

Universidade Federal de Minas Gerais – UFMG
Faculdade de Letras – FALE
Curso de Especialização em Ensino de Inglês – CEI

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**Fostering Language Proficiency and Critical Thinking: Two Comprehensive
Units to develop Human Rights and Equality Competencies
(Material didático para o ensino de Inglês)**

Belo Horizonte
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**Fostering Language Proficiency and Critical Thinking: Two Comprehensive Units to
develop Human Rights and Equality Competencies**
(Material didático para o ensino de Inglês)

Trabalho apresentado ao curso de
Especialização em Língua Inglesa da
Faculdade de Letras – UFMG como requisito
parcial para a obtenção do título de
Especialista em ensino de Língua Inglesa.

Orientadora: Junia de Carvalho Fidelis Braga

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INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 14:15 horas do dia 01 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar, em exame final, o trabalho intitulado **Fostering Language Proficiency and Critical Thinking: Two Comprehensive Units to develop Human Rights and Equality**, apresentado por **Cláudia Barros Lima**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Júnia de Carvalho Fidélis Braga, indicou (X) **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Dr(a), Ronaldo Correa Gomes Júnior indicou a (X) **aprovação**/ () **reprovação** do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) (X) **aprovado(a)**/ () **reprovado(a)**.

Nota: 93

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Junia de Carvalho Fidelis Braga**,

Professora do Magistério Superior, em 12/12/2023, às 07:42, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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Resumo

Este trabalho apresenta duas unidades instrucionais meticulosamente elaboradas para estudantes de 9º ano de inglês no nível B1/B1+. As unidades visam integrar habilidades linguísticas com conteúdo relevante e significativo, estimulando o pensamento crítico, a consciência cultural e a autoavaliação. A primeira unidade, "Fazendo a Diferença," concentra-se em biografias para desenvolver a compreensão, escrita e o pensamento crítico, com ênfase nos tempos verbais presente perfeito e passado simples. A segunda unidade, "Adolescentes ao Redor do Mundo," explora a diversidade cultural por meio de interações online com adolescentes reais, buscando cultivar a competência intercultural. Ambas as unidades consistem em seis lições tematicamente conectadas, progredindo de segmentos pré-tarefa para durante a tarefa e pós-tarefa. Elas utilizam textos autênticos para aprimorar a compreensão e a aplicação da língua, apoiadas por guias abrangentes para os professores. Em resumo, essas unidades priorizam a aplicação contextualizada da língua inglesa, promovendo uma abordagem prática de aprendizado. Também incorporam elementos metacognitivos, incentivando os alunos a refletirem sobre seus processos de aprendizagem. Ao combinar proficiência linguística com pensamento crítico, autoavaliação e apreciação cultural, esses módulos instrucionais oferecem uma experiência de aprendizagem dinâmica e abrangente para estudantes de inglês do 9º ano.

Palavras-chave: Unidades instrucionais; 9º ano; B1/B1+; Pensamento Crítico; Consciência Cultural; Autoavaliação; Biografias; Presente Perfeito; Passado Simples; Competência Intercultural; Ensino de Inglês.

Abstract

This paper presents two instructional units for teaching English to 9th-grade students at the B1/B1+ level. The units aim to integrate language skills with relevant and meaningful content, stimulating critical thinking, cultural awareness, and self-assessment. The first unit, "Making a Difference," explores biographies to develop comprehension, writing, and critical thinking, focusing on the present perfect and simple past tenses. The second unit, "Teens around the World," promotes intercultural competence through online interactions with teenagers from diverse cultures. Both units consist of six connected lessons that develop language skills and comprehension through authentic texts. The teacher's guides provide support and strategies to facilitate student learning, promoting a practical and comprehensive approach to English teaching. Overall, these units prioritize contextualized English language application, fostering a practical approach to learning. They also incorporate metacognitive elements, encouraging students to reflect on their learning processes. By combining language proficiency with critical thinking, self-assessment, and cultural appreciation, these instructional modules offer a dynamic and comprehensive learning experience for 9th-grade English learners.

Keywords: Instructional units; 9th grade; B1/B1+; Critical Thinking; Cultural Awareness; Self-assessment; Biographies; Present Perfect; Simple Past; Intercultural Competence; English Teaching.

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Introduction

This paper introduces two meticulously designed instructional units tailored for 9th-grade English learners operating at the B1/B1+ level, aligning with the Common European Framework of Reference for Languages (CEFR). The fundamental aim is to provide a structured approach to language acquisition that seamlessly integrates linguistic skills within relevant and meaningful content. Each unit not only targets language proficiency but also endeavors to stimulate critical thinking, cultural awareness, and self-assessment among students.

The first unit, "Making a Difference," offers an immersive exploration into the lives of individuals who have significantly impacted their communities. Centered on the genre of biographies, the unit introduces students to effective strategies for comprehending and composing biographical works. A focal point of this unit is the nuanced understanding and application of the present perfect tense in contrast to the simple past tense, enabling students to discern and apply these grammatical structures. Furthermore, the activities integrate processual writing and nurtures critical thinking skills through the construction and delivery of oral presentations. The emphasis on self-assessment in both oral and written communication encourages students to engage in reflective practices aimed at refining their communication capabilities.

The second unit, "Teens around the World", is a thematic unit that actively explores the realm of cultural diversity. Distinguished from the preceding unit, which was centered in a genre, this module introduces students to a secure online platform designed for interaction with real teenagers from diverse cultural backgrounds. The objective is to cultivate intercultural competency among students. The unit employs reading and listening exercises that expose students to the varied experiences and perspectives of teenagers across the globe. This deliberate exposure encourages students to not only acknowledge but appreciate different cultural viewpoints, facilitating the development of a more comprehensive understanding of global diversity.

Therefore, each unit consists of a meticulously structured framework comprising six thematically connected lessons, divided into pre-task, while-task, and post-task segments. Lesson 1 initiates the thematic exploration, prompting students to reflect upon the central theme and associated situations. Subsequent lessons progressively develop reading, listening, speaking, and language-in-use components, creating a cohesive learning experience.

The texts utilized within these lessons are authentic and purposefully selected to provide meaningful contextualization for language use, enhancing both comprehension and application.

Besides that, the accompanying teacher's guide for each unit serves as a comprehensive resource, furnishing answer keys and offering strategies to actively engage students. It provides educators with valuable insights and methodologies to effectively guide students through the learning process. By offering tools and methodologies to facilitate student participation and comprehension, the teacher's guide becomes an important asset in the implementation of these units.

In synthesis, both units prioritize the application of English within contextualized settings, fostering a practical and pragmatic approach to language learning. Additionally, these units incorporate metacognitive elements, urging students to be cognizant of and contemplate their own learning processes. By uniting language proficiency with critical thinking, self-assessment, and cultural appreciation, these instructional modules offer a dynamic and comprehensive learning experience.



9th grade – Level B1+

UNIT SUMMARY TABLE

Main idea : Reflect on inequality in the world, relating it to the positive attitudes of people who make a difference.

Key Words: HUMAN RIGHTS – SOCIAL INEQUALITY – BIOGRAPHY – PRESENT PERFECT- SIMPLE PAST

At the end of this Unit, you will produce a Biography of a person who they believe help to change the world

Lesson 1. If the world were a 100 people...

Exercise 1: Warm-up: Look at the pictures and discuss with a friend:

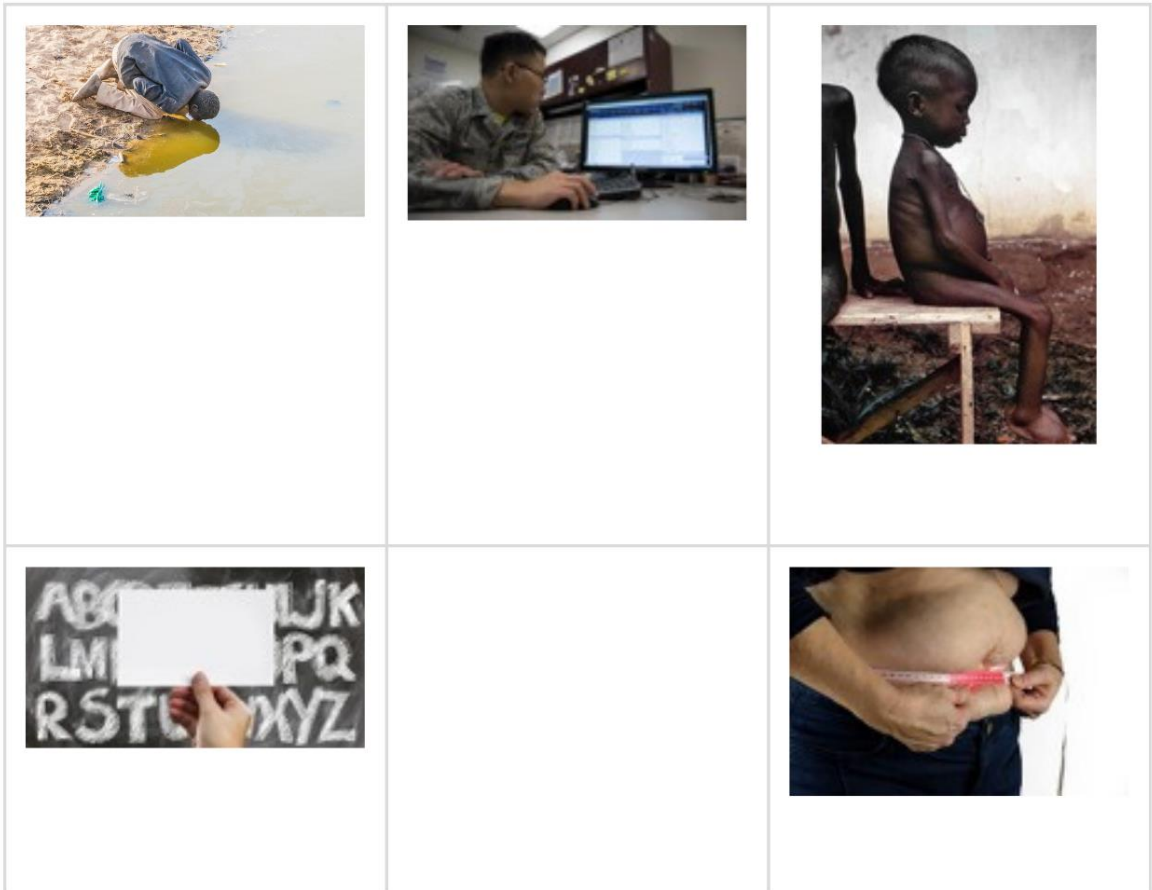
Is the world a fair place? Why (not)?



Exercise 2: Video activity

a) Match the images to the words presented.

starvation - overweight - illiteracy - access to technology - safe water



b) You are going to watch a [video](#) from 100 Project. After watching it for the first time, answer the following questions:

I. What is the objective of this video?

II. Who is responsible for making it?

c) Now, watch the [video](#) again and select the information requested below.

If the world were a 100 people...

- _____ would be able to read and write.
- _____ would not be able to read and write.
- _____ would have a college degree.
- _____ would have a shelter.
- _____ would be dying of starvation.
- _____ would be overweight.
- _____ would not have clean and safe water to drink.

Exercise 3: Now that you have watched the videos, work in groups and discuss the questions below. Use the vocabulary presented in exercise 1.

- I. *What statistics surprised you the most?*
 Why? II. *Which surprised you the least? Why?*

Lesson 2: Reading a Biography

Exercise 1: Have you ever read a biography? What is this text about? Why do people read them? Read the sentences below and check which features are true to the genre.

It is a narrative genre
 People create stories to explain situations
 People who are alive don't have biographies

It is a descriptive text

Now, read the definitions below:

People read biographies to gain insights into the lives and experiences of notable individuals, seeking inspiration, knowledge, and a deeper understanding of human nature.

A biography is a written account of a person's life, detailing their experiences, achievements, and significant events.

After the Attack

Once she was in the United Kingdom, Yousafzai was taken out of a medically induced coma. Though she would require multiple surgeries—including repair of a facial nerve to fix the paralyzed left side of her face—she had suffered no major brain damage. In March 2013, she was able to begin attending school in Birmingham.

The shooting resulted in a massive outpouring of support for Yousafzai, which continued during her recovery. She gave a speech at the United Nations on her 16th birthday, in 2013. She has also written an autobiography, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, which was released in October 2013. Unfortunately, the Taliban still considers Yousafzai a target. Despite the Taliban's threats, Yousafzai remains a staunch advocate for the power of education. On October 10, 2013, in acknowledgement of her work, the European Parliament awarded Yousafzai the Sakharov Prize for Freedom of Thought. That same year, she was nominated for a Nobel Peace Prize. She didn't win the prize, but was named a nominee again in March 2014. In August of the same year, Leanin.Org held a live chat on Facebook with Sheryl Sandberg and Yousafzai about the importance of education for girls around the world. She talked about her story, her inspiration and family, her plans for the future and advocacy, and she answered a variety of inquiries from the social network's users.

In October 2014, Yousafzai received the Nobel Peace Prize, along with Indian children's rights activist Kailash Satyarthi. At age 17, she became the youngest person to receive the Nobel Peace Prize. In congratulating Yousafzai, Pakistani Prime Minister Nawaz Sharif said: "She is (the) pride of Pakistan, she has made her countrymen proud. Her achievement is unparalleled and unequalled. Girls and boys of the world should take lead from her struggle and commitment." U.N. Secretary-General Ban Ki-moon described her as "a brave and gentle advocate of peace who through the simple act of going to school became a global teacher."

Adapted from: <http://www.biography.com/people/malala-yousafzai-21362253#early-life>.

a) The definitions below belong to words from the text. Read them and write the proper words in front of them.

I. a thing done successfully, typically by effort, courage, or skill. _____

II. something that streams out rapidly. _____

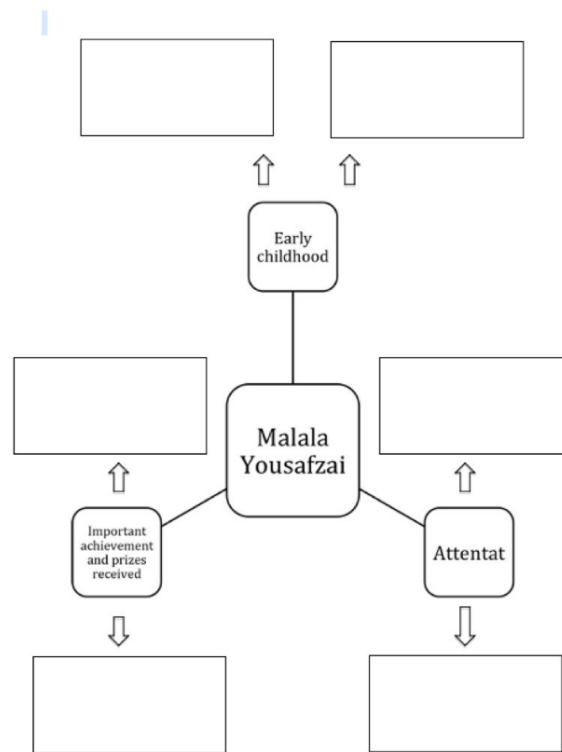
b) Read the sentences below and write **T** for TRUE or **F** for FALSE, according to the text.

I. Malala Yousafzai was born on July 12, 1997 _____

II. Her friends told her off because they were afraid _____

III. In October 2014, Yousafzai was nominated to the Nobel Peace Prize _____

Exercise 3: After reading the text, organize the information in the sample web.



Lesson 3: Language in context

Exercise 1: Read the sentences taken from Malala's biography and write SP (for Simple Past) and PP (for Present Perfect)

- Malala Yousafzai **was born** on July 12, 1997 ____
- On October 9, 2012, a gunman **shot** Malala ____
- In October 2014, Yousafzai **received** the Nobel Peace Prize. ____
- She **has made** her countrymen proud. ____

Exercise 2: Based on the examples above, complete the box below:

In a biography of a living person, when the situations described are finished and show a specific date, we use the _____ tense. However, when the person is still alive and some situations are either unfinished or the past experience shown does not express an specific date, we use the _____.

Considering your previous answer, complete the structure of the present perfect.

Subject + _____ + past participle

Exercise 3: Time to practice! Complete the short text below about some of Malala's achievements using either the present perfect or simple past tense.

Malala Yousafzai, the Pakistani activist for female education and youngest Nobel Prize laureate, _____ (achieve) remarkable milestones throughout her inspiring journey. She _____ (become) an iconic figure in the fight for girls' rights to education. Malala's accomplishments _____ (garner) global recognition and _____ (leave) an indelible impact on the world.

Since her brave advocacy for education rights _____ (begin), Malala _____ (campaign) for girls' access to schooling, challenging societal norms and oppressive ideologies. Her unwavering dedication _____ (empower) countless individuals, encouraging them to pursue education and defy discriminatory practices. By using her voice as a powerful tool, she _____ (spark) conversations on a global scale, igniting change and dismantling barriers to education.

Over the years, Malala _____ (receive) numerous accolades for her unwavering commitment to education. In 2014, she _____ (be) awarded the Nobel Peace Prize at the age of 17, making her the youngest-ever recipient of this esteemed honor. This recognition _____ (highlight) her exceptional efforts to promote peace and advocate for education in the face of adversity.

Summarizing ideas:

The present perfect tense is used to connect past actions or experiences to the present. It shows actions that happened at an unspecified time in the past, have just been completed, or have an impact on the current moment. This tense is formed with "have" or "has" and the past participle of the verb. It implies a link between past events and the present situation without specifying a particular time.

Lesson 4: Oral presentation

Exercise 1: Choose a young person who can make a difference, read his/her biography and prepare your presentation.

Consider these questions:

- a) *Where and when was the person born?*
- b) *What or who influenced this person?*
- c) *What has this person done to make a difference?*
- d) *What made this person decide to do so?*

Exercise 2: Time to present!



To organize your oral presentation, remember to use some chunks. Here there are some ideas...

- Introduction:
 - "I am honored to stand before you and present on [topic]."
 - "Today, I will be discussing [main points/topics] and their significance."

- Background Information:
 - "To provide some context, let's start with a brief overview of [topic]."
 - "Before diving into the details, let me give you a general understanding of [topic]."

Main Points:

- "Let's begin with the first/main point, which is [point]."
- "Moving on to the next key aspect, [point] plays a crucial role in [topic]."
- "Another significant factor to consider is [point], as it directly impacts [topic]."
- "Lastly, let's explore the final/main point, which sheds light on [point]."

Conclusion:

- "In conclusion, [summarize main points]."

Exercise 3: Self-assessment

After presenting to your classmates, reflect upon the following criteria:

Criteria	Definitely yes!	Needs improvement	Not yet!
Understand the objective: Clearly identify the purpose of your presentation and what you want to achieve with your audience.			
Define your key message: Determine the main point or message you want to convey and ensure that all your content supports and reinforces it.			
Plan your content: Create a logical and well-structured outline for your presentation, including an			

introduction, main points, supporting evidence, and a conclusion.			
Use visual aids: Prepare visual aids such as slides, charts, or props to enhance your presentation and make complex information more accessible and engaging.			
Time management: Ensure that your presentation fits within the allocated time frame.			
Engage the audience: Incorporate interactive elements, such as questions, discussions, or activities, to actively involve your audience and maintain their interest throughout the presentation.			
Visual and vocal cues: Pay attention to your body language, facial expressions, and voice modulation. Maintain eye contact, use			

gestures to emphasize key points, and vary your tone and pace to keep the audience engaged.			
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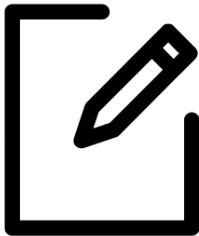
Lesson 5: Writing a biography

Exercise 1: Planning

Now, it's your turn! Choose a person who you believe that makes a difference in your community, and plan your text. Use the graphic organizer from lesson 2 to help. Remember to give information on:

- 1) Early life
- 2) Important achievements
- 3) Current activities

Exercise 2: Time to write!



Exercise 3: Peer-correction checklist

Now, take a look at this checklist and help a classmate to check their text.

- Did you start the text presenting the person and his/her early life?
- Did you use the simple past to talk about events that finished in the past?
- Did you present this person's important achievements? Did you use the present perfect to emphasize the actions?
- Did you check your spelling?

Lesson 6: Listening to a talk-show



Exercise 1: Discuss with your group about this sentence: They thought bullets would silence us. But out of that silence came thousands of voices” -Malala Yousafzai

Exercise 2: Listen to a short extract from an interview with Malala. First, put the sentences in order. Then, match the sentences to its purpose or main idea.

What is said	Main idea
1. "When I see people praying for me, taking care of me and sending cards and letters every day, it makes me stronger. It makes me stronger every day, and I feel that, whatever happened to me, I should now forget about it and continue my life with more courage and more work."	a) Question about how the guest managed to maintain a lack of anger despite a traumatic incident.
2. "You really are so impressive and so inspirational, and I am so happy to have you here. I watched the documentary, I have read your book, and if you haven't, you must read this. It's quite a story."	b) Personal reaction to the attack and the change in perspective following the incident.
3. "But I had this little bit of fear that what would happen to me, how would I feel if someone attacked me, but after that incident when I was attacked, that fear just went away."	c) Reasoning behind the incident and the fight for education rights.
4. "And now I strongly believe that nothing can stop me, in this mission and this campaign of education, to say that girls deserve the right to go to school, and I... it's the love of people as well, that has encouraged me and helped me not to think about what I have been through in my life."	d) Introduction and admiration for the guest.
5. "So you were shot in the face at 15 years old, and you have no anger towards the man who shot you. How is that possible?"	e) Determination and motivation to continue the mission for education.
6. "I think they made a big mistake, because I was fighting for the right of education right from the beginning when the Taliban stopped girls from going to school."	f) How the support received contributes to personal strength and resilience.
7. "Well... I am so glad that you came out of that experience as this person, we are lucky to have you in the world, because you're making such a difference. You were in a coma for how long?"	g) Acknowledgment of the guest's impact and a question about the duration of the coma.

Exercise 3:

Considering all the discussions presented in this unit, reflect on the following questions and discuss with your group:

How can one make a difference?

Teacher's guide

Lesson 1: If the world were 100 people...

Exercise 1: Encourage your students to analyze the pictures, exploring the contrasts presented. Tell them that, when expressing opinions, it's important to be both respectful and clear in their communication. You can tell them to use phrases like "In my opinion," "I feel that," or "From my perspective" to convey their thoughts without imposing them as facts. Additionally, tell them to consider using more emphatic expressions such as "I strongly believe," "I'm convinced that," or "It seems to me" to add weight to their viewpoint. To respectfully disagree, phrases like "I see it differently because," "I respectfully disagree," or "I understand your point, but I think" can be helpful. Also, tell them to always remember to listen actively and acknowledge others' opinions, fostering a constructive conversation. Lastly, it's crucial to be open to changing their opinion when presented with new information or differing perspectives. This openness demonstrates flexibility and a willingness to learn.

Going Deeper: About the pictures

"Turkish collage artist Uğur Gallenkuş has created an innovative photography project — juxtaposing two different worlds within a single image.

The 29-year-old, based in Istanbul, shows a relaxed and peaceful world on one side and compares it with a more tumultuous one on the other.

Gallenkuş, who creates the photomontages as a hobby, wants to create awareness about different life circumstances and send a message to people in both developed and developing countries".

Source: <https://www.euronews.com/2019/08/16/ugur-gallenkus-artist-juxtaposes-two-different-worlds-in-one-photo-collage>

Exercise 2:

More than matching expression, encourage your students to make sentences using the vocabulary learned.

Key:

Picture 1: safe water

Picture 2: access to technology

Picture 3: starvation

Picture 4: illiteracy

Picture 5: overweight

Exercise 2: Analyzing a Video from the 100 Project

1. Introduction: Introduce the activity by explaining the purpose of analyzing the video from the 100 Project. Emphasize that it's aimed at understanding the video's objectives and creators.
2. Preparation: Ensure that the necessary equipment for video playback is set up and functioning properly. If there are any technical requirements or specific instructions for accessing the video, provide this information to the students.
3. Activity Instructions: a. Part A: First Viewing - Ask the students to watch the assigned video from the 100 Project. - After the initial viewing, instruct them to individually answer the following questions: - I. What is the objective of this video? - II. Who is responsible for making it?
4. b. Part B: Second Viewing - Encourage the students to watch the video again. - This time, direct them to specifically note down information related to the statement "If the world were a 100 people..." - Instruct them to gather and note down statistics or information presented in the video that supports or details this statement.
5. Discussion and Analysis:
 - o Once students have completed the viewing and note-taking, initiate a class discussion.
 - o Ask students to share their answers to questions I and II after the first viewing, encouraging them to provide reasons or evidence to support their responses.
 - o Encourage students to share the data or information collected during the second viewing, specifically related to the statement "If the world were a 100 people..."
 - o Facilitate a discussion that helps students analyze the significance of the video's objective, its creators, and the message conveyed through the "100 people" concept.

Exercise 3: Follow-Up and Conclusion

- o Assign a written or verbal reflection where students can express their thoughts on the video's impact, the significance of the "100 people" concept, and what they've learned from the exercise.
- o Encourage students to consider how this information might relate to real-world scenarios or current events.
- o Conclude the activity by summarizing key points discussed and reiterating the importance of understanding different perspectives and global statistics for a more informed worldview.

These instructions aim to guide students through a structured viewing and analysis of the 100 Project video, fostering critical thinking and understanding of global concepts. Adjust the activity as needed to suit the class dynamics and level of understanding.

Lesson 2: Reading a biography

Exercise 1: Exploring Biography Characteristics

1. Introduction: Begin by explaining to the students that they will be examining the characteristics of the biography genre. Provide a brief overview of what a biography is, emphasizing that it's a non-fiction narrative about someone's life.
2. Engage Students:
 - o Start a discussion by asking students if they have ever read a biography and, if so, to share their experiences.
 - o Encourage students to speculate on why people read biographies. What might be the motivations or interests that lead individuals to read about someone else's life?
3. Reading the Sentences:
 - o Distribute the worksheet or present the sentences from the exercise. Have students read the sentences individually.

- Group or Pair Discussion:
 - Divide the class into small groups or pairs and ask them to discuss each sentence in the exercise.
 - Encourage students to express their opinions on whether each sentence accurately describes the characteristics of biographies or not.
- Whole-Class Discussion:
 - Bring the class back together and go through each sentence one by one.
 - Ask different groups or pairs to share their thoughts and conclusions about each statement.
 - Clarify any misconceptions or address questions that arise.
- Summary and Explanation:
 - Summarize the key points discussed during the activity.
 - Explain the following concepts:
 - Biographies are a type of narrative genre, which means they tell a story about someone's life in a structured and chronological manner.
 - Biographies are written to provide insight into a person's life, explain their achievements, contributions, and the impact they had on society.
 - While people who are alive can have autobiographies, traditional biographies are generally about individuals who are no longer alive.
- Follow-Up Discussion:
 - Encourage students to share if they have a better understanding of why people read biographies after this discussion.
 - Ask them to think about any famous biographies they might want to read and why those particular individuals interest them.

Exercise 2: Reading Malala's biography

Using the strategies previously presented, encourage your students to find the expressions in the text, analyze the sentences, considering them True or False and, finally, to organize the main ideas in a web. Note that more important than telling them the correct answers, is important to give them strategies to answer the questions.

Answer key:

I - achievement/gush

II - True - False - True

Lesson 3: Language in context

Exercise 1: Identifying Tenses in Malala's Biography Sentences

1. **Introduction:** Begin by introducing the concepts of the Simple Past (SP) and Present Perfect (PP) tenses to the students. Explain the basic usage and structure of both tenses using clear examples.
2. **Reading Malala's Biography Sentences:** Provide the sentences from Malala's biography to the students:
 - a) "Malala Yousafzai was born on July 12, 1997."
 - b) "On October 9, 2012, a gunman shot Malala."
 - c) "In October 2014, Yousafzai received the Nobel Peace Prize."
 - d) "She has made her countrymen proud."
3. **Explanation and Example:** Discuss each sentence, one at a time, guiding the students to identify the tense used. Ask them to determine whether the sentence reflects the Simple Past or Present Perfect tense. Provide an explanation for each tense and how it's applied in the context of these sentences:
 - For example: Sentence (a) demonstrates the Simple Past tense because it refers to a specific time in the past when Malala was born.
 - Similarly, explain that Sentence (d) represents the Present Perfect tense because it connects a past action to the present.
4. **Individual or Group Activity:**
 - Ask the students to write SP (for Simple Past) or PP (for Present Perfect) next to each sentence based on their understanding of the tenses used.
 - Encourage students to discuss in groups and share their reasoning behind their choices.
5. **Review and Discussion:**
 - After giving the students time to complete the activity, open the floor for discussion.
 - Ask students to explain why they chose a particular tense for each sentence. Address any discrepancies or misunderstandings.
 - Discuss and reinforce the reasons behind the correct tenses used in each sentence.

Exercise 2:

Summarize the main points covered in the exercise and emphasize the importance of understanding different tenses in writing and communication. The exercise aims to help students to deduce the rule and the formation of PP and to contrast with the usage of simple past.

Exercise 3: Time to practice!

Some short extracts were provided so students can contrast the usage of SP and PP.

Lesson 4: Oral presentation on a Significant Person's Biography

1. Introduction: Explain to the students that they will be conducting an oral presentation on a significant person's biography. Emphasize the importance of researching and presenting factual information accurately.
2. Selecting a Subject: Either assign a person or allow students to choose a significant individual with a compelling biography. Ensure the chosen person aligns with the questions a) to d) provided.
3. Research Guidelines:
 - Advise students to research the selected person thoroughly, focusing on the key aspects outlined in the questions (a) to (d).
 - Students should gather information about the person's birthplace, birthdate, and early life. They should explore the influences and motivations that shaped this person's life and career. Additionally, they should examine the notable contributions or actions that have made a difference in society or their field.
4. Presentation Structure:
 - Instruct students to structure their presentations with clear sections addressing the questions (a) to (d). Each section should be well-organized and supported with relevant facts or anecdotes.
5. Preparing the Presentation:
 - Encourage students to create a presentation outline or slides for a structured flow. Each section should be clearly demarcated, containing information obtained through research.
6. Oral Presentation Practice:
 - Provide time for students to practice their presentations. Encourage them to speak clearly, maintain eye contact, and use engaging language to keep the audience interested.
7. Question and Answer Session:
 - After each presentation, allocate time for a brief Q&A session where classmates can ask relevant questions about the presented biography. This encourages active engagement and demonstrates the presenter's depth of understanding.
8. Peer Review or Feedback:
 - Encourage classmates to provide constructive feedback to each presenter, focusing on strengths and areas for improvement in their oral presentations.
9. Conclusion and Evaluation:
 - Conclude the activity by summarizing the key points covered and the significance of learning from notable individuals' life stories. Emphasize the lessons and inspirations that can be drawn from these biographies.
 - Use the criteria in exercise 3 to evaluate the presentations, providing constructive feedback to each student.

LESSON 5 : Creating a Biography Text

1. Introduction and Topic Selection:

- Introduce the task of writing a biography about a person making a difference in the students' community. Emphasize the significance of planning, editing, and reviewing their work.
- Allow students to select a person they believe makes a substantial impact in their community.

2. Planning Stage:

- Discuss the importance of planning and organizing information before writing. Use the graphic organizer provided in the reading section or another planning template to guide students through structuring their content.

3. Guidance on Gathering Information:

- Guide students to research their chosen person, gathering information that aligns with the three sections: Early Life, Important Achievements, and Current Activities.
- Encourage students to use credible sources and take notes on relevant details to include in their biographies.

4. Writing Process:

- Encourage students to follow a structured writing process:
 - Begin with an introduction that briefly introduces the person and their significance in the community.
 - Organize the content by focusing on the three main sections (Early Life, Important Achievements, Current Activities).
 - Conclude the biography with a summary or reflection on the person's impact.

5. Editing and Reviewing:

- Explain the importance of editing and reviewing their work for accuracy, coherence, and clarity. Use the checklist to guide them through this process.

6. Peer Review or Teacher Guidance:

- Pair students for peer review, allowing them to provide feedback based on the checklist provided. Alternatively, the teacher can provide guidance and feedback during the editing phase.
- Encourage students to make necessary revisions based on feedback.

7. Final Review and Submission:

- Students should conduct a final review to ensure all checklist items are addressed and their biographies meet the given criteria.
- Collect and assess the final drafts based on the checklist and criteria provided.

8. Conclusion:

- Conclude the activity by discussing the importance of thorough planning, editing, and reviewing in the writing process, and how these steps enhance the quality of their work.

Lesson 6: Listening to a talk-show

Listening Task:

Instruct students to listen to the extract and rearrange the given sentences to form the correct chronological order.

Provide a purpose or main idea for each sentence or segment discussed in the interview.

Matching Sentences to Main Ideas:

Ask students to match each rearranged sentence to its respective purpose or main idea presented in the interview. This exercise will help them comprehend the sequence of events and ideas discussed in the conversation.

Discussion on Making a Difference:

Reflecting on the unit's content and Malala's interview, prompt students to consider the question: "How can one make a difference?"

Encourage group discussions where students can share and exchange ideas about various ways individuals can create a positive impact in their communities or globally, drawing inspiration from Malala's story.

Group Discussion and Reflection:

Reconvene the class for group discussions about making a difference, allowing students to share their thoughts and insights.

Encourage students to reflect on personal experiences, global events, and examples discussed in the unit that exemplify how individuals can contribute to positive change.

Conclusion:

Conclude the exercise by summarizing key points from the group discussions, emphasizing the significance of individual actions in making a meaningful difference, drawing from Malala's inspiring example.



9th grade

Level B1+

Main idea:

To reflect on cultural diversity through interaction with adolescents around the world, reading infographics, analyzing reports, and presenting the results of such reflection in presentations and oral discussions.

Key Words:

CULTURE –INTERCULTURAL COMPETENCI – ORAL PRESENTATION – INFOGRAPHIC

Aim:

At the end of this lesson, the students will produce an oral presentation showcasing the cultural habits of adolescents around the world and will reflect on the cultural diversity among adolescents.

Lesson 1 – Teenagers around the world: the others and me

Exercise 1 - Warm-up: In pairs, discuss the following question

What cultural aspects might differ in teenagers around the world? Consider aspects such as religion, dating customs, relationship with parents, among others.



Source: <https://www.theguardian.com/news/datablog/2011/feb/25/unicef-world-children-adolescents>



Exercise 2: Vocabulary activity

Before reading the text, match the words with their correct definitions or explanations.

1. **Arranged marriage**
2. **Courtship**
3. **Group event**
4. **Curfew**
5. **Pandilla**

Definitions/Explanations:

- A. A predetermined time when individuals, especially young people, should be home or indoors.
- B. A social gathering or activity that involves several people participating together.
- C. A cultural practice where families choose spouses for their children, often without the individuals' input.
- D. The period during which a couple gets to know each other before marriage.

E. A club or a group of friends with similar interests, often seen in some cultural settings.

1. ____
2. ____
3. ____
4. ____
5. ____

Exercise 3: Read the text and answer the questions.

Dating Customs Around the World



These are some of the ways teens date in other countries of the world.

Afghanistan

Dating is rare in Afghanistan because most marriages are arranged by parents, and schools are separate for boys and girls. The opportunities to meet are rare. Girls have a 7:00 P.M. curfew, while boys have an 11:00 P.M. curfew.

Australia

Most teens go out in large groups and don't pair off until they are 18 or 19 years old in Australia. Girls often ask out boys and pay for the date, too. Couples often go to dinner parties, barbecues, or the beach.

Central and South America

Dating is not allowed until the age of 15 here. When of age, most boys and girls date in large groups, going out together to weekend dance parties. When not dancing, teens gather at local clubs to eat and talk.

Europe

Dating is usually a group event in Europe. In Finland, as many as 30 teens may attend a movie together. Slumber parties are common in Italy and Switzerland, where teens gather for parties at a home and sleep there when the party is over.

In Spain teens join a **pandilla**, a club or a group of friends with the same interests, like cycling or hiking. Dating is done one-to-one and both girls and boys ask each other out and split the cost of the evening's entertainment.

In Russia dates take place at dances or at clubs where teens eat or chat with friends. In small towns, teens meet in the streets downtown or gather around a fountain.

Iran

It is against the law to date in Iran. Teens are separated until they are of marrying age, then their families introduce them to each other and sometimes a courtship follows.

Japan and Korea

In Japan and Korea, most high school students don't date or go to parties, but spend their time studying instead. Dating begins in college, when only boys do the asking and pay for the dates.

Fonte: <http://www.factmonster.com/ipka/A0767654.html>.

I. What is the common dating practice in Afghanistan?

- a) Dating is allowed from the age of 15.
- b) Most marriages are arranged by parents.
- c) Teens go on solo dates to clubs.
- d) Boys and girls meet in large groups for weekend dance parties.

II. How do teens in Australia typically date?

- a) They don't date until they finish college.
- b) Couples usually go to dinner parties and barbecues.
- c) Teens don't ask each other out until they're 20.
- d) Girls rarely ask out boys.

III. What is the dating scene like in Europe?

- a) Teens have slumber parties in large groups.
- b) Dating is mainly a group event and involves large gatherings.
- c) Both girls and boys date separately.

d) Most dating events occur at cinemas in Finland.

IV. What is the common practice regarding dating in Spain?

a) Only girls ask boys out.

b) It's mainly group dating events.

c) Teens are prohibited from dating until they finish school.

d) Teens join clubs or groups and both genders ask each other out.

V. What is the typical dating scenario in Russia?

a) Teens are not allowed to date in small towns.

b) Dates usually happen at street corners or fountains in small towns.

c) Teens have solo dates at restaurants.

d) They mostly date in large groups at clubs.

VI. What is the dating culture like in Iran?

a) Teens date secretly until they're of marrying age.

b) Families introduce teens to each other, and dating is allowed at a young age.

c) Dating is against the law, and teens are separated until marriage age.

d) They usually meet at weekend dance parties.

VII. In Japan and Korea, when does dating typically begin?

a) In high school, during parties.

b) Mostly in college, where girls primarily do the asking.

c) Boys and girls ask each other out in high school.

d) Most teens spend their time studying and don't date until they finish college.

Exercise 4: Now that you have read the text, work in groups and discuss the questions below. Remember to use the vocabulary presented in exercise 2.

I. What countries have dating customs similar to yours?

II. What custom surprised you the most? Why?

Lesson 2: Writing in real life: Getting to know teens around the world

Exercise 1: What is an e-pal? Have you ever talked to anyone from a different country? In pairs, write five possible questions to ask to a teenager from a different country. Here are some topics you might ask them:

Dating customs - Relationship with parents - Work - School - Hang out with friends

Exercise 2:

Now that you have worked on your questions, imagine you are going to write to a teenager from a different country. To do so, answer the questions below.

I. Describe yourself. Give some information such as your name, age and place of origin

II. Now, give some extra information about your interests and hobbies and also say something about your country. Complete the sentences below.

a) I'm a teenager who _____

b) Brazil is a country where _____

c) I love _____ (activity) which makes me _____

III. Explain the purpose of your contact and the project you are involved

I study at a school in _____ and we are doing a project to _____

IV. Ask the person your talking to the questions prepared in exercise 1. Use the model:

Could you ask these questions so I can learn more about your culture and country?

(Pose the questions chosen)

V. Thank your new friend and say goodbye.

Exercise 3: Now that you planned your writing, access the website <https://studentsoftheworld.info/>, choose a country and write to some teenagers.



Lesson 3: Language in Context: Relative clauses

Exercise 1:

Do you know what a relative clause is? Read Lesson 2, exercise 2, part II again and discuss with your partner: what are the words that connect two sentences?

Exercise 2: Read the text below and underline the words **who**, **which**, **when** and **where**. Then, copy the sentence in the table.

An average American teenager, who is a product of the U.S. education system, experiences a structured yet diverse schooling environment, which varies from state to state. The education system, which mandates compulsory schooling up to a certain age, typically follows a curriculum that includes core subjects such as math, science, history, and language arts, with opportunities for extracurricular activities like sports, music, and clubs. Students, who attend either public or private schools, often participate in standardized tests that assess their academic progress, helping them prepare for future educational pursuits.

In terms of dating customs, American teenagers navigate a diverse spectrum of approaches. Some teenagers choose to date individually, while others prefer group activities or events. Dating customs often vary based on the family's cultural or religious background. It is common for teenagers to form relationships during high school, where they may go on group dates, attend school dances, or engage in shared social activities. Some families encourage open communication and autonomy in dating decisions, allowing teenagers to explore relationships with guidance and support.

The relationship between American teenagers and their parents can vary widely. For many, it's a blend of independence and parental guidance. Teenagers might assert their independence through decision-making in their education, social activities, and future plans. At the same time, parents often provide emotional support, guidance, and advice, playing an influential role in their child's life. Communication styles between parents and teenagers might range from open dialogue to occasional conflicts, as teenagers strive for autonomy while navigating the complexities of growing up. The quality of these relationships depends on various factors, including cultural background, family dynamics, and individual personalities.

WHO	WHEN	WHERE	WHICH

Based on the examples written on the table above, match the definitions below to the correspondent word (Who, When, Where, Which). Then, write some examples and share with your classmates

Relative pronoun or adverb	Definition	Example 1	Example 2
	<p>is a relative adverb used in a relative clause to refer to places or locations. It connects two clauses, providing additional information about a specific place mentioned in the main clause.</p>		
	<p>is a relative pronoun used in a relative clause to refer to people. It connects two clauses, providing additional information about a person or people mentioned in the main clause.</p>		
	<p>is a relative pronoun used in a relative clause to refer to things or animals. It connects two clauses, providing additional information about an object or concept mentioned in the main clause.</p>		
	<p>is a relative adverb used in a relative clause to refer to specific times or occasions. It connects two clauses, providing additional information about a particular</p>		

time mentioned in the

Exercise 3: Now, complete the sentences using the relative pronouns or adverbs.

- I. The school _____ I graduated from last year had excellent facilities.
- II. This is the cake _____ my grandmother baked for my birthday.
- III. He finally visited the city _____ he spent his childhood.
- IV. We will never forget the day _____ we went on that amazing road trip.
- V. The woman _____ won the award is an esteemed scientist.
- VI. I love the park _____ we used to play as kids.
- VII. The moment _____ we met was unforgettable.
- VIII. The car, _____ was parked in the driveway, belongs to my neighbor.
- IX. This is the restaurant _____ we had our first date.
- X. The mountain range, _____ is visible from the town, is breathtaking.

Lesson 4: Orally presenting my e-pal

Exercise 1: By now, you must have received some answers of your e-pals (if not, you might do some research). Based on the answers you received, in pairs, discuss the answers and plan your presentation. Use some relative clauses.

1- Introduce yourself and your topic:

2 – Present the object of your research and the reason you chose the country

3 – Talk about the country your e-pal lives in

4 – Present your e-pal

5 – Make connections between your life and your e-pals's life

6 – Give evidence your presentation is coming to an end and ask your audience if they have any questions.

7 – Say goodbye and thank your audience

Exercise 2: It's time to present!

Before you present, consider this check list:

I. Get Ready:

- Know what your presentation is about.
- Make a plan with a clear beginning, middle, and end.

II. Practice and Talk:

- a. Practice speaking your presentation.
- b. Speak clearly, look at your audience, and try to involve them.

III. Use Pictures or Slides:

- a. Use pictures or slides if you need them.

IV. Check the Room and Things:

- a. Make sure your things work, like your computer or projector.
- b. Check the room where you'll talk to make sure it's okay.

V. After You Finish:

- a. Ask for feedback and see how you can do better next time.
- b. Get ready for questions and finish your talk nicely.

Exercise 3:

It's time to assess yourself! Discuss with your classmates about the presentation, and answer the following questions.

- I. Concerning the preparation of my presentation, I ...
- II. What was something you thought was good about your presentation? Why?
- III. Write about something you think you need to improve. Justify your answer.
- IV. Ask your partner to write a comment about your presentation.

Lesson 5: Reading infographics: Teens and social media

Exercise 1: Do you know what an infographic is? What strategies do you need to read it? Before reading the infographic, discuss with your partner.

Exercise 2: Read the infographic below and write T for True and F for false



Source: <https://www.commonsensemedia.org/teen-social-media-infographic>

- I. Ninety percent of America's teens have used social media. _____
- II. Most teens believe that social media has a predominantly negative influence on their lives. _____
- III. A significant number of teens admit to feeling addicted to their digital devices. _____
- IV. According to teens, face-to-face conversations are generally less enjoyable than communicating online. _____
- V. Teens prefer texting over talking in person as their primary mode of communication. _____
- VI. 52% of people feel that social networking improves their relationships with friends. _____
- VII. Only 2% feel that social networking harms their relationships with family. _____
- VIII. Social networking makes 29% of people feel less shy. _____
- XIX. 4% feel more confident due to social networking. _____
- X. A majority, 10%, feel more depressed when using social networking. _____

Exercise 3: In pairs, discuss how do you use social media and if you agree with the information presented in the infographic you just read.

Lesson 6: Listening to Teenagers fears and dreams

Exercise 1: Before watching the video “Our tomorrows: teenagers around the world share their fears and dreams”. The expressions below were taken from the video. Discuss with your partner their possible meaning.

- To be outside of the box
- Take it for granted
- Carry around a big bag with all the problems



Exercise 2: Now, it's time to watch the video (<https://www.youtube.com/watch?v=IgmFn-suAi4>). Read the quotations and choose the person who says it.

I. “It just ruins it for the little ones”

- a) Alfie, 14, UK.
- b) Alex, 20, US.
- c) Becky, 17, Indonesia

II. “They’re not really accepting people who are too outside of the box”

- a) Becky, 17, Indonesia
- b) Zoejoy, 18, Nigeria
- c) Fabiola, 18, Mexico

III. So many girls in India and Bangladesh don’t even go to school. Me, when I was growing up, I just took it for granted.

- a) Alice and Isabel, 14, Sweden
- b) Yassine, 15, France
- c) Becky, 17, Indonesia

IV. You can’t carry around that big bag with all the problems alone.

- a) Kaavia, 16, India
- b) Alice and Isabel, 14, Sweden
- c) Yassine, 15, France

V. Even if things are going great for me, things are not going great for them back in Nigeria

- a) Daniel, 16, Nigeria
- b) Kaavia, 16, India
- c) Zoejoy, 18, Nigeria

Exercise 3: During the previous lessons, you have read and discussed about teens around the world. Considered everything you learned; discuss with your classmates the first question you were asked: *What cultural aspects might differ in teenagers around the world?*

TEACHER'S GUIDE

LESSON 1 AIMS TO ENGAGE STUDENTS TO THE TOPIC

Exercise 1 - Organize your students so they can consider the aspects presented. If necessary, write some chunks on the board such as:

Some teenagers... while others...

I believe that....

In my opinion, some teenagers....

Exercise 2 - Vocabulary activity

Note that more important than getting the correct answer, encourage your students reflect upon how they might use some strategies to grasp the main idea.

Key:

Arranged marriage - C. A cultural practice where families choose spouses for their children, often without the individuals' input.

Courtship - D. The period during which a couple gets to know each other before marriage.

Group event - B. A social gathering or activity that involves several people participating together.

Curfew - A. A predetermined time when individuals, especially young people, should be home or indoors.

Pandilla - E. A club or a group of friends with similar interests, often seen in some cultural settings.

Exercise 3 - Reading activity

Remember to ask your students to read for the main idea. Ask them to circle the keywords so they can develop their reading skills.

Key:

What is the common dating practice in Afghanistan?

Answer: b) Most marriages are arranged by parents.

How do teens in Australia typically date?

Answer: b) Couples usually go to dinner parties and barbecues.

What is the dating scene like in Europe?

Answer: b) Dating is mainly a group event and involves large gatherings.

What is the common practice regarding dating in Spain?

Answer: d) Teens join clubs or groups, and both genders ask each other out.

What is the typical dating scenario in Russia?

Answer: b) Dates usually happen at street corners or fountains in small towns.

What is the dating culture like in Iran?

Answer: c) Dating is against the law, and teens are separated until marriage age.

In Japan and Korea, when does dating typically begin?

Answer: d) Most teens spend their time studying and don't date until they finish college.

Going deeper:

At this moment, rather than solely directing students towards a correct answer, try to guide them towards discursive issues and also draw attention to argumentation. Often, it's difficult for the student alone to reflect metalinguistically. Therefore, we need to ensure these reflective pauses so that they can progress in discursive aspects.

For example, if a pair answered, "I think Finland has the most interesting dating habit because they go to the movies in 30 people," they didn't give an incorrect answer, but one that could be better constructed. Encourage them to consider how to articulate seemingly simple questions differently, such as, "In my opinion, Finland has the most interesting habit, considering they go to the movies with up to 30 friends together. This is an interesting fact because in Brazil, when we are dating someone, we usually go to the movies either alone or with a couple of friends. I believe we act this way because we want to guarantee our privacy so we can get to know our date better."

In this way, we can show students how to translate their thoughts more suitably into written language. Obviously, these perceptions are built throughout their school life, but the more pauses allowed for them to acquire the skills to craft consistent response paragraphs, the more it will become a voluntary practice for the students themselves.

Exercise 4

Fostering intercultural competence is a crucial skill in today's diverse world. Encouraging students to engage in discussions like this can significantly contribute to their

development in this area. By creating a safe and open environment where students feel comfortable sharing their perspectives, experiences, and questions about different cultures, you can promote a deeper understanding and respect for diversity. Encourage active listening, empathy, and the exploration of various viewpoints. By discussing cultural topics openly, students can broaden their horizons, challenge stereotypes, and build the skills necessary to navigate an increasingly interconnected global community. Your guidance in facilitating these discussions will play a pivotal role in nurturing students' intercultural competence, enhancing their ability to thrive in an ever-evolving, multicultural world.

LESSON 2 AIMS TO PROVIDE A REAL CONTEXT TO WRITING

Exercise 1:

Make the connection between Lesson 1 and 2, asking your students to consider different perspectives about being a teenager and cultural aspects.

Going deeper:

The definition of culture provided by Banks addresses the concept of culture as something beyond artifacts and tools: "Most social scientists today view culture as consisting primarily of the symbolic, ideational, and intangible aspects of human societies. The essence of a culture is not its artifacts, tools, or other tangible cultural elements but how the members of the group interpret, use, and perceive them. It is the values, symbols, interpretations, and perspectives that distinguish one people from another in modernized societies; it is not material objects and other tangible aspects of human societies. People within a culture usually interpret the meaning of symbols, artifacts, and behaviors in the same or in similar ways." Cited from Banks, J.A., Banks, & McGee, C. A. (1989). Multicultural education. Needham Heights, MA: Allyn & Bacon. Available at: <http://www.carla.umn.edu/culture/definitions.html>.

Exercise 2:

Planning a text is a crucial part so students develop writing skills. In this case, the steps are leading to a short message that will be used in a real life situation. This exercise also provide the criteria you might use to evaluate your students's writing.

Exercise 3:

This is a guide you can present to your students so they can use the website:

How to use "Students of the world" website

1) Step 1:

Access de link: http://www.studentsoftheworld.info/menu_penpals.php

E-MAIL Penpals
International pen-friendship / Networks of friends / Virtual communities - 100% free

For kids, teens, students and teachers only!

Join the penpal list: **Insert your ad** Modify your ad Delete your ad

Register here to get your own penpal area. This area includes:
your penpal profile + friend list + your mailbox + your forums + your blog + country introduction
all services are free and safe - you don't have to give your email or any personal information

List of registered Penpals : Select yourself your new penpals and contact them!

Penpal ads - Countries	Statistics	Your websites (BLOGS)	Country Information	Countries through pictures
XWE West Europe				
AND = 24 penpals in Andorra		noW		.DGA = 54 pics
AUT = 684 penpals in Austria		noW = 1 blog		.DGA = 31 pics
AZR = 22 penpals in Azores		noW		
BEL = 4159 penpals in Belgium		noW = 34 blogs		.DGA = 20 pics
DNK = 1004 penpals in Denmark		noW = 1 blog		.DGA = 40 pics
ESP = 6105 penpals in Spain		noW = 35 blogs		.DGA = 17 pics
FIN = 2255 penpals in Finland		noW = 6 blogs		
FRA = 85690 penpals in France		noW = 285 blogs		.DGA = 44 pics
FRO = 7 penpals in Faro Islands		noW		
GBR = 19941 penpals in Great Britain		noW = 65 blogs		.DGA = 7 pics
GER = 3948 penpals in Germany		noW = 9 blogs		.DGA = 20 pics
GIB = 11 penpals in Gibraltar		noW		
GRL = 7 penpals in Greenland		noW		.DGA = 3 pics
IRL = 2827 penpals in Ireland		noW = 18 blogs		.DGA = 16 pics
ISL = 94 penpals in Iceland		noW = 1 blog		.DGA = 13 pics

2) Step 2: Click on the option: Insert your ad

E-MAIL Penpals
International pen-friendship / Networks of friends / Virtual communities - 100% free

For kids, teens, students and teachers only!

Join the penpal list: **Insert your ad** Modify your ad Delete your ad

Register here to get your own penpal area. This area includes:
your penpal profile + friend list + your mailbox + your forums + your blog + country introduction
all services are free and safe - you don't have to give your email or any personal information

List of registered Penpals : Select yourself your new penpals and contact them!

Penpal ads - Countries	Statistics	Your websites (BLOGS)	Country Information	Countries through pictures
XWE West Europe				
AND = 24 penpals in Andorra		noW		.DGA = 54 pics
AUT = 684 penpals in Austria		noW = 1 blog		.DGA = 31 pics
AZR = 22 penpals in Azores		noW		
BEL = 4159 penpals in Belgium		noW = 34 blogs		.DGA = 20 pics
DNK = 1004 penpals in Denmark		noW = 1 blog		.DGA = 40 pics
ESP = 6105 penpals in Spain		noW = 35 blogs		.DGA = 17 pics
FIN = 2255 penpals in Finland		noW = 6 blogs		
FRA = 85690 penpals in France		noW = 285 blogs		.DGA = 44 pics
FRO = 7 penpals in Faro Islands		noW		
GBR = 19941 penpals in Great Britain		noW = 65 blogs		.DGA = 7 pics
GER = 3948 penpals in Germany		noW = 9 blogs		.DGA = 20 pics
GIB = 11 penpals in Gibraltar		noW		
GRL = 7 penpals in Greenland		noW		.DGA = 3 pics
IRL = 2827 penpals in Ireland		noW = 18 blogs		.DGA = 16 pics
ISL = 94 penpals in Iceland		noW = 1 blog		.DGA = 13 pics

3) Step 3: Fill in the form with your basic information (you don't need to give your e-mail).

www.studentsoftheworld.info/penpals/insc_public.php3 — Penfriendship / Penpals for kids, students, teachers - Students of the World

International penpals - Find international friends with Students of the World / Penpals for kids, students, teachers - International penfriendship - world / Penfriendship / Penpals for kids, students, teachers - Students of the World / StudentsoftheWorld.info

REGISTRATION FORM ("E-Mail" Penpals)

Free service - For kids, teens, students and teachers only!
This ad will be published in the "e-mail" penpal list.
[Warning](#)

...ABOUT YOU...

Sex : Male Female


Year of birth : (e.g. 2001)

First name :

Your country : Where do you live ?

Your e-mail address (optional) :
If you don't have any email address, you will be able to use your mailbox (SOTW mail) only; you will not be able to manage your friend list on "My Friends" page.

optional: Select your face or Add your photo



No face

photo **Insert a photo (jpg, limit=2 MB):**
Selecionez Arquivo | nenhum arquivo selecionado | this photo will be published within 24h.

OPTIONAL Do you already have a BLOG on StudentsoftheWorld.info OR Blog-City.info? Link:

Languages known : English French German Dutch Italian Spanish
 Arabic Chinese Japanese Korean Russian Portugese

Hobbies : Photo Trips Computing, Video games Clothes
 Cinema, Television Sports Politics Sciences
 Music Reading Animals, Nature Cooking
 Collections Painting, Drawing, Art Astrology, Paranormal History

10 questions about your preferences (optional) - 1 question = 1 answer

Your favorite color : Your favorite animal : Your favorite sport : Your style of music : Your style of cinema, TV :

Your favorite subject at school : Your ideal job : At what time would you like to live ? :

Where would you like to live ? : In your ideal world... :

Remarks or keywords about you (limit=250 characters) :

4) Click on Ok, Register

Please, choose a password - no space character - limit = 10 characters :

Password : **Confirm password (please, write it again) :**

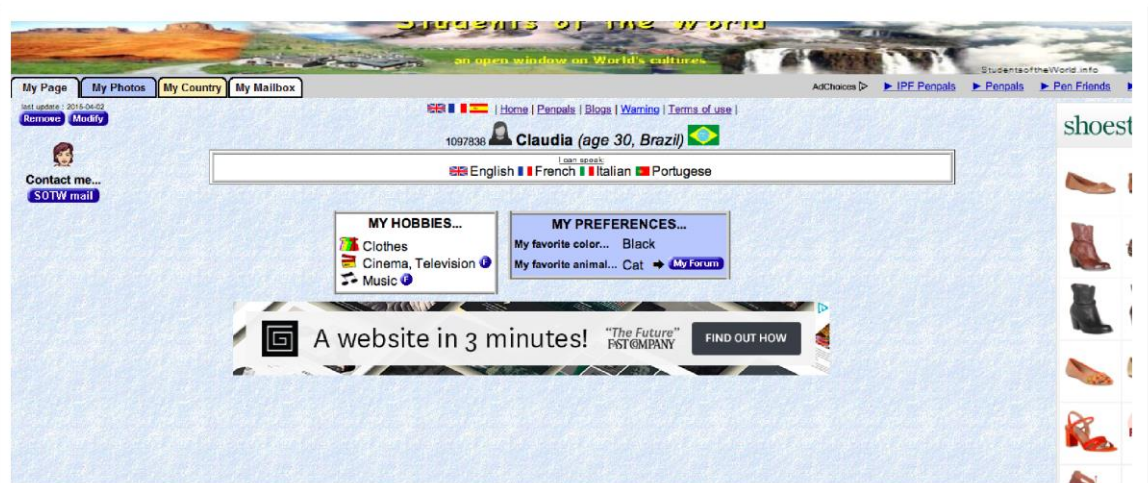
Ok, Register

You have access and rectification rights about your personal data registered by our organization.
All fields must be filled in, so that your request can be registered in the best conditions.

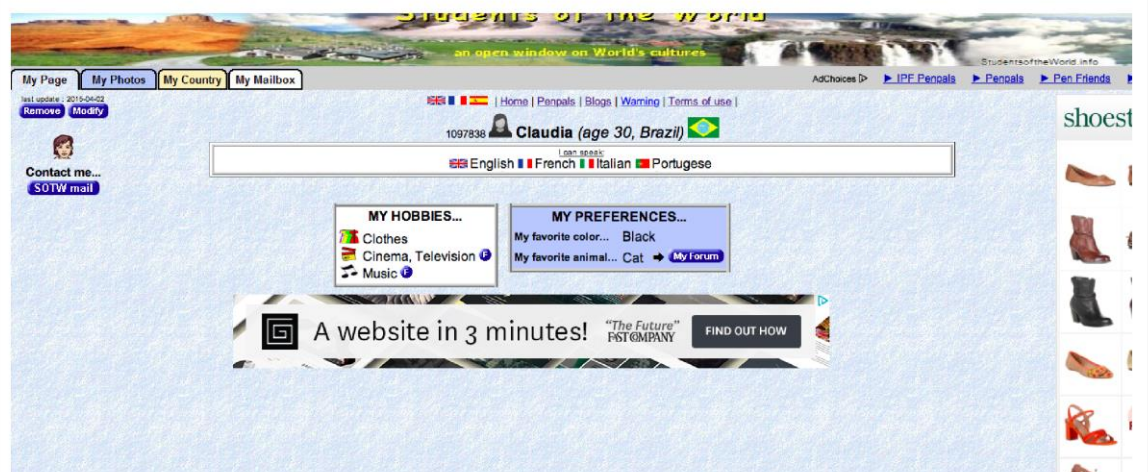
Students of the World". All students & teachers can register there (no age limit), but we may delete ads that are not in line with the cultural mind or exchanges.
We strongly recommend to not include your personal address & phone number in your ad.

Home page = www.StudentsoftheWorld.info

5) Step 5 You'll be directed to your personal page



Step 6: Click on penpals on the top of the page



Step 7: Explore and choose the country you want to research (everyone needs to choose a different country) and tell your teacher which one you have chosen



LESSON 3 AIMS TO PRESENT THE RELATIVE CLAUSES IN A MEANINGFUL WAY

Exercise 1: Ask your students to pay attention to the usage of when, who and where.

Exercise 2:

Key

Who:

- **Definition:** "Who" is a relative pronoun used in a relative clause to refer to people. It connects two clauses, providing additional information about a person or people mentioned in the main clause. For example, "The girl **who** won the race is my friend."

Which:

- **Definition:** "Which" is a relative pronoun used in a relative clause to refer to things or animals. It connects two clauses, providing additional information about an object or concept mentioned in the main clause. For example, "I love that book, **which** is on the table."

Where:

- **Definition:** "Where" is a relative adverb used in a relative clause to refer to places or locations. It connects two clauses, providing additional information about a specific place mentioned in the main clause. For example, "Let's go to the park **where** we played last week."

When:

- **Definition:** "When" is a relative adverb used in a relative clause to refer to specific times or occasions. It connects two clauses, providing additional information about a particular time mentioned in the main clause. For example, "Do you remember the day **when** we first met?"

Exercise 3:**Answers:**

The school (**which**) I graduated from last year had excellent facilities.

This is the cake (**which**) my grandmother baked for my birthday.

He finally visited the city (**where**) he spent his childhood.

We will never forget the day (**when**) we went on that amazing road trip.

The woman (**who**) won the award is an esteemed scientist.

I love the park (**where**) we used to play as kids.

The moment (**when**) we met was unforgettable.

The car, (**which**) was parked in the driveway, belongs to my neighbor.

This is the restaurant (**where**) we had our first date.

The mountain range, (which) is visible from the town, is breathtaking.

LESSON 4 AIMS TO HELP STUDENTS TO ORGANIZE AN ORAL PRESENTATION

Exercise 1: Like in the writing section, the oral presentation is organized following a process. Use this preparation to show your students how to pronounce some words.

Exercise 2: Provide feedback using a rubric like the following:

Presentation Rubric

I. Get Ready:

- Knows the content and purpose of the presentation.
- Presents a structured plan with a clear introduction, development, and conclusion.

II. Practice and Delivery:

- Practiced the presentation thoroughly to improve delivery.
- Demonstrates clear and engaging speech, maintaining eye contact and engaging the audience.

III. Use of Visual Aids:

- Effectively incorporates pictures or slides that support and enhance the presentation.

IV. Preparation and Room Setup:

- Ensures all equipment, such as the computer or projector, works properly.
- Confirms the suitability and functionality of the presentation room.

V. Post-Presentation Actions:

- Actively seeks feedback to improve future presentations.
- Prepares to address questions effectively and ends the talk on a positive note.

Exercise 3: Self-assessment

Self-assessment within an oral presentation is a pivotal process that allows presenters to evaluate their performance and content delivery. By reflecting on their speaking skills, clarity, engagement with the audience, and the overall impact of their presentation, speakers can understand their strengths and areas for improvement. This assessment helps in refining communication techniques, adjusting pacing, and enhancing audience involvement. Furthermore, it enables presenters to gauge the effectiveness of visual aids, such as slides or pictures, identifying where enhancements or adjustments might be

necessary. Self-assessment in oral presentations serves as a valuable tool for continual improvement, ensuring that each presentation becomes a learning experience, ultimately leading to more polished and impactful delivery in the future.

Lesson 5 AIMS TO DEVELOP READING INFOGRAPHIC STRATEGIES

After your students discussion, present them the idea that reading an infographic effectively involves several key strategies. Firstly, start by examining the title, headings, and any labels to grasp the main theme or subject. Then, observe the visuals, such as graphs, charts, or images, focusing on any patterns, trends, or comparisons they display. Pay attention to the colors, sizes, and legends, as they often convey crucial information. Following this, read any accompanying text, bullet points, or captions to gain additional context or details about the data presented. Analyze the structure and layout to understand the flow of information. Lastly, consider the source and check for citations or references to assess the credibility of the information. Engaging actively with these elements will enhance the comprehension and interpretation of the infographic's content.

Exercise 2

Answers

True : Ninety percent of America's teens have used social media.

False: Most teens believe that social media has a predominantly negative influence on their lives.

True: A significant number of teens admit to feeling addicted to their digital devices.

False: According to teens, face-to-face conversations are generally less enjoyable than communicating online.

False: Teens prefer texting over talking in person as their primary mode of communication.

True: 52% of people feel that social networking improves their relationships with friends.

True: Only 2% feel that social networking harms their relationships with family.

True Social networking makes 29% of people feel less shy.

True: 4% feel more confident due to social networking.

False: A majority, 10%, feel more depressed when using social networking.

Exercise 3:

Encourage your students to compare the information presented in the infographic to their lives.

LESSON 6 AIMS TO DEVELOP LISTENING SKILLS

Exercise 1:

To be outside of the box:

- This expression refers to thinking or acting in an unconventional or innovative manner, departing from traditional or usual practices. It involves approaching situations or challenges with creativity, originality, and thinking beyond the norm.

Take it for granted:

- This expression means to assume something as a given or guaranteed without fully appreciating its value, often resulting in not recognizing or acknowledging its significance or the potential of losing it.

Carry around a big bag with all the problems:

- This expression is metaphorical, indicating the act of continuously holding onto or being burdened by various troubles, difficulties, or challenges. It signifies the weight and strain of carrying one's problems or issues with them wherever they go, impacting their emotional or mental state.

Exercise 2:

I. "It just ruins it for the little ones"

a) Alfe, 14, UK.

II. "They're not really accepting people who are too outside of the box"

a) Becky, 17, Indonesia

III. So many girls in India and Bangladesh don't even go to school. Me, when I was growing up, I just took it for granted.

c) Becky, 17, Indonesia

IV. You can't carry around that big bag with all the problems alone.

b) Alice and Isabel, 14, Sweden

V. Even if things are going great for me, things are not going great for them back in Nigeria

a) Daniel, 16, Nigeria

Exercise 3:

Encouraging students to reflect on the diverse cultural aspects of teenagers worldwide is an enriching way to broaden their perspectives. By posing the question, "What cultural aspects might differ in teenagers around the world?" students are prompted to contemplate and explore various cultural nuances, habits, and practices prevalent among teenagers globally. This question invites them to consider diverse aspects such as social behaviors, communication preferences, traditions, and daily routines that might vary based on cultural backgrounds. Engaging in this reflective process will not only expand their understanding of cultural diversity but also foster an appreciation for different ways of life. It's a wonderful opportunity for students to learn, compare, and appreciate the richness and variety within the global teenage experience.

Rationale

Global communication and interconnectedness have changed the significance of learning English which is responsible for uniting diverse cultures and communities worldwide. On the other hand, the Brazilian National Common Core Curriculum (BNCC) of 2018 states the significance of English education, emphasizing its role as a lingua franca in a world where boundaries between nations are becoming increasingly porous. That's why this paper aims to explain two units to teach 9th graders, B1+ levels to offer a multifaceted approach to language acquisition and cultural understanding. These units were crafted not only to enhance linguistic proficiency but also to cultivate a deeper appreciation for the concept of English as a lingua franca, fostering skills essential for global citizenship.

First, it is important to consider that the Brazilian curriculum adopts the Bakhtinian approach, emphasizing the significance of dialogism and context in language learning and teaching. So, the curriculum highlights the dynamic nature of language, acknowledging its multiple social and cultural dimensions. Moreover, the incorporation of this approach acknowledges the diverse genres and communication demands present in contemporary society. Bakhtin's theories state that language is situated within various social spheres and is subject to differing communicative purposes and genres.

Besides that, considering the digital era, Bakhtinian approach not only emphasizes the contextual and dialogic nature of language but also aligns with the concept of developing multiliteracies skills, as proposed by the New London Group. This group points out to the necessity for individuals to be proficient in multiple literacies, developing not only linguistic skills but also visual, digital, and cultural literacies essential in navigating today's complex communication landscape (Cope & Kalantzis, 2000). This means going beyond traditional language teaching methodologies to integrate diverse modes of communication, considering the importance of digital literacy in a technologically-driven society. By incorporating these ideas, the units presented in this paper, were designed to develop students' multiliteracies skills, enabling them to engage critically and competently across various modes of communication in an interconnected, digitally mediated world.

That's why these units incorporate a new platform (Students of the world) and real-world digital tools to enhance language learning experiences for students. Moreover, the units are structured to encourage collaboration among students, leveraging digital platforms to facilitate interactive and cooperative learning experiences.

Besides that, the design of the presented units and the teacher's guide draws upon the Post Method Pedagogy concept, as presented by Kumaravadivelu (2003). This approach challenges the limitations imposed by traditional language teaching methods by advocating a more flexible, adaptable, and context-specific approach to language instruction. Considering the post method concept implies moving beyond the boundaries of a singular method and instead embracing a dynamic and eclectic approach that incorporates a variety of strategies and techniques tailored to suit learners' diverse needs. The units and the teacher's guide reflect this proposition by promoting a more student-centered, interactive, and culturally responsive learning environment.

In terms of neuroscience and the "learning how to learn" idea, the activities integrated into the presented units intentionally consider metacognitive aspect. Drawing from insights by John Hattie(2009) and Zull's (2010), these units considered metacognitive skills by making students to reflect on their learning processes and understand their cognitive strategies. Activities are structured to encourage self-regulation, goal-setting, and reflection, all fundamental components of metacognition. By considering neuroscience-backed learning strategies with metacognitive considerations, these units offer a holistic approach to language acquisition, empowering students to not only learn English but also to understand and adapt their learning strategies, thereby enhancing their overall learning experience and long-term retention of knowledge.

Complementing this idea, in terms of assessment, the units aimed to offer some checklists and rubrics that serve as tools for both students and teachers, aligning with the assessment methodologies proposed by H. Douglas Brown (2004). These checklists and rubrics were designed to not only guide students in self-assessment but also aid teachers in evaluating student performance. For instance, in one unit focusing on oral presentations, a checklist is provided to students outlining specific criteria such as pronunciation, fluency, and content organization, enabling them to self-assess their performance before presenting to the class. Simultaneously, the teacher employs a corresponding rubric, aligning with the criteria in the checklist, to evaluate the students' oral presentations systematically. Brown's principles emphasize the importance of diverse assessment tools that engage both students and teachers in the evaluation process, fostering a more comprehensive understanding of students' learning and performance.

It is important to state that the design of these units was centered around a thematic approach aimed at cultivating proficiency in the four key language skills: reading, writing, listening, and speaking. Each unit was organized around a central, relevant theme. For

instance, a unit centered around the theme of "Making a Difference," was designed to make students explore and understand the lives of influential figures who have contributed significantly to society. Students engage in reading and writing biographies of individuals who have made an impact in advocating for human rights, such as Malala Yousafzai.

The other unit aimed to develop cultural awareness by exploring the theme "Teens Around the World." In this case, students were provided with some understanding of diverse cultures and the lives of teenagers worldwide. Reading materials expose students to various cultural practices and perspectives, such as dating customs. Furthermore, the writing task encouraged students to get in contact with teens around the globe, in a real-life situation, comparing and contrasting cultural aspects, enabling them to express their observations and reflections in an oral presentation. This thematic alignment not only aimed to make the content more engaging and meaningful for students but also to enable the organic development of all language skills in a cohesive manner.

Considering the reading activities, the units used authentic materials to provide students with real-world contexts and language usage. The strategies outlined in Nunan's work are implemented in the teacher's guide to help instructors in effectively utilizing authentic materials. These strategies include pre-reading activities to activate background knowledge, during-reading tasks that encourage interaction with the text, and post-reading exercises aimed at reinforcing comprehension and language skills. In the development of the writing activities within these units, a primary focus was given to the integration of the writing process, aligning with the principles also outlined by David Nunan (2015) and Weigle (2002). Nunan highlights the significance of viewing writing as a process, involving pre-writing, drafting, revising, editing, and publishing (Nunan, 2015). Likewise, Weigle's contributions emphasize the importance of guiding students through various stages of writing, fostering a comprehensive understanding of the writing process (Weigle, 2002).

In addition to that, the units implemented an approach to oral genres by integrating the speaking teaching cycle proposed by Anne Burns. Because of that, these units were structured to provide oral communication skills by focusing on diverse oral genres and utilizing Burns' speaking teaching cycle which involves pre-speaking activities, the actual speaking task, and post-speaking reflections (Burns, 2010). Therefore, the activities were designed to engage students in pre-speaking tasks involving brainstorming or discussion preparation, the oral task itself, and reflection or feedback sessions. By incorporating Burns' holistic approach, the units aimed to develop students' oral proficiency while fostering their confidence and effectiveness in oral genres. Complementing the speaking activities, the

listening skills provided authentic materials, such as talk shows and videos, aiming to enhance students' listening abilities in real-life contexts. By using these materials, it is possible to expose students to natural, conversational language, varied accents, among other possibilities.

In terms of teaching grammar, the activities were contextualized and aligned with the selected genres, adopting an inductive approach, according to the insights provided by Nassaji and Fotos (2011). These authors talk about the importance for contextualized grammar instruction, emphasizing the importance of proposing grammar learning in meaningful contexts and real language use. That's why the grammar activities in these units were integrated with the context of the chosen genres, allowing students to deduce grammar rules and structures. Additionally, the inductive approach allows students to discover grammar rules through exposure to authentic language use rather than through direct instruction.

In conclusion, these units aimed to create a learning environment that goes beyond mere language acquisition, focusing on the integration of various language skills within meaningful contexts and authentic materials. The methodologies embedded in the units, inspired by renowned scholars in language education presented by this course, encompassed diverse teaching strategies aligned with learners' needs, ensuring a student-centric learning experience. Additionally, the incorporation of varied assessment tools and strategies aimed to evaluate students' progress and understanding in a multifaceted manner. By considering all these aspects, these units strived to offer a comprehensive and balanced approach to meet expectations of teaching and learning English in our current era.

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