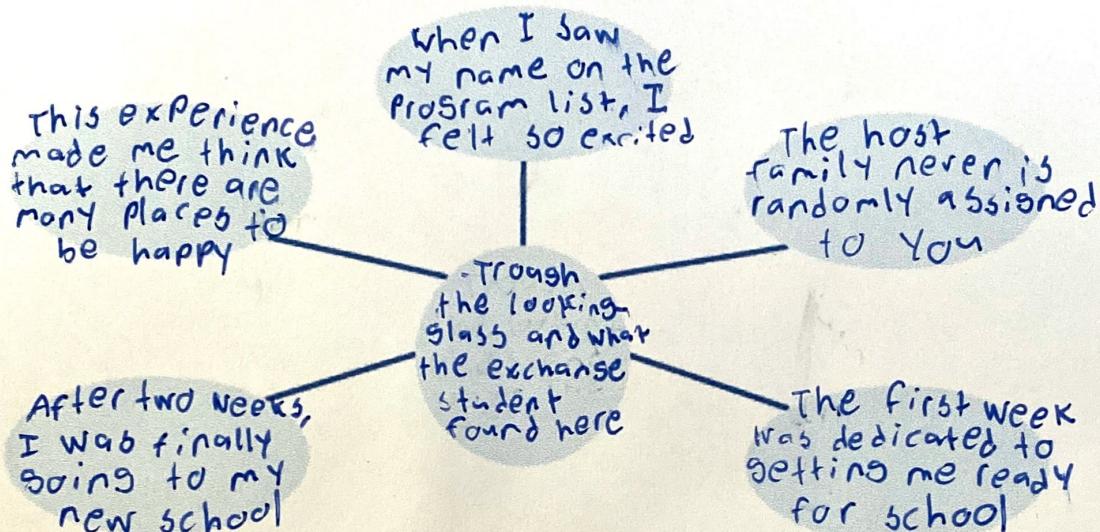




READING

Instructions: Complete the following graphic organizer about "Through the looking-glass and what the exchange student found there". (page 60-61)

Brainstorming Ideas



Amco

Instructions: Read the lecture and the exercises in the pictures about "Through the looking-glass and what the exchange student found there" (p. 62)

Have you ever asked yourself what Alice felt when she entered Wonderland? Can you imagine being a teenager and not knowing how to greet people or how the cafeteria at school works? Well, if you can, you are probably ready for an exchange program.

When I first saw my name on the program list, I felt so excited that I seriously thought about jumping around. Then there was time for buyer's remorse, of course, because it turned out that the exchange program lasted a whole year! Besides, according to my school policy, on my return, I had to do the eighth grade all over again. Meanwhile, my classmates would move on and enter high school.

Luckily, my father helped me make the right decision: "School isn't a race," he said. "What if your classmates are a school year ahead of you? Think about all the amazing places you are going to visit, all the people you will meet..."

So I decided I could afford to give the program a try. I learned that the host family in an exchange program is never randomly assigned to you. A group of psychologists evaluate both the student and the host family to see if they are compatible. Imagine, for instance, a student who can't live without playing drums at night and a host father with insomnia issues. They probably wouldn't be a good match.

Even though I knew about this psychological evaluation, I was surprised by how easy it was for my hosts and me to get along. There were three

kids in my host family. The youngest girl, Emily, was exactly the same age as me, so, naturally, we became friends.

The home where my hosts lived was not at all surprising, as I am quite accustomed to both skyscrapers and crowded apartment buildings. What I didn't expect was for their apartment to be so far away from everything. Actually, the only way to get around was in a car. My host father even offered to give me driving lessons, but I wasn't sure my parents would agree to that back home.

Anyway, the first week of my stay in the US was dedicated to getting me ready for school. Despite all my protests and arguments, my host mom insisted on buying me some stuff. I felt a bit uncomfortable about it, as in my home country only either parents or close relatives do that. Luckily, at least both my basic and academic needs were covered by the financial support of the exchange program, so my hosts didn't have to cover my expenses very frequently.

They did insist, however, on buying me either an iPad or a laptop because I was going to need it to do research at school. I was shocked! Bringing electronic equipment to school? Teachers in my hometown would punish me for even thinking about it.

Speaking of teachers, funny enough, I met one of them, the academic advisor, before I even met my

Teacher: Jose Mario Ayala Email: nivelmedio-ingleszacapa@colegioverbo.edu.gt

classmates. She helped me pick my classes and arrange my schedule. She also told me I could pick some extracurricular activities, because I needed them for my CV to get a part-time job. So I took the debate club and French. This way, by the end of my stay I became more fluent in English and could speak a little French.

Anyway, after two weeks in the US, judgment day came... I was finally going to my new school. For the first time in many years I was absolutely terrified of entering the classroom: what if I didn't get along with American kids? Well, it turned out that I was forgetting a small detail. You see, I have always been amazingly easygoing and chatty, so getting to know everyone wasn't an issue. Soon I found myself very comfortable in the middle of a very close, kindhearted group of new friends.

However, the school was a huge culture shock, since everything was different! To start with, in my home country I have always called teachers by name and they have been very friendly to me. In the US, I had to address teachers by their last names and they kept a certain distance.

Another issue was the school schedule, since the first period started so early that I had to wake up at 5 a.m. It got me into trouble immediately. My host sister had an orchestra concert and her whole family was there. Meanwhile, I was playing the part of an exotic new foreign instrument, snoring as loud as I could! I was very embarrassed when I woke up. Nevertheless, the most difficult part was the evaluation, especially in math, as my teacher gave us pop quizzes all the time. He also assigned us team projects monthly and gave us grades in teams as well...

Of course not everything was about studies during my stay in the US. We visited several exciting

places as well. I especially liked the trip to New York, because we took a boat to see the Statue of Liberty, visited the Metropolitan Opera, and ate the best hamburgers ever!

In the end, I got so attached to both my host family and new friends that I felt very exchange-program sick when I got home. This experience made me think that there could be more than one place in the world where you can be happy.



A. Read the text and circle its main topic:

- a. The main rules of the exchange programs.
- b. An experience a student had on an exchange program.
- c. A description of the selection process for the exchange programs.



B. Read the text again. Complete the sentences with information from the text.

1. The girl felt so excited when she first learned that she was selected for the exchange program.
2. The psychologists selected a host family for her.
3. Her host family lived in a apartment building.
4. In her own school, bringing electronic equipment to school.
5. She picked two extracurricular activities: The debate club and French.
6. She fell asleep during the first weeks of school.
7. The subject that turned out to be the most difficult for her was the evaluations.
8. She learned from this trip that there could be more than one place in the world where you can be happy.



WRITING

Instructions: Follow the instructions of Portfolio, based on the previous pages, write it down on a page below and add how was your experience traveling abroad as an exchange student. (Page 63)

The story happens → a. over a long period of time.
b. over a limited period of time.

This particular story is written mostly in → a. the present.
b. the past.

Work with a partner to decide what your story is going to be about.

- Discuss what country you would like to visit.
- Research what places of interest there are in this country.
- Discuss what aspects of the local culture you would probably have to adapt to.
- Think about the things you could learn from the stay in the country of your choice.

PORTFOLIO

Imagine that you have just returned from an exchange program. Write a personal short story on your experience abroad. Use the story on pages 60 and 61 as a model. Make sure that your story has all the characteristics mentioned in the first activity on this page. Use some of the vocabulary words and grammar structures of the unit.

Bonus Activity Appendix

Find extra writing activities on page 146.

63

Tip: Read the characteristics about a personal short story that are in the top of the page

Have in mind the following aspects:

- ✓ Include 120-150 words.
- ✓ Check grammar and spelling.

PERSONAL SHORT STORY

Exercise 5

Instructions: Follow the instructions of Portfolio, based on the previous pages, write it down on a page below and add how was your experience traveling abroad as an exchange student.

Be an exchange student in an unknown country

When I was told that I had been approved for the exchange program, my heart skipped a beat and everything around me became cloudy. Well, maybe it's an exaggeration, but I did feel very excited and happy.

It took me a lot to convince my parents to give me the authorization to sign up for the exchange program, even though they are very overprotective they realized that it was a great opportunity and I could fulfill my dreams.

The weeks before my departure, I couldn't sleep practically anything, imagining the thousands of possibilities, the hundreds of places to visit, all the people I

was going to meet and the new experiences and situations that I was going to face.

My departure for the unknown was very emotional and many tears were shed. When I arrived it was very little before classes started and I did not have much time to prepare.

I had a hard time adapting to the new environment and also making friends, but after a while I was able to improve my grades a little and make some friends.

Now I can say that when I was an exchange student in the United States, I had wonderful experiences and other heartbreaking experiences. I visited beautiful places like the Statue of Liberty and I learned that you never have to give up and you have to be positive.



WRITING RUBRIC

	Excellent	Good	Fair	Needs Improvement
Layout	Creative layout and effective paragraph structure	Neat and clean layout with generally correct paragraph structure	Mostly neat , with margins and some attempt at paragraph structure	Generally untidy, no margins or paragraphs marked.
Organization	Ideas organized to support desired effect	Ideas clearly organized	Ideas generally organized	Ideas not organized
Connection of Ideas	Variety of linking words	Suitable linking words	Simple linking words	Linking words rarely used or not at all
Correction	Good use of a wide range of basic and complex structures and vocabulary. Minimal errors	Good use of basic and some complex structures and vocabulary. Some errors that do not interfere with understanding	Good use of basic structures and vocabulary. Some attempts at complex ones. Errors in complex structures that may be difficult to understand	Very limited and basic structures and vocabulary. Too many errors due to interfere with first language
Thoroughness	Answers all questions in detail	Answers all questions	Answers some questions	Answers none of the questions
				/ Total



GRAMMAR

Instructions:

- ✓ Read the grammatical explanation about present simple and present continuous.
(page 179)

Present Simple and Continuous: Events in Progress

Present simple describes: A permanent state or situation. Where <u>do you live?</u> An action that happens regularly . Kate <u>doesn't practice</u> the piano in the mornings. In high school we <u>study</u> hard to get ready for college. A fact that is true . The Moon <u>takes</u> 27 days to orbit around the Earth.	Present continuous describes: A temporary situation. Where <u>are you living</u> at the moment? An action happening now . Kate <u>is practicing</u> the piano now. or An activity in progress , but not exactly at the present moment. We <u>are having</u> exams all week, so I'm quite busy. A situation that is changing . The Moon <u>is getting</u> further away from the Earth.
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Note that state verbs (**love, like, believe**, etc.) are not normally used in present continuous, even though they express events in progress.

I think this math problem is very difficult.
Do you believe what Jessica is saying?

- ✓ Watch the following video in YouTube through this link for more information:
<https://youtu.be/VP8MRGAjgAs>
- ✓ Complete the grammar appendix exercises in the picture

C. Read the text. Circle the correct answer (a or b) from the box below to fill in the spaces.

Hi, Aline. What's up? I (1) am hoping you (2) do great!

You wanted me to tell you about my friends here in the US. Well, I only (3) am having a few friends right now, but they are very reliable and active. We (4) do everything together: go to the movies, practice sports, and join clubs. Right now they (5) are playing tennis. I (6) don't participate in the game, because I'm really bad at it.

Anyway, every day after school we (7) meet to play video games or (8) go out to play soccer. We (9) aren't doing any of these activities today, unfortunately. A cousin (10) is staying at my best friend's house at the moment and he just (11) loves tennis. So everyone (12) is playing and I (13) am getting bored. I (14) think I'll have to learn to enjoy watching others play.

1. a. hope	b. am hoping	8. a. go out	b. are going out
2. a. do	b. are doing	9. a. don't do	b. aren't doing
3. a. have	b. am having	10. a. stays	b. is staying
4. a. do	b. are doing	11. a. loves	b. is loving
5. a. play	b. are playing	12. a. plays	b. is playing
6. a. don't participate	b. 'm not participating	13. a. get	b. am getting
7. a. meet	b. are meeting	14. a. think	b. am thinking



Directions: Creates a comparative chart between present simple and present continuous

Including:

- ✓ Grammatical formulas
- ✓ Rules
- ✓ One example per rule

TENSE	PRESENT SIMPLE	PRESENT CONTINUOUS
RULES:	A Permanent state or situation	A temporary situation
STRUCTURES	Subject + Verb (present form)	Subject + am, is, are + verb+ing
+	Subject + do, does + not + Verb	Subject + am, is, are + not + verb+ing
-	do, does + Subject + verb + ?	Am, is, are + Subject + verb+ing + ?
EXAMPLES:	she cooks delicious food.	she is cooking a new recipe
+	He does not play soccer	He is not playing soccer
-	Do you read in the mornings?	Are you reading now?

GRAPHIC ORGANIZER / MIND MAP CHECKLIST

	Criteria	Evidence	No Evidence	Observations
Synthesis	Information is clear and concise.			
Main Idea	Main idea is brief and clear. It presents the key point of topic.			
Supporting Details	Details are presented in a logical sequence. They are a guide to a full understanding of main idea.			
Visual Aids	It is visually attractive and contains colors and images that ease comprehension.			
Requirements	It fulfills all guidelines requested.			
		/	Total	Parents' Signature