

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**Faculdade de Letras**  
**Programa de Pós-graduação em Estudos Linguísticos**  
**Curso de Especialização em Ensino de Inglês**

# **Knowledge and technology: thinking about them in English**

**ENGLISH TEACHING MATERIAL FOR UPPER INTERMEDIATE  
STUDENTS**

**Alan Henrique José dos Santos**  
**Orientadora: Professora Adriana Silvia Marusso**

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Data da Defesa: 16/02/2017

**Belo Horizonte**  
**2017**

# Table of Contents

Introduction .....	3
Unit 1 – Life and Technology	
Warm up .....	4
Lesson A: Reading Comprehension .....	5
Lesson B: Vocabulary .....	7
Lesson C: Grammar and Speaking .....	8
Lesson D: Pronunciation .....	14
Lesson E: Listen and Discussing .....	15
Writing Task: Interview .....	17
Teacher’s Guide .....	19
Unit 2 – The Power of Knowledge	
Warm up .....	28
Lesson A: Listening and Discussing .....	29
Lesson B: Pronunciation .....	31
Lesson C: Speaking Practice .....	32
Lesson D: Grammar .....	34
Lesson E: Reading Comprehension .....	37
Extra Lesson: Song .....	39
Writing Task: Timeline .....	41
Teacher’s Guide .....	43
Rationale .....	52
Appendix 1: Link of the Images .....	57
Appendix 2: Present Perfect .....	61
Appendix 3: Irregular Verbs List .....	63
References .....	67

## INTRODUCTION

English learning is something mandatory in Brazilian schools and useful for the student to communicate worldwide. The teacher is a person that can help the communication to happen.

Talking about the teacher, many goals and expectations you can set out for your students. But the key question here is: what is that one thing you want your students to achieve? Let's emphasize one. We can consider a good grammar, reading, and even vocabulary understanding. But let us say better than these last three things the most important thing in English learning is communication and an authentic communication.

Working on authentic materials is something that approximates learning to practice for a good communication. Using Communicative Language Teaching approaching, the learning process is going to focus on interactions, creations, theory-to-practice, practice-to-theory to make classroom being a different environment to learn.

*Knowledge and technology: thinking about them in English* is an English material for the student to learn English in a critical way. It was made to adolescents, young adults and adults (from 12 years old onwards) focused on 2 contemporary subjects: technology and knowledge.

*Unit 1: Life and Technology* is developed to make students think about their daily use of electronic devices and how it can reflect on their relationships between friends and family. By using present perfect grammar topic, they are going to learn and practice throughout activities that they can identify the patterns of it.

*Unit 2: The Power of Knowledge* is developed to make students understand how knowledge makes difference when we want to get promoted in life, by making students think about how they are dealing with studies in classroom to improve their knowledge. The grammar topic is simple past. They have to use it to talk about some people that stood out in life and made the difference in the world.

The audio content of this material is on YouTube website or in a class media. This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with the express authorization of the author.

**Alan Henrique José dos Santos**

# UNIT 1 - Life and Technology

## Warm up



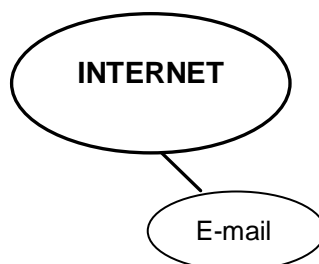
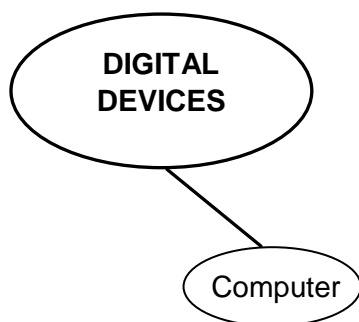
**Look at what these people are doing on the pictures above**

1. Are the actions on the pictures similar to the actions of your daily life?
2. Describe some of your daily actions related to technology (e.g. I type texts on the computer, I play video games).
3. How different would your life be without technology? Without alarm clocks, refrigerators, computers, telephones and so on.

## Lesson A: Reading Comprehension

### A1. Before you read

When the word technology comes to mind, we may think about **Digital Devices** and **Internet**. Make a word map relating the words from the box to them. Add other words you know. Use a dictionary to help.



YouTube
Webinar Course
Mobile Phone
Skype
Tablet
Instant Messaging
Facebook
Computer
Education Online
Video Game
Social Media
E-mail

**A2. Read this article and answer: What does the author want us to do after reading this text?**

## THE POSITIVE AND NEGATIVE IMPACTS TECHNOLOGY HAS ON OUR DAILY LIVES

September 19, 2014

By Brittany Walker from Instructional Center for Educational Technologies News - University of Wisconsin

Many of us have become very dependent on technology as it plays a very important role in our daily lives. We never really acknowledge the way technology has evolved over the years and how much it has both helped and hurt us. Using the term “hurt” to describe the negative impact of technology may be a bit much, but I think it sums it up rather well. Just think about

5 how technology has made it possible to communicate with people all over the world through email, instant messaging, Skype, social media, etc.

In many ways technology has enabled us to strengthen relationships by keeping in contact with old friends, colleagues, and co-workers. What would we do if we could not find old friends from high school through Facebook? Technology has even provided opportunities for

10 students all over the world to receive an education online, while still maintaining work schedules and family. Students are now able to take webinar courses and attain their degree online just as any student on campus. Isn't that awesome!

Let's use our imagination a bit. If the internet, mobile devices, and games were taken away from us, how would we feel? I know many of us would feel like a part of our life is missing  
15 due to technology now being a necessity in our everyday life. However, the big question is, does technology take away from interpersonal communication and interactions with our co-workers, peers, and colleagues. How many of you have rather talked to someone through text messaging, email, or social media to avoid a face to face communication? We may not realize it, but in my opinion, being dependent upon technology has only conditioned us to  
20 become less social, interactive, and outgoing.

Take a minute to ask yourself, when you go out with a group of friends or even on a date, do you find yourself fiddling or browsing on your phone due to the dullness of the conversation or the lack of interest. I sure do, and I have heard people refer to this as the security blanket approach. The security blanket approach can be defined as an individual using a source of  
25 technology to protect themselves from being interactive with another person or to simply occupy themselves in a situation that is not very interesting. There are many times I find myself going to dinner with friends or my significant other and as soon as there is a moment of silence or the conversation seems boring we instantly result to Facebook, Instagram, or Twitter to fulfill that sense of boredom and/or lack of interest.

30 With technology playing a significant role in my life as a student, parent, and employee, sometimes I find it rather difficult to engage in a conversation with friends without the use of technology. My friends and I find excitement through watching YouTube videos and listening to music, which then leads to conversation. I have yet to see people engage in conversations the "old fashion" way, without phones, tablets, or computers and that is something that I  
35 would like to see more of. I am challenging myself to power my phone off when I am at dinner or hanging out with friends. I also have some challenges for you as the reader:

1. *The next time you go to a restaurant or hang out with your friends, observe how many people are occupying their phones, tablets, and/or computers instead of engaging in a conversation. How does that make you feel?*

40 2. *While you're walking to your next meeting, to your office or to a class across campus, take a look up from your phone and speak to someone you do not know. If you're an overachiever like myself, don't be afraid to engage in a conversation.*

*Adapted from: < <https://www.uwplatt.edu/icet-news/positive-and-negative-impacts-technology-has-our-daily-lives> > Accessed: July 27th, 2016*

### **A3. Check your understanding of the text by completing the second column according to the first:**

1. Has helped (line 3)
2. Has hurt (line 3)
3. The moment we use the phone while going out with friends or date (line 21)
4. The challenge to the author and to us (line 35)

- ( ) The negative impact of technology.
- ( ) To engage in conversations without any electronic device.
- ( ) The positive impact of technology.
- ( ) When you lose interest in conversations or silent moments.

**A4. Pair work: discuss with your partner the following questions:**

- a. Are you addicted to electronic devices such as smartphones, laptops and others?
- b. Do you think the use of electronic devices can affect your relationships? Does it affect in a positive or negative way?

**Lesson B: Vocabulary**

<b>Positive Words 😊</b>	<b>Negative Words 😞</b>
<b>Technophile:</b> n. someone who loves technology.	<b>Technophobe:</b> n. someone afraid of technology.
<b>Tech-savvy:</b> adj. someone who knows a lot about computers or tech devices.	<b>Tech-challenged:</b> adj. the sort of people that find the simplest of everyday technological feats and gadgets to be a challenge in making sense and use of.
<b>Up to date:</b> adj. modern, recent, or containing the latest information.	<b>Outdated or obsolete:</b> adj. no longer used, very old.

**-phile (suffix):** someone who enjoys a particular thing or has it as a hobby. E.g. Cinephile someone who loves films

**-phobe (suffix) = phobia:** someone who is afraid of something

Adapted from: < [https://www.youtube.com/watch?v=PL\\_-z497Q-o](https://www.youtube.com/watch?v=PL_-z497Q-o) >

**B1. Match the images to their meanings according to the vocabulary above:**



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

**Talk about it in classroom!**

- Are you a technophile, technophobe, tech-savvy or tech-challenged? What about your friends and family?
- Do you have up-to-date and outdated gadgets? What are they?

## Lesson C: Grammar and Speaking

### Language in Use

**C1. Read the following sentences from Lesson A text in the box 1 and compare to some of them that are similar in the box 2 and answer the questions below:**

1. Many of us **have become** very dependent on technology.
2. We never really acknowledge the way technology **has evolved** over the years.
3. In many ways technology **has enabled** us to strengthen relationships.
4. Technology **has even** provided opportunities for students all over the world.
5. It **has** both **helped** and **hurt** us.
6. I **have heard** people refer to this as the security blanket approach.

1. We **have become** very dependent on technology.
2. We never acknowledge the way it **has evolved** over the years.
3. In many ways it has enabled us to strengthen relationships.
4. It **has even** provided opportunities for students all over the world.

1. According to the sentences above which personal pronouns do have and has refer to?

have	
has	

2. Is the date or time of the actions mentioned?



## C2. Look at this cartoon and check the right answer to the grammar rule:



“Dear Andy: How have you been?  
Your mother and I are fine. We miss you.  
Please sign off your computer and come  
downstairs for something to eat. Love, Dad.”

From: <<http://www.picturesandjokes.com/pictures/mini-image004.jpg>>

1. When Andy’s dad asks the question: ‘How have you been?’ Which of the following structures does he use?

- (Wh question) + have/has + subject + verb in past simple
- (Wh question) + have/has + subject + verb in past participle

2. The verb ‘been’ is very different from the verb in infinitive ‘be’ which means that:

- ‘Be’ is an irregular verb.
- ‘Be’ is a regular verb.

### Talk about it in classroom!

How has the use of computer and mobile devices affected families nowadays?

## C3. Present Perfect Tense Uses

Now it is time to check what you have learned on sections **C1** and **C2**:

There are two basic uses of the present perfect tense. We use it to describe:

- 1) Actions beginning in the past and continuing up to the present moment:
  - With the time references like before (now), ever, never ...before, up till now, so far. I **have received** 20 cards so far. I **have never entered** this web page (before).
  - With since/for. I’ve **lived** here since 1980. I’ve **lived** here for 20 years.
- 2) Actions which happened at an unspecified time in the past:
  - With no time reference at all: **Have you passed** your driving test? (Depending on the context, this could mean ‘very recently’ or ‘at any time up to now’.)
  - With references to recent time, like just, recently, already, still, yet. I’ve just eaten.

Repeated/habitual actions: I’ve **watched** him on TV **several times**. I’ve **often met** her.

Adapted from: Longman English Grammar Practice for intermediate students by L. G. Alexander

→ Remember that we have regular and irregular verbs on present perfect. Go to Appendix 2 section to see how they are used properly.

## Let's Practice!

Here are some sentences taken from webpages on the internet. The words in present perfect are blurry. Find out how they are put into present perfect according to their infinitive ones in brackets.



### Technology

#### What if there were more women in tech?

By Zoe Kleinman  
Technology reporter, BBC News

11 October 2016 | Technology

Share

"From a cybersecurity standpoint, women are inquisitive and stay calm under pressure. They tend to look at problems from different angles and come up with creative solutions that may not have been of before.

1-They tend to look at problems from different angles and come up with creative solutions that may not \_\_\_\_\_ before. (think)

From BBC News – Technology. Available at: <<https://goo.gl/tK0uKr>>



2-Around the world; Canada denies that U.S. may \_\_\_\_\_ code. (break)

From The New York Times – World. Available at: <<https://goo.gl/JsQo9f>>



3-IRS says hackers \_\_\_\_\_ personal data from over 100,000 taxpayers. (steal)

From The Next Web. Available at: <<https://goo.gl/gCcS11>>

### How \_\_\_\_\_ You \_\_\_\_\_ Disposing of Old IT Equipment?

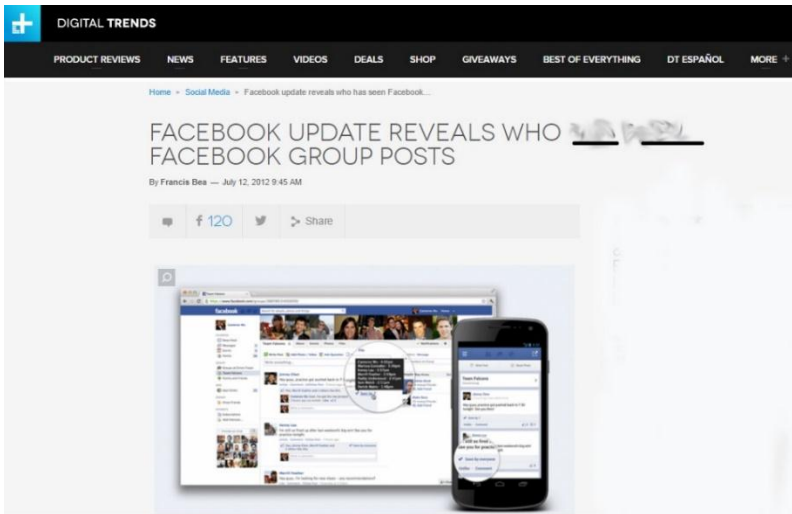


When older IT equipment is replaced or deemed no longer useful, organizations tend to stick it in a closet or storeroom. Old computers, servers, printers and mobile devices create an IT graveyard of sorts, much like that corner of your garage or attic where you put stuff that seems too valuable to throw in the garbage. Most of these organizations understand that old IT assets still have valuable data and can't simply be tossed in the trash. However, they don't have a formal process for decommissioning and disposing of this equipment.

Taking the "out of sight, out of mind" approach when getting rid of old equipment may be the quickest and easiest solution in the short term, but it can often lead to missed opportunities and added costs. IT assets can often be reused or refreshed, but organizations don't know how to extend the useful life of their old technology. In some cases, equipment may have residual value that can be recovered through auction or resale. Of course, those closets and storerooms where old assets go to die are assets in and of themselves. You're paying to own that space, so wouldn't it make sense to use it more effectively?

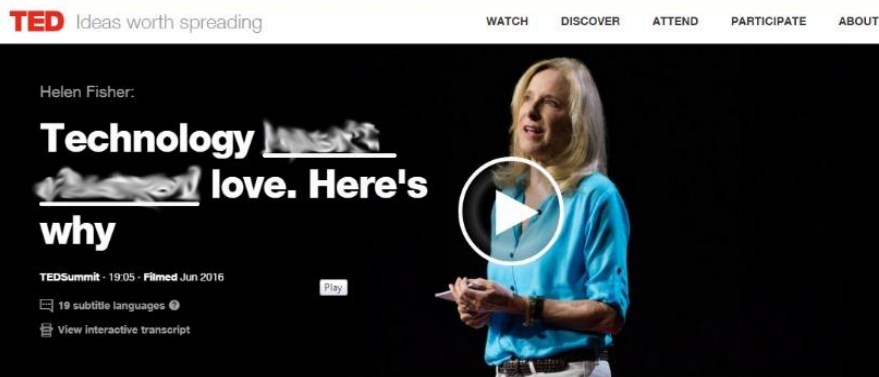
From Atlantic IT. Available at: <<https://goo.gl/7VpQuw>>

4-How \_\_\_\_\_ you \_\_\_\_\_ disposing of old IT equipment? (be)



From Digital Trends. Available at: <<https://goo.gl/GBhCS>>

5-Facebook update reveals who \_\_\_\_\_ Facebook group posts. (see)



Share this idea

1,340,277 Total views

6-Technology \_\_\_\_\_ love. Here's why. (not change)

#### ➔ Going Beyond

Access technology news and articles to get up-to-date and improve your English understanding at the same time!

From TED. Available at: <<https://goo.gl/xO3CIH>>

## Language in use

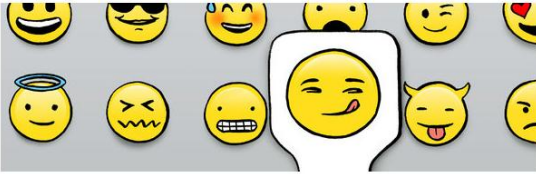
### C4. Read this opinion article excerpt and answer. Why is the word 'ever' mentioned in the questions?



**The Learning Network**  
Teaching & Learning With The New York Times

Have You Ever Posted, Emailed or Texted Something You Wish You Could Take Back?

By MICHAEL GONCHAR MARCH 27, 2014 5:00 AM



Have you ever posted something you shouldn't have on an impulse, or texted somebody by mistake?

Before the Internet and social media, you could slip up and take solace in knowing that it wouldn't leave the room — but not anymore. Have you ever pressed “post” or “send” when you shouldn't have?

— Have you ever sent a text or email or posted a video, photo or comment that you wish you could take back? What were the circumstances?

— Has anyone ever creeped you out online? Was it intentional? What did you do about it?

**Adapted from:**

<http://learning.blogs.nytimes.com/2014/03/27/have-you-ever-pressed-send-when-you-shouldnt-have/>

#### Talking about life experiences using have + ever

Ever means from the time you were born until now. It is used with have or had + a past participle.

Example:

Have you ever posted something you shouldn't have?

Have you ever sent a text or email or posted a video, photo or comment that you wish you could take back?

When you answer the question, a yes answer will come with have/has + past participle.

Have you ever seen a whale?

Answer: Yes, I have seen a whale. or Yes, I have.

If you answer the question with a no, you will need to use haven't /hasn't + ever + past participle or have /has + never + past participle (both of these have the same meaning)

Example:

Have you ever seen a whale?

Answer: No, I haven't ever seen a whale or No, I've never seen a whale or No, I haven't.

**Adapted from:**

<http://www.5minuteenglish.com/jul28.htm>

## Speaking Practice

### C.5 Pair Work: Talking about life experiences

Let's practice what you've learned on section C4 by talking about you and your pair's life experiences. Follow these guidelines:

1. The board below has verbs in infinitive form and the complement of the sentence. Write questions using Have You Ever and the verb in the correct way of present perfect to ask your pair then. The board is like a guide to your conversation.

2. Ask the questions you've made to your pair and write your pair answers on the respective place of the board putting the answer in 3rd person as the model. In the blank ones, you make up your own questions using have + subject + ever + verb in past participle.

E.g., you ask your pair: 'Have you ever been to Africa?' Your pair answers: 'No, I've never been to Africa' Then you write your pair's answers in third person on the table as the model below.

<b>(be) – to Africa</b> Q.: Has he/she ever been to Africa? A.: No, he/she has never been to Africa	<b>(drive) – an expensive car</b>	<b>(taste) – Japanese food</b>	<b>(look) – for lost items</b>
<b>(feel) – anxious</b>	<b>(imagine) – a world in peace</b>	<b>(consider) – going out with this boy/girl</b>	<b>(get) – a phone as a gift</b>
<b>(be) -</b>	<b>(do) -</b>	<b>(ride) -</b>	<b>(leave) -</b>

Now report at least three of your friend's answers with reasons why to the class.

**E.g.**

My pair has never been to Africa because it is too far.

My pair has been to Africa by the fact that he likes animals.

**Useful words:**

because ...

by the fact that...

considering that...

## Lesson D: Pronunciation

### D1. Words ending in ED: /id/ /t/ /d/

1. On section C1 we could see 4 words ended in ED: helped, evolved, provided, enabled. With the help of your teacher, speak these words again paying attention to the ED endings sound.
2. Study this chart to learn the sounds:

## Pronunciation of ED

/id/

T wanted

D needed

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

/t/

P helped

K looked

F sniffed

GH laughed

SH washed

CH watched

SS kissed

C danced

X fixed

VOICELESS

/d/

L called

N cleaned

R offered

G damaged

V loved

S used

Z amazed

B rubbed

M claimed

VOICED \*

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

/id/ /t/ /d/

Words that end in a vowel sound use the /d/ pronunciation for ED.  
e.g. -- followed -- enjoyed -- played -- tried -- continued

www.grammar.cl
www.woodwardenglish.com
www.vocabulary.cl

From Woodward English. Available at: < <http://www.grammar.cl/english/pronunciation-ed.htm> >

3. Put the verbs **help, evolved, provided, enabled**, into the right place on the table according to what you've learned:

/id/	/t/	/d/

## Lesson E: Listening and Discussing

### Computer technology

#### E1. In pairs or with the whole classroom answer and comment these questions:

1. How were work and school routines when the computer was not used as it is nowadays?
2. Did people do things faster or slower when they could not use the computer?

Watch the video *Computer Technology*. It gives us a brief walkthrough in the evolution of digital devices:



From YouTube. Available at: < <https://goo.gl/RDn6DI> >

#### E2. Let's remember the names of the digital devices!

After watching the video on E1, fill in this crossword puzzle. Use the help of the images and descriptions of digital devices mentioned on the video:

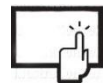
##### Across



- 1-the logic circuitry that responds to and processes the basic instructions that drive a computer.
- 2-a device that accepts information (in the form of digitalized data) and manipulates it for some result based on a program or sequence of instructions on how the data is to be processed.
- 3-an optical disc technology with a 4.7 gigabyte storage capacity on a single-sided, one-layered disk, which is enough for a 133-minute movie.
- 4-the physical surface on which visual information is presented.

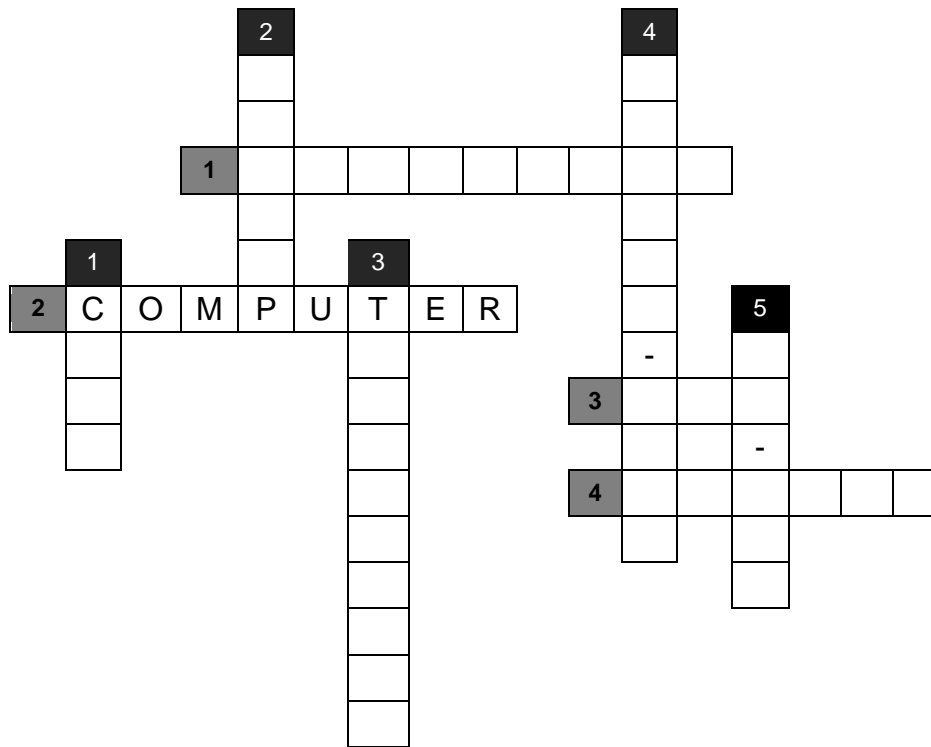


##### Down



- 1-used for recording information, can be magnetic, can be for business and can be a printed circuit board to be used in mother board's slots.
- 2-a battery or AC-powered personal computer generally smaller than a briefcase that can easily be transported and conveniently used in temporary spaces such as on airplanes, in libraries, temporary offices, and at meetings.
- 3-writing machine that produces characters similar to typeset print by means of a manually operated keyboard that actuates a set of raised types, which strike the paper through an inked ribbon.
- 4- a magnetic storage medium for computer systems. It is composed of a thin, flexible magnetic disk sealed in a square plastic carrier.
- 5-it is designed to store computer data in the form of text and graphics, as well as hi-fi stereo sound.





**E3. Now check your understanding of the video:**

1) What working habits has the computer changed?

2) Does the businessman have to take a long time traveling to do business and solve problems?

3) According to the video, why is the computer practical? Give your opinion as well.



## Writing Task: Interview

### Making an interview

Interviewing is an interesting way to get to know someone's opinions or preferences.

In this unit, we could see some points of technology and the present perfect tense.

It is time to show what you know!

### Follow these guidelines:

- Prepare an interview where you have to talk about two subjects.
- The first subject is technology and the other you choose yourself.
- The questions and some answers have to be in the present perfect tense.
- The questions about technology were done beforehand; in that case, you just have to write the answers. On the other subject, you make six questions using in some of them the present perfect tense following the pattern of the technology ones.
- You can interview people around you. If the one you interview does not speak English, you can make the questions in the language that he/she speaks and then translate into English on your paper.

### 1<sup>st</sup> Subject: Technology

1-Have you used electronic devices lately? What have you used the most?

---

---

---

2-Have you ever been on a technology fair or a related event?

---

---

---

3-Have you thought about how technology is affecting our family and friend's relationships? What do you think?

---

---

---

4-How has technology been affecting your life? In a positive or negative way?

---

---

---

2<sup>nd</sup> Subject: \_\_\_\_\_

1- \_\_\_\_\_ ?

---

---

---

2- \_\_\_\_\_ ?

---

---

---

3- \_\_\_\_\_ ?

---

---

---

4- \_\_\_\_\_ ?

---

---

---

5- \_\_\_\_\_ ?

---

---

---

6- \_\_\_\_\_ ?

---

---

---

### Extra Things

- **Check how addicted you are to technology:**

[http://www.gotoquiz.com/are\\_you\\_addicted\\_to\\_your\\_technology](http://www.gotoquiz.com/are_you_addicted_to_your_technology)

- **Movie: I, Robot (2004)**

This movie helps us think about how technology is going to affect our lives. Watch it and have fun!



### Self-Assessment Space

What could I learn on this unit?

---

---

---

---

When am I going to use what I've learnt in English speaking?

---

---

---

# UNIT 1 - Life and Technology

## Teacher's Guide

Level: B2 Upper Intermediate - (adolescents, young adults and adults)

The unit is developed for students with some fluency in English. They can use it to highlight their understanding of what they have seen on previous levels.

### Warm up

Start the unit asking to the students (Sts) to work on the definition of the key word Technology saying what they think it is.

Write on the board afterwards:

#### **Technology** /tek 'nɑ:.lə.dʒi/

noun, plural technologies for

1. the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.
2. the application of this knowledge for practical ends.
3. the terminology of an art, science, etc.; technical nomenclature.
4. a scientific or industrial process, invention, method, or the like.
5. the sum of the ways in which social groups provide themselves with the material objects of their civilization.

Available at:< <http://www.dictionary.com/browse/technology> >

Ask the Sts to describe what people are doing on the pictures. Expect these possible answers: **a man using a cellphone, a man using cellphone and laptop, a girl using tablet, a girl using laptop, a man pressing on a button on his car dashboard, a man using a machine in a factory.**

Put the Sts to answer the questions orally to make them start to think about their daily life related to technology.

### **Suggestion!**

For question 3 ask them to imagine for 1 minute how would their daily activities be if they have no electronic devices to use. They give a little description about their feelings and sensations. The teacher can add some ideas for the discussion on how different people in 1980's and 1990's for example lived with less electronic devices than nowadays.

## Lesson A: Reading Comprehension

### A1. Before you read

Ask Sts to individually complete the diagram relating what goes with digital devices and Internet:

→**Digital Devices:** mobile phone, tablet, computer, video game.

→**Internet:** YouTube, webinar course, skype, instant messaging, Facebook, education online, social media, e-mail.

### A2.

First read with your Sts the title of the text and ask them what they expect they are going to see. Highlight that when a text is about to be read it is important to predict its content to help the reading.

Highlight A2 question by saying how important the question is for them to understand the author's intentions.

Get them to read the text silently and to underline the words and/or expressions they do not understand.

Put the students to read the text aloud. Explain they words or expressions they didn't understand.

Now check the answer your students give to the question: **What does the author want us to do after reading this text?**

Answer: **The author wants us to think about how we are using technology and how it is affecting our relationships.**

### A3.

Sts do this activity individually. Say that they can share their answers with the rest of the classroom.

1. Has helped (line 3)
2. Has hurt (line 3)
3. The moment we use the phone while going out with friends or date (line 21)
4. The challenge to the author and to us (line 33)

- ( 2 ) The negative impact of technology.
- ( 4 ) To engage in conversations without any electronic device.
- ( 1 ) The positive impact of technology
- ( 3 ) When you lose interest in conversations or silent moments

#### A4. Pair work

- a) Explain what is being addicted to something and ask the pairs to answer to each other the question.

#### addicted

(əˈdɪktɪd)

adj

1. dependent on a substance, esp. a narcotic drug

2. devoted to a particular activity or thing, to the extent that one does it or has it as much as possible

Available at: <http://www.thefreedictionary.com/addicted>

- b) Problematize the matter of the use of technology and the relationships in the context of the Sts by making them discuss it. Ask them to combine ideas and to share them with the whole classroom in the end.

#### Suggestion!

Recommend the beginning of their sentences by saying:

In my opinion...

From my point of view...

From where I stand...

I think that...

I don't think that...

Walk around in the classroom watch them speaking and give the support they need.

#### Lesson B: Vocabulary

This lesson is an opportunity for the Sts to get in context to a few words and expressions from IT world.

Ask some students to read aloud the meaning of the words from the table and the meaning of the suffixes -phile and -phobe.

#### B1. Ask the Ss to describe what they see on the pictures. Here some answer suggestions:

*1-An old telephone, 2-a boy with a lot of electronic gadgets, 3-a girl hugging a monitor, 4-an old lady using liquid paper for the computer screen, 5-A man hiding behind the chair with a scary face, 6-a modern telephone*

Explain that a good description can help making the match better.

#### Talk about it in classroom

This is another opportunity for the Sts to speak and talk about what they are and what they have as gadgets.

## Lesson C: Grammar and Speaking

### Language in Use

**C1. Ask the Sts to read the sentences paying attention to the words in bold in the 2 boxes. Some nouns were put underlined for the Sts to understand that the second box are replaced by their respective pronouns.**

- 1) Have: I, We (many of us)  
Has: It, (technology)
- 2) The date and time are not mentioned in the sentences.

Remember the conjugation of the verb *have* afterwards:

I	have
You	have
He, she, it	has
We	have
You	have
They	have

**C2. This is an opportunity for the student to be sure on how present perfect structure works.**

The cartoon shows a situation where the present perfect is used. The Sts individually have to read the cartoon and check the boxes with the following answers:

- 1) (Wh question) + have/has + subject + verb in past participle
- 2) 'Be' is an irregular verb.

#### **Talk about it in classroom!**

Ask the Sts about the intentions of the cartoon. Use this moment as an opportunity for them to think about their families' daily life related to the use of tech devices. Expect answers like 'The cartoon makes us think about speaking in person instead of using electronic devices', 'Put the electronic devices away and enjoy your family more'. As matter of opinion there's no wrong or right answers.

### **C3. Present Perfect Tense Uses**

The Sts read the uses of the present perfect tense individually. Ask them if they have any doubts or problems understanding the rules.

Tell them that there is an Appendix Section 2 at the end of the unit for them to memorize the irregular verbs on the list.

## Let's Practice!

For the Sts to see the present perfect tense in practice, it was used excerpts of sentences taken from some common sites on the Internet.

### Answers:

- 1-have thought
- 2-have broken
- 3-have stolen
- 4-have been
- 5-has seen
- 6-hasn't changed

**Tell the Sts that when we talk the country *United States (U.S.)* we use *have* instead of *has* because it is plural.**

### → Going Beyond

Encourage them to access the websites after doing the exercise. Say that they can read those websites from the pictures and some others that they can get up-to-date about technology news and by that improve their English understanding.

## Language in use

**C4.** On this question ask Sts if they can answer by read the title only. As a suggestion ask them to raise hands who could answer the question by reading only the title for you to measure how many people got the idea. For those who hasn't raised hand ask them to read the text in way to find out the answer.

They read the text and see how *Have you ever* works on the table. Reinforce how useful it is when we wonder to know things about life experiences.

**Answer:** The questions are asking about something from the time you were born until now.

## Speaking Practice

**C5.** The Sts practice the use of *have + ever* as seen on section C4 by speaking about their life experiences. Tell them that when we are talking about our life experiences we share knowledge and we can get to know our friend better.

Make sure that the Sts read the instructions carefully and answer any doubt they have for the activity to be successful.

### Suggestion!

For them to fill in the table put them in pairs then, according to the size of the group, make a circle for them to speak about their pair life experiences.  
In the end give them the feedback about what they've spoken.

## Lesson D: Pronunciation

### D1. Words ending in ED: /id/ /t/ /d/

Tell the Sts that there are three different ways to pronounce ED, some are voiced some are voiceless.

- 1) Remember that ED is used for regular verbs on present perfect. Speak the words aloud and ask your Sts to repeat the right way to pronounce.
- 2) Read the chart and explain it, making the distinction between voiceless and voiced sounds very clear to Sts.

#### How ED works:

If the last sound of the word is unvoiced (produced with no vibration of the vocal cords) except for t, the -ed will sound like /t/.

Look at the words kiss and hope. The last sound of kiss is /s/. It doesn't use the voice to make the sound. So the -ed will not use the voice to make the sound either. The word sounds like /kɪst/. The word hope ends with /p/. It doesn't use the voice, so /t/ is at the end. It sounds like /hoʊpt/.

Look at the words learned and played. The last sound of learn is /n/. It uses the voice. The -ed will also have a voiced sound: /d/. So learned sounds like /lɜːnd/. Play also has a voiced sound at the end. Played is pronounced /pleɪd/.

If the last sound to the word is /d/ or /t/, the -ed will sound like /ɪd/.

Look at the words wanted and mended. They end with a /t/ or /d/. Wanted sounds like /wɑːnt / and mended sounds like /mɛnd /.

Note: Don't consider the spelling, but rather the final sound. For example, cough sounds like /kɑːf/. /f/ is unvoiced. Coughed is /kɑːft/.

*Adapted from: <<http://www.5minuteenglish.com/apr18.htm>>*

#### 3) Answers:

/ɪd/: Provided

/t/: Helped

/d/: Evolved, Enabled



## Lesson E: Listening and Discussing

### Computer Technology

#### E1.

The Sts answer orally the questions in pairs or individually to the classroom. The first moment is for them to think about the evolution of computer and how people used to do things with the first electronic devices. Encourage them to talk about their habits in the past and the habits of their family or friends.

Play the video Computer Technology to the Sts and ask them to memorize the electronic devices mentioned for the next activity.

**Check the transcription of the video. The words for the puzzle are in bold.**

What do you associate the word **card** with?

Of course there are business **cards**, credit **cards** or even phone **cards**, post**cards** but since the birth of the **computer** we have created new types of **cards**; graphic **cards**, sound **card**, video **card**, network **card**, fax modem **card** or even more sophisticated TV tuner **cards**.

**Computer** have truly enriched our vocabulary but they've especially modified our working habits and our way of life. Obviously with the arrival of **computers** the office appearance has changed. Old records, large files and shelves full of paper the keyboard has replaced the pen and the screen the sheet of paper.

The only disadvantage you can't play basketball with **computers** then.

Before we used **floppy disks** to save information then there were diskettes. Today we use **CD-ROM's** and tomorrow there will be **DVD's** with an incredible storage capacity.

With a **computer** typing has become less tedious than with a **typewriter** a few taps and the document is corrected all that is left there for is to print it out.

**Computer** signs is a field in constant evolution whether it be the storage capacity of discs, the speed of **processors** or even the size of **computers**. It is possible to transport your **computer** in a briefcase and to take it everywhere with you to meetings on business trips, home or even to a restaurant.

Better yet, you don't risk staining the files.

Nowadays planes are effectively full of businessmen with their eyes glued firmly to their screens previously they lost lots of time travelling but today with a **laptop** and a mobile phone they make most of the time taken up by travelling. **Computers** are really practical.

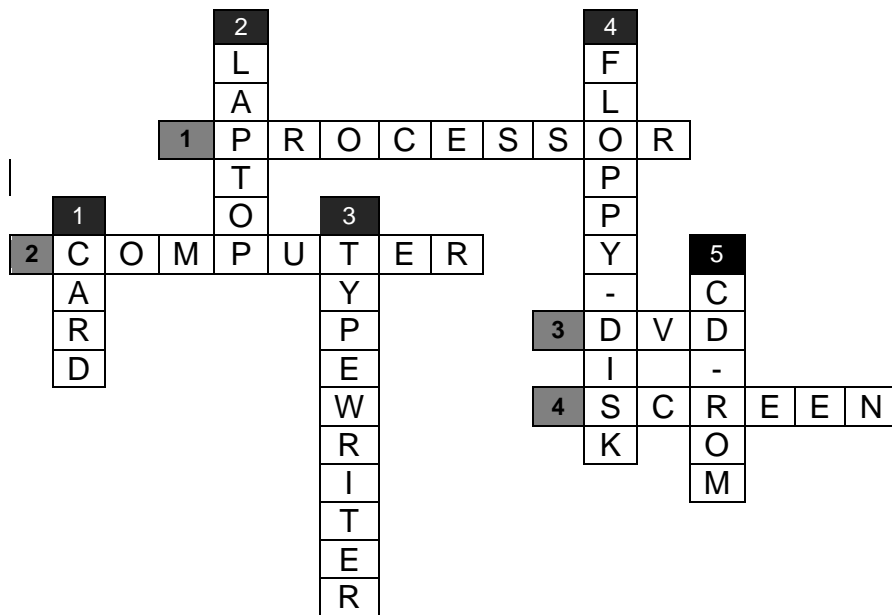
Moreover, there are now software that can correct grammar and spelling mistakes and even suggest synonyms no more need to pay attention to correcting language well almost but watch out if you are a beginner, a simple touch at the wrong key and you can delete a document either this business money is on holiday which we find hard to believe or a practical joker has flooded his office and he is sending out an SOS so that someone will come and rescue him. However, he doesn't look too worried the water can't be too cold then and he is the person probably responsible for the flooding. Familiar with **computers** from a very young age, children no longer have any apprehension when facing a machine. They are so mischievous and curious that they managed to do some fascinating things. This little genius must surely be trying to connect to a military **computer**, cross your fingers that he doesn't trigger off the third world war.

## E2. Crossword Puzzle

Tell the students that filling a crossword puzzle is helpful to memorize some words they are not sure about. Ask if they could understand the video when you played at first, play it once again and ask them to memorize the electronic devices for the puzzle.

Reinforce that they can guide themselves looking at the pictures and the description of the devices to fill in the puzzle.

Key for the puzzle:



## E3. Checking the understanding of the video.

If the Sts need, play one more time the video for them to give better answers to the questions.

- 1) The keyboard replaced the pen and the monitor replaced the sheet of paper. Typing is less tedious on the computer than a typewriter.
- 2) No, they can do business and solve most of the problems while traveling on the plane using laptops or mobile phones.
- 3) (Personal)

## Lesson F: Writing Task

### F1. Making an interview

Explain that an interview is a meeting where you can ask about someone else's life. This unit they could learn the use of present perfect and how they can use it to talk about events that have happened in an undefined time in the past.

They can do this activity in classroom or as a homework.

#### Suggestion!

Separate 10 or 15 minutes for them to make the question. They can use this time to ask questions to the teacher

Give examples of subjects they can ask about: Professional career, family life, school, etc.

E. g. How long have you been studying English?  
Have you ever worked for the government?

### Extra Things

Tell the students how important is to continue studying outside classroom and that is going to help them to improve their skills.

- Say that they can see what level of addiction they are by measuring on the website.
- Recommend the movie *I, Robot* as a different activity for them to entertain and learn English by watching the movie on its native language.

#### **I, Robot (2004)**

**Running time:** 1h 55min

**Genre:** Action, Mystery, Science-Fiction

**Starring:** Will Smith, Bridget Moynahan, Bruce Greenwood

In 2035, a technophobic cop investigates a crime that may have been perpetrated by a robot, which leads to a larger threat to humanity.

From: IMDb. Available at: < <http://www.imdb.com/title/tt0343818/> >

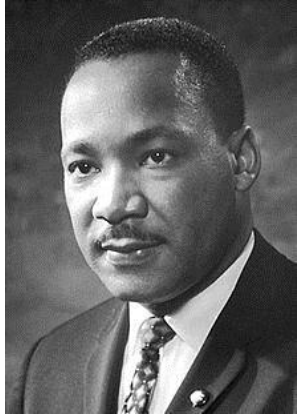
#### Self-Assessment Space

Ask students to evaluate themselves and use this opportunity to make suggestion for better lessons in the future.

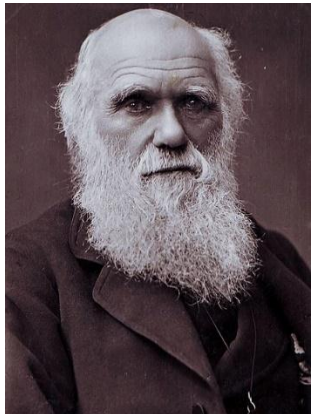
# UNIT 2 – The Power of Knowledge

## Warm up

Look at these people who have influenced the world. How did they use their knowledge?



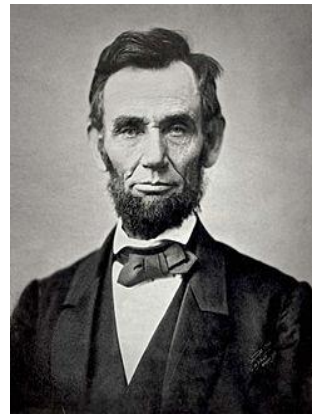
1 - Martin Luther King Jr



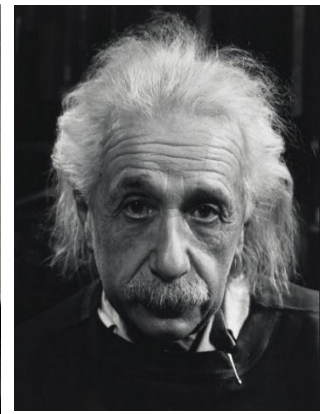
2 - Charles Darwin



3 - Adolf Hitler



4 - Abraham Lincoln



5 - Albert Einstein

( ) He was an American politician and lawyer. He used his knowledge to fight against the separation of the U.S.A. and to put into practice the principles of nationalism, republicanism, equal rights, liberty and democracy.

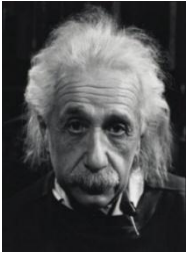
( ) He developed the general theory of relativity, alongside quantum mechanics. In World War II, he alerted former president Roosevelt about the development of an extremely powerful bomb by the Nazis, recommending the U.S.A. to do a similar research. This research led to the development of the atomic bombs that were used against Hiroshima and Nagasaki.

( ) He was a leader in the civil rights movement winning the Nobel Prize in 1964. By his speeches, he showed us that with nonviolent resistance we can campaign against segregation, prejudice, and racial inequality.

( ) He established that all species of life have descended overtime from common ancestors and this pattern of evolution resulted from a process that he called Natural Selection.

( ) He was a chancellor of Germany. Known as The Führer, he was the icon of the Nazi party. His knowledge was used to promote Pan-Germanism, anti-Semitism and anti-Communism killing millions of people.

- 1) **Which people mentioned above brought positive knowledge to humanity? Which ones brought negative knowledge?**
- 2) **What other people you know have used knowledge to change reality?**



## Lesson A: Listening and Discussing

Do you remember the pictures of warm up section? One of them is of a famous physicist called Albert Einstein. There was given some information about him. What information can you add about this scientist?

**A1. Now listen to 'Albert Einstein Memories' and fill in the blanks with the missing words from the box:**



shy physics meal Munich promoting  
compass grading scientist needle aliens  
curiosity

Listen at: < <https://www.youtube.com/watch?v=0CxstRAqVy0> >

### Albert Einstein Memories

We were very poor; sometimes we didn't even have proper \_\_\_\_\_ so in the hope of more opportunities my father and uncle migrated to \_\_\_\_\_ to start new business they didn't know I'd become the greatest \_\_\_\_\_ in the entire world.

Most children start talking early but I didn't I was a \_\_\_\_\_ kid but one day when I was five my father showed me a pocket \_\_\_\_\_ the one that sailors use to navigate in the ocean and I was fascinated. It was so beautiful I could see the \_\_\_\_\_ move back and forward until it stops at one location it was like magic. Much later, I realized that the needle was interacting with Earth's magnetic field. I was not magic but very basic \_\_\_\_\_.

Munich was a bad choice my father sold the company and moved to Italy but I stayed to finish school. I never liked the \_\_\_\_\_ system I still believe that being a better person is more important we used to cram all this stuff into our minds whether we like it or not just for grades, wow, I still remember one day in class

'Einstein when the \_\_\_\_\_ land on Earth?'

Sorry I don't know that.

'It is in the book!'

Exactly if it is in the book why should I even remember it.

'Get out!'

What?

'I said get out!'

See even today many education systems are forcing learning instead of \_\_\_\_\_it. My father wanted me to become an electrical engineer, which I never liked instead I chose to become a physics superstar and when I did I finally said education is not the learning of facts it is the training of the mind to think even I become a professor and I always inspired my students to ask questions no matter how stupid it sounds I always said ask them because \_\_\_\_\_has its own reason for existence.

**A2. After listening, answer the following questions:**

1) Why did Einstein’s father and uncle have to migrate?

- ) to see him becoming a scientist
- ) to understand physics
- ) to begin new business

2) What was his conclusion when he saw the needle moving on the compass?

- ) some kind of trick made it happen
- ) it was a physics phenomenon happening
- ) the batteries made the compass work

3) For Einstein what is more important in education?

- ) the grades
- ) the way that institutions force learning
- ) the way that institutions promote learning

4) In your opinion what is more important: the grades or the learning itself?

5) Einstein inspired his student to make questions. Do you ask questions when you are curious?

## Lesson B: Pronunciation

### IPA phoneme /dʒ/

**B1. The key word of our unit (knowledge) has /dʒ/ at it. Let's study some possibilities of pronunciation that have this phoneme. With your teacher's help try to speak the words then check your understanding by connecting the words with their IPA transcriptions.**

Initial pronunciation of /dʒ/ → January /'dʒæn.ju.ə.ri/

- Japan /dʒʌdʒ/
- Joke /'dʒɔ:.mə.ni/
- General /dʒə'pæŋ/
- Judge /'dʒɛn.ər.əl/
- Germany /dʒoʊk/

Mid-position pronunciation of /dʒ/ → object /'ɑ:b.dʒɪkt/

- Enjoy /ɪn'dʒɔɪ/
- Subject /ə'dʒʌst/
- Adjust /'sʌb.dʒəkt/

Final pronunciation of /dʒ/ → Knowledge /'nɑ:.lɪdʒ/

- Advantage /ɪn'klɑ:.ɪdʒ/
- Encourage /dʒʌdʒ/
- Change /'læŋ.gwɪdʒ/
- Language /əd'væŋ.tʃɪdʒ/
- Judge /tʃeɪndʒ/

## Lesson C: Speaking Practice

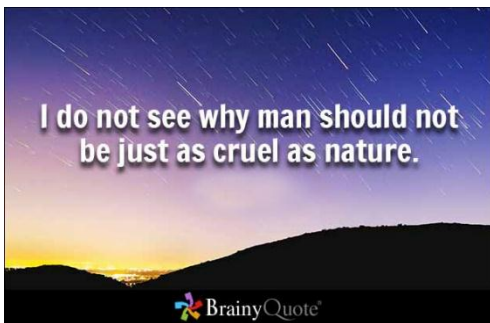
### C1. Pair Work: Quotes

Quotes are ways to refer to somebody else's statements. We can consider quoting a way to share knowledge.

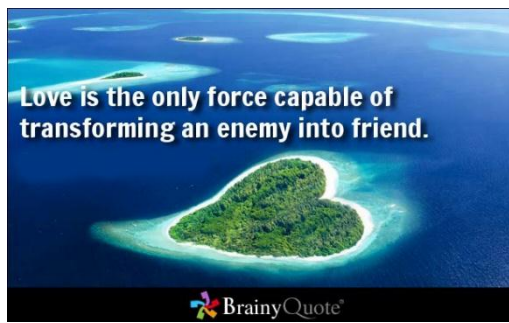
The pictures below show two men very famous on our history present on warm up section: Martin Luther King and Adolf Hitler.



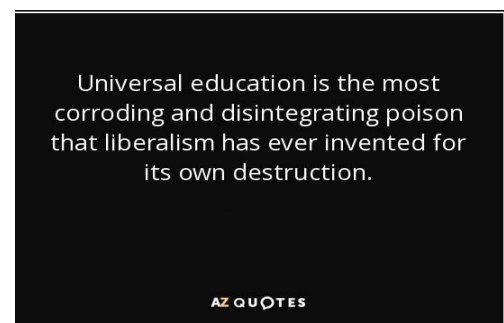
These men made some important statements that are quoted until now. In pairs guess which quote belongs to **Martin Luther King** and which one belongs to **Hitler**. Talk about their meanings afterwards.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



## C2. Now create your own statement!

As you could see on the activity above Hitler and King made up important statements about what they used to think. Make up a statement to express what you think about life. Your pair has to mention your statement by quoting it to the classroom and you have to quote your pair's statement to the classroom as well. Explain why pair made the statement to the class and how important it is for the world.

E. g. 'My friend quotes: Education is important for the nation! I agree with that'  
'He quotes: Women have to be in the kitchen only! I disagree with that'

### Useful expression that you can use:

I agree...

I disagree...

I believe that is true...

This is very important...

It doesn't work...

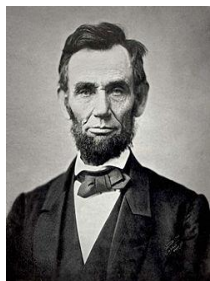
#### → Going Beyond

Get to know more about MLK and Hitler at:

<http://www.biography.com/people/martin-luther-king-jr-9365086#synopsis>

<http://www.biography.com/people/adolf-hitler-9340144>

## Lesson D: Grammar



Another important person in history shown on pictures of warm up section is Abraham Lincoln.

**D1. Read this excerpt about his life and answer: What kind of text is that?**

- a) A biography    b) A speech    c) A scientific article

In 1858, when responding to a questionnaire sent to former members of Congress, Lincoln described his education as "defective". In 1860, shortly after his nomination for U.S. president, Lincoln apologized for and regretted his limited formal education. Lincoln was self-educated. His formal schooling intermittent, the aggregate of which may have amounted to less than twelve months. He never attended college, but Lincoln retained a lifelong interest in learning. In a September 1865 interview with William Herndon, Lincoln's stepmother described Abraham as a studious boy who read constantly, listened intently to others, and had a deep interest in learning. Lincoln continued reading as a means of self improvement as an adult, studying English grammar in his early twenties and mastering Euclid after he became a member of Congress. [...]

[...]In the 1820s, educational opportunities for pioneer children, including Lincoln, were meager. The parents of school-aged children paid for the community's schools and its instructors. During Indiana's pioneer era, Lincoln's limited formal schooling was not unusual. Lincoln was taught by itinerant teachers at blab schools, which were schools for younger students, and paid by the students' parents. Because school resources were scarce, much of a child's education was informal and took place outside the confines of a classroom.

Family, neighbors, and schoolmates of Lincoln's youth recalled that he was an avid reader. [...]His stepmother also acknowledged he did not enjoy "physical labor", but loved to read. "He (Lincoln) read so much—was so studious—too[k] so little physical exercise—was so laborious in his studies," that years later, when Lincoln lived in Illinois, Henry McHenry remembered, "that he became emaciated and his best friends were afraid that he would craze himself."

In addition to reading, Lincoln cultivated other skills and interests during his youth in Kentucky and Indiana. He developed a plain, backwoods style of speaking, which he practiced during his youth by telling stories and sermons to his family, schoolmates, and members of the local community. By the time he was twenty-one, Lincoln had become "an able and eloquent orator"; however, some historians have argued his speaking style, figures of speech, and vocabulary remained unrefined, even as he entered national politics.

*Adapted from:* < <https://goo.gl/XQEeu5> >

- What title could you give to this text?
  
- Are the events of the text past or recent events?

## Simple Past Tense

**D2. Look at the following sentences from the text and complete the explanation of simple past tense by marking the right options and filling the gaps:**

- 1) In 1860, shortly after his nomination for U.S. president, Lincoln **apologized** for and **regretted** his limited formal education.
  - 2) In the 1820s, educational opportunities for pioneer children, including Lincoln, **were** meager.
  - 3) Lincoln **continued** reading as a means of self-improvement...
  - 4) ... he **became** a member of Congress.
  - 5) he **did not enjoy** "physical labor"...
- According to what you have read, we can consider that the actions, situations or events of Lincoln's life ( ) *are now finished*. ( ) *began in the past and continue up to present moment*.
- On sentences 1 and 3, the verbs have a standard form. They use \_\_\_\_\_ at the end of them. We call them ( ) *regular verbs*. ( ) *irregular verbs*.
- On sentences 2 and 4, the verbs don't have a standard form and have no specific rules for them. We call them ( ) *regular verbs*. ( ) *irregular verbs*.
- As shown on sentence 5, we use \_\_\_\_\_ + not + ( ) *past simple* ( ) *infinitive* to make negative sentences.

➔ To see the list of irregular verbs, go to the Appendix Section 3

Use the auxiliary did + the base form of the verb to form questions and negatives in the simple past:

e.g. **Did** Lincoln **enjoy** physical labor?      No, He **did not (didn't)** **enjoy** physical labor.

## D3. Let's Practice!

- 1) The table below shows the verbs from the text in infinitive form. Classify them into regular or irregular and change them according to the rules you have learned. You can find them on the text or check in the Appendix Section.

**enter remain be practice develop become remember live read love enjoy take pay continue listen have describe retain attend regret apologize send**

### REGULAR VERBS

loved

### IRREGULAR VERBS

became

**2) Fill in the gaps with the correct form of simple past tense.**

- a) How \_\_\_\_ Abraham Lincoln's stepmother \_\_\_\_\_ (describe) him?  
She \_\_\_\_\_ (describe) him as a studious boy who \_\_\_\_\_ (read) constantly,  
\_\_\_\_\_ (listen) intently to others, and \_\_\_\_\_ (have) a deep interest in  
learning.
- b) Lincoln \_\_\_\_\_ (practice) speaking by telling stories.
- c) Abraham Lincoln \_\_\_\_\_ (be) born on February 12, 1809.
- d) Education \_\_\_\_\_ (be) informal and \_\_\_\_\_ (take) place outside the confines of a  
classroom.
- e) He \_\_\_\_\_ (not like) slavery.

**Talk about it in classroom!**

Lincoln was one of the greatest leaders of the United States and we could see that the context where he lived when young was scarce of resources. In spite of that, he acquired knowledge with the possibilities he had. How can you acquire knowledge with the resources you have nowadays to become a better person?

**→ Going beyond!**

You can search more about Lincoln' life.

Access: < <http://biography.yourdictionary.com/articles/facts-about-abraham-lincoln.html> >

## Lesson E: Reading Comprehension

### Before you read



**E1. Look at this international institution's logo and do the following activities to check your knowledge about it:**

1- **Complete:** This institution uses \_\_\_\_\_ to promote international collaboration to contribute to peace.

**militarism - health - education - sport**

2- **Now answer:** What does the word UNESCO stand for?

- a) Union National Enterprise Security Company Organization
- b) United Nations Educational, Scientific and Cultural Organization
- c) United Nations Entertainment Social Corporate

**E2. Read this article and answer the following questions:**

### Building Knowledge Societies

Knowledge and information have significant impact on people's lives. The sharing of knowledge and information, particularly through Information and Communication Technologies (ICTs) has the power to transform economies and societies. UNESCO works to create inclusive knowledge societies and empower local communities by increasing access to and preservation and sharing of information and knowledge in all of UNESCO's domains. Knowledge societies must build on four pillars: freedom of expression; universal access to information and knowledge; respect for cultural and linguistic diversity; and quality education for all.

The Organization's thrust to create knowledge societies is premised on the conviction that universal access to information is key to building peace, sustainable economic development, and intercultural dialogue. UNESCO promotes 'Openness' in content, technology, and processes through awareness raising, policy formulation and capacity building. These solutions include Open Access to Scientific Information, Open Educational Resources, Free and Open Source Software, an Open Training Platform and Open and Distance Learning. Such resources allow researchers and innovators to more easily share and use data. They also provide students and educators from around the world with unprecedented access to knowledge and information.

Central to its mandate of promoting peace and intercultural dialogue, UNESCO supports the preservation of documentary heritage by strengthening existing preservation frameworks, and emphasizes long-term preservation of digitized and

digitally-born information. UNESCO equally encourages multilingualism and respect for cultural diversity in cyberspace. It promotes local content production in different languages and contributes to international debates on internet governance, through participation in the Internet Governance Forum (IGF) and the World Summit on the Information Society (WSIS).

In order to succeed in this constantly changing environment, and to resolve problems effectively in every facet of life, individuals, communities and nations should obtain a critical set of competencies to be able to seek information, critically evaluate it and create new information and knowledge. Information Literacy creates new opportunities to improve the quality of our lives. Information Literacy is also closely linked to other types of literacies such as ICT literacy, Digital Literacy and Media and Information Literacy.

Adapted from:< <http://en.unesco.org/themes/building-knowledge-societies> >

**1) This article intends to:**

- a) Inform
- b) Entertain
- c) Describe
- d) Explain

**2) Are the sentences true or false? Use T or F.**

( ) According to the text. Sharing information transforms economies and societies.

( ) Knowledge societies are built on: Freedom of expression, limited access to information and knowledge; respect for cultural and linguistic diversity; and quality education for all.

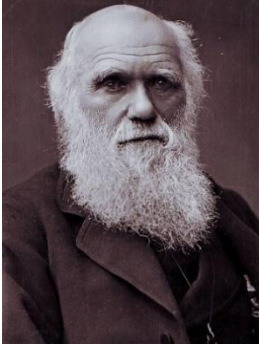
( ) Openness for UNESCO means Open Access to Scientific Information, Open Educational Resources, Paid and licensed Software, an Open Training Platform and Open and Distance Learning.

( ) According to the text Information Literacy improves the quality of life.

**Talk about it in classroom!**

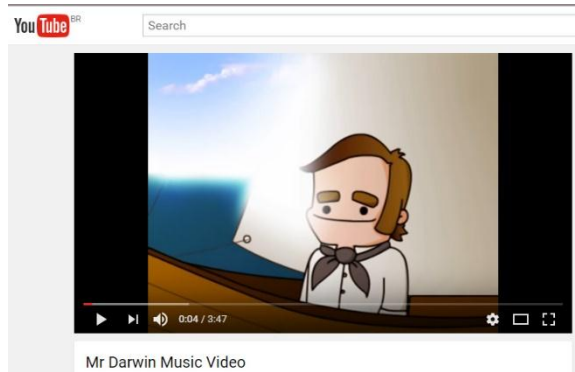
- How is the access to information in your community? Is it easy or difficult?
- Where do you go to access information to acquire knowledge? (e.g. library, school, city hall, etc.)
- Have you ever seen an UNESCO work? If you have seen any, describe it a little.

## Extra Lesson: Song



Now, we have Charles Darwin from the warm up section.

Let's listen to a song about him. While you listen, fill in the gaps with the missing words from the box:



Brazil got Beagle watched  
Origin Beagle share book drew  
kept had beetles things formed  
sent

Available at: < <https://www.youtube.com/watch?v=SSFL1Z1rMoE> >

### Mister Darwin song

by David Haines

with help on the lyrics from Khairoun Abji, Sue Blake and Megan Gimber  
Singtastic.com © David Haines

Mister Darwin on the \_\_\_\_\_ sailed the oceans and seas  
To South America and Tahiti and New Zealand, Maldives  
To Australia and Tasmania, Keeling Island and Saint Helena  
To Ascension and Mauritius and \_\_\_\_\_, de Verdes and Galapagos Islands  
Mister Darwin on the \_\_\_\_\_ sailed away for five years.

Mister Darwin on his journey \_\_\_\_\_ the plants, beasts and birds  
He \_\_\_\_\_ pictures, gathered samples, \_\_\_\_\_ a journal full of words  
Looked at \_\_\_\_\_, finches, mocking birds, giant tortoises, flightless cormorants  
Studied daisies, prickly poppies, climbers, cactuses, cassava, coconut and cress  
He wondered where they came from and he soon \_\_\_\_\_ ideas.  
Now let's go out on a plant expedition  
Look at \_\_\_\_\_ closely, draw, measure, think, talk  
You can be part of botanical tradition  
Join The Great Plant Hunt, let's think as we walk!

Mister Darwin, when he \_\_\_\_\_ home, wrote these new ideas down  
But he didn't like to offend so didn't \_\_\_\_\_ them around  
Twenty years passed, Mister Darwin got a letter from a Mister Wallace  
Now this young man had discovered just the same thing Mister Darwin found  
Aboard the Beagle Mister Wallace had the self same ideas.

Mister Darwin and Mister Wallace \_\_\_\_\_ a team for some time

But Mister Darwin wrote his big book in eighteen hundred and fifty nine  
“On The \_\_\_\_\_ of Species by Natural Selection”  
Everybody read the book, everybody had an opinion  
Some people praised it, others damned it, Mister Darwin’s big\_\_\_\_\_.

Mister Darwin \_\_\_\_\_ some samples to the scientists at Kew  
Some were added to the great collection, some were planted then grew  
Still today Plant Hunters journey, collecting samples, writing words  
Sending specimens to Kew, investigating how to save their habitats and still we  
ponder many questions, these are questions for you!

Now let’s go out on a plant expedition  
Look at things closely draw, measure, think, talk  
You can be part of botanical tradition  
Join The Great Plant Hunt, let’s think as we walk!

*Available at:* < [www.greatplanthunt.org/](http://www.greatplanthunt.org/) >

**Listen the song again and check your answers.**

**Answer some questions about the song.**

- 1) What is this song about?
- 2) What was Darwin’s contribution to science?
- 3) What material did he create?
- 4) How relevant is his knowledge for our society nowadays?

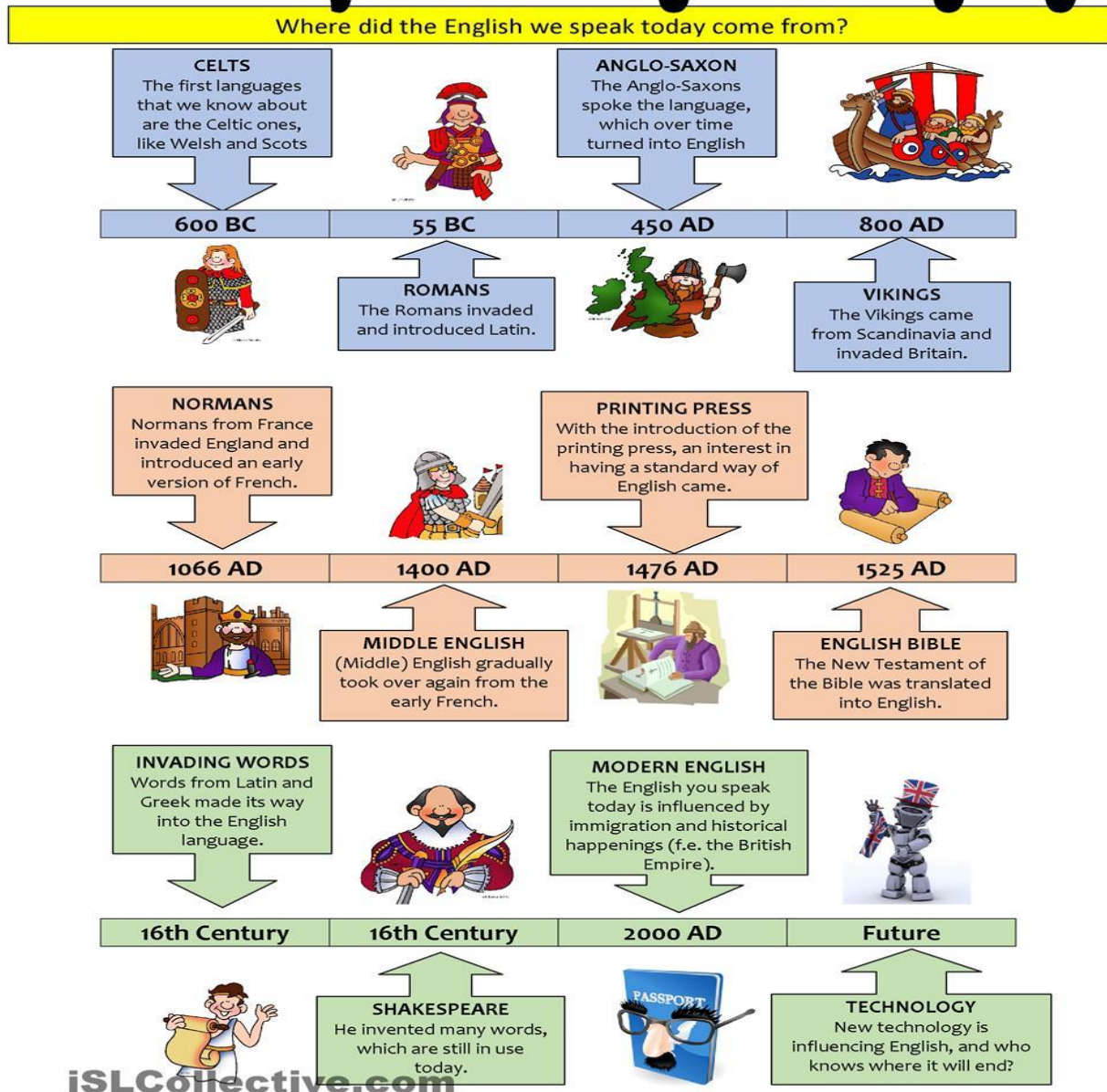


## Writing Task: Timeline

We can have more knowledge by understanding how events related to something or even someone happened throughout the past. A timeline is used to represent the period of time of the events. In this unit you could understand how to talk about past events. Now it is time for you to show what you know!

Here is a timeline about the History of the English Language:

# The History of the English Language



From iSCollective available at: < <https://goo.gl/cBJJxu> >

Using the model above as reference, make up a timeline about an important event or subject of your interest that made the difference in our lives or that is useful for our society.

**Follow these guidelines:**

- Pick up an event or subject (e. g. an important holiday of your country, people’s habits, electricity invention, etc.).
- Draw a line that shows how it started and what was happening until the end of the event. Use BC if you are mentioning something before the birth of Jesus Christ and use AD if you are mentioning something after the birth of Jesus Christ.
- Every action that happened must be described in its respective year in a sentence. (e.g. 1879 – Thomas Edison made the light bulb work.)
- Since you probably are going to make a research you have to mention in the end the source of your information.

**Extra Things**

- On this unit you could see some facts about great leaders in history. Now is time measure your knowledge about great leaders around the world:

[http://www.softschools.com/quizzes/history/famous\\_world\\_leaders\\_history\\_part\\_1/quiz2750.html](http://www.softschools.com/quizzes/history/famous_world_leaders_history_part_1/quiz2750.html)

**Self-Assessment Space**

What could I learn on this unit?

---

---

---

---

When am I going to use what I've learnt in English speaking?

---

---

---

# UNIT 2 – The Power of Knowledge

## Teacher's Guide

**Level: B2 Upper Intermediate - (adolescents, young adults and adults)**

The unit is developed for students with some fluency in English. They can use it to highlight their understanding of what they have seen on previous levels.

### Warm up

Start the unit asking to the students (Sts) to work on the definition of the key word Knowledge saying what they think it is.

Write on the board afterwards:

#### **Knowledge /'nɒl·ɪdʒ/**

Awareness, understanding, or information that has been obtained by experience or study, and that is either in a person's mind or possessed by people generally.

Available at: < <http://dictionary.cambridge.org/us/dictionary/english/knowledge>>

The Sts have to measure what they know about Martin Luther King, Charles Darwin, Adolf Hitler, Abraham Lincoln and Albert Einstein. Give some minutes for them to number who was the person on the description.

### Answers:

**4-Abraham Lincoln, 5-Albert Einstein, 1-Martin Luther King, 2-Charles Darwin, 3-Adolf Hitler**

Ask the Sts where they've heard about these people and expect answers like: history class, documentary, museums, etc.

They orally answer questions 1 and 2 giving their opinions about the knowledge of the men on pictures.

## Lesson A: Listening and Discussing

Take a moment with the students to talk about what they know about Einstein first.

**A1.** Play the video Albert Einstein Memories. If they couldn't understand play one more and ask them to pay attention the words in box to fill in the blanks.

### Check out the missing words:

Albert Einstein Memories

We were very poor; sometimes we didn't even have proper meal so in the hope of more opportunities my father and uncle migrated to Munich to start new business. Later then they know I'd become the greatest scientist in the entire world.

Most children start talking early but I didn't I was a shy kid but one day when I was five my father showed me a pocket compass the one that sailors use to navigate in the ocean and I was fascinated. It was so beautiful I could see the needle move back and forward until it stops at one location it was like magic. Much later I realized that the needle was interacting with Earth's magnetic field. I was not magic but very basic physics.

Munich was a bad choice, my father sold the company and moved to Italy but I stayed to finish school. I never liked the grading system I still believe that being a better person is more important we used to cram all this stuff into our minds whether we like it or not just for grades, wow, I still remember one day in class:

'Einstein when the aliens land on Earth?'

Sorry I don't know that.

'It is in the book!'

Exactly if it is in the book why should I even remember it.

'Get out!'

What?

'I said get out!'

See even today many education systems are forcing learning instead of promoting it. My father wanted me to become an electrical engineer which I never liked instead I chose to become a physics superstar and when I did I finally said education is not the learning of facts it is the training of the mind to think even I become a professor and I always inspired my students to ask questions no matter how stupid it sounds I always said ask them because curiosity has its own reason for existence.

### A2. Answers:

- 1) To begin new business
- 2) It was a physics phenomenon happening
- 3) The way that institutions promote learning
- 4) (Personal)
- 5) (Personal)

## Suggestion!

Add some more information for the students to learn.

### Curious facts about Einstein Was Einstein a slow learner as a child?

Einstein was slow in learning how to speak. His parents even consulted a doctor. He also had a cheeky rebelliousness toward authority, which led one headmaster to expel him and another to amuse history by saying that he would never amount to much. But these traits helped make him a genius. His cocky contempt for authority led him to question conventional wisdom. His slow verbal development made him curious about ordinary things — such as space and time — that most adults take for granted. His father gave him a compass at age five, and he puzzled over the nature of a magnetic field for the rest of his life. And he tended to think in pictures rather than words.

Adapted from: <<https://goo.gl/4G3Eiy>>

## Lesson B: Pronunciation

IPA phoneme /dʒ/

Tell students that the /dʒ/ sound is analogous to /tʃ/ except it is voiced. The stoppage is made entirely at the post-alveolar point of articulation.

Read along with the Ss the pronunciation of the words and repeat as much as they have difficulty, for them to improve it.

Initial pronunciation of /dʒ/

Japan /dʒəˈpæn/, Joke /dʒoʊk/, General /ˈdʒɛn.ər.əl/, Judge /dʒʌdʒ/, Germany /ˈdʒɜː.mə.ni/

Mid-position pronunciation of /dʒ/

Enjoy /ɪnˈdʒɔɪ/, Subject /ˈsʌb.dʒɛkt/, Adjust /əˈdʒʌst/  
Final pronunciation of /dʒ/

Advantage /ədˈvæntɪdʒ/, Encourage /ɪnˈkʌrɪdʒ/, Change /tʃeɪndʒ/, Language /ˈlæŋɡwɪdʒ/, Judge /dʒʌdʒ/

Tell the Ss that some words as *encourage*, *Germany* and *language* are presented within the Unit.

## Lesson C: Speaking Practice

### C1. Pair work: Quotes

Tell the Sts how important a quotation is in way we can share knowledge. It happens at school teaching, speeches in seminars, worship in churches, etc.

Ask Sts the differences between Adolf Hitler and Martin Luther King before they start doing the activity.

#### Suggestion!

Point out that we could see their differences by the way they used their leadership:

The contrast of leadership styles would not be made complete without the discussion of ethics. Both Hitler and MLK encompassed strong emotional intelligence which they utilized in different ways to enhance their leadership; however MLK did so in an ethical way whereas Hitler most certainly did not. Hitler is argued to be one of the most unethical leaders the world has ever seen. He initiated and preached for the genocide of a mass of people, and utilized fear to keep his followers close. He completely disregarded the idea of trust, and his responsibility as a leader to protect the people. The list of ways in which Hitler embodies unethical leadership is limitless and exhausting, and yet it helps us identify why we recognize Dr. King as such an effective, and admirable leader. Dr. King preached non-violence and peace. He created trust between himself and his followers, which helped create a more symbiotic relationship that worked to help further a unified vision. However, perhaps one of the most distinguishable differences between both Hitler and MLK was the very nature of their dreams. Whereas Hitler's was for the annihilation of a mass of people to eliminate and divide, Dr. King's vision was for the coming together of people to eliminate a divide.

*Adapted from:* < <https://goo.gl/2glZhi> >

### Answers:

1-Hitler, 2-Martin Luther King, 3-Hitler, 4-Hitler, 5- Martin Luther King, 6- Martin Luther King

### C2.

This activity is important for the Sts to express opinions. Point out that when we have a very important opinion about something. People even across generations can share our thoughts by quoting. Give some time for them to prepare their statements and then quote his pair to the classroom.

The Sts have to show the statement to each other and manifest their opinions about the statements by using the useful expressions.

## Lesson D: Grammar

Ask the Sts to remember the description of Lincoln at warm up section. Before they read ask them what they know about him.

### D1.

**Answer:** a) A biography

Ask Sts to read and underline the words that they don't understand to help understanding its content. They have to give a creative title for the text and see if the events are past or recent. They have to answer that is past events by the fact that the text is a biography.

### Simple Past Tense

**D2.** This is an opportunity for the Ss understand some rules applied to simple past tense. Point out that they have to pay attention to the verbs in bold.

#### Answers:

- According to what you have read, we can consider that the actions, situations or events of Lincoln's life ( **X** ) are now finished. ( ) began in the past and continue up to present moment.
- On sentences 1 and 3, the verbs have a standard form. They use **ED** at the end of them. We call them ( **X** ) regular verbs. ( ) irregular verbs.
- On sentences 2 and 4, the verbs don't have a standard form and have no specific rules for them. We call them ( ) regular verbs. ( **X** ) irregular verbs.
- As shown on sentence 5, we use **DID** + not + ( ) past simple ( **X** ) infinitive to make negative sentences.

### D3. Let's Practice!

Reinforce to the Sts the words in the table are presented on text for them to check. They can either check on the text or go through the appendix section.

#### Answers:

- 1) **Regular verbs:** entered, practiced, developed, remembered, lived, loved, enjoyed, continued, listened, described, retained, attended, regretted, apologized.  
**Irregular verbs:** was/were, became, read, took, paid, had, sent

2)

- a) How **did** Abraham Lincoln's stepmother **describe** him? She **described** him as a studious boy who read constantly, **listened** intently to others, and **had** a deep interest in learning.
- b) Lincoln **practiced** speaking by telling stories.
- c) Abraham Lincoln **was** born on February 12, 1809.
- d) Education **was** informal and **took** place outside the confines of a classroom.
- e) He **did not** like slavery.

### **Talk about it in classroom!**

Put the Sts to think about Lincoln's life comparing to their lives. The idea is to put them to see their educational scenario and how they are using the resources they have to learn.

### **Going beyond!**

Encourage Sts to search about Lincoln's life and use biography to learn better the simple past tense.



## Lesson E: Reading Comprehension

### Before you read

**E1.** The Ss before read check what they know UNESCO institution:

- 1) This institution uses **education** to promote international collaboration to contribute to peace.
- 2) B: United Nations Educational, Scientific and Cultural Organization.

#### **Some facts about UNESCO**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was formed on 16 November 1945.

195 countries as member states are part of the UNESCO along with 9 associate members. India became an UNESCO member state on 4th November 1946.

UNESCO pursues its objectives through five major programs: education, natural sciences, social/human sciences, culture, and communication/information.

UNESCO World Heritage Sites are located in 157 countries around the world. 32 of them are in India. Of these 32 sites, 25 are cultural sites and the other seven are natural sites.

A tentative list of further sites/properties submitted by India for recognition includes 51 sites. India's first two sites inscribed on the list at the Seventh Session of the World Heritage held in 1983 were the Agra Fort and the Ajanta Caves. Taj Mahal, one of the Seven Wonders of the World was also given World Heritage Site status in the same year. Mumbai's Chhatrapati Shivaji Terminus airport was nominated on 2nd July 2004. Other notable inclusions in this illustrious list are Delhi's Qutb Minar and its Monuments, the Western Ghats, West Bengal's Sundarbans National Park, Rock Shelters of Bhimbetka in Madhya Pradesh, the Konark Sun Temple in Orissa among many others.

The field offices of the UNESCO are known as "cluster" offices, which usually cover 3 or more nations. National and regional offices also exist. The UNESCO cluster office for India is located in the nation's capital New Delhi.

*Adapted from: < <https://goo.gl/NVLgEh> >*

**E2.** Individually the Ss read the text and answer the questions. Ask them to underline the words they have doubts to ask the teacher later.

#### **Answers:**

- 1) A. Inform
- 2) V, F, F, V

#### **Talk about it in classroom!**

Sts talk in classroom about the way they acquire knowledge on their community. Point out how important it is to find a place that you can do research, read and find the information you need and companies and government institutes should invest on that.

## Extra Lesson: Song

Ask Sts if they remember the information given about him on warm up section. See what information they can add about Darwin.

Before playing the video, ask the students what grammar classes were chosen to be on the box. See if they guess that are nouns and verbs within the box.

Play the video and ask them to fill in the gaps.

Check out the missing words:

Mister Darwin on the **Beagle** sailed the oceans and seas  
To South America and Tahiti and New Zealand, Maldives  
To Australia and Tasmania, Keeling Island and Saint Helena  
To Ascension and Mauritius and **Brazil**, de Verdes and Galapagos Islands  
Mister Darwin on the **Beagle** sailed away for five years.

Mister Darwin on his journey **watched** the plants, beasts and birds  
He **drew** pictures, gathered samples, **kept** a journal full of words  
Looked at **beetles**, finches, mocking birds, giant tortoises, flightless cormorants  
Studied daisies, prickly poppies, climbers, cactuses, cassava, coconut and cress  
He wondered where they came from and he soon **had** ideas.  
Now let's go out on a plant expedition  
Look at **things** closely, draw, measure, think, talk  
You can be part of botanical tradition  
Join The Great Plant Hunt, let's think as we walk!

Mister Darwin, when he **got** home, wrote these new ideas down  
But he didn't like to offend so didn't **share** them around  
Twenty years passed, Mister Darwin got a letter from a Mister Wallace  
Now this young man had discovered just the same thing Mister Darwin found  
Aboard the Beagle Mister Wallace had the self same ideas.

Mister Darwin and Mister Wallace **formed** a team for some time  
But Mister Darwin wrote his big book in eighteen hundred and fifty nine  
"On The **Origin** of Species by Natural Selection"  
Everybody read the book, everybody had an opinion  
Some people praised it, others damned it, Mister Darwin's big **book**.  
Mister Darwin **sent** some samples to the scientists at Kew

Some were added to the great collection, some were planted then grew  
Still today Plant Hunters journey, collecting samples, writing words  
Sending specimens to Kew, investigating how to save their habitats and still we  
ponder many questions, these are questions for you!  
Now let's go out on a plant expedition  
Look at things closely draw, measure, think, talk  
You can be part of botanical tradition  
Join The Great Plant Hunt, let's think as we walk!

## Answer some questions about the song

Individually or in pairs the Sts answer the questions

### Answers:

- 1) This song is about Darwin's life as a scientist.
- 2) He produced knowledge about plants, animals and their behavior.
- 3) The book: Origin of Species.
- 4) (Personal)

## Writing Task: Timeline

Tell the students that a timeline is something very useful when you want to show how events happened along the history.

Encourage them to find an event or subject that they feel enjoyable to talk about. Use the example to explain that the subject chosen for the timeline was English by the fact that the student is using a language that has a lot of influences and became a language that uses words from another languages such as Latin, French, Greek etc.

The activity can be done as homework or in classroom.

### Suggestion!

Ask them to present the timeline to the whole class talking about the subject or event chosen. Recommend the use of slides or by drawing the timeline on the board. Use it for them to learn to make a presentation.

### Extra things

As the Sts are finishing the unit emphasize how important is studying in order to acquire knowledge. Show them that they can keep learning about great leaders we had in the past and they measure their learning through this funny quiz.

### Self-Assessment Space

Ask students to evaluate themselves and use this opportunity to make suggestion for better lessons in the future.

## RATIONALE

**Knowledge and technology: thinking about them in English** is an English material that can be used for English teachers in public or private schools. It is the final project in the graduate level program of Federal University of Minas Gerais for teaching and learning English.

This final project consists in two teaching units aimed to intermediate level students (B1). These units use the method of Communicative Language Teaching (CLT) Brown (2007) gives his definition of CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world, meaningful purposes” (Brown, p.378). The focus of CLT is to make the students use English that is practiced around them where fluency is not stressed but the communication itself.

Willems (1987) believes that teachers need to train students to just communicate in the L2, not to be perfect in it. Complementing his idea, it is important to consider the L2 learner someone, just as native speaker, responsible for making the language work. Language has to be seen as something that we build on day by day.

This paper intends to use some of the characteristics of CLT that according to Brown (1994, p.50) are: a) its goals must intertwine the grammatical aspects of language with the pragmatic ones; b) the teaching techniques should engage learners in an authentic use of language for meaningful purposes; c) fluency and accuracy are complementary to each other; d) the classroom tasks must empower students to use language productively and receptively, in unrehearsed contexts outside the classroom; e) learners should be encouraged to continue learning the language beyond the classroom and the course; f) the teacher’s role is that of a facilitator and guide, and g) students must participate actively in the learning process.

The activities of this final project have the intention to make L2 learner willing to continue thinking about the use of the language out of the classroom environment. It was used material taken from websites known on the internet that students can access freely.

For the students to learn, there are activities that they can make individually, in pairs and with the whole classroom. The intention is to create a collaborative workplace for them where the interaction can help their learning. Richard and Rogers (1986, p. 143) say that:

“[CLT] is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which is used. Language always occurs as a medium of interaction and communication

between people from people for the achievement of specific goals and purposes.”

In this interaction teacher is someone that make the communication easier while the students speak to each other in order to get to know the ‘tools’ of the language. According to Wilga (1987, p. 4):

“Why is interaction so important in language learning situations?

Students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals (as teachers, we frequently overlook how much students learn from their peers).”

Both units work on the capabilities of the student’s interaction where the communicative process happens. On units’ sections, from the beginning to the end, students have to speak to practice grammar point or just to give opinions about some subject mentioned.

A teacher has to be someone that encourage learners to develop their skills. The roles of the teacher according to Richards and Rogers apud Breen and Candlin (1980, p. 99) are: first, facilitate the communication process between all participants in classroom and between these participants and various activities and texts, acting as independent participant within the learning-teaching group is the second, they consider as third role that is the teacher being researcher and learner that contribute with knowledge and ability.

It was chosen two subjects that in contemporary times are considered relevant for the students. Wilga (1987, p4) states that students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages that is, messages that contain information of interest to speaker and listener in a situation of importance to both what is defined as interaction. The subjects are knowledge and technology that people as teenagers and young have to think more about.

Technology is something that is making the world more globalized by the easy communication people can have using electronic devices. Based on the idea of the critical literacy the unit aims to put the English learner think about the use of technology and his life of relationships in family, school, work, etc. Mattos (2012, p. 192) apud Lankshear, Snyder & Green (2000) states that nowadays as the world is globalized and digitalized, knowing how to read and write is no longer sufficient for individuals or citizens to function effectively in their social environment. The modern

citizen needs to master various skills not only to take advantages of modern life, but also to actively participate in their community, making constructive interventions and contributing to the advantages of their social practices.

The content of unit 2 is about knowledge and its power on our society. The intention is to put the student to see that throughout the history great thinkers used knowledge to change reality and by that they are remembered so far. As a teacher in Brazilian context, following news on the media I can see that there is a lack of interest and motivation on students about education in school.

I consider knowledge an important tool to promote people. Students must know this tool and where it can take them. This unit material provides useful information about great thinkers with different backgrounds and their achievements in life. During the activities, students can communicate and interact all the time. Both units in spite of different themes they have the same communicative approach and provide resources for them to learn how to improve their language skills.

### **Development of the Activities**

Warm up section can be considered a step to the student to ‘get in the mood’ with the topic. Allwright (1984) considers that warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. Both units for instance work with images that make the student see people involved in contexts they are going to start to talk about.

Units 1 and 2 reading activities consist in pre reading, reading and post reading activities. Supposing that students can have some difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Some topics may be unfamiliar to students, such as recreational activities at the beach if students have never been to the beach before. It was used diagrams and images as activities pre reading.

During reading the students are encouraged to underline, copy or ask about the unknown words. By doing that student increase his vocabulary tools. Reading was associated to listening, speaking and writing agreeing to Brown's statement: “reading ability will best be developed in association with writing, listening, and speaking activity” (p. 283).

On unit 1 we can see the sections linking one after another, by that the student can work the four abilities working together. On unit 2 grammar topic links listening, speaking and writing by talking about past events. Reading activity on unit 2 was related to the topic of knowledge.

Listening activities are composed by pre listening, listening and post listening activities where student before listen student get contextualized and get to know what is about to be heard. When Field (2002, p.244) says that “authentic passages, where the language has not been graded to reflect the learner’s level of English, afford a listening experience much closer to a real life one” he means that the learner’s experience must be authentic.

On unit 1 student can listen to a brief comment about the evolution of the computer, but before listening the student is asked to answer in pairs questions about how people used to things without the use of the computer then he listens and to get the audio memorized a crossword puzzle and some questions are asked for the student to do.

Unit 2 is composed by 2 listening activities which are Einstein’s biography and a theme song about Charles Darwin. The first audio is the listening activity where student has to remember the warm up section about Albert Einstein, fill in the blanks on the audio transcription and answers some questions about what they could understand. Second audio activity was an extra activity to prepare the student to the writing task talking about Charles Darwin’s life in a song.

Pronunciation lessons were given to students to practice how to say some words that I could see through my experience being more difficult. On unit 1 the grammar topic is applied for pronunciation where student has to learn the 3 differences of ED pronunciation. On unit 2 the IPA phonetic symbols are used along the pronunciation for the student to get familiar with it.

Speaking practices were given on unit 1 and unit 2 in different ways but talking about the context of the unit. Unit 1 brings the idea of have + ever that is used to talk about life experiences. Unit 2 the students have to learn about quotes where he can create it and talk about other student’s statements.

Writing activities were made to put the student to practice the grammar topic of the unit. According to McGill (2010) when he says:

“Task-Based Learning is characterized by various factors: a focus on fluency, a high degree of learner autonomy, review of previously learnt language, and the importance of relevancy. Relevancy can be established through sharing, group presentation, and the use of authentic materials.”

We can consider the writing activities as task-based by how the student is going to practice the language inside and outside classroom. On unit 1 the student has to make an interview and write it in a paper afterwards. The unit 2 was about Simple Past and that fact, was important to put the students to practice the grammar through an activity that show past events as timeline. Reading, listening, speaking, writing and even thinking and evaluating are important ways for the English to be learned in classroom.



## APPENDIX 1

### Links of the images

#### Warm up Unit 1

- 1- [http://fsv.money01.com.tw/cmstatic/app/images/classImage/ClassesImageLarge603\\_o.jpg?\\_=1220646232](http://fsv.money01.com.tw/cmstatic/app/images/classImage/ClassesImageLarge603_o.jpg?_=1220646232)
- 2- <http://personal-loan-credit.net/css/images/temp/section-image.jpg>
- 3- [http://www.all-electronics.de/wp-content/uploads/2016/01/cFotolia\\_63590302\\_Syda-Productions.jpg](http://www.all-electronics.de/wp-content/uploads/2016/01/cFotolia_63590302_Syda-Productions.jpg)
- 4- [http://static.wixstatic.com/media/5f3b6b\\_545ad126360547e28953e7edca9799d8~mv2\\_d\\_1536\\_2304\\_s\\_2.jpg\\_256](http://static.wixstatic.com/media/5f3b6b_545ad126360547e28953e7edca9799d8~mv2_d_1536_2304_s_2.jpg_256)
- 5- [https://abm-website-assets.s3.amazonaws.com/manufacturing.net/s3fs-public/styles/content\\_body\\_image/public/featured\\_image/2016/01/connected%20manuf%20AP.jpg?itok=j3NnIrLh](https://abm-website-assets.s3.amazonaws.com/manufacturing.net/s3fs-public/styles/content_body_image/public/featured_image/2016/01/connected%20manuf%20AP.jpg?itok=j3NnIrLh)

#### Vocabulary Unit 1

- 1- technophile: <https://worklurkjeff.files.wordpress.com/2011/05/technophile.jpg>
- 2- technophobe: <http://www.techsuplex.com/wp-content/uploads/2012/06/technophobe.jpg>
- 3- techsavvy: <http://yourcardiff.mediawales-1.titaninternet.co.uk/wp-content/uploads/2011/08/rhys-morgan.jpg>
- 4- techchallenged: <http://cdn.smosh.com/sites/default/files/ftpuploads/bloguploads/0913/doing-it-wrong-whiteout-computer.jpg>
- 5- up to date: <http://informatv.com/wordpress/media/2007/06/eye.jpg>
- 6- old: <http://i.imgur.com/a8rZYc7.jpg>

#### Let's practice Unit 1

- 1- HAVE BEEN - BBC

<http://www.bbc.com/news/technology-37605943>

- 2- HAVE BROKEN

<http://www.nytimes.com/1982/01/24/world/around-the-world-canada-denies-that-us-may-have-broken-code.html>

- 3- HAVE STOLEN

<http://thenextweb.com/insider/2015/05/26/irs-says-hackers-have-stolen-personal-data-from-over-100000-taxpayers/>

- 4- HAVE BEEN

<http://atlantic-it.net/how-have-you-been-disposing-of-old-it-equipment>

- 5- HAS SEEN

<http://www.digitaltrends.com/social-media/facebook-update-reveals-who-has-seen-facebook-group-posts/>

- 6- HASN'T CHANGED

[http://www.ted.com/talks/helen\\_fisher\\_technology\\_hasn\\_t\\_changed\\_love\\_here\\_s\\_why](http://www.ted.com/talks/helen_fisher_technology_hasn_t_changed_love_here_s_why)

## Listening Unit 1

### Processor

[https://img.clipartfest.com/2de18abc7f3d3f7994f5c10d32eada11\\_computer-processor-computer-processor-clipart\\_1300-1318.jpeg](https://img.clipartfest.com/2de18abc7f3d3f7994f5c10d32eada11_computer-processor-computer-processor-clipart_1300-1318.jpeg)

### Computer

[https://img.clipartfest.com/b1ae1d86add3c11919d50ece72130c6f\\_-likes-computer-clip-art-computer-clipart\\_600-450.png](https://img.clipartfest.com/b1ae1d86add3c11919d50ece72130c6f_-likes-computer-clip-art-computer-clipart_600-450.png)

### DVD

<http://cdn.xl.thumbs.canstockphoto.com/canstock14479433.jpg>

### Screen

<http://images.clipartpanda.com/screen-clipart-royalty-free-rf-touch-screen-clipart-illustration-by-lal-perera-stock-sample-1231754.jpg>

### Card

[http://images.all-free-download.com/images/graphiclarge/smart\\_card\\_clip\\_art\\_9706.jpg](http://images.all-free-download.com/images/graphiclarge/smart_card_clip_art_9706.jpg)

### Laptop

[http://clipart-library.com/data\\_images/90046.png](http://clipart-library.com/data_images/90046.png)

### Typewriter

<https://s-media-cache-ak0.pinimg.com/564x/c4/a8/07/c4a807c3e6b8ef275c1be29afb620712.jpg>

### Floppy Disk

[http://clipart-library.com/image\\_gallery/278020.png](http://clipart-library.com/image_gallery/278020.png)

### CD-ROM

[http://clipart-library.com/data\\_images/93120.jpg](http://clipart-library.com/data_images/93120.jpg)

## Extra things Unit 1

[https://upload.wikimedia.org/wikipedia/en/3/3b/Movie\\_poster\\_i\\_robot.jpg](https://upload.wikimedia.org/wikipedia/en/3/3b/Movie_poster_i_robot.jpg)

## Warm up Unit 2

Charles Darwin

[https://upload.wikimedia.org/wikipedia/commons/b/bf/Charles Darwin photograph by Herbert Rose Barraud, 1881.jpg](https://upload.wikimedia.org/wikipedia/commons/b/bf/Charles_Darwin_photograph_by_Herbert_Rose_Barraud,_1881.jpg)

Adolf Hitler

[http://vignette3.wikia.nocookie.net/assassinscreed/images/2/25/Adolf Hitler.jpg/revision/latest?cb=20160922001603](http://vignette3.wikia.nocookie.net/assassinscreed/images/2/25/Adolf_Hitler.jpg/revision/latest?cb=20160922001603)

Abraham Lincoln

[https://upload.wikimedia.org/wikipedia/commons/thumb/1/1b/Abraham Lincoln November 1863.jpg/245px-Abraham Lincoln November 1863.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/1/1b/Abraham_Lincoln_November_1863.jpg/245px-Abraham_Lincoln_November_1863.jpg)

Albert Einstein

[https://upload.wikimedia.org/wikipedia/commons/d/d3/Albert Einstein Head.jpg](https://upload.wikimedia.org/wikipedia/commons/d/d3/Albert_Einstein_Head.jpg)

Martin Luther King Jr

[https://upload.wikimedia.org/wikipedia/commons/thumb/0/05/Martin Luther King, Jr..jpg/220px-Martin Luther King, Jr..jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/0/05/Martin_Luther_King,_Jr..jpg/220px-Martin_Luther_King,_Jr..jpg)

Speaking Unit 2

Hitler's Quotes

<https://www.brainyquote.com/quotes/quotes/a/adolfhitler382802.html>

“Universal education is the most corroding and disintegrating poison that liberalism has ever invented for its own destruction.”

<http://www.azquotes.com/picture-quotes/quote-universal-education-is-the-most-corroding-and-disintegrating-poison-that-liberalism-adolf-hitler-59-66-00.jpg>

“If you tell a big enough lie and tell it frequently enough, it will be believed”

<http://www.quotehd.com/imagequotes/authors76/adolf-hitler-adolf-hitler-if-you-tell-a-big-enough-lie-and-tell-it.jpg>

“Who says I am not under the special protection of God?”

[https://www.brainyquote.com/photos\\_tr/en/a/adolfhitler/163225/adolfhitler1.jpg](https://www.brainyquote.com/photos_tr/en/a/adolfhitler/163225/adolfhitler1.jpg)

MLK's Quotes

Love is the only force capable of transforming an enemy into a friend.

<https://www.brainyquote.com/quotes/quotes/m/martinluth110082.html>

Life's most persistent and urgent question is, 'What are you doing for others?'

[https://www.brainyquote.com/quotes/authors/m/martin\\_luther\\_king\\_jr.html](https://www.brainyquote.com/quotes/authors/m/martin_luther_king_jr.html)

We may have all come on different ships, but we're in the same boat now

<http://www.thefreshquotes.com/wp-content/uploads/2015/12/We-May-Have-All-Come-On-Different-Ships-But-We%E2%80%99Re-In-The-Same-Boat-Now.-%C2%BB-Martin-Luther-King-Jr..jpg>

unesco logo

[https://upload.wikimedia.org/wikipedia/commons/b/bc/UNESCO\\_logo.svg](https://upload.wikimedia.org/wikipedia/commons/b/bc/UNESCO_logo.svg)

## APPENDIX 2

We form the present perfect with have or has + the past participle.

Subject	have	Past Participle	Complement	Explanation
I	have	been	in the U.S. for three years.	Use <i>have</i> with <i>I, you, we, they,</i> and plural nouns.
You	have	used	your computer a lot.	
We	have	written	a job résumé.	
They	have	bought	a new computer.	
Computers	have	changed	the world.	
Subject	has	Past Participle	Complement	Explanation
My sister	has	gotten	her degree.	Use <i>has</i> with <i>he, she, it,</i> and singular nouns.
She	has	found	a job as a programmer.	
My father	has	helped	me.	
The computer	has	changed	a lot over the years.	
There	has/have	been	Complement	Explanation
There	has	been	a problem with my computer.	After <i>there</i> , we use <i>has</i> or <i>have</i> , depending on the noun that follows. Use <i>has</i> with a singular noun. Use <i>have</i> with a plural noun.
There	have	been	many changes with personal computers.	

Available at: [http://ngl.cengage.com/assets/downloads/grcontext\\_pro000000013/in\\_context\\_2\\_su.pdf](http://ngl.cengage.com/assets/downloads/grcontext_pro000000013/in_context_2_su.pdf)

The past participle of regular verbs ends in –ed. The past participle is the same as the past form for regular verbs.

FORMS			EXAMPLES
<b>Base Form</b>	<b>Past Form</b>	<b>Past Participle</b>	I <b>work</b> every day. I <b>worked</b> yesterday. I <b>have worked</b> all week.
work	worked	worked	
improve	improved	improved	

Available at: [http://ngl.cengage.com/assets/downloads/grcontext\\_pro000000013/in\\_context\\_2\\_su.pdf](http://ngl.cengage.com/assets/downloads/grcontext_pro000000013/in_context_2_su.pdf)

The past participle of many irregular verbs is the same as the past form.

FORMS			EXAMPLES
Base Form	Past Form	Past Participle	
have	had	had	We <b>have</b> a new car now.
buy	bought	bought	We <b>had</b> an old car, but we sold it.
			We <b>have had</b> our new car for two months.

Available at: [http://ngl.cengage.com/assets/downloads/grcontext\\_pro0000000013/in\\_context\\_2\\_su.pdf](http://ngl.cengage.com/assets/downloads/grcontext_pro0000000013/in_context_2_su.pdf)

The past participle of some irregular verbs is different from the past form.

FORMS			EXAMPLES
Base Form	Past Form	Past Participle	
go	went	gone	I <b>write</b> a composition once a week.
write	wrote	written	I <b>wrote</b> a composition yesterday.
			I <b>have written</b> five compositions this semester.

Irregular verbs where the base form, past form, and past participle are all different.

Base Form	Past Form	Past Participle	Base Form	Past Form	Past Participle
become	became	become	arise	arose	arisen
come	came	come	bite	bit	bitten
run	ran	run	drive	drove	driven
blow	blew	blown	ride	rode	ridden
draw	drew	drawn	rise	rose	risen
fly	flew	flown	write	wrote	written
grow	grew	grown	be	was/were	been
know	knew	known	eat	ate	eaten
throw	threw	thrown	fall	fell	fallen
swear	swore	sworn	forgive	forgave	forgiven
tear	tore	torn	give	gave	given
wear	wore	worn	mistake	mistook	mistaken
break	broke	broken	see	saw	seen
choose	chose	chosen	shake	shook	shaken
freeze	froze	frozen	take	took	taken
speak	spoke	spoken	do	did	done
steal	stole	stolen	forget	forgot	forgotten
begin	began	begun	get	got	gotten
drink	drank	drunk	go	went	gone
ring	rang	rung	lie	lay	lain
sing	sang	sung	prove	proved	proven (or proved)
sink	sank	sunk	show	showed	shown (or showed)
swim	swam	swum			

## APPENDIX 3

### IRREGULAR VERBS LIST WITH PAST SIMPLE AND PAST PARTICIPLE

#### Part One

The following is a list of Irregular Verbs in English:

Verb	Past Simple	Past Participle
arise	arose	arisen
babysit	babysat	babysat
be	was / were	been
beat	beat	beaten
become	became	become
bend	bent	bent
begin	began	begun
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang*	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie **	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read ***	read	read
ride	rode	ridden
ring	rang	rung



rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won

withdraw	withdrew	withdrawn
write	wrote	written

\* **HANG** - Hang has two different meanings. The first is "to attach (or hang) something in a high position" (e.g. on the wall or on a hook). In this case we use the above verbs Hang-Hung-Hung.

BUT when Hang means "to kill someone by putting a rope around someone's neck and leaving them in a high position without any support", we use different verbs: Hang-Hanged-hanged. This verb is typical of public executions in the past. (e.g. They hanged him in the main square.)

\*\* **LIE** - Lie has two meanings. When it means "to put your body in a horizontal position" (normally on a bed) it uses the Lie-Lay-Lain verbs.

BUT it is regular Lie-Lied-Lied when it has the other meaning of "not to say the truth".

\*\*\* **READ** - Even though they are written the same, the pronunciation is different in the Past Tense and Past Participle form.

## Part Two

The following verbs can be regular or irregular:

Verb	Past Simple	Past Participle
burn	burned OR burnt	burned OR burnt
dream	dreamed OR dreamt	dreamed OR dreamt
learn	learned OR learnt	learned OR learnt
smell	smelled OR smelt	smelled OR smelt

The second form (burnt, dreamt etc.) is more common in British English.

## Part Three

Verbs that have the same form in Present, Past and Past Participle form:

Verb	Past Simple	Past Participle
bet	bet	bet
broadcast	broadcast	broadcast
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
quit	quit	quit
read	read	read
set	set	set
shut	shut	shut
spread	spread	spread

## REFERENCES

- ALWRIGHT, R. The importance of interaction in classroom language learning. *Applied Linguistics*, 156-171. 1984
- BROWN, H. D. *Teaching by principles*. New York: Addison Wesley Longman Inc., 2007
- BROWN, H. D. *Principles of language learning and teaching*. 3rd edition. Englewood Cliffs, NJ: Prentice Hall Regents. 299pp. 1994
- FIELD, J. The changing face of listening. In: RICHARDS, J. C. and RENANDYA, W. A. (Ed.). *Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press, pp. 242-247. 2002
- LITTLEWOOD, W. *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press. 1981
- MCGILL, David Graham. Ten Task-Based ESL/EFL Video Lessons. *The Internet TESL Journal*. Available at: <http://iteslj.org/Lessons/McGill-VideoActivities.html> Accessed in Jan 03 2017
- MATTOS, A. M. A. Education for citizenship: introducing critical literacy in the EFL classroom.
- RICHARDS, J. C. and RODGERS, T. *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press. 1986
- RIVERS, M. Wilga. *Interactive Language Teaching*. Cambridge University Press. 288 pp. 1987
- WILLEMS, G. Communication strategies and their significance in foreign language teaching. *System*. 15, 351-364. 1987