UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

Ready! Set! *Inspire!*:

Exploring mindset shifts

(Unidade Didática para o Ensino de Inglês)

Alex Soares Rios
Orientador Prof. Dr. Ricardo Augusto de Souza

Belo Horizonte – MG
2017

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

Ready! Set! *Inspire!*:

Exploring mindset shifts

(Unidade Didática para o Ensino de Inglês)

Alex Soares Rios
Orientador Prof. Dr. Ricardo Augusto de Souza

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para obtenção do título de Especialista em Ensino de Língua Inglesa. Data da Defesa: 10/08/2017

Belo Horizonte – MG
2017

"To see a World in a Grain of Sand
And a Heaven in a Wild Flower
Hold Infinity in the palm of your hand
And Eternity in an Hour"

William Blake – *Auguries of Innocence*

Table of Contents

Introduction _____ 5

Unit 1

For a Meaningful Future _____ 7

Teacher's Guide _____ 14

Unit 2

Once Upon a Time _____ 21

Teacher's Guide _____ 28

Rationale _____ 36

References _____ 42

Introduction

This project had its running start by pondering what the English poet William Blake wrote at any time between 1790 and 1793, and later published in his book "The Marriage of Heaven and Hell': "If the doors of perception were cleansed every thing would appear to man as it is: infinite." (Blake, 1988, p. 39). In a free interpretation of Blake's famous sentence, the *doors of perception* need to be cleansed – and wide open –, so that men would be able to understand the world clearly, with no barriers, as it is. Taking this into account, and having in mind the process of teaching a foreign language, knowledge is a powerful greatness that also needs to transcend filters and closed doors which have limited learners' perception towards their role in society. Therefore, the material used in the L2 class was seen in this final project as a way of opening doors, bridging the gap between learners of a new language and the different possible world views.

The content of both lessons presented here was carefully thought in order to bring different perspectives about life in society. As a result, beliefs were contrasted, and learners are engaged to the process of rethinking concepts deeply rooted in society, and to learn about new ones. It is believed that the process of learning a new language is not limited to learning a new system per se, by the contrast, this process involves learners opening their minds to a new world in which the target language is originally from.

Thinking of critical literacy as an indispensable aspect of L2 acquisition, the title of this project "Ready! Set! *Inspire*: Exploring Mindset Shifts" tries to summarize what has been discussed: the fact that showing a new world to students is another way of inspiring them to pursue their dreams, and to turn them into citizens who contribute to a society of understanding differences. As Hillary Janks stated, critical literacy empowers young people to understand either the word or the world:

> "Essentially, critical literacy is about enabling young people to read both the word and the world in relation to power, identity, difference and access to knowledge, skills, tools and resources. It is also about writing and rewriting the world: it is about design and re-design."
>
> (JANKS, 2013)

Regarding to the units systematization, both lessons were built trying to follow the same structural pattern of five main parts, including all the four skills (speaking, reading, listening and writing) and the use of language. Since the very beginning of the units, it was

thought of providing students with enough tools for speaking practice. Even though the unit parts have different goals – writing in the Part E, for instance –, they were all designed in a communicative way:

"Part A – Getting Ready" aims at presenting the lesson to students and providing room for fruitful discussions on the main topic of the lesson;

"Part B – Reading", it is the moment when students practice vocabulary and sub skills of reading. The use of language has its basis on this part in the first Unit.

"Part C – Reading 2", as it was described in the Part B, Part C also aims at practicing vocabulary and sub skills reading. In Unit 2, Part C is the moment when it is elicited the lesson's use of language.

"Part D – Listening" focuses on listening as a skill. Sub skills of listening practice were thought in order to fulfill the need of learning how to become a better listener.

"Part E – Writing", in this part students are requested to practice writing as a skill in a freer practice. Drafting is the process of creating a text that is emphasized in both lessons in order to turn students into better writers through rewriting and self-correcting their own mistakes.

Each part of the lesson is composed by different activities. In its turn, each activity was designed by taking into consideration "pre", "while" and "post" activities, so that students would find moments of engage, study and activate their knowledge. Jeremy Harmer in his book "How to teach English" (2001) highlights in details these elements that provide students with tools used in classroom to help them to learn effectively – this process will be approached in the "Rationale" section of this project.

Equally important, the level of fluency aimed at both lessons were meticulously thought according to the CEFR (Common European Framework of Reference). The Units are allocated at the B2 level of the CEFR. Furthermore, regarding the age of the target audience, it is known that it is quite difficult to have a homogeneous group in a language center, however, at first, these units aim at adults and young adults over fifteen years old. It is believed that, at the age proposed, discussions would be more productive and engaging to learners.

Lastly, as a reminder, the author of this final project advises that this material can only be reproduced for educational purposes – even partially or as a whole –, with the express authorization of the author. This project is the mandatory final paper for CEI – Curso de Especialização em Inglês –, and cannot be commercialized without permission.

UNIT 1

FOR A MEANINGFUL FUTURE

UNIT 1 FOR A MEANINGFUL FUTURE

"CHANGE YOUR LIFE TODAY. DON'T GAMBLE ON THE FUTURE, ACT NOW, WITHOUT DELAY."

SIMONE DE BEAUVOIR

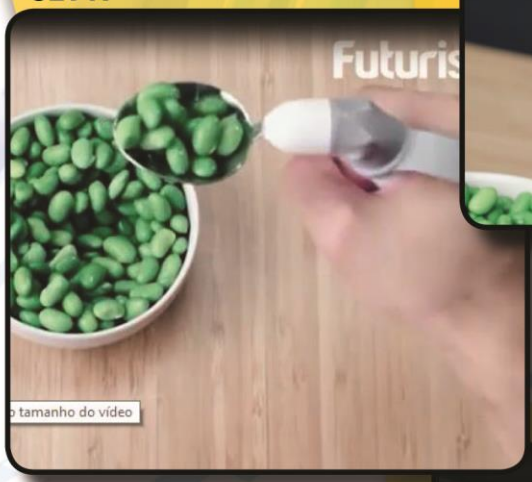
PART A GETTING READY
ENGAGE

Look at these pictures and discuss with your partner:

> What do you think these sets are about?

> How can you relate both sets?

SET A



HTTPS://YOUTU.BE/WACR5Y84GEK

Now you will watch two short videos related to the pictures.

Were your guesses correct?

SET B

HTTPS://YOUTU.BE/7-XTMYBUAKY

PART B READING
ENGAGE/STUDY/ACTIVATE

1. Match the inventions which are likely to be available to consumers and companies in the next 50 years:

Smart Watches

Paper Diagnostics

Eye-controlled Technology

Self-driven Cars

FUTURE

Smart Clothing

Designer Antibiotics

Carbon-breathing Batteries

Ingestible Robots

Touch ID on Cellphones

2. Read the text bellow and complete it with an invention from above:

"THINGS TO COME"
A TIMELINE OF FUTURE TECHNOLOGY

"The times," someone once said, "they are a-changin" -and nowhere is truer than with technology. But any technological forecast of the future is a shaky sort of structure, at best-built on a quicksand foundation on a liable to collapse at any time. With that caveat firmly in mind, we've assembled this speculative peek around the corner, to glimpse just a few of the many marvelous things to come.

2019: _____
Advances in face and movement recognition software usher in an age of machines that are controlled by gestures or eye movement.

2020 _____
Cheap diagnostic tools made of specially designed paper enable rapid screening for Ebola, Zica, swine flu and many other diseases.

2023: _____
Bottom-up technology for building macrolides allow for cheap, bespoke antibiotics to defeat "superbugs".

2024: _____
Consumable, biocompatible microbots that repair our injuries from within.

2026: _____
Nanoporous fabrics, miniturized eletronics, and haptic feedback make for "smart clothing" that change color or shape, and keep you cool or warm as the need arises.

2029: _____
Electrochemical cells that suck CO2 to generate eletricity and valuable byproducts, solving at once out power and pollution woes.

ADAPTED FROM: HTTPS://GOO.GL/L380SZ

GLOSSARY
Shaky /ˈʃeɪ.ki/ - making short; sudden movements.
Liable /ˈlaɪ·ə·bl/ - to be likely to do something.
Caveat /ˈkæv.i.æt/ - a warning before taking any action.
Usher /ˈʌʃ.ər/ - to show someone where they should go.
Bespoke /bɪˈspəʊk/ - specially made for a particular person.
Haptic /ˈhæp.tɪk/ - relating to the sense of touch.
Woes /wəʊ/ - big problems or troubles.

3. What else can be invented that hasn't been mentioned in the text? Share your examples with the class!

Example:
By 2017, **we will have created** 500 new jobs fot the digital age.
By 2020, **we will have created** no less than 1500 new jobs.

FROM: HTTPS://GOO.GL/NJBTP3

4. According to the previous page, what **will scientists have found/invented** by...

...2019?
By 2019, _____

...2024?
By 2024, _____

...2020?
By 2020, _____

...2029?
By 2029, _____

FUTURE PERFECT

EX: By 2020, we **WILL HAVE CREATED** no less than 1500 new jobs.

THE FUTURE PERFECT is used to say that something will already have happened before a certain time in the future.

AFFIRMATIVE
SUBJECT + _____ + _____ + _____.

NEGATIVE
SUBJECT + _____ + _____ + _____.

QUESTION
_____ + SUBJECT + _____ + _____?

5. PERSONALIZING. Ask your partner what he/she will have done...

By the end of the year.
By the time he/she turns 60 years old.
By December.
By the time he/she graduates.
By next Christmas.

_____
_____
_____

Example:
By the end of the year, I will have read 8 books.
By the time she graduates, she will have worked in Dr. Oro's lab for three years.

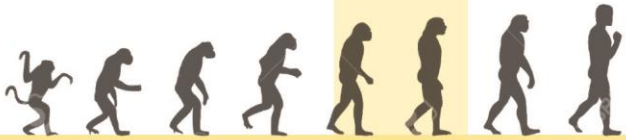
FROM: HTTPS://GOO.GL/YGAZHS

6. EXPRESS YOUR OPINION! Will doctors have found the cure for all major diseases by 2025? Which ones will we have found the cure? Share your answer!

_____
_____

7. HANDS ON! Make up a question about a future accomplishment!

_____
_____



PART C READING 2 ENGAGE/STUDY/ACTIVATE

1. How worried are you about your heart health?

2. Have a look at the list of items bellow and number from 1-5 according to your life habits.

- [ ] Eating fattening food.
- [ ] Avoiding practicing sports
- [ ] Ingesting alcohol
- [ ] Being exposed to Intense emotions
- [ ] Smoking

3. Read the short article "Heart Disease Behavior" and tick the activities mentioned. What does the article say about them?

4. Order the text "This Device Hugs the Heart to Make it Pump Blood" by reading the topics bellow and matching them to their respective part:

A. A Breakthrough Discovery
B. Research Leads Improvement
C. How This Special Device Works
D. Research Testing
E. A Hopeful Invention

5. Look at the highlighted words in the articles and use them to complete the sentences:

a. He had a blood _____ removed from his aorta. It was shocking.
b. She has a _____ evidence that the company cheated her.
c. Your heart _____ blood around your body.
d. We hope to _____ peace in the region.
e. If a blood _____ breaks, tears, or is cut, blood leaks out, causing bleeding.
f. The wind caused serious _____ to the roof.
g. The path _____ to the beach.
h. They held a sale to _____ money to charity.

"HEART DISEASE BEHAVIOR"

Your lifestyle choices can increase your risk for heart disease and heart attack. To reduce your risk, your doctor may recommend changes to your lifestyle. Diets high in saturated fats, trans fat, and cholesterol have been linked to heart disease and related conditions, such as atherosclerosis. Not getting enough physical activity can lead to heart disease. It also can increase the chances of having other medical conditions that are risk factors, including obesity, high blood pressure, high cholesterol, and diabetes. Obesity is linked to higher "bad" cholesterol and triglyceride levels and to lower "good" cholesterol levels. In addition to heart disease, obesity can also lead to high blood pressure and diabetes. Drinking too much alcohol can raise blood pressure levels and the risk for heart disease. It also increases levels of triglycerides, a form of cholesterol, which can harden your arteries.Tobacco use increases the risk for heart disease and heart attack. Cigarette smoking can damage the heart and blood vessels, which increases your risk for heart conditions such as atherosclerosis and heart attack.

ADAPTED FROM: HTTPS://GOO.GL/S770HI

"THIS DEVICE HUGS THE HEART TO MAKE IT PUMP BLOOD"

- [ ] Harvard graduate student Ellen Roche and her advisor Conor Walsh decided to make a similar device, except their device never comes in direct contact with blood. They utilized soft robotics, contraptions made of flexible materials, to work with the complex rhythms of the heart. The silicon device is essentially a sleeve that contains actuators that contract when filled with pressurized air.

- [ ] Researchers at Harvard University and other participating institutions have invented a robot that literally hugs your heart to keep it pumping blood. Their research is in response to the drawbacks of traditional ventricular assist devices (VADs), which remove blood from the heart before pumping it back into the aorta or pulmonary artery. The problem is that these artificial devices are in direct contact with the blood, which increases the risk of blood clots.

- [ ] The team tested their creation on pig cadavers, a synthetic heart, and even a live pig with a failing heart. When the device was connected to the live pig, it restored blood flow back to baseline. Though many more animal tests will be needed first, the team hopes to conduct a longer-term study on human participants at some point in the future, as well as research how they could reduce inflammation on the heart's surface.

- [ ] Heart disease costs billions of dollars overall and affects more than 41 million people globally. Every year, the medical industry proposes new potential treatment options and even cures, but thus far has failed to produce a clear-cut solution to the problem. If this invention proves successful on human subjects, it has the potential to save millions of lives.

- [ ] When the device is placed around a heart, these contractions can be used to keep the heart pumping, and the movement of the device can be controlled by adjusting the airflow. "Even as a patient's disease condition changes, you could modify the level of assistance provided by the sleeve," Roche told IEEE Spectrum. The work is published in the journal Science Translational Medicine.

FROM: HTTPS://GOO.GL/LVRCFA

UNIT 1 FOR A MEANINGFUL FUTURE

PART D LISTENING/SPEAKING ENGAGE/STUDY/ACTIVATE

THE /f/ SOUND:

astrophysics: /ˌæs.trəʊˈfɪz.ɪks/
physician: /fɪˈzɪʃ.ən/
physics: /ˈfɪz·ɪks/

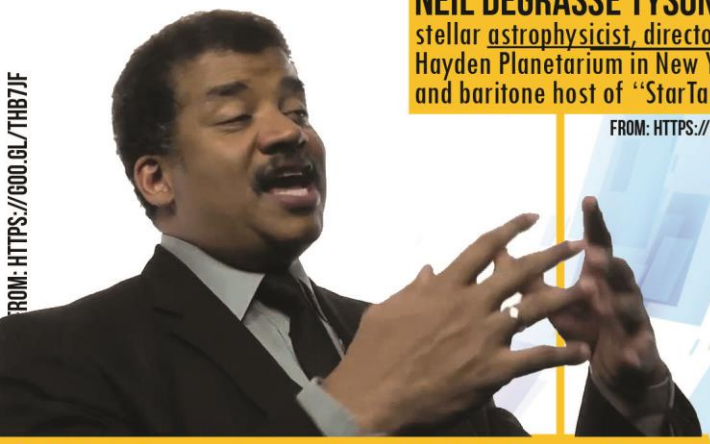
Find out more at: https://goo.gl/cd0Z0m

"DO SOMETHING TODAY THAT YOUR FUTURE SELF WILL THANK YOU FOR" - old saying.

In order to have a meaningful future, we should care about a meaningful life. Listen to these people talking about the meaning of life on their own perspectives.

NEIL DEGRASSE TYSON is the stellar astrophysicist, director of the Hayden Planetarium in New York City and baritone host of "StarTalk."

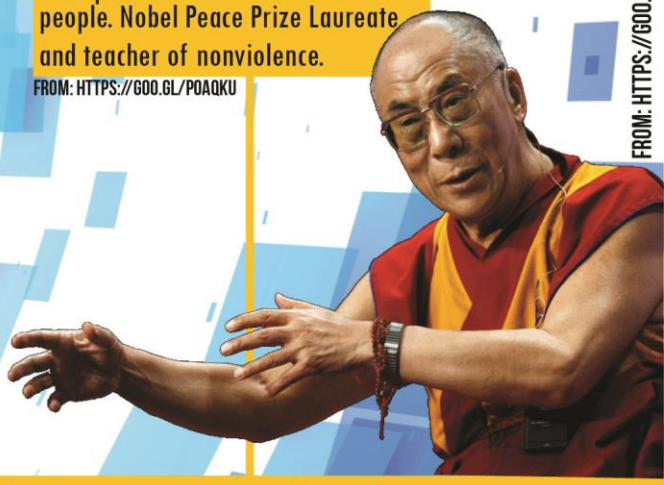
FROM: HTTPS://GOO.GL/ZWDLYS



FROM: HTTPS://GOO.GL/THB7JF

DALAI LAMA was a political and spiritual leader of the Tibetan people. Nobel Peace Prize Laureate and teacher of nonviolence.

FROM: HTTPS://GOO.GL/P0AQKU



FROM: HTTPS://GOO.GL/THMEYS

1. What do you know about Neil deGrasse Tyson? Listen to him talking about the meaning of life and answer the following questions:

AT: HTTPS://GOO.GL/PPGF3N

a. According to Neil deGrasse, how is meaning built?
b. How would a wasted day in his life be?

2. What about Dalai Lama? Tell us what you know about him. Now, listen to his speech on the meaning of life.

AT: HTTPS://GOO.GL/UF28RD

a. According to Dalai Lama, when should the "seed of compassion" be spread to human beings?
b. How does a person's life become meaningful?

3. PARAPHRASING. In pairs, choose one of the quotes bellow and retell it to each other with your own words.

"Knowing where you came from is no less important than knowing where you are going."
NEIL DEGRASSE TYSON
FROM: HTTPS://GOO.GL/WUUQH9

"The more you are motivated by love, the more fearless e free your action will be."
DALAI LAMA
FROM: HTTPS://GOO.GL/AUIEH1

"I go to school the youth to learn the future"
ROBERT FROST
FROM: HTTPS://GOO.GL/T8CZAI

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today".
MALCOM X
FROM: HTTPS://GOO.GL/OBFETN

"If you want a vision of the future, imagine a boot stamping on a human face - forever"
GEORGE ORWELL
HTTPS://GOO.GL/Y0PNT6

"The future is no more uncertain than the present"
WALT WHITMAN
FROM:HTTPS://GOO.GL/EQNAF4

FROM:HTTPS://GOO.GL/TDXP84

USEFUL LANGUAGE: *What he is trying to say is... / What I think he is saying is... In other words... / Let me get this clear...*

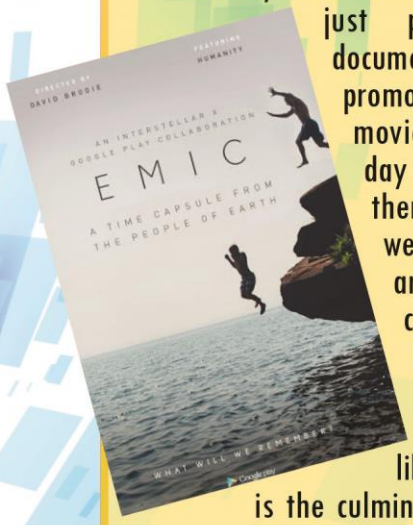
PART E WRITING
ENGAGE/STUDY/ACTIVATE

TIME CAPSULE is a historic cache of goods or information, usually intended as a method of communication with future people and to help future archaeologists, anthropologists or historians. **TIME CAPSULES** are sometimes created and buried during celebrations such as a World's fair, a cornerstone laying for a building or at other events.

FROM: HTTPS://GOO.GL/CA1E2E

WORTH WATCHING
SEE THE 'INTERSTELLAR'-INSPIRED SHORT FILM 'EMIC' ABOUT PEOPLE OF EARTH

TRAILER AT: HTTPS://GOO.GL/NLFYCX



"What do you like about living on Earth?" Google Play has just premiered a short 10-minute documentary called EMIC, made in promotion for/and inspired by the sci-fi movie Interstellar and the idea of one day leaving Earth. [...] Building off the themes of Interstellar, this short film weaves submissions from people around the world into a story celebrating the human experience on Earth. [...] The film "will serve as a **TIME CAPSULE** that shows future generations what life on Earth was like, should we leave this planet." Emic is the culmination of a multi-month partnership between Google and Paramount surrounding the film Interstellar designed to help moviegoers connect to the film through immersive experiences.

ADAPTED FROM: HTTPS://GOO.GL/ 1MGKU6

Making your own time capsule:

A proper time capsule should be a box or container of some sort filled with all the things that make you who you are, your favourite snack, photographs, the song you keep listening to over and over again, rediscovering those things in ten years time and reading a letter that **OUTLINES YOUR WORRIES, FEARS AND GOALS**, is a great way to stay connected to who you are.

SO HOW DO YOU MAKE A MODERN DAY TIME CAPSULE?

Traditionally, you bury it in your back garden, but I don't know a twenty something who's willing to bury a box in the garden, or has a garden of their own to bury stuff in. So, maybe you should make yourself a modern day time capsule via email or USB, use **WWW.FUTUREME.ORG** to ping an email to your email address whenever you want, and address your future self about everything that's bothering you. If you make a USB time capsule, you can put songs, videos, links, articles, photos and letters one on USB, seal it in an envelope and leave it somewhere safe (we suggest your parents house!).

ADAPTED FROM: HTTPS://GOO.GL/OWDHUA

HANDS ON!

Visit the website FUTUREME.ORG, and make your own modern time capsule. As you read before, include:

- your worries about the future;
- your expectations about yourself;
- your future goals;
- and everything else you want to!

Dear FutureMe,

I surely hope things have gotten better by the time you'll be reading this. I mean, come on, an entire year will have passed, things gotta change, right?...

ADAPTED FROM: HTTPS://GOO.GL/HI4VUL

UNIT 1

FOR A MEANINGFUL FUTURE

TEACHER'S GUIDE

Teacher's Guide:
UNIT 1 - For a meaningful future.

Grammar:
Future Perfect - affirmative, negative and interrogative forms.

Vocabulary:
Future life events

Communication:
Paraphrasing

Skills
Reading: A magazine article about future accomplishments
Listening: Different speeches exploring perspectives of life.
Speaking: Future accomplishments and Paraphrasing quotes from famous people
Writing: A modern time capsule.

PART A - GETTING READY
Engage

Aim
To present and to engage students to the new topic in an interesting way. This lesson aims at discussing how the future will be like regarding health, technology, and self-awareness towards human being's role in society.

Warm-up

- Ask students to look at the pictures. Ask them what they think the set A is about. Elicit some different ideas. After that, Ask students about the set B.
- Ask students how both sets of pictures could be related. Elicit a range of answers.
- Play the first video - The link can be found at:
- **https://youtu.be/wACr5Y84gEk**
- Ask how different or similiar their guesses were. Play the second video. The second video can be found at:
- **https://youtu.be/7-xTmyBUaKY**
- Once again, ask how different or similar their guesses were.

- Ask students what humanity will have developed in the future that would help us live longer.

Extra:
It is suggested that the teacher visit the website: **www.futurism.com**. This website can be used as a source of extra input to be used in class in order to engage students to take part in the activity. As another suggestion, the website **www.bigthink.com** may be of great use regarding the topic explored in this part of the lesson.

Notes:

PART B - READING
Engage/Study/ Activate

Aim

The communicative aim of this section is to engage students in a fruitful conversation about the future of technology. To learn new vocabulary and to practice the use of Future Perfect form are aspects to be worked on this section.

Warm-up

- Brainstorm some ideas about the present and the future of technology regarding human's health. Ask students how technology can help disabled people in their daily lives, for instance.
  As an optional extra input, the website Big Think brings an interesting video about health caring: "**Forget Counting Steps. Quantifying Health Will Save Your Life**." - available at: https://www.youtube.com/watch?v=L7qPR8rw98k or at: http://bigthink.com/videos/daniel-kraft-on-healthcare-innovation
- 1. Match the inventions that are likely to be available to consumers and companies in the next 50 years.
- In this activity, students are asked to match the inventions that are likely to be available to consumers and companies in the next 50 years. Draw students attention to the fact that some inventions have already been invented, then they are not supposed to be linked to the box written FUTURE.
  According to the website Futurism, the following options will be availble to consumers and people: Eye Controlled Technology/Designer Antibiotics/Ingestible Robots/ Carbon-Breathing Batteries/Smart Clothing/Paper Diagnostics think the set A is about.

*Students may be in doubt about self-driven cars. Nowadays, self-driven cars have already been used by companies like Goolge and Uber.

While activity

- 2. Read the text bellow and complete it with an invention from above.
- Ask students if they could precise when the technology from the previous exercise would be available. Explore students guesses. After that, ask students to read the text and complete the gaps with the invention from the exercise 1. Then, ask students to share their answers in pairs.
- Ask students to go over the glossary. There are many new words to be explored. Ensure that students know the meaning of these words and also how to pronounce them. The phonetic transcription is provided in order to help students while pronouncing the words.

Extra:
The original Infographic is available at: https://goo.gl/L380Sz
As a suggestion of an extra activity, this infographic can be explored in class.

Post activity

- 3. What else can be invented that hasn't been mentioned in the text? Share your examples with the class!
- As a suggestion, in pairs students think of something that would solve a health care problem. Make sure students are using the language presented in the text.

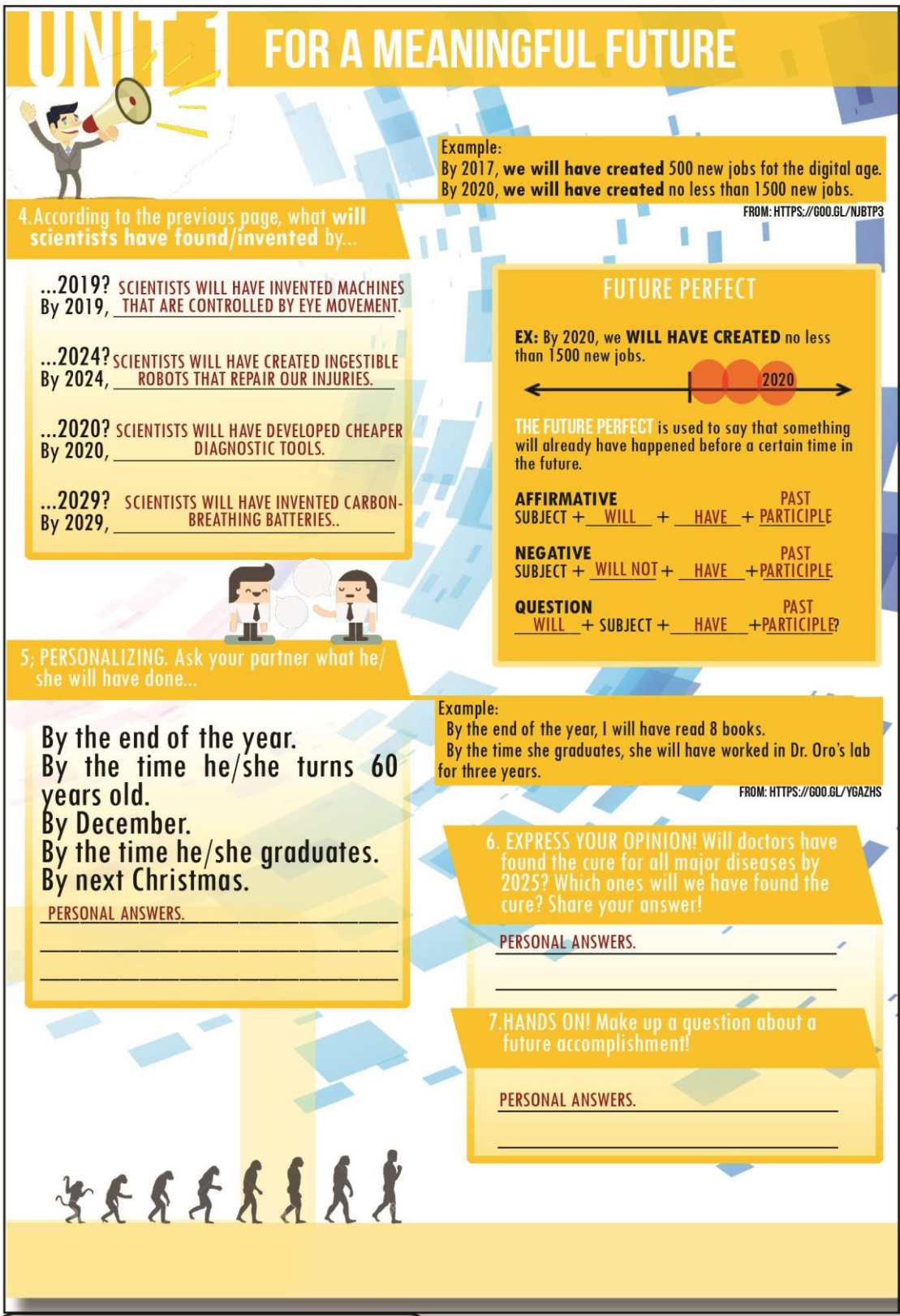
PART B - READING
Engage/Study/ Activate

Pre + While
Use of language

- 4. According to the previous page, what will scientists have found by....
- Ask students to reread the infographic from the previous page. In pairs, students are asked to identify what scientists will have found/invented by the mentioned years.
  Two sentences were chosen to be examples. Go over the examples in order to help students systematize the use of the Future Perfect as a first moment. Students are supposed to come up with the rule. Teacher just guides students so that they realize the grammar pattern of the sentence.
  After that, elicit from students the Future Perfect rule and complete the chart. Make sure students were able to understand the structure in affirmative, negative and question forms.

  - Affirmative:
  Subject + Will + Have + Past Participle
  - Negative form:
  Subject + Will Not + Have + Past Participle (note: Ask students the other form we use will not - WON'T)
  - Interrogative form:
  Wll + Subject + Have + Past Participle

- 5. PERSONALIZING. Ask your partner what he/she will have done...
  Pair up students. Students are asked to interview each other and complete the chart with their partner's opinion.
  In order to make sure the right use of the Future Perfect, teacher walks around students offering help and clarifying possible doubts.
  As a suggestion, examples of sentences were chosen so that the Future Perfect structure would be clearly seen.



Extra:
As a further practice, teacher find interesting the BBC Learning English website:
http://www.bbc.co.uk/learningenglish/english/course/intermediate/unit-26/session-2
By visiting the website teacher will find some extra activities either to be used in class or assigned as extra activities to be done at home.

Post

- 6. EXPRESS YOUR OPINION! Will doctors have found the cure for all major diseases by 2025? Which ones will we have found the cure? Share your answer!
- As a post activity, students are asked to express their opinon about the infographic tiopic. It is a moment of freer practice, even though they are asked to continue using the structure presented.

- 7. HANDS ON! Make up a question about a future accomplishment!
- In order to practice the Future Perfect question form, students are asked come up with a question about a future accomplishment of humanity. As a peer-to-peer practice, students choose someone in class and make their question.

PART C - READING 2
Engage/Study/ Activate

Aim

The communicative aim of this section is to raise awareness of the need of changing life habits in order to have a better health condition. Students are invited to self-reflect towards their own lifestyles. This section also aims at introducing new vocabulary and to teach reading skills: Predicting, Reading for the gist, Skimming, Reading for details, Deducing meaning from context.

Pre

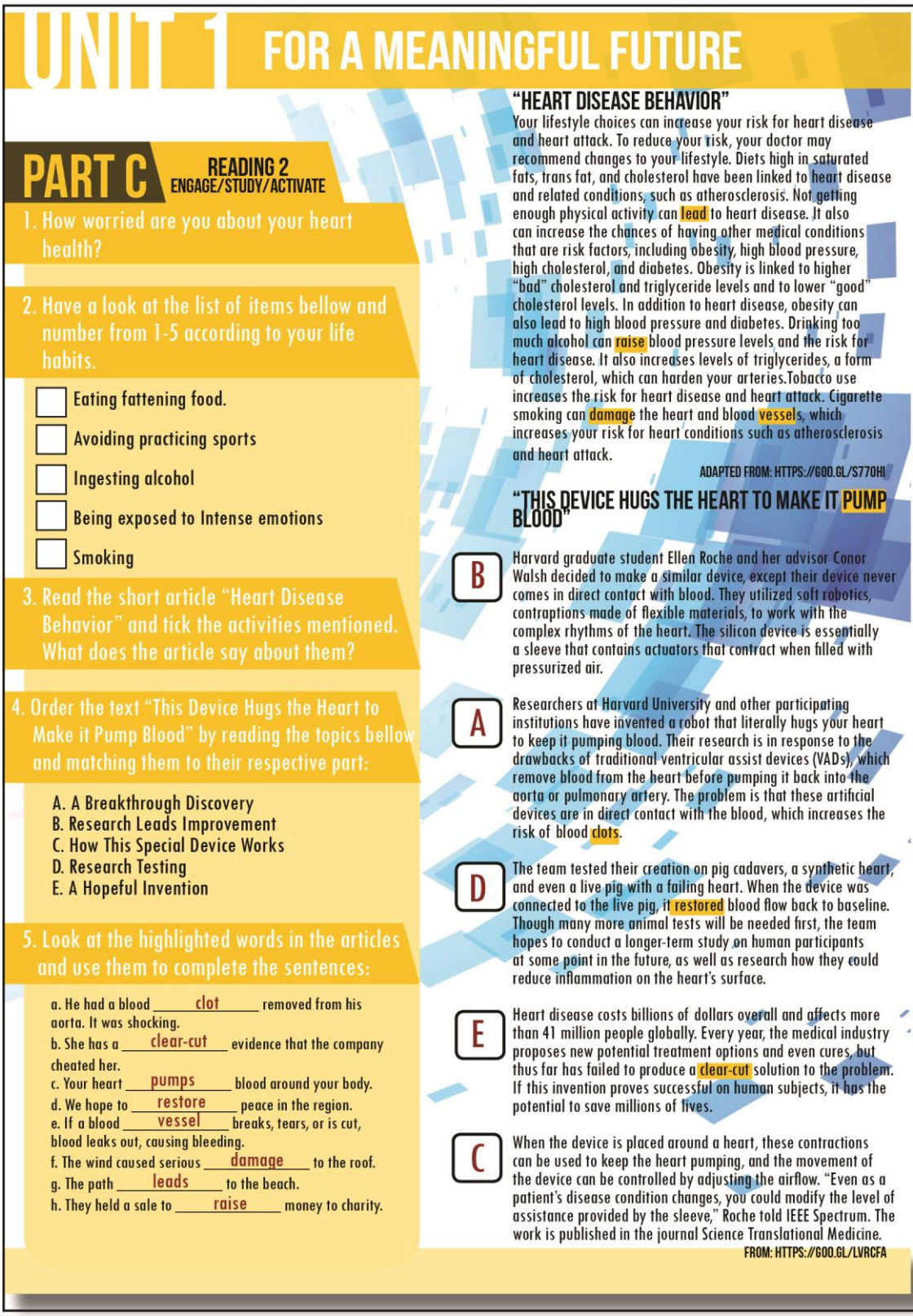
- 1. How worried are you about your heart health?
  Brainstorm some ideas. Ask students what they do to keep their heart health in good conditions. Elicit some ideas.
- 2 Have a look at the list of items bellow and number them from 1-5 according to your life habits.
  Pair up students. Ask them to complete the chart with their personal information. In pairs, they share their answers.

While

- 3. Read the short article "Heart Disease Behavior" and tick the activities mentioned. What does the article say about them?
  First of all, ask students to read the title of the article and predict what topics the text can be talking about. After that, ask students to read the full text - they will be practicing listening for details. Students are supposed to find details related to each one of the topics from the previous exercise. Students are supposed to tick the activities that are mentioned in the previous activity. The activity mentioned are: **Eating fattening food/Avoiding practing sports/Ingesting alcohol/ Smoking.** Ask students to give examples of other activities that can lead to heart diseases that are not mentioned in the text.
- 4. Order the text "This Device Hugs the Heart to Make it Pump Blood" by reading the topics bellow and matching them to their respective part:
  Ask students to predict what the text is talking about. Elicit some different ideas. At this moment, the focus is to practice skimming and text structure. Tell students that they won't have much time to read the full text in details. Then, ask them what they should find in the text in order to do the activity - Key words are essential now, but they may say names and dates. Remind students of topic sentences use. The right topic order is: **B/A/D/E/C**
- 5. Look at the highlighted words in both articles and use them to complete the sentences:
  Ask students to match the highlighted words from the article with the sentences taken from the Cambridge Dictionary online. Remind students of some words require adaptations in order to fit in the sentence correctly. Answers: **A. Clot/ B. Clear-cut/ C. Pumps/ D. Restore/ E. Vessel/ F. Damage/ G. Leads/ H. Raise.**

Post

Ask students to write sentences on a piece of paper using the words from the text. After that, share what is written with each other.



UNIT 1 FOR A MEANINGFUL FUTURE

PART C READING 2 ENGAGE/STUDY/ACTIVATE

1. How worried are you about your heart health?

2. Have a look at the list of items bellow and number from 1-5 according to your life habits.

- ☐ Eating fattening food.
- ☐ Avoiding practicing sports
- ☐ Ingesting alcohol
- ☐ Being exposed to Intense emotions
- ☐ Smoking

3. Read the short article "Heart Disease Behavior" and tick the activities mentioned. What does the article say about them?

4. Order the text "This Device Hugs the Heart to Make it Pump Blood" by reading the topics bellow and matching them to their respective part:

A. A Breakthrough Discovery
B. Research Leads Improvement
C. How This Special Device Works
D. Research Testing
E. A Hopeful Invention

5. Look at the highlighted words in the articles and use them to complete the sentences:

a. He had a blood ___clot___ removed from his aorta. It was shocking.
b. She has a ___clear-cut___ evidence that the company cheated her.
c. Your heart ___pumps___ blood around your body.
d. We hope to ___restore___ peace in the region.
e. If a blood ___vessel___ breaks, tears, or is cut, blood leaks out, causing bleeding.
f. The wind caused serious ___damage___ to the roof.
g. The path ___leads___ to the beach.
h. They held a sale to ___raise___ money to charity.

"HEART DISEASE BEHAVIOR"

Your lifestyle choices can increase your risk for heart disease and heart attack. To reduce your risk, your doctor may recommend changes to your lifestyle. Diets high in saturated fats, trans fat, and cholesterol have been linked to heart disease and related conditions, such as atherosclerosis. Not getting enough physical activity can lead to heart disease. It also can increase the chances of having other medical conditions that are risk factors, including obesity, high blood pressure, high cholesterol, and diabetes. Obesity is linked to higher "bad" cholesterol and triglyceride levels and to lower "good" cholesterol levels. In addition to heart disease, obesity can also lead to high blood pressure and diabetes. Drinking too much alcohol can raise blood pressure levels and the risk for heart disease. It also increases levels of triglycerides, a form of cholesterol, which can harden your arteries.Tobacco use increases the risk for heart disease and heart attack. Cigarette smoking can damage the heart and blood vessels, which increases your risk for heart conditions such as atherosclerosis and heart attack.

ADAPTED FROM: HTTPS://GOO.GL/S770HI

"THIS DEVICE HUGS THE HEART TO MAKE IT PUMP BLOOD"

B — Harvard graduate student Ellen Roche and her advisor Conor Walsh decided to make a similar device, except their device never comes in direct contact with blood. They utilized soft robotics, contraptions made of flexible materials, to work with the complex rhythms of the heart. The silicon device is essentially a sleeve that contains actuators that contract when filled with pressurized air.

A — Researchers at Harvard University and other participating institutions have invented a robot that literally hugs your heart to keep it pumping blood. Their research is in response to the drawbacks of traditional ventricular assist devices (VADs), which remove blood from the heart before pumping it back into the aorta or pulmonary artery. The problem is that these artificial devices are in direct contact with the blood, which increases the risk of blood clots.

D — The team tested their creation on pig cadavers, a synthetic heart, and even a live pig with a failing heart. When the device was connected to the live pig, it restored blood flow back to baseline. Though many more animal tests will be needed first, the team hopes to conduct a longer-term study on human participants at some point in the future, as well as research how they could reduce inflammation on the heart's surface.

E — Heart disease costs billions of dollars overall and affects more than 41 million people globally. Every year, the medical industry proposes new potential treatment options and even cures, but thus far has failed to produce a clear-cut solution to the problem. If this invention proves successful on human subjects, it has the potential to save millions of lives.

C — When the device is placed around a heart, these contractions can be used to keep the heart pumping, and the movement of the device can be controlled by adjusting the airflow. "Even as a patient's disease condition changes, you could modify the level of assistance provided by the sleeve," Roche told IEEE Spectrum. The work is published in the journal Science Translational Medicine.

FROM: HTTPS://GOO.GL/LVRCFA

PART D - LISTENING/ SPEAKING Engage/Study/ Activate

Aim

This section aims at promoting self-refrection on different views towards life in a communicative way. The astrophysist Neil Degrasse was chosen to be part of the listening activity for bringing a scientific view. Dalai Lama, a well-known spiritual leader, was chosen in order to explore the topic by contrasting a scientific view with a spiritual one. In the listening activity, students are asked to practice listening for the gist, note taking, and also listening for specific purposes. Enclosing this section, students are asked to practice paraphrasing.

Pre

- Opening
  Ask students to read the old saying. Brainstorm ideas in order to check understanding.
  Teacher explores the pictures. Ask students what they know about both celebrities; how different their perspectives of life are - in students' opinions. Specific details from both personalities can be found on the book page. It is also necessary to highlight the pronunciation. The /f/ is explored in this moment. Further information about the topic can be found at: https://goo.gl/cd0Z0m

While

- 1. What do you know about Neil deGrasse Tyson? Listen to him talking about the meaning of life and answer the following questions.
  After students having presented their ideas, students will listen to Neil deGrasse's speech and they will check whether their predictions were right or not - listening for the gist is the sub skill selected to be worked on. Audio available at: https://goo.gl/ppGf3n
  Students are asked to listen to the speech one more time, however, at this time, they are asked to take notes from the speech. Students are asked to answer the questions a and b. After listening twice, pair up students and ask them to exchange their notes in order to check their answers with a partner.
  Expected answers:
  A. According to Neil, the meaning of life is manufactured by people for themselves and for others. Besides, it can be found in daily things, for instance, by learning something new every day.
  B. According to Neil, a wasted day would be one that he doesn't know more about the universe than the day before.
- 2. What about Dalai Lama? Tell us what you know about him. Now, listen to his speech on the meaning of life.
  Now students will listen to Dalai Lama's speech and they will check whether their predictions were right or not - listening for the gist is the sub skill selected to be worked on. Audio available at: https://goo.gl/Uf28RD
  Students will also exchange their notes and check their answers to the questions a and b. Expected answers:
  A. According to Dalai Lama, the seed of compasion should be spread to human beings since childhood.
  B. According to Dalai Lama, a person's life becomes meaningful when one becomes compassionate.

Post

- Ask students how different their views on the meaning of life were; to whom their own views on meaning of life would be similar to. After that, students get ready to the next activity - speaking (paraphrasing).
- 3. PARAPHRASING. In pairs, choose one of the quotes bellow and retell it to each other using your own words.
  Ask students to choose one of the quotes from the box. In pairs, students choose one of the quotes and retell it to their partners. Teacher asks students to read the useful language box so that students make use of chunks commonly used in paraphrasing sentences.

PART E - WRITING Engage/Study/ Activate

Aim

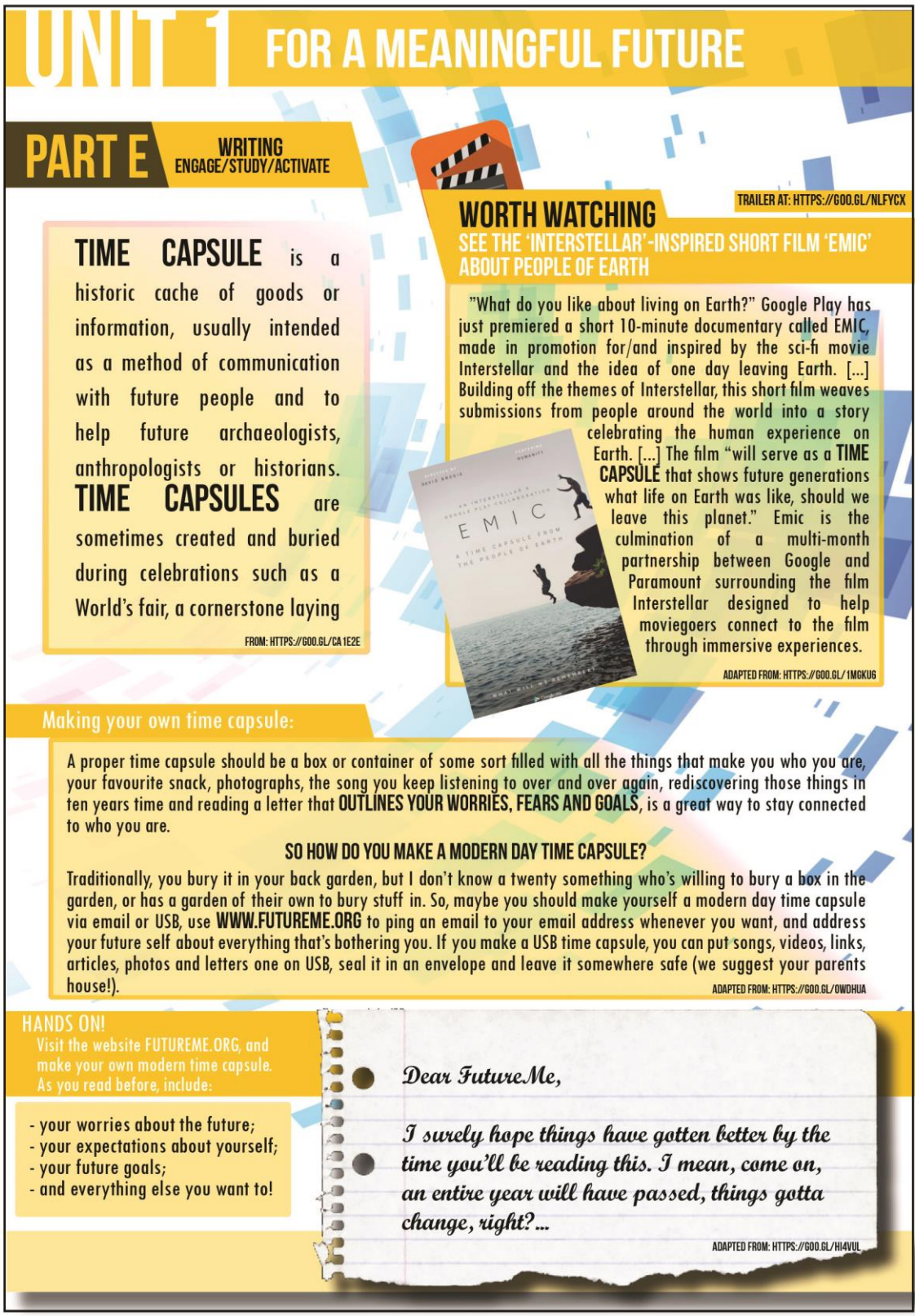
This section aims at providing students with necessary communicative tools in order to write a time capsule letter. The future perfect tense was studied in details in this lesson, then students will be asked to make use of this tense aspect in order to write their own letters.

Pre

- Teacher asks students if they know what a time capsule is. A short text was selected to provide students with some extra input on the topic.

Extra:
The Telegraph - news agancy - has covered the finding of a time capsule found after 60 years. The complete news coverage can be found at: https://www.youtube.com/watch?v=rIe2fisyWwc
It may be useful while engaging students to the topic.

It's suggested that students work in pairs. Students can write on a piece of paper what they would put in their time capsules. After exchanging some ideas, teacher asks students if they know what a modern time capsule is. The short movie EMIC is a great example of a modern time capsule - trailer can be found at: https://goo.gl/NlFycX



While

- Teacher presents the website FutureMe. org. This website is another example of a modern time capsule. This time, it is a written time capsule. The section "about" from the FutureMe website was selected in order to bring further understanding on the way the website works.
- It is suggested that students use the school computer center to do this activity. In case it is not possible, students can do this activity handwritten and, at home, write it down on their own computers.
- Teacher explores the real example of a modern time capsule taken from the website. It is important to highlight the use of the Future Perfect so that students make use of this tense aspect while writing As a suggestion, some topics that may be included in the written piece were provided.
- Teacher motivates students to write a draft. This action provides room for correction and editing.

Post

- Rewriting in order to correct the mistakes after doing the first draft is essential to the learning process. After having corrected the draft, stuents can post their letter on the website.

HTTPS://GOO.GL/QJFZZY

UNIT 2

ONCE UPON A TIME

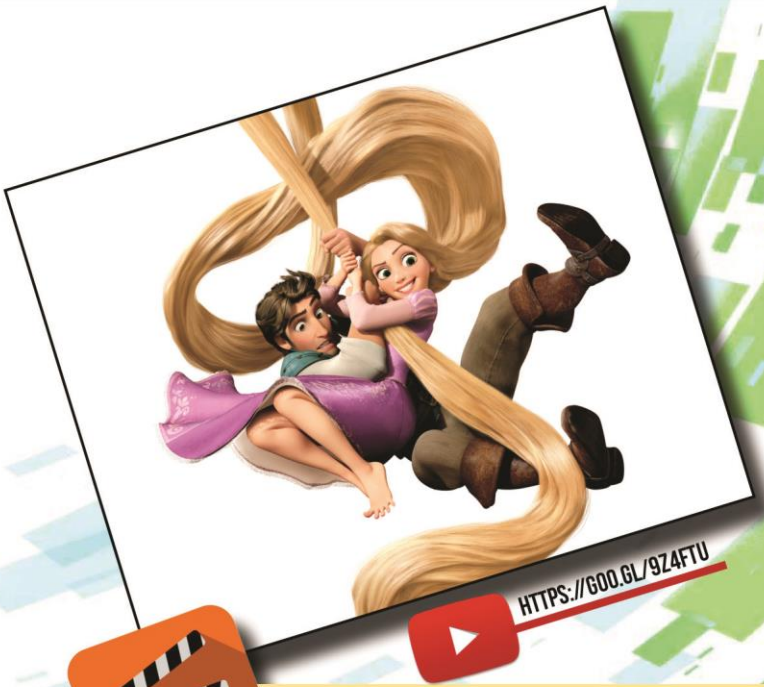
UNIT 2 ONCE UPON A TIME

"A WISE WOMAN WISHES TO BE NO ONE'S ENEMY; A WISE WOMAN REFUSES TO BE ANYONE'S VICTIM"

MAYA ANGELOU

PART A GETTING READY
ENGAGE

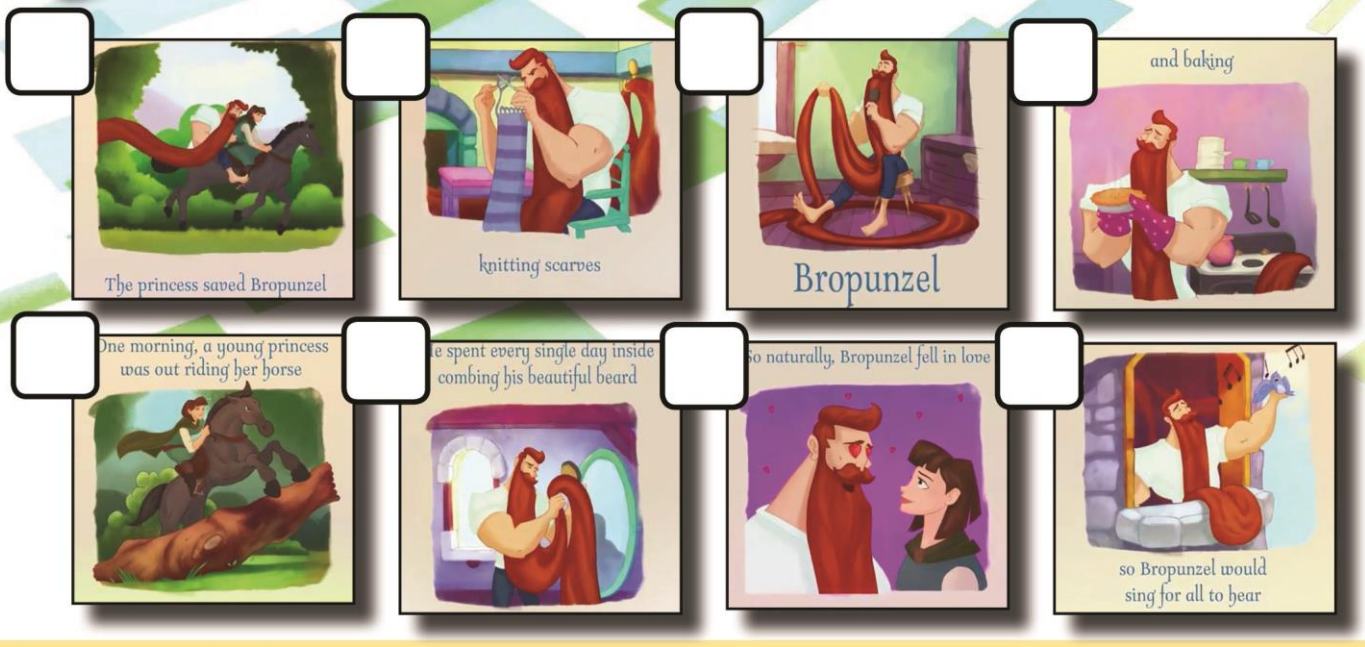
1. Look at the following pictures and discuss these topics in your groups:
   > What kind of story are they?
   > How different are these stories?



HTTPS://GOO.GL/9Z4FTU

HTTPS://GOO.GL/KNZJ9A

2. Guess the order! In pairs, try to put in order the following frames from Bropunzel's story. After that, watch or listen to the story and check your predictions.



PART B READING/SPEAKING ENGAGE/STUDY/ACTIVATE

HTTPS://GOO.GL/8R3HMU

1. In pairs, answer the following questions:
   a) What was the main objective of Bropunzel's story?
   b) Why are men often seen as the ones who will save women's lives in Fairy Tales?
2. Discuss with your partner these two questions taken from Bropunzel and Cinderfella.

Boys don't wait around to be saved in fairy tales.

Why should girls?

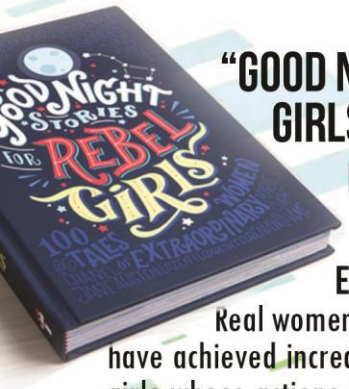
We wouldn't read this to our sons.

Why read it to our daughters?

3. Read the definition of *stereotype*. After, read the text bellow and answer *What kind of stereotype are the authors breaking with their book "Good Night Stories for Rebel Girls'"?*

Stereotype: /ˈster.i.ə.taɪp/ [n] a set idea that people have about what someone or something is like, especially an idea that is wrong.

HTTPS://GOO.GL/SGR26T



"GOOD NIGHT STORIES FOR REBEL GIRLS"

IS A COLLECTION OF ILLUSTRATED STORIES THAT CELEBRATE EXTRAORDINARY WOMEN.

Real women of the the past and the present who have achieved incredible results, despite all odds. Rebel girls whose actions have changed the course of history. Painters, scientists, dancers, chefs, astronauts, jazz singers, pharaohs, boxers, writers, political leaders... from every corner of the globe!

It's a collection of bedtime stories that will inspire young girls (and their mothers, their aunts, their cousins...) to be confident, to dream big, to cultivate their strength.

HTTPS://GOO.GL/FYM75B

ABOUT THE AUTHORS

Because we are girls. Our entrepreneurial journey made us understand how important it is for girls to grow up surrounded by female role models. It helps them to be more confident and set bigger goals. We realized that 95% of the books and TV shows we grew up with, lacked girls in prominent positions. We did some research and discovered that this didn't change much over the past 20 years, so we decided to do something about it.

But, by any means, read these stories to your sons! It is crucial that they learn to identify and empathize also with female heroes! The stories in the book are a great source of inspiration for anyone, male or female, child or adult.

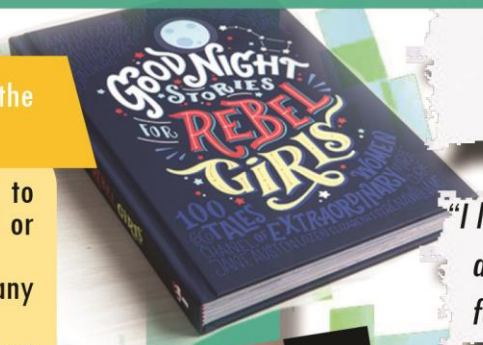
HTTPS://GOO.GL/IT1EPS

UNIT 2 ONCE UPON A TIME

4. Look at the highlighted words from the text. Try to figure out their meaning:

a) _____ [n] the ability to do things that need a lot of physical or mental effort.
b) _____ despite many difficulties.
c) _____ [adj] very well known and important.
d) _____ [adj] used to describe someone who makes money by starting their own business.
e) _____ [n] a king of ancient Egypt.
f) _____ [v] to not have or not have enough of something that is needed or wanted.
g) _____ [n] a person who someone admires and whose behaviour they try to copy.
h) _____ [v] to be able to understand how someone else feels.

5. Talk to your partner: Who is your role model? Why?



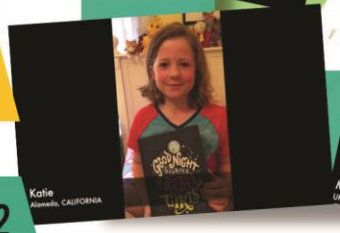
Testimonials

"I love this book. I love it because its wonderful art work, and also because of the amazing facts in it" - Eadie. Brisbane, Australia

"It has made a big difference in my life. It shows that any girl can be anything" - Emeri. Springville, UTAH

Share your opinion about this project ____

_____
_____
_____



HTTPS://GOO.GL/3Z4QUQ

PART C READING/SPEAKING 2 ENGAGE/STUDY/ACTIVATE

1. Can you name the following princesses taken from Disney's movie adaptations?

2. Discuss with your partner: Can these princesses be considered **role models* in the 21st Century? Why (not)?

role model /ˈrəʊlˌmɑː.dəl/ [n] a person who someone admires and whose behaviour they try to copy.

3. Read the first part of the article "What's wrong with Cinderella", then answer: Why was the girl's mom upset with her daughter's dentist?

Part 1: What's wrong with Cinderella?

BY PEGGY ORENSTEIN

I finally came unhinged in the dentist's office — one of those ritzy pediatric practices tricked out with comic books, DVDs and arcade games — where I'd taken my 3-year-old daughter for her first exam. Until then, I'd held my tongue. I'd smiled politely every time the supermarket-checkout clerk greeted her with "Hi, Princess"; ignored the waitress at our local breakfast joint who called the funny-face pancakes she ordered her "princess meal"; made no comment when the lady at Longs Drugs said, "I bet I know your favorite color" and handed her a pink balloon rather than letting her choose for herself. Maybe it was the dentist's Betty Boop inflection that got to me, but when she pointed to the exam chair and said, "Would you like to sit in my special princess throne so I can sparkle your teeth?" I lost it.

"Oh, for God's sake," I snapped. "Do you have a princess drill, too?"

She stared at me as if I were an evil stepmother.

"Come on!" I continued, my voice rising. "It's 2006, not 1950. This is Berkeley, Calif. Does every little girl really have to be a princess?"

My daughter, who was reaching for a Cinderella sticker, looked back and forth between us. "Why are you so mad, Mama?" she asked. "What's wrong with princesses?"
[...]

HTTPS://GOO.GL/KGILCJ

UNIT 2 ONCE UPON A TIME

GLOSSARY

unhinged /ʌnˈhɪndʒd/ [adj] mentally unbalanced.
ritzy /ˈrɪt.si/ [adj] expensive and fashionable.
inflection /ɪnˈflek.ʃən/ [n] the way in which the sound of your voice changes during speech
snap /snæp/ [v] to suddenly become unable to control a strong feeling, especially anger.
back and forth - moving first in one direction and then in the opposite one.
trigger /ˈtrɪg.ɚ/ [n] an event or situation, etc. that causes something to start
dissonance /ˈdɪs.ən.əns/ [n] disagreement

4. Read the second part of the text "What's wrong with Cinderella?" and answer: How unexpected was the little girl's answer?

Part 2: What's wrong with Cinderella?

BY PEGGY ORENSTEIN

[...]

In the end, it's not the Princesses that really bother me anyway. They're just a trigger for the bigger question of how, over the years, I can help my daughter with the contradictions she will inevitably face as a girl, the dissonance that is as endemic as ever to growing up female. Maybe the best I can hope for is that her generation will get a little further with the solutions than we did.

For now, I kneeled down on the floor and gave my daughter a hug.

She smiled happily. "But, Mommy?" she added. "When I grow up, I'm still going to be a fireman."

HTTPS://GOO.GL/KGILCJ

5. Read the part 1 of the text "What's wrong with Cinderella" again. Then, complete the following with actions the author had done before coming to the dentist.

"I finally came unhinged in the dentist's office..."

Example:
"she'd held her tongue."

_____
_____
_____

PAST PERFECT

EX: I finally **CAME** unhinged in the dentist's office [...]. Until then, ***I'D HELD** my tongue.

**I'd held - I had held*

THE PAST PERFECT is used when we want to draw attention to the fact that something took place and finished before something else in the past. (PARROT, 2000)

AFFIRMATIVE
SUBJECT + _____ + _____.

NEGATIVE
SUBJECT + _____ + _____ + _____.

QUESTION
_____ + SUBJECT + _____ ?

6. PERSONALIZING. Ask your partner what/where he/she had already done/lived before...

...coming of age.
...graduating from college/high school.
...moving to _____.
..._____.

_____
_____
_____
_____

7. HANDS ON. Visit the website OurTimeLines.com. Create your own timeline and make up sentences using the past perfect.

When I finished high school, the Berlin wall had already been demolished.

HTTPS://GOO.GL/Z9NC5Z

_____
_____
_____

UNIT 2 ONCE UPON A TIME

PART D LISTENING/SPEAKING ENGAGE/STUDY/ACTIVATE

1. Read the following quote and, in pairs, discuss what G. D. Anderson mean when she says *changing the way the world perceives that strength.*

G.D. ANDERSON is a Canadian poet who has published more than two hundred poems for a wide variety of audiences, including children, mainstream, and underground publications. HTTPS://GOO.GL/1KW1ZD

HTTPS://GOO.GL/FAE0P0

"FEMINISM ISN'T ABOUT MAKING WOMEN STRONGER, WOMEN ARE ALREADY STRONG, IT'S ABOUT CHANGING THE WAY THE WORLD PERCEIVES THAT STRENGTH" - G. D. Anderson HTTPS://GOO.GL/R7GPGC

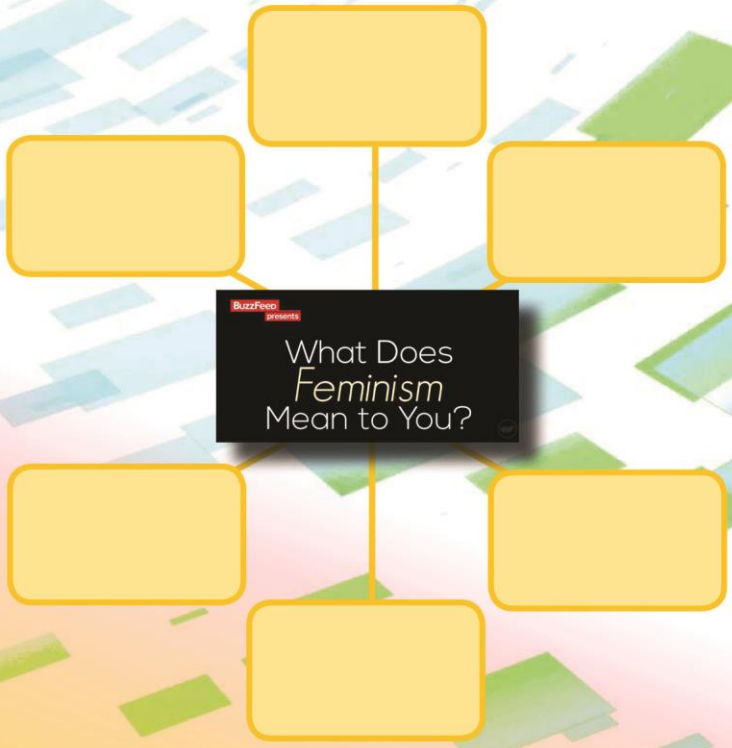
-ISM WORDS:

Feminism: /ˈfem.ə.nɪ.**zəm**/
Pacifism: /ˈpæs.ə.fɪ.**zəm**/
Anarchism: /ˈæn.ə.kɪ.**zəm**/
Altruism: /ˈæl.tru.ɪ.**zəm**/
Sensationalism: /senˈseɪ.ʃən.əl.ɪ.**zəm**/

Find out more at: https://goo.gl/P96MKA

2. *What does Feminism mean to you?* Use the space provided and write down some ideas you have about it.

3. Now, watch a short video and complete the spidergram with some of the ideas from the different people in the video.
HTTPS://GOO.GL/USDDFA



4. How similar are their ideas to yours? Express your opinion.

USEFUL LANGUAGE - EXPRESSING OPINIONS:

As far as I'm concerned...\In my experience...\Speaking for myself...
Personally, I believe that...\if I'm not mistaken...\I tend to think that...
What I mean is...

HTTPS://GOO.GL/USDDFA

UNIT 2 ONCE UPON A TIME

5. What do you know about Emma Watson?

"IT IS TIME THAT WE ALL SEE GENDER AS A SPECTRUM INSTEAD OF TWO SETS OF OPPOSING IDEALS. WE SHOULD STOP DEFINING EACH OTHER BY WHAT WE ARE NOT AND START DEFINING OURSELVES BY WHO WE ARE."
- Emma Watson
HTTPS://GOO.GL/9RTTSU

HTTPS://GOO.GL/AOCP8T

EMMA CHARLOTTE DUERRE WATSON was born in Paris, France, to English parents, Jacqueline Luesby and Chris Watson, both lawyers.

From the age of six, Emma knew that she wanted to be an actress and, for a number of years, she trained at the Oxford branch of Stagecoach Theatre Arts, a part-time theatre school where she studied singing, dancing and acting. By the age of ten, she had performed and taken the lead in various Stagecoach productions and school plays.

In 2013, Emma was awarded the Trailblazer Award at the MTV Movie Awards in April and was honored with the GQ Woman of the Year Award at the GQ Awards in September. Further to her acting career, Emma is a Goodwill Ambassador for the UN, promoting gender equality and the empowerment of women.
HTTPS://GOO.GL/YNWMQB

6. Listen to part of Emma's speech at the United Nations Headquarters, in New York, for the *HeForShe* campaign, and answer the following questions:
HTTPS://GOO.GL/IDUR1W

a. Basically, what does the campaign *HeForShe* aim to do?
b. According to Emma, what has to stop in society nowadays?

7. Listen again and mark T (true) or F (false). Correct the F sentences.

a. It's the first campaign of this kind in Europe.
b. It's only necessary boys and men participation.
c. The more Emma talks about feminism, the more she realizes how misconceptualized it is nowadays.
d. By definition, feminism is the belief that men and women should have equal rights and opportunities.
e. When Emma was eight, she was misunderstood as being cranky.
f. Recent research shows that feminism has become a unwelcome word.

8. Do you know any other celebrity who has advocated for gender equality? Who?

PART E WRITING
ENGAGE/STUDY/ACTIVATE

BIOGRAPHY
PEOPLE NOSTALGIA CELEBRITY HISTORY & CULTURE CRIME & SCANDAL VIDEO

About Biography

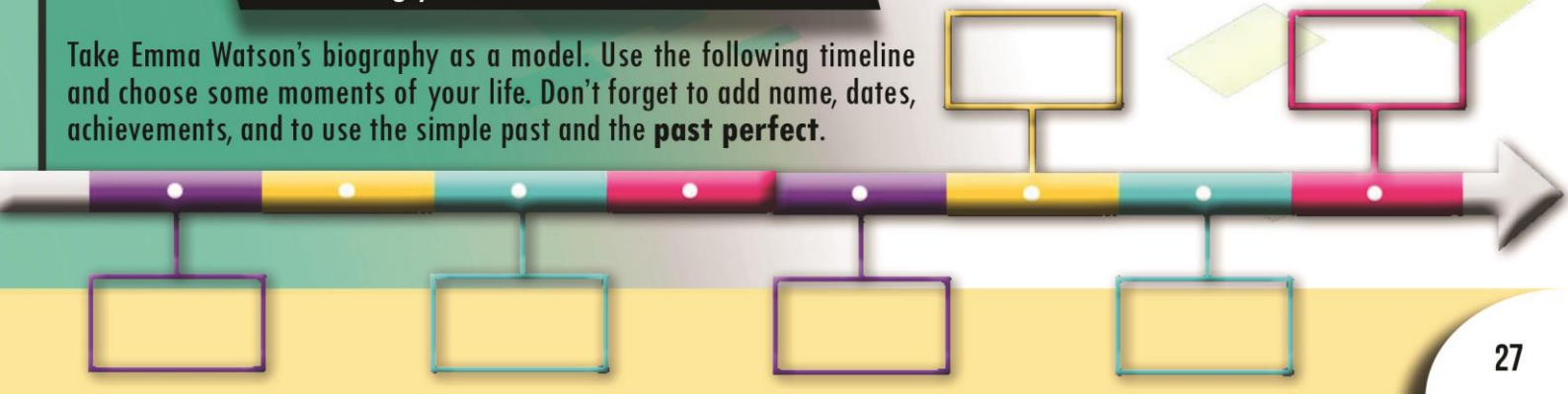
Every life has a story. Biography.com captures the most gripping, surprising and fascinating stories about famous people. The last fateful day. The decision that changed everything. The moment of cheating death. The biggest break. The defining opportunity. The most shattering failure. The unexpected connection. With over 7,000 biographies and daily features that highlight newsworthy, compelling and surprising points-of-view, we are the digital source for true stories about people that matter.
HTTPS://GOO.GL/HKWA8K

UN WOMEN

Since the early 1950s, the United Nations has enlisted the volunteer services and support of prominent personalities from the worlds of art, music, film, sport and literature to highlight key issues and to draw attention to its activities. Over the years, many persons of international stature have lent their names, talents and time to support UN programmes.
HTTPS://GOO.GL/6E1ACP

Writing your own BIOGRAPHY

Take Emma Watson's biography as a model. Use the following timeline and choose some moments of your life. Don't forget to add name, dates, achievements, and to use the simple past and the **past perfect**.



HTTPS://GOO.GL/QJFZZY

UNIT 2

ONCE UPON A TIME

TEACHER'S GUIDE

Teacher's Guide:
UNIT 2 - Once Upon a Time

Grammar:
Past Perfect - affirmative, negative and interrogative forms.

Vocabulary:
Words and expressions related to fairy tales and gender equality.

Communication:
Language used to express opinions

Skills
Reading: A web blog description and a magazine article.
Listening: Different people expressing their opinons on the topic "Feminism"; Emma Watson's speech.
Speaking: Describing events that took place at a time before something else in the past; expressing opinions.
Writing: A personal biography.

PART A - GETTING READY
Engage

Aim
To present and to engage students to the new topic in an interesting way. This lesson aims at discussing how gender equality has been seen in the world and how people perceive feminism.

Warm-up

- Ask students to look at the pictures. Ask them how different and similar the pictures are.
- Ask students what sort of text genre both pictures represent. The expected answer for this questions is: **Fairy Tale.**
- Ask students to be in groups or pairs, and ask them to retell both stories. The first one has Rapunzel as the main character. On the other hand, the second one has Bropunzel. Ask them how different both stories can be just by changing the central character.
- Ask each group to report what they were discussing.
- Still in groups, ask students to look at he frames from Bropunzel's story. Ask them to use their imagination and put the frames in order.
- After putting the frames in order, play the video (or just the audio) of Bropunzel's story and ask students to check their predictions. Bropunzel's story can be found at: **https://goo.gl/knZJ9A**. As a reminder, teacher is not supposed to play the complete video, just until the end of the story.
- As a final accountability of this wam-up activity, ask students if they have ever heard of any similar story to Bropunzel's. After that, ask them why people feel so strange while retelling Bropunzel's story.

Extra:
The word "bropunzel" is an informal term - offensive to a certain extent - used in the US to refer to any man with long flowing hair longer than his shoulders.
This cultural note can be found at: https://goo.gl/R2fi7W

Notes:

PART B - READING
Engage/Study/ Activate

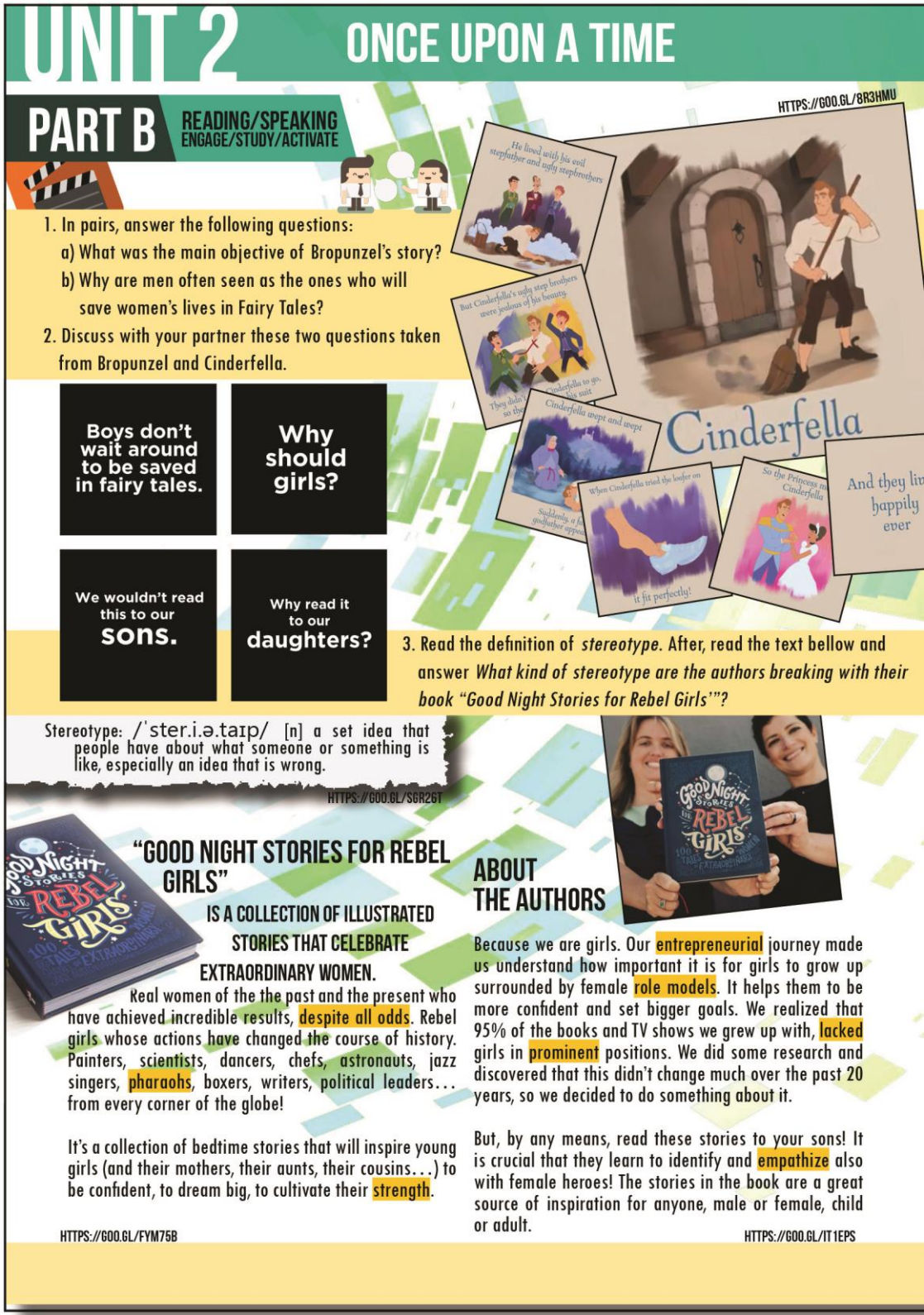
Aim

The communicative aim of this section is to introduce the lesson topic gender equality to students by making them reflect about common practices of today's society. Providing students with new vocabulary that will be later used to write a short testimonial is also aimed in this section.

Pre

- 1. In pairs, answer the following questions:
  a) What was the main objective of Bropunzel's story?
  b) Why are men often seen as the ones who will save women's lives in Fairy Tales?
  Pair up students. They are required to come up with an answer for both items. The expected answer for "a" is:
  a) The main objective of Bropunzel's story is to show how women is mistakenly seen as a weak figure in society.
  The item "b" is an open question. Its answer can vary from student to student.

- 2. Discuss with your partner these two questions taken from Bropunzel and Cinderfella.
  Teacher asks students to look at the pictures of Cinderfella's story. Brainstorm some different ideas on how the story is and how different it is from the original (Cinderella). Cinderfella's story can be watched at: **https://goo.gl/8r3hMu**
  At this time, the video is played in its full. Both videos bring two different questions right after their stories have ended. Pair up students and ask them to answer both questions from the videos. The questions are:
  - Boys don't wait around to be saved in fairy tales. Why should girls?
  - We wouldn't read this to our sons. Why read it to our daughters?



While

- 3. Read the definition of "stereotype". After, read the text bellow and answer: What kind of stereotype are the authors breaking with their book "Good Night Stories for Rebel Girls"?
  Teacher asks students to read the definition of Stereotype. Students are asked what kind of stereotype are Bropunzel and Cinderfella breaking. After that, teacher explores the text title "Good Night Stories for Rebel Girls" asking students what the book is about. Students read the text and try to find what kind of stereotype are the authors trying to break with their books.
  Students will be reading the text for specific purposes. It is expected that students come up with answers related to women's role in society. Teacher asks students about their opinion on the topic.
- 4. Look at the highlighted words from the tex. Try to figure out their meanings:
  Students are asked to match the highlighted words from the text with their meanings. In order to promote room for use of these new words, students are asked to read some testimonials from the "Good Night Stories for Rebel Girls" target audience. It is also possible to see their testimonials by the link: **https://goo.gl/3Z4qUq**

After having read or watched the testimonials, students are asked to write their opinons about the project. Teacher emphasizes the need of using the words and expressions they have just been presented.

Post

- 5. Talk to your partner: Who is your role model? Why?
  Pair up students. They need to ask tell who their role model is and what makes this person so special to be considered a role model. After that, students report their partner's answer.

Extra:
"Good Night Stories for Reble Girls" is a project ran by Elena Favilli and Francesca Cavallo. In July of 2017, they ended a crowdfunding campaign on the website Kickstarter aiming at the release of their "Good Night Stories for Rebel Girls 2". Their first goal was $100,000, however the project was a huge success and they transcended their initial goal reaching the amount over $ 800.000. The book is a worldwide success. Kickstarted campaign: https://goo.gl/pkXD1K
The Guardian's critic: https://goo.gl/qWTzBy

PART B - READING Engage/Study/ Activate

Aim

The communicative aim of this section is to raise awareness to the lesson topic gender equality. Besides that, students will read part of a famous article from Peggy Orenstein on the topic gender equality. Furthermore, students will be practicing the use of the Past Perfect describing actions that happened before something else in the past. This grammar aspect will be used throughout the lesson.

Pre

- 1. Can you name the following princesses taken from Disney's movie adaptations?

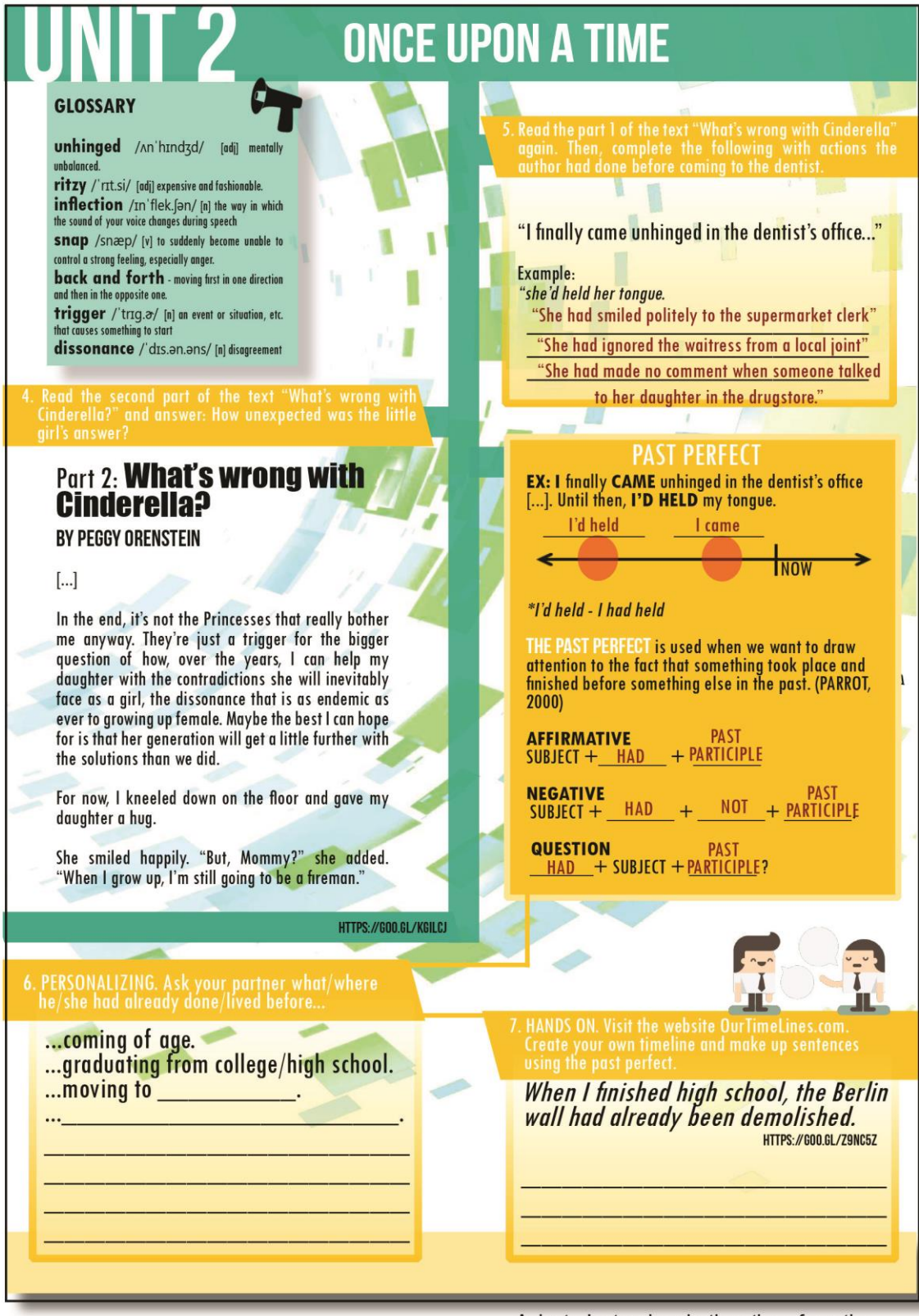
Students are asked to complete with the names of the pricensses from Disney. They are classic adaptations. Some expected answers are:
- Snow White
- Sleeping Beauty/ Princess Aurora/ Briar Rose.

- 2. Discuss with your partner: Can these princesses be considered *role models in the 21st Century? Why (not)?
  In pairs, students share their opinions regarding these princesses role in the society of the 21st Century. Teacher also asks students if these princesses can represent women in 2017.

Once again, the definition of "role model" was brought in order to remind students to the use of the expression.

While

- 3. Read the first part of the article "What's wrong with Cinderella", then answer: Why was the girl's mom upset with her daughter's dentist?
  Students are asked to read the first part of the article "What's wrong with Cinderella?". Reading for the gist is the subskill to be developed in this task. Students are asked to answer the question: Why was the girl's mom upset with her daughter's dentist?



The expected answer for the question is:

The girl's mother was angry with the dentist because she treated her daughter in a way that Peggy didn't like, as if her little girl wasn't able to take simple decision on her own.

Ask students if Peggy had a point to be angry like that; if they agree or disagree with Peggy.

- 4. Read the second part of the text "What's wrong with Cinderella?" and answer: How unexpected was the little girl's answer?

Students are asked to read the second part of the text. That's the end of the story. Peggy's daughter has a surprising position at the end. Students need to read the text with the purpose of answering the question "How unexpected was the little girl's answer?".

The expected answer is: Peggy was afraid since the very beginning of the text that her daughter would have a position in society. It is due to the way people see and treat women nowadays. Peggy's daughter showed the exact opposite by saying that she would like to be a fireman - an occupation that is seen in traditional societies as men's occupation.

Teacher asks students how surprising the little girl's answer was for the students.

The Glossary is also an imporant tool to be explorerd. Ask students to look at it in case they don't know the meaning or the pronunciation of words from the text.

- 5. Read the part 1 of the text "What's wrong with Cinderella" again. Complete the following with actions that the author had done before going to the dentist.

Ask students to read the text part 1. After that, ask them to find actions the author had done before coming to the dentist. There are several examples in the text. In order to illustrate what is requested, one example was taken from the text. The possible examples are:

- She had held her tongue before getting to the dentist.
- She had smiled politely to the supermarket clerk.
- She had ignored the waitress from a local joint.
- She had made no comment when she someone talked to her daughters in the drugstore.

In all examples "had" is used in its contracted form. Ask students to find out what "'d" mean. They are expected to say "had".

After that, ask students to look at the timeline from the box bellow the exercise 5.

Ask students when both actions from the sentence in bold happened - expected answer: **past**.

Now, ask students to identify what action happened before and to complete the lines with these actions from the sentence.

I'd held - I came

After, students complete the chart with the Past Perfect rule. Reminder: the rule should come from the students perception of language. Teacher is required to guide students to the rule composition, instead of giving the answer.

- 6. PERSONALIZING. Ask your partner what he/she had already done before

Pair up students. Students are asked to interview each other and complete the chart with their partner's choices.
In order to make sure the right use of the Past Perfect, teacher walks around students offering help and clarifying possible doubts.
As a suggestion, examples of sentences can be written on the board in order to clarify the use of the Past Perfect

Post

- 7. HANDS ON! Visit the website OurTimeLines.com. Create your own timeline and make up sentences using the past perfect.
- In order to practice the use of Past Perfect, students are invited to visit the website OurTimeLines.com. They can use their smartphones, tablets or laptops - Reminder: teacher asks students to bring it to the class day (in case students do not have a smartphone or something similar, it is suggested that teacher use the computer center of the school). On the website, students will follow some steps and create their own timelines. Later, they are asked to read out loud what they wrote. An example was selected in order to clarify students doubts.

PART D - LISTENING/ SPEAKING Engage/Study/ Activate

Aim

This section aims at discussing the misunderstandings of the concept of Feminism. Students will be required to reflect upon their own concepts and contrast them to the ones presented in this part of the lesson. At the end of this section, students will be aware of the pronunciation of words ending with the suffix "-ism". Besides, students will be able to state their opinions in a formal way by using the provided chunks.

Pre

- 1.Read the following quote and, in pairs, discuss what G. D. Anderson mean when she says "changing the way the world perceives that strength".
Teacher asks if any student have ever heard of G. D. Anderson. A short biography is on the top page. After that, students read her quote and, in pairs, discuss what she meant when she said "changing the way the world perceives that strength". Different answers are expected, however the basic one should include:
The way women is seen by society has to change. Women should not be treated differently than men.
Teacher asks students if they agree with Anderson's statement.
Taking advantage of this moment, teacher draws students attention to the pronunciation of the word FEMINISM. The suffix "-ism" may have been mispronounced. A list of words were selected in order to practice pronunciation. Teacher makes sure students can say -ism words correctly by drilling students pronunciation.
- 2. What does "Feminism" mean to you? Use the space provide and write down some ideas you have about it.

Teacher asks students to write on the space provided their thoughts on Feminism. As a suggestion, a spidergram can be drawn on the board with students' opinions. Next, students will perform the listening activity.

While

- 3.Now watch a short video and complete the spidergram with some of your ideas from the different people from the video.
  Students are going to watch a short video from BuzzFeed. They are asked to complete the spidergram with the different opinions from people from all walks of life from the video.
  The video can be found at:
  https://goo.gl/USDdfA
  Here is a list of some ideas from the video that students may refer to:
  - Women being treated the same as men
  - Everybody is equal
  - It is a movement that pushed for equality for men and women
  - It is not a bad word
  - It is not an insult
  - It is not about making women more important than any other gender
  - It is not about putting anyone down
  - It is not about hating women who adhere to certain beauty standards
  At this moment, students will be practicing note-taking and listening for details.
- 4.How similar are their ideas to yours? Express your opinion.
  After having watched the video, students are asked to discuss in pairs about how different/similar their opinions were with the video. Then teacher asks students to tell their opinions using the box on the bottom of the page. Chunks of langauge were provided in order to enrich students vocabulary while showing their opinions.
- 5.What do you know about Emma Watson?
  After the discussion, students are asked how much they know about Emma Watson. Brainstorm some ideas. A short biography - which will be later used in the writing part - was selected in order to add some details about her life and her relation with UN Women to the class. A famous quote of hers shows how engaging to the feminism movement she is.
- 6. Listen to part of Emma's speech to the United Nations Headquaters, in New York, for the HeforShe campaign, and then answer the following questions:
  Students are asked to listen to Emma Waton's powerful speech. While they listen to her speech, they are asked to answer two questions. The video can be found at:
  https://goo.gl/idUR1w
  The expected answers are:
  a. The campaign aims at uniting men and women in order to end gender inequality.
  b. According to Emma, the idea of women fighting for their rights has become synonymous of man hating, and it has to stop.
- 7. Listen again and mart (T) True or (F) False. Correct the false statements.
  Students are asked to listen to Emma's speech one more time. At this time, they are asked to mark True or False in the statements. The expected answers are:

a. (F) It is the first campaign in the UN.
b. (F) Everyone needs to be involved in the campaign, even boys, girls, men, or women.
c. (T)
d. (T)
e. (F) She was understood as being bossy.
f. (T)

Extra

The website http://www.heforshe.org/en is the official campaign website and brings a lot of information that can be explored by students and teacher.

Post

- 8. Do you know any other celebrity who has advocated for gender equality? Who?

Students are asked if they know any other celebrity who has fought for gender equality in the world. Here is a list of some celebrities who have declared being in favor of gender equality in the world:

1. Viola Davis
2. Brie Larson
3. Danielle Brooks
4. Jessica Chastain
5. Jennifer Lawrence
6. Ava Duvernay
7. Zoe Saldana
8. Kristen Stewart
9. Lena Dunham
10. Meryl Streep
11. Carey Mulligan
12. Kerry Washington
13. Natalie Portman
14. Nicole Kidman
15. Beyoncé
16. Kathryn Bigelow
17. Amanda Seyfried
18. Rooney Mara
19. Charlize Theron
20. Patricia Arquette

Some extra information about these celebrities and many others who have fought for women's right can be found at: **http://www.harpersbazaar.com/culture/a12666/sexism-in-hollywood/**

PART E - WRITING
Engage/Study/Activate

Aim

This section aims at providing students with necessary communicative tools in order to write a short biography about their lives.
The **Past Perfect** tense was studied in this lesson, then students will be asked to make use of this tense aspect in order to write their own biography.

Pre

- Opening

Students are asked to visit the website **Biography.com**. They are asked read how the website works in the "about" section - students can also read this text on their books.
Teacher also encorages students to search some celebrity who they know well.

While

Students are asked to read Emma's biography again. They need to identify what are the important details that are included in her biography, such as:
- Emma's nationality;
- Family tree;
- Occupation;
- Parents occupation;
- Some important achievements in her life;
- The current project she is involved in.

After that, students are asked to look at the timeline on the bottom of the page. Students think of some important achievements/events in their lives and add them to the timeline in order. Some events happened before the others. In order to make sure students will use the past perfect in their short biographies, teacher asks them to estabilish relations between the activities. In Emma's biography, there is also an example of Past Perfect use:
- By the age of ten, she had performed and taken the lead in various Stagecoach producations and school plays.

Teacher explores this sentence with students as a clear example of Past Perfect use.
Teacher encourages students to write a first draft and to rewrite after having some corrections made by their teacher.

Post

- Rewriting in order to correct the mistakes after doing the first draft is essential to the learning process. After having corrected the draft, students can hold their biographies with them and be encouraged to reread it after a year in order to see how their biography grows as the years go by.

Notes:

Rationale

The two coursebook Units developed in this material were carefully thought aiming at students over fifteen years old from different language centers at the level B2 – according to the Common European Framework –, providing students with tools for the practice of listening, writing, speaking, reading, and also the use of language in a communicative way. The selection of this target audience age was based on the idea of capturing the curiosity through the use of different sources of stimuli, besides, questioning and understanding surround the teens and adults.

The Communicative Approach was of due relevance to the process of creating the Units. As Richards & Rodgers stated "The Communicative Approach in language teaching starts from a theory of language as communication" (2002). In its turn, language as communication has the goal of developing communicative competence, that is the view that linguistic theory need to be seen as part of a general theory that incorporates communication and culture (HYME apud RICHARDS & ROGERS, 2002). Therefore, the different inputs used to compose the tasks from this project were selected aiming at making students discuss, state their opinions, and reflect upon language and culture.

Regarding the important relation between language and culture in communicative language teaching (CLT), Steven Brown outlines the use of materials in context as a way of moving beyond the idea of seeing language as a set of isolated sentences in language teaching to situating it in the world, therefore, emphasizing the contextualization and the cultural aspects of the many different countries which English is spoken in favor of students' motivation:

> "The primary place language is situated is in culture. Most students of a foreign language are interested in the culture of the places where the language they are studying is spoken. English presents and interesting case with regard to culture because it is now an international language."
>
> (BROWN, p.7, 2006)

Considering what has been discussed on Communicative Approach to the process of designing the Units, several aspects of either teaching English as a Foreign Language (EFL) or English as a Second Language (ESL) were taken into account, such as contextualization seen as an indisputable premise in all activities; learner's encouragement to the practice since the very first contact with the language in class; interaction with other partners through pair

and group work; engagement in each task resulting in high motivation to accomplish the proposed task; the use of real material found on trustful online sites in order to expose the students to updated excerpts of real-life texts and videos; and many other aspects that enable students to establish relations in L2 more autonomously and meaningfully. All these aspects of language teaching provide room for what goes beyond simple practice: creation resulting from reflection towards the language and the exchanging of ideas.

The learner's creation process in acquiring a second language is full of obstacles, and requires guidance and motivation. Making this process smooth, engaging, and meaningful is an important role to be played by either the ESL or the EFL teacher. Jeremy Harmer points out the fact that learners who acquire the language outside the classroom – in a country whose native language is English (an ESL student of English, for instance) – are differently motivated from the ones who only have the classroom as a moment of language practice (2001) – an EFL student of English. The former is motivated to learn the language in order to communicate in the target language in different real-life experiences and is exposed to language at different levels more often, resulting in more opportunities for practicing the language they are learning, enabling them to check their own progress continuously. The latter, on the other hand, face difficulties regarding the amount of exposure in the target language – even though being enrolled at an EFL course, for instance, the learner is exposed to language in a class that tries to replicate real-life situations that use the language. These difficulties can reduce their learning motivation, thus, Harmer emphasizes elements that need to be present in class in order to give students the chance of using the language and learn it effectively:

> "Engage: this is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. […]
> Study: study activities are those where the students are asked to focus in on language (or information) and how it is constructed. [...]
> Activate: this element describe exercises and activities which are designed to get students using the language as freely and communicatively as they can"
>
> (HARMER, p.25, 2001)

According to Harmer the *ESA* elements (*Engage*, *Study* and *Activate*) need to be present in most of lessons or teaching sequences (p.26), even if the moment of the lesson aims at explaining grammatical features of the language, which *Study* and *Activate* are focused, students need to feel *Engaged* to perform the task. Taking this into consideration, the parts of these Units are framed purposing to give opportunities to *Engage*, *Study* and *Activate*

students' knowledge. Besides, in order to systematize each Part's tasks, pre, while and post-tasks were drawn so that students would clearly understand the intended task-goal since the very beginning of the activity.

Developing critical thinking in language teaching

As it has been discussed in this Rationale, the process of teaching a second language is quite complex, then it cannot be limited to the use of language with no contextualization, on the contrary, contextualization is one of the cornerstones of the Communicative Approach in language teaching.

Going further to the importance of contextualization, teachers might ask themselves central questions before using different inputs in the classroom, for instance, it can be asked how learners' acceptance will be to certain input to be used in class, or to what extent learners will benefit from the use of this input as a member of a lager community – questioning the students position in society. Knowing your audience is part and parcel of the process of teaching a second language.

In classroom, learners are exposed to different text genres based on social conventions that communicate orally or written with endless possibilities of use. Therefore, the way this material is designed plays an important role in the student's learning process. As it was already mentioned, the process of acquiring a second language has its basis on establishing relations with the culture where the language is spoken.

Besides the fact that CLT bridges the gap between culture and the learner, communicative language teaching is also responsible for establishing the social relevance of language learning. Social, cultural, and political contexts should not be neglected in class. Neglecting these contexts would not add anything to learners social formation so that they would not become active citizens who fight for their rights. Rosane Rocha Pessoa and Marco Túlio de Urzêda Freitas, stated their opinion towards education and critical thinking in the article *Challenges in Critical Language Teaching* (2012), they say:

> "In our view, education should be committed to social justice, which means that teachers must not only teach the contents of a given subject, but also encourage students' critical thinking so that they can be aware of oppression and learn how to fight against it."
>
> (PESSOA & FREITAS, p.1, 2012)

By pondering what both authors wrote, it is possible to say that teaching a second language is a way of furnishing to students the power of criticizing society dogmas that they do not agree with, or that they had always been led to think to be *absolute truth*. Thus, critical thinking empowers learners to shift mindsets and open their minds to something new that (maybe) they had never thought about.

By highlighting that critical literacy is a social practice of meaning-making, the scholar Andréa Machado de Almeida Mattos brings to light some important relations between critical literacy and citizenship education, as stated:

> "Citizenship education within these new concepts of learners' competent, critical and independent participation is a major goal of critical literacy […] Critical literacy, together with citizenship education, as suggested by Vetter, promotes student's awareness, empowering and preparing them to become critical and pro-active citizens"
>
> (MATTOS, p.196, 2012)

Considering the citizen/learner as a member of a large community who discusses and participates actively in decisions, citizenship education has the goal of empowering a large number of individuals to fight for their rights – as Mattos explained. The ESL/EFL class acts in a way of adding up force to the citizens' social-formation, so that they would become aware of social inequalities in which they have been through.

The chosen title of this project, Ready! Set! *Inspire*! - Exploring Mindset Shifts, aims at summarizing what is intended behind the inputs selected that compose the Units: students reflection by thinking critically on their role in society. The activities proposed and designed here exemplify the encouragement to critical thinking through texts, videos and pictures and are explored by each skill of language learning.

Skills development in the Units

Regarding the practice of speaking as a skill, the prototypical coursebook Units were designed to give students as many opportunities as possible for the practice of speaking as a skill of learning a second language.

Integrated skills are presented in all tasks proposed in both Units aiming at promoting communicative language in use. Eli Hinkel provided us with examples on how multiskill instructions play a central role in teaching communicatively, for instance "to engage in a conversation, one needs to be able to speak and comprehend at the same time. […]

teaching reading can be easily tied to instruction on writing and vocabulary." (2006). Therefore, none of the skills were designed to be taught in isolation, on the contrary, all the four main skills and the use of language were designed to be integrated in the process of learning.

Room for speaking practice can be found in all 5 parts of each Unit. Even if mixed with other skills, speaking development is aimed throughout the lessons. Learners are asked to state their opinions, to paraphrase in order to show understanding, and even to report what their partners have said. All of this in moments of controlled, less controlled, and free practice of the language.

Moving on to the listening comprehension-, activities whose goals are prelistening, predicting, listening for the gist, listening for details, making inferences, and others, compose different tasks in the Units, mainly in the "Part D" of both. Real-life examples of speeches, interviews, and testimonials, found on the internet, bring to the coursebook the sense of real communication.

Besides the importance of real-life communication, it was also preserved the meaningful context in which the lesson is inserted in. For instance, basically, the topics of meaningful future and how humanity understand the meaning of life are the main themes that surround the Unit 1. Then the lesson brings videos and texts linked to the main idea, and regarding the listening activity from the Part D, two different perspectives of life are contrasted, from Neil deGrasse and from Dalai Lama. In respect to the Unit 2, Emma Watson's speech in favor of gender equality was chosen, since the lesson theme is the fight for equality.

Authentic texts with a clear social destination were chosen in order to practice the sub-skills of reading comprehension. Reading for the gist, for specific details, and for comprehension are some of the sub-skills focused on the Units. Both short lessons count with two parts in which reading comprehension is the main goal. This fact is explained due to the complexity of this skill. As Ahmed Shakir AlKialbi pointed out, "reading is the most complex activity that involves orthographic, phonological, syntactic and semantic processing." (2015).

Referring to the social purpose in the reading practice, texts advising the importance of a good health and the future of technology compose the Unit 1, so that students are able to understand future changes and them change something now that will make a difference in the future. About the Unit 2, the project *Rebel Stories for Rebel Girls* was intentionally selected to compose the lesson due to its clear fight for gender equality.

The use of English in which vocabulary and grammar are practiced, had its basis on the reading comprehension practice in both Units. Grammar is practiced inductively, requiring more mental effort and forcing students to investigate language and use their abilities of analyzing and establishing connections between parts of speech. Learners are expected to notice grammar so that it would make sense in context, as Rob Batstone pointed out (1994). Neither the Unit 1 or the Unit 2 aims at teaching grammar in isolation, disregarding the context in which the parts of speech are analyzed. Tenuta & Carneiro highlights the disadvantages of teaching grammar with no contextualization:

> "Grammar is more than a set of rules that has to be memorized; in fact, grammar is what enables us to get our meanings across in communication. Grammar practice should not be based on the instantiation of isolated, meaningless sets of sentences; neither should its practice be detached from real language use. Teaching grammar is more than teaching rules; it must be approached with a focus on fostering learners' development of a system, which will ultimately be used to produce well-formed and coherent stretches of discourse."
>
> (TENUTA & CARNEIRO, p.100, 2017)

Writing was designed to be focused on the last part of each Unit. Both activities aim at helping students to practice text structures, drafting, register choices, and other sub-skills of L2 writing.

While these activities were planned, the real-life destination was the main objective in both Units. In the first one, students were asked to write a message that would be included in a modern time capsule. Even though sounding an uncommon action, by writing a message to a time capsule students are also practicing how to write an email in which they are requested to talk about their future expectations. In the second Unit, students are exposed to inspirational biographies, then they are asked to write their own biographies. In both examples, students are provided with moments of putting in use what they have learned about grammar in each lesson.

By and large, CLT is a laborious process which requires hard concentration and meticulous planning, however the fruitful results come after practice, either regarding language learning or social engagement. This short project had as its main goal, to spark discussion on how learners are capable of learning what is between the lines, being *ready* and *set* to *inspire* themselves and others.

References

ALKIALBI, A. S. *The place of reading comprehension in second language acquisition. In:* Journal of Literature, Language and Linguistics, v. 6, p. 14-21, 2015

BATSTONE, R. Grammar. Oxford: Oxford University Press. Pp. 03-24 and 99-117, 1994.

BLAKE, William. *The Complete Poetry and Prose of William Blake***.** Edited by David V. Erdman. New York: Anchor Books, 1988.

BROWN, S. *Teaching Listening.* New York: Cambridge University Press, 2006.

HARMER, J. *How to Teach English.* (7th ed.) England, Edinburg: Longman, 2001.

HINKEL, Eli. *Current Perspectives on Teaching the four Skills.* TESOL Quarterly, v. 40, No 1, p. 109-131, 2006.

JANKS, H. *Critical literacy in teaching and research. Education Inquiry*, v. 4, n. 2, p. 225–242, 2013

MATTOS, A. M. A. *Education for citizenship: introducing critical literacy in the EFL classroom*. In: GILLIES, R. M. (Ed.). *Pedagogy*: new developments in the learning sciences. New York: Nova Publishers, 2012. p. 191-212.

MATTOS, A. M. A. *Educating Language Teachers for Social Justice Teaching*. *Interfaces Brasil-Canadá*, v. 14, n. 2, p. , 2014. Available from: http://www.revistas.unilasalle.edu.br/index.php/interfaces/article/view/1774

PARROT, M. *Grammar for English Language Teachers.* 2. ed, New York: Cambridge University Press, 2004.

PESSOA, R. R.; FREITAS, M. T. U. *Challenges in critical language teaching.* TESOL Quarterly, v. 46, p. 753-776, 2012.

RICHARDS, J. C.; RODGERS, T. S. *Approaches and methods in language teaching.* 2. ed., New York: Cambridge University Press, 2002.

TENUTA, A. M. A; CARNEIRO, M. M. *Teaching grammar in English as a foreign language.* In*:* Inspiring Insights from an English Teaching Scene. p. 82-102, 2017. Available from: http://150.164.100.248/cei/data1/arquivos/InspiringInsightsfromanEnglish.pdf