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Curso de Especialização em Língua Inglesa

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**We Need to Talk: Sensitive topics for
Communicative Classes**
(Material didático para o ensino de inglês)

Belo Horizonte

2022

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Dissertação apresentada ao Programa de Pós-graduação em Ensino de Inglês da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Inglês.

Orientadora: Profa. Dra. Marisa Mendonça Carneiro

Belo Horizonte

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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): Bruno Oliveira Maciel - Matrícula 2022671257.

Às 17:00 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 We Need to Talk: Sensitive topics for Communicative Classes (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 ...68.....

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

Quando adultos procuram cursos de idiomas, sua principal motivação é certamente adquirir um novo idioma. Esta não é a única razão pela qual as pessoas se matriculam em escolas de idiomas. Conhecer novas pessoas e fazer amigos se tornou cada vez mais difícil. A tecnologia tornou possível manter contato e fazer novos amigos facilmente com a ajuda de mídias sociais e aplicativos. Essas interações geralmente carecem de um componente muito importante: a interação humana. Os professores costumam relatar aos seus colegas que suas aulas às vezes parecem sessões de terapia. Até certo ponto, elas são. Discutir esses tópicos é uma maneira de cutucar assuntos que podem preocupar as pessoas, mas dificilmente são debatidos. Cada unidade é dividida em uma seção de aquecimento para dar o pontapé inicial e introduzir o tópico da unidade, uma seção para cada uma das 4 habilidades - falar, ler, ouvir e escrever - que servem como oportunidades de aprendizado de idiomas e contribuição para debates que podem ocorrer ao longo da unidade. As unidades devem ser ensinadas comunicativamente. O vocabulário e a gramática são abordados indutivamente, apresentando a linguagem em contexto. As atividades de vocabulário e gramática são baseadas nos textos ou arquivos de audição da unidade, para que os alunos sejam expostos às estruturas da linguagem abordadas, antes de abordá-las mais de perto.

Palavras-chave: conversação; aulas; comunicativo; sensível; tópicos.

ABSTRACT

When adults look for language courses, their prime motivation is to acquire a new language. This is not the only reason why people enroll in language schools. Getting to know new people and making friends has become more and more difficult. Technology has made it possible to easily keep in touch and make newfriends through social media and apps. Those interactions often lack a very important component: human interaction. Teachers often report to their peers that their classes sometimes feel like therapy sessions. To a certain extent, they are. Discussing such topics is a way to poke into subjects that may concern people but are hardly debated. Each unit is divided into a warm-up section to set the ball rolling and introduce the unit topic, a section for each of the four skills - speaking, reading, listening, and writing - that serve as language learning opportunities and input for debates that may take place throughout the unit. The units are supposed to be taught communicatively. Vocabulary and grammar are addressed inductively by presenting the language in context. The vocabulary and grammar activities are based on the texts or listening files from the unit so that students are exposed to the language structures addressed before tackling them more closely.

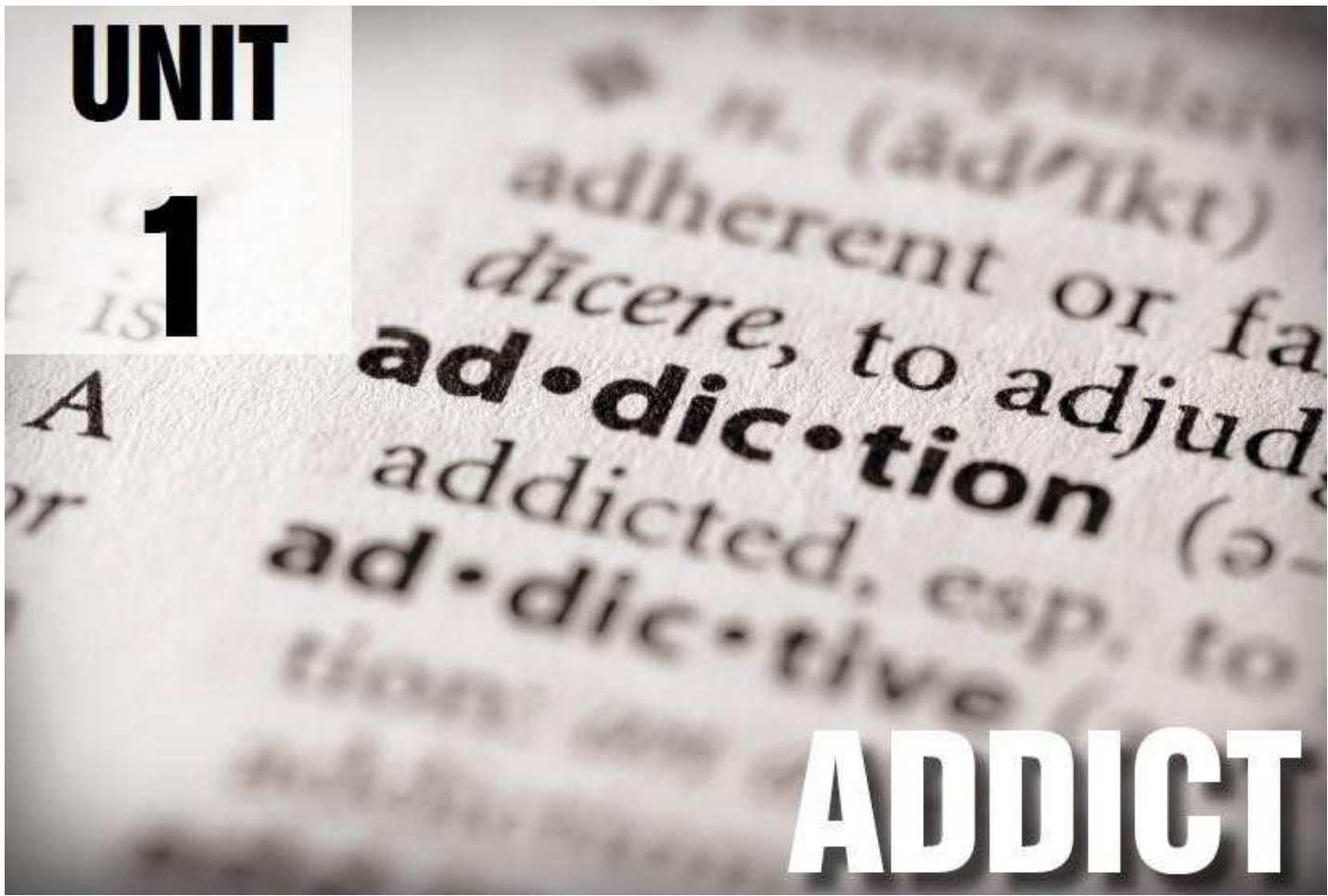
Keywords: conversation; classes; communicative; sensitive; topics.

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UNIT

1



*Cocaine is God's way of
saying you're making too
much money*

Robin Williams

Warm-up

"In the 1960s, people took acid to make the world weird. Now the world is weird, and people take Prozac to make it normal" (Unknown author).

1. Work with a partner. What does the quote above say about the world today? Do you think it is true? Why do you think people have been relying so much on prescribed and non-prescribed drugs to cope with stress?

Speaking

1. In groups, explain briefly when it is okay to consume some kind of potentially addictive substance like marijuana, coffee, painkillers, steroids, Ritalin, or synthetic drugs.

- | | | | |
|---|-----------------------------------|---|-----------------------------------|
| a | relaxing after a hard day of work | e | overcoming inhibitions |
| b | socializing with friends | f | enhancing academic performance |
| c | enhancing sports performance | g | dealing with low self-esteem |
| d | alleviating depressive mood | h | needing to be accepted by friends |

2. In Alanis Morissette's video *Reasons I Drink*, four versions of Alanis present their reasons for abusing alcohol in an Alcoholics Anonymous meeting. Read the lyrics and watch the video. What would you suggest these women do to overcome their drinking problem?

These are the reasons I drink
The reasons I tell everybody I'm fine even though I am not
These are the reasons I overdo it
I have been working since I can remember, since I was
single digits
Now, even though I've been busted
I don't know where to draw the line 'cause that groove has
gotten so deep
And nothing can give reprieve like they do
Nothing can give a break for this soldier like they do

Here we are
I feel such rapture and my comfort is so strong
One more hit
It feels so helpful in my need for respite

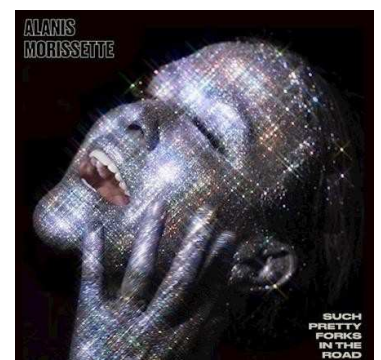
And here are the reasons I eat
Reasons I feel everything so deeply when I'm not
medicated
And so that's it, I am buying a Lamborghini
To make up for these habits, to survive this sick industry

Nothing can give reprieve like they do
Nothing can give me a break from this torture like they do

Here we are
I feel such rapture and my comfort is so strong
One more sip
It feels so helpful in my need for some long-overdue
respite

And these are the reasons I don't even think I would quit
And these are the reasons I can't even see straight
And these are the ones whom I know it so deeply affects
And I am left wondering how I would function without it

Here we are
I feel such rapture and my comfort is so strong
One more rip
I go from one lilypad to another to stay lit



Reading

1. English singer and songwriter Amy Winehouse died at age 27 after a long battle against problems with self-harm, depression, eating disorders, and her well-known struggle with substance abuse. What can be done to help someone like her? Do you think someone can be blamed for her problems?

2. Three passages have been removed from the article below. Choose from items 1-3 the one that fits each gap.

Singer Amy Winehouse found dead in London home

Grammy Award winner was 27, had checked out of treatment centre month ago

Amy Winehouse, the beehived soul-jazz diva whose self-destructive habits overshadowed a distinctive musical talent, was found dead Saturday in her London home, police said. She was 27.

Winehouse shot to fame with the album “Back to Black,” whose blend of jazz, soul, rock and classic pop was a global hit. It won five Grammys and made Winehouse — with her black beehive hairdo and old-fashioned sailor tattoos — one of music’s most recognizable stars.

Police confirmed that a 27-year-old female was pronounced dead at the home in Camden Square northern London; the cause of death was not immediately known. London Ambulance Services said Winehouse had died before the two ambulance crews it sent arrived at the scene.

“I didn’t go out looking to be famous,” Winehouse told the Associated Press when “Back to Black” was released. “I’m just a musician.” But in the end, the music was overshadowed by fame, and by Winehouse’s demons.

A _____
Born in 1983 to taxi driver Mitch Winehouse and his pharmacist wife Janis, Winehouse grew up in the north London suburbs, and was set on a showbiz career from an early age. When she was 10, she and a friend formed a rap group, Sweet ‘n’ Sour — Winehouse was Sour — that she later described as “the little white Jewish Salt ‘n’ Pepa.” She attended the Sylvia Young Theatre School, a factory for British music and acting moppets, later went to the Brit School, a performing arts academy in the “Fame” mold, and was originally signed to “Pop Idol” Svengali Simon Fuller’s 19 Management. But Winehouse was never a packaged teen star, and always resisted being pigeonholed. Her jazz-influenced 2003 debut album, “Frank,” was critically praised and sold well in Britain. It earned Winehouse an Ivor Novello songwriting award, two Brit nominations and a spot on the shortlist for the Mercury Music Prize. “Frank” was followed by a slump during which Winehouse broke up with her boyfriend, suffered a long period of writer’s block and, she later said, smoked a lot of marijuana.

“I had writer’s block for so long,” she said in 2007. “And as a writer, your self-worth is literally based on the last thing you wrote. I used to think, ‘What happened to me?’ “At one point it had been two years since the last record and (the record company) actually said to me, ‘Do you even want to make another record?’ I was like, ‘I swear it’s coming.’ I said to them, ‘Once I start writing I will write and write and write. But I just have to start it.’”

“Back to Black” led to fame. The album she eventually produced was a sensation. Released in Britain in the fall of 2006, “Back to Black” brought Winehouse global fame. Working with producers Mark Ronson and Salaam Remi and soul-funk group the Dap Kings, Winehouse fused soul, jazz, doo-wop and, above all, a love of the girl-groups of the early 1960s with lyrical tales of romantic obsession and emotional excess. “Back to Black” was released in the United States in March 2007 and went on to win five Grammy awards, including song and record of the year for “Rehab.” Music critic John Aizlewood attributed her trans-Atlantic success to a fantastic voice and a genuinely original sound.

B _____
Winehouse’s rise was helped by her distinctive look — black beehive of hair, thickly lined cat eyes, girly tattoos — and her tart tongue. The songs on “Back to Black” detailed breakups and breakdowns with a similar frankness. Lyrically, as in life, Winehouse wore her heart on her sleeve. “I listen to a lot of ‘60s music, but society is different now,” Winehouse said in 2007. “I’m a young woman and I’m going to write about what I know.”





Even then, Winehouse's performances were sometimes shambolic, and she admitted she is "a terrible drunk." Increasingly, her personal life began to overshadow her career. She acknowledged struggling with eating disorders and told a newspaper that she had been diagnosed as manic depressive but refused to take medication. Soon accounts of her erratic behaviour, cancelled concerts and drink-and drug-fuelled nights began to multiply. Photographs caught her unsteady on her feet or vacant eyed, and she appeared unhealthily thin, with scabs on her face and marks on her arms. There were embarrassing videos released to the world on the Internet.

Winehouse's managers went to increasingly desperate lengths to keep the wayward star on the straight and narrow. Before a June 2011 concert in Belgrade — the first stop on a planned European comeback tour — her hotel was stripped of booze. It did no good. An addled Winehouse swayed and slurred her way through barely recognizable songs, as her band played gamely and the audience jeered and booed. Winehouse flew home. Her management cancelled the tour, saying Winehouse would take some time off to recover. Though she was often reported to be working on new material, fans got tired of waiting for the much-promised follow-up to "Back to Black." Occasional bits of recording saw the light of day. Her rendition of The Zutons' "Valerie" was a highlight of producer Mark Ronson's 2007 album "Version," and she recorded the pop classic "It's My Party" for the 2010 Quincy Jones album "Q: Soul Bossa Nostra." But other recording projects with Ronson, one of the architects of the success of "Back to Black," came to nothing.

She also had run-ins with the law. In April 2008, Winehouse was cautioned by police for assault after she slapped a man during a raucous night out. The same year she was investigated by police, although not charged, after a tabloid newspaper published a video that appeared to show her smoking crack cocaine. In 2010, Winehouse pleaded guilty to assaulting a theatre manager who asked her to leave a family Christmas show because she'd had too much to drink. She was given a fine and a warning to stay out of trouble by a judge who praised her for trying to clean up her act.

In May 2007 in Miami, she married music industry hanger-on Blake Fielder-Civil, but the honeymoon was brief. That November, Fielder-Civil was arrested for an attack on a pub manager the year before. Fielder-Civil later pleaded guilty to assaulting barman James King and then offering him 200,000 pounds (US\$400,000) to keep quiet about it. **C** — They divorced in 2009.

Winehouse's health often appeared fragile. In June 2008 and again in April 2010, she was taken to hospital and treated for injuries after fainting and falling at home. Her father said she had developed the lung disease emphysema from smoking cigarettes and crack, although her spokeswoman later said Winehouse only had "early signs of what could lead to emphysema." She left the hospital to perform at Nelson Mandela's 90th birthday concert in Hyde Park in June 2008, and at the Glastonbury festival the next day, where she received a rousing reception but scuffled with a member of the crowd. Then it was back to a London clinic for treatment, continuing the cycle of music, excess and recuperation that marked her career.

1 - Winehouse stood by "my Blake" throughout his trial, often blowing kisses at him from the court's public gallery and wearing a heart-shaped pin labelled "Blake" in her hair at concerts. But British newspapers reported extramarital affairs while Fielder-Civil was behind bars.

2 - "A lot of British bands fail in America because they give America something Americans do better - that's why most British hip-hop has failed," he said. "But they won't have come across anything quite like Amy Winehouse."

3 - Tabloids lapped up the erratic stage appearances, drunken fights, stints in hospital and rehab clinics. Performances became shambling, stumbling train wrecks, watched around the world on the Internet.

3. Read the text again and answer the questions.

a. Describe Amy's musical experience.

b. What event in her personal life has changed drastically the tone of her music as a whole?

c. Some people assume it triggered her decay. Do you agree with it? Why? Why not?

d. Why did it take her so long to launch her second album?

e. Has she always had the support of her fans?

Language Focus

1. Find the following idioms in the text and use the context to work out what they mean. Match them with the definitions below.

1. go to great lengths
2. be pigeonholed
3. keep on the straight and narrow
4. take time off

- a. to behave in a way that is honest and moral
- b. to try very hard to achieve something
- c. to stop working temporarily
- d. to mentally classify or categorize someone into an oversimplified category often leads to them being put aside or shelved.

2. Complete the sentences with the idioms in Exercise 1 using the correct verb tense.

- a. Now that I have a conviction on my record, I really have to _____ going forward.
- b. I haven't _____ from work in months. I need a vacation.
- c. We _____ to make sure the votes were counted correctly.
- d. He is a talented actor who doesn't want to _____.



Listening

Before listening

1. Work with a partner. When can one identify it is time to find drug addiction treatment? What problems can drug addiction cause? What excuses do addicts usually use to tell themselves that they have everything under control?

While listening

2. Answer the questions according to what you hear.

a. According to Bill Urell, when does a user start to wonder if they need help?

b. Is the user conscious of all the suffering caused? If so, why don't they just stop?

c. What advice does he give to the ones who seek help?

d. Is the treatment the same for everyone?

After listening

1. Work with a partner. Discuss the questions.

a. Have you ever lost friends because of their use of drugs? If yes, what happened? If no, what would you say to someone who has?

b. Do you think antidepressants are the best way to deal with depression and anxiety? Why? Why not?

c. In your opinion, when does someone need to go to rehab?



Writing

1. Read the following posts from an internet website. The testimonies below aim at helping other drug addicts. Your teacher will tell you which testimony to read. Reply to the post, giving support and advice. Write 80-100 words.



What it's like: testimony from drug users

Lee

I started out going to cop in a three-piece suit. The first time I went to cop, I had a suit on. And it was this little door where you put the money in, and you get the stuff through the peephole. They opened the door, they couldn't believe I wasn't a cop or something, and they put a bowl in my face and a rock and said, smoke this. So, I always wore the suit after that, figuring I'd get a free hit. But now, five years later, I walk into the building, and the guy says, I remember you, you used to be fly, you used to come in in suits. Now look at you. People don't become addicts because they get up one day and say, well, it's Tuesday, I think I'll go out and destroy my life. Drugs deliver something at first, but here's how it works. Here's normal, [gestures] which you're not happy with. So you take a drug, and you're up here. [gestures higher] It delivers, and then you're back to normal. But since you've been here, it feels like this. [gestures lower] So now you take another little more to get you back to the same spot, and that curve becomes lower and lower until you find yourself putting all that energy just to feel all right. In the early days, we thought crack was not addictive, "Gee, I can get high, and then I can get up and go to work the next day." We thought people were getting rich on it. It let people without a lot of money be players. In a lot of ways, that first few years, or half year, it was a good time. There was money flowing around the streets. One day a brother would come draped in gold, and he's got cars and shoe boxes full of money. For a while, it felt like that. Then it became something very, very ugly. And I think my own, I think everybody's individual experiences are like that. It was paradise for a while, and then it became very very ugly, and part of that ugliness is knowing you can be arrested, and another part of that ugliness is desperation to get more, and part of that ugliness is when you start taking stuff off your house and selling it. My personal bottom was when I ran off with a close friend's bank card and didn't come back until I'd taken \$5,000 out of the account. I had never done this. I had gone through 12 years of getting high without crossing that line, and that was my line. And then I went and sought help, and it wasn't easy to get, but that's almost a good thing. Because you want it as bad as you wanted those drugs. And I know when I wanted to get high, I didn't stop. So when I wanted to get clean--and I think that's another part of education, is what the person--not that the city is going to be waiting for you when you're ready to be clean, to let you know that, listen, pal, you gotta chase that like you do crack. That's the honest truth.

Nancy

To me, a drug is a drug, no matter what I started off with marijuana and just graduated. To me, marijuana is the door that opens a lot of things. It's what you start with And I started smoking crack because I loved cocaine that much. And it was just the next thing to coke. But I lost everything I used to leave my kids in the apartment. And to me, it was just that same day, [but it] was three days later. I lost my kids, my apartment, my self-esteem. And hurt the people that I loved.

As time went on, I just hit rock bottom, and that was it The last time I got arrested, which was the second time, the judge told me if he sees me here one more time in his courtroom that he was going to send me to Rykers I went to [a rehab center] and they didn't want to keep me there because when they gave me a blood test they didn't find no drugs because I already had stopped for a couple of weeks. I wasn't using crack. But they wouldn't keep me there. And I raised hell and I started screaming and crying, telling them don't tell me I'm not an addict, I know I'm an addict. And I knew that if I didn't stay there and get the help that I needed mentally, that I was going to go back out. Because what my blood said and what my body and my mind said was different. I needed another hit. So they kept me. And I stood there for seven days. And that's when they started bringing the message of NA. And I went with it. But what I really went with was just that I was tired. And I knew that if I didn't do what I had to do I was going to die, and I was going to die in the streets. You know, because crack and any drug that I used was making me do things that I would never do if I was sober if I was still out there I would have been gotten high with my kids. And that's the bottom line. Because that's where it puts you, and that's where it takes you. ...

Grammar: Multiword Verbs

□ Phrasal Verbs

According to Ron Cowan, “Phrasal Verbs are made up of a verb and a following particle. The term *particle* is used to refer to words that function as prepositions or adverbs in other contexts (e.g., *up*, *down*, *away*, *around*) but do not function as prepositions or adverbs when part of a phrasal verb (170)”

1. Read the following examples from Bill Urell’s podcast. Fill in the blanks with the Phrasal Verbs below in the correct form.

KEEP ON - KICK AROUND - SET IN - MAKE UP

- a. Today, I’d like to _____ a question you might’ve asked yourself at one time: Do I need drug addiction treatment?
- b. We’ll _____ fantasies, stories, our own line of blather that we start to believe, and what really amounts to insane rationalizations to convince ourselves that it’s okay to _____ with our addictive use despite the growing piles of wreckage around us.
- c. When it gets to the point we’re considering drug addiction treatment, the stories and fantasies we have surrounded ourselves with have begun to track - reality _____.

2. Replace the Phrasal Verbs with single-word verbs that have the same meaning.

□ Prepositional Verbs

Cowan explains that “prepositional verbs consist of a verb and a following preposition [...]. Typical examples are *decide on*, *stare at*, *care for*, *stand for*, *depend on*, and *apply for*. [...] [I]n contrast to phrasal verbs, with most prepositional verbs meaning can usually be deduced from the verb alone. (175)”

3. Read some more sentences. Could other prepositions have been used in the sentences below?

- a. ... what really **amounts to** insane rationalizations to convince ourselves that it’s okay... .
- b. When it gets to the point where considering drug addiction treatment, the stories and fantasies we have **surrounded** ourselves **with** have begun to track... .
- c. ... a competent assessment by an addiction professional will increase your chances on being **matched to** an appropriate drug treatment program.

4. Match the verbs below the appropriate particles to form prepositional verbs.

abide - worry - insist - laugh - account - watch - hope - lie - agree - wait (2x) - listen - hint - allow - tamper - look (2x) - apply - object - stare - approve - go (= search) - part - stand (= represent) - ask - enlarge (= expand) - reason - smile - bank - differ - refer - serve - call (= require) - lead - call (= visit) - depend - resort - decide - comment - result - contribute - consist - conform - see (= attend to something) - consent

at	
to	
about	
for	
with	
in	
as	
on	
by	
of	
though	

UNIT 2



ABANDON, CRUELTY, LONELINESS...

*Wrinkles should merely
indicate where smiles have
been*

Mark Twain

Warm-up

1. Work with a partner. How would you feel if you witnessed an act of violence against a senior person in public? When adults submit children to domestic violence, they may lose their custody. What should be the appropriate punishment for someone who is violent against an elder family member, for example?

Speaking

1. In groups, discuss the questions below.

- a. Should the elder family members be looked after at their own home, the house of a next of kin, or a retirement home?
- b. What can be some of the pros and cons of each situation?
- c. In your opinion, does the Government guarantee a decent retirement to the senior citizens in your country? What measures are taken to give them a good quality of life?

Listening

1. You will hear an interview with Dr Corina Naughton, a researcher from the UCD School of Nursing, Midwifery, and Health Systems. For sentences a-h complete the sentences with the words below.

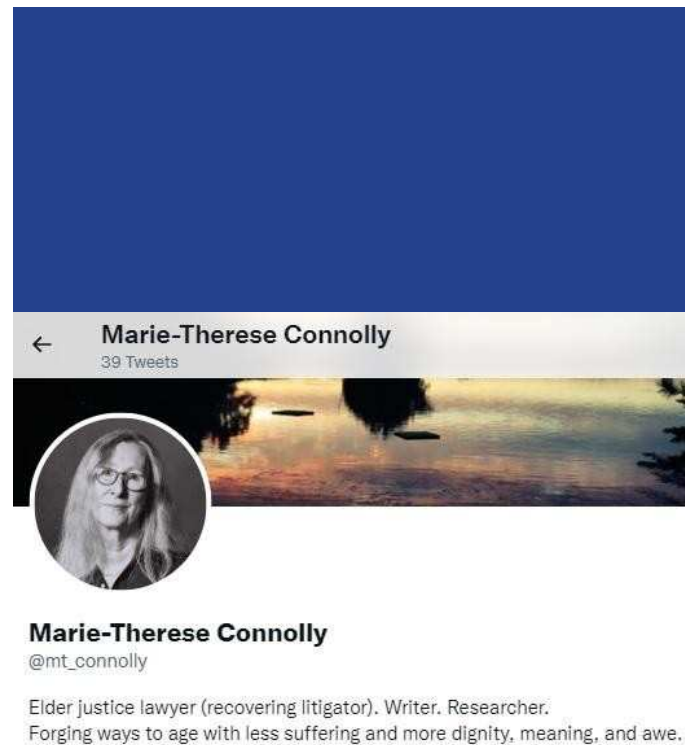
- a. Over 10,000 older people have experienced mistreatments in the past 12 months and this mistreatment was perpetrated by people in the position of _____, which are their family, care workers, or close friends of the older person.
- b. The most international definition of elder abuse is this concept of five types of behaviour: financial, psychological, sexual, physical, and _____.
- c. With a topic of this nature there is going to be _____ or nondisclosure, and that is a well-recognized feature of this type of research.
- d. In terms of financial abuse, the most frequent type of behavior was having money stolen or possessions stolen, but also being forced or _____ into changing legal documents.
- e. The most frequent type of behavior was being shouted at, being insulted, being _____, but also being prevented from seeing people that you care about, which was often grandchildren, which older people find very distressing.
- f. This is the only study that has ever been conducted in Ireland into the _____ of elder abuse and that is in some ways why this is such an important area, such important statistic.
- g. In terms of a wider societal response, then really, _____ attitudes within our society need to be identified and very aggressively challenged.
- h. On a broader context, people working in financial institutions, _____, lawyers, all of these people need to have specific training in relation to prevention of elder abuse and how to recognize elder abuse.

2. Work with a partner. What are the steps people can take in reducing or eliminating elder abuse from our society? Present your ideas to the rest of the group.

Reading

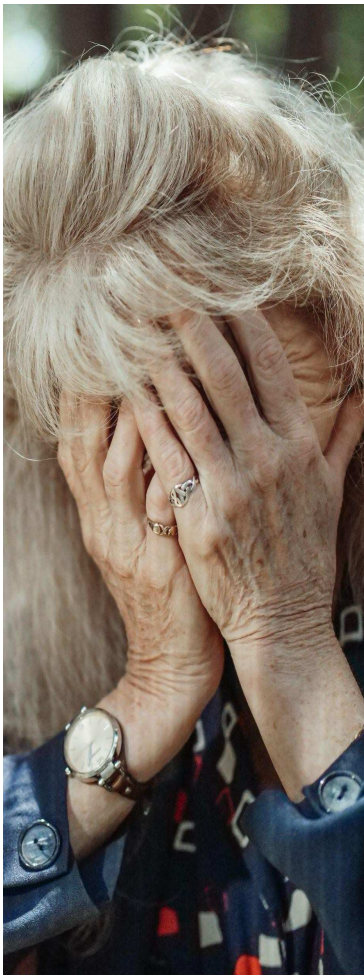
1. Marie-Therese Connolly is an American lawyer, Coordinator at the Elder Justice and Nursing Home Initiative at the US Department of Justice, and Senior Trial Counsel in the Civil Division. Read the text and answer the questions.

- How is it possible to determine if a relative has been mistreated by a caretaker or a family member?
- What are Connolly's impressions on the different attention addressed to violence against the elderly, child abuse, and domestic violence?
- Why is it so difficult to identify cases of mistreatment at an advanced age?
- How did Connolly get involved with the law?
- What should be the punishment for Chris Wise?



Leading the fight on elder abuse

When Marie-Therese Connolly describes suspicious-looking bruises on the elderly, she sounds like a forensic expert on CSI



“Bruises on the neck, head, inner thigh, genitalia and soles of the feet are often inflicted and can be telltale signs of elder abuse, one of the most hidden problems in the nation,” she says.

If we can help people understand how to tell the difference between an accidental bruise and an inflicted bruise, that’s a beginning,” says Connolly, director of Life Long Justice, a Washington, D.C., non-profit group dedicated to protecting the elderly. “Advancing forensic knowledge is important so social and protective services workers, physicians, emergency room personnel and prosecutors know what to look for and what kinds of questions to ask about injuries.”

Perhaps no one has done more to address the problem and bring about change. In naming Connolly, 54, a 2011 MacArthur Fellow in September, the MacArthur Foundation announced that “she is a leading voice to prevent the suffering of older adults and ensure that elder abuse becomes a priority on the national agenda.”

The \$500,000 grant is allowing the former Department of Justice attorney to write a book on the subject and continue her work crisscrossing the country giving speeches and working with a handful of university and other programs to push for change.

“It’s a big help,” she says. Since leaving her job and moving into an advocacy role three years ago, she has not drawn a salary. “The fact that a respected entity like the MacArthur Foundation decided this is an issue worth investing in is a real game-changer,” Connolly says. “It is an epidemic and will only become bigger as the 77 million Baby Boomers age.”

Most cases not reported

Preying on the elderly comes in many forms: physical, sexual and financial. It happens at home, in communities and in nursing homes. One in 10 healthy adults over 60 are victims, according to phone surveys done by the National Institute on Justice. Among adults with dementia, a study by the University of California-Irvine shows that 47% who are cared for by family members are abused or neglected. As many as 96% of cases go unreported, Connolly says.

“She wants people to know we’re morally responsible to take care of the people who took care of us,” says Laura Mosqueda, a physician and director of the program in geriatrics at the University of California-Irvine School of Medicine. “She really single-handedly, through the power of intelligence, persuasion and personality, launched the conversation on the issues.”

Connolly says most people ignore elder abuse. “I can’t think of another issue that affects more people in this country where less is being done,” she says. “Programs for child abuse and domestic violence are decades ahead.”

One reason for the lag: Mistreatment of the elderly can be hard to detect because the elderly often bruise and fracture more easily than young people, so we don't ask questions we otherwise might, she says. The elderly also might not report abuse because the abuser is nearby or they fear being sent to a nursing home if they complain about a caregiver.

Nursing homes are another area in which Connolly is well-studied. She says some people would rather be abused at home than be sent to a nursing home. She started working in the elder-justice field in the late 1990s, coordinating the Department of Justice's Elder Justice and Nursing Home Initiative, created in response to reports of serious problems in California nursing homes. She developed legal strategies and ways to use data to prosecute cases of neglect and abuse.

Also, while working in the Department of Justice, she embraced forensics and research. "We know little about how best to detect, respond to or prevent elder abuse," she says. So she organized the first forum on elder abuse forensics and, with the National Institute of Justice, launched what she says is the only grant program to fund elder abuse research. Among other things, it paid for the bruising studies.

Connolly conceived of and helped draft the Elder Justice Act, the first federal legislation to address elder abuse. It was signed into law in 2010 as part of the Affordable Care Act but awaits funding. Without the money and implementation, there can be no new programs or infrastructure at national and local levels.

"She's tireless and a shining star for these causes," says Risa Breckman, an assistant professor of geriatric social work at Weill Cornell Medical College. Connolly stepped up her fight for funding in March. She testified before the Senate Special Committee on Aging, saying, "Elder justice has never been assigned true priority on the national agenda with resources to match. And the fallout from this deficit is evident everywhere." Sen. Herb Kohl, D-Wis., chairman of the Special Committee on Aging, replied in an e-mail about future funding for elder justice:

"There's no doubt that spending must be reined in, but protecting seniors — a vulnerable and rapidly growing segment of our society — from abuse is a fundamental responsibility. At the heart of the bipartisan elder justice initiative are needed resources for the state agencies that provide the front-line response to physical abuse and complex cases of senior financial exploitation."

'Hooked' on the law

Connolly almost did not study law. She wanted to follow her parents into medicine. Both came to the United States to practice at the Mayo Clinic in Rochester, Minn. She planned to follow her mother's path into psychiatry but changed her mind while taking a law school class in mental health at Stanford.

"I began to learn about the countless riveting, impossible, shameful, and heartbreaking issues at the intersection of public health, vulnerability, and the law," she says. She earned her law degree from Northeastern University School of Law.

Understanding the law, she thought, would allow her to help change policy. "I was hooked," she says. She met her husband, a lawyer who also helps the elderly, through mutual friends. They were married in 1989. Dan Kohrman is a senior attorney with the AARP Foundation. They have three children, Fiona, 21, Nathan, 18, and Gabriel, 16.

Despite busy careers, Connolly found time to teach workshops at her children's school on writing and poetry, and her husband coached soccer. At home, conversations at the breakfast table can be intense at times.

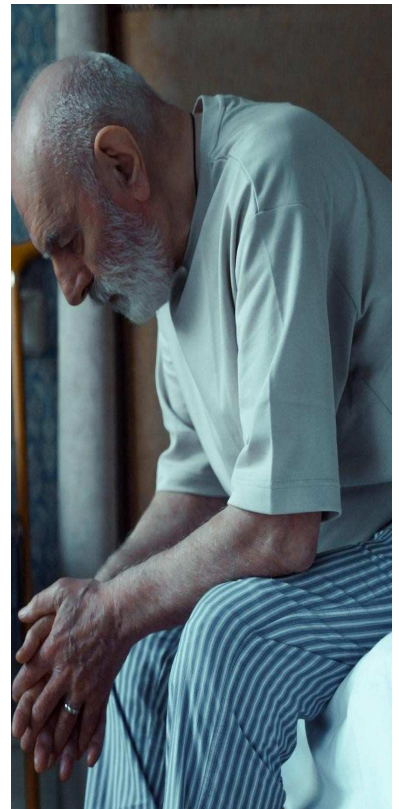
"We work on different aspects of advancing civil rights and justice for older people," she says. "I learn a lot from his perspective."

Kohrman was one of the litigators in a class action filed by people with mobility and disability problems against the California Department of Transportation, which delivered a \$1.1 billion settlement.

"A lot of what we talk about is why is it in America we have great respect for our elders but we're not doing a lot to protect them when they grow old and frail," Kohrman says.

At the March Senate hearing, actor Mickey Rooney, 88, testified about mistreatment by family members. Connolly cited the case of Ruby Wise, whose son Chris Wise was prosecuted in 2010 for neglecting her. She died covered in feces and bedsores, weighing 72 pounds at a home they shared in Seattle. Her son used earplugs to block out her screams and moans for help. He was convicted of manslaughter.

"We are all looking down the barrel of aging," Connolly says. "But our culture is not enthusiastic about embracing it. We need to focus, not just on the clubs and cruises aspect of aging, but also the frailty and incapacity pieces of it, and have the conversations to prepare ourselves, both in our personal lives and as a nation."



Writing

When a person with dementia finds that their mental abilities are declining, they often feel vulnerable and in need of reassurance and support. The people closest to them - including their caregivers, friends, and family - need to do everything they can to help the person retain their sense of identity and feelings of self-worth.

1. Visit the Alzheimer's Society webpage:

<https://www.alzheimers.org.uk/get-support/help-dementia-care?categoryID=200343>

Write an article commenting on the issues raised by one piece of advice of your choice and give your own views. Write 150-200 words.



Grammar

□ Passive Structures and Verb Forms (Review)

Michael Swain explains that “[w]e normally make passive forms of a verb by using tenses of the auxiliary *be* followed by the past participle (pp) of the verb (57)”. -----

1. Match sentences a-d with tenses 1-8.

- a. Perhaps no one **has done** more to address the problem and bring about change.
 b. “I can’t think of another issue that affects more people in this country where less **is being done**,” she says.
 c. “Bruises on the neck, head, inner thigh, genitalia and soles of the feet **are** often **inflicted** and can be telltale signs of elder abuse, one of the most hidden problems in the nation,” she says.
 d. It **was signed** into law in 2010 as part of the Affordable Care Act but awaits funding.

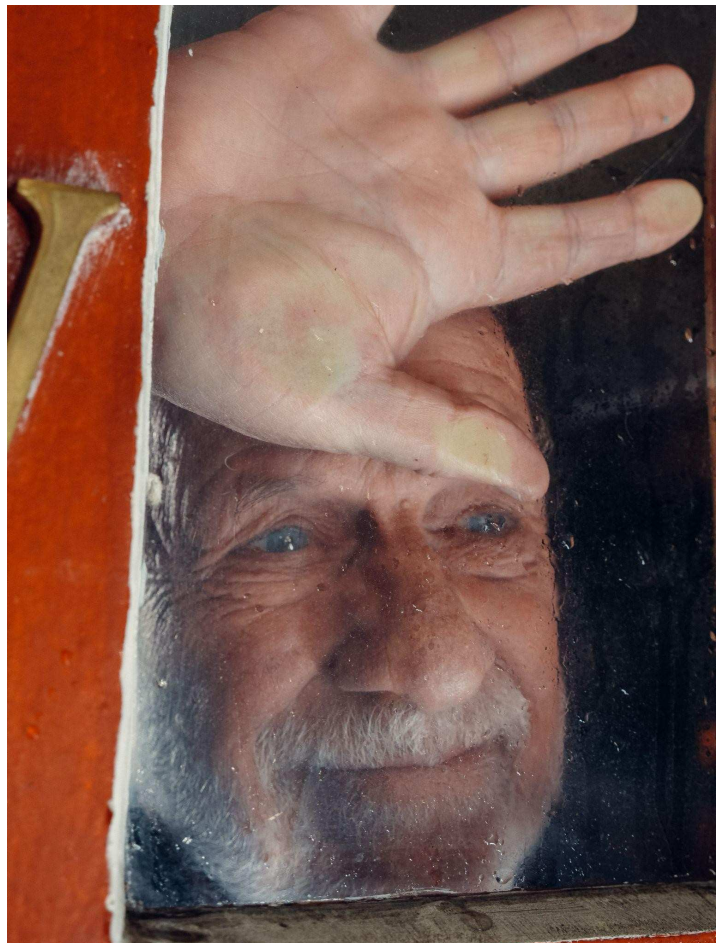
- Simple Present
- Present Progressive
- Present Perfect
- Simple Future
- Future Perfect
- Simple Past
- Past Progressive
- Past Perfect

2. Complete the rule of the verb forms constructions with the names of their appropriate passive structures.

NAME	CONSTRUCTION
a.	was / were being + pp
b.	will be + pp
c.	was / were + pp
d.	am / are / is + pp
e.	have / has been + pp
f.	will have been + pp
g.	am / are / is being + pp
h.	had been + pp

3. Complete the sentences with the correct passive tense of the verbs.

- a. The real point during the study was to identify the extent of older people's experiences of mistreatment in the community, and the most important finding in the study was this finding of 2.2% or that over 10,000 older people have experienced mistreatments in the past twelve months, and this mistreatment _____ (perpetrate) by people in the position of trust, which are their family, care workers, or close friends of the older person.
- b. The study _____ (conduct) among people living in their own homes, or relatives' homes in the community so it excluded people living in residential care.
- c. In this research the most frequent type of abuse was financial abuse but it _____ (follow) quite closely by psychological abuse, to lesser extent physical abuse, neglect, and there was a very small percentage of sexual abuse perpetrated.
- d. In our study, we found that adult children _____ most frequently _____ (implicate) by the older person themselves and, to a lesser extent, 24% were other relatives and 20% involve spouse or partner, and this feature of adult children is quite widely recognised internationally, as well.
- e. No. This is the only study there _____ ever _____ (conduct), in Ireland, into the prevalence of elder abuse and that's in some ways why this is such an important area, such an important statistic.
- f. This kind of extends to how older employees _____ (treat), state structures in terms of housing systems, welfare systems, even things down to a rule of transport, all of these issues have an impact on older people and in promoting older people's independence.
- g. If people _____ (affect) by elder abuse, that is, it is very important that they realise that there is help out there, and possibly the two most immediate sources of help would be the senior helpline in terms of being able to talk to older people about this, and their number is 1850 440 444, but if people have actually experiences of elder abuse and they need dedicated servicers, then the best source of help then is the HSE information line, and that number is 1850 241 850.



TEACHER'S BOOK

Unit 1 – Addict

Warm-up

1. Ask students to discuss the quote in pairs. Encourage them to say why they think the quote is true or not and why there has been an increase in the consumption of drugs lately.

Speaking

1. Encourage students to talk at length in this activity so that you can gauge their language ability if the class is new to you. The discussion can take place in small groups of 3-4 students, depending on the size of your group, with a class round-up at the end.

2. Explain to students that are going to watch a video on which 4 fictional versions of Alanis Morissette battle against addiction while attending an Alcoholics Anonymous meeting. Ask students to imagine a profile for each of these women and explain why they drink. Allow students a few minutes to read the lyrics before watching the video, then allow them a few minutes to discuss their suggestions on how these women could overcome their drinking problem.

Suggested answers:

An unemployed single mom with a baby and 2 children to raise on her own; a famous singer pressured by the media on when she's going to release her new hit after two years of writer's block; a woman grieving the death of a parent, after a long time hospitalized, etc.

Reading

1. Ask students to think if Amy Winehouse's family could have done anything to help her live a more controlled life. Have a brief class discussion, broadening it out to what can be done to help people with problems like self-harm, depression, eating disorders, and substance abuse. Encourage students to share examples of people they know and how the situations were addressed.

2. Ask students to read all the base text and then all the extra paragraphs before doing the exercise. Students must read both sides of the gap to identify the correct paragraph. Just reading the paragraph before the gap will not always help them.

Answers:

A. 3), B. 2), C. 1)

3. The students should re-read the article and then work with a partner to respond to the questions.

Suggested Answers:

a. She attended the Sylvia Young Theatre School, later went to the Brit School.

b. The involvement with her husband Blake.

c. Students' opinions.

d. She claimed to be due to writer's block, but indeed, it was because of the excess of alcohol and drugs she was using at the time.

e. No. Her fans got tired of waiting for the much-promised follow-up to "Back to Black".

Language Focus

1. With books closed, write the following idioms on the board: *go to great lengths*, *be pigeonholed*, *keep on the straight and narrow*, and *take time off*. Elicit some students to define each and ask the rest of the group for a show of hands if they think the definition matches the idiom's meaning. Allow students to open their books and match the idioms to their definitions. After checking, talk about the expressions - are they logical?

Answers:

1. b), 2. d), 3. a), 4. c)

2. Ask students to complete the sentences using the correct tense of the idioms studied.

Answers:

a. keep on the straight and narrow

b. taken time off

c. went to great lengths

d. be pigeonholed

Listening

Before Listening

The photos show what probably seems to be a drug user at a park. On the table, we can see cigarette butts and needles. Ask students to discuss the questions in pairs and quickly elicit a few suggestions.

While Listening

Before starting, point out that the recording lasts about 3 minutes. Allow students 4-5 minutes to read through the questions before you play the recording. Play the recording again, if necessary, before eliciting the answers. Give out copies of the tapescript if necessary.

Answers:

a. People become aware that they need more and more drugs to get high, or worse yet, they have stopped working altogether. The time between drug use episodes has gotten shorter and shorter and when they are not using, they are sicker and sicker.

- b.** They know they are destroying themselves and everyone around them, and yet the pull from inside, the gut-wrenching stomach level, is to go use the drug at any cost.
- c.** He suggests getting an assessment by a competent professional.
- d.** No. There are different levels and types of treatment available, and not all are appropriate for all people. A competent assessment by an addiction professional will increase the chances of being matched to an appropriate drug treatment program.

After Listening

Students should take notes and then use the notes to report what was said by their partner. They should take turns speaking. The reporting doesn't have to be word for word if the gist of what is said is there.

Transcript

Hi, this is Bill Urell from addictionrecoverybasics.com. And today I'd like to quick around a question you might have asked yourself at one time: Do I need drug addiction treatment? I don't know the answer to that. Why are you asking? If you are asking if you need drug addiction treatment because your drug use is starting to cause more problems in your life than give you pleasure, then maybe you've answered that question. But the answer is not that easy, we know that. One thing about people who have become chemically dependent is that we want to continue to use as much as possible, as long as possible. We'll make up fantasies, stories, our own line of blather that we start to believe, and what really amounts to insane rationalizations to convince ourselves that it's okay to keep on with our addictive use, despite the growing piles of wreckage around us. When it gets to the point we're considering drug addiction treatment, the stories and fantasies we have surrounded ourselves with have begun to crack. Reality sets in. We've become aware that we need more and more drugs to get high, or worse yet, they have stopped working altogether. The time between drug use episodes has gotten shorter and shorter and when we are not using we are sicker and sicker. These are indications of the classic drug addiction symptoms of tolerance and withdrawal. We can no longer convince ourselves that we're not hurting people around us and ourselves, but the urge to continue the use is there, as strong as ever. That's the really scary part. The frightening part is that we know we're destroying ourselves and everyone around us and yet the pull from inside, that gut wrenching stomach level, is to go use the drug, at any cost. Really, the question you ask, what's that all about? I mean, I don't get the urge to repeatedly bash myself in the face with a hammer. But I always think about that one more high. Well, the answer to that question is about another characteristic of drug addiction called compulsion and obsession. The intellectual decision to stop using by itself is not enough, if it were, we would be stopped hundreds of times already, every time we said this was the last one while we're hugging on to the toilet bowl. To my mind, the only way to put an addiction in a state of remission is with some outside help. The best suggestion I can offer in getting started to seek drug addiction treatment is to get an assessment by a competent professional. They're all at different levels and types of

treatment available and not all are appropriate for all people. A competent assessment by an addiction professional will increase your chances of being matched to an appropriate drug treatment program. That's it for tonight. Thanks for listening. This is Bill Urell from addictionrecoverybasics.com saying bye-bye now.

Writing

1. Divide the class into two groups. Name each group Student A and Student B. Ask each group to read one of the posts and then report the testimony, in their own words, as a group. Students should write a reply to the post assigned to be peer-reviewed by a member of the other group. This can be set for homework if time is short.

Grammar

Phrasal Verbs

1. This exercise shows students how to use phrasal verbs in context. The sentences were extracted from the listening recording. It's a good idea to ask students to define phrasal verbs with their books closed before referring students to the definition given by Ron Cowan in *The Teacher's Grammar of English*. Remind students to fill in the blanks with the correct form of the phrasal verbs.

Answers:

- a.** kick around
- b.** invent / continue
- c.** sets in

2. Elicit comments on the difference between using phrasal verbs and single-word verbs to complete the sentences. Single-word verbs allow you to be more direct and concise in your writing. If you want to be informal and conversational in tone, you will prefer to use phrasal verbs.

Answers:

- a.** discuss
- b.** make up / keep on
- c.** begins

Prepositional Verbs

3. The students should discuss other prepositions that collocate with the verbs in this exercise. Remind students that some verbs can be followed by different prepositions, but different choices of prepositions often result in different meanings, like *look at*, *look for*, *look (sth) up*.

4. Ask students to match the verbs to the prepositions in the table. Remind students that some verbs will be used twice.

Answers:

abide **by** - account **for** - agree **on** - allow **for** - apply **for** - approve **of** - ask **for** - bank **on** - call **for** (=require) - call **on** (=visit) - comment **on** - conform **to** - consent **to** - consist **of** - contribute **to** - decide **on** - depend **on** -

differ **from** - enlarge **on** (=expand in greater detail) - go **through** (=search, pass through) - hint **at** - hope **for** - insist **on** - laugh **at** - lead **to** - lie **about** - listen **to** - look **at** - look **for** - object **to** - part **with** - reason **with** - refer **to** - resort **to** - result **in** - see **about** (=attend to sth) - serve **as** - smile **at** - stand **for** (=represent) - stare **at** - tamper **with** - wait **for** - wait **on** - watch **for** - worry **about**

Unit 2 – Abandon, Cruelty, Loneliness...

Warm-up

1. Ask students to discuss the questions in pairs. Encourage them to try to imagine all the possible scenarios that these acts of violence can be surrounded with.

Speaking

1. Encourage students to talk at length in this activity. At this point, you might be more familiar with the group, and they might feel more at ease with each other. Walk around the class, taking notes on the students' language ability. Keep a portfolio on each student throughout the course where you register points to be addressed individually in future classes. Differentiation is key for scaffolding your students' development. Assign short extra activities that can help a group of students facing similar challenges. Elicit students' thoughts.

Listening

1. Before starting, point out that the recording lasts longer this time, about 7 minutes. It's a good idea to play the whole recording once so that students listen to the gist. You may elicit some comments on what they remember hearing. Then play the recording a second time, pausing at times to give students time to answer the questions. Allow students 4-5 minutes to read through the questions before you play the recording. Give out copies of the tapescript if necessary.

Answers:

- a. trust
- b. neglect
- c. underreporting
- d. pressurized
- e. undermined
- f. prevalence
- g. ageist
- h. solicitors

Transcript

The study was part of a program of research conducted here at the National Center for the Protection of Older People. The center is set up and funded by the Health Service Executive to look at factors affecting older people. The real point during the study was to identify the extent of older people's experiences of mistreatment in the community, and the most important finding in the study was this finding of 2.2% or that over 10,000 older people have experienced mistreatments in the past 12 months, and this mistreatment was perpetrated by people in the position of trust, which are their family, care workers, or close friends of the older person. There is no one definition of elder abuse and that's some of the difficulties in that area, but the most international definition of elder abuse is this concept of five types of behaviour: financial, psychological, sexual, physical, and neglect. Also, the mistreatment has to be perpetrated by a person in position of

trust, which is the family, care workers or close friends, and in terms of a time period, 12 months is the most reliable data in terms of people being able to recall information accurately. So, what was the sample size of the study, then? The study was conducted among people living in their own homes, or relatives' homes in the community, so it excluded people living in residential care. We conducted over 2,000 interviews, and this was to ensure that we were getting an accurate estimate of the prevalence in Ireland. Of course, with a topic of this nature, there is going to be underreporting or nondisclosure and that is a well-recognised feature of this type of research. So, certainly, 10,000 people is a conservative estimate and it is possibly the minimum number of people affected by this. In this research, the most frequent type of abuse was financial abuse, but it was followed quite closely by psychological abuse, to lesser extent, physical abuse, neglect, and there was a very small percentage of sexual abuse perpetrated. In terms of financial abuse, the most frequent type of behavior was having money stolen or possessions stolen, but also being forced or pressurized into changing legal documents. In terms of psychological abuse, the most frequent type of behavior was being shouted at, being insulted, being undermined, but also being prevented from seeing people that you care about which was often grandchildren, which older people find very distressing. Who are the main perpetrators of these forms of abuse? In our study, we found that adult children were most frequently implicated by the older person themselves and, to a lesser extent, 24% were other relatives and 20% involve spouse or partner, and this feature of adult children is quite widely recognized internationally, as well. How do these figures compare to, say, other countries? This study in particular was conducted along very similar lines to the UK study, in 2007. This was deliberate because we wanted to be able to benchmark against our nearest neighbors. That study found a prevalence of 2.6% and, within that, Northern Ireland was 2.0%, so we are really within that range, so between 2% and 4% internationally are the most widely found prevalence of elder abuse. And was this the first study of its kind or are there other previous statistics to go on for this? No. This is the only study there has ever been conducted in Ireland into the prevalence of elder abuse and that is, in some ways, why this is such an important area, such an important statistic. With an increasing number of older people in society, also a decreasing number of older-older people which is people over 80 or 85 years of age, and inevitably there would come a period in an older person's life when there is a greater dependence for health, for care, on other people close to them, so that is one of the risk factors for old abuse, this dependence on other people for help. So, unless there is very concerted effort to reduce or eliminate elder abuse from our society, then we can expect this prevalence rate to increase. What then are the steps that people can take in preventing elder abuse? That is very important. Elder abuse, really, is useful to look at in terms of earlier risk factors, and then later risk factors. In terms of earlier risk factors, the focus is on prevention and in terms of an older person themselves under family, the prevention is really about being aware of this problem, seeking information, becoming educated about this problem, and what types of behavior is acceptable and not acceptable within family boundaries. In terms of a wider societal response, then really, ageist attitudes within our society need to be identified and very aggressively challenged. This kind of extends from how older employees are treated, state structures in terms of

housing systems, welfare systems, even things down to a rule of transport, all of these issues have an impact on older people and in promoting older people's independence. So, in terms of early prevention, these are some of the things we need to tackle but, no matter what happens, some incidents of elder abuse are going to occur. And, in that case, it is essential that we have the dedicated services as we currently have in the HSE. There needs to be a training for professional groups of people who come into contact with older people, particularly GPs, GP practice nurses, community nurses, other health care professionals. But on a broader context, people working in financial institutions, solicitors, lawyers, all of these people need to have specific training in relation to prevention of elderly abuse and how to recognise elder abuse. Other modules of treatment that we see in other countries are advocacy, use of policing to try and help with the more extreme cases, and also try to develop middle-ground responses rather than just the social services. So, counselling, family mediation so that there are other responses other than just the dedicated services. If people have been affected by elder abuse, that is, it is very important that they realise that there is help out there, and possibly the 2 most immediate sources of help would be the Senior Help Line in terms of being able to talk to older people about this, and their number is 1850 440 444, but if people have actually experiences of elder abuse and they need dedicated services, then the best source of help then is the HSE Information Line, and that number is 1850 241 850.

2. Hand out copies of the tapescript and ask students to underline the problems they want to discuss. Allow students to prepare their arguments for 5-10 minutes. Suggest students share their ideas in pairs or elicit the answers from the whole class.

Reading

1. The students should read the article and then work with a partner to respond to the questions.

Answers:

- By noticing bruises on the neck, head, inner thigh, genitalia, and soles of the feet, which are often inflicted.
- She says that no other issue affects more people in the US where less is being done and that programs for child abuse and domestic violence are decades ahead.
- Because the elderly often bruise and fracture more easily than young people, so we don't ask questions we otherwise might. The elderly also might not report abuse because the abuser is nearby, or they fear being sent to a nursing home if they complain about a caregiver.
- She planned to follow her mother's path into psychiatry but changed her mind while taking a law school class in mental health at Stanford. She earned her law degree from Northeastern University School of Law. Understanding the law, she thought, would allow her to help change policy.
- Students' answers.

Writing

1. Students could visit the webpage from their cellphones or any other device available. If they have a class

WhatsApp group, share the link with them on the group. This could be sent as homework or be done in class. Suggest that students take notes on the key parts of the text they choose as they read. Ask students to write the review for homework, following the instructions given.

Grammar

Passive Structures and Verb Forms (Review)

1. Go through the information given by Michal Swan in Practical English Usage. Before starting the activity, write the names of the 8 passive tenses on the board. Elicit suggestions of sentences demonstrating the use of each tense. If students have difficulty coming up with examples, allow 5-10 and let them work in pairs. Underline the construction of each passive tense. This will help students in the next activity.

Answers:

- Present Perfect
- Present Progressive
- Simple Present
- Simple Past

1. Students should complete the rule of how to form each passive tense by matching tenses 1-8 in exercise 1 to their constructions and filling out the table. Refer students to the examples on the board for help.

Answers:

- Past Progressive
- Simple Future
- Simple Past
- Simple Present
- Present Perfect
- Future Perfect
- Present Progressive
- Past Perfect

3. Students should complete sentences using the correct verb forms.

Answers:

- was perpetrated
- was conducted
- was followed
- were implicated
- has ever been
- are treated
- have been affected

RATIONALE

“Cocaine is God’s way of saying you’re making too much money.”

Robin Williams

*“In the 1960s, people took acid to make the world weird.
Now the world is weird, and people take Prozac to make it normal.”*

Unknown author

“Wrinkles should merely indicate where smiles have been.”

Mark Twain

Over 20 years of English teaching, I have noticed that most coursebooks contain similar topics. Publishing companies usually opt for topics like friends, celebrations, traditions, or exotic places worldwide. Even more advanced books tend to bring the same topics for discussion, whether it is technology, current events, or the Internet. For me, a turning point as a teacher happened when I worked for a language school. I was assigned the task of teaching a group who wished to make the most of their classes to improve their speaking. Then, every one of the 4 skills should be taught communicatively. In other words, every activity was supposed to serve as input for debate.

The school adopted Richmond’s New Framework series. I was impressed by these books. They not only provided students with rich, advanced vocabulary and grammar but also took a fresh, new approach to unconventional topics, like abortion, graffiti gangs, or Mixed Martial Arts. It sparked the idea of discussing topics related to real problems people faced in their lives. This was when it all started, resulting in the two units designed to conclude this course. Who knows what the future holds? So far, my career has taken me to another path. I do not plan to become an author of English coursebooks. Maybe someday, after this great experience of choosing how to design units meaningfully, I can consider a new endeavor. Despite that, I have always tried to use every opportunity to promote debate in my classroom. I firmly believe that the most effective way of learning a language is by using it.

The teacher who decides to use these units in his or her classroom must ensure that it meets the needs and interests of the students. Since they deal with sensitive issues, these subjects may trigger unwanted feelings in people who do not want to discuss them publicly. Once the group agrees to discuss these topics, and coordinators or school administrators are aware of the contents being discussed in the classes, I believe that people may be capable of carrying out these discussions respectfully.

The units in this work have been conceived under the principles of Communicative Language Teaching (CLT), under the light of Critical Thinking (CT). According to Leffa (2007), when designing

materials for language teaching, each unit must start in a simple, easy way and gradually become more complex and difficult. Although Leffa has a point, I do not subscribe to his idea in this work. It would be wonderful if things happened in a predictive, gradual way in real life. This is not what happens. Leffa is defending that the organization of the units must be done in a systematized way that carefully scaffolds students' development. He is right. However, there is no guarantee that classes and discussions of topics of such complexity can follow a certain path. Therefore, teachers may find activities of a greater or lesser complexity according to the subject being discussed.

I hope students feel comfortable performing the tasks proposed. VanPatten and Williams (2007) explain that according to Krashen's Monitor Theory, comfortable learners have low affective filters, allowing free access to comprehensible input. Nonetheless, teachers are free to modify the order of the activities, skip the ones that do not match their group's needs and interests, or adapt how they see fit. I believe that no coursebook can meet the needs of all classes. It is up to the teacher to plan their classes according to their students' needs analysis. This work is based on the premise that controversial topics can involve students' attention. According to Tomlinson (1998), materials should achieve impact, and such is achieved when learners' curiosity, interest, and attention are attracted. To do so, I've chosen present-day problems which affect many families around the world.

Such frameworks, based on real-life situations, are used to develop students' four skills - reading, writing, listening, and mainly speaking. Through compelling, emotional topics, the teacher may find room for plenty of complex conversations. During these conversations, teachers should note students' progress, errors, and points to be addressed in future classes in a continuous movement of formative assessment. I considered suggesting assessment criteria to be used along the activities in this material, but consciously decided to leave it for each teacher to decide how they want to assess their students. For Padrón et al. (2016), traditionally, linguistic contents are previously selected and presented in books and syllabuses used by teachers, but the communicative methodology implies that content selection must be done following students' needs. So, it is only fair that teachers develop their assessment tools and criteria based on their lesson plans.

I kick off the first unit by discussing the so-called generation Prozac. Many people nowadays have been struggling with depression and anxiety. So, it is very likely that students may benefit from hearing other people's perspectives on supporting friends and family members going through similar situations. For Mattos (2012), such "constructive interventions" can contribute to a more critical social participation. Thus, this demonstrates the relevance of the discussions proposed in this material. This discussion is followed by a reading activity consisting of a news article published right after the death of singer-songwriter Amy Winehouse. The choice of a text published at the time is motivated by the emotional tone it conveys. Also, I believe that reading a current text referring to Amy in retrospect would not carry the same veracity as a text written right after she passed. Krashen (2004) defends the importance of combining students'

knowledge of the world with their language knowledge to make sense of what they read. The world followed Amy Winehouse's decline caused by her addiction. She became the icon of a generation that takes for granted that drugs are widespread in every class of society. Bringing this discussion to the classroom may contribute to opening students' eyes to this serious problem while developing their reading skills.

Following the reading activity, I approached a vocabulary topic that I consider essential in students' communicative ability: idioms. When students reach this activity, they will have already been exposed to these idioms through the article they read previously. Harmer (2007) contends that when students read or listen, they want to see how language is used, and this can be done in various ways. I opted for letting students infer the meaning of the idioms analyzed in this activity and later have them practice using these idioms in context. The next activity is based on a podcast about when it is time to seek professional help to deal with one's excessive drug use. The choice for a podcast to develop students' listening skills was because podcasts can be extremely helpful in developing students' knowledge of English structures and vocabulary. Podcasts present some challenges, though. Since they are not created for learning purposes but for communicative purposes, the speaker's pace of delivery and natural pronunciation may be challenging for some students. However, as Barcelos (2009) explains, by creating learning opportunities like this, we encourage students to feel responsible for their learning. For the practicality of podcasts, it is highly recommended that teachers encourage their students to try to maximize their contact with the English language outside the classroom, and podcasts are a great tool to accomplish this goal.

Cook (1981) defines authentic materials as examples of language produced with some real purpose not designed just for the classroom. For the writing practice, I chose authentic testimonies from drug users so that students can "hear" from the horse's mouth what it is like to battle addiction. In our busy lives, it is getting more and more difficult to empathize with others. I chose to ask students to try and minimize other people's suffering because this is something they might have needed to do at some point in their lives or might need to do in the future. Writing is, perhaps, the most complex skill. It involves planning, drafting, editing, and checking for grammar and spelling mistakes. It can be overwhelming at times. However, the more students practice this skill, the better they get. Teachers using this unit must consider if they want to assess the students' product or process in writing. Nunan explains that "product syllabuses are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction, while process syllabuses are those which focus on the learning experience themselves" (27). We usually focus on grammar and spelling when assessing our students' written production, but I suggest that students should prioritize content over form when giving feedback on students' production. It is worth having mini-sessions with students individually to discuss the challenges they face in writing. This is a good opportunity to help students who suffer from writer's block.

Finally, to conclude the unit, students will explore a grammar topic taken from the podcast they heard about multiword verbs. Cowan (2008) defends that the difficulties some students have with phrasal

verbs, prepositional verbs, and phrasal prepositional verbs can be solved by building a solid basis for using the different types of multiword verbs. Native speakers of English tend to rely heavily on phrasal verbs, especially in oral communication. At the same time, students must learn about dependent prepositions because their use is not intuitive. The wrong choice of a preposition after a verb may not prevent communication from happening, but depending on the verb, it may convey a different meaning. That is why I chose this topic to conclude Unit 1.

Unit 2 departs from a discussion about whether students have ever witnessed or heard about situations of domestic violence, especially those perpetrated against older people. It is shocking to read on the news that, although we are approaching 2023, people are still discovered living in situations that are analogous to slavery. Most of these people are, unfortunately, older people abused by their own families. The speaking activity that follows aims at debating the hard decision to treat an aging relative or parent at home or send them to a nursing home. By doing this activity in pairs, students can benefit from interviewing their peers and later reporting what they heard from them. Whitney et al. (2019) can gain valuable practice by interviewing their peers. Some students may feel embarrassed to speak to the whole group. So, pair work may provide a great opportunity for students to practice speaking to other students without feeling pressured to use the correct grammar and choose the most appropriate words like they would if they spoke to the whole group.

For this unit's listening practice, I chose an authentic interview. Although this file is quite long, the teacher may use strategies like pausing the recording at times and asking a student to summarize what was heard in his or her own words. However, if teachers find this recording too long for their students' current level of development, they may substitute it with another one on the same theme. Oliveira and Furtoso (2009) defend that teachers must be prepared to deal with disagreements they have with coursebook authors' choices since they are the ones who are directly in touch with their students. According to Berardo (2006), authentic materials guarantee authentic information. Therefore, although I chose this recording because the interviewee's speech is very natural, with all its hesitations and repetitions, teachers may feel free to use it or not.

The following activity consists of a reading practice based on an interview with an American lawyer in which she explains how we can identify signs of mistreatment against older people. It is interesting to drive students' attention to the fact that there are different kinds of abuse. With our lack of patience and rudeness, we all risk mistreating an older person in our family, the bank line, or public transport. By raising awareness of this delicate issue, we may help students reflect upon the fact that we will all age someday and that we all have moral obligations to the older members of our families, especially aging parents. Activities like the one I propose, in which students must identify in the text the answers to a questionnaire, are often criticized for not demanding high thinking skills. However, I chose to design an activity of lower complexity, since it aims at providing students with input for oral discussion. This unit's writing practice

also involves reading. Students are tasked with visiting a website and selecting a post of their choice to comment on. According to Whitney et al., “[w]hen writers reflect, they describe *what*, *how*, and *why* simultaneously [and] describing *why* is really at the heart of it all because it speaks to students’ agency and decision making” (54).

Finally, to conclude my last unit, I opted for a grammar activity to review students’ knowledge of verb tenses. According to Swam (2016), the use of active tenses is like the use of passive tenses. Though the activities focus on passive tenses, students will inevitably need to reflect upon the use of active voice versus passive voice to complete the tasks proposed.

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APÊNDICE

Images

<https://alanis.lnk.to/suchprettyforksintheroad>
<https://br.pinterest.com/pin/14918242486185639/>
http://2.bp.blogspot.com/-NOxe5fYZoxs/TiztlBjGhaI/AAAAAAAAACAg/1R6fWTr8iWI/s1600/Amy_Winehouse.jpg
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<https://agostinianos.org.br/wp-content/uploads/2020/12/Boas-obras.jpg>
<https://www.pexels.com/pt-br/foto/sozinho-solitario-depressao-tristeza-8172606/>

Texts and audio files

<http://today.msnbc.msn.com/id/43866337?gt1=43001>
<http://addictionrecoverybasics.com/do-i-need-and-drug-addiction-treatment>
<http://www.pbs.org/wgbh/pages/frontline/shows/drugs/buyers/users.html>
<http://www.kandle.ie/2010/11/29/elder-abuse>
<http://yourlife.usatoday.com/parenting-family/caregiving/story/2011-11-10/MacArthur-fellow-leads-the-fight-againstelder-abuse/51149920/1>
<https://www.alzheimers.org.uk/get-support/help-dementia-care?categoryID=200343>

Video

https://www.youtube.com/watch?v=jWHpIP1-kUI&ab_channel=MorissetteVEVO

Data

https://www.unodc.org/unodc/en/data-and-analysis/wdr-2022_booklet-2.html
<https://nationaltoday.com/world-elder-abuse-awareness-day>