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Material Didático para o Ensino de Inglês

Bringing differences to inside the classroom:

The importance of Social Justice Teaching

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Introduction

From the time the Curso de Especialização em Inglês (CEI) offered by Universidade Federal de Minas Gerais started, much has been said about the importance of having students question themselves and also reflect on their role as citizens, responsible for social changing. According to Mattos (2014), *“English has become not only a tool for communication among the various world cultures and among different countries, but also a tool for power and social domination.”*

Therefore, thinking about the power that English language has as a tool for communication, the coursebook *“Bringing differences to inside the classroom: The importance of Social Justice Teaching* was devised in order to provide to the students the experience of learning through a critical reflection.

Taking into account the education as a means to foster students’ perception towards citizenship, this work draw on Critical Literacy as a way of perceive the world. *“Essentially, Critical Literacy is about enabling young people to read both the word and the world in relation to power, identity, differences an access to knowledge, skills, tools and resources. It is also about writing and rewriting the world [...]”* (JANKS, 2013, p. 227 apud. MATTOS, 2014, P. 128).

As teachers, we play an important role in leading our students so that they can be autonomous and aware of their capability of succeeding.

In this way, I wished to devise this material in a way that it would be possible to approach some issues related to cultural identity, which was the topic of the first unit and also to ageing, the main topic of the second unit.

Although the material is aimed primarily to elementary teenager students of public schools, I consider the content useful for young adults likewise.

That being said, the ultimate goal in devising this coursebook was the presentation of a final project for the Diploma course conclusion, and for this reason has no commercial purposes and can only be reproduced with previous consent of the author.

UNIT 1



“Diversity may be the hardest thing for a society to live with, and perhaps the most dangerous thing for a society to be without.”

William Sloane Coffin Jr.

stopbullying.gov



Do you know what Cultural Identity means? What comes to your mind when you think about Diversity? Have you ever thought about what makes us who we are?



Talk

1. Take a look at these pictures below. In pairs, answer the following questions:

- Do you know where they come from by looking the pictures?
- Can you point out two social characteristics from each group?
- Which community do you think is the most different from yours?



Keep in
mind!

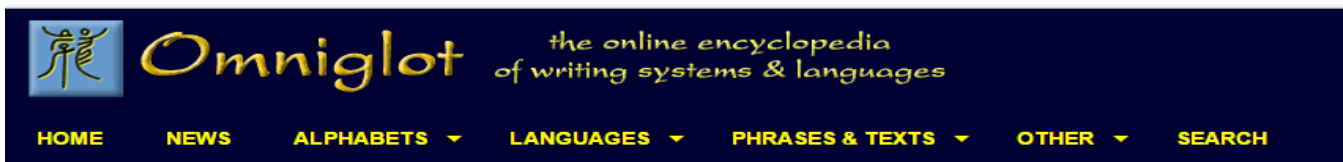
Cultural Identity

Cultural identity is self-identification, a sense of belonging to a group that reaffirms itself. It is the extent to which one is a representative of a given culture behaviorally, communicatively, psychologically and sociologically. It consists of values, meanings, customs and beliefs used to relate to the world. It reflects the common historical experiences and shared cultural codes which give us as one entity a stable, unchanging, continuing frame of reference and meaning. People's judgments about whether they or others belong to a cultural group can be influenced by physical appearance, ancestral origin or personal behavior (dressing, speech, holidays, and celebrations).

Cultural identity is dynamic and constantly evolving. It covers the entire life span of a human being and changes every moment based on social context. Cultural identity is the constantly shifting understanding of one's identity in relation to others.

<http://communicationtheory.org/cultural-identity-theory/>

2. Read the website text below:



10 Cultural Differences And Facts That Make The World Interesting

by Jeffrey Nelson

The world is big. *Very big*. It is full of a plethora of different people, places, and things. We tend to think of the world in segments: countries, people, languages, cities, etc. However, the world, when thought of as a whole, is a very interesting place in and of itself.

Famous bowls in India are also regularly found in Mexico. The German Schnitzel is very similar to the Mexican *milanesa*. As different as cultures are, there are also a ton of similarities. Here are a few interesting facts that really help make our world a fun place to live.

1. There are over 6,000 languages spoken in the world today, many of which are spoken by fewer than a few hundred people. The top 10 or 12 languages however make up the vast majority of all of the speakers in the world.
2. Mexicans celebrate New Year's Eve by eating 12 grapes at the stroke of midnight. This tradition is actually fairly common among Latin American countries and dates back to their ancestors.

3. Puerto Ricans invented the Pina Colada - the delicious coconut based drink. Sipping a Pina Colada on a beach in Puerto Rico is, in fact, very rico.
4. Dubai is home to the tallest building in the world - Burj Khalifa, which stands at a towering 2717 feet in height. Additionally, Dubai currently has plans to make a \$120M Water Discus Hotel that will be the most luxurious, and biggest, underwater hotel in the world.
5. French people have the longest life span for women, the third longest for men, and they have the fastest train in the world clocked at 357mph! If you feel the need for speed and the desire to live a long time, France may be your country.
6. In Niger, Africa the fertility rate is 7.1 children per woman - the highest in the world. Africa has several problems, including their fertility situation, with many children not arriving to see their fifth birthday.
7. Africa is home to anywhere from 800 to 1,500 of the worlds languages making it possibly the most linguistically diverse continent in the world.
8. Spain has the lowest population density in all of Europe. It is five times larger than the UK in physical size yet has 33% fewer people. If you want to spread out, check out Spain.
9. Spain had a three year civil war that killed over 500,000 people.
10. The United States spends three times more on their military than the next 3 countries combined.

As we can see, there are vast and amazing differences stretching from South America to Africa and beyond. Without this diversity, the world would be a pretty boring place.

<http://www.omniglot.com/language/articles/10culturaldifferences.htm>

2.1. Now, choose which curiosity above is better related to the following pictures:





2.2. In pairs, search on internet other interesting/funny facts around the world. Discuss with your partner which one is the most interesting and share with your classmates.



Focus on Reading

Have you ever felt like you did not belong to any group at the same age or you seemed not to understand yourself at all?! Have you ever written something about it? Think about something in your life which you did not know how to deal with, something that may have caused you to feel not fitting in.



Share your thinking with your classmates to find out if you have similar answers!

Do you know what a **BLOG** is?

- A blog (short for [weblog](#)) is a personal online journal that is frequently updated and intended for general public consumption.
- Blog format: a series of entries posted to a single page in reverse-chronological order.
- Blogs generally represent the personality of the author.
- Topics: include brief philosophical musings, commentary on Internet and other social issues, and links to other sites the author favors, especially those that support a point being made on a post.
- The author of a blog is often referred to as a *blogger*.

<http://searchwindevelopment.techtargget.com/definition/blog>

3. The text *What's Your Cultural Identity* was written by a teenager called Cassandra (Faria) Naidoo. What the text might be talking about?

- () A trip around the world and some tips about different cultures.
- () Cultural adaptation when the author lived in another country.
- () The author's country and its cultural characteristics.

3.1 Read the text to check if your prediction was right.

Cassandra (Faria) Naidoo

Because sometimes 140 characters just isn't enough



Home A Bit About Me Food People Places Culture Religion Social Media Art Miscellaneous Instagram

What's Your Cultural Identity?

Posted on 27 January 2012 by Cass

Ah identity. It's a funny old thing.

When I was growing up, particularly as a teen, my cultural identity was definitely something I struggled with. I doubt I realised it at the time of course, and probably just put it down to teenage woes, but looking back it really becomes apparent.

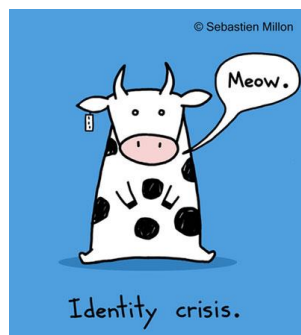
My family is Indian. Catholic Indians. This usually baffles people enough. Catholic Indians? Who knew??! Then add to the mix that we're specifically Goan. Goa was a Portuguese colony, so I have a Portuguese surname. I have wondered when turning up to events who people expect to turn up when they see 'Cassandra Faria' on the guest list – probably not me.

At this point it's worth mentioning that I speak neither Konkani (Goan language) or Portuguese and have actually only ever been to Goa once (and in total, India twice). However, Africa – now there's a place I've visited many a time. My dad was born in Kenya and my mum Zimbabwe. They both moved to London as adults, met, got married and had me and my sister.

Fast forward to the 90s and you'll find an awkward teenage Cassandra at a Catholic school in West London with lots of white people and a few Indians and Filipinos who also happen to be Catholic. Round the corner there are a handful of non-Catholic schools with all the other Indians and ethnic minorities in the area. Who, I might point out, definitely talk a different way to me.

Cue: Identity Crisis.

I'm not really sure exactly where I fitted in during my early teenage years, but I definitely know I didn't quite feel I belonged anywhere in



particular. I didn't totally fit in with the kids at school because I had a different culture, stricter parents, ate different food etc. And I didn't fit in with the Indian kids from other schools who were REALLY Indian and wore saris and went to Indian weddings and had super strict parents.

So when I went to Goa in 2000, I was really excited about FINALLY fitting in with other Goans who were just like me! Except when I got there, everyone stared at me in my western clothes with my western hair and my silly western Nike trainers.

Typical.

And so I realised, I just don't really fit in anywhere. And then I realised: that's OK.

As I've gotten older I've met more and more people with a similar background. I definitely don't view it as a negative, I love the fact that I've got an unusual cultural heritage intertwining the UK, Africa and Goa.

It just means that the simple question, 'So where are you from', will never be quite so simple for me.

<http://www.cassandrafaria.com/2012/01/whats-your-cultural-identity/>

3.2. Write true (T) or false (F):

- () The Blog's entry was posted in the section "A bit about me".
- () She posted the entry on 2012.
- () She could cope with her cultural identity during teenage.
- () People usually did not understand Cass's family to be Catholic Indians.
- () Cass had a friendly relationship with the Indians from the non-Catholic schools.
- () Cass felt she did not belong to any group of kids of the same age.

3.3. Answer the questions:

a) Why Cass' dilemma was not just a teenager woe?

b) What did make some people to be baffled by Cass' family? Why?

c) Why did the other Indian kids talk differently to Cass in West London?

d) What did cause Cass' identity crisis?



Discuss with some classmates to check if you got it right!



Read the following sentence:

“ Except when I got there, everyone stared at me in my western clothes with my western hair and my silly western Nike trainers.”

This sentence is connected to which period of time?

Past **Present** **Future**

Now, read the extracts bellow:

They both moved to London as adults. I belonged anywhere in particular that time.

[...] where I fitted in during my early teenage years

[...]something I struggled with.

4. All the extracts above reflect actions occurred in the past time. Place the following verbs according to the structure of the verbs in the box.

visit - obey - prefer - change - try - hope - study - control - open - carry - stop - offer - lie - play - enjoy

1. decide/decided – estimate/estimated	
2. rob/robbed – ban/banned	
3. copy/copied – hurry/hurried	
4. stay/stayed – annoy/annoyed	
5. answer/answered – borrow/borrowed	

LANGUAGE CORNER

Simple Past is used to describe actions that began and finished in the past. In general, we form Simple Past adding **-e** or **-ed** to most of the verbs - **Regular Verbs**. We also have verbs that change their form in the past time - **Irregular verbs**.
e.g. have - **had** teach - **taught** feel - **felt** come - **came** write - **wrote**



4.1 Complete the sentences with the verbs in the box using the **-d, -ed** or **-ied** endings:

permit visit help enjoy like study travel plan

- a. Susan _____ him last night.
- b. My parents _____ to Rome in 2005.
- c. Alex _____ his last vacation.
- d. I _____ to read fairy tales when I was a child.
- e. Those students _____ hard last semester.
- f. Nancy _____ her son to play videogame yesterday.
- g. We _____ the museum last week.
- h. My father _____ to go fishing during his honeymoon!

4.2 Look at these sentences:

I didn't totally fit in with the kids at school that time.

Did kids talk differently to you?

Now answer the following questions:

- What is the main verb in each sentence?

- Do these sentences talk about past events? What indicates this?

- What is the function of the word DID in each sentence?

- What does happen to the main verb of the sentences in past time when we use negative/interrogative form?

Negative and Interrogative forms in Simple Past are constructed using the past form of the auxiliary Do > Did.

I did not/didn't like the presentation.

Did you call me?



The pronunciation of words ending in ED depends on the final **consonant sound**. There are three ways to pronounce ED at the end of a word in English:

- ❖ Words ending in consonant sound **t** or **d** we use the /id/ pronunciation.

/id/

T wanted /'wɒn.tɪd/

D needed /'niː.dɪd/

- ❖ Words ending in **voiceless** consonants we use the /t/ pronunciation.

/t/

helped /helpt/

washed /wɒʃt/

looked /lʊkt/

watched /wɒtʃt/

fixed /fɪkst/

kissed /kɪst/

laughed /læft/

danced /dænst/

- ❖ Words ending in **voiced*** consonants we use the /d/ pronunciation.

/d/

*** Voiced Sound**
= uses the vocal
cords and they
produce a vibration
or humming sound
in the throat.
(Touch your throat to feel it)

called /kɔld/

loved /lʌvd/

cleaned /klaɪnd/

amazed /ə'meɪzd/

offered /'ɑːfərd/

rubbed /rʌbd/

damage /'dæmɪdʒd/

claimed /kleɪmd/

❖ Words that end in a **vowel sound** we use the **/d/** pronunciation for ED.

followed /'fɒl.əʊd/

enjoyed /ɪn'dʒɔɪd/

played /pleɪd/

tried /traɪd/

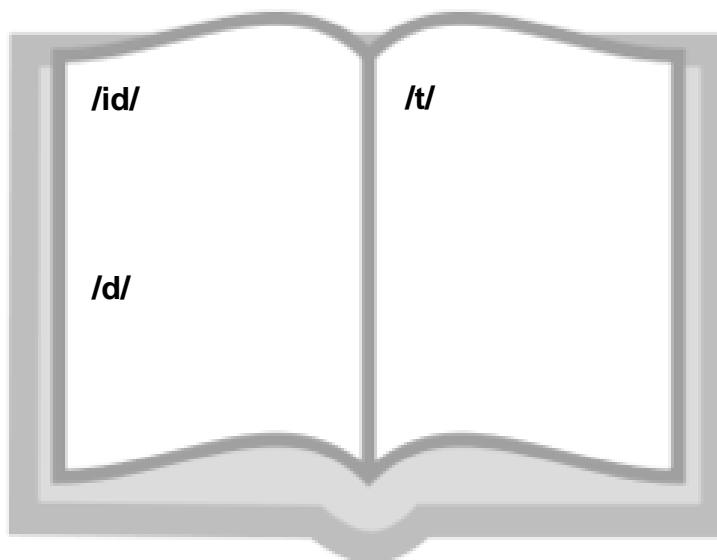
continued /kən'tɪn.ju:d/

5. What is the correct pronunciation of the words? Place them in the correct ED sound.

hoped changed lied stopped preferred controlled studied carried
tried played obeyed enjoyed opened visited offered

/ɪd/	/d/	/t/

5.1. Can you think in other words that end with the ED sounds? Write at least two examples of each one on the notebook:





Focus on Listening

We have seen increasing news about cultural issues around the world. According to **FP** (Foreign Policy) magazine, half of the conflicts worldwide involve extremist groups, whose goals and ideologies are difficult to deal with through negotiated agreement, complicating efforts to promote peace.

Sometimes we think there are more things dividing us than uniting us. But we may have much more in common with people around the world than we would think.

In small groups, discuss the questions:

- ✓ Is there any nationality or country you do not like in particular?
- ✓ Do you think there is a nationality better than others?
- ✓ What comes to your mind when you think about making a journey?
- ✓ What could a travel agency do to promote peace?

6. You are going to watch an advertisement video of *momondo* - a travel search site about a peculiar type of journey:



<https://www.youtube.com/watch?v=tyaEQEmt5ls>

6.1. After watching the video, answer the following questions:

a) What are people's feelings toward to their country and nationality?

b) What people think in relation to other nationalities?

c) What kind of journey the interviewers suggested?

d) Did people have another perspective regarding their heritage after the DNA result?
What was it?

e) What was the impressive discovery after the DNA journey?



Seminar

7. Read the following statements:

“An open world begins with an open mind”

“A huge component of meaningful travel is learning about, appreciating, and understanding cultures different from our own. When we encounter people around the world, we have the chance to find out that we are all wonderfully, uniquely different, but also fundamentally the same. All travelers can relate to having their eyes opened and preconceived notions or stereotypes shattered.”

a) In groups, discuss the importance of having an open mind about the differences which make us who we are.

b) Visit the page [Goabroad.com](http://www.goabroad.com) and read the introduction of the article *Where Music Meets Travel: 17 Songs to Celebrate Equality in 2017*. (<http://www.goabroad.com/articles/where-music-meets-travel-17-songs-to-celebrate-equality-in-2017#>)

c) Teacher will distribute the songs randomly to the groups and each one will prepare a presentation based on the information about the specific song and the topic Equality*.

d) During the groups' presentation, make sure you take notes about the other songs presented and what else you may think to be important.

equality
noun [U or C] • UK  /i'kwɒl.ə.ti/ US  /i'kwɑː.lə.ti/





✦ **B2** the right of different groups of people to have a similar social position and receive the same treatment:
equality between the sexes
racial equality
the government department responsible for equalities



<http://dictionary.cambridge.org/dictionary/english/equality>






Focus on Writing

So far you have learned about Cultural Identity and quite about how travelling can broaden our perspectives regarding Equality.

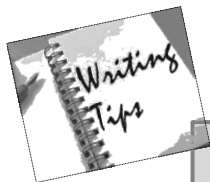
8. Using your notes from the seminar, write a report to your teacher, describing why Cultural Identity is important in one's life and how travelling and anthems* work as aid to fight against divisive language and hatred worldwide.

anthem
noun [C] • UK  /'æn.θəm/ US  /'æn.θəm/

✦ a song that has special importance for a particular group of people, an organization, or a country, often sung on a special occasion:
The national anthems of the teams are played at the beginning of international football matches.
John Lennon's "Imagine" has become the anthem of peace-lovers all over the world.

<http://dictionary.cambridge.org/pt/dicionario/ingles/anthem>



- ✓ Begin saying why you are writing the report;
- ✓ Divide your report in sections/paragraphs. You can give them a subheading if you wish;
- ✓ Use formal language so that your writing has an impersonal style;
- ✓ Before wrap up your report, proofread it, and have someone else read it for you.



Self Assessment

Circle the checks according to your improvement.



Can I understand the text, despite some unknown vocabulary?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I use the **ED** ending with verbs that describe past events?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I pronounce the three different sounds **/id/, /d/, /t/** of the **ED** ending?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I understand the video, despite some unknown vocabulary?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I share information about Equality with my friends?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I report information about Cultural Identity and Travelling to my teacher?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort

UNIT 2

"YOU ARE NEVER TOO OLD
TO SET ANOTHER GOAL OR
TO DREAM A NEW DREAM."
-- C. S. LEWIS





In almost every country, the proportion of people aged over 60 years is growing faster than any other age group, as a result of both longer life expectancy and declining fertility rates.

This population ageing can be seen as a success story for public health policies and for socioeconomic development, but it also challenges society to adapt, in order to maximize the health and functional capacity of older people as well as their social participation and security.

Highlight

[The Global strategy and action plan on ageing and health](#)

On May 26, 2016, member states adopted the Global Strategy and Action Plan on Ageing and Health 2016-2020 at the 69th World Health Assembly. The Strategy outlines a set of goals and strategic objectives to move towards a decade of Healthy Ageing beginning in 2020, and an action plan to achieve those goals.

<http://www.who.int/topics/ageing/en/>

1.2. Read these facts about Ageing published by WHO (World Health Organization) and choose the correct heading for each paragraph.



10 FACTS ON AGEING AND THE LIFE COURSE

1 - The number of people aged 60 years or older will rise from 900 million to 2 billion between 2015 and 2050 (moving from 12% to 22% of the total global population). Population ageing is happening more quickly than in the past. For example, while France had almost 150 years to adapt to a change from 10% to 20% in the proportion of the population that was older than 60 years, places like Brazil, China and India will have slightly more than 20 years to make the same adaptation.

2 - The proportion of older people in high-income countries needing help from another person to carry out basic activities such as eating and washing may have declined slightly over the past 30 years. However, there has been little change in the prevalence of less severe limitations in functioning.

3 - Older people in low- and middle-income countries carry a greater disease burden than those in the rich world. Regardless of where they live the biggest killers of older people are heart disease, stroke and chronic lung disease. The greatest causes of disability are sensory impairments (particularly in low- and lower-middle-

income countries), back and neck pain, chronic obstructive pulmonary disease (particularly in low- and lower-middle-income countries), depressive disorders, falls, diabetes, dementia and osteoarthritis.”

4 - Biological ageing is only loosely associated with person age in years. Some 80 year-olds have physical and mental capacities similar to many 20 year-olds. Other people experience declines in physical and mental capacities at much younger ages.

5 - Although some of the variations in older people’s health reflect their genetic inheritance, most is due to their physical and social environments, and the influence of these environments on their opportunities and health behaviour. Importantly, these factors start to influence ageing from childhood. This means that an older person from a disadvantaged background is both more likely to experience poor health and less likely to have access to the services and the care that they may need.

6 - Ageism – discrimination against a person on the basis of their age - has serious consequences for older people and societies at large. Ageism can take many forms, including prejudicial attitudes, discriminatory practices, or policies that perpetuate ageist beliefs. It can obstruct sound policy development, and it can significantly undermine the quality of health and social care that older people receive.

7 - Health in older age shouldn’t be defined by the absence of disease. Healthy Ageing is achievable by every older person. It is a process that enables older people to continue to do the things that are important to them. While health and social care expenditures for older people are often viewed as costs to society they should be understood as investments in realising opportunities and enabling older people to continue to make their many positive contributions.

8 - Most health systems around the world are ill-prepared to address the needs of older people, who often have multiple chronic conditions or geriatric syndromes. Systems must be capable of providing older person-centred and integrated care, and focus on maintaining capacities as people age.

9 - In some countries, this means building a system from almost nothing. In others, it means rethinking long-term care: from a basic safety net for the most vulnerable, towards a broader system that maximizes older people’s functional ability and upholds their autonomy and dignity. The number of older people who need support for activities of daily living in developing countries is forecast to quadruple by 2050.

10 - Examples of intersectoral action include establishing policies and programmes that expand housing options; making buildings and transport accessible; promoting age-diversity in working environments; and protecting older people from poverty through social protection schemes. Making progress on Healthy Ageing will also require a far better understanding of age-related issues and trends.

http://www.who.int/features/factfiles/ageing/ageing_facts/en/

When it comes to health, there is no 'typical' older person

The world's population is rapidly ageing

Ageism may now be more pervasive than sexism or racism

The most common health conditions in older age are noncommunicable diseases

Health systems need to be realigned to the needs of older populations

There is little evidence that older people today are in better health than their parents

Healthy Ageing involves all levels and sectors of government

Health in older age is not random

In the 21st century, all countries need an integrated system of long-term care

Comprehensive public health action will require fundamental shifts in how we think about ageing and health



Now, talk to your classmates to check for understanding.




Focus on Reading



2. In pairs, discuss the following questions:

- ✓ Do you know any elderly person that does not seem to be as older as he/she looks like?
- ✓ Do you think it's possible for an elderly person to do extreme sports?
- ✓ Do you think there are limits to what an elderly person can healthily do?

2.1. You are going to read a text from the online edition of Britain's tabloid newspaper, The Daily Mirror.



M TV ▶ TV Previews ▶ ITV

Life begins at 80 for the stars of ITV's Secrets of Growing Old

Dilys, 83, jumps out of planes for fun while Charles, 96, pumps iron and Frances is an 83-year-old fashion model

96 SHARES | COMMENTS | BY SARA WALLIS 07:00, 1 JUN 2016

TV

SECRETS OF GROWING OLD, ITV, 9pm

Never mind the old adage ... for the stars of this cheerful and uplifting documentary, life begins at 80.

And when you see what this lot get up to, you'll feel positively old and boring, and maybe even a tad lazy.

Take 83-year-old **Dilys**, for example. She jumps out of planes. For fun. When her joints started aching at the age of 50, she decided to prove it wasn't the beginning of a downhill spiral and turned daredevil gran.

At less than half her age, I'd put my back out if I fell out of bed, let alone a plane.

Then there's Charles, who at 96, says he is "loving it" and is busy lifting weights and breaking records in athletics.

He'd put some men in their 30s to shame.

And Frances is an 83-year-old fashion model who struts down the catwalk with the best of them.

She's fiercely proud of her grey hair and wrinkles, and it seems London Fashion Week was quite impressed with her too. So, the million-dollar question is obvious... what is their secret?

There aren't any revelatory tips in this documentary. You aren't going to find out that drinking kale smoothies or (more optimistically) drinking a glass of red wine every day is the answer.

But science is apparently proving that to an extent, we really are as young as we feel. So if we keep our brains creative, and our bodies moving, we'll keep ourselves young.

If you're feeling a bit creaky, and you usually make that "oof" noise when you get up from the sofa, just remember, it's all uphill from here.

<http://www.mirror.co.uk/tv/tv-previews/life-begins-80-stars-itvs-8090719>



2.2 Choose the words from the box according to their definitions:

adage (noun)

uplifting (adjective)

get up to (sth) (phrasal verb)

tad (noun)

put (sth) out (phrasal verb)

strut (verb)

catwalk (noun)

let alone (idiom)

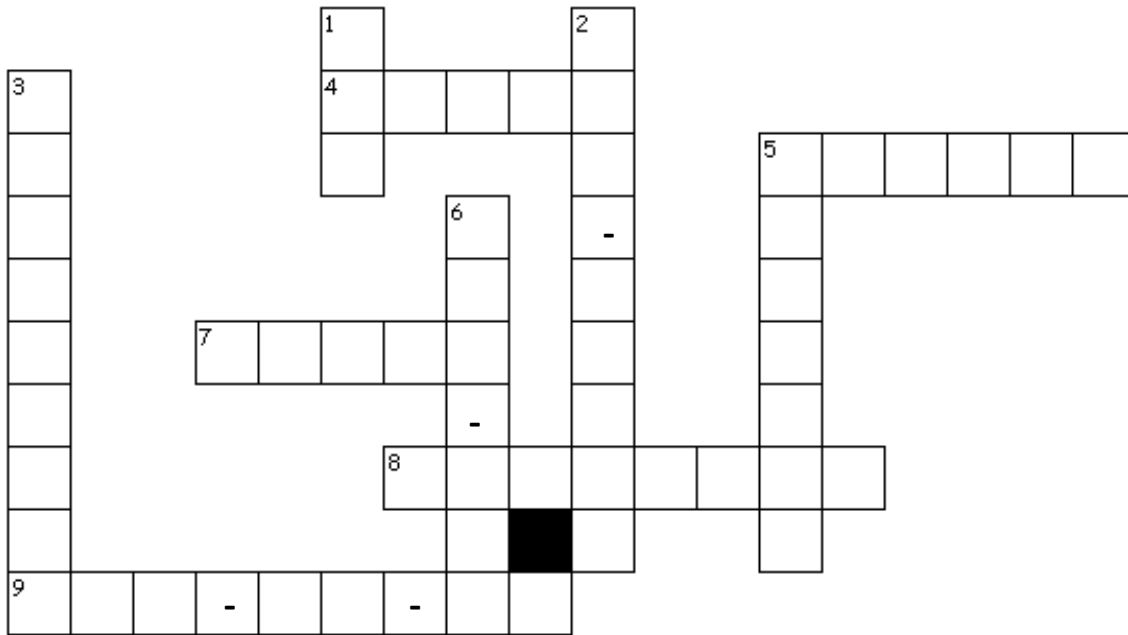
downhill (adjective)

creaky (adjective)

- 1 a wise saying - ADAGE
- 2 the long, narrow stage that models walk along in a fashion show - _____
- 3 when someone makes a long sound when he/she moves or is moved - _____
- 4 a little, slightly - _____
- 5 to do something, often something that other people would disapprove of - _____
- 6 toward the bottom, descending - _____
- 7 not to mention, much less - _____
- 8 to walk in a proud way trying to look important - _____
- 9 to injure part of your body by causing it to be moved out of its correct position - _____
- 10 making someone feel better - _____



2.3 Complete the Criss-Cross puzzle with the words from the previous exercise. Choose the proper word for the following sentences:



Across

- 4. "He remembered the old _____ "Look before you leap".
- 5. "Sometimes when I wake up, my arms are _____"
- 7. "Suddenly, the supermodels _____ through the hallway glamorously."
- 8. "They tried to compare him to _____ skiers last competition."
- 9. "Kids usually _____ some sort of trouble at school."

Down

- 1. The fish was OK, but the chips were a _____ greasy.
- 2. Do I have a dollar? I don't even have a dime, _____ a dollar.
- 3. For me it was a marvelously _____ performance.
- 5. He strode the _____ inhaling the cold salt air and told himself, I can do this, too.
- 6. He _____ his knee _____ playing tennis.

2.4 Write at least 6 sentences using the words from the previous exercise:

2.5 Answer the following questions:

a) What's the journalist's opinion about how some people might feel after watching the documentary?

b) Do you think the journalist was as energetic as Dilys at the age of 50? Why?

c) According to the journalist, what can we discover watching the documentary "Secrets of growing old"?



Focus on Listening



3. Discuss the following questions below with your classmates:

- ✓ What is the meaning of the sentence: *“Age is nothing but a state of mind”*?
- ✓ What is the key to living a long and happy life?

3.1. The video you are going to watch is about the 82 - year-old retired teacher from Wales, Dilys Price. Nevertheless, she is also in the Guinness World Records book as the oldest female skydiver ever, having accomplished 1.132 jumps.



<https://www.youtube.com/watch?v=4vTnoRdusYU>

3.2 Now, after watching the video, answer the following questions:

a) What was Dilys’ reaction to her friends’ worries?

b) Has Dilys ever got scared of skydiving? What did she do about it?

c) How was Dilys’ first jump like?

d) What did courage help Dilys to do?

e) What kind of people does the Dilys' program affect?

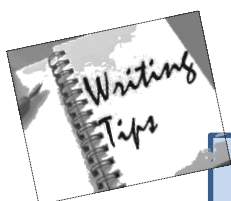
f) What can you do in 50 seconds being "a bird"?



Focus on Writing

In this unit, you have learned more about how the world population is rapidly ageing, its impact on global socioeconomic development, as well as the way people over the age of 80 keep themselves young.

4. Read the World Health Organization's (WHO) infographic named AGEING and HEALTH. After the reading, write an article to be published on the school's journal, developing the topics presented by the infographic.



- ✓ An article is an informative text published in a print or electronic medium;
- ✓ You can start it with a headline to catch the reader's attention and to introduce the topic;
- ✓ Give information in a clear way, developing each topic in paragraphs;
- ✓ Use formal language so that your writing has an impersonal style;
- ✓ Before you wrap up your article, proofread it and have someone else read it for you.

AGEING and HEALTH



Between 2000 and 2050, the number of people aged 60 and over is expected to double

In 2050, more than 1 in 5 people will be 60 years or older.



By 2050, 80% of older people will be living in low- and middle-income countries.

▶ EVERY OLDER PERSON IS DIFFERENT



Some have the level of functioning of a 30 year old.



Some require full time assistance for basic everyday tasks.

Health is crucial to how we experience older age.

▶ WHAT INFLUENCES HEALTH IN OLDER AGE

INDIVIDUAL

ENVIRONMENT THEY LIVE IN



▶ WHAT IS NEEDED FOR HEALTHY AGEING



Healthy Ageing...being able to do the things we value for as long as possible
#yearsahead



Self Assessment



Circle the checks according to your improvement.

Can I understand the text, despite some unknown vocabulary?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I use new vocabulary to write sentences with ease?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I answer questions related to the text?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I understand the video, despite some unknown vocabulary?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I answer questions related to the video?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

Can I use an infographic to write an article?

- ✓✓✓ Yes I can!
- ✓✓ Yes, but I need to work on it!
- ✓ Actually not. I should put more effort to do it!

TEACHER'S GUIDE

Units 1 & 2

Unit 1: Cultural Identity

Unit 2: Growing up about Growing old

Section Markers



The unit starts here. It is important to warm up the students so that they get ready and motivated. You can come up with a warm-up different from the one proposed in this guide, you are free to engage your students!



Whenever you see this marker, it's time to speak. Students will have the opportunity to talk in pairs, groups or even share their thinking with the whole class. It appears not only in speaking section but throughout the other skill's sections. This will bolster students' communicative competence and promote a more dynamic environment.



This marker provides information about the unit's topic. After warming up and introducing the topic, students will have the chance to broaden their previous knowledge.



These are the sections in which students will have the chance to work on their skills. The target of the sections is to focus on each skill and, at the same time, work the unit's topic in assorted ways.



Language corner is where the students will find information about language form. The grammar section is worked inductively, being this marker just a reference to students check the rules they've come up with by themselves.



This marker is the indicative that the students will have the opportunity to work on what they have learned so far. Here, they will practice the content of the other sections such as Focus on Language or/and Word Toolbox. It's important to notice that the practice should occur in a more and less controlled way in order to balance the consolidation process. Ultimately, the teacher's role is nothing but the one of guidance, once at this point, students will be able to accomplish the tasks on their own.



Pronunciation is most of the times difficult for students to deal with. In this section, try to prepare students somehow they can feel more comfortable to use their voices and therefore more confident while speaking.



At this point, students will have the chance to learn new vocabulary in a contextualized way. The vocabulary is extracted from authentic texts and it is presented giving the student the opportunity to guess from a range of definitions. In this way, we can restrain students from getting overwhelmed, once we've provided the correct definition for each word.



"Writing tips" is a marker in which students will find some guidelines to aid them in developing a piece of writing. They can find information regarding the genre/text type proposed, as well as the components required to develop the specific text.



Self Assessment - This marker close each unit, and it is an opportunity for the students evaluate their achievement throughout the unit. The ultimate goal here is having the students analyze what they have learned from the content.

Unit 1 - Cultural Identity

Let's start!

Warm-up

Bring to class several pictures of people from different nationalities and some cards with interesting information about the people in the pictures. Make double copies of the cards and pictures. Divide the class in two groups. Display the pictures and the cards over the groups' table and then let them try to match the pictures with the correct information. Give short time to get them excited with the competition and to put them in the mood for the lesson. After they've finished, let them compare the answer with the other group. Don't forget to praise the effort made and provide some reward for the winner group!

Introducing the topic

Do you know what Cultural Identity means? What comes to your mind when you think about Diversity? Have you ever thought about what makes us who we are?

Introduce the topic with the questions from the box. Students have just to brainstorm at this point, so that their previous knowledge starts to be activated.

Talk

1. Ask them to answer the questions in pairs. When they've finished, let them share what they've discussed with the whole class (if they want to).

Keep in Mind

Cultural Identity

Cultural identity is self-identification, a sense of belonging to a group that reaffirms itself. It is the extent to which one is a representative of a given culture behaviorally, communicatively, psychologically and sociologically. It consists of values, meanings, customs and beliefs used to relate to the world. It reflects the common historical experiences and shared cultural codes which give us as one entity a stable, unchanging, continuing frame of reference and meaning. People's judgments about whether they or others belong to a cultural group can be influenced by physical appearance, ancestral origin or personal behavior (dressing, speech, holidays, and celebrations).

Cultural identity is dynamic and constantly evolving. It covers the entire life span of a human being and changes every moment based on social context. Cultural identity is the constantly shifting understanding of one's identity in relation to others.

Let the students read the box and make some comments about what they have discussed before.

2.

Pre-Reading

Read the title of the text *“10 Cultural Differences And Facts That Make The World Interesting”* and ask the students if they can predict a fact/difference from the text. You can also ask them to look at the pictures in #2.1 before reading the text to see if they can come up with some cultural fact or difference by themselves.

Scanning

Ask the students to read the text quickly and talk to their classmates what they have learned while reading it. You can draw out information displayed in the text from students and verify if any of their predictions were correct.

2.1

Skimming

Now, ask the students to read the text once more and find amid the 10 facts, five of them that match the 5 pictures.

Answer

a) 5 - b) 4 - c) 7 - d) 6 - e) 2 - f) 3

Talk

2.2 Let the students make a quick search on the internet about other interesting funny/facts around the world and share with the whole class.

NOTE: If it is the School’s Policy not to allow cellphones inside the class, let them do the search at home and bring their findings for a later discussion.

Focus on Reading

Introducing the Topic

Read the following box with the students brainstorm about the text they are going to read:

Have you ever felt like you did not belong to any group at the same age or you seemed not to understand yourself at all?! Have you ever written something about it? Think about something in your life which you did not know how to deal with, something that may have caused you to feel not fitting in.

Pre-Reading

Talk

Let the students share their thoughts and discuss with the classmates. Then read the box “*Do you know what a BLOG is?*” and ask them if they have or are used to read or make comments on any Blog.

Do you know what a BLOG is?

- A blog (short for weblog) is a personal online journal that is frequently updated and intended for general public consumption.
- Blog format: a series of entries posted to a single page in reverse-chronological order.
- Blogs generally represent the personality of the author.
- Topics: include brief philosophical musings, commentary on Internet and other social issues, and links to other sites the author favors, especially those that support a point being made on a post.
- The author of a blog is often referred to as a blogger.

3.

Now, tell the students they are going to read a text written by the teenager Cassandra Faria Naidoo “What’s your Cultural Identity” and ask them to predict what the text is talking about.

Answer

- a. () A trip around the world and some tips about different cultures.
- b. (X) Cultural adaptation when the author lived in another country.
- c. () The author’s country and its cultural characteristics.

3.1

Scanning

Ask the students to read the text quickly to verify if the prediction was right.

Skimming

3.2

Ask students to read the text carefully and complete the True or False activity.

Answer

- (F) The Blog's entry was posted in the section "A bit about me".
- (T) She posted the entry on 2012.
- (F) She could cope with her cultural identity during teenage.
- (T) People usually did not understand Cass's family to be Catholic Indians.
- (F) Cass had a friendly relationship with the Indians from the non-Catholic schools.
- (T) Cass felt she did not belong to any group of kids of the same age.

3.3

Ask students to read the questions before going back to the text, so that they can focus on the specific answers.

Answer

- a) Why Cass' dilemma was not just a teenager woe?
Because her family was Catholic Indians from Goa, a Portuguese colony and for this reason she had a Portuguese surname.
NOTE: (You can accept any answer that is related to Cassandra's difficulty to deal with her cultural identity)
- b) What did make some people to be baffled by Cass' family? Why?
Because Cass's family was Catholic. This is not Indians' usual religion. (Indians usually practice Hinduism and many other religions)
- c) Why did the other Indian kids talk differently to Cass in West London?
Because they were really Indians and wore saris and went to Indian weddings and had super strict parents.
- d) What did cause Cass' identity crisis?
She didn't feel she belonged anywhere in particular.

Talk

Let students compare their responses before class checking.

Focus on Language

Write the following sentence on the board and let the students analyze it.

“ Except when I got there, everyone stared at me in my western clothes with my western hair and my silly western Nike trainers.”

Then ask them to circle the period of time the sentence is connected: PAST TIME

Before doing the exercise #4, ask students to read the extracts and say what they have noticed about the sentences. They should realize the ED ending for verbs in the past.

They both **moved** to London as adults. I **belonged** anywhere in particular that time.

[...] where I **fitted** in during my early teenage years

[...]something I **struggled** with.

4.

Read the verbs highlighted and check if the students have some difficulty with any of them. Then let them read the 1-5 box answering any questions students might have. Then let them put the verbs according to the past form structure.

visit - obey - prefer - change - try - hope - study - control - open - carry - stop - offer - lie - play - enjoy

1. decide/ decided – estimate/ estimated	hoped lied changed
2. rob/ robbed – ban/ banned	stopped preferred controlled
3. copy/ copied – hurry/ hurried	studied carried tried
4. stay/ stayed – annoy/ annoyed	played obeyed enjoyed
5. answer/ answered – borrow/ borrowed	opened visited offered

After checking the answers, ask students to read the LANGUAGE CORNER box.

Time to work

4.1

Ask students to complete the sentences using the most suitable verb from the box using the **-d, -ed or -ied** endings.

Answer

- a. Susan **helped** him last night.
- b. My parents **traveled** to Rome in 2005.
- c. Alex **enjoyed** his last vacation.
- d. I **liked** to read fairy tales when I was a child.
- e. Those students **studied** hard last semester.
- f. Nancy **permitted** her son to play videogame yesterday.
- g. We **visited** the museum last week.
- h. My father **planned** to go fishing during his honeymoon!

4.2

Ask students to read the sentences in the box and then answer the questions. Students should come up to the negative and interrogative structures for the Past Time.

I didn't totally fit in with the kids at school that time.

Did kids talk differently to you?

Answer

- What is the main verb in each sentence? **fit, talk.**
- Do these sentences talk about past events? What indicates this? **Yes. The word DID.**
- What is the function of the word DID in each sentence? **Demonstrate that the sentence is in the Past time.**
- What does happen to the main verb of the sentences in past time when we use negative/interrogative form? **In the negative we use did + not after the subject. In the interrogative we use did in front of the subject.**

After checking the answers, ask students to read the LANGUAGE CORNER box.

Pronunciation

Tell the students that the **-ed** ending has three possible pronunciations. Write on the board one example for each sound and ask them to repeat after you. Draw students' attention to voiced and voiceless consonants and relate them to each ending sound.

5.

Ask students to read the highlighted words then, to put them in the correct place according to the ending sound. Let them refer to the box in #4 to check the structure. After this, ask the students to read each group of words, paying attention to the ending sound.

/id/	/d/	/t/
studied lied carried tried played obeyed enjoyed visited	changed preferred controlled opened offered	hoped stopped

5.1

Let the students share their answers with other classmates and add more words before checking if they were correctly added them to the notebook.

Focus on Listening

Warm-up

Read the introduction of the section and have the students to discuss what they think about the conflicts around the world involving extremist groups. Let them state their opinions freely, but remind them that it's important to respect friends' opinions and beliefs.

Divide them into small groups and let them answer the questions.

- ✓ Is there any nationality or country you do not like in particular?
- ✓ Do you think there is a nationality better than others?
- ✓ What comes to your mind when you think about making a journey?
- ✓ What could a travel agency do to promote peace?

6.

Tell the students they are going to watch an advertisement video from *momondo* - a travel search site, about a peculiar type of journey. Before watching the video, ask students to read the questions in #6.1

https://www.youtube.com/channel/UCxpbnnGX6raZfTJcdt5_7Ag

6.1

Locating specific information

After watching the video, give some time to students have the questions answered.

Let the students explain using their own words. In order to help you to locate information, part of the transcription is placed under the questions for your reference.

- a) What are people's feelings toward to their country and nationality?
- b) What people think in relation to other nationalities?
- c) What kind of journey the interviewers suggested?
- d) Did people have another perspective regarding their heritage after the DNA result? What was it?
- e) What was the impressive discovery after the DNA journey?

Transcription

- a)
I'm proud to be English, my family has served and we've defended this country and we've been to war for this country. I'm really patriotic about Bangladesh. I am 100% Icelandic, yeah, definitely. This is a Kurdish wedding with my mum in the traditional Kurdish clothes. (woman singing). *We're just proud blacks, so that's it. Yeah, I think we are probably the best country in the world, if I'm honest.*
- b)
Germany, yeah, I'm not a fan of the Germans. You might think they're a little bit ... Particularly India and Pakistan probably because of the whole, you know, the conflict. 'Cause I have this side of me that's like ... that hates Turkish people – not people! But the government! But French? Nah! We're just the best, you know, it's just fact I'm more important than you. I don't know you, but in my opinion I am strong, and I am more important than a lot of people.
- c)
How would you feel about taking a journey based on your DNA? *Yeah, I'd feel very intrigued. What could you possibly tell me that I don't know?*
- d)
I'm going to go a bit far right now, but this should be compulsory. There would be no such thing as, like, extremism in the world, if people knew their heritage like that. Like, who would be stupid enough to think of such a thing as, like, a pure race? In a way, we're all kind of cousins, in a broad sense.
- e)
In a much more direct sense, **you have a cousin, in this room.** Uh uh... Turn around, and guess who it is. Waj? Yeah, what's that? Why don't you come down here and meet your cousin? Oh my God ... Did you know that? I didn't, I had no idea ... this is like ...My heart's pounding right now, I swear to God!

Talk - Seminar

7.

Firstly students have to read the statements in the beginning of the section and then discuss in groups the importance of having an open mind about the differences which make us who we are. Students will visit a site called **Goabroad** and read the introduction of the article *Where Music Meets Travel: 17 Songs to Celebrate Equality in 2017*. The teacher will distribute the songs randomly to the groups and the purpose is to prepare an oral presentation to share information about the song they've worked with and the topic Equality. During the presentations, students should take notes as basis for the next section of the unit. At this point, students' oral skills will be assessed by the teacher.

Focus on Writing

8.

Using the notes from the previous activity, students will have to write a report to the teacher, describing why cultural identity is important in one's life and how travelling and anthems work as aid to fight against divisive language and hatred worldwide. Teacher will read the writing tips box with the students and make sure that the students have all the information they need to do the report and how it is done. If there is little time to do it, tell the students to make a draft in class in order to aid them to do the final version at home.

Self-Assessment

After concluding the unit, the students will have the opportunity to verify their improvement. It is important let them to do the assessment by themselves and determine the general achievement. The self-assessment is an important tool for the teacher to analyze the learning progress, taking into account the students' point of view. However, the assessment is personal and the teacher has to ask the students if they could share their self-analysis.

Audio transcription

momondo – The DNA Journey (transcription) (5:16)



LetsOpenOurWorld

I'm proud to be English, my family has served and we've defended this country and we've been to war for this country. I'm really patriotic about Bangladesh. I am 100% Icelandic, yeah, definitely. This is a Kurdish wedding with my mum in the traditional Kurdish clothes. (woman singing). We're just proud blacks, so that's it. Yeah, I think we are probably the best country in the world, if I'm honest. Think about other countries and other nationalities in the world are there any that you don't feel you get on with well, or you won't like, particularly? Germany, yeah, I'm not a fan of the Germans. You might think they're a little bit ... Particularly India and Pakistan probably because of the whole, you know, the conflict. 'Cause I have this side of me that's like ... that hates Turkish people – not people! But the government! But French? Nah! We're just the best, you know, it's just fact I'm more important than you. I don't know you, but in my opinion I am strong, and I am more important than a lot of people. How would you feel about taking a journey based on your DNA? Yeah, I'd feel very intrigued. What could you possibly tell me that I don't know? So do you know how DNA works? So you get half from mom, and half from dad so 50% from each of them, and they get 50% from their parents and back, and back and back and all those little bits of your ancestor, they filter down to make you, you... I need you to spit in this tube for me. Just spit up to the little black line. That's a lot of spit. Right, the story of you, is in that tube. What's it going to tell me? It's going to be, 'oh yeah, you're French', and, 'wait, your grandparents are French', and, 'wait'... 100% Bengali. Solid Iraqi. I'm Cuban! It's going to tell me that I'm English, like I've told you. Jay? Can you come down and join us? I'm a little bit nervous, I have to say. So are you ready to find out your results? Will you read it out to us, please? Wow, look at me! Oh my God. Oh ... wow!... I didn't expect that! All of them. Whoa ... No ... No ... Caucasus? Which was...Turkish? Yeah! Eastern Europe, Spain, Portugal, Italy, Greece. I'm 32% British? What?! Great Britain, 30% ...5% ...German!...(audience laugh) I'm Irish? Yeah! So I'm a Muslim Jew. Great Britain, 11% – are you sure these results are mine? Eastern Europe? Seriously? Iceland has definitely moved closer to Europe now. I'm going to go a bit far right now, but this should be compulsory. There would be no such thing as, like, extremism in the world, if people knew their heritage like that. Like, who would be stupid enough to think of such a thing as, like, a pure race? In a way, we're all kind of cousins, in a broad sense. In a much more direct sense, you have a cousin, in this room. Uh uh... Turn around, and guess who it is. Waj? Yeah, what's that? Why don't you come down here and meet your cousin? Oh my God ... Did you know that? I didn't, I had no idea ... this is like ...My heart's pounding right now, I swear to God! I'm Jay from everywhere by the reads of this. I'm a real man of the world. That's beautiful, thank you. So would you like to travel to all of these places? Yeah! Hell yeah! Oh yeah!

Unit 2 - Growing up about growing old

Let's start!

Warm-up

Bring to class some pictures of elderly people: Mix pictures of healthy and happy elderly people and other of people that seem to be sad and depressed. Ask students to divide the pictures in two groups and discuss why they've chosen that way. You can elicit from the students answers relating the happy and healthy elderly people with the practice of exercises, positive attitude and thinking. On the other hand, people that seem to be sad and depressed may be people that grow old and don't have an optimistic view of their lives. Let students brainstorm their ideas so that they feel motivated and get engaged with the activity.

Introducing the topic

Show the students the pictures at the beginning of the unit, ask them to read the words inside the brainstorm box and elicit from them what might be the unit's topic.

Talk

1. Ask them to answer the questions in pairs. When they've finished, let them share what they've discussed with the whole class.

Keep in mind

In almost every country, the proportion of people aged over 60 years is growing faster than any other age group, as a result of both longer life expectancy and declining fertility rates.

This population ageing can be seen as a success story for public health policies and for socioeconomic development, but it also challenges society to adapt, in order to maximize the health and functional capacity of older people as well as their social participation and security.

Highlight

The Global strategy and action plan on ageing and health

On May 26, 2016, member states adopted the Global Strategy and Action Plan on Ageing and Health 2016-2020 at the 69th World Health Assembly. The Strategy outlines a set of goals and strategic objectives to move towards a decade of Healthy Ageing beginning in 2020, and an action plan to achieve those goals.

Let the students read the box and make some comments about what they have discussed before.

1.2

Pre-Reading

Show the students the logo of the World Health Organization and ask them if they have ever heard anything about it. If the students don't know anything about the organization, you can aid them with the information below.

Who we are, what we do

Our goal is to build a better, healthier future for people all over the world. Working through offices in more than 150 countries, WHO staff work side by side with governments and other partners to ensure the highest attainable level of health for all people.

Together we strive to combat diseases – infectious diseases like influenza and HIV and noncommunicable ones like cancer and heart disease. We help mothers and children survive and thrive so they can look forward to a healthy old age. We ensure the safety of the air people breathe, the food they eat, the water they drink – and the medicines and vaccines they need.

Scanning

Divide students in ten groups (if it's a large group) and ask to each group read quickly the text "*10 facts on ageing and the life course*". If it's a small group, you can split more than one fact to each person. After the reading, let them talk about what they've learned to the classmates. During the reading aid students with new vocabulary that may come up.

Skimming & Talk

Ask the groups to read the headings at the end of the text and decide the most suitable for the facts they've read. You can ask them to trade their facts with another group to do a peer checking. After this you can check with the whole class the correct order of the headings.

Answers

4 - 1 - 6 - 3 - 8 - 2 - 10 - 5 - 9 - 7

Focus on Reading

2.

Pre-Reading

Talk

Ask the students to answer the questions in pairs. You can ask them in addition, to predict what the text is talking about after reading the title "*Life begins at 80 for the stars of ITV's Secrets of Growing Old*".

- ✓ Do you know any elderly person that does not seem to be as older as he/she looks like?
- ✓ Do you think it's possible for an elderly person to do extreme sports?
- ✓ Do you think there are limits to what an elderly person can healthily do?

2.1

Scanning

Ask the students to read the text quickly and discuss in small groups if their prediction was correct and their opinion on what may be the secrets of growing old.

2.2

Introducing new vocabulary

Word toolbox

Ask students to read the words in the box and highlight them in the text. Check if somebody knows any definition already and would like to share. Explain each word function, so that they understand how they work in a sentence. Give them time to complete the activity and while they do it, you can monitor to aid any student who might have any difficulty.

adage (noun) - **uplifting** (adjective) - **get up to (sth)** (phrasal verb) - **tad** (noun) - **put (sth) out** (phrasal verb)
strut (verb) - **catwalk** (noun) - **let alone** (idiom) - **downhill** (adjective) - **creaky** (adjective)

Answers

- 1 a wise saying - ADAGE
- 2 the long, narrow stage that models walk along in a fashion show - CATWALK
- 3 when someone makes a long sound when he/she moves or is moved - CREAKY
- 4 a little, slightly - TAD
- 5 to do something, often something that other people would disapprove of - GET UP TO (STH)
- 6 toward the bottom, descending - DOWNHILL
- 7 not to mention, much less - LET ALONE
- 8 to walk in a proud way trying to look important - STRUT
- 9 to injure part of your body by causing it to be moved out of its correct position - PUT (STH) OUT
- 10 making someone feel better - UPLIFTING

Time to Work

2.3

Students will have the chance to do the Criss-cross puzzle while they chose the most suitable word to complete each sentence.

Answers

Across: 4) adage, 5) creaky, 7) strut, 8) downhill, 9) get up to

Down: 1) tad, 2) let alone, 3) uplifting, 5) catwalk, 6) put out

2.4

Now the students have to write at least six sentences using any of the words from the last exercise. This will help them to contextualize the words, and make sure they have understood the meaning and the usage of each one. Have them to do the task individually at first, then, ask them to trade the sentences with another classmate to peer-checking.

2.5

Skimming

Ask students to read the questions individually before go back to the text. After answering the questions let them compare with a classmate before class-checking.

Answers

a) What's the journalist's opinion about how some people might feel after watching the documentary?

Line 2 - "And when you see what this lot get up to, you'll feel positively old and boring, and maybe even a tad lazy."

b) Do you think the journalist was as energetic as Dilys at the age of 50? Why?

Line 5 - No. "At less than half her age, I'd put my back out if I fell out of bed, let alone a plane."

c) According to the journalist, what can we discover watching the documentary "Secrets of growing old"?

Line 14 - "But science is apparently proving that to an extent, we really are as young as we feel. So if we keep our brains creative, and our bodies moving, we'll keep ourselves young."

Focus on Listening

3.

Warm-up & Talk

Ask the students to discuss the questions in small groups. Let them brainstorm and get into the mood of the activity.

- ✓ What is the meaning of the sentence: *“Age is nothing but a state of mind”*?
- ✓ What is the key to living a long and happy life?

3.1

Tell the students they are going to watch a video of an 82-year-old lady called Dilys Price. She is a retired teacher from Wales but there is something more about her. Ask students to make predictions about the video. After this, let them read the activity’s introduction to check if their predictions were correct.

<https://www.youtube.com/watch?v=4vTnoRdusYU>

3.2

Locating specific information

Ask students to read the questions before watching the video one more time. Let the students answer using their own words, provided that the answers are related to the text. In order to help you to locate information, part of the transcription is placed under the questions for your reference.

- a) What was Dilys’ reaction to her friends’ worries?
- b) Has Dilys ever got scared of skydiving? What did she do about it?
- c) How was Dilys’ first jump like?
- d) What did courage help Dilys to do?
- e) What kind of people does the Dilys’ program affect?
- f) What can you do in 50 seconds being “a bird”?

Transcription

- a)
“I think that's ridiculous what a better way to die having fun!”
- b)
“But I do get scared I’m used to be so scared that I would drive the car up to the drop zone and think “I could go back, I don't have to stay here”, but I knew if I went away I'd never come back again so the ecstasy was more than the fear.”
- c)
“The first time I jumped out of an airplane I thought I was gonna die. And as I fell I thought what a mistake, this is death.”

- d)
“And I think the courage has helped me to run a charity which from scratch is very difficult and they say most charities fail after three years.”
- e)
“And I knew that I had a program that affected for the good very profoundly disabled people made them really much happier and that thrills me.”
- f)
“You are a bird for 50 seconds and imagine you’ve got 140 miles an hour, you can do a barrel roll you can flick you can move here you can move there can join up with people it is unbelievably wonderful!”
-

Focus on Writing

4.

Now it's time to students to gather information they have learned. Ask the students to read the WHO's infographic named AGEING and HEALTH. Based on this infographic, they have to write an article to be published on the school's journal. Get some time to explain students what they have to do, read the Writing tips box, let them know what an article is, let them search on the internet some examples and then discuss the structure they will have to use. If there is little time to do it, tell the students to make a draft in class in order to aid them to do the final version at home.

Self-Assessment

After concluding the unit, the students will have the opportunity to verify their improvement. It is important let them to do the assessment by themselves and determine the general achievement. The self-assessment is an important tool for the teacher to analyze the learning progress, taking into account the students' point of view. However, the assessment is personal and the teacher has to ask the students if they could share their self-analysis.

Audio transcription

THE 82 - YEAR - OLD SKYDIVER, a Great Big Story.

Other people would laugh of me, if all my friends say “We worry about you Dilys”, you know, and they’ve even come get this weekend and suddenly said “oh no be careful” I think that's ridiculous what a better way to die having fun! I am a world record holder for being the oldest woman skydiver in the world, I think is the only one way it's down so and if I got slight absent-mindedness I'll be alright! I don't worry that my carpet is rather threadbare and old as long as I've skydiving. But I do get scared I'm used to be so scared that I would drive the car up to the drop zone and think “I could go back, I don't have to stay here”, but I knew if I went away I'd never come back again so the ecstasy was more than the fear. The first time I jumped out of an airplane I thought I was gonna die. And as I fell I thought what a mistake, this is death. I just can remember it now and then the next second I thought ooh! I'm flying! Skydiving gives you the most intense wonderful feeling. I mean, people come down home and some did jump and they all say it's better than sex! I mean take that the way you like it, but it is! I think sometimes we get pulled out by fear, we get pulled down by necessity of work and it's a mistake. That having done skydive I learned courage I learned to go and that has been the biggest turning point of my life. And I think the courage has helped me to run a charity which from scratch is very difficult and they say most charities fail after three years. And I knew that I had a program that affected for the good very profoundly disabled people made them really much happier and that thrills me. I believe we all have a purpose in life and I believe the *Touch Trust* is my purpose. I don't have much time to think about the past I'm so busy in the present and just going into the future that the past recedes and I'm enjoying so much these days remembering the past remembering even the difficult times but seeing how they all fell into a pattern which now I'm glad of. You are a bird for 50 seconds and imagine you've got 140 miles an hour, you can do a barrel roll you can flick you can move here you can move there can join up with people it is unbelievably wonderful! I won't stop till I know it's not safe but for now I'm safe and I could do it and I will do, for as long as I can!

Rationale

This coursebook was devised under the light of two important bases: Communicative Language Teaching (CLT) and Critical Literacy. This means that language in this context is supposed to be learned through meaningful and genuine use, enabling students to think critically, capable of decision-making face to complex learning situations.

The CLT focuses more on the practical aspect of the language, this means, in the real-life sets of communication, revealing “the nature of social, cultural, and pragmatic features of language” (BROWN, 2000).

Therefore, the activities were created ultimately to allow students to generate authentic linguistic fluency out of the classroom, and bolster students’ communicative competence which encompasses aspects of language knowledge as they follow:

Knowing how to use language for a range of different purposes and functions; Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication); Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations); Knowing how to maintain communication despite having limitations in one’s language knowledge (e.g., through using different kinds of communication strategies) (RICHARDS, 2006 apud DIAS, 2016).

Critical Literacy has its basis in “Paulo Freire’s Critical Pedagogy and his view of language as an empowering element”. (FREIRE, 1982; 1984 apud MATTOS, 2014, p. 129) In addition, Mattos (2014, p.129) states that Critical Literacy is committed to values such as justice and equality, aiming to promote social change, inclusion of marginalized groups and citizenship education.

For this reason, the units’ purpose is to foster students’ reflexion on the utterances beneath cross-cultural contexts, and also make them conscious of their role in having inequality and injustice shattered not only inside, but also out of the classroom. Thusly, this relies on the view of the social justice teaching, which, according to Zeichner (2011, apud MATTOS, 2014, p. 132), has a “focus on helping to bring about broad-scale social change in the social, economic, political and educational spheres of society”.

The selection of the themes in regard to the theoretical basis was a struggling process because I intended to choose legitimate ones, so that the students would be motivated and willing to engage in the activities proposed.

Due to the fact that:

[...] opportunities for meaningful communication in the language classroom are limited -- particularly so in the regions where English is taught as a foreign language -- a great need arose for integrated communicative activities. These had to be interaction-centered and as authentic as possible to enable students to use the language for purposeful communication (SAVIGNON, 1983; 1990, apud HINKEL, 2012).

Consequently, activities were developed in order to provide students with dynamic uses of the language and making possible the interaction with the other participants in the classroom set, namely, peers and teacher.

The units were divided into sections which were individually explained at the beginning of the teacher's guide. Be that as it may, besides the goals in each section, it is teacher's role to afford students "integrated language instruction that engages learners in meaningful communication and enables them to attain their learning objectives [...]" (RICHARDS & RODGERS, 2001 apud HINKEL, 2012).

At the beginning of each unit, there is a section marker called *Let's start* and from this moment on, a new topic is going to be introduced. Throughout the units, other markers are displayed in order to provide additional information so that students can keep their track along the unit. In this case, the marker *Keep in mind*, provides further information about the unit's topic allowing students to broaden their previous knowledge. Each unit has specific section markers for the learning skills: *Focus on Reading*, *Focus on Listening*, *Focus on Language and Focus on Writing* and all over the units, the *Talk* marker is integrated to the other sections enabling students to use the language for purposeful communication, as noted above.

Language corner marker is part of *Focus on Language*. This section works with grammar structures inductively being this marker only a reference to students check the rules they will come up by themselves. *Word toolbox*, presents new vocabulary in a contextualized

way and the *Time to work* marker is the indicative that students will have to work on what they have learned. *Pronunciation* marker will aid students in perceiving specific sounds of the English language which most of times are not reproduced with ease. In the section *Focus on Writing*, the marker *Writing tips* provides guidelines to aid students in developing a piece of writing. At the end of the units, there is a *Self-Assessment* marker which opens room for students evaluate their achievement throughout the unit.

Focus on Reading

Reading in a second language may be a hard work for some learners, being considered for many as a skill of highly individual nature, this means that each person processes a written text in a different way.

According to Alkilabi (2015), “Reading is the most complex activity that involves orthographic, phonological, syntactic and semantic processing”. The author states that the students’ “*reading ability* (i.e.,the ability to contribute to the main idea of the text, scanning, skimming, to derive words meanings from context, to use a dictionary to find meanings, definitions, to identify prefixes, antonyms and synonyms”, is linked to their proficiency levels in the second language.

Reading is an essential skill for English as second/foreign language (ESL/EFL) students; and for many, reading is the most important skill to master. With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas. (ANDERSON, 1999 apud ALKILABI, 2015).

For this reason, it is of paramount importance to develop activities that cater for students needs in all levels of proficiency, using authentic materials which may be related to students’ context because “the ability of reading comprehension lies not only in the reader’s linguistic knowledge but also in their general knowledge concerning the reading materials” (ZHAO, 2014 apud DIAS, 2016).

Focus on Listening

Native speakers since birth experience a period of silent learning in which the language input is processed long before they start to produce language. In classroom environments,

students neither have this “silent period” nor the necessary internalized language to come up with an output. The listening activities were devised intertwined to the other skills in order to allow both weak and competent learners to comprehend what they are listening, discuss issues about what they have listened and answer questions related to what they have listened.

In both units, students watch a video to have an overall understanding of it, discuss with classmates some questions orally and then they listen in order to locate specific information and answer a set of written questions. This entails some stages that Brown (2003 apud DIAS, 2016) posits that it has to be considered while doing a listening activity: “comprehending of surface structure elements such as phonemes, words, intonation or a grammatical category; understanding of pragmatic context; determining meaning of auditory input; developing the gist, a global comprehensive understanding”.

Speaking

Successful communication requires that the discourse structure will be understood by the listeners. According to Harmer (2001), “in speech this often involves following conversational patterns and use of lexical phrases, the pre-fixed or semi-fixed word strings that have led methodologists to look carefully at lexical approaches”.

Classroom is the place where students can use the language and at the same time feel comfortable in testing social-rules, taking turns in conversation and facing an audience. “When students write or speak in lessons they have a chance to rehearse language production in safety, experimenting with different language in different genres that they will use on some future occasion away from the classroom” (HARMER, 2001).

Throughout the unit, students have the opportunity to carry out discussions on the topic proposed and hence improve fluency in the target language.

Writing

Writing proficiency is not an easy task for the most of students, for this reason, teachers have to bear in mind which approach they will choose, and in which of the writing processes they want the students are focused.

In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally ‘publishing’ their work, a process approach aims to get to the heart of the various skills that should be employed when writing. (HARMER, 2001)

In the first unit, students should write a report. Based on the notes they have made during the seminar in the previous section, they would follow the guidelines and write a report to the teacher. The second unit, they should come up with an article to be published in the school’s journal.

Grammar

The development grammatical section can raise the feeling that everything the person has studied during his/her whole life, makes no sense in devising a grammatical topic whatsoever. It is indeed very challenging if the person was taught in a deductive way, hence the difficulty in approaching grammar inductively.

According to Thornbury (1999), “teaching grammar has been a controversial issue for centuries. Some people perceive it as essential to teaching any foreign language [...] whereas others view it as an impediment to second language acquisition.”

The grammatical topic of the first unit was developed in a way that could be possible grammatical rules “be acquired through exposure to samples of speech that present a particular construction. Students are to elicit the rule from the given input and subconsciously learn it by recognizing the reoccurring patterns” (THORNBURY, 1999).

Vocabulary

Young learners start to learn a second language being exposed primarily to a various sets of lexical items, and later, when the amount of vocabulary is not enough, the learner's competence is affected in a whole. In teaching vocabulary, teacher should deploy some strategies in order to foster students' interest in expand their vocabulary knowledge, since

Learning the vocabulary of a language is important simply because it is mainly the vocabulary which carries meaning. You can usually convey what you want to say through vocabulary alone, with minimal grammar - but not the other way around" (UR, 2012 apud DIAS, 2016).

Ultimately, it is up to the teacher to cater for students' needs, recycle and introduce new vocabulary regularly.

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