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Faculdade de Letras – FALE

Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Curso de Especialização em Ensino de Inglês – CEI

Educating for change: Global citizenship in the EL classroom

(Unidade Didática para o Ensino de Inglês)

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Last but not least, I would like to thank the FALE staff and the Board of Professors, who guided and inspired me to get to the end of this journey.

<u>Table of Contents</u>

<u>Introduction</u>

Being a teacher of English for more than ten years now, I decided to start this Specialization in English Teaching at UFMG, after having tried another course in Rio de Janeiro – my hometown. Despite being high-quality, this course I tried first was not focused on teaching, then I decided that I would have to give up part of my vacations three times and be away from home to take up CEI/ELI and it was worth the sacrifice.

I vividly remember having my first classes at CEI, when we discussed the importance of Critical Literacy in the English classes. I came up with the theme *Educating for change: Global citizenship in the EL classroom* on the grounds that I believe we should seize each and every opportunity to foster critical thinking and education for justice since we are not only English teachers; above all we are educators.

As published on https://academicimpact.un.org/content/global-citizenship, "Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own."

Having these ideas in mind, the two topics I decided to tackle were *Activism* and *Fake News*. Acting as a global citizen comprises supporting social justice, as well as fighting the spread of fake news over social media. As I believe these topics are relevant to the theme and it is crucial to think about the future generations, these units are aimed at level B1 (according to the The Common European Framework of Reference for Languages) teenagers and young adult students of a language institute. These topics are totally real-life related to them and the reflections could bring about fruits for their adulthood.

The first unit centers on the issue of Activism. My inspiration for this unit was Malala Yousafzai's story. I came across Malala's story in 2013 and since then I have used it in several papers and lessons when the topics are fighting for education or gender equality, especially if the target audience is a teenage group.

Unit 2 addresses the topic of fake news. It is needless to say this is a recurrent conversation topic, yet I still think we have not come to grips with it. Hence, I believe it is of paramount importance to raise students' awareness about the risks of spreading false information for the individuals and for society as a whole.

The units are divided into sections: *Getting in the mood* – in which students' background knowledge is activated and the interest in the topic is raised –, *In the mood for reading, In the mood for listening, In the mood for writing, In the mood for grammar, In the mood for learning new words (in which students work on vocabulary), In the mood for speaking*.

All materials used in the design of the units are authentic, thus providing a great opportunity for students to get to know real reliable sources to discover more about these topics.

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Global Citizenship

Ester Carvalho

Unit 1 - Actions Matter

Getting in the mood

1. **Look at the sentence and image below and answer the questions in pairs:**

According to the *Cambridge Dictionary*, an activist is "a person who believes strongly in political or social change and takes part in activities such as public protests to try to make this happen."
https://dictionary.cambridge.org/pt/dicionario/ingles/activist

In your opinion, is there anything else that makes an activist?

Do you believe your actions make a difference in the world around you? Can you give examples?

In the mood for reading

2. **What do you know about these activists? Match the pictures with the sentences:**

(A) He was a Baptist minister and social activist, who led the Civil Rights Movement in the United States from the mid-1950s until his death by assassination in 1968.
(https://bit.ly/2r907vw)

(B)   He was a nonviolence anti-apartheid activist, politician and philanthropist who became South Africa's first black president.
(https://bit.ly/2vg2s9L)

3. **Answer the questions in trios:**

        Do you know other activists? Who are they? What causes do they fight for? Have you ever heard about Malala Yousafzai? If so, share what you know with your classmates.

4. Now, read the introduction to Malala's biography below and confirm your guesses:

Malala Yousafzai
PAKISTANI ACTIVIST

View All Media

BORN
July 12, 1997 (age 21)
Mingora, Pakistan

AWARDS AND HONORS
Nobel Prize

Malala Yousafzai
PAKISTANI ACTIVIST

WRITTEN BY: Naomi Blumberg
LAST UPDATED: Jul 8, 2018 See Article History

Malala Yousafzai, (born July 12, 1997, Mingora, Swat Valley, Pakistan), Pakistani activist who, while a teenager, spoke out publicly against the Taliban's prohibition on the education of girls. She gained global attention when she survived an assassination attempt at age 15. In 2014 Yousafzai and Kailash Satyarthi were jointly awarded the Nobel Prize for Peace recognizing their efforts on behalf of children's rights.

Source: https://www.britannica.com/biography/Malala-Yousafzai

5. Read the questions and underline the answers in the text:

Student A - Childhood And Early Activism	**Student B - Shooting And Nobel Peace Prize**
1. Why did Malala leave her hometown in 2007? 2. When was Malala's first speech? What was its name? 3. What was the connection between the BBC and Malala in her childhood? 4. How did it become apparent that she was the secret blogger?	5. What happened on October 9, 2012? Who took responsibility for the act? 6. How was Malala awarded? 7. How did she continue fighting for human rights? 8. What is *"He named me Malala"*?

Childhood And Early Activism

In 2007 the Swat Valley, once a vacation destination, was invaded by the Taliban. Led by Maulana Fazlullah, the Pakistani Taliban began imposing strict Islamic law, destroying or shutting down girls' schools, banning women from any active role in society, and carrying out suicide bombings. Yousafzai and her family fled the region for their safety, but they returned when tensions and violence eased.

On September 1, 2008, when Yousafzai was 11 years old, her father took her to a local press club in Peshawar to protest the school closings, and she gave her first speech—"How Dare the Taliban Take Away My Basic Right to Education?" Her speech was publicized throughout Pakistan. Toward the end of 2008, the Taliban announced that all girls' schools in Swat would be shut down on January 15, 2009. The British Broadcasting Corporation (BBC) approached Yousafzai's father in search of someone who might blog for them about what it was like to live under Taliban rule. Under the name Gul Makai, Yousafzai began writing regular entries for BBC Urdu about her daily life. She wrote from January through the beginning of March of that year 35 entries that were also translated into English. Meanwhile, the Taliban shut down all girls' schools in Swat and blew up more than 100 of them.

In February 2009 Yousafzai made her first television appearance, when she was interviewed by Pakistani journalist and talk show host Hamid Mir on the Pakistan current events show *Capital Talk*. In late February the Taliban, responding to an increasing backlash throughout Pakistan, agreed to a cease-fire, lifted the restriction against girls, and allowed them to attend school on the condition that they wear burkas. However, violence resurged only a few months later, in May, and the Yousafzai family was forced to seek refuge outside of Swat until the Pakistani army was able to push the Taliban out. [...]

With Yousafzai's continuing television appearances and coverage in the local and international media, it had become apparent by December 2009 that she was the BBC's young blogger. Once her identity was known, she began to receive widespread recognition for her activism. [...]

Shooting And Nobel Peace Prize

On October 9, 2012, Yousafzai was shot in the head by a Taliban gunman while she was en route home from school. Fazlullah and the Pakistani Taliban took responsibility for the attempt on her life. She survived the attack and was flown from Peshawar to Birmingham, England, for surgery. The incident elicited protests, and her cause was taken up around the world, including by the UN special envoy for global education, Gordon Brown, who introduced a petition that called for all children around the world to be back in school by 2015. [...]

Yousafzai recovered, staying with her family in Birmingham, where she returned to her studies and to activism. For the first time since being shot, she made a public appearance on July 12, 2013, her 16th birthday, and addressed an audience of 500 at the United Nations in New

York City. Among her many awards, in 2013 Yousafzai won the United Nations Human Rights Prize. She was named one of *Time* magazine's most-influential people in 2013 and appeared on one of the seven covers that were printed for that issue. With Christina Lamb (foreign correspondent for *The Sunday Times*), Yousafzai coauthored a memoir, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* (2013). She also wrote the picture book *Malala's Magic Pencil* (2017), which was based on her childhood. In 2014 she became the youngest person to win the Liberty Medal, awarded by the National Constitution Center in Philadelphia to public figures striving for people's freedom throughout the world. Nominated for the Nobel Peace Prize in 2013 but passed over that year, Yousafzai in 2014 became the youngest recipient in the history of the prize.

After winning the Nobel Prize, Yousafzai continued to attend school in England while using her enhanced public profile to bring attention to human rights issues around the world. In July 2015, with support from the Malala Fund, she opened a girls' school in Lebanon for refugees from the Syrian Civil War.

Her life, before and after the attack she endured, was examined in the documentary *He Named Me Malala* (2015). The title referenced the fact that Yousafzai had been named for the Afghan heroine Malalai, or Malala, who purportedly led her people to victory against the British in the 1880 Battle of Maiwand.

6. Get in pairs (A-B) to exchange the answers for the questions in exercise 5.

In the mood for learning new words

7. Find and write the words or phrases in the text that correspond to the definitions below:

a)   People who have been forced to leave their country, especially because of a war: _____ (paragraph 7)

b)   Try to find a place where you are protected from danger: _____ _____ (paragraph 3)

c)   Left the place quickly because they were in danger: _____ (paragraph 1)

d)   A strong feeling among a group of people in reaction to a change or recent events in society or politics:_____ (paragraph 3)

e)   An agreement, usually between two armies, to stop fighting in order to allow discussions about peace:_____ (paragraph 3)

8. Talk in groups:

> Is it common to see foreigners seeking refuge in Brazil? Have you ever met any refugee? If so, where is he/she from? Do you know why they fled their country?
>
> How would you feel if you were forbidden to go to school?
> Are you moved by Malala's story?

In the mood for grammar

9. Read the sentences extracted from the text and answer the questions:

a) In 2007 the Swat Valley <u>was invaded</u> by the Taliban.

b) Her speech <u>was publicized</u> throughout Pakistan.

c) All girls' schools in Swat <u>would be shut down</u> on January 15, 2009.

d) (...) when she <u>was interviewed</u> by Pakistani journalist.

e) Once her identity <u>was known</u> (...)

f) Yousafzai <u>was shot</u> in the head by a Taliban gunman.

g) She <u>was flown</u> from Peshawar to Birmingham, England, for surgery.

h) (...) and her cause <u>was taken up</u> around the world.

9.1 Write **1** or **2**. What is the *focus* in the sentences?

1.   **the people or objects that experience the actions** or
2.   **who/what performs the actions**

_____

9.2 Is it explicit in all the sentences ***who/what*** performed the actions? (   ) Yes   (   ) No

9.3 Is it relevant to know ***who/what*** performed the actions in all the cases? (   ) Yes   (   ) No

---

10. Still considering the sentences above, circle the correct option in the statements and complete the rule:

1.   We **should** / **shouldn't** use **by** to mention the agent, when it's relevant, in passive sentences.
2.   The passive voice is formed by the verb _____ + the main verb in the **infinitive** / **past participle.**
3.   The underlined verbs in the sentences are in the **active** / **passive** voice.

11. The following excerpt was taken from a talk called "*My daughter, Malala*", given by Ziauddin Yousafzai, Malala's father. Fill in the blanks with the correct form of the verbs in the box:

(For the complete talk, access: https://bit.ly/2uNq9bA)

| give - stand - stay - forbid - become (2x) - start - have - admit - kill - honor - confine |

"Malala (1)_____ her campaign for education and (2) _____ for her rights in 2007, and her efforts (3) _____ in 2011, and she (4) _____ the national youth peace prize, and she (5) _____ a

very famous, very popular young girl of her country. [...] At the age of five, while she should be going to school, she (6) _____ at home and her brothers (7)_____ in a school. Until the age of 12, somehow, she (8) _____ a good life. [...] But when she enters her teens, when she (9) _____ 13 years old, she (10) _____ to go out of her home without a male escort. She (11) _____ under the four walls of her home. She is no more a free individual. She becomes the so-called honor of her father and of her brothers and of her family, and if she transgresses the code of that so-called honor, she could even (12) _____ ".

11.1. Watch the video again and check your answers.

12. Talk in pairs: Do you think Mr. Yousafzai is proud of Malala? What makes you say so?

13. Some activists are also inventors. You will read about an important invention. Then, without revealing what invention it is, you will exchange information with your peer so that he/she can guess what the object is.

Student A (go to page 16): Read about invention 1   / Guess what object 2 is: (1) _____
Student B (go to page 17) - Read about invention 2   / Guess what object 1 is: (2) _____

Prompts for questions: • When/invented? It was invented in…

• Where/invented?

• Who?

• Other interesting facts?

In the mood for listening

14. You will watch a video entitled "*6 Inspiring Success Stories - Famous People Who Made It Against All Odds".*

Discuss in pairs: Who do you think will appear in the video?

Read the questions below, watch the video, take notes to answer them. Then, share your answers in small groups:

a) Who appears in the video?

_____

_____

_____

b) How are these people's stories relevant to the world?

_____

_____

_____

6 Inspiring Success Stories - Famous People Who Made It Against All Odds

https://bit.ly/2Etxmzr

15. Read the sentences below. Are they true or false according to the video? In case they are false, correct them.

1. The video narrator says the video is motivational and that's why she loves it.	T	F
2. Michael Jordan has always been recognized for his ability to play basketball.	T	F
3. Oprah Winfrey has faced many obstacles in her personal life and career before she became well-known.	T	F
4. Apple fired Steve Jobs and readmitted him later.	T	F
5. Marilyn Monroe was not raised by her biological family.	T	F
6.Walt Disney, in his early professional life, was said to lack creativity.	T	F
7.One year after submitting the first Harry Potter books to several publishing houses, J.K. Rowling was in the New York Times list of best-sellers.	T	F

16. Watch the video again to check your answers.

17. Talk in pairs:

Are you inspired by any of the stories presented in the video?

Do you know any other inspiring stories of activists/inventors who have done something significant to society?

In the mood for writing

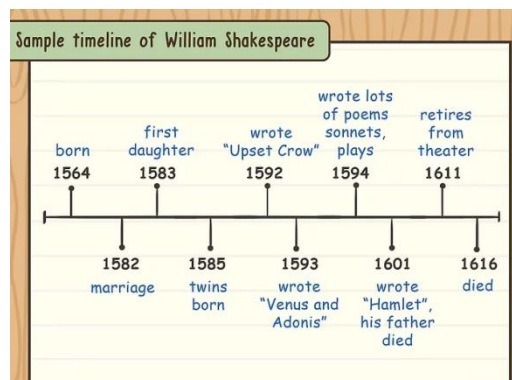**18. Look back at the text about Malala. Answer the questions in trios:**

1.   What kind of text is that? Where can you find texts like that? What is the importance of those texts?

2.   Think of other famous people who have made a difference in society.

3.   Imagine you were going to look for a text about one of them. What facts and information would you expect to find in the text?

In which order are the parts of a biography organized? Number the sentences from 1 to 4.

(a) _____ Contributions/Successes - awards and records

(b) _____ Later life - after major contributions, what they are doing now or death

(c)_____ Mid-life - hobbies, career (when did they first become well known?), interesting life stories and struggles

(d) _____ Early life - birth date and place, family life and school

---

Tips to write a biography:

1.   Gather factual information about the person, i.e. full name, place and date of birth, etc.

2.   Contextualize the person's life and relate this historical context to his/her achievements

3.   It's advisable to make a timeline to organize the biography chronologically

4.   Think about what the person has done that is more relevant and make sure to include this in your text.

5.   You may also include your feelings about the person and justify your opinion based on the facts presented in your text.

Sample timeline of William Shakespeare

| born 1564 | first daughter 1583 | wrote "Upset Crow" 1592 | wrote lots of poems sonnets, plays 1594 | retires from theater 1611 |
| marriage 1582 | twins born 1585 | wrote "Venus and Adonis" 1593 | wrote "Hamlet", his father died 1601 | died 1616 |

https://bit.ly/2W5aosx

19. Choose the person you are going to write about. Use the worksheet below to help you organize your biography:

You can find suggestions of people to write about here:

20. Write the final version of your biography here. Write 100-120 words.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

In the mood for speaking

21. Display your writing task so that all your classmates can read it. Be sure to read all the biographies.

After that, try to reach a consensus in groups on the famous person whose actions, struggles and achievements in life were the most relevant to society.

Expressions for **Agreeing** and **Disagreeing**

- In my opinion...
- The way I see it...
- If you want my honest opinion....

_____

- *What do you think?*
- *Do you agree (with me)?*
- *Sorry....What's your point?*

_____

- I don't think so.
- I'm afraid I disagree.
- I don't agree with that/ you
- I totally disagree.
- No way! (strong)

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- You're absolutely right.
- Exactly!
- Now... my point is...

_____

- *Well....That's not always true.*
- *Hmm....I'm not so sure about that.*
- *From my experience, I can say ...*
  For example, take the case of...
  For instance, my father...

I DISAGREE WITH YOU!

#12 - Talking about inventions:

Student A
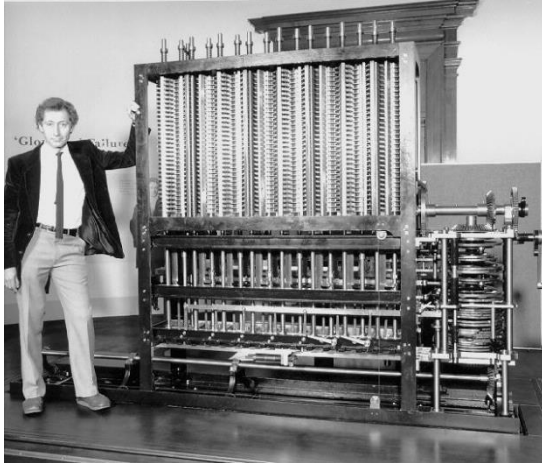
Invention 1: the computer

Charles Babbage (1791-1871), English computer pioneer, designed the first automatic computing engines. He invented computers but failed to build them. The first complete Babbage Engine was completed in London in 2002, 153 years after it was designed. Difference Engine No. 2, built faithfully to the original drawings, consists of 8,000 parts, weighs five tons, and measures 11 feet long. (https://bit.ly/Zlr00Z)

Invention 2: the iPhone

The history of iPhone began with a request from Apple Inc. CEO Steve Jobs to the company's engineers, asking them to investigate the use of touchscreen devices and tablet computers (which later came to fruition with the iPad). Many have noted the device's similarities to Apple's previous touch-screen portable device, the Newton MessagePad.Like the Newton, the iPhone is nearly all screen. Its form factor is credited to Apple's Chief Design Officer, Jonathan Ive. On January 9, 2007, Steve Jobs announced that the first iPhone would be released later that year. On June 29, 2007, the first iPhone was released. (https://bit.ly/1roDkvC)

Unit 2 - The era of fake news: beware!

Getting in the mood

1.   Answer the questions in pairs:

Do you use social media?
Do you read the news online?
Do you trust the information you get from the news?

2. Let's take a quiz on *media literacy and fake news*.

https://bit.ly/2AUpQ1I

https://bit.ly/2DmYl2m

The problem of media's manipulation of information became so big that the term "fake news" was named the most frequently used in 2017.

3. Talk in groups:

Which relevant information from the quiz could you mention?
Why is it important to be aware of media literacy and fake news?
Do you check if the information source is a reputable website before sharing news?
Have you ever done reverse image search? If so, what was it?

In the mood for listening

4. Can you easily spot fake news? If not, would you like to learn how to?
In groups, decide if the following steps could help you.

___ Don't forget to take a look at who wrote the article.
___ Check where the information is from.
___ Make sure the headline sounds natural.
___ Look for the news article sources.
___ Be sure to confirm whether the images are accurate and original.

5. The previous steps (exercise 4) have been suggested by Damaso Reyes, a journalist. Now, watch his video giving students five tips on how to spot fake news. Number the sentences in #4 in the order they are mentioned.

6. Complete the sentences below with <u>one or two words</u> from the video. Then, watch the video again to check your answers.

Five ways to spot fake news

https://bit.ly/2q0FEKb

1. According to Reyes, we all have to become _____ detectives.
2. Readers should always check whether the website meets the standards of _____ _____.
3. Reyes claims that if a piece of news stirs you up, that's actually a _____ _____ to you because it will probably make you act impulsively.
4. Knowing who wrote the news turns it easier to find out if the information is _____ and _____.
5. Journalists depend on high quality _____.
6. Using a _____ search can provide you with important clues as to discover whether the image is relatable or not.

7. Discuss in groups:

Do you follow any of the tips shared in the video? If not, would you be willing to change your news reading habits from now on?

How harmful do you think the spread of fake news is to the world?

In the mood for reading

8. Some specialists claim it is possible to *stop fake news*. In your opinion, how could that happen? Discuss in pairs.

Regina Rini, a Philosophy Professor, wrote an opinion article entitled ***How to Fix Fake News*** published in *The New York Times.*

Read the text and discuss if you believe the proposals can be easily put in practice.

The New York Times

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Opinion

THE STONE

How to Fix Fake News

Technology has given rise to an age of misinformation. But philosophy, and a closer look at our own social behavior, could help eliminate it.

By Regina Rini
Ms. Rini teaches philosophy at York University in Toronto.

Oct. 15, 2018

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Technology spawned the problem of fake news, and it's tempting to think that technology can solve it. But this approach ignores valuable lessons from epistemology, the branch of philosophy concerned with how we acquire knowledge.

To understand how we might fix the problem of fake news, start with cocktail hour gossip. Imagine you're out for drinks when one of your friends shocks the table with a rumor about a local politician. The story is so scandalous you're not sure it could be right. But then, here's your good friend, vouching for it, putting their reputation on the line. Maybe you should believe it.

This is an instance of what philosophers call testimony. It's similar to the sort of testimony given in a courtroom, but it's less formal and much more frequent. Testimony happens any time you believe something because someone else vouched for the information.

To fight fake news, we need to take the same norms that keep us (relatively) honest over cocktails, and apply them to social media. The problem, however, is that social media is like going out for drinks with your 500 closest friends, every night. You might pick up a lot of information, but in all the din you're unlikely to remember who told you what and who you should question if the information later turns out to be wrong. There's simply too much information for our minds to keep track of. You read a headline — and sometimes that might be all you read — and you'll be shocked, click the angry face button, and keep scrolling. There's always another story, another outrage. React, scroll, repeat.

To solve this problem — or at least improve the situation — we need to establish stable testimonial norms, which allow us to hold each other accountable on social media. This requires cutting through the information deluge and keeping track of the trustworthiness of hundreds of social media contacts. Luckily, there's an app for that.

Facebook already has features that support better testimonial norms. Most Facebook accounts are closely linked to users' real-life social networks. And, unlike anonymous web commenters, Facebook users can't just walk away from their identity when they're caught lying.

Here's a system that might help, and it is based on something that Facebook already does to prevent the spread of fake news. Currently, Facebook asks independent fact-checking organizations from across the political spectrum to identify false and misleading information. Whenever users try to post something that has been identified as fake news, they are confronted by a pop-up that explains the problems with the news and asks them to confirm if they'd like to continue. None of these

users are prevented from posting stories whose facts are in dispute, but they are required to know that what they are sharing may be false or misleading.

This system and the secrecy around it may come across as a bit creepy — and the public trust in Facebook has been seriously and justifiably damaged — but I think that Facebook is on to something. Last year, in a paper published in the Kennedy Institute of Ethics Journal, I proposed a somewhat different system. The key difference between my system and the one that Facebook has implemented is transparency: Facebook should track and display how often each user decides to share disputed information after being warned that the information might be false or misleading.

Instead of using this data to calculate a secret score, Facebook should display a simple reliability marker on every post and comment. Imagine a little colored dot next to the user's name, similar to the blue verification badges Facebook and Twitter give to trusted accounts: a green dot could indicate that the user hasn't chosen to share much disputed news, a yellow dot could indicate that they do it sometimes, and a red dot could indicate that they do it often. These reliability markers would allow anyone to see at a glance how reliable their friends are.

There is no censorship in this proposal. Facebook needn't bend its algorithms to suppress posts from users with poor reliability markers: Every user could still post whatever they want, regardless of whether the facts of the stories they share are in dispute. People could choose to use social media the same way they do today, but now they'd have a choice whenever they encounter new information. They might glance at the reliability marker before nodding along with a friend's provocative post, and they might think twice before passing on a weird story from a friend with a red reliability marker. Most important of all, a green reliability marker could become a valuable resource, something to put on the line only in extraordinary cases — just like a real-life reputation.

There's technology behind this idea, but it's technology that already exists. In the end, the solution for fake news won't be just clever programming: it will also involve each of us taking up our responsibilities as digital citizens and putting our epistemic reputations on the line.   Adapted from: https://nyti.ms/2Eoi4RT

GLOSSARY	https://dictionary.cambridge.org/dictionary/english/
spawn	to cause something new, or many new things, to grow or start suddenly.
turn out	to happen in a particular way or to have a particular result, especially an unexpected one.
din	a loud and unpleasant noise or mixture of noises, esp. one that continues for some time.
deluge	a lot of something
glance	to give a quick short look:
nod	to move your head down and then up, sometimes several times, especially to show agreement, approval, or greeting, or to show something by doing this:

9. Read the text again and write T (true) or F (false):

1.   (   ) According to the author, only technology can sort out the problem of fake news.

2.   (   ) We tend to believe what we hear from close friends.

3.   (   ) Due to the rapid pace of the flow of information we have to deal with on a daily basis, we tend not to keep in mind who said what.

4.   (   ) A system to warn social media users before sharing news spot as fake has not become available yet.

5.   (   ) The author claims there should be more control over what people post online through a system of rating online reputation.

10. Read parts of the article again and answer the questions in trios:

"Facebook should display a simple reliability marker on every post and comment. Imagine a little colored dot next to the user's name, similar to the blue verification badges Facebook and Twitter give to trusted accounts: a green dot could indicate that the user hasn't chosen to share much disputed news, a yellow dot could indicate that they do it sometimes, and a red dot could indicate that they do it often. These reliability markers would allow anyone to see at a glance how reliable their friends are."

Rini proposes a system already used to fight fake profile accounts. Do you think this is a good idea? Why (not)?

Think about your virtual friends. In your opinion, how reliable in terms of sharing news are they?

"In the end, the solution for fake news won't be just clever programming: it will also involve each of us taking up our responsibilities as digital citizens and putting our epistemic reputations on the line."

What does the author mean in her conclusion? Are you in favor of this rating system? How do you imagine this working in real life?

In the mood for learning new words

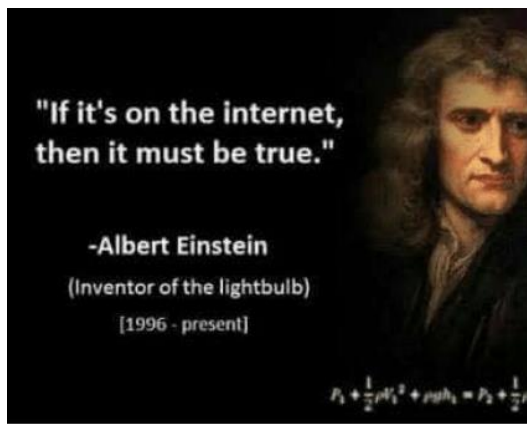**11. Match the words highlighted in the text to their meanings:**

a. **vouch for** b. **acquire** c. **misleading** d. **disputed** e. **pick up** **https://bit.ly/2S1hBL1** **https://bit.ly/2slK5Of**	___ to get something ___ to say that you know from experience that something is true or good, or that someone is honest and has a good character ___ to learn interesting or useful information from someone or something: ___ causing someone to believe something that is not true ___ subject to disagreement and debate; controversial - marked by or capable of arousing controversy;

12. Write the words (a-e) from the previous activity in the correct place to form collocations:

Information	Knowledge

13. Try to find the collocations in the text to check #12.

14. Discuss in groups:

In your opinion, is the problem of fake news going to be fixed soon? Is it interesting for social media websites to fight the spread of misleading/disputed information?

The image on the left is satirizing the fact that the internet is the only means of picking up information / acquiring knowledge for some people.

What's your view on that?

In the mood for grammar

15. Look at the sentences extracted from the text and tick the correct option:

a - The story is so scandalous you're not sure it <u>could</u> be right.

b - A green dot <u>could</u> indicate that the user hasn't chosen to share much disputed news.

c - Here's a system that <u>might</u> help.

d - They <u>might</u> glance at the reliability marker before nodding along with a friend's provocative post.

e - What they are sharing <u>may</u> be false or misleading.

f - This system and the secrecy around it <u>may</u> come across as a bit creepy.

The underlined words express the idea of:

(   ) possibility   (   ) advice / recommendation

16. Read the sentences again and circle the correct option:

The words *are / are not* exchangeable in the sentences above.

17. Look back at the text and find more example sentences with _may, might, could_ and write two of them below:

_____

_____

_____

_____

17.1 Do _may, might_ and _could_ express similar ideas in the sentences you found? (　) Yes (　) No

18. Look at two more sentences extracted from the text and tick the correct option:

a -   You <u>should</u> question if the information later turns out to be wrong.

b -   Facebook <u>should</u> display a simple reliability marker on every post and comment.

The underlined words express the idea of:

(　) possibility   (　) advice / recommendation

19. Look back at the text and find more example sentences with should and write them below:

_____

_____

_____

19.1 Does _should_ express similar ideas in the sentences you found? (　) Yes (　) No

20. Observe the sentences in exercises 15,17,18 and 19. Fill in the blank with _past participle_ or _infinitive_ and circle the correct option to complete the rule:

After modal verbs we use the main verb + _____ **with / without** to

21. Fill in the gaps with *may, might, could* or *should*:

Ultimately the curse and beauty of teaching is that we can't ignore the big issues that divide public opinion, such as immigration, extremism, gender issues and conservative versus liberal politics. It (1)_____ be fashionable to say we live in a 'post-truth' era, but of course there is no such thing. So how (2)_____ we teach our children to think critically when it comes to the content they view online – without imposing our own biases on them in the process? Being aware of cultural sensitivities and fear of either offending or igniting hostility (3)_____ often make us neglect this aspect of teaching; however, the importance of this topic in the current climate means it isn't something we (4) _____ simply choose to ignore.

As teachers we (5) _____ help pupils spot the blurred lines between fact and opinion and spot the motives behind opinion pieces, in the same way they would view an invitation or approach from a stranger.

This is not an easy task; however, there are places teachers (6) _____ turn to for help. At the top of the list is Trust Me, a tool developed for encouraging critical thinking skills for the online world. Sites such as Channel 4's Fact Check and the BBC's Reality Check are also good examples of critical analysis of the latest media headlines. For social media, encourage students to visit the False News section of the Facebook help centre which gives advice to young people on ways to spot fake news as well as how to report it. You (7) _____ also check out the fake news section at fakenews.lgfl.net where you'll find a compilation of resources, including those named here.

It is also important to remember that it's never too early to start teaching critical thinking. For younger learners it's worth exploring the Dog Island or Tree Octopus Conservation websites. These sites are great and fun demonstrations of the fact that we (8) _____ not believe everything we see online!

Adapted from: https://edtechnology.co.uk/Blog/how-do-we-teach-students-about-fake-news/

22. Answer the questions in pairs:

After all you've heard and read about fake news, what advice would you give people concerning this issue? What might you do differently from now on?

Useful language
I reckon people should/could… I may/might/should...

In the mood for speaking

23. Recently it has been widely questioned whether the government should exert some sort of regulation over social media. What are your thoughts on this?

Let's have a debate in groups:

Is regulating social media the most effective way to prevent fake news?

Arguments in favor	Arguments against
_____ _____ _____ _____	_____ _____ _____ _____

Useful Language for Debating

Stating an opinion

- In our opinion...
- We (don't) think that...
- The way we see it...
- If you want our honest opinion....
- According to me... → According to the other side/ our opponents...
- As far as I'm concerned...
- Our position is the following...

"I'm listening to the other side."

- I see your point, but I think...
- Yes, I understand, but my opinion is that...
- That's all very interesting, but the problem is that...
- I'm afraid I can't quite agree with your point.
- I think I've got your point, now let me respond to it.
- We can see what you're saying. Here's my reply...

https://bit.ly/2InH7T1

In the mood for writing

24. Here is an essay written by a student to their tutor on the topic of fake news. What point(s) is the author trying to make? Do you share the same viewpoint?

The Negative Impact of Fake News on Our Society and Individual Mind

This morning started off like any other, I lit a cigarette, wrapped myself in my fuzzy blanket and started to scroll through Facebook. I saw pictures of my friend's babies, what my grandma did at the casino last weekend, and then a story about how Hillary Clinton was supposedly caught on tape making racial slurs about Beyoncé. With thousands of hits, this story is like all the other fake news sources generating through our social media sites. But then we must ask ourselves, is fake news hurting our society? I believe that it is, and fake news is having a major negative impact on our society, and the individual mind.

Some would argue that fake news is only harmful to the ones who are naïve and don't fact check, plus folks can even make up to $5,000 from one false viral news article! I understand that sometimes fake news can be hilarious, and honestly, who doesn't like the occasional Hillary Clinton body-double story? In addition, we can't forget this is how some people put food on their table, but we can't ignore the outweighing negative effects on our society. Fake news can impact the individual's life, and even have a local, national, or possible global impact.

Online users must be weary of these fake news stories because of how many of these stories are shared per-day, we are being filled with wrong information. Author Farhad Manjoo talks about the dangers of widespread misinformation, specifically in the election. In the 2016 election, fake news stories were being read and shared by nearly everyone, including your great auntie and uncle. We heard everyone talking about it, and in Majoo's article "How the Internet is Loosening our Grip on the Truth", he argues, "we are roiled by preconceptions and biases, and we usually do what feels easiest — we gorge on information that confirms our ideas, and we shun what does not" (par. 12). Basically, Manjoo is saying that while having easy access to all sorts of different news, we are choosing ones that are strictly what we want to read, no matter the legitimacy. While I agree with Manjoo, this also concerns me. People who are not fact-checking these articles are walking around with all this false information. So, when we look back at Manjoo's viewpoint about the election, could it have been a different outcome if everyone had read legitimate sources? Due to the rise of faulty new sites, we are having a battle we never thought we would, and therefore internet users must fact check so they avoid misinformation and in avoid possibly making decisions without knowing the truth.

Additionally, fake news could not only be a danger to our own mind, but the people that surrounding us. Several months ago, a man was arrested for shooting multiple shots in the air at a pizzeria in Washington. His reasoning behind this was because he read a fake news article circulated on InfoWars, declaring there was a secret child sex ring going on behind the scenes. InfoWars is a site that generates nearly 80 million views a day (Infowars.com), and InfoWars is only one of many fake news sites that millions put their trust in, which in turn can be very unsafe. Stories like this is only another example of how dangerous false news stories can be to our society.

Finally, we must take in consideration how fake news stories can affect our morals. In Story Hinkley's article "Why Fake News Holds Such an Allure", he is expressing how important it is to avoid faulty information. Hinkley argues that fake news has, "increasingly focused on confirming readers' own worldview instead of challenging them" (par. 7). Essentially, Hinkley is saying that because we are filling our minds with information we want to know, instead of the truth, we are dulling the way we see things. Fake news is hurting our overall perception and once people become naïve enough, there's not a lot of turning back. While I agree with him, it's another reason that fake news can be so detrimental.

In conclusion, I along many others believe that we should take a fight against fake news sites. Not only are these sites making major impacts to our society, like the election, or hurting the way we see our own town, but they are our hurting us as the individual the most. Though these sites can be entertaining and amusing, they are dangerous and readers must read more thoroughly before taking a stand.

https://bit.ly/2S6NVwh

25. To make essays more cohesive and organized, we use linking words, such as the ones in the box below. Use them to complete the table, placing them in the appropriate column. You may refer back to the text to see the words in context, if you like.

Some would argue that… / Additionally, / In conclusion, / Though, / So, / But / Due to / In addition,

Introducing opinion	Adding information	Contrasting	Describing cause	Concluding
It would seem that	Moreover,	However,	Because	To sum up,
I believe	What is more,	Although	Since	In short,
It could be argued	Besides,	On the other hand,	As	All in all,
(1)_____	(2)_____	(4)_____	(6)_____	(7)_____
	(3)_____	(5)_____		(8)_____

26. Based on the class debate and the discussions we have had throughout the lesson, use your ideas to write an essay to be posted on padlet.com discussing whether social media is the most effective way to prevent fake news or not. Check out some tips:

https://bit.ly/1NiEtHV

❑ It is important to **keep the focus** of the topic question and that all your **ideas and opinions** **relevant** to the question.

❑   **Support your opinions with reasons and examples**.

❑ Ideas need to be expressed in a **clear** and **logical** way, and should be **well organized** **coherent**, with an **introduction** and an **appropriate conclusion** and should be written in an **appropri** **register and tone**.

❑ In the introduction, state the topic clearly, give a brief outline of the issue, saying why important or why people have different opinions about it.

❑ **DO NOT express your opinion** at the beginning of your essay (develop you essay in such a that it guides the reader to the conclusion you draw).

❑ The correct use of **linking words and phrases** (e.g. *but, so, however, on the other hand,* etc.) the appropriate use of **cohesive devices** (e.g. using pronouns for referencing) is especially importar essays.

❑ **DO give your opinion/suggestion to solve the problem in the final paragraph.**

❑ **Structure your arguments in the second and third paragraphs.** Each new paragraph has main idea, stated in a **topic sentence**. Include relevant details to support the main idea: these n include examples, rhetorical questions (do no overdo it), controversial or surprising statements... If include a drawback, give a possible solution, too. While it is possible to argue only one point of view either agreeing or disagreeing on a topic) as long as you bear in mind the other point of view and bac your points, **it is probably easier to have a balanced discussion comparing advantages** **disadvantages**, or ideas *for* and *against* a topic.

❑ **DO use a relatively formal register** and an objective tone. Do not be too emotional.

❑ **Remember to use linking adverbials** to organize your ideas and to make it easy for the read follow your argument.

27. Write your essay here: https://padlet.com/estergtcarvalho/essaywriting. **Feel free to make comments on your classmates' essays.**

<div align="center">

Teacher's Guide

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<u>Target Audience</u>

Both units aim at young adults, level B1 according to the CEFR.

<u>Units Organization</u>

The units are divided into the following sections:

Getting in the mood - Contextualization. In this section there are lead-in activities to introduce the topic of the lesson as well as activate learners' schemata and arouse students' interest and engagement.

In the mood for listening - This part centers on the listening comprehension task. It consists of pre, while (listening for gist and detail) and post activities.

In the mood for reading - This part centers on reading. It consists of pre, while and post activities.

In the mood for learning new words - In this section students have the opportunity to notice new lexical items, work on their meaning and practice their use in conversation activities.

In the mood for grammar - This is the section for work on grammar, which is carried out inductively. Students are induced to infer the rules by analyzing examples from the texts. Then, after formulating the rules and working on meaning, form and use, there are practice exercises.

In the mood for writing - This is the writing task. There is always in-class preparation for it, scaffolding during the writing process and afterwards there are follow-up exercises so that a significant correlation is established between students' writing tasks and their real world.

In the mood for speaking - This is the speaking section. It is the part in which learners put into practice what they have learned throughout the lesson, expressing their ideas freely in a communicative way.

Abbreviations:

- ▪ Ind. – Individual work
- ▪ GW – Group work
- ▪ PW – Pair work
- ▪ WG - Whole group
- ▪ T-Sts – Teacher talks to students

Unit 1 - Actions matter

Aims	To raise students' awareness of the relevance of activism.
	To enable students to talk about people whose actions and achievements make a difference in the world.
	To enable students to use the passive voice to show interest in the person/object that experiences the action rather than the person/object that performs the action.
	To enable students to write a biography.
Function	Language for taking turns when trying to reach a consensus
Grammar	Passive Voice
Vocabulary	backlash; ceasefire; flee (fled); refugees; seek refuge
Skills	Listening: Watching a video about six inspiring people Reading: Malala Yousafzai's biography Speaking: Discussing to reach a consensus on the most relevant/inspiring people to society. Writing: A biography

Getting in the mood	T-Sts / PW

1. Refer students to both images and ask students to establish a correlation between them. Ask: *Are they connected? What's the connection between the word activist and the image itself?*

Ask students to read the questions and answer them in pairs. Monitor and take notes for delayed corrective feedback.

In the mood for reading	T-Sts / Ind. / Trios / GW

2. Point at the photos and ask: *Who are these men? Were they activists? Why?*

Have students do the matching individually and then paircheck. Classcheck.

Key: Nelson Mandela - B; Martin Luther King Jr. - A.

3. Ask students to read the questions and answer them in trios. Monitor and take notes for delayed corrective feedback.

Elicit contributions as a whole class. Give feedback on their performance showing good utterances as well as highlighting points for improvement.

4. Exploit the picture with students and ask them to read the introduction paragraph to confirm their

guesses. Ask *"Are you surprised by any information? Do you know Taliban?"*

Taliban or Taleban (tălēbän´, –lə–), Islamic fundamentalist militia of Afghanistan and later Pakistan, originally consisting mainly of Sunni Pashtun religious students from Afghanistan who were educated and trained in Pakistan. The Taliban emerged as a significant force in Afghanistan in 1994 when they were assigned by Pakistan to protect a convoy in Afghanistan, which marked the beginning of a long-term alliance between the group and Pakistani security forces. The Taliban subsequently won control of Kandahar, and by 1996 they had gained control over much of Afghanistan, including Kabul, either by force or through forming alliances with other mujahidin.

For further information: https://www.encyclopedia.com/history/asia-and-africa/central-asian-history/taliban

5. Divide the class in two groups - A and B. Tell students A to read the first section of the text and find the answers to questions 1-4 while students B should read the second section to answer questions 5-8.

Students A get together to compare their findings. Students B do the same.

6. Teacher pairs students A with B so they can exchange information. Monitor. Classcheck.

Key: 1. Because Swat Valley was then invaded by the Taliban, which "began imposing strict Islamic law, destroying or shutting down girls' schools, banning women from any active role in society, and carrying out suicide bombings. Yousafzai and her family fled the region for their safety, but they returned when tensions and violence eased." (Paragraph 1).

2. On September 1, 2008. How Dare the Taliban Take Away My Basic Right to Education? (paragraph 2)

3. The BBC invited Malala to write a blog about her daily life under an alias. (paragraph 2)

4. Due to her frequent appearances on TV and repercussion in the local and international media. (paragraph 4)

5. "On October 9, 2012, Yousafzai was shot in the head by a Taliban gunman while she was en route home from school. Fazlullah and the Pakistani Taliban took responsibility for the attempt on her life." (paragraph 5)

6. "Among her many awards, in 2013 Yousafzai won the United Nations Human Rights Prize". (paragraph 5)

7. "After winning the Nobel Prize, Yousafzai continued to attend school in England while using her enhanced public profile to bring attention to human rights issues around the world. In July 2015, with support from the Malala Fund, she opened a girls' school in Lebanon for refugees from the Syrian Civil War." (paragraph 6)

8. A documentary about her life. (paragraph 7)

As a follow-up, if students are interested in Malala's story, the teacher could recommend reading her book *"I am Malala"* and watching the documentary mentioned in the text. Malala has a project to provide education for girls in many countries, including Brazil. For more information: https://www.malala.org

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In the mood for learning new words   **T-Sts / Ind. / GW**

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7. Ask students to find the expressions in the text. Point out that the paragraphs are indicated in brackets. Have students paircheck and then check as a whole class.

Key: a) refugees; b) seek refuge; c) fled; d) backlash; e) cease-fire.

Ask students: *What are all these expressions related to?*
Suggested answers: Conflicts, war.

8. Refer students to the questions. Get them in groups for discussion. Monitor for accuracy and the use of vocabulary. Take notes for delayed correction.

Round-up by eliciting contributions and making comments based on the notes taken.

In the mood for grammar	T-Sts / Ind. / PW

9. Tell students to read the rubrics and do exercise 9 individually. Monitor and help weaker students, but do not give answers, let them reflect on the sample sentences in order to come up with the rules by themselves.

Key: 9.1 1; 9.2 No; 9.3 No.

Notes to teachers: When checking the exercise, some concept questions may come in handy, like: *Do you know who made her speech public? (No) Is it important? (No).*

10. Ask students to read the sentences in exercise 9 again to answer the questions. Again, monitor and offer help, but do not give answers.

Key: 10.1 passive; 10.2 should 10.3 be / past participle

11. Get students to read part of the transcript of Mr. Yousafzai's speech for TED in 2014. Students have to complete the sentences with the correct form (active or passive) of the verbs in the box. Play video until 3:31 for them to check.

Key: 1. started; 2. stood; 3. were honored; 4. was given; 5. became; 6. stays; 7. are admitted; 8. has; 9. becomes; 10. is forbidden; 11. is confined; 12. be killed

Transcript #11

Malala started her campaign for education and stood for her rights in 2007, and when her efforts were honored in 2011, and she was given the national youth peace prize, and she became a very famous, very popular young girl of her country. Before that, she was my daughter, but now I am her father. Ladies and gentlemen, if we glance to human history, the story of women is the story of injustice, inequality, violence and exploitation. You see, in patriarchal societies, right from the very beginning, when a girl is born, her birth is not celebrated. She is not welcomed, neither by father nor by mother. The neighborhood comesand commiserates with the mother, and nobody congratulates the father. And a mother is very uncomfortable for having a girl child. When she gives birth to the first girl child, first daughter, she is sad. When she gives birth to the second daughter, she is shocked, and in the expectation of a son, when she gives birth to a third daughter, she feels guilty like a criminal.

Not only the mother suffers, but the daughter, the newly born daughter, when she grows old,she suffers too. At the age of five, while she should be going to school, she stays at home and her brothers are admitted in a school. Until the age of 12, somehow, she has a good life. She can have fun. She can play with her friends in the streets, and she can move around in the streets like a butterfly. But when she enters her teens, when she becomes 13 years old, she is forbidden to go out of her home without a male escort. She is confined under the four walls of her home. She is no more a free individual. She becomes the so-called honor of her father and of her brothers and of her family, and if she transgresses the code of that so-called honor, she could even be killed.

12. Have students answer the questions in pairs. Monitor and take notes for delayed feedback.

13. Pair students up (A and B). Tell students they will read about two different inventions, but they are not supposed to tell each other what the invention is. Student A should go to page 15 and read about invention 1. Student B should go to page 16 and read about invention 2. Learners have to guess the objects being described by their partner. Refer students to the prompts for questions and answers.

Key: 1) The computer; 2) The iPhone

33

In the mood for listening	**T-Sts / Ind. / PW**

14. Refer students to the video title and ask: who do you think the six people could be?

All students some time to guess who is in the video in pairs.

Elicit students' guesses but do not give them answers yet. Ask students to read the questions and tell them they will be taking notes while watching the video.

Play video. Allow students some time to formulate the answer to question b. Have students compare their answers in pairs or trios. Classcheck.

Key: a) Michael Jordan; Oprah Winfrey; Steve Jobs; Marylin Monroe; Walt Disney; J.K. Rowling.

b) (Suggested answer) Because they once were ordinary people who have overcome challenges and dedicated their lives to a bigger cause, setting an example to all the people.

15. Students read the sentences before the teacher plays the video again.

16. Students watch the video again to check their answers.

Key: 1. T; 2. F - He was rejected in a high school team on the grounds that he was too short and inexperienced; 3. T; 4. T; 5. T; 6. T; 7.F - She submitted the books for the first time in 1996. In 1999, the three first Harry Potter books were among the best-sellers.

Transcript - *6 Inspiring Success Stories - Famous People Who Made It Against All Odds*

I believe in positive brainwash. When you get used to think positive thoughts, it becomes your default state of mind. This is why I love to hear about success stories. It motivates me and gives me hope - if others did it, I can do it too. In this video I'll talk about 6 famous success stories.

Michael Jordan - Michael Jordan has always loved sports, since he was young. When he was in High School as a sophomore he tried out for the varsity team, but was rejected because he was too short and inexperienced. However, he didn't give up. The next summer he grew a few inches and practiced nonstop. Thanks to his hard work, he got better and better and as a senior he was selected in Mc Donald's all-American team. His career continued to develop and he made it to the NBA in 1984. He had ups and downs, retirements and comebacks, but he's still considered to be the best basketball player of all time. "*I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times, I've been been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed. I can accept failure. Everyone fails at something. But I can't accept not trying.*"

Oprah Winfrey - One of my favorite success stories is Oprah Winfrey's. She was born to a single teenage mother and lived her first years with her grandmother at such poverty she had to wear potato sacks as dresses. When Oprah was six years old, her grandmother became ill, so she moved to live with her mother. At the age of nine, she was raped by her nineteen-year-old cousin. At the age of fourteen, she moved to live with her father in Nashville, Tennessee and there her life turned around. She became interested in media and when she was nineteen she pursued a career in television. She was the first black female news anchor before the age of twenty. Despite that, she was sexually harassed at work and a few months later she was fired because the producer said she was unfit for television news. She started hosting the morning talk show *A.M. Chicago* and turned it the highest-rated talk show in Chicago. It was later renamed *Oprah Winfrey's show.* Her career soared and she's now one of the four hundred richest people in America. Inspiring millions of people and constantly helping the community. "*Create the highest, grandest vision possible for your life, because you become what you believe.*"

Steve Jobs - Jobs was born in San Francisco to parents who gave him up for adoption. He had difficulty making friends and misbehaved at school. In 1976 he and his partner formed the company Apple. In 1984 the company introduced its new computer model, the Macintosh, which was a failure. It was the beginning of Job's downfall. He was removed from the Macintosh group and became powerless within his own company, but he didn't let it bring him down. Jobs hired a

few former employees and started as a new company called NeXT. In 1996 Apple purchased the software of NeXT for over four hundred million dollars. Jobs returned to Apple and later became the CEO. Apple became a huge success, producing and selling popular products like the iPod, iPhone, Macbook and many more. When Jobs passed away, he left behind him a legacy that will last for years. "*Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all the matters of the heart, you'll know when you find it.*"

Marilyn Monroe - Marilyn was born in 1926 as Norma Baker. Her childhood wasn't easy at all. Her father was unknown and due to her mother's mental problems for six years she was brought up by foster parents. And later on she was moved between different orphanages and foster homes. When she grew up, she got married and divorced twice. Baker worked at the munitions factory and there she was discovered by a photographer who was struck by her beauty. she started a modeling career and changed her name to Marilyn Monroe. Further in her career, she played in movies and became a famous actress. Even now, years after her death, Marilyn Monroe is still a Hollywood icon. "*Imperfection is beauty, madness is genius and it's better to be absolutely ridiculous than absolutely boring.*"

Walt Disney - Disney has always been interested in arts. As a youngster, he used to sell his drawings to neighbors for little money. When he grew up, he began to pursue a career art and got a job in a newspaper, but he got fired because according to the publisher he lacked imagination and had no good ideas. Later on, Disney decided to open his own animation business named Laugh-O-Grams, which eventually fell bankrupt, but he didn't give up. With a circuit full of dreams and twenty dollars in his pocket, he headed to Hollywood to make his dream come true. With popular characters like Mickey Mouse and Snow White, his animations became a huge success. In 1955, another dream of Walt Disney came true: the amusement park Disneyland opened in California. Today there are eleven Disneyland parks around the world and the Disney company continues to produce new series and movies. *"If you can dream it, you can do it."*

J.K.Rowling - This is definitely my favorite success story. Rowling lived in England as a single mother to her daughter and struggled financially but never stopped writing. On a delayed train from Manchester to London in 1990, she wrote her initial Harry Potter ideas on a napkin. In 1995 she finished writing Harry Potter and the philosopher's stone and submitted the book to twelve publishing houses, all of which rejected it. A year later she finally got a yes and the first book was published. In 1999, the first three books of the Harry Potter series took over the top three slots of the New York Times bestseller list. By the summer of 2000, the fourth book in the series became the fastest selling book in history. Rowling became a billionaire though now she isn't because she has donated a large portion of her money. She continues to write books and Harry Potter is still popular worldwide with books, films, theme parks and more. "*We do not need magic to change the world, we carry all the power we need inside ourselves already: we have the power to imagine better. It is our choices that show who we truly are, far more than our abilities.*"

The lessons I learned through the stories are: everything is possible; just believe in yourself and work hard; find inspiration and take actions; don't take no as an answer and don't ever let others bring you down.

17. Students discuss in pairs. Monitor and take notes for delayed corrective feedback.

Note to teachers: When delivering feedback, not only is it important to point out students' mistakes, but also to highlight their strengths and positive contributions.

In the mood for writing   **T-Sts / Trios / Ind.**

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18. Pre writing. Have students answer the questions in trios. Monitor and help if necessary. Classcheck.

Suggested answers: 1. It's a biography. We can find it on websites, magazines etc. They are important since it's through them that we get to know inspiring success stories.

2. Open answers.

3. Open answers.

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

19. Refer students to the tips in the box and ask them to choose a person to write about.

After choosing the person, students use the handout to write the relevant information to be included in their biographies. Monitor and help students as necessary.

This exercise is an opportunity for a BYOD moment. Students can scan the QR code to pick out a personality using their gadgets.

20. Students write their biographies in the space provided. Alternatively, the biographies can be posted on a website, such as padlet (https://pt-br.padlet.com/) and peers can make comments on each other's contributions.

In the mood for speaking	T-Sts / GW

21. After students have read all biographies, they get in groups to reach a consensus on the best biography and/or the most relevant personality to society.

Raise students' awareness of the importance to take turns during a discussing. Refer them to the expressions for agreeing/disagreeing/stating opinion. Allow students some time for discussion.

Monitor and collect good examples of language use and turn-taking. Also, collect utterances with mistakes and write them on the board. Ask students to spot the mistakes and the accurate sentences. Round off by correcting the sentences as a class.

Unit 2 - The era of fake news: beware!

Aims	To enable students to talk about fake news and how to detect, deal with and even try to stop them. To enable students to use the modals *may/might/could* for possibility and *should* for advice. To enable students to write an essay.
Function	Language for debating
Grammar	Expressing possibility with *may/might/could* and advice with s*hould*
Vocabulary	fix, vouch for, acquire, misleading, disputed, pick up
Skills	**Listening:** Watching a video with tips on five ways to spot fake news **Reading:** An opinion article **Speaking:** Debating if social media websites should be regulated in order to avoid fake news **Writing:** An essay

Getting in the mood	T-Sts / PW / GW

1. Refer students to the questions. Ask them to answer them in pairs. Monitor for fluency.

2. Show students the "Did you know?" box. Ask: *What springs to mind when you hear the expressions 'media literacy' and 'fake news'? Let's take a quiz.* Organize students in pairs or trios so that they can take the quiz.

It's advisable to have cellphones/tablets connected to the internet in order to carry

out this activity. If these gadgets are not available, the teacher could check if students can use their mobiles.

Kahoot! is user friendly. The teacher opens the quiz (https://bit.ly/2AUpQ1I), clicks on the green icon 'play', selects 'classic', then students with their devices have to access https://kahoot.it/ and insert the number PIN that appears on the teacher's device. After students insert their nicknames, the questions will appear and they will have to select the correct answer within the time limit. The sooner they answer correctly, the more points they score.

Q5: According to a Stanford University study, __% of middle schoolers could not spot fake news.

▲	47%	✗
◆	84%	✗
●	82%	✓
■	28%	✗

Q6: Spreading fake news does not have real-life consequences.

When people keep showing you fake news. Straight up to your face.

▲	true	✗
◆	false	✓

Q7: Which is **not** a media literacy skill used to detect fake news?

▲	Use a reverse image search	✗
◆	Follow the links on the article	✗
●	Read past the headlines	✗
■	Ask your friend if they think it's real	✓

Q8: This is an example of which type of media?

▲	print	✗
◆	digital	✗
●	outdoor	✓
■	broadcast	✗

Q9: What is a reverse image search?

▲ When you do a Google search with an image ✓

◆ When you turn the image upside down ✗

● When you search for an image in Google. ✗

Q10: Who can spread fake news?

▲ Teachers ✗

◆ Children ✗

● The President ✗

■ All of the above ✓

3. Have a pair of students join another pair/trio to discuss the questions. Round up by eliciting students' contributions.

In the mood for listening	**T-Sts / Ind. / PW / GW**

4. Ask students to read the rubrics and do the exercise in trios. Monitor and take notes for delayed corrective feedback.

5. Tell students they will watch a video and number the sentences in the order they are mentioned. Students paircheck and then classcheck.

Key: 3 - 1 - 2 - 4 - 5

6. Tell students to read the sentences. Pre teach *stir someone up.* Elicit possible answers but do not confirm their guesses yet. Play the video again. Students compare their answers. Classcheck.

Key: digital; 2. quality journalism; 3. red flag; 4. real / trustworthy 5. sources 6. reverse image

7. Students read the questions and discuss them in groups. Monitor and take notes. Select a few mistakes and write them on the board. Ask students to correct the sentences orally.

<mark>Note to teachers:</mark> Students benefit a lot from the variation of the patterns of interaction and from talking to different peers, so the teacher should change the pair/group combination throughout the lesson.

In the mood for reading	**T-Sts / PW / Ind. / WG**

8. Students read rubrics and discuss the question in pairs. Elicit some answers.

Ask students to read the text and discuss in pairs if they believe the suggestions are easy to be implemented.

9. Students read the sentences and write F for false or T for true according to the text. Have them paircheck and classcheck.

Key: 1 - F; 2 - T; 3 - T; 4 - F ; 5 - T

10. Students read the extracts and answer the questions in trios.
Use the last questions to wind up the discussion with the whole group.

In the mood for learning new words	**T-Sts / Ind. / PW / GW**

11. Get students to do the matching individually, then compare their answers with their peers. Classcheck.

Key: b - a - e - c - d

12. Tell students each word in exercise 11 collocates with one word from exercise 12. Ask them to write the words in the correct column. Do not check yet.

13. Ask students to refer back to the text and find the collocations.

Key: Information: misleading; disputed; vouch for; pick up
Knowledge: acquire;

14. Have students discuss the questions in groups. Monitor for the appropriate use of the vocabulary and make notes for delayed corrective feedback. Collect accurate utterances as well as mistakes. Write sentences on the board and ask students to spot the strengths and weaknesses in them.

Note to teachers: As a suggestion to maximize students' talking time, the teacher could set a time for students to talk. They should stop talking only when time is up.

In the mood for grammar	**T-Sts / Ind. / PW**

15. Students read the sentences and tick the correct option. Monitor and help weaker students, but do not give answers, let them reflect on the sample sentences in order to come up with the rules by themselves. Classcheck.

Key: (X) possibility

16. Students read the sentences and circle the correct option individually. Classcheck.

Key: are

17. Ask students to find more examples of the target language and write them in the space provided. Students compare their examples in pairs. Collect their answers.

Key (suggestions): "To understand how we might fix the problem of fake news"(line 3)

"You might pick up a lot of information" (line 10)

"(...) a yellow dot could indicate that they do it sometimes, and a red dot could indicate that they do it often" (line 34)

"Every user could still post whatever they want" (line 39)

"People could choose to use social media the same way they do today" (line 40)

"(...) and sometimes that might be all you read" (line 12)

"Here's a system that might help" (line 20)

17.1. Ask students to check if the verbs express *possibility* in the sentences.

Key: Yes

18. Students read the sentences and tick the correct option. Monitor and help weaker students, but do not give answers, let them reflect on the sample sentences in order to come up with the rules by themselves. Classcheck.

Key: (X) advice / recommendation

19. Ask students to find more examples of the target language and write them in the space provided. Students compare their examples in pairs. Collect their answers.

Key (suggestions): "Maybe you should believe it." (line 5)

" (...) and who you should question if the information later turns out to be wrong"(line 11)

"Facebook should track and display how often each user decides to share (line 30)

19.1. Ask students to check if the verbs express *advice* in the sentences.

Key: Yes

20. Students analyze the sentences and the sentences in exercises 15-19 and complete the rule.

Key: infinitive / without

21. Controlled Practice. Students fill in the blanks with the verbs given individually. Classcheck.

Key: 1. may, might, could; 2. should; 3. may, might, could; 4. should; 5. should; 6. may, might, could; 7. should; 8. should

22. Refer students to the Useful Language box. Ask them to use this language when answering the questions in pairs. Monitor for the accurate use of the modals.

In the mood for speaking   **T-Sts / GW / WG**

23. Refer students to the question: *Is regulating social media the most effective way to prevent fake news?* Tell students they will have a debate on this issue. Divide the class in two groups. Group A will be in favor of social media regulation, whereas group B will be in charge of advocating against it.

Students get in their groups to list and discuss their arguments as a preparation for the debate. Monitor and help if necessary.

After students have gathered their arguments, refer them to the *Useful Language for Debating* box. Ask them to select a few of the expressions to try to use them during the debate. Carry out the debate. Act as a moderator, making sure the groups have equal speaking opportunities.

<mark>Note to teachers</mark>: In order to have an unbiased team division, the teacher could use random online organizers, such as https://www.randomlists.com/team-generator. The teacher just has to type the students' names and select the number of groups (2). Then just click 'enter' and the groups are formed.

In the mood for writing	T-Sts / Ind. / WG

24. Refer students to the text genre. Ask students to read the information in the *"Did you know?"* box. Ask them to read the sample essay and answer the questions orally. Elicit their answers as a class.

Key: The author is making the point that fake news are not only harmful to society as a whole, but to individuals ultimately. Therefore, we should fight it.

25. Ask students to read rubrics and carry out the exercise individually.

Key: 1. Some would argue that; 2. In addition, ; 3. Additionally, ; 4. Though, ; 5. But ; 6. Due to ;7. In conclusion, 8. So,

26. Ask students to read the tips in the box and follow them when writing an essay discussing whether social media is the most effective way to prevent fake news or not based on their reflections and arguments raised in class.

27. Ask students to post their essays on padlet https://padlet.com/estergtcarvalho/essaywriting. Alternatively, weak and/or insecure students can write the first version on a separate paper and hand to the teacher, who can give feedback on it and then, these students can feel more confident to post their tasks online. Set a deadline for students to post and make comments on the essays. After the established date, open the website in class and have a debriefing session, so students can draw their conclusions on the issue and carry out an overall evaluation of their work.

Rationale

This material was designed under the light of the Communicative Language Teaching (CLT) and Critical Thinking (CT), aiming at level B1 according to the CEFR young adult students of a language institute. This target audience has been chosen on the grounds that this age group consists of future adults who will be able to take actions that are likely to change the environments they will be immersed in.

The units are theme-based. Both of them tackle issues related with *Global Citizenship*. The first one centers on *Activism*, whereas the second addresses the problem of *Fake News*. These topics are relevant to these students since they are connected to the internet all the time and both activism and fake news with the aid of technology have spread immensely lately.

Globalization has been shaping the way we teach with new technologies and the alarming increase in the use of social media. According to Mattos (2012), "Education has also been heavily influenced by globalization, which, by changing the economic, political, social and cultural relations worldwide, also introduces new elements in schools in general and in the classroom, specifically." (MATTOS, 2012, p 192)

The new global citizen has more rights, but also more responsibilities. The advent of the internet has broadened more possibilities for citizenship. Mattos also affirms that

> "(...) the citizens are granted rights and duties, but within a new perspective that considers that being a citizen includes, but also goes beyond, having rights and duties, and means to make decisions, to have agency and to participate actively and productively in society, thus preparing the students to exercise citizenship not only from a responsible perspective, but from a fully participatory point of view." (MATTOS, 2012, p 204)

That being said, it is important to highlight that learners need to be equipped with more than the language learning skills to excel in the world nowadays. Critical literacy has been regarded as the fifth element that comes alongside with the four basic skills in language learning: reading, writing, speaking and listening. It has gained ground "to enhance students' learning, to develop students' sense of citizenship and to provoke social change." (MATTOS, 2012, p 193)

The Four C's

Critical thinking is one of the so-called 4 C's, which are Communication, Collaboration, Creativity and Critical Thinking, which are intertwined, thus being difficult to separate them throughout the lesson. However, in the following sections, some evidence is shown on how they are implied in the unit exercises.

Communication

When it comes to Communication, the language within the communicative approach is seen as a means, not an end. Language is a 'tool for thought' (MITCHELL & MYLES, 2004). That is, language is used in a context in which there is a communicative function, instead of simple exchanges of words during the activities.

For instance, in Unit 1, there is a task-based information gap activity, in which students exchange information about important inventions. It consists of a significant communicative exercise, since learners use authentic target language in order to complete meaningful tasks.

In Unit 2, for example, when students must have a debate on whether social media should be regulated or not in order to prevent fake news, genuine exchange of information takes place, resembling a very common discussion outside the classroom.

Collaboration

Through group work, students may develop skills such as teamwork, learning to show flexibility and willingness to be helpful to accomplish common goals, as well as to make compromises, as necessary. Additionally, they could exercise assuming shared responsibility for collaborative work and value contributions made by others.

Take as examples the *Kahoot!* quiz, in which students have to work together in a competition, or the several exercises in both units that require comparing answers and exchanging information since collaboration and engagement are key elements for peer scaffolding to work. (MITCHELL & MYLES, 2004)

Creativity

According to the *Oxford Dictionary*, "creativity is the use of the imagination or original ideas, especially in the production of an artistic work." Being creative entails being able to

create valuable, innovative ideas; demonstrate originality in work while being realistic about the limits of new ideas; act on creative ideas to make tangible and useful contributions.

Having said that, one may say that there is not enough room for creativity in the classroom. Nonetheless, when students are asked to write a composition, they have an opportunity to use their imagination to write the task. Even though neither biographies nor essays are fiction genres, students should use their creativity to come up with arguments and facts in a way that holds the reader's attention and that involves creativity.

Critical thinking

Thinking critically comprises, among other things: using appropriate types of reasoning for each situation; analyzing and evaluating evidence, arguments, claims and beliefs; asking significant questions that clarify various points of view and lead to better solutions. CT is present throughout the whole lesson once thought-provoking questions are proposed for students to ask and answer each other. Besides, the authentic materials - oral and written texts, as well as images - invite students to reflect on their own reality, posing food for thought from beginning to end.

The Units Organization

Getting in the mood

This section was designed to introduce and contextualize the unit topics. Undoubtedly, this section is also of great importance to activate students' schemata as well as arouse their curiosity and interest on the issues dealt with in the lessons.

Reading and writing

Reading and writing skills are dealt with in the sections *In the mood for reading* and *In the mood for writing*, respectively. There are pre, while and post reading and writing activities in both units.

During the pre-reading activities, top-down processing of language happens since the students use background information to predict what they are going to read about. In the bottom-up process, comprehension is achieved after looking closer into micro features of the language, such as lexis and grammar, which happens while and after reading.

In the writing part, not only are students prepared to write a biography and an essay in units 1 and 2 respectively, but they are also required to reflect upon their own work after the teacher's first feedback and in the case of the second unit, students are required to post their essays for their peers to rate and make comments on them, reinforcing the importance of post-writing activities so as to give more meaning and value to their production.

Speaking and listening

Oral skills are dealt with in the sections *In the mood for reading* and *In the mood for writing*, respectively. Youtube videos are part of young adults' daily lives. That is why this resource was selected for providing input for listening activities. Leloup and Pontero (2007) claim that "Listening is arguably the most important skill required for obtaining comprehensible input in one's first and any subsequent languages. It is a pervasive communicative event: we listen considerably more than we read, write, or speak."

The activities designed involve a real need for exchange. Moreover, they resemble real life interactions and, as a result, they are meaningful. The exercises depend on interaction to be carried out and there is a social outcome.

Grammar

In this material, grammar is taught inductively. In the inductive approach, learners go from examples to rules, that is, students infer the rule or generalization from a set of examples extracted from an oral or written text. In Unit 1, the grammar topic is the passive voice and the examples come from the biographical text, whereas in Unit 2 the subject dealt with is the use of *could/may/might* for *possibility* and *should* for *advice*. These grammatical topics were chosen based on what Level B1 students can do, according to the CEFR (Common European Framework of Reference for Languages).

In both units students are invited to analyze the example sentences and then are led to reflect on meaning, form and use through noticing exercises and concept questions. The scaffolding with which inductive work is carried out "directs the attention of the learner to key features of the environment and through successive steps of a problem" (MITCHELL & MYLES: 2004, p.195). Then, we say learners appropriate the understanding they need to solve that problem so that the foreground knowledge (new information) becomes background knowledge.

After this presentation stage, practice comes into play with gap-fill exercises for controlled-practice. Having done exercises individually, students are encouraged to pair check these exercises on the grounds that "independent evidence is given that peer scaffolding results in linguistic development within the individual" (Donato: 1994, p. 52)

Freer practice is implemented in different ways in the units. In the first one, students carry out an oral information gap exercise, while in the second unit, there is also a speaking practice in which students have to answer questions in a personalized way using the target language as a suggestion.

Vocabulary

Vocabulary activities are also carried out inductively in the section *In the mood for learning new words*. Students are invited to infer meaning from context and then apply the new words to their practice to consolidate it.

The Lexical Approach pays attention not only to single words but more importantly to collocations and institutionalized utterances and sentence frames. Michael Lewis states that "instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways" (1997a, p. 204). Bearing that in mind, work on collocations is included in the vocabulary section.

Feedback

It goes without saying that feedback is fundamental during the learning process. Not only corrective feedback, but also genuinely praising students for a good job is important to boost learners' self-esteem.

As pointed out in the Teacher's Guide, explicit feedback is suggested at some points during the lessons. Students are invited to reflect upon their own utterances collected by the teacher while monitoring. These moments are of accuracy work, when some target language use is being tested, such as in Unit 2, exercise 14, when students are supposed to use the vocabulary previously learned.

These feedback moments happen throughout the lesson mostly concerning oral production. Nevertheless, they by all means should occur for written work too. In both units, there are writing assignments. After the preparation for writing the tasks, students have

opportunities to peer assess each other's work. As a suggestion, teachers should collect students' work, mark them with a code so students can try to spot their mistakes and edit it. This is constructive feedback. Also, in the case of Unit 2, after students post their essays on https://padlet.com/estergtcarvalho/essaywriting, they are invited to make comments and rate their peers assignments.

All in all, "CF helps the learner to move from other-regulation in the zone of proximal development to self-regulation, where the learner is finally able to use a linguistic feature correctly without assistance." (ELLIS, p. 9) In other words, CF plays an essential role to increase learner autonomy.

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