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Curso de Especialização em Ensino de Inglês – CEI

Solange Fernandes dos Santos

UNIDADES DIDÁTICAS PARA O ENSINO DA LÍNGUA INGLESA

Belo Horizonte, MG
2020



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Millennial, Urgency and consequence

What makes a good life?

Trabalho apresentado ao Curso de Especialização em Ensino de Língua Inglesa (CEI) da Faculdade de Letras (FALE) – UFMG, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Valdeni da Silva Reis

Belo Horizonte, MG
2020

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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): Solange Fernandes dos Santos

Às 14.10 horas do dia 07 de agosto de 2020, 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 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 do(a) candidato(a);

O(A) Prof(a). Raquel Rossini Martins Cardoso indicou a aprovação do(a)
candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovado.

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, 07 de agosto de 2020.

Marisa Mendonça Carneiro

Raquel Rossini Martins Cardoso

Obs: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

Introduction

This final paper is presented as a mandatory requirement to obtain the title of specialist in teaching English. Both units follow basically the same structure, that is, it has been designed for teenagers between 16 - 18 years old, in their final years in public high school. This will be applied in an easy and pleasant way to make sure that they will get significant fulfillment in their knowledge acquisition. In the first unit, the students will learn about the modal verbs, expressions and they will also acquire new vocabulary. In the second unit, students will learn how to use comparative and superlative degrees besides new expressions, how to take part in the discussion, how to explore and utter feelings.

I choose that theme in order to make students think about their actions and feelings, maybe understand themselves by observing how they are used to living their lives so far and how to construct a critical perception about social media and exposition.

The unit will be divided into sections (warming up skills, starting from reading skills followed to listening, then writing and speaking. This unit is going to relate with a quite modern topic involving *Millennials*, their urgencies and consequence. The tasks are based on authentic materials (e. g. advertising posters, website articles, YouTube videos).

Keywords: *Millennials*, knowledge acquisition, discussion, feelings.

Introdução

Este trabalho apresenta-se como requisito obrigatório para a obtenção do título de especialista no ensino de inglês. Ambas as unidades seguem basicamente a mesma estrutura, ou seja, foram projetadas para adolescentes de 16 a 18 anos, em seus anos finais do ensino médio público. Será aplicado de uma forma fácil e agradável para garantir que eles obtenham uma prática significativa na aquisição de conhecimento. Na primeira unidade, os alunos aprenderão sobre os verbos, expressões modais e também adquirirão novo vocabulário. Na segunda unidade, os alunos aprenderão a usar graus comparativos e superlativos além de novas expressões, como participar da discussão além de explorar e expressar sentimentos.

Escolho esse tema para levar os alunos a pensar sobre suas ações e sentimentos, talvez se entendam observando como estão acostumados a viver suas vidas até agora e como construir uma percepção crítica sobre as mídias sociais e exposição.

A unidade será dividida em seções (habilidades de aquecimento, começando com habilidades de leitura, depois ouvir, em seguida escrever e falar. Esta unidade vai se relacionar com um tema bastante moderno envolvendo a geração Y, suas urgências e consequências. As tarefas são baseadas em materiais autênticos (por exemplo, cartazes publicitários, artigos de sites, vídeos do YouTube).

Palavras-chave: Millennials, aquisição de conhecimento, discussão, sentimentos.

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📖 Unit 1: Reading

📖 Warm Up!

☞ Do you feel like you can't live without technology? How about without friends?

Learning objectives:

- ☞ Reflect and discuss about social media and interaction
- ☞ To explore vocabulary
- ☞ Learn how to use some modal verbs

📖 Before you read:

- ☞ Take look at the Pictures:
- ☞ What do you see?
- ☞ What are people doing?



<http://bit.do/fqWFZ>



<http://bit.do/fqWGp>

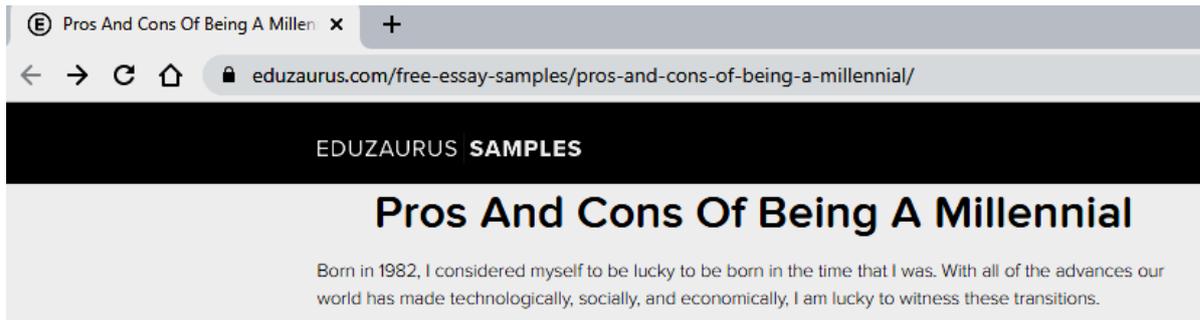
1) Can you notice anything different about people's actions or habits in those pictures?

Let's talk about the main subject!

- 1) Are you familiar with the word **Millennial**?
- 2) Focus on the title in bold to try to make an inference of the meaning.
- 3) What do you expect to find on that article?

Reading ...

This is an article about Millennials that can help you understand the concept of the expression. Let's read it and then answer the questions about it.



The screenshot shows a web browser window with the address bar displaying 'eduzaurus.com/free-essay-samples/pros-and-cons-of-being-a-millennial/'. The page header includes 'EDUZAURUS SAMPLES' and the main title 'Pros And Cons Of Being A Millennial'. Below the title is a short introductory paragraph: 'Born in 1982, I considered myself to be lucky to be born in the time that I was. With all of the advances our world has made technologically, socially, and economically, I am lucky to witness these transitions.'

1. Pro: They have a voice unlike any other. The youth of today are very vocal and frank when it comes to what they feel. Even the young ones are able to express whether they are hurt and what they don't like what they see.
2. Con: They think it's cool not to care. Yes, they can express what they feel but they are not aware of the consequences of their action. They don't care about what one would feel of being vocal or how it will affect him when it fires back on him. This is how stress and depression take place to an individual and gradually kill his dignity.

...

4. Con: They are exposed to social media. Since they love to take pictures, they update and upload pictures of them which may lead their lives in danger. Pictures they post are being traced and studied by criminals. They cannot live without internet which a gateway for them to different vices and pornos.
5. Pro: They own the world of technology. They make used of different electronic devices as a source of learning. They can use smartphone to produce film, create games, and become computer geeks.
6. Con: They are socially illiterate. Since they are hooked up with different technologies, theoretically, they know the knowledge but they don't know how to communicate properly. They get irritated easily. They are not used to say the magic words of good manners.
7. Pro: They are the focus of their parents. Their parents try to give everything what they want and what they need. The attention they are looking for are being shown. They don't let their children get hurt.
8. Con: They are unable to cope with reality. Being the focus of their parents, they are not aware of the reality of life. Many of the children today are not in school, drop out or out of school. They become dominant over their parents.

As teachers, we are considered as the second parents, we have the power to make these "cons" to be "pros". We should let them realize the value of life. Yes, modernization of our lives is important but traditional values and attitudes are still precious and valuable.

Available at <<https://eduzaurus.com/free-essay-samples/pros-and-cons-of-being-a-millennial/>>

Reading comprehension

Let's learn some vocabulary!

1) Point out the correct option according to the text:

Millennials are:

- a) Altruistic people who concern a lot about other people
- b) People who were born between the 1980s and 2000s.
- c) A generation who have a hard time in learning something new.
- d) People who were born before the 1980s

2) Read the next sentence: *They can use a Smartphone to produce film, create games, and become computer **geeks**.*

According to the text, what does the word **geeks** mean?

- a) An intellectual person who likes to share his/her abilities.
- b) An enthusiast or expert especially in a technological field or activity.
- c) An incompetent person who doesn't do anything correctly.
- d) An intellectual person who live according to old standards.

3) Go back to the text and read the sentence bellow and underline the correct answer:

*They are socially **illiterate**. Since they are **hooked up** with different technologies, theoretically, they know the knowledge but they don't know how to communicate properly.*

The words **illiterate** and **hooked up** mean respectively:

Schooled – connected / Analphabetic – associated / well-read – fraternize /
unlettered - untaught

After read

Beyond the lines...

- Do you fit (correspond) to those Millennials "standards"?
- What did you like most about the article subject?
- What could you do to change those negative standards?
- If you could, what would you change in order to keep more positive than negative concepts about Millennials once you are part of it?

Let's Listen and learn!

Warm Up!

Have you heard about any talk shows? If so, tell Us about your favorite one.

Before you listen...

- Are you familiar with talk shows?
- Have you watched an interview on you tube?
- What kind of videos do you like?
- Have you ever heard about *Tom Bilyeu* show?

Making connections!

☞ **In the next video, on Tom Bilyeu show, *the interviewee* Simon Sinek speaks about Millennial's issues.**

- 1) Watch the first 3 minutes of the video above where the British-American author and motivational speaker Simon Oliver Sinek is interviewed to answer the questions **a** and **b**: If necessary, watch it 3 times.



This interview is available at <https://www.youtube.com/watch?v=xNgQOHwslbg> Last access January, 2020
<https://www.youtube.com/watch?v=QXWNCholluo> illustrated version . Last Access, 2020, June.

- a) How does Simon describe Millennials?
- b) What do the Millennials want?
- c) According to Simon, there's a missing piece in the millennials behavior and he can break it down into four characteristics. Underline them below:

Self-esteem, parenting, relationship, technology, travels, entitled, environment, dopamine, impatience

2) Match the words with the respective meaning according to the dictionary:

1. Parenting () Concerned excessively or exclusively with oneself.
2. Break down () Having a right to certain benefits or privileges, spoiled.
3. Selfish () Educating, providing, teaching, raising your children.
4. environment () The circumstances, objects, or conditions by which one is surrounded.
5. entitled () To divide into parts or categories.

<https://www.merriam-webster.com/>

3) The fragment below was extracted from the previous article related to Millennials. Make the connection between a part of the video which is very associated to the fraction of the text, something that matches in terms of **outcomes and consequences**:

Article' stretch: They are the focus of their parents. Their parents try to give everything that they want and what they need. The attention they are looking for is being shown. They don't let their children get hurt. They are unable to cope with reality. Being the focus of their parents, they are not aware of the reality of life.....

- a) *Somebody articulates some sort of purpose: There's lots of free food, and there's bean bags, and yet for some reason, they are still not happy.*
- b) *There are four things, four characteristics. One is parenting, the other one is technology, third is impatience, and the fourth is environment.*
- c) *...by the way, you can't just have it because you want it. And in an instant, their entire self-image is shattered. And so you have an entire generation that's growing up with lower self-esteem, than previous generations.*
- d) *...So, you take this group of people, and they graduate school, and they get a job, and they're thrust into the real world. And in an instant they find out they're not special, their moms can't get them a promotion; then you get nothing for coming in last ...*

4) Watch to the video again and complete the missing information according to what you hear from it.

- a) I have yet to give a _____ or have a _____ where somebody _____ ask me the Millennial _____...
- b) Apparently Millennial, as a _____ which is a group of _____ who were born _____ and after are tough to manage, they are _____ of being _____ and _____, self-interested, unfocused, _____...

Meeting, Lazy, approximately, generation, question, narcissistic, 1984, entitled, people, tough, speech, doesn't
--

After you listen...

- Could you understand Simon's fast English speak?
- How many times did you have to listen to the video to find the solution for the questions?
- Did you agree with Simon's opinion? Why? / Why not?
- Could you learn something from it? Do you think is possible to practice English from videos?
- Did you know Simon Sinek is the author of five books, including Start With Why (2009)[2] and The Infinite Game (2019). Search more about it at < <https://simonsinek.com/>>

Let's write!

Warm Up!

When you see a post on social media, so you read some comments, do you feel tempted to give your opinion?

Do you feel more tempted to give your opinion when you agree or when you disagree with the post?

Before you write:

- Do you usually post comments on social media or opinion articles?
- Is it important for you make it clear whether you agree or not with a topic?

Here we have some reader's comments extracted from the website "The economist" related to an article about Millennials and the affirmation "*Business should beware of dubious generalizations about younger workers*"

Saifoin Xie Aug 5th 2015, 00:31

Agreed part of it. As it said, it is not the generation problem but the age/perception problem. However, we might consider every generation's background, the year they born, the circumstance they grown up, also the thought/perception the world/parsent impacts them.

Recommended (7) Report Permalink

RumbaClave Aug 5th 2015, 00:21

Young people dominate tech work. And when there is a bubble and the tide is high, most everything rises to the top. Wait until this current tech bubble pops and these tech programmers are 10 for every job offering out there as was the case in 2002-2008. All this millennial crap will go down the tubes as they are no different then we were 20 years ago. Arrogant and soon to be humbled.

Recommend (4) Report Permalink

<http://bit.do/fq4HP>

- 1) By observing the comments above, can you guess what kind of language was used? Is it formal? Is it informal, could they use emoji on their comments?
- 2) What the purpose of the comment? Opinion? Information? Justify.

Writing:

How about creating your own comment about Millennials Generation?

Writing steps

- Decide with you agree or not with the article
 - Ask your classmate to read it and give you a feedback.
- a) In pairs, before writing, discuss about the topic to make a comparison to figure out that you understood the subject properly, write your considerations to share with your classmate.
 - b) Now add something else positive and negative that makes part of the Millennials generation according to your perception.
 - c) It's time to share with the whole class!

Let's focus on language!

Grammar points:

If you do not know what Modal verbs is, take a look at these examples extracted of the text:

- Yes, they **can** express what they feel but they are not aware of the consequences of their action.
- They don't care about what one **would** feel of being vocal or how it **will** affect him when it fires back on him.
- ... they update and upload pictures of them which **may** lead their lives in danger.
- They **cannot** live without internet which a gateway for them...
- You **must** wake up early every day; otherwise you will always be late for the course!

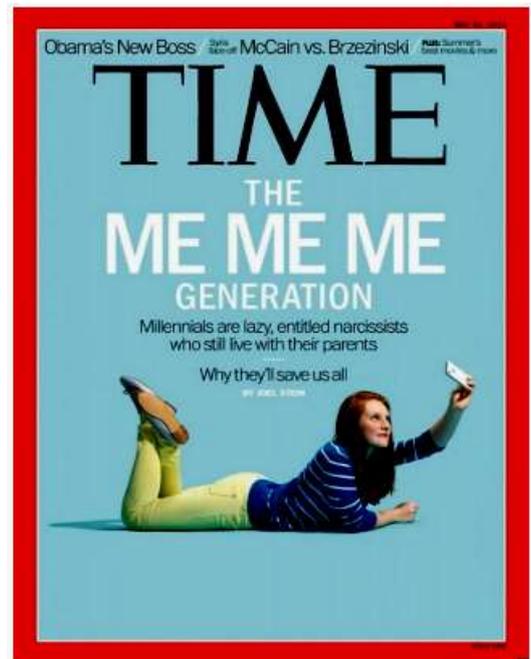
1) According to the examples may is:

- a) Used to be required by law, permission in a polite way;
- b) Used to indicate possibility or probability;
- c) Used in auxiliary function to express obligation and probability;
- d) Used in auxiliary function to express command, deduction;

2) Back to the phrase "They **can** use a Smartphone to produce film, create games, and become computer geeks." The modal **can** suggests:

- a) Prediction, decision
- b) Probability, prohibition
- c) Ability , permission
- d) Request, command.

3) Now, look at the picture below and write down what you caught from the message. Give your opinion from your point of view:



4) What features about the Millennials present in the post you have already heard/learned from the previous exercises? Can you add something else? Answer it in your notebooks.

This post is available at <<https://www.teclasap.com.br/millennial/>>

☞ Look at the chart below:

Single Concept Modal

Modal	Concept	Examples
Will	Future	Joe will travel to NY next week
Might	Small probability	I might move to Canada some day
Should	Recommendation	You should go to the doctor
Ought to	Formal recommendation	We ought to know about first aids
Had better	Warning	I had better study or I will fail the test

Double Concept Modal

Modal	Concept	Examples
May (1)	Permission	May I come in?
May (2)	Good probability	We may visit Mexico this summer
Must (1)	Responsibility	Everyone must pay taxes
Must (2)	Assumption	She didn't arrive. She must be sick
Would (1)	Past (used to)	When I was young, I would play soccer
Would (2)	Present unreal	I would buy the car but I can't afford it

<https://www.uv.mx/personal/damorales/files/2013/01/modals-ilovepdf-compressed.pdf>

Pay attention! The negative forms for these modal verbs are: Will not (won't), should not (shouldn't), May not, Must not (mustn't) Would not (wouldn't). However the modals might, ought to and had better, are rarely used in their negative forms, even in written English.

5) Based on the charts above, complete the following sentences:

- a) Jack _____ be tired after such hard work at factory.
- b) You _____ ask to your mother before going out.
- c) You _____ smoke here. This is a forbidden place. (negative)
- d) My parents _____ get in the meeting earlier if they took an Uber.
- e) Next month I _____ take 15 days of vacation.
- f) _____ I go to the toilet, Mrs. Smith?

Modals used: May / Would / must / will / mustn't / had better

After writing

- Do you think the content about Millennials is helping you to understand a little about yourself?
- Can you imagine how your parents used to behave when they were your age? and how about their relationship with their parents? Can you visualize it?

Let's speak!

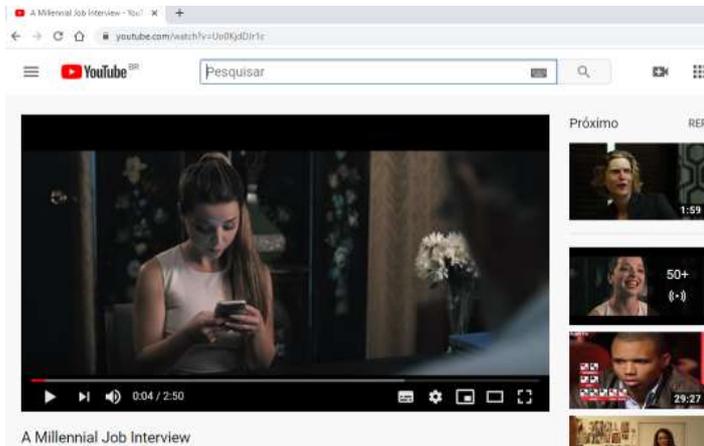
Before you speak... Warming up...

- Think about the main good things to be born in that generation
- Is there something that you dislike about people's behavior nowadays?
- Make your point by using some expressions like: from my point of view... I think that...

Speaking

- Point out everything that you think is positive to be born as a millennial person, in your point view. **Make your point by using some expressions like: from my point of view... I think that... I believe..., I feel....**
- 1) If you could modify the millennials' behave, including yours, what would you change? Answer using I would or I wouldn't do
 - 2) In pairs raise some feelings about how would be life before the 80s, imagine your parents'. You can also ask that question to your partner after sharing your thought about it.

- 3) Let's imagine that you were born before the 80's. Are you able to describe how your life would be? What would you do for fun? How would you spend your time? Start your answer using: I would be... I'd do... I think...I believe...
- 4) Watch the next video about a millennial participating in a job interview, and then tell us what you could realize on the adolescent behavior:



From: <https://www.youtube.com/watch?v=Uo0KjdDjr1c>

Last access January, 2020

Answer the questions:

- a) Is the girl's behavior appropriate at the time of the job interview?
- b) What attitudes do not seem to be adequate?
- c) What are the things which She knows a lot about?
- d) What are the things that She should master to get the job?
- e) What kind of language is she using?

Let's work with the oral genre!

- 1) If you could advise that girl, what would you say to her?

Start using: She should/shouldn't... She can/cannot ...

- 2) With your classmates, let's imagine that you are the employer and your colleagues are the interviewees, answer the questions below:

- a) What type of language should you use?
- b) What kind of questions would you ask to your interviewees?
- c) How should you behave? What kind of behavior is expected by your classmates?

- 3) Create a situation in group that could be successful and make a presentation to the class.

After speaking

- ☞ Did you like knowing more about Millennials? Share your impressions about the theme with your classmates.
- ☞ Ask them for some feedback about your comments. Give a feedback on your classmate's responses.
- ☞ Tell whether you agree or disagree with the responses.

TEACHER'S GUIDE – UNIT 1

UNIT OBJECTIVES FOR YOUR STUDENTS:

In this unit they will learn:

- About the conscious use of social media.
- New vocabulary related to the theme.
- How to write your opinion about the proposed articles and videos.
- To talk about actions they practice now that might change their future.

UNIT CONTENTS

THEME

The theme of this unit is about that generation called millennials and their typical behavior (Millennial: Urgency and consequence). The purpose is to make the students be aware of the consequences of being part of that stereotyped class. Help them to take advantage of everything that is good about being part of that generation without suffering too much.

GRAMMAR AND VOCABULARY

Students will learn to talk about actions or events which will probably happen depending on their actions using new vocabulary. They will also learn how to give some advice with the proper modal verb.

GENRE

The genre will be interview and articles. Students will learn how to write comment about the main subject.

Let's Unit 1: Reading

Learning objectives:

- Reflect and discuss about social media and interaction
- To explore vocabulary
- Learn how to use some modal verbs

☞ Start asking students to look at the images and what they can notice, if there is something particularly different on it.

☞ Ask students the questions presented in this section:

Can you notice anything different about people's actions or habits in those pictures?

☞ If the students do not know the definition of “millennials”, show them some clues based on the images.

IMPORTANT! Start a discussion telling them about the importance of searching for words that they already know so it gets easier to understand the text.

Reading comprehension

Let's learn some vocabulary!

1) Point out the correct option according to the text:

Millennials are:

- a) Altruistic people who concern a lot about other people
- b) People who were born between the 1980s and 2000s.**
- c) A generation who have a hard time in learning something new.
- d) People who were born before the 1980s

2) Read the next sentence: *They can use a Smartphone to produce film, create games, and become computer **geeks**.*

According to the text, what does the word **geeks** mean?

- a) An intellectual person who likes to share his/her abilities.
- b) An enthusiast or expert especially in a technological field or activity.**
- c) An incompetent person who doesn't do anything correctly.
- d) An intellectual person who live according to old standards.

3) Go back to the text and read the sentence bellow and underline the correct answer:

*They are socially **illiterate**. Since they are **hooked up** with different technologies, theoretically, they know the knowledge but they don't know how to communicate properly.*

The words **illiterate** and **hooked up** mean respectively:

Schooled – associated / Analphabetic – connected / well-read – fraternize /
unlettered - untaught

After read

Beyond the lines... Those are personal questions:

- Do you fit (correspond) to those Millennials “standards”?
- What did you like most about the article subject?
- What could you do to change those negative standards?
- If you could, what would you change in order to keep more positive than negative concepts about Millennials once you are part of it?

Let’s Listen and learn!

Before you listen...

Ask those questions to your students and explain a little about each question, those are personal questions as well but you can come up with some kind of seminar about those questions.

- Are you familiar with talk shows?
- Have you watched an interview or talk show on you tube?
- What kind of videos do you like?
- Have you ever heard about *Tom Bilyeu* show?

Making connections!

If your students do not know anything about Tom Bilyeu and his show, explain it to them. Tell the students also who is Simon Sinek and then play the video.

Tell your students that they can search for other information on social medias if they want to know more about Tom Bilyeu and Simon Sinek’s works.

Take a look at the extra information below:

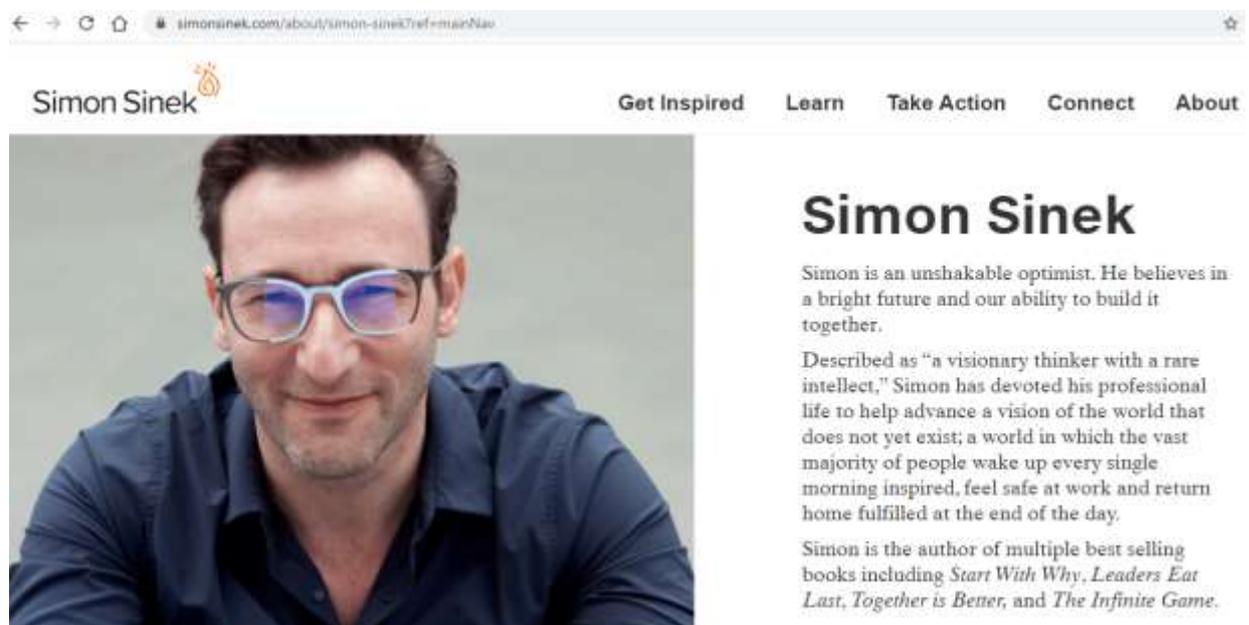


TOM BILYEU
Host at Impact Theory

Tom Bilyeu is best known as a co-founder of Quest Nutrition, the second-fastest-growing private company in North America on the Inc 5000 for 2014. He is also the host of Impact Theory, an interview series that explores the mindsets of the world's highest achievers to learn their secrets of success.

Tom's Quotables:

- "Reading for sure defines my existence."
- "When I think about scaling an empowering mindset, nothing turns me on more than that."
- "If you're going to achieve balance it's by being extreme on both ends."
- "Discipline is my super power. When I set my mind to something, forget it, that's it."
- "What I do is with a very high degree of intention. I am very much not stumbling my way through life."
- "Fulfillment is the thing people are seeking. The punch line to life is fulfillment. It's not money. It's not success. It's fulfillment because it has to do with who you are and what you're becoming, not what you have."
- "You're mental and emotional stability comes down to what you keep repeating to yourself."
- "The thing that separates people who do nothing from people who go on to do something extraordinary is they really want it."
- "I find that the people who are the most successful are the ones that can self-soothe the fastest."
- "Getting to a clear state of mind is the only position from which you can win long term."



Simon Sinek

Get Inspired Learn Take Action Connect About

Simon Sinek

Simon is an unshakable optimist. He believes in a bright future and our ability to build it together.

Described as "a visionary thinker with a rare intellect," Simon has devoted his professional life to help advance a vision of the world that does not yet exist; a world in which the vast majority of people wake up every single morning inspired, feel safe at work and return home fulfilled at the end of the day.

Simon is the author of multiple best selling books including *Start With Why*, *Leaders Eat Last*, *Together is Better*, and *The Infinite Game*.

Simon may be best known for popularizing the concept of WHY in his first TED Talk in 2009. It rose to become one of the most watched TED talks of all time, with over 43 million views and subtitled in 48 languages. His interview on Millennials in the workplace broke the internet in 2016 and garnered over 200 million views in the first month. This led to Simon being YouTube's fifth most searched term in 2017.

A trained ethnographer, Simon is fascinated by the people and organizations that make the greatest, lasting impact in their organizations and in the world. Over the years, he has discovered some remarkable patterns about how they think, act and communicate and the environments in which people operate at their natural best. He has devoted his life to sharing his thinking in order to help other leaders and organizations inspire action.[...] Simon is an adjunct staff member of the RAND Corporation, one of the most highly regarded think tanks in the world. He is also active in the arts and in the non-for-profit world (Simon prefers to call it the for-impact world). These contents are available at < <https://findingmastery.net/tom-bilyeu/>>, <https://simonsinek.com/about/simon-sinek?ref=mainNav>

- ☞ Ask the students to watch the video and answer the questions that follow it.
- ☞ Play the first 3 minutes of the video at least three times before the students start doing the exercises about it.

- 1) **In the next video, on Tom Bilyeu show, *the interviewee* Simon Sinek speaks about Millennial's issues.**
- 2) Watch the first 3 minutes of the video above where the British-American author and motivational speaker Simon Oliver Sinek is interviewed to answer the questions **a e b**:



Available at <https://www.youtube.com/watch?v=xNgQOHwslbg> Last access January, 2020

a) How does Simon describe Millennials?

They are accused of being entitled and narcissistic, self interested, unfocused and lazy.

b) What do the Millennials want?

According to Simon's speech, they want to work in a place with purpose, they want to make an impact, and they want free food and bean bag chairs.

2) Match the words with the respective meaning according to the dictionary:

- | | |
|----------------|---|
| 1. Parenting | (3) Concerned excessively or exclusively with oneself. |
| 2. Break down | (5) Having a right to certain benefits or privileges, spoiled. |
| 3. Selfish | (1) Educating, providing, teaching, raising your children. |
| 4. environment | (4) The circumstances, objects, or conditions by which one is surrounded. |
| 5. entitled | (2) To divide into parts or categories. |

<https://www.merriam-webster.com/>

☞ In question number 3, you need to make sure that students have mastered the first article “*pros and cons of being a Millennial*”. Thereunto, you need to go back to the text or help them at least to understand the specific excerpt that will be considered at the activity. At this point, your students must make an association between the first article about millennials and the video with the same subject entitled “this is why you don’t succeed”. Both at a certain moment, get very close in relation to the opinion about the famous generation Y. The student’s task here is to understand the paragraph extracted from the article and relate it to the speech of the interviewee in the video to find the answer to the activity below.

- 3) The fragment below was extracted from the previous article related to Millennials. Make the connection between a part of the video which is very associated to the fraction of the text, something that matches in terms of **outcomes and consequences**:

Article’ stretch: They are the focus of their parents. Their parents try to give everything that they want and what they need. The attention they are looking for is being shown. They don’t let their children get hurt. They are unable to cope with reality. Being the focus of their parents, they are not aware of the reality of life.....

- e) *Somebody articulates some sort of purpose: There’s lots of free food, and there’s bean bags, and yet for some reason, they are still not happy.*
- f) *There are four things, four characteristics. One is parenting, the other one is technology, third is impatience, and the fourth is enviroment.*
- g) *...by the way, you can’t just have it because you want it. And in an instant, their entire self-image is shattered. And so you have an entire generation that’s growing up with lower self-esteem, than previous generations.*
- h) *...So, you take this group of people, and they graduate school, and they get a job, and they’re thrust into the real world. And in an instant they find out they’re not special, their moms can’t get them a promotion; then you get nothing for coming in last ...*

1) Watch to the video again and complete the missing information according to what you hear from it.

- a) I have yet to give a speech or have a meeting where somebody doesn't ask me the Millennial question.
- b) Apparently Millennial, as a generation which is a group of people who were born approximately 1984 and after are tough to manage, they are accused of being entitled and narcissistic, self-interested, unfocused, lazy...

Accused, meeting, lazy, approximately, generation, question, narcissistic, 1984, entitled, people, tough, speech, doesn't

After you listen...

Personal answers

- Could you understand Simon's fast English speak?
- How many times did you have to listen to the video to find the solution for the questions?
- Did you agree with Simon's opinion? Why? / why not?
- Could you learn something from it? Do you think is possible to practice English from videos?
- Did you know Simon Sinek is the author of five books, including Start With Why (2009)[2] and The Infinite Game (2019).

Suggestion to explore the content: Search more about it at < <https://simonsinek.com/> >

Let's write!

Before you write:

☞ Start asking to the students the following questions:

- Do you usually post comments on social media or opinion articles?
- Is it important for you make it clear whether you agree or not with a topic?

☞ You can help students to respond to the questions by showing them how to use scanning method on comments bellow.

- ✎ Here we have some reader's comments extracted from the website "The economist" related to an article about Millennials and the affirmation "*Business should beware of dubious generalizations about younger workers*".

Saifoin Xie Aug 5th 2015, 00:31

Agreed part of it. As it said, it is not the generation problem but the age/perception problem. However, we might consider every generation's background, the year they born, the circumstance they grown up, also the thought/perception the world/parsent impacts them.

Recommended (7) Report Permalink

RumbaClave Aug 5th 2015, 00:21

Young people dominate tech work. And when there is a bubble and the tide is high, most everything rises to the top. Wait until this current tech bubble pops and these tech programmers are 10 for every job offering out there as was the case in 2002-2008. All this millennial crap will go down the tubes as they are no different then we were 20 years ago. Arrogant and soon to be humbled.

Recommend (4) Report Permalink

- 1) By observing the comments above, can you guess what kind of language was used? Is it formal? Is it informal, could they use emojis on their comments?

Answer suggestion: It is an informal text and they could use emojis if they want to.

- 2) What the purpose of the comment? Opinion? Information? Justify.

Answer suggestion: Readers intend to give some considerations about their position. Besides, they add some new thoughts about the subject.

✎ Let's practice writing!

✎ **How about creating your own comment about Millennials Generation?**

- ☞ Here you will explain to your students that they will work in pair to discuss the subject but each one has to write their own opinion about the article in order to share it, first to the classmate and then to the whole class.

✎ Writing steps

- Decide with you agree or not with the reader's comments article
- Ask your classmate to read it and give you a feedback.

- 1) In pairs, before writing, discuss about the topic to make a comparison to figure out that you understood the subject properly, write your considerations to share with your classmate.

Personal questions

- 2) Now add something else positive and negative that makes part of the Millennials generation according to your perception.

Personal questions

- 3) It's time to share with the whole class!

Let's focus on language!

Grammar points:

- At that point, you need to explain and exemplify the grammar in order to make clear the use of the modal verbs, presented in the articles and if possible, on the video. Give them other examples and make them suggest other ones properly applied in phrases.

1) According to the examples the modal should is:

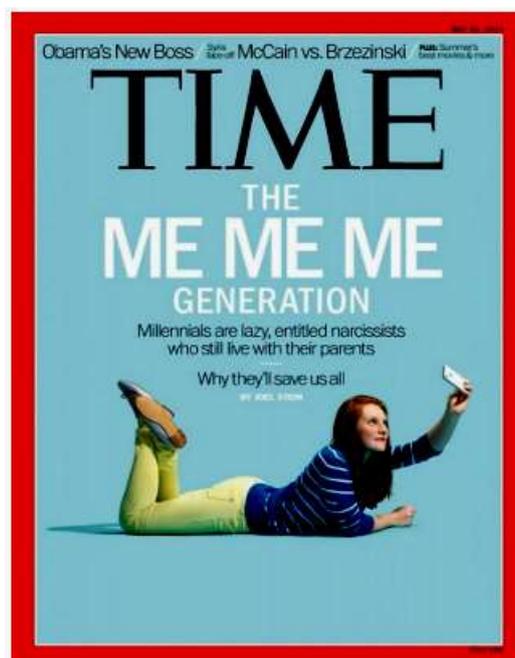
- a) Used to be required by law, permission in a polite way;
- b) *Used to indicate probability or possibility;*
- c) Used in auxiliary function to express obligation and probability;
- d) Used in auxiliary function to express command, deduction;

2) Back to the phrase "They can use a Smartphone to produce film, create games, and become computer geeks." The modal can suggest:

- a) Prediction, decision
- b) Probability, prohibition
- c) *Ability , permission*
- d) Request, command.

- 3) Now, look at the picture below and write down what you caught from the message. Give your opinion from your point of view:**

Personal answers



This post is available at
<<https://www.teclasap.com.br/millennial/>>

- 4) What features about the Millennials present in the post you have already heard/learned from the previous exercises? Can you add something else? Answer in your notebooks.

Answer: Millennials are lazy, entitled, narcissists...

Students can add some other ideas from what they already know.

5) Based on the charts above, complete the following sentences:

- g) Jack **must** be tired after such hard work at factory.
- h) You **had better** ask to your mother before going out.
- i) You **mustn't** smoke here. This is a forbidden place. (negative)
- j) My parents **would** get in the meeting earlier if they took an Uber.
- k) Next month I **will** take 15 days of vacation.
- l) **May** I go to the toilet, Mrs. Smith?

After you write

☞ **Ask students to exchange their comments and opinion with their classmates and ask them the following questions:**

- a. Can some of your classmate's comments show worries and some advice too? Which worries? Which advice?
- b. Are you worried about your future based on those Millennials' behaviors that match with your own behavior?

Let's speak! 

☞ Ask students to make a circle and talk a little more about the topic, start giving your own view about the theme, set up a debate where everyone needs to give their opinion.

- Think about the biggest or best advantages of being born in that generation.
- Think about everything that has been changing over the years.
- Is there something that you dislike about people's behavior nowadays?

Speaking

Let's work with the oral genre!

☞ Teach your students how to start giving an opinion, using commands like: Actually, I think..., I believe..., I feel..., In my opinion... and I would say...I wouldn't...

- Point out everything that you think is positive to be born as a millennial person, in your point view. Make your point by using some expressions like: from my point of view... I think that... I believe..., I feel....

1) If you could, would you change something? If so, what? If not, why not?

Answer using I would or I wouldn't

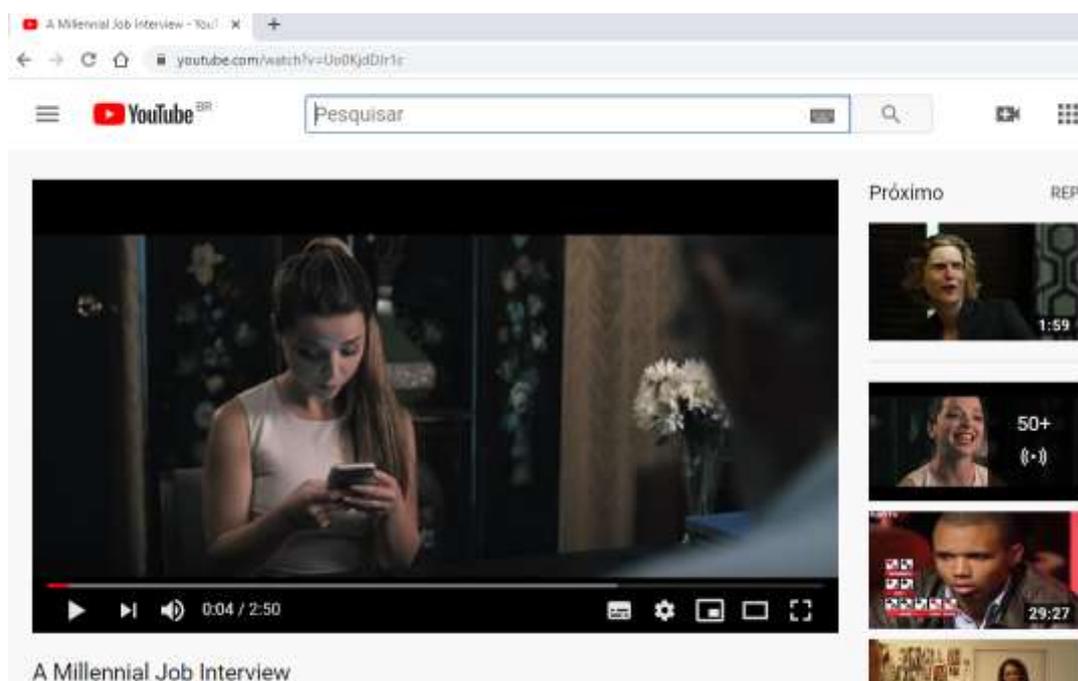
Personal question

2) In pair raise some feelings about how would be life before the 80s. Ask that question to your partner after sharing your thought about it.

Personal question

3) Let's imagine that you were born before the 80's. Are you able to describe how your life would be? - Start your answer using: I would be... I'd do... I think...I believe... Personal question

4) Watch the next video about a millennial participating in a job interview, and then tell us what you could realize on the adolescent behavior:



☞ You can suggest that students should answer the questions in a circle of discussion:

- a) Is the girl's behavior appropriate at the time of the job interview?
- b) What attitudes do not seem to be adequate?
- c) What are the things which She knows a lot about?
- d) What are the things that She should master to get the job?
- e) What kind of language is she using?

5) **If you could advise that girl, what would you say to her?** Start using: She should/shouldn't... She can/cannot ... *personal question*

6) **In pairs let's imagine that you are the employer and your classmate is the interviewee, answer the questions below:**

☞ At that point, you will conduct your students on that activity and presentation, but it is advisable that they look for developing autonomy to create their own situation in order to present to all class.

- a) What type of language should you both use?
- b) What kind of questions would you ask your interviewee ?
- c) How should you behave? What kind of behavior is expected?

7) **Create a situation with your classmate that could be successful and represent to the class.**

After speaking

Now you can direct your students to accomplish the following questions to make sure that they are able to discuss effectively the theme.

- ☞ Did you like knowing more about Millennials? Share your impressions about the theme with your classmates.
- ☞ Ask them for some feedback about your comments. Give a feedback on your

classmate's responses.

☞ Tell whether you agree or disagree with the responses.

FULL TRANSCRIPT of words for Simon Sinek's famous speech on millennials.

This Is Why You Don't Succeed - Simon Sinek on the Millennial Generation

Simon Sinek : I have yet to give a speech or have a meeting where somebody doesn't ask me the Millennial question.

Tom Bilyeu: What the Millennial question?

Simon Sinek: Apparently, millennials as a group of people, which are those born from approximately 1984 and after, are tough to manage. They are accused of being entitled and narcissistic, self interested, unfocused and lazy – but entitled is the big one.

Because they confound the leadership so much, leaders will say “what do you want?” And millennials will say “we want to work in a place with purpose, we want to make an impact, we want free food and bean bag chairs.” Any yet when provided all these things they are still not happy. And that is because there is a missing piece.

It can be broken down into 4 pieces actually. 1 Parenting. 2 Technology. 3 Impatience. 4 Environment.

The generation that is called the millennials, too many of them grew up subject to “failed parenting strategies.” Where they were told that they were special – all the time, they were told they can have anything they want in life, just because they want it. Some of them got into honors classes not because they deserved it but because their parents complained. Some of them got A's not because they earned them, but because the teachers didn't want to deal with the parents. Some kids got participation medals, they got a medal for coming in last. Which the science we know is pretty clear is that it devalues the medal and the reward for those who actually work hard and that actually makes the person who comes in last embarrassed because they know they didn't deserve it so that actually makes them feel worse.

You take this group of people and they graduate and they get a job and they're thrust into the real world and in an instant they find out they are not special, their mom's can't get them a promotion, that you get nothing for coming in last and by the way you can't just have it because you want it. In an instant their entire self image is shattered. So we have an entire generation that is growing up with lower self esteem than previous generations.

The other problem to compound it is we are growing up in a Facebook/Instagram world, in other words, we are good at putting filters on things. We're good at showing people that life is amazing even though I am depressed...

Everybody sounds tough, and everybody sounds like they have it all figured out and the reality is there's very little toughness and most people don't have it all figured out. So when the more

senior people say “well, what should we do?” they sound like “this is what you gotta do!” – but they have no clue.

So you have an entire generation growing up with lower self esteem than previous generations – through no fault of their own, they were dealt a bad hand. Now let’s add in technology. We know that engagement with social media and our cell phones releases a chemical called dopamine. That’s why when you get a text – it feels good. In a 2012 study, Harvard research scientists reported that talking about oneself through social media activates a pleasure sensation in the brain usually associated with food, money and sex. It’s why we count the likes, it’s why we go back ten times to see if the interaction is growing, and if our Instagram is slowing we wonder if we have done something wrong, or if people don’t like us anymore. The trauma for young kids to be unfriended is too much to handle. We know when you get the attention it feels good, you get a hit of dopamine which feels good which is why we keep going back to it. Dopamine is the exact same chemical that makes us feel good when we smoke, when we drink and when we gamble. In other words, it’s highly, highly addictive...

We have age restrictions on smoking, drinking and gambling but we have no age restrictions on social media and cell phones. Which is the equivalent of opening up the liquor cabinet and saying to our teenagers “hey by the way, if this adolescence thing gets you down – help yourself.”

An entire generation now has access to an addictive, numbing chemical called dopamine, through cellphones and social media, while they are going through the high stress of adolescence.

Why is this important? Almost every alcoholic discovered alcohol when they were teenagers. When we are very, very young the only approval we need is the approval of our parents and as we go through adolescence we make this transition where we now need the approval of our peers. Very frustrating for our parents, very important for the teenager. It allows us to acculturate outside of our immediate families and into the broader tribe. It’s a highly, highly stressful and anxious period of our lives and we are supposed to learn to rely on our friends.

Some people, quite by accident, discover alcohol, the numbing effects of dopamine, to help them cope with the stresses and anxieties of adolescence. Unfortunately that becomes hard wired in their brains and for the rest of their lives, when they suffer significant stress, they will not turn to a person, they will turn to the bottle. Social stress, financial stress, career stress, that’s pretty much the primary reasons why an alcoholic drinks. But now because we are allowing unfettered access to these devices and media, basically it is becoming hard wired and what we are seeing is that they grow older, too many kids don’t know how to form deep, meaningful relationships. “Their words, not mine.”

They will admit that many of their relationships are superficial, they will admit that they don’t count on their friends, they don’t rely on their friends. They have fun with their friends, but they also know that their friends will cancel on them when something better comes along. Deep meaningful relationships are not there because they never practiced the skillset and worse, they don’t have the coping mechanisms to deal with stress. So when significant stress begins to show up in their lives, they’re not turning to a person, they’re turning to a device, they’re turning to social media, they’re turning to these things which offer temporary relief.

We know, the science is clear, we know that people who spend more time on Facebook suffer higher rates of depression than people who spend less time on Facebook.

These things balanced, are not bad. Alcohol is not bad, too much alcohol is bad. Gambling is fun, too much gambling is dangerous. There is nothing wrong with social media and cellphones, it's the imbalance.

If you are sitting at dinner with your friends, and you are texting somebody who is not there – that's a problem. That's an addiction. If you are sitting in a meeting with people you are supposed to be listening and speaking to, and you put your phone on the table, that sends a subconscious message to the room "you're just not that important." The fact that you can't put the phone away, that's because you are addicted.

If you wake up and you check your phone before you say good morning to your girlfriend, boyfriend or spouse, you have an addiction. And like all addictions, in time, it will destroy relationships, it will cost time, it will cost money and it will make your life worse.

So we have a generation growing up with lower self-esteem that doesn't have the coping mechanisms to deal with stress and now you add in the sense of impatience. They've grown up in a world of instant gratification. You want to buy something, you go on Amazon and it arrives the next day. You want to watch a movie, logon and watch a movie. You don't check movie times. You want to watch a TV show, binge. You don't even have to wait week-to-week-to-week. Many people skip seasons, just so they can binge at the end of the season...

Instant gratification. You want to go on a date? You don't even have to learn how to be socially awkward on that first date. You don't need to learn how to practice that skill. You don't have to be the uncomfortable person who says yes when you mean no and no when you mean yes. Swipe right – bang – done! You don't even need to learn the social coping mechanism.

Everything you want you can have instantaneously. Everything you want, instant gratification, except, job satisfaction and strength of relationships – their ain't no out for that. They are slow, meandering, uncomfortable, messy processes.

And so millennials are wonderful, idealistic, hardworking smart kids who've just graduated school and are in their entry-level jobs and when asked "how's it going?" they say "I think I'm going to quit." And we're like "why?" and they say "I'm not making an impact." To which we say – "you've only been there eight months..."

It's as if their standing at the foot of a mountain and they have this abstract concept called impact that they want to have on the world, which is the summit. What they don't see is the mountain. I don't care if you go up the mountain quickly or slowly, but there's still a mountain. And so what this young generation needs to learn is patience. That some things that really, really matter, like love or job fulfillment, joy, love of life, self confidence, a skillset, any of these things, all of these things take time. Sometimes you can expedite pieces of it, but the overall journey is arduous and long and difficult and if you don't ask for help and learn that skillset, you will fall off the mountain. Or the worst case scenario, we're seeing an increase in suicide rates in this generation, we're seeing an increase in accidental deaths due to drug overdoses, we're seeing more and more kids drop out of school or take a leave of absence due to depression. Unheard of. This is really bad.

The best case scenario, you'll have an entire population growing up and going through life and just never really finding joy. They'll never really find deep, deep fulfillment in work or in life, they'll just waft through life and it things will only be "just fine." "How's your job?" "It's fine, same as yesterday..." "How's your relationship?" "It's fine..."

That's the best case scenario.

Which leads to the fourth point which is environment. Which is we're taking this amazing group of young, fantastic kids who were just dealt a bad hand and it's no fault of their own, and we put them in corporate environments that care more about the numbers than they do about the kids. They care more about the short-term gains than the life of this young human being. We care more about the year than the lifetime. We are putting them in corporate environments that are not helping them build their confidence. That aren't helping them learn the skills of cooperation. That aren't helping them overcome the challenges of a digital world and finding more balance. That isn't helping them overcome the need for instant gratification and teach them the joys and impact and the fulfillment you get from working hard on something for a long time that cannot be done in a month or even in a year.

So we thrust them into corporate environments and the worst thing is they think it's them. They blame themselves. They think it's them who can't deal. And so it makes it all worse. It's not them. It's the corporations, it's the corporate environment, it's the total lack of good leadership in our world today that is making them feel the way they do. They were dealt a bad hand and it's the company's responsibility to pick up the slack and work extra hard and find ways to build their confidence, to teach them the social skills that their missing out on.

There should be no cellphones in conference rooms. None, zero. When sitting and waiting for a meeting to start, instead of using your phone with your head down, everyone should be focused on building relationships. We ask personal questions, "How's your dad? I heard he was in the hospital." "Oh he's really good thanks for asking. He's actually at home now." "Oh I'm glad to hear that." "That was really amazing." "I know, it was really scary for a while there." — That's how you form relationships. "Hey did you ever get that report done?" "No, I totally forgot." "Hey, I can help you out. Let me help you." "Really?" — That's how trust forms. Trust doesn't form at an event in a day. Even bad times don't form trust immediately. It's the slow, steady consistency and we need to create mechanisms where we allow for those little innocuous interactions to happen.

When we are out with friends, as we are leaving for dinner together, we leave our cell phones at home. Who are we calling? Maybe one of us will bring a phone in case we need to call an Uber. It's like an alcoholic. The reason you take the alcohol out of the house is because we cannot trust our willpower. We're just not strong enough. But when you remove the temptation, it actually makes it a lot easier. When you just say "Don't check your phone," people will just go to the bathroom and what's the first thing we do? We look at the phone.

When you don't have the phone, you just check out the world. And that's where ideas happen. The constant, constant, constant engagement is not where you have innovation and ideas. Ideas happen when our minds wander and we see something and we think, "I bet they could do that..." That's called innovation. But we're taking away all those little moments.

None of us should charge our phones by our beds. We should be charging our phones in the living rooms. Remove the temptation. We wake up in the middle of the night because you can't sleep, you won't check your phone, which makes it worse. But if it's in the living room, it's relaxed, it's fine. Some say "but it's my alarm clock." Buy an alarm clock. They cost eight dollars.

The point is, we now in industry, whether we like it or not, we don't get a choice, we now have a responsibility to make up the shortfall. And help this amazing, idealistic, fantastic generation build their confidence, learn patience, learn the social skills, find a better balance between life and technology because quite frankly it's the right thing to do.

<https://ochen.com/transcript-of-simon-sineks-millennials-in-the-workplace-interview/>

<https://www.youtube.com/watch?v=5MC2X-LRbkE>

Unit 2

Reading

Learning objectives:

- Reflect and discuss about happiness
- To explore vocabulary
- Learn how to use the comparative and superlative degrees.

Before reading ... warm – up!

- a) Look at following picture. What does the image suggest?
- b) Look at the words or phrases in the picture and find the association with **happiness** from *your* point of view.
- c) Which of these words did you already know?



This image is evaluable at: <https://juravin.com/happiness/what-is-happiness-for-you/>

Next we have a text on sketchnote format, but first: What are sketchnotes?



<https://sketchnote-love.com/en/sketchnotes-tutorial/>

Sketchnotes are as much a method of note taking as they are a form of creative expression. [...] [Craighton Berman at Core77](#) does a nice job of describing sketchnotes as: *Through the use of images, text, and diagrams, these notes take advantage of the "visual thinker" mind's penchant (preference) for make sense of—and understanding—information with pictures.*

You can find the full information at: < <https://sketchnotearmy.com/sketchnotes> >

Text 1:

📖 First, observe the layout (format), the structure and the source presented in sketchnote for easy reading, then read the text: <http://bit.do/fyP6u>



1) check the correct vocabulary translation sequence for the above text:

Lack, grudge, nursing, raw deal, indulge, refuse, self-pity

- a) leque, rancor, nutrir , tratamento injusto, conceder, recusar, autopiedade.
- b) leque, rancor, nutrir , tratamento equivalente, ceder, realçar, autopiedade.
- c) falta, rancor, nutrir , tratamento injusto, ceder, recusar, autopiedade.
- d) falta, sabor, nutrir , tratamento certo, ceder, recusar, autoentrega.

2) Go back to the text 1, The sentences below have the same meaning as the advice in the sketchnote, list them according to the corresponding meaning.

- () Be virtuous
- () Serve something bigger than yourself
- () Lower your expectations of yourself
- () Stay engaged with the real world
- () Love yourself (and others)
- () Resentment
- () Cooperate with life
- () Not living in the past

Text 2

<http://bit.do/fzfqy>



Shutterstock

Email

Twitter

Facebook

LinkedIn

Print

87

726

Our knowledge about what it is that people need to feel happy and satisfied with in their lives keeps growing, yet the extent to which people actually feel happy and satisfied with their lives has largely stagnated. There might be small shifts each year that may enable one country to claim it is "happier" than another, but these shifts rest on narrow definitions of happiness and are rarely the result of government policies that would warrant any real celebration.

Decades of research into happiness and well-being have shown us that the key determinants of well-being are the quality of our relationships, mental and physical health, our capacity to meet basic needs, social and emotional skills, having a purpose in life, and stability. More money, beyond the point of meeting basic needs, rarely brings that much extra happiness.

2) Read the sentences below about text 2, and write T (True) or F (False):

- a) () It is impossible that small shifts each year in people's behavior may enable one country to claim it is "happier" than another.
- b) () Decades of research into happiness and well-being have shown us that the key determinants of well-being are the quality of our relationships
- c) () More money, beyond the point of meeting basic needs, rarely brings that much extra happiness.
- d) () Those definitions of happiness are the result of government policies.

3) Mark an (X) on the options that match the best explanations for the highlighted word. *It can be more than one explanation.*

✂ "Happiness may be a choice – except that it's **constrained** by vested economic.

- To force by imposed, but not bounded by exceptions;
- forced to do something against your will;
- unlimited, without obligation and responsibility
- forced to act or behave in a particular way, controlled.

<https://dictionary.cambridge.org/dictionary/english/tenement>

4) Read the text again and answer the question:

- a) According to researches what are the key determinants of well-being in life?

- b) Give your opinion about the affirmative "More money, beyond the point of meeting basic needs, rarely brings that much extra happiness"

LANGUAGE IN USE

☞ Read the sentence: [...] it is "happier" than another, but these shifts rest on narrow that would warrant any real celebration.

☞ The word in quotation marks is an example of **comparative adjectives**. Other examples are: heavy = heavier (than), old = older (than). When they are long you take "more" before the adjectives (more beautiful than).



<http://bit.do/fzojJ>

☞ Notice that: For adjectives ending in *y*, change the *y* to an *i* before adding the ending *er*.

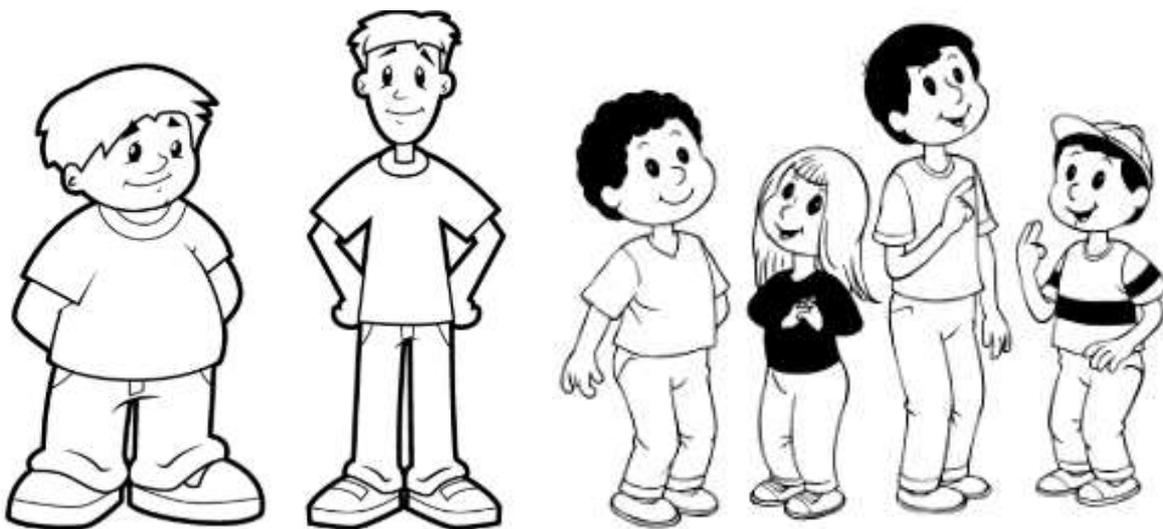
1) Mark the correct answer to the question:

What is the adjective comparative used for?

- a) Comparative adjectives are used to compare differences between the two objects they modify.
- b) Comparative adjectives are used to cause differences between two pronouns.
- c) Comparative adjectives are used in sentences where two nouns are different to each other.
- d) Comparative adjectives are used to compare similarity between the two objects they modify.

This content is available at <<https://www.ef.com/ca/english-resources/english-grammar/comparative-and-superlative/>>

2) Judge the statements according to the figures using (F)false and (T>true.:



Crag

David

Josh

Liza

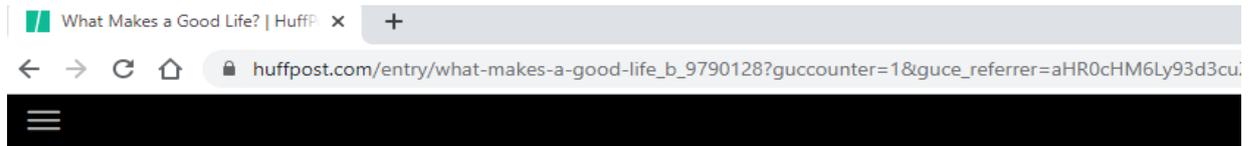
Albert

Peter

- a) Crag is **Taller** than David.
- b) David is **thinner** than Crag.
- c) Liza is **shorter** than Peter.
- d) Peter seems to be **more surprised** than Josh.
- e) David seems to be **happier** than Albert.

☞ **The article below is a section of comments about a TED talk entitled “what makes a good life”. After reading the whole article, answer the questions in your notebook:**

Test 3



I've been feeling quite reflective lately after the passing of a couple of well-loved people in my network. This post seemed timely to revisit, which I started drafting after watching a TED talk on '[What makes a good life?](#)' (referred by a friend). It follows on nicely from my last post '[Keep the main thing, the main thing](#)' centred on the importance of relationships.



The TED talk by Robert Waldinger which I highly recommend shares lessons from the longest study on happiness via Harvard.

Robert is the fourth Director of the 75 year study tracking the lives of 724 men which is now following their wives (who said it's about time!) and over 2000 children. The study of adult development has looked at their work, home lives (including intimate conversations with their wives) and health (including medical records). The men were a split group of Harvard Sophomores and a group from one of Boston's poorest neighbourhoods.

So what have they learned to date? Robert shares:

"Well, the lessons aren't about wealth or fame or working harder and harder. The clearest message that we get from this 75-year study is this: Good relationships keep us happier and healthier. Period."

- 1) What is the main purpose of the article?
- 2) According to the author of the article, why this message is important?
- 3) Who is Robert Waldinger?

This triggered a few thoughts:

- I look around in our local community which has a large elderly demographic and am inspired by the connections I see. There is a flourishing community swimming at the beach every morning, afterwards having coffee with laughs and conversations. As Robert shares, living in the midst of strong, warm relationships is protective. Relationships protect our bodies and brains.
- As we finalise our daycare choice for Ethan one of the centres asked us for our most important decision criteria. We both concurred that our priority is that he is cared for in an environment where he's having fun and positive relationships are fostered with the other children.

<http://bit.do/fyPQ9>

- ☞ Pay attention to the words longest, poorest and clearest. Those are examples of the superlative adjectives: long – longest, poor – poorest, clear – clearest.
- ☞ Adjectives with three or more syllables form the comparative by putting more in front of the adjective, and the superlative by putting most in front.
- ☞ Look at this example from the text: “*the most important*”, it can be “*more important*” if you are comparing things.



<http://bit.do/fzoK9>

This content is available at <<https://www.ef.com/ca/english-resources/english-grammar/comparative-and-superlative/>>

4) Take the words extracted from the text and follow the example above.

adjective	Comparative adjective	Superlative adjective
Happy	happier	(the) happiest
Hard		
protective		
Warm		
Positive		
Large		

After you read....

- Did you find the articles 2 and 3 interesting?
- In the article 2, do you agree with the author in the second paragraph about money?
- Taking into consideration both articles do you think the two articles express the same idea happiness?



Listening Warm Up!

- ☞ What kind of video are you used to watching on YouTube?
- ☞ Do you watch videos to get some knowledge or just for fun?

Before you listen...

- ☞ Do you know what Ted talk is? If so, what is the most interesting ted talk you ever watched?
- ☞ Do you usually watch TED talks? Why? Why not?
- ☞ Do you remember watching any similar video on YouTube? If so, what was it about?

ABOUT THE SPEAKER

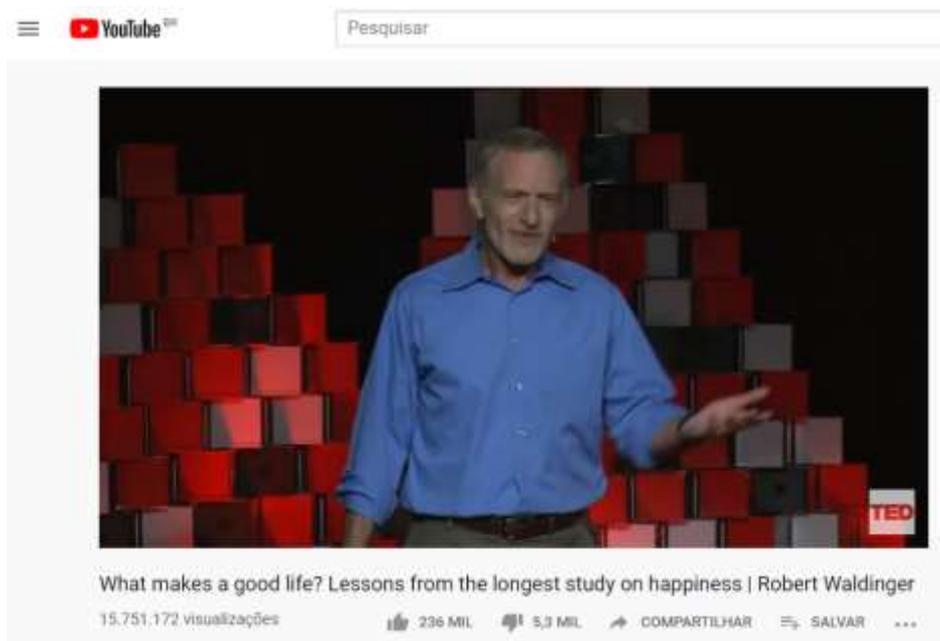


Robert Waldinger · Psychiatrist, psychoanalyst, Zen priest

Robert Waldinger is the Director of the Harvard Study of Adult Development, one of the most comprehensive longitudinal studies in history.

<http://bit.do/fzpm3>

Once you know a little about Robert Waldinger, can you predict something just by knowing the theme of the following video?



1) Listen to the TED talk and organize the missing phrases in their proper places in the video transcription below.

they unfold through time, we've tracked the lives of 724 men , push harder and achieve more , most important life goals were, choices work out for them, , hindsight is anything but 20/20, life goal was to become

00:05

What keeps us healthy and happy as we go through life? If you were going to invest now in your future best self, where would you put your time and your energy? There was a recent survey of millennials asking them what their _____, and over 80 percent said that a major life goal for them was to get rich. And another 50 percent of those same young adults said that another major _____ famous.

00:44 - And we're constantly told to lean in to work, to_____. We're given the impression that these are the things that we need to go after in order to have a good life. Pictures of entire lives, of the choices that people make and how those _____, those pictures are almost impossible to get. Most of what we know about human life we know from asking people to remember the past, and as we know,_____. We forget vast amounts of what happens to us in life, and sometimes memory is downright creative.

01:29 - But what if we could watch entire lives as_____? What if we could study people from the time that they were teenagers all the way into old age to see what really keeps people happy and healthy?

01:47 - We did that. The Harvard Study of Adult Development may be the longest study of adult life that's ever been done. For 75 years, _____, year after year, asking about their work, their home lives, their health, and of course asking all along the way without knowing how their life stories were going to turn out.

2) Mark the correct alternative according to the video:

- a) The recent survey was done with young adults for 75 years.
- b) Almost all of them said that the major goal for them was to become famous.
- c) The Harvard Study of Adult Development intended to figure out whether the Millennials got famous or rich.
- d) According to the survey, we remember huge amounts of what happens to us in life.

Let's focus on Vocabulary!

1) Complete the chart with the words below taken from the video:

Healthy, downright, hindsight, ~~tenements~~, sophomore, unfold

<i>tenements</i>	a large building divided into <u>apartments</u> , usually in a <u>poor area</u> of a <u>city</u> .
	To <u>open</u> or <u>spread</u> out something that has been <u>folded</u> .
	<u>Showing</u> that you are <u>strong</u> and well: <u>successful</u> and <u>strong</u> : <u>economy</u> or <u>person</u> .
	(<u>especially</u> of something <u>bad</u>) <u>extremely</u> or very <u>great</u> : <u>actually</u> or <u>completely</u> .
	the <u>ability</u> to <u>understand</u> an <u>event</u> or <u>situation</u> only after it has <u>happened</u> .
	a student studying in the second year of a course at a US college or high school (= a school for students aged 15 to 18)

<https://dictionary.cambridge.org/dictionary/english/tenement>

2) Moving on to about 5:00 minutes of the lecture, we can obtain a partial result of the survey: The clearest message they got from this 75 year old study is:

3) In the last two minutes of the video there is some advice about how to build good relationships: Mark the pictures that match with the recommendations.

[...] It might be something as simple as replacing screen time with *people time* or “*livening up a stale relationship by doing something new together*”, “*long walks*” or “*date nights*,” or “*reaching out to that family member who you haven’t spoken to in years*”, because those all-too-common family feuds take a terrible toll on the people who hold the grudges.



<http://bit.do/fzrzZ>



<http://bit.do/fzrAy>



<http://bit.do/fzrAX>



After you listen



<http://bit.do/fCetE>
<http://bit.do/fCeb8>

- Did you find that survey was relevant?
- In your opinion, keeping in touch with your friends is important to build solid relationship to the future?
- How do you let your parents know that they are important to you?

Writing

Warm Up!

 When do you feel very happy? Can you describe some situations?

Learning objectives

-  To explore people behavior
-  To learn how to describe feelings
-  To learn how to use irregular comparatives and superlatives

Before you write –What makes you feel happy?

 Do you think there is a specific age when people are happier? What would be this age? And why?

1) **Look at those pictures: describe all of them using simple words in your notebook like: "meaningful relationships, time spent with family, with friends, loneliness. You can also start with: *people seem to be happy when....***



<http://bit.do/fCgFw>

<http://bit.do/fCgcV>



2) **Complete the sentences with your point of view in your notebooks:**

-  I find good relationships are
-  I my opinion, happiness has to do with.....
-  I believe people should.....

3) **In the previous video about “what makes a good life”, the author starts with some reflexive questions; think and answer them in your notebooks using your own point of view:**

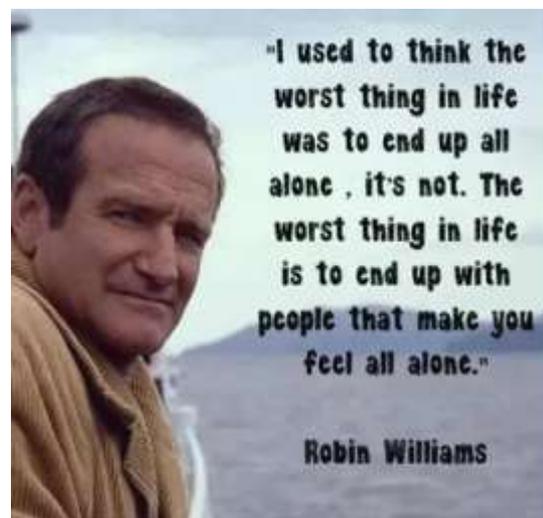
a) What keep us healthy and happy as we go through life?

- b) If you were going to invest now in your future best self, where would you put your time and your energy?
- c) What are your most important life goals?

☞ **This quote by Robin Williams describes how he used to feel about himself.**

4) Mark the correct answer: To Robin Williams:

- a) The worst thing in life is to end up alone.
- b) We can feel lonely even with lots of people around us.
- c) He didn't have many friends
- d) Robin Williams was extremely happy



This image is available at <<http://bit.do/ff2FK>>

LANGUAGE IN USE

☞ **Go back to the Robin Williams' quote: Look at the word "worst" in the picture. That is an example of irregular superlative adjective. "bad – worse (comparative) – the worst (superlative), good – better – the best" and so on. We have also "many/ much".**

Here there are some other examples of comparative and superlative adjectives:

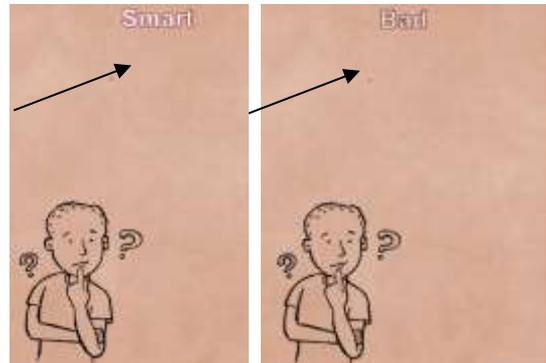
EXAMPLES

- a) Today is the **worst** day I've had in a long time. (**bad** - superlative)
- b) You play tennis **better** than I do. (**good** - comparative)
- c) This is the **least** expensive sweater in the store. (**little**- superlative)
- d) This sweater is **less** expensive than that one. (**little** - comparative)
- e) I ran pretty far yesterday, but I ran even **farther** today. (**far** – comparative farthest , superlative)

This content is available at: <<https://www.ef.com/ca/english-resources/english-grammar/comparative-and-superlative/>>

1) Look at the pictures and create a phrase using the word on it in the comparative and superlative form:

a)



comparative: _____

superlative: _____

b) comparative: _____

Superlative: _____

<http://bit.do/fErF9>

3) Complete the chart with the words in the irregular form:

More, least, most, furthest / farthest, , less ,worst, further / farther, Best ,better, worse

Adjective	Comparative	Superlative
Good		(the)
Bad		(the)
Little		(the) least
Many /much		(the)
Far		(the)

4) Write the correct option related to the comic strips: Comparative adjective
superlative adjective?

a)



b)



c)



Those comic strips are available at: <http://bit.do/fCiKh>. <<https://www.cristinacabal.com/?p=5170>> ,
<<https://www.youtube.com/watch?v=oZS7Jawv6F4>>

After you write

- ✂ Are you able to describe some tips about how to spend quality time with friends and family?
- ✂ Do you find important replacing screen time with people time? Why? Why not?
- ✂ What can you do to improve your time with family and friends?

Speaking

Learning objectives

- ☞ To take part in discussions on happiness and relationships.
- ☞ To learn how to use describe and share your feelings

☞ Learn new expressions

Warm – up!

- ☞ Do you like speaking about yourself?
- ☞ Do you think it is easier to talk about your feelings with your family or with acquaintance people?

1) Take a look at that picture and discuss with your partner about, what and when do you experience those feelings:



You can start with: *I feel likewhen.....*

What makes me is

Helpful nouns (you can add other words)

violence, poverty, fight, discord,
holidays, friends, party, hunger, lie,
corruption, kindness.

<https://br.pinterest.com/pin/501869952226292755/>

- ☞ This video below shares 6 tips on how to have a strong relationship: Watch it to understand it better.



<https://www.youtube.com/watch?v=F070R43qWs4>

Last access: March, 2020- 12:20 pm

☺ **Exploring meaningful expressions on video:**

1. Physical contact
2. Open communication
3. Humor
4. **Emotional bonding**
5. **Making up** after an argument
6. Do not **take** your partner for **granted**

2) Taking into account the recommendation number 5 and number 6. In that case, their respective meanings are:

- a) To do something harmful or cruel for (someone one has hurt or treated wrongly). / To think about something because you believe it will always be available or stay exactly the same.
- b) To do something unhelpful or bad for (someone one has hurt or treated wrongly). / to never think about something because you believe it will always be available or stay exactly the same.
- c) To do something forced or unnatural for (someone one has hurt or treated wrongly). / to never think about something because you believe it will always be available or stay exactly the same.
- d) To do something helpful or good for (someone one has hurt or treated wrongly). / To never think about something because you believe it will always be available or stay exactly the same.

<https://www.merriam-webster.com/dictionary/make%20it%20up%20to%20%28someone%29>

<https://dictionary.cambridge.org/pt/dicionario/ingles/take-something-for-granted>

<https://www.everydayhealth.com/emotional-health/how-build-emotional-connection/>

3) Having those 6 tips, how important are they for you? Why? What is the most significant of them for you? Explain and exemplify it with your own words.

4) In pairs, discuss and develop 6 more tips on how to have a strong relationship.

5) According to the video, *having an emotional bond between one another is a good way to:*

- a) Maintain the relationship and faith in one other is a big deal
- b) Build a connection and be able to trust and care for each other.
- c) Shows the other person that you don't have a great interest with them.

d) To keep away strong chemistry in one other is a god tip to avoid hurting us.

After you speak

- ☞ Did you agree with your classmate's opinion about their view on question number 2?
- ☞ Did you learn something new from those themes about relationship and how to keep it?
- ☞ After these two units, do you think your opinion has changed about keeping in touch with family and friends?
- ☞ Do you think you are an outgoing or antisocial person? Justify your answer.

TEACHER'S GUIDE – UNIT 2

UNIT OBJECTIVES FOR YOUR STUDENTS:

In this unit they will learn:

- To explore the unit title and opening images to discuss issues related to the topic.
- To take part in discussions on quality relationships.
- Know vocabulary related to the theme.
- How to write your opinion about the proposed theme.
- To talk about actions they can practice now that might change their future relationships.

UNIT CONTENTS

THEME

This unit aims to work on a subject that has become very important in the lives of teenagers and adults; your relationships with both family and friends. This unit brings us reflections on how we have behaved in the face of our problems and what we have done to improve our relationship with the people around us. In addition to helping the students to develop critical thinking, they improve their grammatical knowledge based on situations of language use.

GRAMMAR AND VOCABULARY

Students will learn to talk about actions or events which will probably happen depending on their actions using new vocabulary. They will also learn how to give some advice with the proper modal verb.

GENRE

The genre will be TED talk and articles. Students will learn how to write and speak about feelings, fear and future based on the main subject.

Unit 2

Reading

WARM-UP

- ☞ Start asking your students to orally answer what happiness is for them.
- ☞ Raise a discussion about the picture presented in the activity.

Before reading

- Look at following picture. What does the image suggest?
- Look at the words or phrases in the picture and find the association with **happiness** from *your* point of view.
- Which of these words did you already know?



This image is evaluable at: <https://juravin.com/happiness/what-is-happiness-for-you/>

- ☞ Help the students to comprehend what sketchnotes are, showing first the picture of it. After, read the meaning for them. Make sure that they understood it and just after that you will go ahead with the exercises



<https://sketchnote-love.com/en/sketchnotes-tutorial/>

You can find the full information at: < <https://sketchnotearmy.com/sketchnotes> >

Text 1:

- ☞ The first text introduces the main idea of our theme on how to build a happier life. That text is in sketchnote format. At this point the students already know what it is about. Go ahead and show some vocabulary in the first question and then help them understand the tips in the text to help them relate to the second activity.
- ☞ Ask to them to observe the layout (format), the structure and the source presented in sketchnote for easy reading.

<http://bit.do/fyP6u>

5) check the correct vocabulary translation sequence for the above text:

Lack, grudge, nursing, raw deal, indulge, refuse, self-pity
--

- e) leque, rancor, nutrir , tratamento injusto, conceder, recusar, autopiedade.
- f) leque, rancor, nutrir , tratamento equivalente, ceder, realçar, autopiedade.
- g) falta, rancor, nutrir , tratamento injusto, ceder, recusar, autopiedade.
- h) falta, sabor, nutrir , tratamento certo, ceder, recusar, autoentrega.

2) Go back to the text 1, The sentences below have the same meaning as the advice in the sketchnote, list them according to the corresponding meaning.

- (6) Be virtuous
- (8) Encounter something bigger than yourself
- (7) Lower your expectations of yourself
- (4) Remain engaged with the living world
- (5) Love yourself (and others)
- (1) Avoid nursing anger
- (3) Collaborate with life
- (2) Focus on the present

Text 2



Shutterstock

Email

Twitter

Facebook

LinkedIn

Print

87

726

Our knowledge about what it is that people need to feel happy and satisfied with in their lives keeps growing, yet the extent to which people actually feel happy and satisfied with their lives has largely stagnated. There might be small shifts each year that may enable one country to claim it is "happier" than another, but these shifts rest on narrow definitions of happiness and are rarely the result of government policies that would warrant any real celebration.

Decades of research into happiness and well-being have shown us that the key determinants of well-being are the quality of our relationships, mental and physical health, our capacity to meet basic needs, social and emotional skills, having a purpose in life, and stability. More money, beyond the point of meeting basic needs, rarely brings that much extra happiness.

<http://bit.do/fzfqy>

3) Read the sentences below about text 2, and write T (True) or F (False):

- e) (F) It is impossible that small shifts each year in people's behavior may enable one country to claim it is "happier" than another.
- f) (T) Decades of research into happiness and well-being have shown us that the key determinants of well-being are the quality of our relationships
- g) (T) More money, beyond the point of meeting basic needs, rarely brings that much extra happiness.
- h) (F) Those definitions of happiness are the result of government policies.

5) Mark an (X) on the options that match the best explanations for the highlighted word. *It can be more than one explanation.*

✎ “Happiness may be a choice – except that it’s **constrained** by vested economic. “

- To force by imposed, but not bounded by exceptions;
- forced to do something against your will;
- unlimited, without obligation and responsibility
- forced to act or behave in a particular way, controlled.

<https://dictionary.cambridge.org/dictionary/english/tenement>

6) Read the text again and answer the question:

c) According to researches what are the key determinants of well-being in life?

The key determinants of well-being are the quality of our relationships, mental and physical health, our capacity to meet basic needs, social and emotional skills, having a purpose in life, and stability.

d) Give your opinion about the affirmative “More money, beyond the point of meeting basic needs, rarely brings that much extra happiness”

This answer can vary according to the students thoughts.

LANGUAGE IN USE

☞ *At that point you must explain some grammar to your students showing them examples of comparative adjectives and what they are used for in a sentence..*

- Read the sentence: [...] it is “happier” than another, but these shifts rest on narrow that would warrant any real celebration.
- The word in quotation marks is an example of **comparative adjectives**. Other examples are: heavy = heavier (than), old = older (than).
- Notice that: For adjectives ending in y, change the y to an i before adding the ending er.

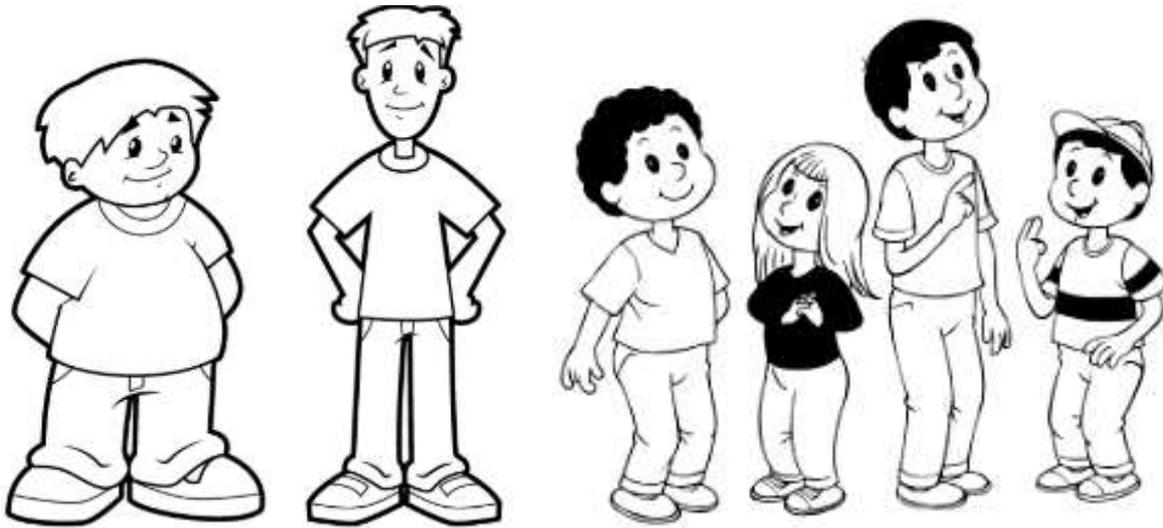
1) Mark the correct answer to the question:

What is the adjective comparative used for?

- a) **Comparative adjectives are used to compare differences between the two objects they modify.**
- b) Comparative adjectives are used to cause differences between the two pronouns.
- c) Comparative adjectives are used in sentences where two nouns are different from each other.
- d) Comparative adjectives are used to compare the similarity between the two objects they modify.

This content is available at <<https://www.ef.com/ca/english-resources/english-grammar/comparative-and-superlative/>>

7) Judge the statements according to the figures using (F)false and (T)true.:



Crag

David

Josh

Liza

Albert

Peter

- f) Crag is **Taller** than David. **F**
- g) David is **thinner** than Crag. **V**
- h) Liza is **shorter** than Peter. **V**
- i) Peter seems to be **more surprised** than Josh. **V**
- j) David seems to be **happier** than Albert. **F**

- ☞ Before asking the students to read the next text tell them about extra information present in the article, invite them to take a look at the layout of the article and try to predict what it is talking about.
- ☞ The article below is a section of comments about a TED talk entitled “what makes a good life”. After reading the article, answer the questions in your notebook:

Test 3



I've been feeling quite reflective lately after the passing of a couple of well-loved people in my network. This post seemed timely to revisit, which I started drafting after watching a TED talk on 'What makes a good life?' (referred by a friend). It follows on nicely from my last post 'Keep the main thing, the main thing' centred on the importance of relationships.

The TED talk by Robert Waldinger which I highly recommend shares lessons from the longest study on happiness via Harvard.

Robert is the fourth Director of the 75 year study tracking the lives of 724 men which is now following their wives (who said it's about time!) and over 2000 children. The study of adult development has looked at their work, home lives (including intimate conversations with their wives) and health (including medical records). The men were a split group of Harvard Sophomores and a group from one of Boston's poorest neighbourhoods.

So what have they learned to date? Robert shares:

"Well, the lessons aren't about wealth or fame or working harder and harder. The clearest message that we get from this 75-year study is this: Good relationships keep us happier and healthier. Period."

- What is the main purpose of the article? *Suggested answer: the author of the article intends to make a parallel between the study by researcher R. Waldinger and his previous post, which has a very similar theme.*
- According to the author of the article, what message Robert shares? *Copy the last paragraph of the article.*
- Who is Robert Waldinger? *Robert J. Waldinger (born 1951) is an American psychiatrist and Professor at Harvard Medical School. He's also a researcher .*

This triggered a few thoughts:

- I look around in our local community which has a large elderly demographic and am inspired by the connections I see. There is a flourishing community swimming at the beach every morning, afterwards having coffee with laughs and conversations. As Robert shares, living in the midst of strong, warm relationships is protective. Relationships protect our bodies and brains.
- As we finalise our daycare choice for Ethan one of the centres asked us for our most important decision criteria. We both concurred that our priority is that he is cared for in an environment where he's having fun and positive relationships are fostered with the other children.

<http://bit.do/fyPQ9>

☞ Introduce a little more Grammar points and examples to your students before asking them to do the exercises.

☞ Pay attention to the words longest, poorest and clearest. Those are examples of the superlative adjectives: long – longest, poor – poorest, clear – clearest.

☞ Adjectives with three or more syllables form the comparative by putting more in front of the adjective, and the superlative by putting most in front.

☞ Look at this example from the text: “*the most important*”, it can be “*more important* “ if you are comparing things.



<http://bit.do/fzoK9>

This content is available at <<https://www.ef.com/ca/english-resources/english-grammar/comparative-and-superlative/>>

☞ Explain to the students the importance of using the (than) in the comparative form and the use of (the) in the superlative form in a sentence and encourage them to use it in the chart below.

d) Take the words extracted from the text and follow the example above.

adjective	Comparative adjective	Superlative adjective
happy	Happier (than)	(the) happiest
hard	Harder (than)	(the) hardest
protective	More protective (than)	(the) most protective
warm	Warmer (than)	(the) warmest
positive	More positive (than)	(the) most positive
large	Larger (than)	(the) largest

<http://bit.do/fyPQ9>

After you read....

- Did you find the articles 2 and 3 interesting?
- In the article 2, do you agree with the author in the second paragraph about money?
- Taking into consideration both articles do you think the two articles express the same idea happiness?



Listening

Before you listen...

Warm-up

☞ Start asking the students the following questions, so tell them about Robert Waldinger and give them some prediction about the video content that they will watch.

- Do you know what Ted talk is? If so, what is the most interesting ted talk you ever watched?
- Do you usually watch TED talks? Why? Why not?
- Do you remember watching any similar video on YouTube? If so, what was it

about?

<https://robertwaldinger.com/>

- ☞ you can now ask the students the following question before they listen to the video:
- ☞ Once you know a little about Robert Waldinger, can you predict something just by knowing the theme of the video?

<http://bit.do/fzpm3>

Let's watch the video!

- 4) Listen to the TED talk and organize the missing phrases in their proper places in the video transcription below.

they unfold through time, we've tracked the lives of 724 men , push harder and achieve more , most important life goals were, choices work out for them, , hindsight is anything but 20/20, life goal was to become

What keeps us healthy and happy as we go through life? If you were going to invest now in your future best self, where would you put your time and your energy? There was a recent survey of millennials asking them what **their most important life goals were**, and over 80 percent said that a major life goal for them was to get rich. And another 50 percent of those same young adults said that another major **life goal was to become famous**.

00:44 - And we're constantly told to lean in to work, to **push harder and achieve more**. We're given the impression that these are the things that we need to go after in order to have a good life. Pictures of entire lives, of the choices that people make and how those **choices work out for them**, those pictures are almost impossible to get. Most of what we know about human life we know from asking people to remember the past, and as we know, **hindsight is anything but 20/20**. We forget vast amounts of what happens to us in life, and sometimes memory is downright creative.

01:29 - But what if we could watch entire lives as **they unfold through time**? What if we could study people from the time that they were teenagers all the way into old age to see what really keeps people happy and healthy?

01:47 - We did that. The Harvard Study of Adult Development may be the longest study of adult life that's ever been done. For 75 years, **we've tracked the lives of 724 men**, year after year, asking about their work, their home lives, their health, and of course asking all along the way without knowing how their life stories were going to turn out.

5) Mark the correct alternative according to the video:

- e) **The recent survey was done with young adults for 75 years.**
- f) Almost all of them said that the major goal for them was to become famous.
- g) The Harvard Study of Adult Development intended to figure out whether the Millennials got famous or rich.
- h) According to the survey, we remember huge amounts of what happens to us in life.

Let's focus on Vocabulary!

1) Complete the chart with the words below taken from the video:

Healthy, downright, hindsight, ~~tenements~~, sophomore ,unfold

tenements	a <u>large building divided</u> into <u>apartments</u> , usually in a <u>poor area</u> of a <u>city</u> .
unfold	To <u>open</u> or <u>spread out</u> something that has been <u>folded</u> .
healthy	<u>Showing</u> that you are <u>strong</u> and well: <u>successful</u> and <u>strong</u> : <u>economy</u> or <u>person</u> .
downright	(<u>especially of something bad</u>) <u>extremely</u> or very <u>great</u> : <u>actually</u> or <u>completely</u> .
hindsight	the <u>ability to understand</u> an <u>event</u> or <u>situation</u> only after it has <u>happened</u> .
sophomore	a student studying in the second year of a course at a US college or high school (= a school for students aged 15 to 18)

<https://dictionary.cambridge.org/dictionary/english/tenement>

☞ Play the video 2 or 3 times until student are able to find the message of the study to answer the next question:

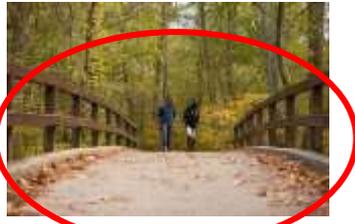
2) Moving on to about 5:43 minutes of the lecture, we can obtain a partial result of the survey: The clearest message they got from this 75 year old study is: **Good relationships keep us happier and healthier. Period.**

3) In the last two minutes of the video there is some advice about how to build good relationships: **Mark** the pictures that match with the recommendations.

[...] It might be something as simple as replacing screen time with *people time* or “*livening up a stale relationship by doing something new together*”, “*long walks*” or “*date nights*,” or “*reaching out to that family member who you haven’t spoken to in years*”, because those all-too-common family feuds take a terrible toll on the people who hold the grudges.



<http://bit.do/fzrZ>



<http://bit.do/fzrAy>



<http://bit.do/fzrAX>



<http://bit.do/fCetE>
<http://bit.do/fCeb8>

After you listen

Justify your answer in your notebook (personal answers)

- Did you find that survey was relevant?
- In your opinion, keeping in touch with your friends is important to build solid relationship to the future?
- How do you let your parents know that they are important to you?

Writing

Warm-up

 Start asking the students the following questions:

- When do you feel very happy?
 - What makes you feel happy?
 - Do you think there is a specific age when people are happier? What would be this age? And why?
- 1) Look at those pictures: describe all of them using simple words in your notebook like: "meaningful relationships, time spent with family, with friends, loneliness. You can also start with: *people seem to be happy when....*



<http://bit.do/fCgFw>
<http://bit.do/fCgcV>



Answer suggestions:

- a) We can time spent with family doing what we like most.
- b) People seem to be unhappier when they are completely alone.
- c) Loneliness can be prejudice but some people need to be alone, sometimes
- d) Meaningful relationship are built when we spend quality time with people who we love.
- e) Kids seem to grown up emotionally stronger when they get htir parents attention.

2) Complete the sentences with your point of view in your notebooks:

Personal answers

- ✍ I find good relationships are
- ✍ I my opinion, happiness has to do with.....
- ✍ I believe people should.....

3) The previews video about “what makes a good life”, the author starts with some reflexive questions; think and answer them in your notebooks using your own point of view: **Personal answers**

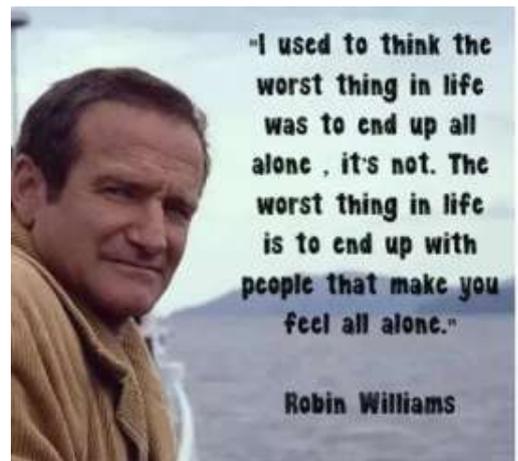
- a) What keep us healthy and happy as we go through life?
- b) If you were going to invest now in your future best self, where would you put your time and your energy?
- c) What are your most important life goals?

☞ This quote by Robin Williams describes how he used to feel about himself.

<https://www.quora.com/I-feel-lonely-but-I-have-a-lot-of-friends-whats-missing>

4) Mark the correct answer: To Robin Williams:

- a) The worst thing in life is to end up alone.
- b) We can feel lonely even with lots of people around us.
- c) He didn't have many friends
- d) Robin Williams was extremely happy



LANGUAGE IN USE

☞ Now it's time to teach a little more Grammar to your students!

☞ Go back to the Robin Williams' quote: Look at the word “worst” in the picture. That is an example of irregular superlative adjective. “bad – worse (comparative) – the worst (superlative), good – better – the best” and so on. We have also “many/ much”.

Here there are some other examples of comparative and superlative adjectives:

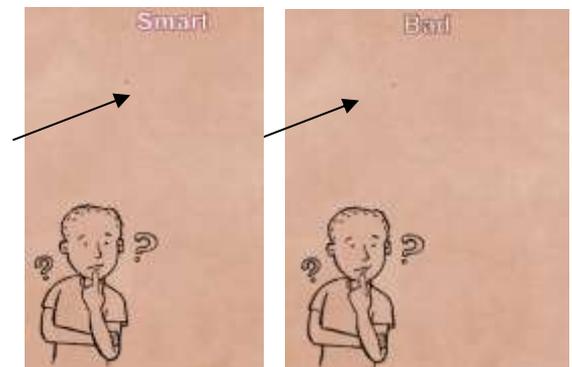
EXAMPLES

- f) Today is the **worst** day I've had in a long time. (**bad** - superlative)
- g) You play tennis **better** than I do. (**good** - comparative)
- h) This is the **least** expensive sweater in the store. (**little**- superlative)
- i) This sweater is **less** expensive than that one. (**little** - comparative)
- j) I ran pretty far yesterday, but I ran even **farther** today. (**far** – comparative farthest , superlative)

This content is available at: <https://www.ef.com/ca/english-resources/english-grammar/comparative-and-superlative/>

1) Look at the pictures and create a phrase using the word on it in the comparative and superlative form: **These can be personal answers. The students will elaborate their own phrases.**

a)



comparative: _____

superlative: _____

b) comparative: _____

Superlative: _____

<http://bit.do/fErF9>

2) Complete the chart with the words in the irregular form:

More, least, most, furthest / farthest, , less ,worst, further / farther, Best ,better, worse

Adjective	Comparative	Superlative
good	Better (than)	(the) best
bad	Worse (than)	(the) worst
little	Less than	(the) least
Many /much	more	(the) most
far	Further/farther	(the) furthest

3) Write the correct option related to the comic strips: Comparative adjective
superlative adjective?

a) Superlative form

b) comparative form

c) comparative form



Available at: <http://bit.do/fCiKh>. <<https://www.cristinacabal.com/?p=5170>> , <<https://www.youtube.com/watch?v=oZS7Jawv6F4>> Last access in: Abril 2020

After you write

☞ Now that you have taught the grammar, new vocabulary you can add some extra questions to the students to make them reflect and expose their opinion on the theme like:

- a) Are you willing to try any of these tips in order to have better relationships from now on? Which are? (personal answer)
- b) What advice could you add to contribute to Robert Waldinger's list? (personal answer)

Further questions

☞ Are you able to describe some tips about how to spend quality time with friends and family?

- ✂ Do you find important replacing screen time with people time? Why? Why not?
- ✂ What can you do to improve your time with family and friends?

Speaking

Warm-up:

- ☞ Raise questions to incite your students to take part in discussions on happiness and relationships. Encourage them to describe and share their feelings. Teach them new expressions about feelings.
- ☞ Start asking the students the following questions:
 - Do you like speaking about yourself?
 - Do you think it is easier to talk about your feelings with your family or with acquaintance people?

1) Take a look at that picture and discuss with your partner about, what and when do you experience those feelings:

It can be personal questions

You can start with: *I feel likewhen.....*

What makes me is

Helpful nouns (you can add other words)

violence, poverty, fight, discord,
holidays, friends, party, hunger, lie,
corruption, kindness.



<https://br.pinterest.com/pin/501869952226292755/>

- ☞ Before you play the next video, explain to your students that they will face with some new vocabulary but they don't need to worry about it because the video is very illustrative and they can understand it a lot, just by paying attention on the draws. Play the video at least 3 times to make sure that they understood it.

☞ This video below shares 6 tips on how to have a strong relationship: Watch it to understand it better.



<https://www.youtube.com/watch?v=F070R43qWs4>

Last access: March, 2020- 12:20 pm

☺ Exploring meaningful expressions on video:

1. Physical contact
2. Open communication
3. Humor
4. **Emotional bonding**
5. **Making up** after an argument
6. Do not **take** your partner for **granted**

2) **Taking into account the recommendation number 5 and number 6. In that case, their respective meanings are:**

- a) To do something harmful or cruel for (someone one has hurt or treated wrongly). / To think about something because you believe it will always be available or stay exactly the same.
- b) To do something unhelpful or bad for (someone one has hurt or treated wrongly). / to never think about something because you believe it will always be available or stay exactly the same.
- c) To do something forced or unnatural for (someone one has hurt or treated wrongly). / to never think about something because you believe it will always be available or stay exactly the same.
- d) **To do something helpful or good for (someone one has hurt or treated wrongly). / To never think about something because you believe it will always be available or stay exactly the same.**

<https://www.merriam-webster.com/dictionary/make%20it%20up%20to%20%28someone%29>

<https://dictionary.cambridge.org/pt/dicionario/ingles/take-something-for-granted>

<https://www.everydayhealth.com/emotional-health/how-build-emotional-connection/>

3) **Having those 6 tips, how important are they for you? Why? What is the most significant of them for you? Explain and exemplify it with your own words.**

Personal answers

4) **In pairs, discuss and develop 6 more tips on how to have a strong relationship.** **Personal answers**

5) **According to the video, *having an emotional bond between one another is a good way to:***

a) Maintain the relationship and faith in one other is a big deal

b) Build a connection and be able to trust and care for each other.

c) Shows the other person that you don't have a great interest with them.

d) To keep away strong chemistry in one other is a god tip to avoid hurting us.

☞ Ask your students to make a circle in order to discuss the theme and share their considerations.

Use the following questions to start the debate.

After you speak

- Did you agree with your classmate's opinion about their view on question number 2?
- Did you learn something new from those themes about relationship and how to keep it?
- After these two units, do you think your opinion has changed about keeping in touch with family and friends?
- Do you think you are an outgoing or antisocial person? Justify your answer.

Video transcription

What makes a good life, by Robert Waldinger

00:05 - What keeps us healthy and happy as we go through life? If you were going to invest now in your future best self, where would you put your time and your energy? There was a recent survey of millennials asking them what their most important life goals were, and over 80 percent said that a major life goal for them was to get rich. And another 50 percent of those same young adults said that another major life goal was to become famous.

00:44 - And we're constantly told to lean in to work, to push harder and achieve more. We're given the impression that these are the things that we need to go after in order to have a good life. Pictures of entire lives, of the choices that people make and how those choices work out for them, those pictures are almost impossible to get. Most of what we know about human life we know from asking people to remember the past, and as we know, hindsight is anything but 20/20. We forget vast amounts of what happens to us in life, and sometimes memory is downright creative.

01:29 - But what if we could watch entire lives as they unfold through time? What if we could study people from the time that they were teenagers all the way into old age to see what really keeps people happy and healthy?

01:47 - We did that. The Harvard Study of Adult Development may be the longest study of adult life that's ever been done. For 75 years, we've tracked the lives of 724 men, year after year, asking about their work, their home lives, their health, and of course asking all along the way without knowing how their life stories were going to turn out.

Studies like this are exceedingly rare. Almost all projects of this kind fall apart within a decade because too many people drop out of the study, or funding for the research dries up, or the researchers get distracted, or they die, and nobody moves the ball further down the field. But through a combination of luck and the persistence of several generations of researchers, this study has survived. About 60 of our original 724 men are still alive, still participating in the study, most of them in their 90s. And we are now beginning to study the more than 2,000 children of these men. And I'm the fourth director of the study.

03:07 - Since 1938, we've tracked the lives of two groups of men. The first group started in the study when they were sophomores at Harvard College. They all finished college during World War II, and then most went off to serve in the war. And the second group that we've followed was a group of boys from Boston's poorest neighborhoods, boys who were chosen for the study specifically because they were from some of the most troubled and disadvantaged families in the Boston of the 1930s. Most lived in tenements, many without hot and cold running water.

03:46 - When they entered the study, all of these teenagers were interviewed. They were given medical exams. We went to their homes and we interviewed their parents. And then these teenagers grew up into adults who entered all walks of life. They became factory workers and lawyers and bricklayers and doctors, one President of the United States. Some developed alcoholism. A few developed schizophrenia. Some climbed the social ladder from the bottom all the way to the very top, and some made that journey in the opposite direction.

04:27 - The founders of this study would never in their wildest dreams have imagined that I would be standing here today, 75 years later, telling you that the study still continues. Every two years, our patient and dedicated research staff calls up our men and asks them if we can send them yet one more set of questions about their lives.

04:52 - Many of the inner city Boston men ask us, "Why do you keep wanting to study me? My life just isn't that interesting." The Harvard men never ask that question.

05:03 - (Laughter)

05:13 -To get the clearest picture of these lives, we don't just send them questionnaires. We interview them in their living rooms. We get their medical records from their doctors. We draw their blood, we scan their brains, we talk to their children. We videotape them talking with their wives about their deepest concerns. And when, about a decade ago, we finally asked the wives if they would join us as members of the study, many of the women said, "You know, it's about time."

05:42 - (Laughter)

05:43 - So what have we learned? What are the lessons that come from the tens of thousands of pages of information that we've generated on these lives? Well, the lessons aren't about wealth or fame or working harder and harder. The clearest message that we get from this 75-year study is this: Good relationships keep us happier and healthier. Period.

06:15 - We've learned three big lessons about relationships. The first is that social connections are really good for us, and that loneliness kills. It turns out that people who are more socially connected to family, to friends, to community, are happier, they're physically healthier, and they live longer than people who are less well connected. And the experience of loneliness turns out to be toxic. People who are more isolated than they want to be from others find that they are less happy, their health declines earlier in midlife, their brain functioning declines sooner and they live shorter lives than people who are not lonely. And the sad fact is that at any given time, more than one in five Americans will report that they're lonely.

07:11 - And we know that you can be lonely in a crowd and you can be lonely in a marriage, so the second big lesson that we learned is that it's not just the number of friends you have, and it's not whether or not you're in a committed relationship, but it's the quality of your close relationships that matters. It turns out that living in the midst of conflict is really bad for our health. High-conflict marriages, for example, without much affection, turn out to be very bad for our health, perhaps worse than getting divorced. And living in the midst of good, warm relationships is protective.

07:50 - Once we had followed our men all the way into their 80s, we wanted to look back at them at midlife and to see if we could predict who was going to grow into a happy, healthy octogenarian and who wasn't. And when we gathered together everything we knew about them at age 50, it wasn't their middle age cholesterol levels that predicted how they were going to grow old. It was how satisfied they were in their relationships. The people who were the most satisfied in their relationships at age 50 were the healthiest at age 80. And good, close relationships seem to buffer us from some of the slings and arrows of getting old. Our most happily partnered men and women reported, in their 80s, that on the days when they had more physical pain, their mood stayed just as happy. But the people who were in unhappy

relationships, on the days when they reported more physical pain, it was magnified by more emotional pain.

08:56 -And the third big lesson that we learned about relationships and our health is that good relationships don't just protect our bodies, they protect our brains. It turns out that being in a securely attached relationship to another person in your 80s is protective, that the people who are in relationships where they really feel they can count on the other person in times of need, those people's memories stay sharper longer. And the people in relationships where they feel they really can't count on the other one, those are the people who experience earlier memory decline. And those good relationships, they don't have to be smooth all the time. Some of our octogenarian couples could bicker with each other day in and day out, but as long as they felt that they could really count on the other when the going got tough, those arguments didn't take a toll on their memories.

09:53 - So this message, that good, close relationships are good for our health and well-being, this is wisdom that's as old as the hills. Why is this so hard to get and so easy to ignore? Well, we're human. What we'd really like is a quick fix, something we can get that'll make our lives good and keep them that way. Relationships are messy and they're complicated and the hard work of tending to family and friends, it's not sexy or glamorous. It's also lifelong. It never ends. The people in our 75-year study who were the happiest in retirement were the people who had actively worked to replace workmates with new playmates. Just like the millennials in that recent survey, many of our men when they were starting out as young adults really believed that fame and wealth and high achievement were what they needed to go after to have a good life. But over and over, over these 75 years, our study has shown that the people who fared the best were the people who leaned in to relationships, with family, with friends, with community.

11:13 - So what about you? Let's say you're 25, or you're 40, or you're 60. What might leaning in to relationships even look like?

11:24 - Well, the possibilities are practically endless. It might be something as simple as replacing screen time with people time or livening up a stale relationship by doing something new together, long walks or date nights, or reaching out to that family member who you haven't spoken to in years, because those all-too-common family feuds take a terrible toll on the people who hold the grudges.

11:56 - I'd like to close with a quote from Mark Twain. More than a century ago, he was looking back on his life, and he wrote this: "There isn't time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for loving, and but an instant, so to speak, for that."

12:27 - The good life is built with good relationships.

12:31 - Thank you.

https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness/transcript

Rationale

This final paper was developed to show different types of approaches in the field of knowledge the English language. It was used authentic content in an attempt to instigate students' interest in wanting to discover a new world through learning. These two units are related to similar themes "*Millennials: Urgency and consequence*" and "*what makes a good life?*" because they are subjects that bring us reflection and certainly, at some point the teenager stops to try to understand what has been happening with his behavior, humor and decision making. Why is it so difficult to do the right thing, why am I acting this way, why do I feel this way? What can I do now to change my future relationships?

In the first unit the purpose is to guide students to think about how they are living their lives and how good or bad have been their choices.

Adolescents live a difficult period of frantic discoveries, doubts, difficulties in self-acceptance and great effort to fit in a certain group, whether at school, at work, or in the community in which they live. Although not learning the art of coexistence, the art of maintaining solid and long-lasting relationships, quality relationships with real-life people they hide behind a social network profile, watching the lives of others or creating the "perfect life" through the filters. So I brought a theme that will make them reflect on the inappropriate use of social networks and the impacts of some choices such as exposure exaggerated on those social networks, the excessive filter on photos to make everything look wonderful and mask what they are really feeling, their fears of rejection and failure. The insistence on living under the overprotection of parents and the refusal to accept the world as it really is, it became a big issue to work on. On the other hand, there is the parent's failure of monitoring their children, the lack of concern about them, not showing affection and love, furthermore, so many other subjects that are going through decades almost imperceptibly.

In the second unit, the intention is to lean students to think about the importance of building good relationships for life. Moreover, present them the outcomes of not being an easygoing, respectful and altruistic person.

One thing that we at any age, almost unanimously, agree on is that we don't want to live life alone; we don't want to grow old lonely. So, what should we be concerned

about today? It would be with the amount of people that we keep around us during our lives or with the quality of our relationships with those people? Does it matter the friends of social networks, which we have never seen in person? What lesson can we learn from a toxic relationship, either with friends, with a boyfriend or spouse?

Based on these themes, we hope to draw students' attention to a deep reflection on how they have lived socially and what impacts they think they may suffer from their choices in short and long term.

Both units in this final paper contain the four language skills (listening, speaking, reading and writing). To play an active role in learning, the student must be involved in subjects of interest, which in addition to increase knowledge, can lead him to maturity as well as the improvement of critical opinion, furthermore to decision making that facilitates this process.

Grammar is shown in a very comprehensible way, clearly its importance should not be denied under any circumstances. As believed Michel Swan: Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. (p152) The author also tells us that in some social contexts, serious deviance from native-speakers norms can hinder integration and excite prejudice – a person who speaks “badly” may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for mere comprehensibility. (2003,p152)

Contextualization is essential in this method of language acquisition, it is much more interesting during the speaking that the student talks about his experiences in his daily life, in the same way when writing, to position himself with his own words, he will certainly have more argumentative power to talk about something that is present in his real world.

Brown (2004) in his book on *Principles of language assessment* teaches us how to produce an effective assessment and how we should evaluate students' tests based on five criteria to be considered: practicality, Validity, reliability, washback and authenticity. This last one approaches the idea that our students should be familiar with and feel comfortable with the subject to be charged, for this the assessment should be prepared in a very natural language, involving subjects that have to do with their daily lives, that are convenient and close than they actually experience.

According to Brown, p 28, Two or three decades ago, unconnected, boring, contrived items were accepted as a necessary component of testing. Things have changed. It was once assumed that large-scale testing could not include performance of the productive skills and stay within budgetary constraints, but now many such tests offer speaking and writing components. Reading passages are selected from real-world sources that test takers are likely to have encountered or will encounter. (2004)

Nowadays, it is much easier to prepare an assessment according to the profile and reality of the students we have and thus make learning language more legitimate and effective.

Based on this assumption and involving the four skills (listening, writing, speaking and reading), these units propose current and significant issues using various resources such as TED talks, opinion articles, memes, YouTube videos and others to work beyond the four skills, vocabulary acquisition and contextualized grammar. Those multimedia tools turn learning language into a pleasant process, beside take the students to achieve much more personal feelings. The communicative approach concentrates on meaning and interaction and the use of authentic material take the learning experience to something extremely relevant and effective to the students, according to their wishes, interests and reality, to enable them to use the target language in the communication with other speakers, in real-life situations giving the students opportunities in the entire learning process also outside of school.

As Jack C. Richard and Theodor S. Rodgers p. 23 said *“process oriented theories build on learning process, such as habit formation, induction, inferencing, hypothesis testing, and generalization. Condition-oriented theories emphasize the nature of the human and physical context in which language learning takes place”*. He tells us about the combination between process-oriented theory and condition-oriented theory. That is, teachers must develop methods that simplify and lead students to understand the approach and infer their own conclusions based on real context.

Teachers must be aware about fast global changes especially involving language learning. Every day something new come up and makes us think about our way of teaching, ours old methods are getting outdated. Some of them don't work anymore. According to the National Curriculum Parameters [...] instead of enabling the student to speak, read and write in a new language, the Modern Foreign Languages classes in

secondary schools ended up taking on a monotonous and repetitive aspect that, many times, result in demotivating teachers and students, while it ceases to value content relevant to the educational background of students. PCNs p 24(2000). Therefore, some students come to us and show us the innovations in the learning process, new methods, apps, websites, etc. because they already know that these tools exist and this should make Us get happy because of the awareness about the importance of acquiring a new language is increasing. Not only between students but their parents and people of any age because people started to plan to travel abroad more frequently. Thanks to the internet world people are able to figure out how easy, amazing and possible it is to visit other beautiful countries. Moreover, they know, the world speaks English.

Learning is only possible through practice, the consumption of legitimate material brings us closer to effectiveness, success and the available content is constantly updated. In agreement with PCNs: The teacher has a fundamental role within this proposal. He is the one who takes the initiative of choices and, analyzing the needs of the students he has, he can plan the development, deepening and interrelation of the previously obtained knowledge. The analysis of knowledge, the needs of students and the social environment provides the basic data for pedagogical intervention, curricular organization, the choice of methodology, teaching material and forms of assessment. (PCNs 2000. Pg 65)

The Teacher plays a huge role with regard to the interest in learning that the student must develop. They are often not positively influenced in the community they attend or even at home. It is not uncommon for parents with a low cultural background to tend to transfer limitations in the form of concerns that their child will be frustrated by the restrictions caused by their social or financial condition.

It is the teacher's task to be a bridge and a source of optimism and knowledge to demystify all the restlessness and deprivation fixed in the student's mind.

According to the PCNs "Modern Foreign Languages assume their intrinsic function [...] like any language, they function as means to access knowledge and, therefore, to different ways of thinking, creating, feeling, acting and conceiving reality, which provides the individual a more comprehensive and, at the same time, more solid formation" .p 26.

To develop different ways of thinking, the student must have access to different types of communication equipped with subjects that arouse their interest, usually, current contents. A good way to get the content right is to get to know students better and to show interest in their lives. Some teenagers that the teacher ignores because he thinks they have no intention of learning, maybe they just suffer from low self esteem, and someone told him that he is not capable or even suffered some type of abuse or psychological torture that made him discredit in their capacity, and even abandon the possibility of overcoming their weaknesses.

The articles and videos present in these units were chosen, carefully considering this type of audience. Working in the state public school, as a high school teacher, I have experienced situations and heard stories from students who did not lose interest because they wanted to lose. They moved away from studies because they feel helpless and without any kind of guidance from whom they most crave a look of affection, respect and concern for their future.

Thinking about this, I see the school as an excellent upholder place to support and redirect these young people who watch their lives pass in a comfortable chair in their homes, watching the lives of others on their cell phones and waiting for something incredible to knock on their doors to get them out of this apathy caused by lack of goals and connection with the real world.

They need to feel special, to arouse the feeling of fulfillment, they need to be accepted, if they have to be judged for indiscipline or low performance in tests, may it be after we have exhausted all resources to find out what is wrong with this student's behavior and learning. We must try different ways of evaluating. The grades in the evaluations must be fair and for that we must offer the same conditions so that it has been similar results. Students need to be prepared to succeed at language testing.

To Shohamy, 1998, institutions use test for different purposes, at the school level principals use school-wise exams to drive teachers to teach, and teachers, in their turn, use test and quizzes to motivate students to learn and to impose discipline. On the political levels tests are used to create de facto language policies, to raise the status of some languages and to lower those of others, to control citizenship, to include, exclude, gatekeep, maintain power, offer simplistic solutions to complex problems and to raise the power of nations to be "the best in the world" . p.338

We cannot deny these statements, especially in our daily routine as teachers. It is

common to use assessment as our ally to maintain control in the classroom, but it shouldn't be the only method to keep our students interested. They must be aware of their role as an agent for transforming their own knowledge and life. On the other hand, this may be the cruelest way to deny or hinder citizenship for a human being, who can contribute to so many other aspects in a foreign country.

The better way to keep our students away from those stereotypes is to prepare them for the real world and to every challenge that can come out in their lives. How to proceed assertively in the face of this situation? Are we prepared to deal with such a dare?

Richard's words caught my eye when he says:

[...] A doctor discusses the meaning of an X-ray with other physicians and healthcare workers, a lawyer consults with associates on trial strategy, and engineers and architects work in teams to develop new prototypes and designs. Interactions with other professionals stimulate and push these people to new levels of performance in both the art and the craft of their profession.

Teachers work in a different world. Roland Barth likened American teachers to a group of preschoolers engaged in parallel play. Although they may work in a building with other teachers and even use the same materials and follow the same schedule, they rarely turn to one another during the school day except during their thirty-minute lunch period, where informal norms often forbid any kind of professional talk. [...] And those who do take the plunge will probably confine themselves to the few teaching strategies they've found are easiest for them to use, keeping their door shut for fear of exposing to colleagues that they have not yet mastered this unmasterable craft. (p.2 e 3)

It is observed that in other professions, the professionals work in a certain way together or based on studies by other colleagues and researchers in their profession, such as the doctor, the engineer, the lawyer ... they are always looking for an alignment to reach a verdict. While we teachers work in isolation, we try to apply our own methods without arguing with our colleagues to hear suggestions and enrich our work. even though they are colleagues who teach other subjects, it would be valid to understand how some teachers manage to keep their students interested in learning and not only in evaluation.

Therefore, we must consider the possibility of this interior change that would transform us into more united professionals and engaged in a common interest, that of increasing the capacity to develop the most effective learning methods for this such a heterogeneous public that is our student.

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