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Teaching English for pre-intermediate students: Inspiring People
(Material didático para o ensino de inglês)

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Introduction

The teaching units presented in this material were developed focusing on communicative purposes which allows students a contact with relevant and updated themes, aiming at exploring the four skills through different patterns of interaction and authentic materials. It consists of two units with different themes, designed for students in private language institutes and that should be taught in a sequence. Each unit is followed by a Teacher's Guide containing the answer key of all activities, extra information about the topics approached, as well as hints on classroom management.

They make the difference is orientated to pre-intermediate young adults and adult students. With stories of people who are trying to help others in a meaningful way, this unit exposes students to vocabulary related to the theme, pronunciation of new words, interviews, a review of the Simple Present Tense, a video and communicative situations.

They can do it is also oriented to pre-intermediate young adults and adult students. Biographies of notorious people with any disability who overcame it are explored in the reading and grammar sections. Moreover, this unit exposes students to the Simple Past Tense, pronunciation of regular verbs in the past tense and a task-based speaking activity.

Each unit is organized as described

Let's get started: this section works as a warm-up for the following discussions. It brings questions to check students' previous knowledge and related vocabulary.

Reading: this section is subdivided in pre-reading, while-reading and post-reading tasks, both checking students' comprehension and reading skills through authentic texts. It is also in this section that new vocabulary is explored and expanded.

Pause for Pronunciation: reinforces the correct pronunciation of specific vocabulary, such as new words and past tense of regular verbs as well as present students the phonetic transcription.

Listening: authentic videos from *YouTube* were added to this section in order to expose students to different accents. The tasks involve specific and general comprehension about the videos, always related to the theme of the unit.

Speaking: Containing task-based activities, this section enables students to put previous knowledge, grammar and new vocabulary together, always interacting with classmates.

Writing: in this section students are also asked to put other skills together, in order to write a sample of the same genre discussed in each unit.

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Ariadina Valentin Maia

UNIT 1

They make the
difference

*“We can change the world and
make it a better place. It is in your
hands to make the difference.”*

Nelson Mandela

Let's get started!

Based on the photos bellow, discuss the following questions with a partner.



- Where do these people probably live?
- What do they do to help the others?
- Do you think they are paid for this?
- Do you know people or organizations that make the difference in our world? If yes, how do they help the others?

Reading

Pre-reading

1. Where was the text below published?
2. What is it about?

While-reading

1. Read this interview. Questions were removed from it. Put them in the correct place.

- a) Why did you want to become a health worker?
- b) How do you overcome this resistance?
- c) What's your favorite part of your job?
- d) How does your community view you and your work?
- e) How has Ghana's health care system changed in your lifetime?
- f) When you get each morning what gets you motivated for work?
- g) What's the hardest part of your job?

Impatient Optimists Topics ▾ Countries ▾ Languages ▾ Authors ▾

Hanna: A Community Health Worker In Action

JOHN MURPHY
April 11, 2013

Hanna Konadu, 25, is a community health officer in Ghana. Hanna and thousands of other community health workers like her have helped Ghana raise its immunization coverage to more than 90 percent, protecting millions of children against measles, pneumonia, polio, and other diseases.

[Tweet](#) [1.2K](#)
[Like](#)

When I was a child, I used to stay with my grandma, and one day she took ill, and I took her to the hospital. The nurse we met was so good to us that I thought I want to do this for people to appreciate me when I grow up. I also liked their uniforms, I said, "Wow, these people look good, that's nice." So the uniform, the care the nurse gave my grandma, it inspired to me.

What I like most about my job is going to the hard to reach communities to weigh the babies, give them immunizations, and then give them health information so that they can live a healthy life.

The hardest part of my job is trying to convince the community members to accept the services I have to offer them.

We meet with the mothers and try to explain the importance of vaccination to them. Some of their husbands don't want them to come, so I will try to speak to the husbands to convince them. I try to tell them it's good to let your child take this injection to protect them.

There has been a great change in the health system, when I was a child and now. When my mother gave birth, my mother had to travel for immunization sessions. Sometimes she would get there, and they would tell her that they were out of vaccines. But now the mother doesn't move. The nurses move. We go there to give them the services. Community health nurses are so important in Ghana because they live in the communities. They give the vaccinations, they counsel mothers on their health needs, and they see to the welfare of children under five. So there has been a tremendous change. It's a great change.

When I'm putting on my uniform, I have a special music I play. It's like praising song, telling God that I thank him so much for letting me wear this uniform I loved so much when I was a kid. And I try to look at myself in the mirror for like a hundred times. I laugh with it. I try to walk and see myself in the uniform, and that makes me happy.

They say good name is better than riches. So I want my community to see me that I'm offering the services from my heart, as somebody who has passion and will not rest until she sees that your child is healthy.

Adapted from <https://goo.gl/vQBjiO> accessed October, 2016

Pause for Pronunciation

measles /'mi:zəlz/ : an infectious disease that produces small, red spots all over the body

pneumonia /nʊ'mounjə/ : an illness affecting your lungs that makes it difficult for you to breathe

polio /'pouli:jou/ : infectious disease that can cause permanent paralysis

vaccination /væksə'neɪʃən/ : medical treatment

to counsel /'kaʊnsəl/ : to give advice

welfare /'wɛl,fər/ : care provided by the state or organizations for people in need.

2. Check the correct statements according to the text.
- Hanna's wish to become a nurse appeared in adult life.
 - It's difficult to make people understand the importance of vaccination.
 - Husbands are more resistant than wives to let their kids be immunized.
 - Little has changed in Ghana's health care system.
 - Nurses live close to the families they care for.
 - Wearing uniform makes Hanna feel happy.
 - Hanna works for money.

3. Read this extract and discuss the questions with a partner:

“They say good name is better than riches.”

- a) What does this statement mean?
- b) Do you agree with it? Why or why not?

Listening

Pre-listening

1. What do you know about people who walk on the streets helping homeless?
2. Do you know any organizations or people who develop this job in your neighborhood or city?

While-listening

Listen to this short documentary about Jim Withers and underline the correct options to complete the statements:



Available at: <https://www.youtube.com/watch?v=wJtIU0ZAtrg> accessed January, 2017

- a) Jim tries to keep his *friends/ team* down to four people.
- b) They always try to check in how homeless are doing *medically/ physically*.
- c) The team *writes/ records* what they have done in a confidential *record/ diary*.
- d) They try to have a good selection of recovers over different kinds of *infections/ illnesses*.
- e) It's an ongoing presence that tries to *improve/ decrease* how health people on the streets are.
- f) It *matters/ doesn't matter* to be human beings. People need to feel that and hear that.

Listen again and check your answers with your classmates and teacher.

Post-listening

How important are medical projects like Street Medicine for homeless?
Discuss with your teacher and classmates.

Speaking

There are several organizations and groups of people around the world that care about different social causes.

What is the problem in each of them?

What can be done to help them?

Take a look at the pictures below and in pairs discuss them.



Grammar

1. Underline the adjectives in the text bellow.

Sloths. They hang from trees, move very slowly and make people smile with just one look.

In recent years, the Internet has helped these creatures achieve an almost cult-like status among animal lovers. But in the South American country of Suriname, one woman has been the sloths' passionate protector for more than a decade.

Monique Pool discovered her love for these animals in 2005. While looking for her lost dog, she called the Animal Protection Society and learned that a baby sloth had been orphaned. Pool offered to take it in.

"I didn't know anything about sloths, but I learned a lot," said Pool, who sought advice from international experts on how to care for the animals. "Now, when sloths are injured or in trouble, all the telephone calls come to us. The police, the fire brigade - even the zoo calls me."

"Some people refer to me as 'The Sloth Lady.' I think it's an honor."

Today, Pool's nonprofit, Green Heritage Fund Suriname, helps protect sloths and implement other conservation efforts in the country. Her home serves as a temporary sanctuary for the mammals, and she is now a recognized local authority on them.

Adapted from: <http://edition.cnn.com/2015/08/06/world/cnn-heroes-pool/index.html>

2. Take a look at the following structures:

Animal lovers
Baby sloth
International experts
Sloth Lady
Temporary Sanctuary

What can you notice about the word order? Complete the statement:

In English, _____ come before _____ in a sentence.

Writing

There are several nonprofit organizations involved in different social causes.

The link below contains a list of some of them around the world.

<https://topnonprofits.com/lists/best-nonprofits-on-the-web/>

Choose at least two organizations and check their web site. Then, write at least six and no more than ten questions to ask your classmate about their research.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

TEACHER'S GUIDE

UNIT 1

Unit 1 – They make the difference

Overview

In this unit, students will have the opportunity to learn about people who are trying to make something good to the planet.

The **genre** interview is explored in the reading section as well as in the writing section.

Vocabulary and pronunciation involve words related to the theme of the unit.

Grammar section brings a review of the Simple Present Tense, focusing on affirmative sentences.

Speaking enables students to discuss ways to make the difference in the situations proposed.

Listening brings a short documentary about an American doctor and his project Street Medicine.

Let's get started!

Set them few minutes to analyze the pictures and discuss the questions. At this moment, walk around the class to help them put their ideas through, if necessary. A big discussion is also welcomed and you can write their answers on the board. Since it is a brainstorming activity, there is no right or wrong answers. Here is some important information about the people in the pictures:

1. Hanna Konadu is a community

health officer in Ghana. She has helped Ghana raise its immunization coverage to more than 90 percent, protecting millions of children against some diseases.

From:

<http://www.impatientoptimists.org/Posts/2013/04/Hanna-A-Community-Health-Worker-In-Action#.WAEfsvkrLIU> accessed January, 2017

2. Monique Pool has been helping to rescue animals - mostly sloths - in her native Suriname since 2005.

3. Marilyn Price has helped at-risk children use bikes to experience nature in San Rafael, California.

4. Jim Withers has been doing street rounds in Pittsburgh, Pennsylvania for over 23 years, bringing medical care to the homeless.

Adapted from:

<http://edition.cnn.com/2015/08/11/world/gallery/cnn-heroes-2015/> accessed January, 2017

Reading

This section is sub-divided into pre, while and post activities.

- **Pre-reading:** By taking a quick overlook on the design of the text, students would come to the conclusion that 1) it was published on the internet. It is also easy to infer the 2) content: someone who works to deliver health for the population.

➤ While-reading

- 1) A
C
G
B
E
F
D

- 2) F
T
T
F
T
T
F

➤ Post-reading

3) a) The extract "they say good name is better than riches" means that your reputation is worth more than money.

b) Personal answer.

Pause for Pronunciation

20'

Besides working with vocabulary, it is expected that you encourage your students to say the words. Check the <http://dictionary.cambridge.org/dictionary/american-english/> to hear the correct pronunciation.

Listening

➤ Pre-listening

- 1) Personal answer
2) Personal answer

➤ While-listening

Play the video once so students can listen to general information. Play it again and let them look for specific information. This activity is to be done individually.

- a) team
b) medically
c) records/record
d) illnesses
e) improve
f) matters

- Allow them to check their answers with a classmate.
- Play one last time and check if there are any doubts.

➤ Post-listening: personal answers.

Video Script

CNN Hero Dr. Jim Withers: Street medicine

It's 7pm, a lot of interesting trains, bridges that people live under, there's river banks, alleys, abandon buildings.

You would be surprised at some of the places people hide.

We try to keep our team down to four people, so there's our reached expert and a social worker, and then we always have a student. So we go into a camp site into a bridge and we make sure that they are ok with us coming in.

Safety net, we got some food, some water, I got DR Withers with me today. We always try to check in with how they are doing medically, do they have their medicine?

Here is some "delan", so this 100ml.

We record what we've done in a confidential record.

Alright, good to see you, always good to see you.

It's just really like what would do in an office, but by campfire.

That's a blood pressure one a day, I gave you two packs. Any chest pain?

The only complaint doc, it's like, too tight. The skin's too tight on the pacemaker?

See we build trust with folks whose trust has been broken.

Have you ever tried to hurt yourself before?

I made this real horrible thing, I got none of my parents.

You are not alone.

That takes time, takes sincerity, that's flexibility, and a sensor of humor.

We try to have a good selection to cover all the different kinds of illnesses, we have bags, they are there for pain relief, anti-biotics, blood pressure pills, we have vitamins, which are important.

I kinda had to make this up when I started back in 1982, the streets taught us what it needed.

It's just a very ongoing presence that tries to improve how healthy they are.

Is your vision blurred? Any bad headaches or anything?

Yeah I got some pretty bad headaches.

Just kinda look off towards the bumper of that car.

It's not hard to go out and see them, it's hard going home at night and know that people are still sleeping out there. Once you know they are there, they hunt you.

This is the area we call the memorial wall, up here we place the names of the people who lived and died on our streets. A lot of these names were people that were very close to me, they all had their own stories. I miss them, I miss a lot of them.

We can't just judge people from the distance, when you get up close you see everybody had their own path to the street and everybody has their own path off the street.

I see you next time.

Ok.

Love you!

I think we take all messages that you matter as human being, and people need to hear that and feel that, and once they do, then, I think their healing begins.

Speaking

In this activity, students are welcomed to propose an alternative to help in the different situations described on the pictures.

Before discussing in pairs, have a general overview of the pictures.

During the discussion walk around the classroom in order to help them come out with their thoughts.

Grammar

The goal in this section is to review the word order – adjective and nouns.

Exercise 1

Slowly – recent – animal – passionate – baby – international – injured – sloth – temporary.

Exercise 2

In English, adjectives come before nouns in a sentence.

Writing

Students will need access to the internet in this activity.

- Make sure to schedule the computer laboratory in advance. Another option is to use their smartphones.
- Read the instructions aloud, as well as the guidelines.
- Allow them 10' to research the organizations, 10' to write the questions and 10' to interview a classmate.
- Walk around the classroom to offer some help.

UNIT 2

~~DISABILITY~~



THEY CAN DO IT!

“Don’t let what you cannot do interfere with what you can do.” John Wooden

UNIT 2

THEY CAN DO IT!

Let's get started!



Look at these pictures and discuss the following questions with a classmate:

- Do you know these people?
- What do they have in common?
- Do you know anyone like them?

Reading

Pre-reading

1. Before reading the text, match the words to their definitions:

- a) Cosmology
- b) Illness
- c) Groundbreaking
- d) Health
- e) Ailing
- f) Shutting down
- g) Slurred
- h) Tracheotomy
- i) Predicament
- j) Handheld

- () a medical operation in a person's neck.
- () stopping operating.
- () an unpleasant situation that is difficult to get out of.
- () the study of the nature and origin of the universe.
- () object that can be used easily with one or two hands.
- () experiencing difficulty and problems.
- () a disease of the body.
- () free from illness.
- () a very new and big change from other things of its type.
- () pronounce the sounds of a word in a wrong or not correct way.

Definitions from: <http://dictionary.cambridge.org/pt/dicionario/>

2. Take a look at this image and discuss the questions:



- a) What calls your attention about this man?
- b) Where was the picture probably taken?

3. Read the biography of Stephen Hawking:

Stephen Hawking is known for his work regarding black holes and for authoring several popular science books. He suffers from amyotrophic lateral sclerosis.

Stephen Hawking was born on January 8, 1942, in Oxford, England. At an early age, Hawking showed a passion for science and the sky. At age 21, while studying cosmology at the University of Cambridge, he was diagnosed with amyotrophic lateral sclerosis. Despite his debilitating illness, he has done groundbreaking work in physics and cosmology, and his several books have helped to make science accessible to everyone.

In 1962, he graduated with honors in natural science and went on to attend Trinity Hall at Cambridge University for a PhD in cosmology. While Hawking first began to notice problems with his physical health while he was at Oxford—on occasion he would trip and fall, or slur his speech—he didn't look into the problem until 1963, during his first year at Cambridge. For the most part, Hawking had kept these symptoms to himself. But when his father took notice of the condition, he took Hawking to see a doctor. Eventually, however, doctors did inform the Hawkings about what was ailing their son: He was in the early stages of amyotrophic lateral sclerosis (ALS, or Lou Gehrig's disease). In a very simple sense, the nerves that controlled his muscles were shutting down. Doctors gave him two and a half years to live.

In a sense, Hawking's disease helped him become the noted scientist he is today. Hawking's ever-expanding career was accompanied, however, by his ever-worsening physical state. His speech had become increasingly slurred, so that only those who knew him well could understand him. In 1985 he lost his voice for good following a tracheotomy. It also put in peril Hawking's ability to do his work. The predicament caught the attention of a California computer programmer, who had developed a speaking program that could be directed by head or eye movement. The invention allowed Hawking to select words on a computer screen that were then passed through a speech synthesizer. At the time of its introduction, Hawking, who still had use of his fingers, selected his words with a handheld clicker. Today, with virtually all control of his body gone, Hawking directs the program through a cheek muscle attached to a sensor. Through the program, and the help of assistants, Stephen Hawking has continued to write at a prolific rate. His work has included numerous scientific papers, of course, but also information for the non-scientific community.

Adapted from: <http://www.biography.com/people/stephen-hawking-9331710#a-brief-history-of-time> accessed July 27, 2016

While-reading

3. Now, answer these questions:

a) The purpose of the text is to

b) Stephen Hawking is a

c) What are the symptoms of amyotrophic lateral sclerosis?

() loss of memory () muscles are shut down () cerebral palsy

d) How can Hawking communicate nowadays?

e) What called your attention about his life?

4. Check the sentences True (T) or False (F), according to the text.

() Stephen has published several books.

() He did not spend much time studying at the beginning of his career.

() He talked to his parents when he first noticed problems with his health.

() He lost his voice in a health treatment.

Post-reading

5. You have just read a biography. What does this text genre usually include?

Mark the appropriate alternatives.

() Instructions on how to prepare something.	() Major achievements.
() Date and place of birth.	() Dialogues.
() Excerpt of interviews.	() Verbs in the Past tense.
() Personal opinion.	() Work facts.
() Informal language.	() An overview on what makes the person significant.

Listening

Pre-listening

Before you watch the video, answer these questions:

1. What kind of disability do you think he has?
2. How did he overcome it?



Printed from: <https://www.youtube.com/watch?v=j53Qo9v1zGk>

While-listening

3. You are going to watch a video about Ezra Frech:

Adapted from: <https://www.youtube.com/watch?v=j53Qo9v1zGk>

Complete the sentences with the missing information while you hear:

- a. Ezra likes to play sports, especially _____.
- b. Ezra is _____ years old.
- c. He was born with one _____ on his left hand and a full left _____.
- d. "Well, this is life. I was born _____, I can't change it so I just gotta _____ and make the best out of my life.

- e. When Ezra plays sports he doesn't feel different, he feels at _____.
- f. The Angel City Game is all about bringing the physical disable _____ to LA.

4. Watch the video again and check the most appropriate option:

- a) Ezra had a surgery when he was:
 - new born
 - four years old
 - two years and a half

- b) What did the doctors do with his big toe?
 - transplanted on his right hand
 - transplanted on his left hand
 - transplanted on his right foot.

- c) Disability:
 - motivated him
 - encouraged his friends
 - put him down

5. What called your attention about this boy?

6. Do you know any people who overcame any disability? If yes, how did they do it?

Grammar

1. Look at these sentences, taken directly from the biography and the video:

“At an early age, Hawking showed a passion for science and the sky.”

“In 1962, he graduated with honors in natural science...”

“I asked God why I was born like this...”

- Underline the verbs and time expressions in the sentences above.
- Do the sentences express events in the present or in the past? How do you know it?
- What can you conclude about the Simple Past Tense? Complete the following chart:

To form the Simple Past of regular verbs in English, add _____ at the end of the verbs.

- Complete the following biographies using the verbs from the box:

Artist Frida Kahlo was born on July 6, 1907, in Coyocoán, Mexico City, Mexico. _____ one of Mexico's greatest artists, Frida Kahlo began painting after she was severely _____ in a bus accident. Kahlo later became politically active and _____ fellow communist artist Diego Rivera in 1929. She _____ her paintings in Paris and Mexico before her death in 1954.

Adapted from:

<http://www.biography.com/people/frida-kahlo-9359496>



**consider - injure -
marry - exhibit**

John F. Nash, Jr. was born June 13, 1928 in Bluefield, West Virginia. At age 22, he _____ his influential thesis "Non-cooperative Games" in the journal Annals of Mathematics. He _____ the faculty of the Massachusetts Institute of Technology in 1951, but _____ in the late 1950s. On May 23, 2015, Nash and his wife _____ when a taxi they were riding in lost control and _____ on the New Jersey Turnpike.

Adapted from: <http://www.biography.com/people/john-f-nash-jr-40445>



**publish – join – resign –
die – crash**

Pause for Pronunciation

- There are three different ways to pronounce the *ed* ending of regular verbs in the simple past tense: /d/, /t/ or /id/.

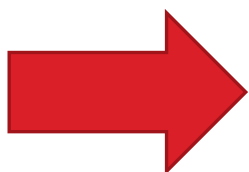
The pronunciation depends on the sound at the end of the infinitive form of the main verb and whether it is **voiced** or not.

/d/ end in a voiced sound	/t/ end in a voiceless sound	/id/ end in the sounds /d/ or /t/
lived	shopped	needed
enjoyed	wished	hated

2. Classify the following verbs in the table above. Check your answers with a partner.

- In case of doubts, use the dictionary.
<http://dictionary.cambridge.org/pt/>
- Practice saying the verbs.

cry – pretend – earn – discover – paint – hope – wait –
ask - believe



FOR YOUR INFORMATION!

A voiced sound is one that vibrates in your throat when you say it.

Speaking

1. Watch this biography about Helen Keller's life.

<https://www.youtube.com/watch?v=oxiJ02-hpZY>

2. Do you know somebody with disability who overcame any adversity in life? It is time to share! You are going to record a video of yourself telling their biography.

How to record a video?

A youtuber gives some tips!

<https://www.youtube.com/watch?v=13oG2LqIWDU>

- ✓ Write a draft first.
- ✓ Rehearse.
- ✓ Record your video in a quiet and illuminated place.
- ✓ Speak in a natural voice.
- ✓ Pauses and expressions like "so..." "and..." "hum..." "well..." are parts of the speech but try not to use them so much.

TEACHER'S GUIDE

UNIT 2

UNIT 2 - THEY CAN DO IT!

Overview

In this unit, students will be able to get to know people, some of them very well known, who overcame their disabilities.

The **genre** biography is explored in the reading and writing sections.

Vocabulary involves words from the reading section.

In **time for pronunciation**, the past tense of regular verbs was prioritized.

Grammar section explores the Simple Past tense of regular verbs.

Speaking and **Writing** are a co-related task-based activity, in which students write a biography and then record it.

Let's get started

Set them a few minutes to analyze the pictures and discuss the questions.

Since it is a brainstorming activity, there is no wrong answer.

Here is some important information about the people in the pictures:

1. Ariel Goldenberg and Rita Pokk: they both have Down syndrome and have been married for ten years. They were the protagonists in the Brazilian movie "Colegas" released in 2013.
2. Daniel Dias is a Brazilian Paralympic swimmer. Having learnt to swim in 2004 after being inspired by Clodoaldo Silva at the 2004 Paralympics,

he entered his first international competition two years later winning five medals. He competed in a wide range of swimming events at the 2008, 2012 and 2016 Paralympics and won 24 medals, including 14 gold medals.

3. Helen Keller was an American author, political activist, and lecturer. She was the first deaf-blind person to earn a bachelor of arts degree. Helen proved to the world that deaf people could all learn to communicate and that they could survive in the hearing world. She also taught that deaf people are capable of doing things that hearing people can do. She is one of the most famous deaf people in history and she is an idol to many deaf people in the world.

Adapted from Wikipedia

Reading

- **Pre-reading:** vocabulary is explored in this section.

Read the words and the definitions.
Set them 5' to match words and its definitions.

1. H
F
I
A
J
E
B
D
C
G

2. a) Personal answer
b) The picture was taken outside the Department of Applied Mathematics and Theoretical Physics, in Cambridge.

➤ While-reading

3. - Read the instructions
 - Set them 5' to 7' to read the text - individually.
 - Ask them to underline the words they don't know the meaning while reading.
 - After reading, check the vocabulary.
 - Write the words and meanings on the board.
4. a) The purpose of this text is to inform relevant facts about Stephen Hawking's life.
 b) Stephen Hawking is a physician/scientist.
 c) Muscles are shut down.
 d) He can communicate through a program, with a cheek muscle attached to a sensor.
 e) Personal answer.
5. T
 F
 F
 T

➤ Post-Reading

- Read the instructions
- Ask students to underline evidences in the text that justify their answers.

<input type="checkbox"/> Instructions on how to prepare something.	<input checked="" type="checkbox"/> Major achievements.
<input checked="" type="checkbox"/> Date and place of birth.	<input type="checkbox"/> Dialogues.
<input checked="" type="checkbox"/> Excerpt of interviews.	<input checked="" type="checkbox"/> verbs in the Past tense.
<input type="checkbox"/> Personal opinion.	<input checked="" type="checkbox"/> Work facts.
<input type="checkbox"/> Informal language.	<input checked="" type="checkbox"/> An overview on what makes the person significant.

Listening

➤ Pre-listening

1. Personal answer
2. Personal answer

➤ While-listening

The video used for this section is from the YouTube. It is an eight-minute video but the activities developed consider only the first 3'50''. So when presenting it to your students, you should be attentive to stop at the right time.

3. - Play the video once so students can have an overview of it.
 - Read the instructions and play the video again. While listening, students should complete the sentences with the missing information.
 - a) track and field
 - b) ten
 - c) finger - leg
 - d) different - have fun
 - e) home
 - f) community
4. Read the instructions and play the video for the last time.
 - a) two years and a half
 - b) transplanted on his left hand
 - c) motivated him
5. Personal answer
6. Personal answer

Grammar

1. -Elicit students to read the sentences
 - Read the instructions and give them some time to answer the questions and complete the chart in pairs.

*To form the Simple Past of regular verbs in English, add **ed** at the end of the verbs.*

2. Read the instructions and set them some time to do it in pairs.
Frida Kahlo Biography: considered – injured – married – exhibited.
 Call students' attention to the verb *marry* (ending in -y) and the change to the simple past.

Angel City Games video script

Welcome back to Game Changers. Ezra Frech is a typical ten-year-old boy, he goes to school, hangs out with friends, and he absolutely loves playing sports, especially track and field. But I want you to take one look at Ezra. You see why he's anything but ordinary. Our crew caught up with the boy wonder who's using track and field to unite the disabled community.

Throughout the year UCLA State Drake stadium will play host to a number of awe inspiring track and field events, but on this day a rare and equally inspiring event is uniting hundreds of disabled athletes at the inaugural Angel City games. At the heart of this unique competition isn't the university or a business, but rather a ten-year-old boy named Ezra. Born with severe limb deficiencies, Ezra Frech was different from day one.

"I was born with one finger on my left hand and the full left leg was curved. I had a surgery when I was two and half years old, and they removed the curved part of my leg, and they transplanted the big toe onto my left hand, so I had two fingers, so I got to pick up stuff".

But there was something else different about Ezra that was apparent from birth, not physically but spiritually.

"Literally when he was born, he came out, and he was silent, and he stared down everybody in that room. And we were all silent, and I knew at that moment, like: wow! There's something really extraordinary about this child."

"I asked God why I was born like this, why choose me out of the 300 kids in my school, and why am I the only one that has a disability, why did it have to be me? But then I just gotta say: well, this is life, I was born different, I can't change it, so I just gotta have fun and make the best out of my life".

From an early age, Ezra wouldn't let a disability define him. Instead, it motivated him, especially when it came to sports, like track and field.

Sports have always been there for me. When I play sports, I don't feel different, I feel at home, somewhere I can go, and my friends think of me as a regular player. What I love about track and field so much is just the excitement of being in a competition, I mean, I love every competition, but what kid doesn't like to run, jump, and thirst of? It's so fun out here.

Rationale

I learned English when I was a teenager in a language institute, and I clearly remember how classes were focused on linguistic competences primarily, with lots of drillings, memorization of sentences and grammar-based activities. Although in some schools it is still the main methodology to be followed, we can find several institutions that are worried about engaging learners in a real communicative environment.

This material was created having in mind young adults and adults from private language institutes at the pre-intermediate level who are willing to learn a second language focused on communicative competences. It contains meaningful oriented activities based on the students' social contexts that enable interaction with each other as well as with the teacher.

Teachers and students play an important role in the process of learning a second language. According to BREEN and CANDLIN (1980 p.110):

The role of learner as negotiator emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

On the other side, teachers are expected to intermediate the communication process between learners, to guide classroom procedures and activities, and to work as researchers and learners in order to contribute with appropriate knowledge.

Both units explore the four skills through the Communicative Approach, which “aims to apply the theoretical perspective by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication (LARSEN-FREEMAN, 2000, p.121)”. Authentic texts and videos were included in this material in order to enable learners “to transfer what they learn in the classroom to the outside world and to use natural language in a variety of situations (LARSEEN-FREEMAN, 2000, p. 132).

Still in line with LARSEEN-FREEMAN, 2000, p. 128

“The goal is to enable students to communicate in the target language. To do this students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of interlocutors. They must also be able to manage the process of negotiating meaning with the interlocutors. Communication is a process; knowledge of the forms of language is insufficient.”

The themes chosen are of social relevance. *They make the difference* is a unit that brings humans, not frequently or never showed by the media, who care about others, and are trying their best to promote health, fun, education and protection. *They can do it!* also presents inspiring people with disabilities who overcame them, like the notorious physician Stephen Hawking. My intention, besides promoting communicative competences, is to show students that it is still possible to trust in humanity and in their own capacity to struggle with any adversities in life.

The units are divided into sections, so as to schematize the learning process. Each section provides input and consequently output so students can “practice producing second language utterances if they are to learn to use their interlanguage¹ system confidently and routinely (MITCHELL and MYLES, 2004). When students are producing the language, they are therefore experimenting new structures and forms, reflecting, discussing and analyzing gaps in their second language system.

Let's get started is the opening section of the two units and the main goal is to have a warm-up about the theme. It is also in this section that students can share their previous knowledge and infer information from the pictures presented. Since there are no right or wrong answers, there is room for free discussion. At this point, teachers should monitor the students and walk around the class in order to help them come up with their thoughts. Although in both units it is recommended to start the discussion in pairs, teachers are expected to encourage students to expose their ideas to the whole group.

¹ Interlanguage reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules. (Crystal 1997, p. 239)

Reading contains texts of different genres that are explored through different activities. I included open and closed questions, true or false questions, fill in the gaps and choose the appropriate alternative. As previously mentioned in the introduction of this material, this section is sub-divided in pre, while and post reading. The Pre-reading section requires an overview of the text, while-reading involves questions related to the text itself and to the genres as presented in Unit 2. According to TENUTA e OLIVEIRA (2011, p.318), “o trabalho com gêneros textuais no ensino de uma LE também aumenta a consciência linguística do aprendiz, permitindo seu engajamento e atuação social nas comunidades nas quais ele se insere, já que se constitui em material autêntico, presente na vida social e, por isso, habilitado a extrapolar a soleira da porta da sala de aula”. The Post-reading section was designed to promote a reflection on the theme under discussion.

Listening is frequently elected the most difficult and tiring section of a book by the students. I would say it is related to the fact that many course books do not bring authentic audios. In this section I included two videos from YouTube, both related to the theme of each unit. The activities, also sub-divided in pre, while and post, were planned to make students infer what they are going to listen, listen for specific information and discuss about what they have just listened.

Pause for pronunciation was planned to help students enhance their pronunciation, an aspect of the language that is of paramount importance when learning L2. Some teachers might be afraid of teaching pronunciation, especially when they see a phonetic transcription in a textbook or in a dictionary. From my personal experience, I would say it is not something impossible to teach if you show students the advantages of improving pronunciation. A question often asked by students when they start learning English is “Will I learn the American or the British accent?” or they say “I want to become fluent like a British native speaker”. It is not easy to explain them that it is almost impossible to speak a second language without any accent. CRISTÓFARO SILVA, 2007, p. 75 points out that “o conhecimento de mundo no qual a língua estrangeira se insere é basicamente inatingível. Contudo, podemos nos empenhar – e nos empenhar muito! – para termos um conhecimento bastante amplo da língua que estará sendo aprendida (...) o melhor sotaque é aquele que é eficiente para os propósitos de uma comunicação eficaz e que tenha coerência em si mesmo. Um sotaque que seja

SEU e que seja consistente, da maneira que são consistentes os sotaques de todos os falantes nativos.”

Grammar is taught inductively, since “it encourages mental effort and forces students to rely on their intelligence and the ability to analyze and make connections between particular samples of speech (...) it is bound to produce amazing results and help students back up their knowledge with intuition and deeper understanding of the second language.” (Inductive Grammar Teaching, MISCELLANOUS). I remember when I was learning English that many of the grammar activities were not relevant for the real understanding and practice of grammatical forms because they focused only on language forms. The activities proposed in this section have in mind that “if learners are to learn the target language successfully, they must engage in activities that provide opportunities for naturalistic or real-life language” (NASSAJI and FOTOS, 2011, p. 89). Moreover, still in line with Nassaji and Fotos, the grammar activities require students to work out the rules by themselves through the examples taken from authentic texts.

Speaking brings task-based activities in both units. In Unit 1, students are asked to observe some pictures and figure out what they could do to help people in those situations. Unit 2 task is to record a video narrating the biography of someone students know who overcame any disabilities. I included these types of activities because “through exchange of meanings in the communication process, social reality is created, maintained and modified” (Halliday, 1978, p.169).

Writing is the last section that proposes a production of a text genre discussed in the units. Students are expected to write an entire text instead of a series of isolated sentences, applying the concepts of grammar and genre previously learned.

The teacher’s guide, besides containing the answer key of all activities, brings suggestions on how to manage them. Each teacher should be autonomous in choosing the best method to conduct learning, and moreover, they must be confident about their own practice.

I hope this material can be helpful for teachers who are willing to provide a real, deep and meaningful learning of the English Language. I also expect students to become aware of their role in society after discussing the texts, watching the videos and putting their ideas and thoughts into practice.

“Education is the most powerful weapon
which you can use to change the world”.

Nelson Mandela

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