LIVING ENGLISH 1 (STUDENT'S BOOK)

BEFORE THE READING

1DBHO

- ✓ Presentation of the topic: why do we read this?
- ✓ Who's the writer? Where has the text been published? Can we know the aim of the writer when writing this?
- ✓ After reading the title: can we guess what the text is about?
- ✓ After reading the subtitle: does it help clarify what the text is about?
- ✓ What do we know about the text? Your contribution...

Now read the text and....

ST TEACHELLEVER HAD Have you ever had a teacher who taught you something you'll never forget? If so, it was probab not about the subject they were teaching. More likely, it was about life. BY DAVID OWEN Mr. Whitson taught science. On the first day of class, he gave us a lecture about a creature called the cattywampus, a ill-adapted nocturnal animal that was wiped out during the Every class was an adventure with Mr. Whitson. I can still Ice Age. He passed around a skull as he talked. We all took remember some science lessons almost from beginning to end. notes and later had a quiz. One day he told us that his Volkswagen was a living organism. When he returned my paper, I was shocked. There was a big It took us two full days to put together a refutation he would red X through each of my answers. I had failed. There had to be some mistake! I had written down exactly what Mr. accept. He didn't let us off the hook until we had proved not Whitson had said. Then I realized that everyone in the class only that we knew what an organism was, but also that we had 10 had failed. What had happened? the fortitude to stand up for the truth. Very simple, Mr. Whitson said. He explained that he had We carried our brand-new scepticism into all our classes. This made up all that stuff about the cattywampus. There had never been any such animal. The information in our notes caused problems for the other teachers, who weren't used to was, therefore, incorrect. Did we expect credit for incorrect being challenged. Our history teacher would be lecturing about answers? Needless to say, we were outraged. What kind of test was this? And what kind of teacher? something, and then there would be clearings of the throat and someone would say "cattywampus" We should have figured it out, Mr. Whitson said. After all, at the very moment he was passing around the cattywampus If I'm ever asked to propose a solution to the crisis in our skull (in truth, a cat's), hadn't he been telling us that no trace schools, it will be Mr. Whitson. I haven't made any great no of the animal remained? He had described its amazing night vision, the color of its fur and any number of other facts he scientific discoveries, but Mr. Whitson's class gave me and my classmates something just as important; the courage to look couldn't have known. He had given the animal a ridiculous name, and we still hadn't been suspicious. He informed us people in the eye and tell them they are wrong. He also showed that the zeroes on our papers would be recorded in his grade us that you can have fun doing it. 25 book. And they were. Not everyone sees the value in this. I once told an elementary-Mr. Whitson said that he hoped we would learn something from this experience. Teachers and textbooks are not school teacher about Mr. Whitson. The teacher was appalled. infallible. In fact, no one is. He told us not to let our minds "He shouldn't have tricked you like that," he said. I looked that go to sleep, and to speak up if we ever thought he or the teacher right in the eye and told him he was wrong. textbook was wrong

While reading the text...

- Underline the words that you do not know the meaning of and try to provide a definition, considering the context.
- Summarize in a sentence what each of the paragraph explains

After reading the text....

1.-What is the "cattywampus"? And what did he use this creature for?

2.-Decide whether these statements are TRUE or FALSE and FIND THE EVIDENCE IN THE TEXT:

2.1.-As soon as the writer got his test back, he understood why he had failed.2.2.-The writer feels that Mr. Whitson's lessons were exciting.

3.-Identify in which paragraph does the writer explain each of the ideas below mentioned:

a)The definition of cattywampus.

b) teachers and books are not always reliable.

c)other teachers' disapproval on Mr. Whitson's method.

d)students' dissapointance.

e) Mr. Whitson's will to make his students doubt everything they study.

f) mentions the idea that it was clear the cattywampus was an invention by the teacher.

g) explains what happened with the exam.

h) the most relevant lesson taught by Mr. Whitson.

i) what the elementary school teacher said.

4.-Watch some scenes on *Freedom Writers* and after that compare the method the teacher used in the text to the teacher in the movie. Which one you like best and why?