DIGITAL
- Tracks 14 and 47

ASSESSMENT

- Direct observation
- Oral interaction
- Written feedback

HOMEWORK

- Workbook (page 212)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Listening (watching); reading**CONTENTS:** Fitting in**GOALS:** Understanding the concepts of ethnicity, social integration and isolation; reading for information**SUMMARY:** Homework correction

Reading: a text about the social integration of ethnic pupils

Reading comprehension activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Listening / watching – eliciting facts and ideas (answering questions) • Reading – identifying referents and opposites; answering questions	• Course book (pages 56 and 57)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written / oral feedback (homework)	• Workbook (pages 213 and 214)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Reading; writing (language work)**CONTENTS:** Fitting in**GOALS:** Using verb forms in context**SUMMARY:** Homework correction

Reported speech: meaning and use

Language work activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing (language work) – completing (rules); matching (changes from direct speech to reported speech); multiple choice; rewriting (sentences, cartoon captions)	• Course book (pages 58 and 59) • Workbook (page 215) 20 AULA DIGITAL • Powerpoint – Reported Speech • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• A step further (Course book, pages 62 and 63)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)
SKILLS: Listening; speaking

CONTENTS: Fitting in

GOALS: Listening for vocabulary; giving opinions on a topic (organising a speech)

SUMMARY: Listening: to a text about linguistic and cultural diversity

Speaking: organising and making a speech on the importance of multiculturalism

STRATEGIES/ACTIVITIES

- Listening – identifying accent and correct vocabulary; completing a text
- Speaking – making a speech (giving opinion)

MATERIAL/RESOURCES

- Course book (page 60)
-  AULA DIGITAL
- Tracks 15 and 16

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Writing**CONTENTS:** Fitting in**GOALS:** Recognising and identifying new “languages”; rewriting texts in standard English

SUMMARY: Reading: texts written in the new “language” of technology (abbreviations; texting)
 Rewriting texts in standard English

STRATEGIES/ACTIVITIES

- Reading – an e-mail, a text message and a poem
- Writing – rewriting texts in standard English

MATERIAL/RESOURCES

- Course book (page 61)

ASSESSMENT

- Direct observation
- Oral interaction
- Written feedback

HOMEWORK

- Chill out (Course book, pages 64 and 65)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Reading; writing**CONTENTS:** All in Module 1**GOALS:** Consolidating learning**SUMMARY:** Homework correction
Formative test**STRATEGIES/ACTIVITIES**

- Doing a formative test

MATERIAL/RESOURCES

- Test book (pages 45 to 48)
-  AULA DIGITAL
- Teste interativo – professor

ASSESSMENT

- Direct observation
- Oral interaction
- Written feedback

HOMEWORK

- Workbook (pages 216 and 217)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: A language of many worlds (Module 1)**SKILLS:** Listening; reading; writing**CONTENTS:** All in Module 1**GOALS:** Assessing learning**SUMMARY:** Class progress test

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Listening, reading and writing – doing a progress test	• Test book (pages 20 to 43) •  AULA DIGITAL • Teste interativo global – aluno

ASSESSMENT	HOMEWORK
• Progress tests	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Christmas**SKILLS:** Reading; writing**CONTENTS:** A Christmas story**GOALS:** Expanding knowledge of British language and culture

SUMMARY: "A Christmas carol": working on the short story by Charles Dickens
 Reading comprehension and writing activities

STRATEGIES/ACTIVITIES

- Reading – a summary of the short story; matching (characters' names and their definition)
- Writing – letters

MATERIAL/RESOURCES

- Lessons in a Minute (pages 23 to 27)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading comprehension; speaking**CONTENTS:** Bright ideas (inventions and gadgets)**GOALS:** Reading for information**SUMMARY:** Gadgets that changed the world: matching; doing a quiz

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading (comprehension) – matching; a quiz	• Course book (pages 68 and 69) • Workbook (page 218) 20 AULA DIGITAL • Tracks 49 and 50

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (pages 219 and 220)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading comprehension; writing**CONTENTS:** Bright ideas (inventions and gadgets)**GOALS:** Reading for information; identifying vocabulary**SUMMARY:** Homework correction

Reading: "Five technologies that have changed the world"; comprehension

STRATEGIES/ACTIVITIES

- Reading – about technologies
- Writing – correcting sentences; finding synonyms; answering questions

MATERIAL/RESOURCES

- Course book (pages 70 and 71)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Writing (language work)**CONTENTS:** Bright ideas (inventions and gadgets)**GOALS:** Using the passive in context**SUMMARY:** Passive: meaning and use
Language work activities**STRATEGIES/ACTIVITIES**

- Reading / writing (language work) – completing (rules; a table); rewriting (sentences in the passive); writing (newspaper headlines)

MATERIAL/RESOURCES

- Course book (pages 72 and 73)
- Workbook (page 221)
-  AULA DIGITAL
- Ferramenta – *Wheel of verbs*

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Listening; speaking**CONTENTS:** Bright ideas (inventions and gadgets)**GOALS:** Listening for vocabulary; organising an oral descriptive text

SUMMARY: Listening: to a poem about technology
 Speaking: describing a roll laptop

STRATEGIES/ACTIVITIES

- Listening – to a poem (filling in blanks)
- Watching – a video about a roll laptop
- Speaking – describing an object

MATERIAL/RESOURCES

- Course book (pages 74 and 75)
-  AULA DIGITAL
- Track 17
- Video 3

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Writing (language work)**CONTENTS:** Bright ideas (inventions and gadgets)**GOALS:** Using the double object passive in context

SUMMARY: Double object passive: meaning and use
Language work activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Writing (language work) – completing (rules); rewriting (sentences in the passive); completing (sentences in the passive)	• Course book (page 76) • Workbook (page 221)  AULA DIGITAL • Powerpoint – The Passive • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 221)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Writing**CONTENTS:** Bright ideas (inventions and gadgets)**GOALS:** Identifying and using comparison in a written text**SUMMARY:** Homework correction

Writing: a text comparing two objects

STRATEGIES/ACTIVITIES

- Writing – a text comparing a present day and an old style phone

MATERIAL/RESOURCES

- Course book (page 77)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Writing a comment (Workbook, page 221)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Listening (watching); reading; writing**CONTENTS:** Hi-Tech**GOALS:** Contextualising topics; reading for information**SUMMARY:** Homework correction

Listening (watching): to a film trailer

Reading: a text about robots

Comprehension work

STRATEGIES/ACTIVITIES

- Listening (watching) – to a film trailer (identifying features, vocabulary and theme)
- Reading – a text about robots
- Writing – completing sentences; multiple choice; finding opposites; answering questions

MATERIAL/RESOURCES

- Course book (pages 78, 79 and 80)
- Workbook (page 222)
-  AULA DIGITAL
- Video 4
- Tracks 18 and 51

ASSESSMENT

- Direct observation
- Oral interaction
- Written / oral feedback (homework)

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Writing (language work); speaking**CONTENTS:** Hi-Tech**GOALS:** Understanding and using the future tenses in context

SUMMARY: Homework correction
 Future tenses: meaning and use
 Language work activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Writing (language work) – inferring (rules); filling in blanks; completing (sentences) • Speaking – roleplaying	• Course book (pages 81 and 82) • Lessons in a Minute (pages 38 and 39)  AULA DIGITAL • Powerpoint – Future tenses • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Written / oral feedback (homework)	• Workbook (page 225)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Listening (watching); speaking**CONTENTS:** Hi-Tech**GOALS:** Contextualising topics; listening for information; reporting**SUMMARY:** Homework correction

Listening (watching): to a video about a new robot; comprehension activities

Speaking: reporting about a new gadget

STRATEGIES/ACTIVITIES

- Listening (watching) – to a video (identifying features, vocabulary and theme; true/false)
- Speaking – reporting (about a newly invented gadget)

MATERIAL/RESOURCES

- Course book (pages 83 and 84)
-  AULA DIGITAL
- Video 5
- Track 19

ASSESSMENT

- Direct observation
- Oral interaction
- Oral feedback (homework)

HOMEWORK

- Workbook (page 225)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading; writing**CONTENTS:** Hi-Tech**GOALS:** Describing; predicting (using the future tenses in context)**SUMMARY:** Homework correction

Reading: a text about the houses of the future

Writing: a text describing a house of the future

STRATEGIES/ACTIVITIES

- Reading – a text
- Writing – a descriptive text (predicting)

MATERIAL/RESOURCES

- Course book (page 85)

ASSESSMENT

- Direct observation
- Oral interaction
- Written / oral feedback (homework)

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading; writing; listening**CONTENTS:** Go digital**GOALS:** Identifying information and vocabulary; matching words and their definition

SUMMARY: Go digital: identifying gadgets; matching words and definitions
 Listening (watching): to a video about the 21st century school

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Writing – matching • Listening (watching) – multiple choice; completing (a table)	• Course book (pages 86 and 87) • Workbook (page 226) 20 AULA DIGITAL • Video 6 • Tracks 20 and 52

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading; writing**CONTENTS:** Go digital**GOALS:** Reading for information and identifying vocabulary

SUMMARY: Reading: a text about e-safety standards
Comprehension activities

STRATEGIES/ACTIVITIES

- Reading – an informative text
- Writing (comprehension) – matching (titles and paragraphs; phrases); identifying synonyms and opposites; answering questions

MATERIAL/RESOURCES

- Course book (pages 88 and 89)
- Workbook (pages 227 and 228)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Writing (language work)**CONTENTS:** Go digital**GOALS:** Understanding and using phrasal verbs in context

SUMMARY: Phrasal verbs: meaning and use
Language work activities

STRATEGIES/ACTIVITIES

- Reading / writing (language work) – inferring and completing rules (multiple choice); matching (phrasal verbs and their meaning); filling in blanks; completing (comic strip bubbles)

MATERIAL/RESOURCES

- Course book (pages 90, 91 and 92)
- Lessons in a Minute (pages 40 to 43)
-  AULA DIGITAL
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 228 and 229)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Speaking**CONTENTS:** Go digital**GOALS:** Speaking: interacting; stating arguments for and against**SUMMARY:** Homework correction

Speaking: debating about the digital divide and the selling of e-waste

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Speaking (interacting) - debating	• Course book (page 93)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Oral feedback (homework)	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Listening; writing**CONTENTS:** Go digital**GOALS:** Listening for information and vocabulary; writing an informative text

SUMMARY: Listening: to a text about the new digital divide
 Writing: an informative text about the world digital divide

STRATEGIES/ACTIVITIES

- Listening – filling in blanks; multiple choice; completing (sentences)
- Writing – an informative text

MATERIAL/RESOURCES

- Course book (pages 94 and 95)
-  AULA DIGITAL
- Tracks 21 and 22

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)

SKILLS: Speaking; writing

CONTENTS: Space quest

GOALS: Contextualising topics; reading for information and vocabulary; discussing / commenting

SUMMARY: Brainstorming: space-related words
Matching and identifying information
Watching a video and commenting on a sentence

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing – matching; identifying (information) • Speaking – brainstorming; discussing / commenting	• Course book (pages 96 and 97) • Workbook (page 230)  AULA DIGITAL • Video 7 • Tracks 24 and 53

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading; writing**CONTENTS:** Space quest**GOALS:** Reading for information and vocabulary

SUMMARY: Reading: a speech by Barack Obama about the future of space exploration
Comprehension activities

STRATEGIES/ACTIVITIES

- Reading / writing – identifying synonyms and specific vocabulary; matching phrases; answering questions

MATERIAL/RESOURCES

- Course book (pages 98 and 99)
- Workbook (pages 231 and 232)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Writing (language work)**CONTENTS:** Space quest**GOALS:** Using used to + infinitive and be used to + *ing* in context**SUMMARY:** Used to + infinitive and be used to + *ing*: meaning and use

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing (language work) – completing (rules); filling in blanks; sentences (comparing)	• Course book (page 100) • Workbook (page 233) • Lessons in a Minute (pages 36 and 37) 20 AULA DIGITAL • Powerpoint – Be used to + <i>ing</i> vs. used to • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Listening; speaking**CONTENTS:** Space quest**GOALS:** Listening for sequence; reporting (speaking)**SUMMARY:** Listening: to a song

Ordering the song lines

Speaking: listening to a text about space tourism; agreeing / disagreeing and reporting conclusions

STRATEGIES/ACTIVITIES

- Listening – ordering lines in a song
- Speaking – reporting conclusions

MATERIAL/RESOURCES

- Course book (pages 101 and 102)
- Workbook (page 233)
-  AULA DIGITAL
- Tracks 25, 26, 27 and 54

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading; writing**CONTENTS:** Space quest**GOALS:** Reading for information; writing an argumentative text

SUMMARY: Reading: two texts about facts on space exploration
 Identifying and writing about the pros and cons of space exploration

STRATEGIES/ACTIVITIES

- Reading – reading for facts and specific information
- Writing – an argumentative text

MATERIAL/RESOURCES

- Course book (page 103)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- A step further (Course book, pages 104 and 105)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading; writing**CONTENTS:** All in Module 2**GOALS:** Consolidating learning**SUMMARY:** Homework correction
Formative test**STRATEGIES/ACTIVITIES**

- Doing the formative test

MATERIAL/RESOURCES

- Workbook (pages 234 and 235)
-  AULA DIGITAL
- Teste interativo – professor

ASSESSMENT

- Direct observation
- Oral interaction
- Written feedback

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Around the world in apps and techs (Module 2)**SKILLS:** Reading; writing**CONTENTS:** All in Module 2**GOALS:** Consolidating learning**SUMMARY:** Class progress test**STRATEGIES/ACTIVITIES**

- Listening, reading and writing – doing a progress test

MATERIAL/RESOURCES

- Test book (pages 59 to 77)
-  AULA DIGITAL
- Teste interativo global – aluno

ASSESSMENT

- Progress test

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; speaking; writing**CONTENTS:** In print**GOALS:** Reading for information and specific vocabulary; speculating**SUMMARY:** Printed media

Newspapers: types and structure

STRATEGIES/ACTIVITIES

- Reading and speaking – discussing a blog quotation
- Reading (watching) – a video about forms of communicating
- Writing – completing tables; answering questions
- Listening – to a news item

MATERIAL/RESOURCES

- Course book (pages 110 and 111)
- Workbook (page 236)
-  AULA DIGITAL
- Video 8
- Tracks 28 and 55

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (page 237)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; writing**CONTENTS:** In print**GOALS:** Reading for information and specific vocabulary; comprehension**SUMMARY:** Homework correction

Reading: "Print or online newspapers?"; comprehension

STRATEGIES/ACTIVITIES

- Reading – about printed or digital press
- Writing – finding evidence; finding synonyms; explaining expressions; answering questions

MATERIAL/RESOURCES

- Course book (pages 112 and 113)

ASSESSMENT

- Direct observation
- Oral interaction
- Oral and written feedback

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)

SKILLS: Writing (language)

CONTENTS: In print

GOALS: Understanding and using linking words and phrases / connectors in context

SUMMARY: Linking words and phrases / connectors: meaning and use
Language work activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing (language work) – completing (rules; a table; sentences); matching; writing (sentences)	• Course book (pages 114 and 115) •  AULA DIGITAL • Powerpoint – Linking words and phrases / connectors • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 238)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Listening; writing (language)**CONTENTS:** In print**GOALS:** Listening for vocabulary and information; understanding and using prepositional phrases in context

SUMMARY: Listening: to a text about teen magazines
 Prepositional phrases: meaning and use
 Language work activities

STRATEGIES/ACTIVITIES

- Reading / writing (language work) – completing (rules; a table; sentences); multiple choice
- Listening – to a text (filling in blanks; completing a table)

MATERIAL/RESOURCES

- Course book (pages 116 and 117)
-  AULA DIGITAL
- Tracks 29 and 30

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (page 239)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Speaking; writing**CONTENTS:** In print**GOALS:** Giving opinion; using the news items language rules in a text**SUMMARY:** Homework correction

Speaking: concluding and stating opinions

Writing: a magazine article

STRATEGIES/ACTIVITIES

- Speaking (interacting) – sharing and stating conclusions; giving opinion
- Writing – a magazine article

MATERIAL/RESOURCES

- Course book (pages 118 and 119)
- Workbook (page 239)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Listening; reading; writing**CONTENTS:** Broadcast BLVD.**GOALS:** Contextualising topics; reading and listening for information**SUMMARY:** Doing a media quiz

Listening (watching): to a video about teen TV shows; to a song about celebrity culture

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Listening (watching) – to a video about teen TV shows; to a song about celebrity culture • Writing – doing a quiz	• Course book (pages 120 and 121) • Workbook (page 240)  AULA DIGITAL • Video 9 • Tracks 31, 32 and 56

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; writing**CONTENTS:** Broadcast BLVD.**GOALS:** Reading for information and specific vocabulary; comprehension

SUMMARY: Reading: "Truths about teens and screens"
Comprehension activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading – about teens and TV • Writing – ordering sentences; stating opposites; explaining expressions; answering questions	• Course book (pages 122 and 123) • Workbook (pages 240 and 241)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Writing (language work)**CONTENTS:** Broadcast BLVD.**GOALS:** Understanding and using defining and non-defining clauses in context; expanding vocabulary knowledge

SUMMARY: Specific topic vocabulary
 Defining and non-defining clauses: meaning and use
 Language work activities

STRATEGIES/ACTIVITIES

- Writing (vocabulary) – matching; completing a text
- Writing (language work) – inferring (rules); filling in blanks; completing (sentences; a table); a text using relative pronouns/determiners

MATERIAL/RESOURCES

- Course book (pages 124, 125 and 126)
-  AULA DIGITAL
- Powerpoint – Defining / non-defining clauses
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 242 and 243)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Speaking; writing (language work)**CONTENTS:** Broadcast BLVD.**GOALS:** Making decisions and reporting; understanding and using conditional sentences in context**SUMMARY:** Homework correction

Speaking: organising and reporting about a school radio show

Conditional sentences (zero, first and second): meaning and use

STRATEGIES/ACTIVITIES

- Speaking – reporting (about a new school radio show)
- Writing (language work) – inferring and completing (rules); completing (sentences); writing (sentences)

MATERIAL/RESOURCES

- Course book (pages 127 and 128)

ASSESSMENT

- Direct observation
- Oral interaction
- Oral feedback (homework)

HOMEWORK

- Workbook (page 243)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Writing**CONTENTS:** Broadcast BLVD.**GOALS:** Describing (writing a project form)**SUMMARY:** Homework correction

Writing: a project form describing a new TV channel

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Writing – a descriptive text (form)	• Course book (page 129) • Workbook (page 243)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Oral feedback (homework)	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; writing; speaking; listening**CONTENTS:** “Webbing”**GOALS:** Brainstorming (information and vocabulary); reading and listening for specific information**SUMMARY:** “Webbing”: brainstorming; reading an infographic and listening to a text about the use of social networks by teens

Discussing the influence of social networks on one’s personal life

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Speaking / writing – brainstorming • Reading – an infographic • Listening – identifying information	• Course book (pages 130 and 131) • Workbook (page 244) •  AULA DIGITAL • Tracks 33 and 57

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; writing**CONTENTS:** "Webbing"**GOALS:** Reading for information and identifying vocabulary; completing a film file; writing a film review**SUMMARY:** Reading: a text about the film "The Social Network"

Comprehension activities

Writing a film review

STRATEGIES/ACTIVITIES

- Reading – a film plot
- Writing (comprehension) – matching (headlines and paragraphs); correcting sentences; multiple choice
- Writing – a film review

MATERIAL/RESOURCES

- Course book (pages 132, 133 and 134)
- Lessons in a Minute (pages 51, 52, 53 and 54)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 245 and 246)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Writing (language work)**CONTENTS:** “Webbing”**GOALS:** Understanding and using adjectives ending in *-ed* and in *-ing* in context**SUMMARY:** Homework correctionAdjectives ending in *-ed* and in *-ing*: meaning and use

Language work activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Writing (language work) – inferring and completing rules; multiple choice; completing (sentences)	• Course book (page 136) • Workbook (pages 246 and 247)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction • Oral feedback (homework)	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Listening; writing (language work)**CONTENTS:** "Webbing"**GOALS:** Listening for information; understanding and using conditional sentences in context

SUMMARY: Listening to a text about social network experiences
 Conditional sentences (type three): meaning and use
 Language work activities

STRATEGIES/ACTIVITIES

- Listening – completing (a table); correcting sentences; answering questions
- Reading / writing (language work) – inferring and completing rules; multiple choice; completing (sentences); asking and answering sentences

MATERIAL/RESOURCES

- Course book (pages 137 and 138)
- Workbook (page 247)
- **20 AULA DIGITAL**
- Track 34
- Powerpoint – Conditional sentences
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; writing**CONTENTS:** "Webbing"**GOALS:** Reading for information and vocabulary; writing an informative text (concluding)

SUMMARY: Reading: an infographic about how American teens communicate
 Writing: an informative text drawing conclusions on the infographic

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading – an infographic • Writing – an informative text	• Course book (page 139) • Workbook (page 247)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: The new world of media (Module 3)

SKILLS: Reading / writing; speaking

CONTENTS: Net ties / safe connections?

GOALS: Reading and speaking for information and vocabulary; discussing / commenting

SUMMARY: Discussing: the advantages and risks of using the internet

Plagiarism

Vocabulary: cybercrime

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing – matching; identifying (information) • Speaking – brainstorming; discussing / commenting	• Course book (pages 140 and 141) • Workbook (page 248) 20 AULA DIGITAL • Track 58

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; writing**CONTENTS:** Net ties / safe connections?**GOALS:** Reading for information and vocabulary**SUMMARY:** Reading: an article about hacking
Comprehension activities**STRATEGIES/ACTIVITIES**

- Reading / writing – completing (sentences); identifying information; matching (words with their equivalents); answering questions

MATERIAL/RESOURCES

- Course book (pages 142 and 143)
- Workbook (pages 249 and 250)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Writing (language work)**CONTENTS:** Net ties / safe connections?**GOALS:** Using collocations and the future continuous in context

SUMMARY: Collocations and the future continuous: meaning and use
Language work

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing (language work) – inferring and completing (rules; sentences); matching	• Course book (pages 144 and 145) •  AULA DIGITAL • Ferramenta – <i>Wheel of verbs</i> • Powerpoint – Future continuous

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	• Workbook (page 251)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Speaking; listening; writing (language work)**CONTENTS:** Net ties / safe connections?**GOALS:** Listening for information and vocabulary; stating opinions (speaking); understanding and using
verb+preposition+object in context

SUMMARY: Listening: to an interview about cybercrime
 Comprehension activities
Verb+preposition+object: meaning and use
 Language work

STRATEGIES/ACTIVITIES

- Speaking – commenting
- Listening – identifying information; completing (a text)
- Writing (language) – inferring (rules); completing (sentences); matching; answering questions

MATERIAL/RESOURCES

- Course book (pages 146 and 147)
- Lessons in a Minute (pages 44, 45 and 46)
- 20 AULA DIGITAL**
- Track 35
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Speaking; writing**CONTENTS:** Net ties / safe connections?**GOALS:** Discussing; giving advice; writing a drama text

SUMMARY: Speaking: giving advice on cyberbullying
 Writing: a drama text about cyberbullying

STRATEGIES/ACTIVITIES

- Speaking – discussing and giving advice
- Writing – a drama text

MATERIAL/RESOURCES

- Course book (pages 148 and 149)
- Workbook (page 251)
-  AULA DIGITAL
- Video 10
- Track 36

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- A step further (Course book, pages 150 and 151)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Reading; writing**CONTENTS:** All in Module 3**GOALS:** Consolidating learning**SUMMARY:** Homework correction
Formative test**STRATEGIES/ACTIVITIES**

- Doing the formative test

MATERIAL/RESOURCES

- Workbook (pages 252 and 253)
-  AULA DIGITAL
- Teste interativo – professor

ASSESSMENT

- Direct observation
- Oral interaction
- Oral feedback

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: The new world of media (Module 3)**SKILLS:** Listening; reading; writing**CONTENTS:** All in Module 3**GOALS:** Consolidating learning**SUMMARY:** Class progress test**STRATEGIES/ACTIVITIES**

- Listening, reading and writing – doing a progress test

MATERIAL/RESOURCES

- Test book (pages 80 to 107)
-  AULA DIGITAL
- Teste interativo global – aluno

ASSESSMENT

- Progress test

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; speaking; listening; writing**CONTENTS:** Young vibes**GOALS:** Reading for information and specific vocabulary; discussing; listening for information**SUMMARY:** Young people's expectations and choices: oral and written activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading and speaking – discussing sayings • Listening (watching) – a video about a teenager's tastes and dreams • Writing – answering questions	• Course book (pages 156 and 157) • Workbook (page 254) 20 AULA DIGITAL • Video 11 • Tracks 37, 59 and 60

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; writing**CONTENTS:** Young vibes**GOALS:** Reading for information and specific vocabulary; comprehension**SUMMARY:** Reading: "Behind closed doors"

Teen / parents issues

Comprehension activities

Vocabulary: teens and free time

STRATEGIES/ACTIVITIES

- Reading – a text about teen and parent issues
- Writing – completing (tables; sentences); matching (words and their definition); answering questions
- Writing (vocabulary) – teens and free time

MATERIAL/RESOURCES

- Course book (pages 158, 159 and 160)
- Workbook (255 and 256)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)

SKILLS: Writing (language)

CONTENTS: Young vibes

GOALS: Understanding and using structures (*if only / I wish*) in context

SUMMARY: *If only / I wish*: meaning and use
Language work activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Writing (language work) – inferring (rules); completing (rules; a table; sentences); writing (sentences)	• Course book (page 161) • Workbook (page 257) 20 AULA DIGITAL • Teste interativo – aluno

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Speaking**CONTENTS:** Young vibes**GOALS:** Speaking for specific purposes (describing a situation; presenting solutions)**SUMMARY:** Speaking: describing a teen problem**STRATEGIES/ACTIVITIES**

- Speaking – describing a teen problem

MATERIAL/RESOURCES

- Course book (page 162)

ASSESSMENT

- Direct observation
- Oral interaction
- Oral feedback

HOMEWORK

- Workbook (page 257)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Listening; writing (language work)**CONTENTS:** Young vibes**GOALS:** Predicting; listening for vocabulary; understanding and using modal verbs in context**SUMMARY:** Homework correction

Listening: to "Numb" by Linkin Park

Modal verbs: meaning and use

Language words activities

STRATEGIES/ACTIVITIES

- Listening – predicting; completing lines in a song
- Writing (language) – inferring and completing (rules); matching; filling in blanks

MATERIAL/RESOURCES

- Course book (pages 163 and 164)
- Lessons in a Minute (pages 28 to 32)
-  AULA DIGITAL
- Track 38

ASSESSMENT

- Direct observation
- Oral interaction
- Written feedback (homework)

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Writing**CONTENTS:** Young vibes**GOALS:** Using specific rules to write a narrative text

SUMMARY: Analysing a comic strip about teens / parents dialogue
Writing a story about the topic

STRATEGIES/ACTIVITIES

- Writing – a narrative text

MATERIAL/RESOURCES

- Course book (page 165)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; writing; speaking**CONTENTS:** Great expectations**GOALS:** Reading for information and specific vocabulary; comprehension

SUMMARY: Reading: teens' goal boards and a teen problem about parents' expectations
 Class discussion on the issues
 A gap year; comprehension activities

STRATEGIES/ACTIVITIES

- Reading – about teens' goals and expectations
- Writing – matching; completing (sentences)
- Speaking – discussing

MATERIAL/RESOURCES

- Course book (pages 166 and 167)
- Workbook (page 258)
-  AULA DIGITAL
- Tracks 61 and 62

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; writing**CONTENTS:** Great expectations**GOALS:** Reading for specific information

SUMMARY: Reading about teens' plans for the future: "High school is over: now what?"
Comprehension activities

STRATEGIES/ACTIVITIES

- Reading – 3 texts
- Writing – finding synonyms; explaining expressions; completing (a table); answering questions

MATERIAL/RESOURCES

- Course book (pages 168 and 169)
- Workbook (pages 259 and 260)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Writing (language work)**CONTENTS:** Great expectations**GOALS:** Expanding vocabulary knowledge; understanding and using structures (had better / would rather) in context

SUMMARY: Vocabulary: education, work and jobs
 Had better / would rather: meaning and use

STRATEGIES/ACTIVITIES

- Writing (language work) – doing a crossword puzzle; matching (sentences); organising (sentences); completing (a comic strip)

MATERIAL/RESOURCES

- Course book (pages 170 and 171)
-  AULA DIGITAL
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (page 261)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Listening; writing (language work)**CONTENTS:** Great expectations**GOALS:** Listening for information; understanding and using verb + to-infinitive/gerund in context**SUMMARY:** Homework correction

Listening: to a text about dream jobs

Comprehension activities

Verb + to-infinitive/gerund: meaning and use

STRATEGIES/ACTIVITIES

- Listening – completing (a table; sentences)
- Writing (language) – inferring and completing (rules; a table; sentences); multiple choice; fill in the blanks

MATERIAL/RESOURCES

- Course book (pages 172 and 173)
-  AULA DIGITAL
- Track 39

ASSESSMENT

- Direct observation
- Oral interaction
- Oral feedback (homework)

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Speaking; reading; writing**CONTENTS:** Great expectations**GOALS:** Speaking (reporting conclusions); reading and writing for specific purposes (writing a job application email)

SUMMARY: Speaking: discussing and reporting about parents' and peer pressure influence in young people's decisions
 Reading: some job ads
 Writing a job application email

STRATEGIES/ACTIVITIES

- Speaking – brainstorming; discussing; reporting
- Reading – job ads
- Writing – an email

MATERIAL/RESOURCES

- Course book (pages 174 and 175)
- Workbook (page 261)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; listening; speaking; writing**CONTENTS:** Great expectations**GOALS:** Expanding knowledge with Extensive Reading activities

SUMMARY: Reading: a retold ("The Hunger Games") or a short story ("Underwater")
Comprehension and language activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading – an extended text • Writing (comprehension and language) • Listening • Speaking (discussing; commenting)	• Extensive Reading brochure • Teacher's book (teacher's notes on the Extensive Reading)  AULA DIGITAL • Tracks 65 and 66

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; speaking; writing**CONTENTS:** Go trendy**GOALS:** Reading and speaking for specific purposes (contextualising topic)

SUMMARY: Reading and discussing teens' opinions on trends and fashion
Giving opinion

STRATEGIES/ACTIVITIES

- Reading – text chunks
- Speaking (writing) – answering questions; completing (a diagram)
- Listening

MATERIAL/RESOURCES

- Course book (pages 176 and 177)
- Workbook (page 262)
-  AULA DIGITAL
- Track 63

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; writing**CONTENTS:** Go trendy**GOALS:** Reading for information (comprehension)

SUMMARY: Reading: an interview about fashion and style
Comprehension activities

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing – matching (words and their equivalents; questions and answers); true / false; answering questions	• Course book (pages 178 and 179) • Workbook (pages 263 and 264)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Writing (language work)**CONTENTS:** Go trendy**GOALS:** Understanding and using adjectives (degrees; double comparative) in context

SUMMARY: Adjectives (degrees; double comparative): meaning and use
Language work

STRATEGIES/ACTIVITIES

- Reading / writing (language work) – inferring and completing (rules; sentences); multiple choice; matching; building (sentences)

MATERIAL/RESOURCES

- Course book (pages 180 and 181)
-  AULA DIGITAL
- Powerpoint – Degrees of adjectives
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (pages 264 and 265)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Speaking; listening; writing (language work)**CONTENTS:** Go trendy**GOALS:** Speaking (presenting information); listening for information; expanding vocabulary knowledge**SUMMARY:** Homework correction

Presenting: a fashion show project

Listening: fashion victims and types of music

Vocabulary: urban tribes; music

STRATEGIES/ACTIVITIES

- Speaking – brainstorming; discussing; presenting
- Listening – completing a table
- Writing (vocabulary) – matching (pictures and descriptions); completing (sentences)

MATERIAL/RESOURCES

- Course book (pages 182, 183 and 184)
-  AULA DIGITAL
- Track 40

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; writing**CONTENTS:** Go trendy**GOALS:** Reading for structure and vocabulary; writing for specific purposes (a poem)**SUMMARY:** Reading: a poem (song lyrics)

Writing: a poem on music or fashion

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing – a poem	• Course book (page 185) • Workbook (page 265)

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 **LESSON No.:** _____ **CLASS:** _____ **DATE:** ____ / ____ / ____

TOPIC: Young people around the world (Module 4)

SKILLS: Reading; writing; speaking; listening

CONTENTS: “New speeches”

GOALS: Reading and listening for specific purposes (contextualising topic; vocabulary)

SUMMARY: Doing a quiz about graffiti

Listening: to a song by Dizzie Rascal

Discussing and giving opinion on music, language and teens

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading (writing) – a quiz • Listening (speaking) – to a song; discussing; identifying vocabulary	• Course book (pages 186 and 187) • Workbook (page 266)  AULA DIGITAL • Tracks 41 and 64

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; writing; listening**CONTENTS:** "New speeches"**GOALS:** Reading for information (comprehension); listening for information**SUMMARY:** Reading: an article about teen talk

Comprehension activities

Listening: to a text expressing disapproval of the use of slang

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Reading / writing – matching (words and their equivalents); completing (sentences); explaining expressions; answering questions • Listening – multiple choice; ordering ideas (sequencing)	• Course book (pages 188, 189 and 190) • Workbook (pages 267 and 268)  AULA DIGITAL • Video 12 • Tracks 42 and 43

ASSESSMENT	HOMEWORK
• Direct observation • Oral interaction	

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Writing (language work)**CONTENTS:** "New speeches"**GOALS:** Expanding knowledge of vocabulary; understanding and using adverbs in context

SUMMARY: Vocabulary: graffiti and teen slang
 Adverbs: meaning and use
 Language work

STRATEGIES/ACTIVITIES

- Reading / writing (language work) – inferring and completing (rules; sentences); identifying categories; matching; completing (a text)

MATERIAL/RESOURCES

- Course book (pages 191, 192 and 193)
-  AULA DIGITAL
- Teste interativo – aluno

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- Workbook (page 269)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Speaking; reading; writing**CONTENTS:** "New speeches"**GOALS:** Speaking (using the rules of the descriptive text in oral production); writing for specific purposes (a song lyric)**SUMMARY:** Homework correction

Speaking: describing a picture

Writing: the lyrics for a rap song

STRATEGIES/ACTIVITIES

- Speaking – describing
- Writing – the lyrics for a song

MATERIAL/RESOURCES

- Course book (pages 194 and 195)
- Workbook (page 269)

ASSESSMENT

- Direct observation
- Oral interaction

HOMEWORK

- A step further (Course book, pages 196 and 197)

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Reading; writing**CONTENTS:** All in Module 4**GOALS:** Consolidating learning**SUMMARY:** Homework correction
Formative test**STRATEGIES/ACTIVITIES**

- Doing the formative test

MATERIAL/RESOURCES

- Workbook (pages 270 and 271)
-  AULA DIGITAL
- Teste interativo – professor

ASSESSMENT

- Direct observation
- Oral interaction
- Oral feedback

HOMEWORK

SCHOOL: _____

SUBJECT/LEVEL: ENGLISH GRADE 10 LESSON No.: _____ CLASS: _____ DATE: ____ / ____ / ____

TOPIC: Young people around the world (Module 4)**SKILLS:** Listening; reading; writing**CONTENTS:** All in Module 4**GOALS:** Consolidating learning**SUMMARY:** Class progress test

STRATEGIES/ACTIVITIES	MATERIAL/RESOURCES
• Listening, reading and writing – doing a progress test	• Test book (pages 110 to 137) 20 AULA DIGITAL • Teste interativo global – aluno

ASSESSMENT	HOMEWORK
• Progress test	

3

Rubrics for oral assessment activities

Debating

Interactions / discussions

Presentations

Arguing / stating opinions

Describing

Narrating

Editable in  AULA DIGITAL

Rubrics for oral assessment activities

1. Assessing oral activities

Assessing oral activities in the classroom is one of the most difficult and complicated aspects of English language teaching. As there are too many students to assess in each class, the task of finding, designing and applying meaningful and feasible activities is a hard one. Then again, there is the question of the assessment itself: how can we make it objective and fair for every student?

Upgrade 10 is focused on helping teachers of English in this difficult task. Not only are most of the suggestions presented in our *Speakers' Corner* component prepared as assessment activities, but we also give you **oral assessment rubrics**, especially designed to be used with all the oral activities in the project.

2. How to use the oral assessment rubrics

For each oral activity, of which there are a total of six – presenting, narrating, describing, interacting, arguing and debating –, a number of assessment criteria or categories are defined, amongst others: use of language, correction, fluency, topic development and interaction. Each category is allocated a percentage of the final mark. However, the distribution we present is merely a suggestion and teachers can distribute marks according to what they consider more or less important in the students' performance. We have paid special attention to the general categories of use of language, accuracy and fluency, because these are the linguistic support of the students' production. Moreover, in each case, special importance has been given to the distinctive features and functions of the activity itself (debating, narrating or describing, for example). Non-verbal aspects of communication are also included.

To make the marking process easier, each category is divided into 5 levels of performance, and each level is allocated a percentage of the total marks of the category. The interval between the markings on the different levels must be equal. This way, the final mark of a student will be the sum of the different marks he got in each category, and this doesn't mean he was marked in the same level in the different categories assessed.

We must also stress that the assessment grids presented here are also provided in Excel format with **20 AULA DIGITAL**, and therefore can be edited according to each teacher's needs.

We hope this will help you ease the workload of such a difficult and time-consuming task!

References:

<http://jfmuller.faculty.noctrl.edu/toolbox/>, accessed in February 2013.

MARZANO, R. (2010). *Formative assessment & Standards-based grading*. Marzano Research Laboratory (The classroom strategies series): Bloomington, Indiana (USA).

TOMLINSON, C. and MCTIGHE, J. (2006). *Integrating differentiated instruction + understanding by design*. ASCD: Alexandria, Virginia (USA).

WIGGINS, G. (1998). *Educative assessment: designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

Debating

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 Uses a wide range of complex, appropriate linguistic resources to express ideas.	40	30 Uses a limited range of simple linguistic resources, some of which are inappropriate.	20	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate.
Fluency	20 - Fluent natural stream of speech, with good rhythm; - Hesitations and pauses are rare.	16	12 - Speech is reasonably fluent; - Rhythm is sometimes broken by hesitations and pauses.	8	4 - Stream of speech is often hesitant; - Makes frequent pauses or doesn't finish sentences.
Accuracy	30 - Speech is grammatically correct; - Minor errors do not impede understanding; - Minimal interference from mother tongue; - Intonation is clear and understandable.	24	18 - Speech is not always grammatically correct; - Some errors, but these do not interfere with understanding; - Some interference from mother tongue; - Intonation is at times unclear but understandable.	12	6 - Speech reveals numerous errors that often prevent understanding; - Frequent interference from mother tongue; - Intonation is mostly unclear and at times makes speech difficult to understand.
Topic development	50 - Shows a very good knowledge of the topic; - Arguments / ideas are numerous, clear and pertinent; - Uses appropriate cohesive elements to connect ideas.	40	30 - Shows a reasonable knowledge of the topic; - Arguments / ideas are sufficient and pertinent; - Speech is usually coherent, with simple cohesive elements.	20	10 - Shows limited knowledge of the topic; - Repeats or rephrases a limited number of arguments / ideas, not always adequate; - Speech is sometimes incoherent or with elementary cohesive elements.
Interaction	30 - Interacts naturally and usually shows no problems / a few problems in understanding what is being said; - Is ready to ask for or give explanations when he doesn't understand; - Asks and answers questions confidently.	24	18 - Sometimes shows a few problems in understanding what is being said; - Is ready to ask for or give explanations when he doesn't understand, but is not always successful; - Shows some insecurity when asking or answering questions.	12	6 - Is frequently unable to understand what is being said; - Shows difficulty in asking for or giving explanations when he doesn't understand; - Shows much insecurity when asking or answering questions.
Debating / social skills	20 - Respects other people's opinions and doesn't interrupt them; - Follows the conventions of turn-taking; - Contributes positively, pertinently and in a constructive way to the debate.	16	12 - Respects other people's opinions but sometimes interrupts them; - Follows the conventions of turn-taking; - Contributes positively and in a constructive way to the debate, although not always pertinently.	8	4 - Shows little respect for other people's opinions and often interrupts them; - Doesn't speak in his turn; - Often disrupts the activity with inappropriate or unsuitable comments.

Debating

Student		Criteria						Total score
		Use of language	Fluency	Accuracy	Topic development	Interaction	Debating / social skills	
		10/20/30/40/50	4/8/12/16/20	6/12/18/24/30	10/20/30/40/50	6/12/18/24/30	4/8/12/16/20	
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Interactions / discussions

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 • Uses a wide range of complex, appropriate linguistic resources to express ideas.	40	30 • Uses a limited range of simple linguistic resources, some of which are inappropriate.	20	10 • Uses a very limited range of elementary linguistic resources, most of which are inappropriate.
Fluency	30 • Fluent natural stream of speech, with good rhythm; • Hesitations and pauses are rare.	24	18 • Speech is reasonably fluent; • Rhythm is sometimes broken by hesitations and pauses.	12	6 • Stream of speech is often hesitant; • Makes frequent pauses or doesn't finish sentences.
Accuracy	30 • Speech is grammatically correct; • Minor errors do not impede understanding; • Minimal interference from mother tongue; • Intonation is clear and understandable.	24	18 • Speech is not always grammatically correct; • Some errors, but these do not interfere with understanding; • Some interference from mother tongue; • Intonation is at times unclear but understandable.	12	6 • Speech reveals numerous errors that often prevent understanding; • Frequent interference from mother tongue; • Intonation is mostly unclear and at times makes speech difficult to understand.
Conversation development	50 • Shows a very good ability to maintain a conversation / discussion; • Arguments / ideas are numerous, clear and pertinent; • Uses appropriate cohesive elements to connect ideas.	40	30 • Shows a reasonable ability to maintain a conversation / discussion; • Arguments / ideas are sufficient and pertinent; • Speech is usually coherent, with simple cohesive elements.	20	10 • Shows limited ability to maintain a conversation / discussion; • Repeats or rephrases a limited number of arguments / ideas, not always adequate; • Speech is sometimes incoherent; • Uses basic cohesive elements.
Interaction	40 • Interacts naturally and usually shows no problems / a few problems in understanding what is being said; • Is ready to ask for or give explanations when he doesn't understand; • Asks and answers questions confidently.	32	24 • Sometimes shows a few problems in understanding what is being said; • Is ready to ask for or give explanations when he doesn't understand, but is not always successful; • Shows some insecurity when asking or answering questions.	16	8 • Is frequently unable to understand what is being said; • Shows difficulty in asking for or giving explanations when he doesn't understand; • Shows much insecurity when asking or answering questions.

Interactions / discussions

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Conversation development	Interaction	
		10/20/30/40/50	6/12/18/24/30	6/12/18/24/30	10/20/30/40/50	8/16/24/32/40	
1							
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Presentations

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 Uses a wide range of complex, appropriate linguistic resources to express ideas.	40	30 Uses a limited range of simple linguistic resources, some of which are inappropriate.	20	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate.
Fluency	30 - Fluent natural stream of speech, with good rhythm; - Hesitations and pauses are rare.	24	18 - Speech is reasonably fluent; - Rhythm is sometimes broken by hesitations and pauses.	12	6 - Stream of speech is often hesitant; - Makes frequent pauses or doesn't finish sentences.
Accuracy	40 - Speech is grammatically correct; - Minor errors do not impede understanding; - Minimal interference from mother tongue; - Intonation is clear and understandable.	32	24 - Speech is not always grammatically correct; - Some errors, but these do not interfere with understanding; - Some interference from mother tongue; - Intonation is at times unclear but understandable.	16	8 - Speech reveals numerous errors that often prevent understanding; - Frequent interference from mother tongue; - Intonation is mostly unclear and at times makes speech difficult to understand.
Topic development	50 - Shows very good knowledge of the topic presented; - Examples are numerous, clear and pertinent; - Uses appropriate cohesive elements to connect ideas.	40	30 - Knowledge of the topic presented is reasonable but not solid; - Examples are sufficient and pertinent; - Speech is usually coherent, with simple cohesive elements.	20	10 - Knowledge of the topic presented is scarce and limited; - Repeats or rephrases a limited number of examples, not always adequate; - Speech is sometimes incoherent or with elementary cohesive elements.
Communication skills / posture	30 - Shows outstanding self-confidence and communication skills in oral production; - Establishes eye contact; - Projects the voice audibly and clearly.	24	18 - Shows reasonable communication skills in oral production; - Doesn't always establish eye contact; - The voice is sometimes difficult to hear, impeding communication.	12	6 - Shows lack of communication skills in oral production; - Seldom establishes eye contact; - The voice is often difficult to hear, causing a breakdown in communication.

Presentations

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Topic development	Communication skills / posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
1							
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Arguing / stating opinions

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 Uses a wide range of complex, appropriate linguistic resources to express ideas.	40	30 Uses a limited range of simple linguistic resources, some of which are inappropriate.	20	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate.
Fluency	30 - Fluent natural stream of speech, with good rhythm; - Hesitations and pauses are rare.	24	18 - Speech is reasonably fluent; - Rhythm is sometimes broken by hesitations and pauses.	12	6 - Stream of speech is often hesitant; - Makes frequent pauses or doesn't finish sentences.
Accuracy	40 - Speech is grammatically correct; - Minor errors do not impede understanding; - Minimal interference from mother tongue; - Intonation is clear and understandable.	32	24 - Speech is not always grammatically correct; - Some errors, but these do not interfere with understanding; - Some interference from mother tongue; - Intonation is at times unclear but understandable.	16	8 - Speech reveals numerous errors that often prevent understanding; - Frequent interference from mother tongue; - Intonation is mostly unclear and at times makes speech difficult to understand.
Quality of argumentation	50 - Shows very good knowledge of the topic presented; - Points of view and opinions are clearly stated; - Presents at least three clear and pertinent arguments; - Uses appropriate cohesive elements to connect ideas.	40	30 - Knowledge of the topic presented is reasonable but not solid; - Points of view and opinions may not be clear or show confusion; - Presents at least two arguments, but these may not be totally clear or pertinent; - Speech is usually coherent, with simple cohesive elements.	20	10 - Knowledge of the topic presented is limited; - Repeats or rephrases one argument, or presents none at all; - Points of view and opinions are difficult to perceive or nonexistent; - Speech is sometimes incoherent or with elementary cohesive elements.
Communication skills / posture	30 - Shows outstanding self-confidence and communication skills in oral production; - Establishes eye contact; - Projects the voice audibly and clearly.	24	18 - Shows reasonable communication skills in oral production; - Doesn't always establish eye contact; - The voice is sometimes difficult to hear, impeding communication.	12	6 - Shows lack of communication skills in oral production; - Seldom establishes eye contact; - The voice is often difficult to hear, causing a breakdown in communication.

Arguing / stating opinions

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Quality of argumentation	Communication skills / posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
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Describing

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 • Uses a wide range of complex, appropriate linguistic resources to express ideas.	40	30 • Uses a limited range of simple linguistic resources, some of which are inappropriate.	20	10 • Uses a very limited range of elementary linguistic resources, most of which are inappropriate.
Fluency	30 • Fluent natural stream of speech, with good rhythm; • Hesitations and pauses are rare.	24	18 • Speech is reasonably fluent; • Rhythm is sometimes broken by hesitations and pauses.	12	6 • Stream of speech is often hesitant; • Makes frequent pauses or doesn't finish sentences.
Accuracy	40 • Speech is grammatically correct; • Minor errors do not impede understanding; • Minimal interference from mother tongue; • Intonation is clear and understandable.	32	24 • Speech is not always grammatically correct; • Some errors, but these do not interfere with understanding; • Some interference from mother tongue; • Intonation is at times unclear but understandable.	16	8 • Speech reveals numerous errors that often prevent understanding; • Frequent interference from mother tongue; • Intonation is mostly unclear and at times makes speech difficult to understand.
Description process	50 • Description is accurate and precise; • Details are clearly presented; • Speech is well organised with use of appropriate cohesive elements to connect ideas.	40	30 • Description is mostly accurate and precise; • Details may not be presented fully; • Speech is generally organised and coherent, with the use of simple cohesive elements.	20	10 • Description is confusing and mostly inaccurate; • Details are incompletely presented; • Speech is mostly disorganised, sometimes incoherent; • Uses elementary cohesive elements.
Communication skills / posture	30 • Shows outstanding self-confidence and communication skills in oral production; • Establishes eye contact; • Projects the voice audibly and clearly.	24	18 • Shows reasonable communication skills in oral production; • Doesn't always establish eye contact; • The voice is sometimes difficult to hear, impeding communication.	12	6 • Shows lack of communication skills in oral production; • Seldom establishes eye contact; • The voice is often difficult to hear, causing a breakdown in communication.

Describing

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Description process	Communication skills / posture	
		10/20/30/40/50	6/12/18/24/30	8/16/24/32/40	10/20/30/40/50	6/12/18/24/30	
1							
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Narrating

Performance Level Descriptors					
Criteria ↓	Excellent	Good	Average	Limited	Poor
Use of language (range)	50 Uses a wide range of complex, appropriate linguistic resources to express ideas.	40	30 Uses a limited range of simple linguistic resources, some of which are inappropriate.	20	10 Uses a very limited range of elementary linguistic resources, most of which are inappropriate.
Fluency	40 - Fluent natural stream of speech, with good rhythm; - Hesitations and pauses are rare.	32	24 - Speech is reasonably fluent; - Rhythm is sometimes broken by hesitations and pauses.	16	8 - Stream of speech is often hesitant; - Makes frequent pauses or doesn't finish sentences.
Accuracy	30 - Speech is grammatically correct; - Minor errors do not impede understanding; - Minimal interference from mother tongue; - Intonation is clear and understandable.	24	18 - Speech is not always grammatically correct; - Some errors, but these do not interfere with understanding; - Some interference from mother tongue; - Intonation is at times unclear but understandable.	12	6 - Speech reveals numerous errors that often prevent understanding; - Frequent interference from mother tongue; - Intonation is mostly unclear and at times makes speech difficult to understand.
Story development	50 - Shows a very good notion of narrative text structure and organisation – beginning, development and ending; - Time, setting, plot and characters are well defined; - Uses appropriate cohesive elements to connect ideas.	40	30 - Shows a good notion of narrative text structure and organisation – beginning, development and ending; - Time, setting, plot and characters may not be clearly defined; - Speech is usually coherent, with simple cohesive elements.	20	10 - Text structure and organisation is confusing and unclear; - Time, setting, plot and characters are not clearly perceived; - Speech is sometimes incoherent or with elementary cohesive elements.
Communication skills / posture	30 - Shows outstanding self-confidence and communication skills in oral production; - Establishes eye contact; - Projects the voice audibly and clearly.	24	18 - Shows reasonable communication skills in oral production; - Doesn't always establish eye contact; - The voice is sometimes difficult to hear, impeding communication.	12	6 - Shows lack of communication skills in oral production; - Seldom establishes eye contact; - The voice is often difficult to hear, causing a breakdown in communication.

Narrating

Student		Criteria					Total score
		Use of language	Fluency	Accuracy	Story development	Communication skills / posture	
		10/20/30/40/50	8/16/24/32/40	6/12/18/24/30	10/20/30/40/50	6/12/18/24/30	
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4

Audio scripts

Course Book

Workbook

Extensive Reading

COURSE BOOK

Module 0

Track 2

E-Friend (efriend, efrnd): A relationship between two individuals, taking place exclusively in cyberspace.

With the growing use of digital communication – email, instant messaging, text messaging, etc. – there has been a growing incidence of digital relationships. The term E-Friend is often used to describe these relationships.

It has a variety of applications; it is frequently used to mean any kind of relationship occurring with the aid of cell phones, personal digital assistants, instant messaging services or email.

<http://www.urbandictionary.com/define.php?term=E-Friend>

accessed in September 2012

Module 1

Track 4

Gwyneth Paltrow speaks almost perfect Spanish – and she does it with an Iberian accent. "When I was 15, I went to a small town outside Talavera de la Reina, Spain, in an exchange programme and I had the most wonderful experience. It really changed my life", Paltrow said in fluent Spanish during a recent interview. Paltrow said Spain "became a second home." "It is so different from the United States. It seemed to have a history, and the buildings are years and years and years old. Also, the way people live over there. They seem to enjoy life a little bit more. They aren't running around as much as in New York."

http://www.huffingtonpost.com/2009/07/01/gwyneth-paltrow-talks-abo_n_223838.html

(abridged and adapted), accessed in December 2012

Track 5

"Batman" actor Christian Bale was born in Haverfordwest, Wales, but grew up moving home every few months, living all over the UK, and even Portugal.

He says that the family moved home 15 times in his childhood. "We lived in a farming community", he says of his time in Portugal, "and I didn't go to school, which I loved. I wanted to stay there permanently." However, he doesn't speak fluent Portuguese.

Eventually, the family settled in Bournemouth, the most pedestrian of seaside resorts.

<http://www.dailymail.co.uk/femail/article-1189264/Christian-Bale-My-wife-wont-nonsense.html>

(abridged and adapted), accessed in December 2012

Tracks 6/7

Top reasons to study abroad

There are so many amazing things to experience around the world. You can see different natural landscapes and climates that do not exist in America. There are historical landmarks in every country that helped shape the history of the globe. You can expand your knowledge of the world by actually being there, seeing it, touching it, and experiencing it. Pictures in text books simply do not do justice to standing under the Eiffel Tower or seeing the

Great Wall of China. Is there a place or landmark you have always wanted to see? This is how you can understand the world in a direct, all-encompassing way. Studying and living in a different culture will help you see the world from a completely different perspective. It is an amazing experience that will change your life.

The only way to truly become fluent in a language is to be immersed in it. If you've studied a language for several years and wish to gain fluency in that language, study abroad. Conversely, if you haven't studied languages at all, remember that almost half of all Study Abroad programs don't require any foreign language. Learning a foreign language will increase your educational development, improve your communication skills, and give you a world of opportunities you might not otherwise have. Knowing another language will help you to appreciate international literature, music and film, as well as to better understand the culture you live in. As you learn a different language, you will also come to know more of your own, as Johann Wolfgang von Goethe once said, "Those who know nothing of foreign languages, know nothing of their own."

http://allabroad.us/top_ten_reason.php

(abridged and adapted), accessed in December 2012

Track 8

Everybody is doing it

In Hawaii they Hula
They Tango in Argentina
They Reggae in Jamaica
And they Rumba down in Cuba,

In Trinidad and Tobago
They do the Calypso
And in Spain the Spanish
They really do Flamenco.

In the Punjab they Bhangra
How they dance Kathak in India
Over in Guatemala
They dance the sweet Marimba,

Even foxes dance a lot
They invented the Fox Trot,
In Australia it's true
They dance to the Didgeridoo.

In Kenya they Benga
They Highlife in Ghana
They dance Ballet all over
And Rai dance in Algeria,

They Jali in Mali
In Brazil they Samba
And the girls do Belly Dancing
In the northern parts of Africa.

Everybody does the Disco
From Baghdad to San Francisco
Many folk with razzamataz
Cannot help dancing to Jazz,

They do the Jig in Ireland
And it is really true
They still Morris dance in England
When they can find time to.

Zephaniah, Benjamin, in <http://benjaminzephaniah.com/rhyming/everybody-is-doing-it/>

(abridged and adapted), accessed in December 2012

Tracks 10/11

Haute cuisine

Took a **trip** across the **Channel**,
From Amsterdam to **Rome**,
To see how foreign food **compares**
With what I get at home.

In Holland they eat **herring**,
In a hundred different **ways**,
So I **bought** myself a burger
The best I'd had for **days**.

Belgian **fries** with mayonnaise
Weren't really to my **taste**,
But I **ate** them with a burger,
So they wouldn't go to **waste**.

French food I'd heard, it's "magnifique!"
I really couldn't wait.
But I bought myself a burger,
And it wasn't all that great.

A real Italian pizza
Sounded just the thing, to me.
But the sign outside the burger bar
Said "Buy one – get one free!"

Took a trip across the Channel,
From Amsterdam to Rome,
But nothing beat the burgers
Mum cooked when I got home.

Bright, Paul in Moses, Brian (ed.), *Are we nearly there yet?*,
London: Macmillan (2002)

Track 15

1. G'morning, lad! 2. G'day, mate! 3. Good morning my man!
4. Good morning, pal!

Track 16

Linguistic and cultural diversity / Building on America's strengths

As our nation becomes more linguistically and culturally diverse and as the issue of bilingual education becomes more politically charged, early childhood educators have a responsibility to understand how best to meet children's needs and how to provide effective early childhood education for all children. Unfortunately, our nation tends to regard children's differences – language differences, in particular – as handicaps rather than resources. Negative attitudes toward non-English speakers can lead to children's difficulties in mastering English as well as their first language. Children will develop the use of English even if their

native language is preserved. Educators should encourage the use of native language learning while encouraging the acquisition of English in order to strengthen ties between programs and families. Parents and educators must recognize that children actively attempt to understand their world through their own language and culture.

<http://oldweb.naeyc.org/ece/1996/03.asp>

(abridged and adapted), accessed in May 2012

Module 2

Track 17

Remember when

A poem about technology

A computer was something on TV
From a sci fi show of note.
A window was something you hated to clean
And ram was the cousin of goat.

An application was for employment.
A program was a TV show.
A cursor used profanity.
A keyboard was a piano.

Memory was something that you lost with age.
A CD was a bank account.
And if you had a 3 1/2" floppy
You hoped nobody found out.

Compress was something you did to the garbage
Not something you did to a file.
And if you unzipped anything in public
You'd be in jail for a while.

Cut you did with a pocket knife.
Paste you did with glue.
A web was a spider's home
And a virus was the flu.

I guess I'll stick to my pad and paper
And the memory in my head.
I hear nobody's been killed in a computer crash,
But when it happens they wish they were dead.

James S. Huggins, <http://www.jameshuggins.com/h/tek1/remember-when.htm>

(abridged and adapted), accessed in December 2012

Track 20

How will you teach me in the 21st century?

The job of a teacher in the 21st century is no more difficult nor easier than it was for teachers of the past – but it certainly is different! In the present century the presence of technology in people's daily lives has changed the way we perceive the world, and also the way we work, learn, communicate and interact.

Because they are the future, 21st century students expect their teachers to use technology in the classroom and thus prepare them for the challenges and needs of an ever-changing society in a globalised world.

Everybody uses the new technological gadgets in the most common tasks – so why shouldn't they be used in the classroom to support learning?

Now, they are ready to be plugged in inside the classroom to enable teachers to explore their creative skills and to establish new patterns of collaboration between people who cannot exist without each other!

<http://www.youtube.com/watch?feature=endscreen&v=rvyP-cwpHN8&NR=1>
accessed in November 2012

Track 21

The new digital divide

Telecommunications, which in theory should link us together, have often divided us in practice. Until the late 20th century, the divide split those with phone access and those without it. Then it was the Web: in 1995 the Commerce Department published its first look at the "digital divide," finding stark racial, economic and geographic gaps between those who could get online and those who could not.

If you were white, middle-class and urban, the Internet was opening untold doors of information and opportunity. If you were poor, rural or a member of a minority group, you could fast be left behind.

Track 22

Over the last decade, cheap Web access over phone lines has brought millions to the Internet. But in recent years the emergence of services like video-on-demand, online medicine and Internet classrooms have redefined the state of the art: they require reliable, truly high-speed connections, the kind available almost exclusively from the nation's small number of very powerful cable companies. Such access means expensive contracts, which many Americans simply cannot afford.

Just over 200 million Americans have high-speed, wired Internet access at home, and almost two-thirds of them get it through their local cable company.

These customers are the targets for the next generation of Internet services, technology that will greatly enhance their careers, education and quality of life.

Track 23

Within a decade, patients at home will be able to speak to their doctors online and thus get access to lower-cost, higher-quality care. High-speed connections will also allow for distance education through real-time videoconferencing; already, thousands of high school students are earning diplomas via virtual classrooms.

But that is not true for lower-income and those from minority groups in America. According to numbers released last month by the Department of Commerce, only slightly more than half of all African-American and Hispanic households (55 percent and 57 percent, respectively) have wired Internet access at home, compared to 72 percent of whites.

The new digital divide raises important questions about social equity in an information-driven world. But it is also a matter of

protecting our economic future. Thirty years from now, African-Americans and Latinos, who are at the greatest risk of being left behind in the Internet revolution, will be more than half of our work force. If we want to be competitive in the global economy, we need to make sure every American has truly high-speed access to the Internet for a reasonable cost.

Tracks 21/22/23:

Susan P. Crawford, www.nytimes.com/2011/12/04/opinion
(abridged and adapted), accessed in December 2012

Track 26

Space tourism: Will it catch on?

US businessman Dennis Tito has become the world's first space tourist. Mr Tito blasted off on a 10-day trip to the International Space Station (ISS) on Saturday and has paid Russian space chiefs a reported \$20m (£14m) for the privilege. The flight is a dream come true for the Californian financier, who has been trying to join the elite club of space travellers for decades. Many believe that this is just the beginning of space tourism and plans are in place for huge "luxury cruisers" which will carry up to 500 tourists into space for prices starting at "just" \$100,000. Are you interested? Will travelling to the outer limits catch on? Or is it sunshine and sand for you?

http://news.bbc.co.uk/2/hi/talking_point/1300793.stm
(abridged and adapted), accessed in November 2012

Track 27

J. Grimston, U.K.

I applaud Mr Tito for his perseverance, but I hope that mass space tourism is postponed until a vastly less polluting method of reaching orbit is developed.

A. Parks, England

I, like Mr Tito, have shared the same dream since childhood, and I would love to make such a trip. After 50 years of space programmes reserved exclusively for astronauts, I think it's time for ordinary people (like me) to have a go too.

David Broatch, New Zealand

I would be interested in seeing some research into the environmental costs of each launch into space. I guess that the main damage is to the atmosphere, especially the upper atmosphere. I did once see a comparison of one jet liner producing the equivalent damage of 4000 badly tuned older cars. The upper layers of the atmosphere are especially sensitive to pollution from re-entry vehicles too.

http://news.bbc.co.uk/2/hi/talking_point/1300793.stm
(abridged and adapted), accessed in November 2012

Module 3

Track 28

Communication has existed in various forms since man appeared on Earth. It evolved from simple body language to today's World Wide Web that has evidently brought the world closer.

The best known form of primitive communication was cave paintings. The method involved creating pigments made from the

juice of fruits and berries, coloured minerals, or animal blood. These pigments were then used to create scenes of primitive life on the cave walls.

Story telling was used to pass on important information in the days before the existence of the written word. However, since man still lived in separate tribes, this information could not be applied outside one's own tribal community.

Drums and smoke signals were also used by primitive man, but were not the most practical means of communicating. Both methods could attract unwanted attention from enemy tribes and predatory animals.

The use of homing pigeons to carry messages was called "pigeon post". The ancient Persians developed this art of training birds. The pigeons were transported to a destination in cages, where messages would be attached.

The first writing system was supposedly invented in the 20th or 21st century BC. The Egyptians were the first to come up with an alphabetical system around 2700 BC which consisted of 22 hieroglyphs.

Letter writing has also been a means of communication for centuries. The first United States Post Office was created in 1775, and Benjamin Franklin was named the first Postmaster General. The system caught on quickly and rapidly expanded.

Later the logistics of telegraphic communication involved the sending of electrostatically-generated signals through a wire. This allowed for instant communication across long distances, something that was previously unheard of. The technology was particularly useful during wartime to transmit important information.

In 1876, Alexander Bell observed that sound vibrations could be transmitted through the air, and received at the same pitch in another room. The telephone did not immediately generate as much excitement as the telegraph, which may be attributed to the cost of the telephone service.

During the early 1900's, a new form of communication and entertainment took the world by storm. What began as short-wave communication used during World War I became the hottest communication technology of the era. In 1925 approximately 2 million homes had radios and there were several hundred stations broadcasting thousands of programs.

Television made its official debut at the 1939 New York World Fair. Four million TV sets were produced that year. Few forms of communication have had as large an impact on society as television. What was once a luxury item, is now an essential.

The original Internet was invented in 1967 for military purposes. The Internet, in its most basic form, is simply a group of computers able to connect to each other and share information. This included electronic mail (email) and the use of sites containing vital information (websites). One click of a button and a website will load with whatever information you have requested.

Communication is necessary for the survival of the human race and love it or hate it, communication technology is here to stay and will only continue to expand in the future.

<http://www.creativedisplaysnow.com/articles/history-of-communication-from-cave-drawings-to-the-web.htm>
(adapted and abridged), accessed in January 2013

Track 29

Magazines that teens can't resist

In a world of instant messages, Twitter, and Facebook, what do magazines have to offer teens? For starters, they feature celebrity gossip, humor, beauty tips, sports, and even manga. Some magazines offer online content that can only be accessed by using a special code that is available in the print edition. Other magazines tease their Web visitors by displaying the cover of the latest print issue and offering different content online or real-time (and accurate!) news and, uh-huh, more gossip. But there's still a place for print in most kids' hearts.

That is probably because print publications offer a level of in-person, tactile interaction that online-only magazines can't match. Plus, print editions can be passed around in a library and discussed in small groups. That's why many publications still sell well.

Track 30

Entertainment Weekly. When it comes to celebrities or pop culture, anything is fair game for *Entertainment Weekly*. So it's no surprise that A-list actors, musicians, and writers have often appeared on its cover. *EW* also assigns a grade to the latest books, tunes, TV shows, and movies and keeps track of best-selling DVDs, singles, and albums. The Weekly is also known for its quality photography and writing. It is published weekly. Audience: middle, junior, and high school.

GamePro. Every teen librarian knows that gaming is a great new way to attract kids. The question is, which games should you buy? *GamePro* offers reviews of games for all types of game consoles, as well as games for PCs. If you're a non-gamer, you need this magazine just as much or more than your gamer colleagues. Reviews are easy to skim through, and its calendars are useful when planning your games budget. Published monthly. Audience: junior and senior high.

Sports Illustrated. If you only have space for one sports magazine, this should be it. *Sports Illustrated* covers high school, college, amateur, and professional sports including football, baseball, basketball, tennis, golf, and more. It's also known for its iconic photography, like the cover portrait of swimmer Michael Phelps with all eight of his Olympic gold medals hanging from his neck. It is published weekly. Audience: middle, junior, and high school.

Tracks 29/30:

<http://www.schoollibraryjournal.com>

(adapted and abridged), accessed in October 2012

Track 31

90210 – It's the biggest teen oriented show ever! It blends drama, humour, pure escapism, great scenery and a great cast portraying teen problems and real life situations!

Degrassi: The next generation – An amazing teen drama recommended for all teens. Some of the episodes are more intense than others, which is just like teen life. It covers all ranges of topics that teens experience in high school.

The Lying Game – The story is about Emma Becker, a kind foster girl who finds out she has an identical twin sister, Sutton, adopted by wealthy parents. After their initial meeting, Sutton talks Emma into stepping into her life for a few days while she pursues a lead on their birth mother to find the truth about why they were separated in the first place.

The Vampire Diaries – This is about young people namely a high school girl who is torn between two vampire brothers. The vampire brothers have been leading “normal” lives, hiding their love for blood, for centuries. Stefan, noble, denying himself blood to avoid killing, tries to control his evil brother Damon.

The Secret Circle – This is a supernatural thriller about six teenage witches who form a coven and set out to uncover the truth to their families’ mysterious past and how they can master their craft now that their powers are in full swing. Bullying, emotional manipulation and betrayal are part of the suspense.

Nikita – This is a sensational new drama that literally has you at the edge of your seat! Nikita is a trained assassin gone rogue trying to stop a secret U.S. agency known only as Division from recruiting deeply troubled teenagers and training them to be assassins.

Grey’s Anatomy – Grey’s Anatomy is a medical drama set at the fictional Seattle Grace Mercy West Hospital in Seattle. The series covers the stories of the interns and residents at the hospital as they try to balance their personal lives with the demands of their medical training.

Criminal Minds – An elite group of profilers based in Quantico, Virginia, analyze the nation’s most dangerous criminal minds in an effort to anticipate their next moves before they strike again. The storylines are amazing and scary real!

Teen Wolf – Awkward teen Scott McCall’s life changes forever when he is bitten by a werewolf and becomes one himself. Some changes are positive – increased prowess in sports, super-hearing and a boost in confidence. But there are problems and dangers, too.

Pretty Little Liars – The story centers on an ongoing incident of bullying by an unidentified person who threatens to reveal damaging secrets about the victims’ private lives. It’s a series built around four teenage girls who made a pact not to talk about the night their friend disappeared with a hint of the supernatural.

Legend of the Seeker – After the mysterious murder of his father, a son’s search for answers begins a fight against tyranny. This series is terrific. This fantasy series includes lots of swordplay, magic and high adventure on an epic scale.

Supernatural – This television drama is about two brothers who were raised by their father to hunt and kill all things that go “bump in the night” after his wife was murdered. The two brothers fight evil supernatural beings of many kinds including monsters, demons, and gods that roam the Earth.

<http://www.youtube.com/watch?v=QMFHuHQkiD4>

accessed October 2012

Track 33

Social Networking has changed our daily lives!

Friends can connect anywhere and anytime but it’s a “double-edged sword” and can hurt you if you aren’t careful!

Social networking continues to grow with teens and young adults using it more compared to adults or seniors, especially older teens (88% of 14-17 year-olds use it compared to 64% of 12-13 year-olds).

Teens spend roughly 2h20min per day online and 1h50min on social networks which is 79% of their online time on social networks:

- During that time 88% of teens send instant messages or chat with a friend,
- 87% post comments on what a friend has posted,
- 86% post a status update, 80% post a photo or video,
- 50% play games.

They share too much information:

- 82% share pictures,
- 73% share interests,
- 72% share photos / videos,
- 65% share status update,
- 58% share their age,
- 41% share their full name,
- 41% share the name of their school,
- 29% share their email address,
- 10% share their location / address,
- and 6% their phone number.

31% of teens share content on social networks that they don’t want their family or teachers to see and 18% of teens have been embarrassed or disciplined because of something they shared on a social network.

Sharing too much can lead to cyberbullying: 39% of teens on social networks have been cyberbullied and some have even committed suicide.

What you share on social networks can affect your future:

- 85% of top colleges across the US use social networking to recruit students,
- 24% of college admissions are checking Facebook profiles,
- 12% of them have found something that negatively affected an application and rejected them,
- 91% of employers in the US use social networking to screen job applicants,
- 69% of employers have rejected a candidate because of what they saw,
- 8% of companies have fired someone for what they shared.

Do you accept “friend” requests from strangers? 42% of teens do but they might not be the person you think they are.

The popular social networking sites among teens are:

- Facebook with 57 million
- Twitter with 10.2 million
- Tumblr with 3.15 million
- Myspace with 2.48 million

The majority of social network users are adults not teens.

Only a few states ban registered sex offenders from using the

internet and social networks and about 25% of social networking accounts are fake: he or she could be a predator.

Cyber criminals use social networks to steal personal information and spread malware.

Are you sharing too much?

Does your online life overshadow your real one?

You're smarter than that. Right?

<http://www.youtube.com/watch?v=1TWHsiMYSxw>
accessed October 2012

Track 34

"I'm **Sadie** and I'm 14. Well, there's more 'life' happening online than offline. If you are not online, you are completely out of the loop—you don't have a life, you don't really exist. Anyway I feel safer online than I do offline. If I hadn't felt that way, I wouldn't have kept myself online. So I do things online that I wouldn't do in real life."

"My name's **Caroline**. I'm 14. Social networking affects all the things you do in real life now. Like, if you go to a party, one of the most important aspects of going to the party is to document yourself for online posts. You have to prove you were looking good, you were having fun, and that you were actually there! It's not about the party anymore but about the pictures of the party."

"I'm 14 and my name's **Samantha**. I feel sad, depressed, jealous, or whatever when I don't get a lot of 'Likes' on my photo or when someone else gets way more 'Likes' than me. Honestly, I'm not sure that parents realize how drastically it affects our self-image and confidence. If I see a picture of a really pretty girl, it's like 'Goodbye self-esteem.' It forces me to compete and do stuff that I don't want to do, so my confidence will get a boost."

"Hi. I'm **Mark** and I'm 15. Sometimes I feel like I'm losing control. I want my parents to tell me to get off the computer. Actually, they would need to literally take the computer away because I can't stop myself."

"My name's **Seth** and I'm 14. My friendships are really affected by social networking. You have to constantly validate your friends online. And everyone's like 'Where were you?' 'What have you been doing?' 'Why haven't you commented on my picture yet?' So you have to be online all the time, just to keep track, so you don't upset anyone."

<http://shine.yahoo.com/parenting/10-things-you-dont-know-about-teens-and-social-networking-2527367.html>

(adapted and abridged), accessed in September 2012

Track 35

Joan

I have a very mixed view on this. If I was making music, sleeping and living on 5 dollars a day just to play shows and I was having financial problems to make music, then I'd want to get paid for it. It seems to be stealing hard work, not to mention the thousands of dollars it takes to make a record.

On the other hand illegal downloading exposes your work to more fans, which means more people will be likely to come to your shows, and because tickets aren't downloadable, you make

money. But, I do agree with people suggesting that if you won't buy the CDs, at least buy a t-shirt at a show, which is probably cheaper than a regular t-shirt, and it helps the band.

Dave

I download for free, and if I like it, I buy it. Some of the bands I listen to are always talking about wanting to put out a free album but if one of the bands' latest album leaks, when they're asked about it they say they're annoyed because it wasn't finished yet. Of course they're glad because people enjoyed it.

I don't see the problem with it as long as people buy it if they do like the music. But as you said, I'd rather buy merchandise or see them on tour, because that's where most bands (particularly the ones who aren't hugely famous and constantly on the radio) make their money.

Dustin

Stealing is stealing and it will continue to be, no matter how you people try to twist the truth! Would you work for 30 or more years without getting paid? I don't think so. Musicians won't do that either! Besides, not all musicians are super rich, and, in addition, backing vocalists, arrangers, studio technicians and other staff also deserve to get paid for the hard work they do in order to make music for us! All methods of obtaining copyright materials illegally are wrong and it's about time people were caught and punished.

<http://answers.yahoo.com/question/index?qid=20110206212253AAVH3www>
(adapted and abridged), accessed in October 2012

Module 4

Track 39

Elizabeth

My dream job is to become a teacher because I want a job that will not only fulfill my hopes and dreams, but also those of others around me. I have achieved my goal by spending many days going to school with my sister and helping her in her classroom. Even though I was probably born with a white board marker in hand, my dream of becoming a teacher doesn't have to do with the fact that I have come from generations and generations of teachers. It has to do with the fact that I couldn't see myself being happy doing anything else. I can't wait to have a class or multiple classes of my own! Teaching is my passion and my dream.

David

My dream job is to be a firefighter. I think it would be a fun and exciting job. When I watch firefighters battling fires on the news, it makes me want to be out there fighting the fire with them. I also like the idea that I would be helping many people. For example, during 9/11 many firefighters risked and lost their lives to save the lives of people they didn't even know. In my eyes a firefighter is not just somebody doing a job, he's a super hero. I know I have a long way to go before I can become a firefighter, but that's my dream and I know if I work hard enough my dream will come true.

Kenneth

My dream job is to become a professional baseball player. I grew up playing little league baseball but I haven't played baseball in seven years. I really miss the times when I would have that happy feeling when my dad would drive up to the park, when I would get a base hit, when I would catch a fly ball, or just know that I was

part of a team. I would feel the luckiest person alive if I had the chance to be one of the twenty-five lucky people on each team who get the honor to say that they play baseball for a living and support their families.

Track 40

Irina, 14

"Pop is the best music EVER! It's a type of dance music that kind of reflects us and our emotions. I'd even say that it's the sort of music most people listen to around the world 'cause it creates a happy vibe. Pop forever!"

Mário, 16

"My favourite type of music? It's Trance Music! That's what is played in discos and DJ parties and the sound most of us are plugged into. The repetitive beats of the percussion are amazing and it has a kind of hypnotic effect. Nothing beats it!"

Artur, 16

"I'm all into House! That's basically the only thing I hear these days! It uses many other sounds including synths, funk, and soul. When I'm upset or feeling blue I just put my phones on and it's like I'm in my own world!"

Ana, 15

"For me, fashion isn't a headache as it is for many people. I think everyone gets caught up by fashion, because if you go to a store you're kind of stuck with the style of clothing it sells. I don't really care about keeping up with the latest trends because one way or another I get to know about it. I wear what I feel comfortable wearing and that's about it. I don't judge people for what they wear because I think it's awesome that each one of us likes different things. The world would be super boring if everyone dressed the same."

Mandy, 16

"We shouldn't buy something because it's 'in' or throw anything away because someone says it's 'out.' We are not all the same and should wear what looks good on us, not some model! The best way to achieve an individual look is to mix different items with different styles."

João, 15

"I don't like going shopping at all because I always have to walk a lot and most of the time I don't find anything I really like at a good price. Most of the time it's a total bore. And tiring! Of course I like to have new clothes, but I only buy them when I have some extra money or when one of my friends offers to come along and help me choose something."

Track 43

The star of Harry Potter and Nanny McPhee movies told the British magazine *The Radio Times* that she thought too many people in Britain didn't speak properly. She said a lot of the language she heard on the streets made people sound stupid. In particular, the phrases "innit" and "ain't" drove her insane. "Innit" started off as a variation of "isn't it" but is now used to replace a whole variety of tag questions, ranging from "wasn't it" to "don't we" and "won't I". She made her comments after visiting her old

high school. She told the students not to use slang so much, "because it makes you sound stupid and you're not stupid".

Ms Thompson told her interviewer she thought people needed to rethink how important correct grammar and language are. She said: "We have to reinvest, I think, in the idea of articulacy as a form of personal human freedom and power." She didn't say people shouldn't use slang, but they should remember where and when to use it: "There's a necessity to have two languages – one that you use with your mates and the other that you need in any official capacity, or you're going to sound like [an idiot]," she said. Language experts say Thompson's rant was an attack on "teenspeak," which has developed through text messaging and social networking sites. Many parents say they don't understand their children.

<http://www.breakingnewsenglish.com/1009/100929-slang.html>
(abridged and adapted), accessed in October 2012

WORKBOOK

Module 1

Track 44

- 1. My name's Wahid.** I speak three languages: Bangla (my mother tongue), English and Thai (I have lived in Thailand for 13 years). I don't necessarily think in one all the time. The language I'm using currently for work determines the language I think in, but sometimes a funny Bangla quote comes to my mind and I find it hard to translate into English or Thai without making it lose its humour.
- 2. Hi, I'm Joan.** I used to speak only one language, English, but a trip to Brazil made me fall in love with Portuguese. Living in Europe however meant I could only learn European Portuguese, but my Indian roommate taught me Hindi, which is much more difficult. Initially with Portuguese, I used to think in English and then translate into Portuguese but over time I started to think in Portuguese. Though difficult sentences still make me involuntarily switch to thinking in English, thinking in Portuguese is becoming easier! Hindi continues to be very difficult for me to think in though.
- 3. My name's Hussam.** I've been working on improving my English for about three months now, and yes I can say there are some changes in the way I think when I try to make a sentence. Sometimes I realise you can describe something in English using just a short phrase but you need lots of more words in Arabic.
- 4. My name's Amy.** I speak Dutch, English, French and German. Dutch is my first language but I started learning English when I was about 8 years old, French at 11 and German when I was 12. I find that I think in the language that I'm speaking at that moment, although this is hardest when speaking French. As most of the people I hang out with also speak many languages (I go to an international university) I don't really notice any difference. But at home, where I'm the only one speaking all these languages at this level, I do see that I'm faster cognitively.

<http://learning.blogs.nytimes.com/2011/05/31/do-you-speak-a-second-or-third-language/>

(abridged and adapted), accessed in November 2012

Track 45

What is eTwinning?

eTwinning is the **Community for schools in Europe**. Teachers from all participating countries can register and use the eTwinning online tools (the Portal and the Desktop) to find each other, meet virtually, exchange ideas and practice examples, team up in Groups, learn together in Learning Events and engage in online-based projects.

What is an eTwinning Project?

At least two schools in at least two different European countries create a project and use Information and Communication Technologies (ICT) to carry out their work. As schools communicate and collaborate via the Internet, there are no grants or administrative costs connected to the scheme and face-to-face meetings are not required.

What can I do in an eTwinning project?

You can work on any topic you and your partner agree on. Projects should have a good balance of ICT use and classroom activities, and should preferably fit into the national curricula of the schools participating in the project.

Who can participate?

An eTwinning project can be carried out by two or more teachers, teams of teachers or departments, librarians, head teachers and pupils from schools across Europe. Collaboration can be within the same subject or cross-curricular through the use of ICT. Pre-school, primary and secondary schools can all participate (age range of pupils, 3-19).

Which countries are part of eTwinning?

eTwinning applies to the Member States of the European Union (...) Overseas territories and countries are also eligible. In addition, Croatia, The Former Yugoslav Republic Of Macedonia, Iceland, Norway, Switzerland and Turkey can also take part.

http://www.etwinning.net/en/pub/get_support/faq.htm (abridged and adapted)
accessed November 2012

Track 46

The President of the European Parliament

Information and knowledge contribute to our full participation in a democratic society. It is the will of the European Parliament to open its doors to European citizens so the public can learn more and understand the work of their representatives, the Members of the European Parliament.

I would like to welcome you to this section dedicated to visits to our Institution - the European Parliament. Be it in Brussels or Strasbourg, the Parliament welcomes you and invites you to learn more about the role and the work of the House and to visit the Plenary Chamber where voices of all Europeans can be heard and where their common EU laws take shape. If you are in Brussels, please also take the opportunity to come and experience

European democracy from within with "Parlamentarium" – the newly opened Visitors' Centre of the European Parliament.

I hope you will truly enjoy your visit to the European Parliament – 500 million Europeans represented and 23 official languages!

*Yours sincerely,
Martin Schulz*

President of the European Parliament

<http://www.europarl.europa.eu/visiting/en/>

(abridged and adapted), accessed in November 2012

Track 47

Let's face it: English is a stupid language. There is no egg in the eggplant, no ham in the hamburger, and neither pine or apple in the pineapple. English muffins were not invented in England; French fries were not invented in France. (...)

Quicksand takes you down slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig.

If writers write, how come fingers don't fing? If the plural of tooth is teeth, shouldn't the plural of phone booth be phone beeth?

Track 48

If the teacher taught, why didn't the preacher praught? If a vegetarian eats vegetables, what the heck does a humanitarian eat? Why do people recite at a play yet play at a recital? Why do people park on driveways and drive on parkways?

You have to marvel at the unique lunacy of a language where a house can burn up as it burns down and in which you fill in a form by filling it out.

And a bell is only heard once it goes!

People, not computers, invented English and it reflects the creativity of the human race (which of course isn't a race at all).

That is why when the stars are out they are visible, but when the lights are out they are invisible.

(...)

And why is that when I wind up my watch it starts but when I wind up this story it ends?

Tracks 47/48:

in *AK-47 in a Wild Why World*; AuthorHouse, 2008 (anonymous author)

Module 2

Track 49

Running blades used by Paralympics athletes

Paralympics athletes will show speed, strength and ability during the athletics competition at the Paralympic Games. Athletes compete in wheelchairs or throwing frames, others with sighted guides and some use a sport prosthesis – also called a running blade.

What is a prosthesis?

A prosthesis, prosthetic, or prosthetic limb is a manufactured extension that replaces a missing body part. It comes from a Greek word, which means "addition".

What is a running blade and how does it work?

The prosthetic legs used by runners and long-jumpers are designed to transfer the speed and energy created by the athlete onto the track.

A running blade has three main parts:

1. A custom-fitted socket and liner which connects the prosthesis to the athlete's body;
2. A knee joint;
3. A carbon fibre running blade.

Running only uses the front part of the foot (the ball), so the carbon fibre blades are designed to reproduce the function of the forefoot and have no heel. Spikes which grip the track are fitted to the running blade.

http://passion.ottobock.com/fileadmin/_passion/user_upload/technology/Running_blades_used_by_Paralympic_athletes.pdf
(abridged and adapted), accessed in November 2012

Track 50

Nike designed a shoe for prosthetic running blades

With prosthetic limbs designed to look like a human foot, wearing a shoe is no problem. But the unique shape of those carbon fiber prosthetic blades worn by athletes obviously can't accommodate a traditional shoe, so Nike have invented a new one.

Called the Sole for obvious reasons, the minimal shoe is designed to slip onto Össur's Flex-Run prosthetic blades which are used by competitive athletes, including triathlete Sarah Reinertsen who helped Nike co-develop the product. Like a full shoe, the Sole is composed of an outsole, midsole, and a specially designed material called AeroPLY which allows the sole to grip the carbon fiber of the prosthetic blade while the athlete is running.

Not only is the Sole designed to make running with a prosthetic limb more comfortable, but thanks to Nike's expertise in this field the extra engineered grip will most certainly improve their performance on the track.

<http://gizmodo.com/5882960/nike-designed-a-shoe-for-prosthetic-running-blades>
(abridged and adapted), accessed in November 2012

Track 51

With telemedicine as bridge, no hospital is an island

When Sarah Cohen's acne drove her to visit a dermatologist in July, that's what she figured she'd be doing – visiting a dermatologist. But at the hospital on Nantucket, where her family spends summers, Sarah, 19, was perplexed. "I thought I was going to see a regular doctor," she said, but instead she saw "this giant screen." Suddenly, two doctors appeared on the video screen: dermatologists in Boston. A nurse in the room with Sarah held a magnifying camera to her face, and suggested she closed her eyes. Why? she wondered – then understood. The camera transmitted images of her face on screen, so the doctors could eyeball every bump and crater. "Oh my God, I thought I was going to cry," Sarah recalled. "Even if you've never seen that pimple before, it's there." That, she realized, was the point. Technology, like these cameras and screens, is making it affordable and effective for doctors to examine patients without actually being there.

More hospitals and medical practices are adopting these techniques. The technology is especially being embraced in professions like ophthalmology, psychiatry and dermatology, which face shortages of physicians.

On Nantucket, an island 30 miles from the nearest spit of mainland, telemedicine makes a lot of sense because it allows doctors to meet the mission of the hospital, offering more locally, and saves patients the cost and time of flying or ferrying off-island, then driving to Cape Cod or Boston hospitals.

http://www.nytimes.com/2012/10/09/health/nantucket-hospital-uses-telemedicine-as-bridge-to-mainland.html?pagewanted=all&_r=0
(abridged and adapted), accessed in November 2012

Track 52

We talk, we date, we post, we blog, we congratulate, we apologise, we love – more and more on digital ground. We have broadened our world and made more connections, but what have we lost? Every hour of your life spent looking at a screen is an hour of your life!

Last year, the PBS news show "Frontline" launched a digital website where people could sign themselves in and communicate. Now, with the new documentary "Digital Nation", PBS is telling you the amazing advantages and the frightening realities of the wired world we are living in. Perhaps there is no distinction between the cyber and the real... What exactly is virtual reality? We are bloggers, tweeters, citizens of Facebook and residents of Second Life. We are connected to our Blackberries and Smartphones 24/7. This 21st century explosion makes us feel that we are missing out on life if we don't check our emails every 5 minutes. Children grow up with this technology and parents don't know what they are doing most of the times. Multitasking is the new craze: kids answer their emails, text, update their social network profiles and study all at the same time. Co-workers no longer meet at the office every day but work online from wherever they are. Even soldiers are being trained with the help of digital devices.

You can watch your favourite shows or films and listen to your music of choice online. Podcasts are replacing broadcasts... Things move much, much faster, there is much less time to consider what you do and everything becomes permanent. You are never alone in the digital world... But is anyone really there with you?

<http://www.youtube.com/watch?v=-6PRIGW6ppA>
(based on), accessed in November 2012

Track 54

The moon landing fraud conspiracy

On July 20th, 1969 our lives changed forever. Our world was changing at that time in leaps and bounds. It was a time of endless possibilities. But many people think of this as the moon landing fraud or the first man on the moon fraud. In spite of all the evidence to the contrary, some people still believe that the landing of a man on the moon was a trick of television and the moon landing fraud controversy is still evident after over 40 years.

One of the arguments of skeptics involves the shadows that could be seen on the lunar surface when the pictures were sent back to us. They say that there are no shadows in space. This argument comes from people who believe that the sun is the only source of light in the universe. Another part of the moon landing fraud

theory deals with the American flag. The picture that was sent back showed the flag fluttering as if in a wind. Some people feel that this is proof that this picture was taken on Earth and not the result of a moon landing because there is no wind on the moon.

http://www.moonconnection.com/moon_landing_hoax.phtml
(abridged and adapted), accessed in November 2012

Module 3

Track 55

Thousands of Owls fans to pay tribute to star Portuguese player

Thousands of Sheffield Wednesday fans in the UK are planning to pay tribute to their star Portuguese player, José Semedo, at an away game this weekend where they will honour the footballer with a massive show of support.

The tribute looks set to eclipse the game itself as nearly 3000 Semedo masks and a number of Portuguese flags will be distributed among the 4300 fans who will be travelling to the East Midlands for the Nottingham Forest vs Sheffield Wednesday away game on Saturday.

Semedo, who primarily plays as a defensive midfielder, has been a massive hit with the Football League Championship Club since his arrival from Charlton in the Summer of 2011. Born in Setúbal in 1985 the rising player is another graduate of the prolific Sporting Clube de Portugal's youth training system. In his first season with the Owls, which ended in the club's promotion to the Championship, Semedo was voted "Player of the Year" and "League One PFA Fans' Player of the Year".

"Semedo Tribute Day" organisers have encouraged fans travelling to Forest's City Ground to take with them "anything Semedo or Portugal related": "Portugal flags are very popular and loads of fans have been buying them (as a result – they have sold out!), but anything else with dark green and burgundy, like balloons, Portugal scarves, shirts, etc., and inflatables (inflatables can be anything from sheep to beach balls) are welcome." Fans are further encouraged to continue the tribute celebration regardless of the result, bearing in mind that "Sheffield Wednesday fans have the reputation of being the funniest, most amazing, most stunning away supporters in the land."

<http://www.theportugalnews.com/news/thousands-of-owls-fans-to-pay-tribute-to-star-portuguese-player/27186>

(abridged and adapted), accessed in November 2012

Track 56

Hmmm, I'm guessing I'm one of the few people with over 5 fantastic radio stations in my area. I listen to the radio all the time. However, if I'm in the mood to listen to something different, I buy some songs from iTunes and listen to them on my mobile phone or on my MP3 player. But I do love the radio stations near where I live.

Brenda

My friends and I often talk about putting together a radio station, probably a shortwave pirate station, and between us, we listen to pretty decent music, most of which will probably never air on the radio. Maybe an Internet radio station would work? But yeah I do listen to the radio from time to time, if only to hear new music.

Ralph

Oh, please! The only radio station worth listening to here plays the same songs over and over and the songs are always terrible. The news is always really boring and then they have adverts every 20 seconds or so as well. Also, what's the point when you can just download all the music you want? That way, you don't have to listen to Rihanna's Umbrella every 2 hours.

Christopher

Track 57

How teens use social networking sites

Most teens create at least a basic profile, with their name, age, status, photo and interests, but many go much further. Many teens make regular visits to update their profiles and to visit others' profiles.

Communicating with others is a key aspect of using social networks. Teens may post public messages or may use bulletins or private messages to communicate with those on their friends' list. Most teens use sites such as MySpace and Facebook to stay in touch with their current friends. However, about 50% of teenagers also use the sites to make new friends, to make plans with their friends and, sometimes, to flirt.

Positives and negatives

Apart from the social benefits, social networking sites can be used to document school research, promote artistic talents and experiment with other forms of content creation. They provide a way to interact with others who share the same interests and to get constructive feedback on ongoing projects.

Along with these benefits come some risks. Most social networking sites are open to all, especially MySpace, which means that you could be exposed to harassment, bullying or sexual advances.

Cyberbullying and harassment are most often perpetrated by other teens and tend to happen mostly to older girls and to teens of either gender who have a strong online presence. It can still be a cause of emotional distress for teens and takes several forms:

- publicizing private instant messages, text messages or e-mails;
- posting threatening messages;
- posting photos that will cause embarrassment;
- spreading rumors.

A greater danger is that teens may become targets for predators who pose as teens and lure children into harmful real-world contact as well.

<http://www.life123.com/parenting/tweens-teens/social-networking/issues-with-teens-and-social-networking.shtml>

(abridged and adapted), accessed in September 2012

Track 58

Being one of the most famous teenagers in the world doesn't guarantee popularity, as **Paris Jackson** can attest to.

The 14-year-old daughter of the late **Michael Jackson** appeared on *Oprah's Next Chapter* Sunday, where she opened up about being bullied by her classmates at L.A.'s prestigious Buckley School.

"People try, but it doesn't always work. It happens at school and some people try to cyber bully me", Paris admitted. "They try to get to me with words, but that doesn't really work."

Host **Oprah Winfrey** then asked if her classmates might be jealous, given her father's legendary career. "I don't know", Paris said shyly.

The teenager has also become a paparazzi target and has a security team with her around the clock. She told Winfrey that her new school friends find the security detail "creepy" and says it's "unfortunate" that she can't be on her own.

Paris also explained why she and her brothers, **Prince**, 15, and **Blanket**, 10, were forced to wear masks in public as children. "I was really confused. I didn't get why I was wearing a mask", Paris told Winfrey. "But I understand now why my dad would want our faces to be covered. Like, when we went out without him, we wouldn't be recognized, and we would have a normal childhood."

Paris Jackson is beginning her own career in the entertainment industry and will make her acting debut in the upcoming fantasy movie, "London's Bridge and the Three Keys".

<http://www.usmagazine.com/celebrity-news/news/paris-jackson-classmates-cyber-bully-me-2012126>

(abridged and adapted), accessed in November 2012

Module 4

Track 59

I'm **Beth**. I'm 15 and I'm from San Diego, USA. After school I have tennis practice every day except Friday. And on Friday I usually get together with my friends. We walk to the ice cream store which is just down the street from our school, and at night we go to the movies and just hang out. Sometimes on Saturday my friends and I will hang out at the mall together. I sometimes play tennis at weekends. I love to sunbathe and swim during my free time. And lastly, I babysit a lot!!

I'm **Mathew**. In my area of the world (North Idaho, USA), a lot of kids like to go camping and may also go on backpack hikes in the mountains. Cycling is big as is skateboarding. In the winter, a lot of teens like to go skiing. Exploring the Mall is popular, as is going to the movies.

<http://answers.yahoo.com/question/index?qid=20090301061016AAcqY2h> [Beth]

http://wiki.answers.com/Q/How_teenagers_spend_their_free_time [Matthew]

(adapted), accessed in October 2012

Track 60

My name is **Mohammed**. I was born in Guinea, West Africa. I came to America to continue my education. School was very important to me because my parents, my father and my mother, never got a chance to go to school. Before coming, I thought America was like heaven, because of what you see in the movies. You see money, you see cars. I wanted to live the same way. Right now things are very hard for me. I have to work and go to school at the same time. I need to work to support myself and to help my family back home. When I get money, I send them money. If I have clothes, I buy some for my brothers and sisters. I can hardly get time, free time, to have fun. I put pressure on myself because nobody in my family has ever been to college. I'm the first person in my family to make it.

http://www.pbs.org/inthemix/shows/transcript_teen_immigrants.html

(adapted and abridged), accessed in October 2012

Track 61

I'm starting my senior year of high school next year and I really don't know what to do with my life. I get good grades and I could easily get into college, but I don't know if that's the way for me right now.

At first I thought I'd rather travel back to the USA and study there, but I've been thinking about that and not only would it be more expensive but also I don't want to be so far away from my family and I refuse to spend the rest of my life paying off student loans. It's just not going to happen.

Regardless of what university I pick, I'd like to study medicine and specialize in immunology, like my father. On the other hand I am very eco-conscious and would love to own land and raise horses or dogs. I'm in a dilemma!

Anyway I love adventure. I get this indescribable feeling whenever I watch videos of faraway places...If my sister achieves her goal of graduating early, I want to travel with her and our older brother to South America. We're already saving for the trip.

I'm sure of one thing: I plan on moving out into an apartment and getting a part time job.

What shall I do? Believe me, I've been struggling with the answer to that question for months.

Track 62

You know what I think you need after graduation? A gap year! Apply to colleges and pick one you're accepted for, and then take a year off! Most colleges allow this; just make sure you tell them after you take their offer of admission.

Go backpacking in South America if you can afford it. If not, find a job volunteering for an animal shelter, become part of a non-profit-making organization or help create fundraisers. Do something that will make you grow a little and understand your priorities more.

After that, go to college and see if you can find something you'd like to pursue further, even if it doesn't lead to any kind of career (remember, many people end up in jobs not related to their majors). At the same time, look for jobs and careers that you might consider. Talk to some of your parents' friends about their choices concerning colleges and jobs, and learn from them. See if you can shadow or intern someone during the summer.

I'm sorry I can't tell you exactly what you should do but I think you'll be successful. You have the right qualities.

Tracks 61/62:

<http://answers.yahoo.com/question/index?qid=20110520191953AAoZ0tS>

(adapted and abridged), accessed in October, 2012

Track 63

Gothic literature was associated with horror, darkness, supernatural, and morbidity. The gothic trend started relating itself to ghosts, vampires, graveyards, abandoned castles and churches, cursed families, nightmares, and other such melodramatic plots.

The Goth subculture started during the early 1980s in the United Kingdom as a gothic rock scene. The musical taste of Goths includes several music styles. Dress ranges from punk, Victorian, death rock, and androgynous, to mixtures of Medieval and Renaissance style too. Normally, the clothes would be a combination of one or more of these styles but black clothes are the most common, with matching special Goth fashion hair and makeup.

The influence of Gothic novels along with the poetry and music of the Goth subculture is quite significant. However, Goth fashion is expressed more vividly in movies and horror series and films on television.

The horror movies of the German Expressionist Cinema that appeared after the first World War influenced films at Universal Studios in the 1920s and 1930s. During the 1960s, the portrayal of Dracula by Bela Lugosi, and the male gothic image presented by the Byronic Hero, along with TV series like the Munsters and the Addams Family were very appealing.

<http://www.gothus.com/>

(abridged and adapted), accessed in December 2012

Track 64

Mind your language

Paul Kerswill, professor of sociolinguistics at Lancaster University, is studying street language in London. He says an entirely new dialect is emerging. Instead of just using it to be cool or to fit in with peers, teens use it when they speak to everyone.

Teachers warn of the damage caused by slang and its "sabotage" of literacy, and some schools have recently banned slang.

"It's a ban that will be impossible to achieve", says Jamaican poet Benjamin Zephaniah.

"There's no official language policy in the UK. The very nature of the English language – and what it means to be British – is its flexibility", he says.

"A long time ago slang was about work. Market workers, carpenters, publicans and farmers had their own slang. Now slang comes from people bringing new words from other languages.

"Zoo came from France, pyjamas from India, shampoo comes from Urdu. Television is part Latin, part Greek, yet we think of it as one word. The English language no longer simply belongs to the English, it's multicultural."

So if banning slang is not the solution, might the key be to understand it better?

That's the conclusion of one college in south London, which has put slang on the syllabus.

"And all of us should learn how important it is to spot when slang is inappropriate", says Mr Zephaniah. "Whether we like it or not, the way we talk affects the way people see us and this can have very serious consequences. I see slang like martial arts. So long as you have strong foundations, you are free to improvise."

http://news.bbc.co.uk/2/hi/uk_news/magazine/8388545.stm

(abridged and adapted), accessed in December 2012

EXTENSIVE READING

Track 65

The youngest of four children, Suzanne Collins was born on August 10, 1962, in Hartford, Connecticut. The daughter of an Air Force officer, Collins moved a considerable amount during her childhood, living in places like New York City and Brussels.

For the Collins family, history was an immensely important topic because of Collin's father who taught history at a university and was open with his kids about his military experience, including his time in Vietnam.

Eventually, the Collins family ended up in the South of the United States, where Suzanne graduated from the Alabama School of Fine Arts in 1980. Collins then enrolled at Indiana University, where she graduated in 1985 with a double degree in theater and telecommunications. She then went on to earn a master's degree in dramatic writing from New York University.

Collins then moved into television, writing for several children's television programs.

<http://www.biography.com/people/suzanne-collins-20903551?page=2>

(abridged and adapted), accessed February 2013

Track 66

She started writing books, too. *The Underland Chronicles* made Collins a well-known author but *The Hunger Games* gave her world-wide fame.

For Collins, *The Hunger Games* and her other books touch on the very subjects – necessary and unnecessary wars – that her own father often discussed with her. "If we introduced kids to these ideas earlier, we could get a dialogue about war going earlier and possibly it would lead to more solutions", she says. "I just feel it isn't discussed, not the way it should be. I think that's because it's uncomfortable for people. It's not pleasant to talk about. I know from my experience that we are quite capable of understanding things and processing them at an early age."

<http://www.biography.com/people/suzanne-collins-20903551?page=2>

(abridged and adapted), accessed February 2013

5

Extensive Reading

Teacher's notes on the retold of *The Hunger Games*

Teacher's notes on *Underwater*

Answer key – *The Hunger Games*

Answer key – *Underwater*

Teacher's notes on the retold of *The Hunger Games*

Foreword

As we decided to retell the story of *The Hunger Games* (around 4500 words) we chose to base it only on the first book of the trilogy. Several reasons led to this decision, among them the undisputed fact that this book contains the embryo of the plot and also references for its contextualisation.

The notes and the suggestions made here are meant to provide further practice activities for the teacher to better contextualise or expand on the activities included in the Extensive Reading brochure, whether he or she wishes or feels the need to. They are for the teacher's use and we hope they will be useful.

Before reading

Meet the author

There is some interesting biographical information about Suzanne Collins available on the internet, but the best way to understand the genesis of the author's work is perhaps through her own words. The following is a link to an interview where she explains the process, and even gives very good ideas which can be useful to work the activities in the context section, on page 20:

<http://www.scholastic.com/thehungergames/media/qanda.pdf>
(accessed February 2013)

While reading

Context

1. *The Hunger Games* reference framework allows for some exploitation of historic topics. The connection between the name of the country where the action is set – Panem – and the Roman Empire can be expanded, also because it is probably a subject known to the students from History lessons. The following links can be used to help develop this contextual aspect and to help students collect information for further projects:

<http://ancienthistory.about.com/od/romeslavery/p/Gladiators.htm>
(accessed February 2013)

<http://www.historyonthenet.com/Romans/gladiators.htm>
(accessed February 2013)

<http://www.roman-colosseum.info/gladiators/famous-gladiators.htm>
(accessed February 2013)

Watch the movie *Gladiator* is also a possibility:

"Gladiator" <http://www.imdb.com/title/tt0172495/>
(accessed February 2013)

2. The topic of globalization and social rebellion – the social atmosphere that can lead to rebellion against or the establishment of authoritarian regimes, may also be used to

help explain why the Games were forced on the people. The suggested link below can be useful to develop this topic:

www.yorku.ca/splekhan/docs/1000C.../Political%20Regimes.pp
(accessed February 2013)

Plot

It is possible to expand on narrative categories, in order to broaden the students' knowledge of the story.

- a) Time and setting – discuss the fact that the plot takes place in "the place that was once called North America", in the future, after a series of catastrophes plunge humanity into a primitive, barbaric time where survival is dependent on basic skills and on fulfilling basic necessities – thus making a connection with the possible consequences of too much technological progress for the future of the planet;
- b) Work on main and secondary characters – who they are, and what their relationships mean for the development of the story;
- c) The heroine – explore the unusual choice of a female hero; make a connection to the interview with the author mentioned above and establish a link with the myth of the Greek hero Theseus. There are great links on the internet, among them:

<http://www.youtube.com/watch?v=8qrZ1cEp-Y>

<http://ancienthistory.about.com/od/theseus/a/102110-Theseus-And-The-Minotaur.htm> (the story told by Nathaniel Hawthorne)

<http://www.greekmyths-greekmythology.com/myth-of-theseus-and-minotaur/>

(all accessed February 2013)

- d) Motivate the students to make a personal glossary – students can be challenged to build their own glossary for the story, and organise it alphabetically or by categories (nouns, verbs and adjectives, for example); this would help develop vocabulary knowledge in an active way.

After reading

- 1. Students can watch the movie and assess the degree of accuracy present in the film adaptation:

<http://www.imdb.com/title/tt1392170/>
(accessed February 2013)

- 2. Project work A: a comparison between the social organisation and living conditions during the Roman Empire and those described in the story.
- 3. Project work B: students become authors – how would they continue the story? Can they think of ideas other than those contained in the following two books of the trilogy? Any format could be accepted: storyboard, powerpoint, video, dramatisation, ...

Teacher's notes on *Underwater*

Foreword

The reason we chose this short story by Antoinette Moses was based on the fact that it contains some of the conflicts that many teens have to deal with currently: parents' expectations and pressure, teen athletes' very strict routine and the sacrifices expected, peer pressure and bullying, low self-esteem...

The fact that this author writes specifically for this age group, involving the readers and relating them to the characters using easily understood language was also an important factor in our choice.

Before reading

The author

There are a few sites on the internet that make it possible to deepen our knowledge on Antoinette Moses' life and work.

It's interesting to learn the reason why she started writing literature for language learners. The following is a link to an article in *The Guardian* on this topic:

<http://www.guardian.co.uk/education/2007/oct/26/tefl1>
(accessed February 2013)

Issues

As students will probably relate the title to the act of swimming, it would be interesting to ask them to read about the joys and difficulties of a teenage athlete's routine at:

<http://abcnews.go.com/Health/teen-swimmer-sacrifices-high-school-social-life-olympic/story?id=16915321&page=2>
(accessed February 2013)

Some issues could be debated such as: Would you be willing to trade your social life for sports? What seems to you the most difficult part of a teen athlete's life?

Likewise the introduction of the topic "Good and bad sides in parents/children relationship" based on a debate or a group work can prepare students to understand the story.

While reading

Plot (story analysis)

It is possible to expand on narrative categories, in order to broaden the students' knowledge of the story.

1. Structure – discuss any later incidents foreshadowed early in the story, or the idea of a surprising ending;
2. Setting – ask the students to characterise the place/s of action trying to answer the following questions:
 - Is the setting described in detail or is it implicit?
 - Does it reveal anything about the feelings of the characters or the narrator(s)? Why? / Why not?
 - Does it influence Maggie's decisions? If so, how?
 - Which of the places was more appealing to you? Why?

After reading

1. There are songs (eg: *Runaway train*, by Soul Asylum or *Nobody's Home*, by Avril Lavigne) and poems featuring the same themes found in the story which can be analysed by groups. Each group can develop different activities:
 - Finding similarities and differences with Maggie's story;
 - Writing a story based on the song or on the poem they chose to work on.
2. Project work A: What if...? Students rewrite the story finding different developments after Maggie's runaway. They can be given some clues:
 - What if she had been recognised and caught by the police?
 - What if she didn't find a job and a place to stay?
 - What if she had been influenced to make a bad choice?
3. Project work B: Students become authors – Why not write their own short stories? In class students can discuss the structure of such a fictional piece, defining its characteristics. Then, in small groups or individually, they write it developing the following key elements: plot, setting, characterisation and some sort of resolution.

Answer key – *The Hunger Games*

Before reading

A. Meet the author

1. **a.** T; **b.** F; **c.** F; **d.** T; **e.** T; **f.** F; **g.** F; **h.** T; **i.** T

2. **a.** first work that Collins published and wrote. **b.** *The Hunger Games* ... a world famous writer. **c.** should become familiar with war stories. **d.** more and better solutions could be found. **e.** from her own experience as a child.

While reading

A. The context

1. **a.** nation; **b.** districts; **c.** representatives; **d.** retribution; **e.** games; **f.** competitors; **g.** sister; **h.** place; **i.** companion

2.1. They are being compared to the Circus games during the Roman Empire.

2.2. A rebellion against the Capitol of Panem.

2.3. Panem is the latin word for bread, which is sometimes used as a metaphor for food. The objective of the games is to provide food for the district which wins: therefore, the people are "winning their bread".

B. Characters

1. **a.** Cinna; **b.** Cato; **c.** Katniss; **d.** Gale; **e.** Prim; **f.** Rue; **g.** Peeta; **h.** Haymitch

2.

Peeta	Prim	Cinna	Gale	Cato	Rue
Brave Loyal	Sensitive	Sly witty	Loyal Friendly	Strong Ruthless	Small Humble

3. Katniss is brave because she took her sister's place in *The Hunger Games*; she is witty because she manages to survive until the end but keeps her sense of humour; she is strong because she is injured and keeps fighting for her life.

C. Plot

1.1. c; 1.2. c; 1.3. a; 1.4. b

2. **a.** Katniss; **b.** Katniss and Peeta; **c.** hunting together; **d.** go to the Games instead of her sister; **e.** train and advise Katniss and Peeta during the Games; **f.** food

3.

Description	Narration
Adjectives Prepositions of place State verbs	Prepositions of time Adverbs Linking words Action verbs

4.1. **Description:** But today the dark, squalid streets are empty; Our house is almost on the edge of the Seam, a few gates away from the Meadow.

Narration: I get out of bed and slip into my hunting boots; I crawl and slide...

5.1. **a.** Adjectives: sympathetic; muddy; absolute. **b.** Prepositions of place: between; near; in. **c.** Action verbs: call; find; nurse.

6./7. Personal answers

After reading

1. **a.** "I'll never let you go"; **b.** here alone; **c.** dead and gone; **d.** going down; **e.** hurt you now; **f.** safe and sound; **g.** Don't you dare; **h.** war outside our door

Answer key – Underwater

Before reading

A. The author

1. a. graduate; b. journalist; c. published; d. playwright; e. awards; f. creative

B. The title

1.1. Suggested answer: we tend to focus mostly on what we see, making judgments based on looks and appearances. We don't try to find what isn't visible.

1.2. Mystery, depth, darkness, unknown, a place to hide, freedom, privacy, ...

2. Some hint on the content of the story, some insight of it.

3. Drama.

C. Issues

1. Personal answers

2.1. a. 3, b. 5, c. 1, d. 2, e. 4

2.2. a, b, c, d

3. Personal answer

3.2. Suggested answer: Losers become winners by doing what it takes to become winners. Besides, winning isn't everything, but the effort to win is. You can learn little from victory but you can learn everything from defeat and the only thing better than winning is losing knowing you did your best. Defeat is not the worst of failures. Not to have tried is the true failure.

3.3. Personal answer

4./5. Personal answers

D. Predicting

1. A teen swimmer under pressure to have results in competitions by her mum/coach.

2. The athlete and her family.

3. Parents and daughter.

While reading

A. Plot

Story analysis

1. In Oxford and during Spring.

2. Underwater she doesn't have to represent any role (athlete, daughter, student). She is cut off from problems, pains and suffering.

3. **Likes:** the sensations of freedom, peace and quiet, pleasure and being in control. And winning, of course.

Doesn't like: the sacrifices, the pressure, the discrimination, the pain.

4. Her whole life was training, the whole week, twice a day; she had to work with weights, to run, to get up very early, to give up friends and a social life.

5. Irony, sarcasm and detachment.

6. She is discriminated against and her schoolmates avoid her. "So I didn't have any friends at school."; "no one wanted to sit next to her ... she smelled of chlorine"; "We won't invite Maggie...".

7.1. It refers to her decision to leave home and the life she had.

7.2. They were arguing because Maggie wanted to go to an university in Texas and her mother didn't want her to go.

8.

Event	Sentence
Maggie decides to run away	"That was the moment I decided to leave"
She prepares everything to go	"I knew exactly what I had to do."
She gets to London and then to Dawlish	"I didn't want to stay in London"; "I knew exactly where I was going: to a small town called Dawlish..."
She organises her new life in Dawlish	"I didn't feel like missing; I felt as if I'd started a new bit of my life."
She contacts The National Missing Persons Helpline and decides to go back home	"So I rang home and he was there on the phone."

9. **Before:** She gets up very early (half past four a.m.), goes to the swimming pool and to the gym every day, does a lot of exercise and studies. She sometimes goes to bed at eleven p.m.

After: She works as a waitress in a café.

10. b.

11.1. Initially Maggie thought that she could begin a new life, without all the suffering and the pressure she had always felt.

12.1. She decided to contact the National Missing Persons Helpline and her father and then return home.

13. Astonished, regretful and homesick.

14.1. Maggie is now experiencing the sorrow of waiting for her mother: she must be always there like a rock and all her life depends on that.

15. Personal answer

Conflict

1.

Conflict	Internal or External?	Quotation
a) Maggie's mixed feelings about <u>swimming</u>	Internal	"I was just too tired. ... It's not as if I didn't enjoy swimming ... Well not all the training..."
b) Maggie's relationship with her <u>mother</u>	External	"Then I started to shout and she did her usual routine of how ungrateful I was..."
c) Maggie's unhappiness with her new <u>life</u>	Internal and External	"I thought I would grow into it. ... But I didn't."

2. Personal answer

B. Characters

1.1. Maggie Dean, Mrs Dean and Mr Dean ... they influence the development of the plot.

1.2. Mrs Fraser and Becky and Tom ... they help the main characters and don't change along the story.

1.3. **a.** Maggie's Mum and coach; **b.** Maggie's Dad; **c.** their daughter, a swimmer who runs away; **d.** the owner of the B&B; **e.** waitress at "The Kandahar"

2. **a.** enthusiastic supporter; **b.** sloppy; **c.** kind of robot; **d.** talkative; **e.** former Art student

3. Mum: bossy, helpful, strong, qualified, supportive, opinionated, quarrelsome, enthusiastic, dedicated to the job, persistent.

Dad: intelligent, scruffy, qualified, absent, absent-minded and dedicated to the job.

3.1. Personal answer (the choice of sentences depends on which two adjectives the student chooses)

3.2. In an effort to help Maggie be a winner, Mum puts too much pressure on her and keeps pushing her to her limit forgetting that she is just a teen; Dad is too involved in his work and he is frequently absent in business trips. He forgets that he has a family and that he should be more concerned and involved in family life.

4. The first part (p. 9) in which she is unhappy, tired and leading the enslaving life of an athlete finishes after the row when she decides to leave "That was the moment I decided to leave (...) I wasn't going back home." The second part (p. 18) is the escape, her new life with a different identity and a different routine with a job which finishes in "I thought I would grow into it (...) But I didn't". The third part (p. 20) is when she finally "grows" and starts thinking about others except herself, contacts her Dad and comes home to a final apology "I'm really sorry. (...) Please come home".

4.1. Before:

1. a. teen athlete, long brown hair and slim. **b.** Kind of a robot, hard-working, naïve, childish, nervous, quarrelsome with her mother, pressured.

2. a. Get good results and compete for an Olympic gold medal. **b.** Feels exhausted, under pressure and excluded at school.

3. a. She is having problems coping with her Mum's pressure and having no life. **b.** To run away from home. **c.** Manages to escape to Dawlish.

4. a. "Maggie's starting a new life." **b.** Misses her father, quarrels with her mother and has no friends.

After:

1. a. Teen with very short black spiky hair and black clothes. **b.** Stronger, independent and free.

2. a. Dawlish was a safe place to plan her life. **b.** More gathered and more whole.

3. a. Manage her money and find a cheap place to stay and to eat. **b.** Find a job. **c.** Got a job as a café waitress.

4. a. "When I ran away, I was only thinking of myself". **b.** With a new identity she reveals nothing about her past but doesn't really get along well with Tom or Becky.

5. She is learning how to grow, starting as a childish, quarrelsome teen who decides to run away from her problems, to learning how to survive and manage a budget ending in a more mature teen who knows that life isn't centred on herself.

5.1. It makes her feel free, more focused, more mature and less selfish.

6.1. Personal answer

7.1. She has a profound admiration for her father and for his scientific skills and knowledge, although his fashion style has caused her embarrassment. "If you saw my father on the television (...) mind anymore". His constant absences from home, from family life or from her competitions hurt Maggie "He was never at home (...) somewhere else". When she runs away it's her father who she misses most, "I realised that what I wanted most was to speak to my father".

7.2. Her relationship with her mother is strange but typical of a teen / Mum relation: She recognises that her mother has always been present in all the moments of her life "there was only my mother (...) cheering". She did everything for Maggie, encouraging her to push her to her limit, giving up her life to make Maggie a champion "My mother was always there (...) gave up everything to help me" but she is a bit ironic when referring to her "My wonderful mother". Because they spend too much time together and Mum has such big expectations of her, Maggie feels pressured and they quarrel a lot "We went on arguing". It's just in the end that she realises that Mum really cared about her "I thought she only cared about the swimming".

8./9. Personal answers

C. Point of view

1. The story is told from Maggie's point of view.

2. Personal answer (usually this narrative technique leads the reader to develop an identification with the character)

3. Personal answer

D. Word work

1.1. a. Butterfly; **b.** Backstroke; **c.** Breaststroke; **d.** Freestyle or Front Crawl

1.2. It's Breaststroke.

2.1. Positive: free, peaceful, calm, weightless, stronger, safer, excited, clever, gathered, supportive, successful, grateful, wonderful, happy, tough.

Negative: childish, naïve, embarrassing, tired, lingering, obsessed, peaky, stupid, dangerous, black, ungrateful, irrational.

2.2. Personal answer

3. a. 4; **b.** 3; **c.** 1; **d.** 2; **e.** 6; **f.** 5; **g.** 7; **h.** 8; **i.** 10; **j.** 9

3.1. Personal answer.

After reading

Personal answers

