

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras - FALE
Programa de Pós-graduação em Estudos Linguísticos - POSLIN

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CITIZENS OF THE 21ST CENTURY: A Way Towards Change
(Material didático para o ensino de Inglês)

Belo Horizonte
2022

João Gabriel Silva Camargo Costa

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Monografia de especialização apresentada à Faculdade de Letras Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Profa. Dra. Ana Larissa Adorno Marciotto Oliveira

Belo Horizonte
2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): João Gabriel Silva Camargo Costa - Matrícula 2020661149.

Às 14:00 horas do dia 17 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado ...Citizens of The 21st Century: A Way Towards Change (Material didático para o ensino de Inglês) , requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a () aprovação () reprovação do(a) candidato(a). O(A) Prof(a). Edelvais Brígida Caldeira, indicou a () aprovação () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) () reprovada(o) (). Nota ...80.....

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 17 de janeiro
de 2023.

Marisa Mendonça Carneiro
Edelvais Caldeira

O trabalho atende aos requisitos do curso.

RESUMO

Este trabalho de conclusão de curso tem por finalidade apresentar uma proposta pedagógica para o ensino de língua inglesa para alunos do nível B2, de acordo com o Quadro Europeu Comum de Referência para Línguas (CEFR). O objetivo principal é a abordagem de temas recorrentes juntamente com a influência da língua inglesa no atual cenário global, como uma forma de desenvolver o pensamento crítico e formar falantes que possam aplicar a criticidade através de uma comunicação eficiente e significativa. Esse material didático é dividido em duas unidades temáticas, sendo ambas fundamentadas nos conceitos da abordagem comunicativa e da abordagem do pensamento crítico, com referências a Brown (2001), Richards e Rodgers (2014) e Mattos e Valério (2010). A primeira unidade intitulada “Who are you?” discute a temática da saúde mental e os impactos que pessoas no mundo todo podem sofrer com suas implicações. A segunda unidade temática de nome “The power of (in)justice” traz questões relacionadas com a desigualdade racial e social enfrentada por diversas pessoas, e como isso se reflete na comunidade global. Além das unidades temáticas, esse material é composto por duas avaliações, uma para cada unidade, e também, um guia didático para o professor. Espera-se que essa proposta de ensino possa potencializar a capacidade de uma comunicação mais efetiva e, ao mesmo tempo, crítica, a qual alunos se sintam preparados para serem verdadeiros cidadãos do século XXI através da utilização da língua inglesa.

Palavras-chave: língua inglesa; abordagem comunicativa; pensamento crítico.

ABSTRACT

This course conclusion work aims to present a pedagogical proposal for teaching English to students at level B2, in accordance with the Common European Framework of Reference for Languages (CEFR). The main objective is to address recurring themes together with the influence of the English language in the current global scenario, as a way of developing critical thinking and training speakers who can apply criticality through efficient and meaningful communication. This teaching material is divided into two thematic units, both based on the concepts of the communicative approach and the critical thinking approach, with references to Brown (2001), Richards and Rodgers (2014) and Mattos and Valério (2010). The first unit titled “Who are you?” discusses the topic of mental health and the impacts that people around the world can suffer from its implications. The second thematic unit called “The power of (in)justice” raises issues related to racial and social inequality faced by different people, and how this is reflected in the global community. In addition to the thematic units, this material consists of two assessments, one for each unit, and also a teaching guide for the teacher. It is hoped that this teaching proposal can enhance the capacity for more effective and, at the same time, critical communication, so that students feel prepared to be true citizens of the 21st century through the use of the English language.

Keywords: english language; communicative approach; critical thinking.

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Introduction

Learning English has always been such a joy in my life. It has shaped me as a human being and as a teacher moreover. I always felt I would have a world of opportunities by learning a second language, and when I realized I loved studying English, that dream became real for me. I only realized languages in general can be used in our favor when I became bilingual. Learning a second language has shown me the power of communication and expression. It is a way of letting the world know who you are and why you are trying to achieve success in life. This material is designed to empower students to feel the same way I felt about learning a second language: that it is a way towards change, no matter what kind of change you want from yourself or from the world.

Citizens of The 21st Century: A Way Towards Change will give students the opportunity to reflect upon their lives and the world they live in. It is more than an English class, it is a time to think about how everything around us works and it is supposed to be changed. Through learning a second language, students get the ability to be more independent and more critical. This material contains modern and relevant subjects to be discussed with, such as mental health and social inequality. No matter where you are or live in the world, you have faced or will face challenges regarding these issues. Everybody once will come across someone dealing with anxiety, depression, poor conditions, hunger, prejudice, and more. By learning English with this material, students will also get the chance to be political thinkers of the 21st century, as we move towards a more democratic society worldwide.

The first unit of this material is called “Who Are You?”. A direct and subjective question to let students reflect upon who they really are. The theme of the unit is around mental health issues and brings concepts of dealing with yourself and others around you. There are some music related tasks and activities, so students will learn through an authentic way. At the end of the unit, it is expected that students are able to discuss the topic, give proper opinions and can express themselves well in English. This unit opens a range of opportunities for you, as a teacher, and for your students to address the matter in a more emphatic and realistic way.

“The Power of (In)Justice” is the second unit of this material and is designed to talk about social inequality and black lives empowerment. The “In” in brackets is intended to call attention to students about how justice can be done towards any direction, regardless of its consequences. In our world, we can see many cases of justice being made, but also many

cases of injustice. When that happens, people get together to let their voices be heard and to protest. It is a way towards change, and in most cases we get what we want from being loud and fighting for our rights. As in the first unit, this second one will provide a moment of discussion and sharing ideas about these actual matters.

Each unit is divided into three sections followed by a pronunciation and grammar section. An assessment for each unit is also provided at the end of each one. The first three sections have independent concepts according to the main theme of the unit, whereas the pronunciation and grammar sections have specific names: “How Can I Say It?” and “Working With The Language”. They both bring up important content related to the level of knowledge of students working with this material, which is B2 - Independent (Upper intermediate). After both units, there is a Teacher’s Guide section designed to help you get prepared to work with your students.

It is expected that this work can lead students to a more acceptable way of thinking and expressing themselves. Everyone deserves to be heard and talk about their beliefs in a way no one is judged or bullied by. **Citizens Of The 21st Century: A Way Towards Change** will definitely be a useful tool in your classroom environment, enabling students to go over their linguistic boundaries and make real deep connections to a whole new world of possibilities.

This material is intended to be worked inside an English classroom and can only be used for educational purposes, having no commercial aspirations. The reproduction of this material, partially or as a whole, without the express authorization of the author, is prohibited.

**CURSO DE ESPECIALIZAÇÃO
EM ENSINO DE INGLÊS - CEI**

**CITIZENS OF THE
21ST CENTURY:
A WAY
TOWARDS CHANGE**

By João Gabriel Silva Camargo Costa

Unit 1

WHO ARE YOU?

LET'S HEAR FROM YOU

A) It is always common to see more and more people struggling in life and trying to have better physical and mental conditions to live their dreams. This is due to the fact that we are all the time pushing the boundaries in what we attempt to do. Think about it and consider answering the following questions:



Image source: <https://www.monicarezende.com/a-self-discovery-journey-to-find-yourself/>

- 1 - Have you ever thought about who you are?
- 2 - Do you believe that knowing yourself better helps you succeed in life?
- 3 - What can you do to improve your personal skills and self knowledge?
- 4 - What do you know about mental health?

B) Now listen to a song called 911 by Lady Gaga, in which the singer states some very strong facts about her personal life. To listen to it, go to [Youtube.com](https://www.youtube.com/watch?v=911).

After hearing the song, discuss with a partner what the given words and phrases would mean according to the whole song. To help you, use the online [Cambridge Dictionary](https://dictionary.cambridge.org/).

FADERS	MY BIGGEST ENEMY IS ME	BIOLOGICAL STASIS
PATCH THE LINE	SELF-HATING PHRASES	POP A 911

C) Once you have listened and discussed some words and phrases from the song, watch a Lady Gaga interview on CBS Sunday Morning talking about the concept behind the song 911. [Click here to access it](#).

D) Now, number the sentences below from 1 to 5 in order to make sense according to the interview.



Image source: <https://www.tumblr.com/tao/Marta%20Milianic>

() “I was writing about the trauma from my father’s life that became my trauma in a lot of ways and I thought I could fix my dad” - Did it work? - “No, I could never fix that”.

() “I mean ... honestly, I just I, I totally gave up on myself. I hated being famous, I hated being a star, I felt exhausted and used up”.

() “I don’t hate Lady Gaga anymore, I found a way to love myself again, even when I thought that was never gonna happen. Now I look at this piano and I go ‘oh my God, my piano, my piano that I love so much, my piano that lets me speak, my piano that lets me make poetry, my piano that’s mine”.

() “It’s not always easy if you have mental issues to let other people see. I used to show, I used to self harm, I used to say ‘look I cut myself, see, I’m hurting’, cause I’ve been thinking anyone could see, cause mental health is invisible”.

() “My biggest enemy is Lady Gaga, that’s what I was thinking. My biggest enemy is her, what’d you do? You can’t go to the grocery store now, if you go to a dinner with your family, somebody comes to the table, you can’t have a dinner with your family without it being about you”.

E) Read the following statements and discuss with a partner whether they are true or false regarding what has been claimed by the singer in the song 911.

1 - She finds herself in a good mood once she is singing about how the process of recovering from a mental trauma is never going to happen again.

() TRUE () FALSE

2 - The utterance “Pop a 911” is a metaphor to what she calls her medications that’s used to control her panic moments only because she has to deal with the fact of being Lady Gaga.

() TRUE () FALSE

3 - When she states that her biggest enemy is her, she is declaring that she is the person who sabotages her life and can’t control her from suffering it.

() TRUE () FALSE

4 - Even though she might not end this nightmare, she will be able to manage the situation by avoiding taking too much medication and trying to recover from her own inner strength.
 () TRUE () FALSE

REAL LIFE OR ARTIFICIAL WORLD?

A) In the song *Plastic Doll*, also performed by Lady Gaga, we are taken to a reflection that calls our attention into the matter of living a real life or being part of an artificial world. To understand a little more, listen to the song by [clicking here](#) and follow the lyrics below.



Image source: <https://br.pinterest.com/pin/631418810247346763/>

Plastic Doll

By Lady Gaga

Am I E-I-E-I-E-I-E-I

Am I pl-plastic?

Pl-plastic do-o-o-o-oll

Pl-plastic, technologic

Open me up and cut me loose

I come with a purse and new shoes

Am I your type? Am I your type?

(Ooh la la, ooh la la, ooh, ooh, ooh la la)

I've lived in a pink box so long

I am top shelf, they built me strong

Am I your type? Am I your type?

(Ooh la la, ooh la la, ooh, ooh, ooh la la)

'Cause I've spent too long

Dancing all alone

Dancing to the same song

I'm no toy for a real boy

(Ooh la la, ooh la la)

If you're a real boy

Don't play with me

It just hurts me

I'm bouncin' off the walls

No, no, no, I'm not your plastic doll

(Your plastic doll)

I've got blonde hair and cherry lips

I'm state of art, I'm microchipped

Am I your type? Am I your type?

(Ooh la la, oh la la, ooh, ooh, ooh la la)

'Cause I've spent too long

Dancing all alone

Dancing to the same song

I'm no toy for a real boy

(Ooh la la, ooh la la)

If you're a real boy

Don't play with me

It just hurts me

I'm bouncin' off the walls

No, no, no, I'm not your plastic doll (ooh la la)

Don't play with me

It just hurts me

I'm bouncin' off the walls

No, no, no, I'm not your plastic doll

(Your plastic doll)

Tell me, who dressed you? Where'd you get that hat?

Why is she cryin'? What's the price tag?

Who's that girl, Malibu Gaga?

Looks so sad, what is this saga? (Oh)

Don't play with me

It just hurts me

I'm bouncin' off the walls

No, no, no, I'm not your plastic doll

(Your plastic doll)

Don't play with me

It just hurts me

I'm bouncin' off the walls

No, no, no, I'm not your plastic doll

(Your plastic doll)

Am I E-I-E-I-E-I-E-I-E-I

Pl-plastic? (Plastic)

Pl-plastic do-o-o-o-oll

Pl-plastic, technologic (olastic)

Am I E-I-E-I-E-I-E-I-E-I (I'm not your plastic doll)

Pl-plastic?

Pl-plastic do-o-o-o-oll

Pl-plastic, technologic (ooh la la)

Source:

<https://www.lettras.mus.br/lady-gaga/plastic-doll/>

After listening to the song, answer the statements below to check your comprehension.

1 - Lady Gaga questions the addressee if she is the right type of doll expected.

() True. () False. () Not mentioned.

2 - In the song, it is declared that being a plastic doll is something desired by the singer.

() True. () False. () Not mentioned.

3 - Even though she is a lonely girl, they have built her up really strong just to perform as wanted.

() True. () False. () Not mentioned.

4 - As stated in the song, the singer does not say she is an objectified character, and then people could relate to her as a human being as any other person.

() True. () False. () Not mentioned.

B) Take a look at some words and expressions from the song Plastic Doll and then place them to their right meaning. To help you, use the online [Cambridge Dictionary](#).

TOP SHELF	TO BOUNCE OFF	CHERRY LIPS
-----------	---------------	-------------

STATE OF ART	MICROCHIPPED	PRICE TAG
--------------	--------------	-----------

- 1) _____: something that is very modern and using the most recent ideas and methods.
- 2) _____: of an animal or thing, having had a microchip with information on it put under its skin so that it can be identified.
- 3) _____: something of a high quality; excellent.
- 4) _____: someone who has red, plump, luscious lips.
- 5) _____: a piece of paper attached to a product that shows the amount a product costs.
- 6) _____: when something hits a surface and then moves away from it again.

C) Read the following statements about the concept behind the lyrics in Plastic Doll, and then leave a comment stating if you agree or disagree with what the singer has written.

1) Lady Gaga touches on the objectification she gets as a female in the music industry. The Mother Monster compares herself to a Barbie Doll as she admits to fitting the archetypes of what a pop star should be like.

2) However, unlike a plastic doll, Gaga refuses to be played with. She doesn't want to be an assembly line artist boxed into a particular style and she won't be toyed with.

3) The songstress has feelings like everyone else and she suffers an emotional toll when society dehumanizes her.

Source: <https://www.songfacts.com/facts/lady-gaga/plastic-doll>

HOW CAN I SAY IT?

If you could pay attention to some words on this unit, you will see that one specific vowel sound in English plays an important role in phonetics studies. We are talking about the vowel sound /ə/ that can have different spellings, as the following:

- Enemy /'en.ə.mi/
- Traua /'trɑ:.mə/

You can listen to the pronunciation of these words on the online [Cambridge Dictionary](#).

LEARNING MORE THROUGH KINDNESS

- A) Have you ever thought about the power of kindness? Do you know what this word means exactly? There are some examples of kindness for you right here. Take a look at them:

Californian Teen Spreads

Kindness With Cards + Macarons



By Shrobana Sengupta

My name is Shrobana Sengupta. I am 17 years old and am a rising senior in Presentation High School in San Jose, CA. I have launched my own macaron business at 15 and have donated 12K+ dollars to charity. I bake and sell macarons in different flavors and designs and have catered for parties, birthdays, and weddings apart from making custom-themed macarons for various other occasions.

Dear Younger Me



Dear younger me,
 To the kid who would stay up much too
 late at night to watch YouTube
 short films about Queer kids just surviving,
 To the young kid who did not know that they
 were not quite a boy or a girl,
 Dear a young queer who felt much too drawn
 to their best friend and her smile,
 You are loved, no matter what others might say.
 You have not yet read *Symptoms of Being Human*
 by Jeff Garvin or heard of the metaphorical dial,
 You do not know why you do not like the term girl for your soul,
 You do not feel like anything other than who you are
 But I promise that does not mean you are broken.

One Texas Teen Proves You're Never Too Young To Care



When Jaxson Turner saw people on the street experiencing homelessness, he felt compelled to take action and help them.

The 14-year-old Texas native soon decided to start N2Y2C - short for "Never Too Young to Care" - to meet the needs of underserved children, families, and veterans in his community.

Adapted stories and images taken from: <https://www.channelkindness.org/stories/>

1) After reading those stories related to the word "Kindness", how would you describe it? Write down some ideas that exemplify your point of view.

2) Which of the three examples given previously have you related the most with? And why?

3) If you decide to start spreading kindness around, what activity would you choose to work with? How would you develop it and where would you act?

4) Write some kind messages to the ones you love. Think about how grateful you are just by having that person in your life, and then, wish all the best for their future endeavors. You will have the chance to write three messages for three different people, as the following:

A note to a member of your family:

A note to a close friend:

A note to a specific choice of yours:

B) Have you been kind to yourself lately? Have you ever noticed how powerful the simplest acts of kindness can affect your self esteem? Look at the image below and see how much you can gain by being kind to you and to others as well.



Image source: <https://www.shutterstock.com/pt/video/clip-28744675-kindness-animated-word-cloud-text-design-animation>

- 1) Select five words you like the most from the word cloud, and then explain to a partner the reason why you have chosen those.
- 2) Listen to your partner's words and then contrast them with the ones you chose. For a better discussion, explain if they can be joined together or not and why.
- 3) Now it is time to work with these five selected words. Imagine where you want to be in 5 years from now on, then write 3 pieces of advice for your future self. Remember to empower yourself to think positively about your fate, considering the five selected words you chose.

1st:

2nd:

3rd:

WORKING WITH THE LANGUAGE

Throughout this entire unit, the superstar Lady Gaga describes her story by telling us many challenges faced in her career as a celebrity. Things that happened in the past and are no longer part of her life, but others that happened to occur and still shapes who she is nowadays.

In English grammar, we have two different tenses to describe these events. The past tense which describes actions that occurred in the past and are no longer part of the present, we call it **Past Simple Tense**. Whereas, the tense which describes an action that started in the past and still has influence in the present, we call it **Present Perfect Tense**.

You might get confused while understanding the difference between both of them or using them in real conversations. But to make it easy, let's see how they work:

- The Past Simple Tense is formed by **SUBJECT + VERB + -ED/IED SUFFIXES** in the affirmative form. Notice that the irregular verbs get a new version for the affirmative sentence. Here are some examples:

"I mean ... honestly, I just I, I totally **gave up** on myself. I **hated** being famous, I hated being a star, I **felt** exhausted and used up".

The infinitive forms of these two verbs in **purple bold** are: To _____ and to _____.

The infinitive form of the verb in **brown bold** is: To _____.

The auxiliary verb **DID** is used to form both negative and interrogative sentences in the Past Simple Tense, and the main verb is in the infinitive form. Complete:

"_____ you totally _____ up on yourself? No, I _____ up on myself!"

- The Present Perfect Tense is formed by **SUBJECT + VERB HAVE/HAS + PAST PARTICIPLE OF MAIN VERB** in the affirmative form. Here are some examples:

"I've lived in a pink box so long" - We have the _____ as the past participle of the verb to _____.

In negative sentences, we just add **NOT** after the verb **HAVE/HAS**. Take a look:

"You **have not** yet read *Symptoms of Being Human* by Jeff Garvin or heard of the metaphorical dial" - The two past participles in this sentence are _____ and _____.

And in interrogative sentences, we place the verb HAVE/HAS before the subject:

"**Have you** ever thought about who you are?" - The past participle is _____ from the infinitive form of the verb to _____.

Assessment - Unit 1

STUDENT: _____
DATE: ____ / ____ / ____ GRADE ____ / 5

WHO ARE YOU?

1) After completing Unit 1, how do you feel about getting to discuss more about mental health and its issues?

2) In your opinion, why is talking about mental health still a stigma nowadays while many people suffer from that?

3) Have you ever had to deal with any mental struggle in your life? If so, and if you feel comfortable talking about it, how did you overcome that period and what was something crucial for your recovery?

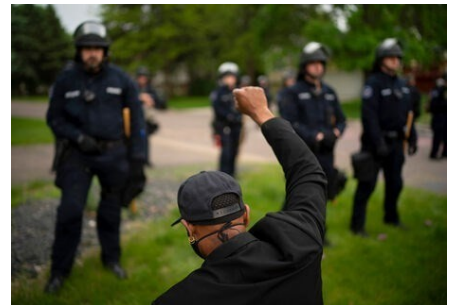
4) What would you do if you were rich and famous and had to deal with media pressure, fans' high expectations and the feeling of complete void?

Unit 2

THE POWER OF (IN)JUSTICE

WOULD YOU BE SILENT?

A) Once we are all living our lives in a community, as a civil society, we have the power to make our voices heard. If there is a social problem regarding our political and historical background, it will affect many of our lives and make it even more challenging. Now, take a look at the following pictures, and discuss with a partner about the questions below. Then, present your thoughts to the class.



Images source: <https://www.nytimes.com/interactive/2020/06/13/us/george-floyd-protests-cities-photos.html>

- 1) What are the pictures here displayed about?
- 2) Have you already heard about this event? If so, when?
- 3) Why are these people wearing face masks?
- 4) Does it seem to be only a particular social group involved on the streets?
- 5) If you had the chance, would you be there protesting too? Why?
- 6) Do you think that protesting is a good way of conquering justice? Why?

B) Read the text and complete it with the words in the box at the right blank space. Use [Cambridge Online Dictionary](#) to help you out.

TURNOUTS	INCOME	BASEMENT	TRIALS
ANGUISH	HARDSHIPS	BRUTALITY	HANDMADE

HOW BLACK LIVES MATTER REACHED EVERY CORNER OF AMERICA

On any given day, they spill out onto the streets, driven by fury.

They march. They kneel. They sing.

They cry. They pray. They light candles.

They chant and shout, urgent voices, muffled behind masks.

They block freeways and bridges and fill public squares. They press their bodies into hot asphalt, silently breathing for eight minutes and 46 seconds.

They do all this beneath the watchful gaze of uniformed police officers standing sentry.

Before this moment of America's reckoning with race, the warm spring air was already charged. A killer virus had ripped through black communities. Bullets, too.

Ahmaud Arbery. Breonna Taylor. And then the death of a black man after an encounter with a white police officer, who pressed his left knee on the neck of the man the world now knows as George Floyd. His death during the last light of Memorial Day has unleashed one of the most explosive _____ of American racism in modern times.

Cumulative rage, despair and grief surged like a tidal wave at dawn. Protesters stormed the intersection where Mr. Floyd drew his last breath. Hastily scrawled posters, held steady by clenched fists, rose above the sea of heads. A black man killed — this time in Minneapolis, this one unambiguously captured on video — gave way to collective anguish and demands for action.

Violence against African-Americans is a familiar song. You know their names: Trayvon Martin; Tamir Rice; Michael Brown; Philando Castile; Sandra Bland; and Eric Garner, who uttered the same anguished pleas as Mr. Floyd — "I can't breathe. I can't breathe." But never before have the cries carried this kind of muscle. Among American voters, support for the Black Lives Matter movement grew in the first two weeks of protests almost as much as it did in the preceding two years.

Within 24 hours of Mr. Floyd’s death, demonstrations were organized in a half-dozen U.S. cities, with protesters chanting the names of black people subjected to police _____. The number of places doubled. Then tripled. It continued that way, with every sunrise and sunset bringing more _____ and cries for reform, until hundreds of thousands of people took to the streets across more than 2,000 cities and towns, their chants echoing the rhythms of movements past.

They protested in every single state and in Washington, D.C., with _____ that ranged from dozens to the tens of thousands. From a town square in Montrose, Ga., to Times Square in New York. From the northern tip of Minnesota to paddlers at Hanalei Pier in Hawaii, who commemorated victims of racial injustice by praying and releasing lei and flowers into the sea.

The demonstrators — black, brown, white, a mix of fed-up first-timers and veterans who had marched many times on those same streets — could not be stopped. Not the risk of contracting Covid-19, not the tweets from a president who threatened military might, not a tornado in Florida or a tropical storm in North Carolina. The protests trampled traditional fault lines, crushed stereotypes and unfurled in rural, conservative and majority white communities. Protests crossed the economic divide, too, taking place where the median _____ was as low as \$20,000 and as high as \$220,000.

In Palm Beach, Fla., an 80-year-old white grandmother of 10 stood alone near Town Hall, holding a _____ “Black Lives Matter” sign. In Los Angeles — where the memory of Rodney King’s vicious beating by the police still lingers nearly three decades later — there were too many protesters to count. In most cities, the demonstrations were peaceful.

Demonstrators in some cities were shoved and pummeled with batons. They were sprayed with chemicals, their stinging eyes soothed by milk. They were struck with rubber bullets that left bruises the size of baseballs. In some cities, groups ransacked businesses, set buildings ablaze. Flames tore through a police precinct in Minneapolis. Flames enveloped police squad cars. Flames raced through the _____ of a 200-year-old church. Symbols of a nation’s racist past were toppled, crushed, defaced and beheaded.

Across the nation, shifts in thinking have already begun — a closer examination of the daily _____ faced by black Americans. How long will the marching continue? More importantly, will the rage and fist pumps, the prayers and the songs, give way to enduring change?

Extracted from *The New York Times* website by [Audra D. S. Burch](#), [Weivi Cai](#), [Gabriel Gianordoli](#), [Morrigan McCarthy](#) and [Jugal K. Patel](#) June 13, 2020.

Source: [How Black Lives Matter Reached Every Corner of America \(Published 2020\)](#)

After reading the text, answer the following questions to a better comprehension:

1) According to the text, the movement Black Lives Matter has reached every corner of America because:

- a. American citizens have brought to the streets their resentment and are willing to call attention to a more respectful world full of opportunities for all.
- b. The death of George Floyd has raised a number of pending issues in the American political system, and protestors are now fighting for justice to be done.
- c. The black community couldn't control the movement by themselves, and they needed supporters from every social class to help them handle the situation.
- d. People were in need of assistance during the pandemic of Covid-19, and going to the streets with other social classes, would mobilize politicians and social organizations.

2) The statements below are all true according to the text, EXCEPT:

- a. People from all over the country went to the streets in order to protest against acts of injustice.
- b. Not only a specific group got mobilized in the movement, but a mix of ethnicities gathered together to be heard.
- c. Luckily, there was no harm neither to the people out there while protesting nor to the country's property.
- d. It didn't take a long time for the gathering to occur after what happened to George Floyd.

3) The excerpt that best represents the "Protestants gave all of their braveness" feeling is:

- a. "They block freeways and bridges and fill public squares. They press their bodies into hot asphalt, silently breathing for eight minutes and 46 seconds."
- b. "Cumulative rage, despair and grief surged like a tidal wave at dawn. Protesters stormed the intersection where Mr. Floyd drew his last breath."
- c. "Among American voters, support for the Black Lives Matter movement grew in the first two weeks of protests almost as much as it did in the preceding two years."
- d. "The protests trampled traditional fault lines, crushed stereotypes and unfurled in rural, conservative and majority white communities."

4) Look up the meaning of at least 3 words you don't know in the text, then write it down here. Use [Cambridge Online Dictionary](#) for precise definitions.

5) Think about the last paragraph of the text and try to answer the questions proposed by the authors. Give your opinion and thoughts about the issue.

FIGHTING FOR EQUALITY

A) Things have never been that easy for the black community throughout history. Inequality has been one of many factors that made black lives harder in the past years. One important and influential leader who advocated for black people and their civil rights was Martin Luther King, Jr. He represents an entire generation who had to face injustices only because of their skin color. Watch now a video of Martin Luther King, Jr. 's biography. [Click here to access it.](#)



Image source: <https://www.youtube.com/c/Biography/videos>

After watching the biography, it is time for the VIDEO COMPREHENSION PRACTICE. Choose the right options according to the facts presented on the video.

- 1) Martin Luther King, Jr was born on
 - a. January 5th, 1929.
 - b. January 15th, 1929.
 - c. January 15th, 1939.
- 2) King became a pastor of a baptist church in
 - a. Montgomery, Alabama.
 - b. Montgomery, Georgia
 - c. Montgomery, Texas.
- 3) After Rosa Parks refusal to move to the back of a city bus, King was chosen to lead
 - a. a city-wide bus reunion.
 - b. a state-wide bus event.
 - c. a city-wide bus boycott.
- 4) King was inspired by Gandhi's
 - a. ideas
 - b. admirers
 - c. activism
- 5) During his time in prison, King wrote
 - a. many articles
 - b. a rebuttal
 - c. two books
- 6) The "I have a dream" speech was proclaimed by King at the

- a. JFK memorial
- b. Lincoln memorial
- c. Louisiana memorial

7) According to Dr. Sherrill Willson, Martin Luther King in 1963 personified
 a. the civil rights movement b. the equality movement c. the class rebellion

8) The Martin Luther King, Jr National Holiday is honored on the third
 a. Sunday of January b. Friday of January c. Monday of January

B) The legacy Martin Luther King, Jr. left can help and inspire people all over the world. His message was clear, and he was able to let his voice be heard. Now it is time for you to complete the following thoughts and give an appropriate answer according to your beliefs.

1) Equality and justice for all should be

2) In a world where there is no equality, we are all

3) Fighting for equal rights is a way of

C) Another important figure who advocated towards the Black Community was Malcolm X. He fought for African Americans rights and had done his contribution back in the 20th century. Read the following summary about his life and pick the words from the box to match with their right synonyms in the text.

Rage	Refusal	Insignificant	Robbery
Assembly	Journey	Orator	Commander



Image source: <https://www.history.com/topics/black-history/malcolm-x>

Malcolm X, orig. Malcolm Little later El-Hajj Malik El-Shabazz, (born May 19, 1925, Omaha, Neb., U.S.–died Feb. 21, 1965, New York, N.Y.), U.S. Black nationalist **leader** (_____).

He was raised in Michigan, where the family house was burned by the Ku Klux Klan; his father was later murdered and his mother was institutionalized. He moved to Boston, drifted into **petty** (_____) crime, and was sent to prison for **burglary** (_____) in 1946. He then joined the Nation of Islam.

On his release from prison in 1952, he changed his surname to X to signify his **rejection** (_____) of his “slave name.” Soon after meeting the Nation of Islam’s leader, Elijah Muhammad, he became the sect’s most effective **speaker** (_____) and organizer.

Malcolm expressed the **anger** (_____) and frustration of African Americans toward white American society, and he criticized the civil rights movement and racial integration, calling instead for Black separatism, Black pride, and the use of violence for self-protection.

Differences with Elijah Muhammad prompted Malcolm to leave the Nation of Islam in 1964. A **pilgrimage** (_____) to Mecca led him to acknowledge the possibility of world brotherhood and to convert to orthodox Islam. Members of the Nation made threats against his life, and he was shot to death at a **rally** (_____) in a Harlem ballroom. His celebrated autobiography (1965) was written by Alex Haley on the basis of numerous interviews conducted shortly before Malcolm’s death.

Extracted and adapted from: <https://www.britannica.com/biography/Malcolm-X>

D) Now in pairs, read the questions below and then match them to their proper answers according to the blank spaces from *i* to *v*.

- 1- What was Malcolm X’s relationship with the civil rights movement?
- 2- What role did Malcolm X play in the emergence of the Black Power movement?
- 3- What was Malcolm X’s early life like?
- 4- When did Malcolm X convert to Islam?
- 5- How did Malcolm X die?

i) _____?

Malcolm X was born in 1925 as Malcolm Little. His father was killed while Malcolm was still very young, possibly by white supremacists. His mother was institutionalized for mental health issues, and the children of the family were dispersed among foster homes or the homes of relatives. Though an excellent student, Malcolm dropped out of school in the eighth grade because of the racial discrimination he faced from teachers. He was incarcerated in 1946 on charges of burglary. His time in prison would be an inflection point for the philosophical and political trajectory of his life.

ii) _____?

Malcolm X was assassinated on February 21, 1965, at the Audubon Ballroom in Harlem, New York. Three members of the Nation of Islam—the religious group to which he had once belonged—were convicted of his murder. (Two were exonerated in 2021.) Prior to this, hostilities between Malcolm and the Nation of Islam had been mounting, the former having begun to receive death threats from the latter.

iii) _____?

Malcolm X's ideas were often at odds with the message of the civil rights movement. Martin Luther King, Jr., for example, expounded nonviolent strategies such as civil disobedience and boycotting to achieve integration, while Malcolm advocated for armed self-defense and repudiated the message of integration as servile. But Malcolm X's philosophy evolved. He pressed the Nation of Islam to involve itself more in the civil rights movement during his final years in the organization. He also renounced his previously held separatist views after converting to orthodox Islam, and he expressed a desire near the end of his life to work more closely with the civil rights movement.

iv) _____?

After hearing about the Nation of Islam from his brother, who was already a member, Malcolm converted to the religion while serving prison time for burglary charges. Born in 20th-century America, the Nation combines elements from Black nationalism and traditional Islam. Malcolm X parted ways from the organization in 1964 and undertook the hajj—the traditional Islamic pilgrimage to the holy city of Mecca. It was then that he adopted Sunni Islam, along with the name el-Hajj Malik el-Shabazz.

v) _____?

Malcolm X was one of the most significant figures within the American Black nationalist movement. Many of the ideas he articulated, like race pride and self-defense, became ideological mainstays of the Black Power movement that emerged in the 1960s and '70s. He first rose to prominence in the late 1940s, as a member of the Nation of Islam, a religious organization that mixes elements of traditional Islam and Black nationalism. He continued his activism after leaving the Nation. His iconic status, if not solidified during his lifetime, was certainly achieved shortly after his death with the publication of the acclaimed *The Autobiography of Malcolm X*.

Extracted and adapted from: <https://www.britannica.com/biography/Malcolm-X>

HOW CAN I SAY IT?

One thing the English language differs from other languages is how its sounds are pronounced. Every language has its unique features, and when it comes to English we have two different sounds, both with the same spelling /th/. Take a look at some examples:

- **Voiceless dental fricative /θ/**

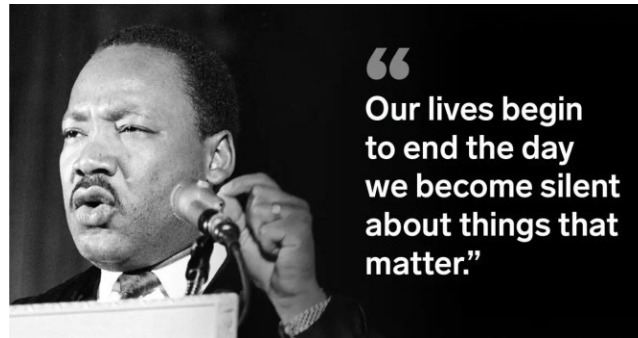


Image source: <https://www.businessinsider.com/inspiring-martin-luther-king-jr-quotes-2017-1>

The word **things** in the quote is an example of a word starting with the phoneme /θ/. It is called voiceless dental fricative because this sound doesn't make our vocal cords vibrate when pronouncing it, and the tip of our tongues is placed between our teeth. Also, for this sound to happen, there is a little obstruction of the airflow through our oral cavity.

- **Voiced dental fricative /ð/**

*"I have a dream that one day this nation will rise up
and live out the true meaning of its creed."*

- Martin Luther King Jr.

The word **this** in the quote is an example of a word starting with the phoneme /ð/. It is called voiced dental fricative because this sound makes our vocal cords vibrate when pronouncing it, and the tip of our tongues is placed between our teeth. Also, for this sound to happen, there is a little obstruction of the airflow through our oral cavity.

You can listen to the pronunciation of these words on the online [Cambridge Dictionary](#).

A QUEEN'S POWER

- A) The influence you can have when you achieve such a level on the spotlights of fame is of great power and responsibility. Beyoncé, called by her fans as Queen B, is an American singer, songwriter, and actress. She has built her path towards a more equal and encouraging music industry so black women could do great in this business. [Click here](#) to watch her music video for the song "Formation".



Image source: <https://www.theguardian.com/commentisfree/2016/feb/08/beyonce-formation-black-american-narrative-the-margins>

After watching the music video, read the following information about the theme of the song, and with a partner, discuss the questions proposed.

Beyonce’s celebration of her formation—her heritage, her fine form, her politics—is a tapestry of black women’s colorful, textured *lives*, which refuse to become the living deaths that feminist foremother Audre Lorde warned us about. While some activists call on African Americans to get militant in response to injustice, Beyonce asks ladies to get in formation, to stand side by side and show everyone we’re still here and “we gon’ slay, slay.”

Bey revels in her Southernness black womanness: “I like my baby hair, with baby hairs and afros,” she drawls, singing her love not only of black girls’ kinky, coily and curly hair but also of black Southern women’s speech. Yes, Beyonce’s black feminism is a politics of the pleasures reserved for black women: our country roots, our nappy roots, our Cheddar Bay Biscuits, our well-eaten cake by the pound. Most of all, Beyonce’s black feminism celebrates conjure women and the magic they wield.

Yes, “Formation” evokes New Orleans’ Hoodoo and Voodoo traditions with Bey in witchy black before an abandoned plantation house. But I also mean conjure in the sense of marrying dreams, work and power to create a new world—a world where black women own their bodies, pleasures, and possibilities. “I dream it, I work hard, I grind ‘til I own it,” Bey sings, and I believe her.

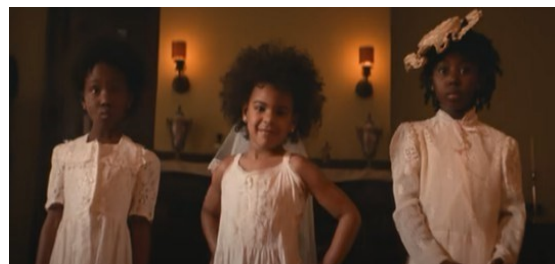
Extracted and adapted from *Time* website by Omise'eke Natasha Tinsley and Caitlin O'Neill, December 10, 2022.

Source: <https://time.com/4211888/beyonce-formation-activism/>

- 1) In your opinion, what is the main goal of Beyoncé with this song?
- 2) Do you think she has the power to express herself politically in her artistry?
- 3) How do you think her political statement influences the music industry?

B) Look at some images taken from Beyoncé’s music video “Formation” and match them with the following excerpts from the lyrics.

- 1) *I'm so reckless when I rock my Givenchy dress*
- 2) *I like my baby heir with baby hair and afros*
- 3) *Okay, ladies, now let's get in formation, cause I slay*
- 4) *Earned all this money but they never take the country out me*





Images source: https://www.youtube.com/watch?v=WDZJPJV_bQ

WORKING WITH THE LANGUAGE

In English we have what we call **Phrasal Verbs**, they do not only act like verbs but they are built in a different way from other regular verbs you already know. The structure of a phrasal verb is

VERB + ONE OR MORE PARTICLE/PREPOSITION

*“On any given day, they **spill out** onto the streets, driven by fury.”*

The example above shows that we have the verb **spill** and the preposition **out**. Before trying to understand the sentence word by word, we have to be really careful when reading phrasal verbs because the **verb + preposition** gets a different meaning regardless of the real meaning of the verb itself. Take a look at the Cambridge Dictionary definitions to the words:

To spill: to (cause to) flow, move, fall, or spread over the edge or outside the limits of something. **E.g:** I **spilled** coffee on my silk shirt.

To spill out: 1) to flow or fall out of a container. **E.g:** All the groceries had **spilled out** of my bag.

2) If people spill out of a place, large numbers of them come out of it. **E.g:** People were **spilling out** of the wine bar onto the street.

Now that you know more about phrasal verbs, go to the online [Cambridge Dictionary](#) to look up the definition of these following phrasal verbs, and provide one example of its use:

A) Take out:

B) Go off:

KEEP IT IN MIND: A phrasal verb can be separable or non-separable. We can have the verb and particle apart or together in some cases. But when we have a personal pronoun we need to separate the verb and the particle. Take a look:

*They've **called** the meeting **off**. OR They've **called off** the meeting.*

*The meeting? They've **called it off**.*

We can also have phrasal verbs with two particles. Here are some examples:

*Can you hear that noise all the time? I don't know how you **put up with** it.
(put up with = tolerate something difficult or annoying)*

*The concert's on Friday. I'm really **looking forward to** it.
(look forward to = be happy and excited about something that is going to happen)*

Source: <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/phrasal-verbs>

Assessment - Unit 2

STUDENT: _____
DATE: ____ / ____ / ____ GRADE ____ / 5

THE POWER OF (IN)JUSTICE

1) How do you think people can change the world by fighting for their rights? Discuss ideas to start a movement of change.

2) If you had the power to change the world and do one good act of equality, what would you do?

3) Is there social inequality in the country where you live? If so, how does it affect the ones suffering from it?

4) How do you imagine a world where people would not be judged by their skin color and live free to be who they are?

Teacher's Guide

UNIT 1 - WHO ARE YOU?

Approximate hours of work: 8 classes of 1 hour each

Level of knowledge: B2 - Independent

This unit will let you, teacher, and students have an opportunity to discuss more about the meaning of our lives and how we, as human beings, behave emotionally. Feel free to do a brainstorm of the title of this unit as a way of warming up and getting students in the mood for the unit.

WARNING! - This unit might trigger deeper emotions in sensitive students. It contains material related to depression, anxiety, self hate, and suicide. If you know someone who needs help related to that, do not hesitate to contact local authorities regarding the issue. It is always important to reach out for help!

LET'S HEAR FROM YOU

This first section is all about knowing who you are and discussing the topic of mental health. Ask students questions about this theme such as *"Do you like talking about your emotions?"* or *"Have you ever had the opportunity to express who you truly are?"*.

- A)** Let students look at the image and consider thinking about it. Then, ask the class the four questions suggested in this part and try to get an answer for each question from all students in the class. Explain to students these questions can be too personal and they might feel overwhelmed about answering them. You do not need to force students to come up with an answer.
- B)** At this part, you will get students to listen to a Lady Gaga song called "911". It is a very strong and emotional narrative the singer states about her real life and how she has been dealing with the struggles of mental health. Students will be prompted to listen to the song on Youtube, which is linked in the descriptions. You can either display on a screen or let each of them do it by themselves on their mobile devices. After they listen to it, ask them to make peers and discuss the given words and phrases presented in the song. Encourage students to go over the online Cambridge Dictionary to look up the meaning of words they do not know.
- C)** Now that students are more familiar with the song, get them to watch a Lady Gaga interview about the concept behind the song "911". You can either display on a screen or let each of them do it by themselves on their mobile devices.
- D)** Get students to number the sentences from 1 to 5 according to the order they appear in the interview. You may help them by showing some parts or the whole interview again.

Answer: (3) (1) (5) (4) (2)

Transcriptions to the interview

TV host: Covid forced her to postpone her live concert tour until next summer... even so she's still finding ways to stay in the public eye. She talks with our Lee Cowan.

[Music]

Interviewer: Lady Gaga... the monster of messaging. Her parade of fashionable face wear at this year's MTV Video Music Award, turned a public health recommendation into what she calls "the simple act of kindness".

Lady Gaga: You're kind right now. You're wearing a mask in this interview with me, we have cameras around us, everybody here has a mask on, these are kind acts, - wear a mask!

Interviewer: We weren't ones to argue, she had invited us into her home after all. One once owned by the late Frank Zappa. It was in this studio where she recorded her latest album "Chromatica", which despite the pandemic is her sixth consecutive number one album.

Lady Gaga: There's not one song on that record that's not true, not one.

[Music]

Interviewer: Chromatica is a dance party. It's a return to her electro pop roots, but when you listen to the lyrics... it's more like a diary and not a happy one. [Music]

What was the darkness? What was so dark about that particular time?

Lady Gaga: I mean, honestly, I just... I... I totally gave up on myself. I hated being famous. I hated being a star. I felt exhausted and used up.

Interviewer: Used up! Not by the industry or by her fans, but by the very entity she created. Lady Gaga had cast such a long shadow that Stefani Germanotta, her real name, was all but left behind.

Lady Gaga: This is the piano I've had for so many years, I've written so many songs on this piano.

Interviewer: That free one?

Lady Gaga: Yes, and I think 'oh my gosh what's so special this piano, I love this piano, it's like - I don't know how to explain it, but I went from looking at this piano and thinking: 'you ruined my life!'.

Interviewer: That's how you thought originally?

Lady Gaga: No, I... for during this time I was like 'you made me Lady Gaga'. My biggest enemy is Lady Gaga. That's what I was thinking. My biggest enemy is her. What did you do? You can't go to the grocery store now. If you go to dinner with your family, somebody comes at the table, you can't have a dinner with your family without it being about you. It's always about you. All the time it's about you. And your outfits, look at your outfits. Why you got to be like that?

Lady Gaga: Hello sir...

Interviewer: The last time we met was back in 2016, in Central Park. A toned down Gaga was promoting her previous album "Joanne". [Music] It was named after her father's sister who died at only 19.

Lady Gaga: I was writing about the trauma from my father's life that became my trauma in a lot of ways, and I thought I could fix my dad

Interviewer: Did it work?

Lady Gaga: No... I could never fix that. [Music]

Interviewer: She had just hit 30. Joanne hit number #1. But Gaga had hit a wall.

Lady Gaga: It's not always easy if you have mental issues to let other people see. I used to show, I used to self-harm, I used to say 'look I cut myself. See, I'm hurting'. Because I've been thinking anyone could see because mental health isn't... It's invisible.

Interviewer: Invisible and insidious, combined with the PTSD she said she suffered because she was sexually assaulted at 19. Something she didn't even

talk about until a few years ago. Those close to her knew the dangers.

Lady Gaga: People around me, they lifted me up and they said 'You think you're drowning, but you're not, you're still amazing', and I used to go 'I'm not amazing, but I'm... I'm over'.

Interviewer: You really felt it was... that it was over, like...

Lady Gaga: I didn't really understand why I should live other than to be there for my family. That was an actual real thought and feeling. Why should I stick around?

Interviewer: Did you think about suicide?

Lady Gaga: Oh yeah, every day.

Interviewer: Every day?

Lady Gaga: Yeah... I lived in this house while people watched me for a couple years to make sure that I was safe.

Interviewer: Her mental anguish presented physical pain too. In her 2017 Netflix documentary - Gaga: Five Foot Two, it was on full display.

Lady Gaga: It's just everything.

Doctor: Global pain.

Lady Gaga: Global pain and and mental pain. - Most of the time it is triggered by objectification. If I'm at the grocery store and somebody comes up very close to me and puts a cell phone right in my face and just starts taking pictures...

Interviewer: That triggers it..

Lady Gaga: Oh just total panic, full body pain. I'm braced because I'm so afraid. Like, it's like I'm an object. I'm not, I'm not a person. [Music]

Interviewer: And the lyrics of her new Chromatica album reflect that realization.

Lady Gaga: Pop a 911, that's a reference to the medication that I have to take when I used to panic because I'm Lady Gaga.

Interviewer: Her song "1000 Doves" reveals even more.

Lady Gaga: I'm completely lonely, please don't judge me. Lift me up, give me a start, because I've been flying with some broken arms.

Interviewer: Critics might say if it's that painful, why not stop being a pop star? Stop writing, stop touring, be content with what you've achieved. Not possible, she says.

Lady Gaga: Lee, I swear on my future unborn children, I don't know why but I have to. This, I have to do it, singing I have to. Turns out even if I don't want to be alive, I still know how to write a song. [Music]

Interviewer: Indeed she does. "Rain On Me" - Her duet with Ariana Grande. [Jaden Smith: Lady Gaga and Ariana Grande] - took home the VMA for best song this year. It also earned her a new friend.

Lady Gaga: I love that girl! You know how hard it is to make a female friend in this business?

Interviewer: I can't imagine, especially for both of you guys.

Lady Gaga: Come on! In this business having a female friend's like watching a pig fly.

Interviewer: Elton John, who also appears on the album, was there to help too.

Lady Gaga: He always calls me when I'm down, and that usually means I don't pick up the phone, cause I isolate myself, and then I'll get a message that they're thinking of me.

Interviewer: I'm so sorry you had to go through all of that, but I guess you're not in some ways.

Lady Gaga: You know... I appreciate you saying that, Lee. That's really sweet, is that cheesy thing that you say like 'oh I'm glad I went through it because it made me stronger... okay'. I could have done without the last two and a half years of my

life. I could have done without that, but you know what? It happened.

Interviewer: She says she's doing better now both mentally and physically. In fact, she's putting out a new book this week called "Channel Kindness". It's a collection of stories sent to her by young adults, about the power of kindness in the midst of adversity.

Lady Gaga: Take it from me, if you isolate yourself for too long, you'll end up staring off into space somewhere by yourself.

Interviewer: Maybe Chromatica was just one big therapy session, relationship counseling with herself. Whatever it was, it worked, as she put it Lady Gaga and Stefani Germanotta have both radically accepted what can and can't be changed.

Lady Gaga: I don't hate Lady Gaga anymore. I found a way to love myself again, even when I thought that was never gonna happen. Now I look at this piano and I go 'oh my God, my piano, my piano that I love so much, my piano that lets me speak, my piano that lets me make poetry, my piano that's mine.

- E)** Ask students to work in pairs and discuss the statements regarding the song "911". Then, they need to decide whether the statements are true or false.

Answers: 1) FALSE 2) TRUE 3) TRUE 4) FALSE

REAL LIFE OR ARTIFICIAL WORLD?

In this second section, students will work on another song by Lady Gaga called "Plastic Doll". At this point, we are going to talk about the expectations people get to have when they become a fan of an artist. Also, how it can be really bad for those superstars who constantly need to meet the high expectations people want from them. Ask students what they can understand about the title "Real Life Or Artificial World" and check with them about how we tend to create a fake image of who we are just to meet the standards of our society.

- A)** After a brief discussion, get students to listen and follow along the lyrics of the song. Then, let students judge the four following sentences whether they are true, false or if it is not mentioned in the song. Feel free to ask students to do it individually or in pairs.

Answers: 1) TRUE 2) NOT MENTIONED 3) TRUE 4) FALSE

- B)** Ask students to look and analyze the words and expressions in the box, and if they need help in finding out the meaning of these, they can use the online Cambridge Dictionary as a resource.

Answers: 1) STATE OF ART 2) MICROCHIPPED 3) TOP SHELF 4) CHERRY LIPS
5) PRICE TAG 6) TO BOUNCE OFF

- C)** Now students will read three statements about the concept of the lyrics in the song "Plastic Doll". They are expected to leave a comment on each of them stating if they agree or not with what is being said. These are all personal answers and any given ones are acceptable.

HOW CAN I SAY IT?

This section is dedicated to the phonetic subject and it is a good opportunity to get students' attention to this matter. Let them know that in English, we have different sounds and they play an important role when we are communicating with other English speakers. Explain to them about the vowel sound /ə/. You may want to bring some more examples to add to the ones presented in this section. Encourage students to always listen to the pronunciation of a new word or a word they are not sure of how to pronounce. Tell them about the online resources we have such as the online Cambridge Dictionary suggested in this material.

LEARNING MORE THROUGH KINDNESS

At this time, students will learn more about the power of kindness and how it can be something crucial to a lot of people. It is an important time in this unit for them to practice being kind to themselves and to those around them in their daily lives.

- A)** Get students to read the three stories about kindness and try to explain to them how powerful this word can be and how many acts of kindness can be done in the world. In number 1, students are expected to describe their own perception of the word kindness and then write some ideas to exemplify it. Second, in number 2, they are going to say which of the three stories they have related the most and why. In number 3, students will write about the idea of spreading kindness around, and they should tell how they would do that and where they would act. Then, in number 4, students will write some kind messages to loved ones, wishing good things and trying to be as kind as possible. They will write to three different people: “a note to a member of your family”, “a note to a close friend”, “a note to a specific choice of yours”.
- B)** All the attention at this point will be to the student itself. Get them to look at the word cloud about the word **kindness**, and ask them about being kind to ourselves and how it can help improve our self esteem. In number 1, students will select five words from the cloud and then work with a partner to explain why those words were chosen. To continue the peer work, in number 2, the first student will now pay attention to the other student's choice of words. Ask them to contrast the words chosen by each one and see if they can go together or not and try to explain why. Finally, students will get the chance to write pieces of advice for their future self in number 3. Get them to think about the five selected words each one of them chose.

WORKING WITH THE LANGUAGE

The grammar part will be worked on in this section named “Working With The Language”. For upper-intermediate students as this material is designed, they are expected to understand the difference between the **Past Simple Tense** and the **Present Perfect Tense**, or at least have some notion about the differences that exist between the two of them. The content of this section is brought to you, the teacher, at a glance to the matter. You may want to get the explanation to a deeper discussion to your students, as the doubts and questions may appear during the class. Feel free to bring additional content and other grammar books

to enrich your explanation. A suggested grammar book you can use is the **English Grammar in Use** by Raymond Murphy.

Answers:

The infinitive forms of these two verbs in **purple bold** are: To **give up** and to **feel**.

The infinitive form of the verb in **brown bold** is: To **hate**.

“**Did** you totally **give** up on yourself? No, I **didn’t give** up on myself!”

“I’ve lived in a pink box so long” - We have the **lived** as the past participle of the verb to **live**.

“You **have not** yet read *Symptoms of Being Human* by Jeff Garvin or heard of the metaphorical dial” - The two past participles in this sentence are **read** and **heard**.

“**Have you** ever thought about who you are?” - The past participle is **thought** from the infinitive form of the verb to **think**.

Assessment - Unit 1

As a way of wrapping up all the knowledge and discussion in this first unit, this assessment is intended to measure students’ ability to dialogue through the theme of the unit and express what they have learned about mental health and its implications. Students are expected to try their best in answering the discursive questions in a way they can express the knowledge gained with the work done in this unit. The suggested grade for all four questions is 5, so each one is worth 1.25 credits. If your students get to provide complete and meaningful answers, bearing in mind a good use and domain of grammar rules, then they will score the full credits.

UNIT 2 - THE POWER OF (IN)JUSTICE

Approximate hours of work: 8 classes of 1 hour each

Level of knowledge: B2 - Independent

The second unit of this material is designed to approach a more political and critical matter regarding our global community as human beings. “The Power Of (In)Justice” is a reflection upon civil rights and social inequality, and students will have the opportunity to address the matter in an argumentative way towards critical thinking. Ask students to read and analyze the title of the unit. Call their attention to the “IN” in brackets ahead of the word Justice, and ask them why they think it was written that way.

WOULD YOU BE SILENT?

As a start point for this second unit, students will be led to a discussion about the power of protesting and letting our voices heard.

- A)** There are a few pictures displayed to illustrate the topic that it is going to be discussed. Ask students to take a look at the pictures paying close attention to every detail presented in each one of them. They show people protesting in the **Black Lives Matter** movement. After that, students will discuss in pairs the following six questions as suggested for a warp up. Allow them some time to go over all questions and then ask them to present their thoughts to the whole class.
- B)** Students will now read more about what happened in the year of 2020 with the Black Lives Matter movement. They will read the text “How Black Lives Matter Reached Every Corner of America” and fill in the blank spaces with the given words in the box. Encourage them to use Cambridge Online Dictionary if they need extra help in getting the meaning of unknown words. After reading the text, there will be three multiple choice questions to a better comprehension of the message brought by the authors. A discursive question follows as number 4 and students will look up the meaning of at least 3 words they do not know from the text. The directions say they should use Cambridge Online Dictionary, so encourage them to keep this habit as a way of always using the dictionary for reference. Finally in number 5, ask students to think about the last paragraph of the text and try to answer the questions proposed by the authors.

Answers: TRIALS / BRUTALITY / ANGUISH / TURNOUTS / INCOME / HANDMADE / BASEMENT / HARDSHIPS

- 1) B 2) C 3) A

FIGHTING FOR EQUALITY

The second section of this unit will bring two important figures who advocated for more equal rights for the black community. Students will have the time to get to know better who were the people fighting in the past, whose thoughts and behavior has inspired many people throughout the years.

- A)** Students will watch a biography of Martin Luther King Jr. on Youtube. You can either display on a screen or let each of them do it by themselves on their mobile devices. To check students’ video comprehension, there are eight multiple choice questions about the video. You may want to play it again so students can get another opportunity to check on their comprehension.

Answers: 1) B 2) A 3) C 4) C 5) B 6) B 7) A 8) C

- B)** Right now, students will be expressing their opinion about the topic discussed so far in this second unit. Get them to give short and concise answers to complete the initial thought from number 1 to 3.

- C) Get students to read about another important figure of the Black Community, Malcolm X and ask them to place each word from the box to their right synonyms in the text.

Answers:

Leader (commander)	Speaker (orator)
Petty (insignificant)	Anger (rage)
Burglary (robbery)	Pilgrimage (journey)
Rejection (refusal)	Rally (assembly)

- D) As a way to know more about Malcolm X, students will know work in pairs and read the five questions listed and then match each one of them to their right answers from i to v.

Answers:

- i) **3- What was Malcolm X's early life like?**
 ii) **5- How did Malcolm X die?**
 iii) **1- What was Malcolm X's relationship with the civil rights movement?**
 iv) **4- When did Malcolm X convert to Islam?**
 v) **2- What role did Malcolm X play in the emergence of the Black Power movement?**

HOW CAN I SAY IT?

As mentioned previously, this section is dedicated to the phonetic subject and it is a good opportunity to get students' attention to this matter. Let them know that in English, we have different sounds and they play an important role when we are communicating with other English speakers. Explain to them about the two consonant sounds: **voiceless dental fricative /θ/** and **voiced dental fricative /ð/**. You may want to bring some more examples to add to the ones presented in this section. Encourage students to always listen to the pronunciation of a new word or a word they are not sure of how to pronounce. Tell them about the online resources we have such as the online Cambridge Dictionary suggested in this material.

A QUEEN'S POWER

In this last section, students are going to work with a different perspective from the last section. Here they will have the chance to look at how an influential famous black woman in the music industry can lead her work towards change and awareness when it comes to fight for black people rights. Students might already know or have heard about Beyoncé, an American singer, songwriter, and actress who is going to be the theme of this final section.

- A) Get students to watch the music video of Beyoncé's song "Formation". Then students will read a text about this song and its music video to discuss the three questions proposed with a partner. Try to get the whole class committed to this discussion to have a clear and enriching moment of exchanging thoughts. You can either display on a screen or let each of them do it by themselves on their mobile devices.

- B)** Now students will match some excerpts from the lyrics of the song “Formation” to some scenes from the music video. Ask them to read carefully and pay close attention to each of the images. If possible, they can explain their answers and compare them to other students’ in the class.

Answers:



Earned all this money but they never take the country out me



I like my baby hair with baby hair and afros



Okay, ladies, now let's get in formation, cause I slay



I'm so reckless when I rock my Givenchy dress

WORKING WITH THE LANGUAGE

Once again, the grammar part will be worked on in the section “Working With The Language”. For upper-intermediate students as this material is designed, they are expected to understand how differently the English language can be and how **Phrasal Verbs** play an important role in this scenario. The content of this section is brought to you, the teacher, at a glance to the matter. You may want to get the explanation to a deeper discussion to your students, as the doubts and questions may appear during the class. Feel free to bring additional content and other grammar books to enrich your explanation. A suggested grammar book you can use is the **English Grammar in Use** by Raymond Murphy.

Assessment - Unit 2

As a way of wrapping up all the knowledge and discussion in this second unit, this assessment is intended to measure students’ ability to dialogue through the theme of the unit and express what they have learned about social inequality, civil rights movements and black women power. Students are expected to try their best in answering the discursive questions in a way they can express the knowledge gained with the work done in this unit. The suggested grade for all four questions is 5, so each one is worth 1.25 credits. If your students get to provide complete and meaningful answers, bearing in mind a good use and domain of grammar rules, then they will score the full credits.

Rationale

The concept behind **Citizens Of The 21st Century: A Way Towards Change** shows a different approach in teaching English. It has a critical sense that will let students be in contact with the real world we experience. According to Brown, our classroom is an excellent “place to begin the quest for a more humane world. Our classroom can themselves become models of mutual respect across cultural, political, and religious boundaries” (BROWN, 2001, p. 513). To make this work more conceptualized, teaching through Critical Literacy (CL) was one of the options adopted to guide the approach of the contents. As stated by Brown, our classroom is an appropriate place to have empowering discussions that will make our students more aware of the abilities they can achieve in learning a second language.

Brown (2001) also states that we, as teachers, need to have the responsibility of clearing students' minds about already having deep formed opinions about our world. Those pre existing thoughts can block students from developing awareness towards equality, justice, freedom and opportunity. All of this can affect how well students can succeed in their attemptation in learning a second language.

Attached to the CL principles, this pedagogical work also has the concepts of the Communicative Language Teaching (CLT) that enable students to be at the center of the actions during development of tasks in the classroom environment. As stated by Richards and Rodgers (2014), this approach in the English classroom has the goal of making communicative competence something crucial for language teaching. Related to that, there is also the need of developing procedures for working with the four language skills (*Listening, Speaking, Reading, Writing*), that enable students to be independent speakers of the language. This material gets the identity of having communicative competencies while preparing students to be critical thinkers at the same time. Authors Mattos and Valério (2010) say that teaching students through CLT will prepare them to be tools of socialization when using the language, whereas teaching in the light of CL, students get prepared to be agents of social changes and empowerment. All of these when put together will work as one to lead students to effective communication through tools of change and interaction in the globalized world we are living in.

All the themes and matters highlighted in these two units are of great value to start conversations about social changes and can be used to get high outcomes in students' journey in learning a second language. The activities designed in this material were made to be

task-based, and then make students learn through functional tasks and make language learning more meaningful. The focus is to convey meaning by learning a second language, so students can convey valid information from real world situations.

The four skills in which language teaching is based will be approached in many ways in these two units. **Listening** is expected to be done while students listen to interviews, songs, biography, etc in this material. **Speaking** moments will be done when students get to express themselves and participate in discussions about the topics presented in each unit. The texts and stories brought in the sections will allow students to practice their **reading** skills with authentic materials extracted from newspaper articles. There are many tasks requiring students to present their **writing** skills and their abilities to discuss the themes in both units. The section dedicated to **pronunciation** is presented in each of the two units and brings important content for students in the upper intermediate level of knowledge. **Grammar** is worked in this material as part of the whole content and not a thing in particular. It is discussed in a way students will perceive its principles through communicative and interactive explanations.

References

BROWN, H. Douglas. **Teaching by principles: an interactive approach to language pedagogy**. New York: Longman, 2001.

MATTOS, A. M. A.; VALÉRIO, K. M. **Letramento crítico e ensino comunicativo: lacunas e interseções**. Revista Brasileira de Linguística Aplicada. Belo Horizonte, v. 10, n. 1, p. 135-158, 2010.

RICHARDS, Jack C.; RODGERS, Theodore S. **Approaches and methods in language teaching**. Cambridge university press, 2014.