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Curso de Especialização em Ensino de Inglês – CEI

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EVER-CHANGING
Unidades Didáticas para o Ensino de Língua Inglesa

Belo Horizonte

2024

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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.

Orientadora: Valdeni da Silva Reis

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2024



UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA/CEI

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 11:10 horas do dia 06 de dezembro de 2024, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa, para julgar, em exame final, o trabalho intitulado, EVER-CHANGING, apresentado por Milena Saraiva Santana, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao) candidato(a) para a 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 do(a) candidato(a) e do público, para julgamento e expedição do resultado final.

Foram atribuídas as seguintes indicações:

Profa. Dra. Climene Fernandes Brito Arruda indicou a (X) aprovação/ () reprovação do(a) candidato(a);

Profa. Me. Nara Nília Marques Nogueira indicou a (X) aprovação/ () reprovação do(a) candidato(a).

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

Nota: 88

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.



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INSTRUÇÕES

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RESUMO

O presente trabalho tem como objetivo apresentar duas unidades didáticas elaboradas como trabalho de conclusão do curso de especialização em Língua Inglesa da Universidade Federal de Minas Gerais. As unidades foram planejadas para atender às necessidades de alunos adultos com nível intermediário de proficiência na língua inglesa, considerando características, interesses e objetivos de aprendizagem comuns a esse público. O material proposto busca promover o desenvolvimento integrado das quatro habilidades linguísticas fundamentais — compreensão oral (Listening), produção oral (Speaking), produção escrita (Writing) e compreensão escrita (Reading) — por meio de atividades significativas, contextualizadas e baseadas em abordagens comunicativas. Além disso, as unidades didáticas exploram diferentes estratégias pedagógicas e recursos didáticos, com o intuito de tornar o processo de ensino-aprendizagem mais dinâmico e eficaz. A primeira unidade — *Art Matters* — explora o tema da inteligência artificial no contexto da arte e a importância dos museus em nossa sociedade. A segunda unidade — *Brain Dump* — propõe discutir os testes de inteligência e sua relevância em diferentes momentos da história da humanidade.

Palavras-chave: Unidades didáticas; Língua Inglesa; Nível intermediário

ABSTRACT

This work aims to present two teaching units developed as the final project for the specialization course in English Language at the Federal University of Minas Gerais. The units were designed to meet the needs of adult learners at an intermediate level of English proficiency, taking into account the characteristics, interests, and learning goals common to this audience. The proposed material seeks to promote the integrated development of the four essential language skills — listening comprehension, speaking, writing, and reading — through meaningful, contextualized activities based on communicative approaches. Additionally, the teaching units explore different pedagogical strategies and didactic resources in order to make the teaching-learning process more dynamic and effective. The first unit — *Art Matters* — explores the theme of artificial intelligence in the context of art and the importance of museums in our society. The second unit — *Brain Dump* — proposes a discussion on intelligence tests and their relevance at different moments in the history of humankind.

Keywords: Didactic Units; English Language; Intermediate Level

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INTRODUCTION

While developing the units that compose this material, I had in mind young adults who are now learning English in a dynamic and technological world controlled by technology and overloaded with information. Even though these students have access to a world of information, they don't always have the time or tools to reflect on or check all the content they consume and how it can impact their lives.

Therefore, this material aims to present topical content and discussions that encourage students to share their prior knowledge on the subjects, explore the sections of the book, and express their opinions on what they have learned in class. By presenting different perspectives on the topics, the material also aims to expand students' views, preparing them to exchange ideas in a globalized and diverse world.

As stated previously, technology and information create a dynamic world in which it is not always easy to follow and deepen one's knowledge of the content we encounter. For that reason, the title **Ever-Changing**—the idea that something is constantly changing or developing—seemed the most fitting to encompass the ideas included in the material.

Ever-changing was developed targeting young adults and adults at the intermediate level of English (level B1 or B1+ according to the Common European Framework of Reference for Languages – CEFR). Following the idea of an ever-changing world, the material can be used by teachers in an in-person English course or adapted for one-to-one or group online classes. The units are organized around the four basic skills of English language learning: Listening, Speaking, Reading, and Writing. Nevertheless, in both units, students have plenty of opportunities to work on their communicative abilities.

The first unit focuses on the role of art in our lives. It begins with a discussion about the future of art and how AI might change (or reinforce) our perception of what art is. To enrich the debate, the second part of the unit introduces a discussion on the importance of museums and their role in the modern world. The unit also explores a long-standing topic of debate: IQ tests. Scientists have presented different views and usages of those tests over the years, and many tests are offered online, claiming to calculate how intelligent one is. The idea of the unit is to discuss different perspectives on the topic and the effectiveness of those tests.

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EVER- CHANGING

An aerial night view of a city skyline, featuring numerous illuminated skyscrapers and buildings. A glowing blue location pin is positioned in the center, with several bright white arcs radiating from it, suggesting a network or connectivity. The sky is a deep orange and pink, indicating sunset or sunrise.

Milena S. Sant'Ana

In this unit, you will:

- Talk about art and AI-generated art.
- Expand vocabulary with adjectives and adverb
- Discuss the importance of museums.
- Understand the use of the passive voice.
- identify and practice the /j/ sound.
- Write a social media post expressing your views on AI in art.

ART MATTERS

1



Girl with a Pearl Earring, oil on canvas by Johannes Vermeer, c. 1665



A Girl With Glowing Earrings, AI generated by Julian van Dieken. The piece was hung by Mauritshuis museum in the place of the original work

SPEAK YOUR MIND



A. Describe what you see in the picture. What differences do you notice between the two images? Read the caption and check.

B. Do you believe both images can be considered art?

C. Discuss the implications of AI for artists and other professionals. Do you believe it can be beneficial to them?

1.1

THE FUTURE OF ART

BEEN THERE



01

It's time to talk about about your experiences with a partner!

A. Lately, have you come across AI-generated images on social media? What kind of AI-generated content have you seen?

B. Have you ever been deceived by AI-generated images?

IT'S HOW YOU SAY IT!



01

Can you tell which of the pieces below is IA-generated? Discuss with a partner the reasons for your choice.



02 Match the words with the correct meaning. Follow the example.

a. eerie

() Having or showing creativity or inventiveness.

b. bizarre

() and () Very strange or unusual

c. imaginative

() So realistic that it appears like a photograph.

d. odd

() Strange and frightening, giving off a sense of unease or fear.

e. photorealistic

03 Take a look at the adjectives in exercise B. Which ones would you use to describe the images in Exercise A?

BETWEEN THE LINES



01 Read the text. Considering the main idea in sections A-C, come up with heading for each section.

Art & Tech

A.I.-Generated Versions of Art-Historic Paintings Are Littering Google's Top Search Results



Julian van Dieken, A Girl With Glowing Earrings. Courtesy of the artist.

Google is apparently rolling tools that should make it easier to assess the context and credibility of search results.

A. _____

The internet has been flooded with A.I.-generated images for some time now, but surely nobody is mistaking these strange, viral pictures for real artistic masterpieces?

If there is any confusion, it appears to be on the part of the internet itself. Google has been caught putting A.I. knockoffs of famous paintings at the very top of its search results, according to a report in *Futurism*.

First, it happened when art-lovers typed in “Edward Hopper,” which returned an image of a woman staring wistfully out the window. The work had a few qualities familiar from the legendary American artist’s oeuvre, evoking themes of isolation, introspection, and containment within a domestic interior. Nonetheless, its flat, artificial sheen was a very poor imitation of Hopper’s brushstroke.

B. _____

Other glaring faults included an oddly pronounced red ear, forearms, and fingers that merge into each other, and nothing to be seen outside the window beyond an eerie yellow fog.

“If you don’t think visual AI is a problem, this is what comes up when you @Google Edward Hopper,” tweeted illustrator Penny Neville-Lee, with a link to a screenshot.

In fact, the Hopper-like image was pulled from the website Creative Fabrica, and had been generated with the prompt “a woman looking outside the window by edward hopper.” The creator, Carlos Pampanini, described it as “a great image for anyone who loves lipstick, design, projects, and DIY.”

But that isn’t the only example. Now, it seems, if you want to check out the works of the Dutch Old Master Johannes Vermeer, you’ll be met by a bizarrely photorealistic version of his *Girl With a Pearl Earring* (ca. 1665) before scrolling down to see the real deal.

The Vermeer imposter has, in fact, been actively endorsed by the Mauritshuis in the Netherlands, which owns the original. The museum had invited fans to produce their own imitations of the work as stand-ins while it was on loan to the Rijksmuseum, and this version, known as *A Girl With Glowing Earrings*, was generated by German A.I. artist Julian van Dieken. Its public display was met with considerable controversy.

C. _____

After the A.I.’s homage to Hopper was discovered at the top of Google’s results, the company worked to fix the problem, but it appears it wasn’t able to prevent it from happening again with another artist. For now, these A.I.-generated fakes are fooling Google’s algorithm but are still easy for most people to identify and disregard. As the tools become more sophisticated, however, we can only guess at what kind of mix-ups might be in store.

“We’re rolling out new tools to help people quickly and easily assess the context and credibility of images, including our ‘About this image’ tool as well as markup-based image labels for A.I.-generated images,” a Google spokesperson told *Futurism*. “Given the scale of the open web, however, it’s possible that our systems might not always select the best images regardless of how those images are produced, A.I.-generated or not.”

(Available at: <https://news.artnet.com/art-world/ai-versions-of-art-historically-significant-paintings-flood-google-top-results-2313747>)

02 Read the text again and answer the questions

1. According to the text, do people mistake AI-generated artwork for original artwork?

2. What are some problems we can find in AI-generated images?

3. "If you don't think visual AI is a problem, this is what comes up when you Google Edward Hopper". What does this quote refer to?

4. What is Google doing to prevent the sort of mistake mentioned in the text? Is the company confident about the solution?

BY THE BOOK



01 Look at the adverbs in bold. Observe how they are used in the extracts from the text and write T(true) or F(false) for each rule.

1. Other glaring faults included an **oddly** pronounced red ear, forearms, and fingers that merge into each other...

2. you'll be met by a **bizarrely** photorealistic version of his Girl With a Pearl Earring (ca. 1665) before scrolling down to see the real deal.

3. We're rolling out new tools to help people **quickly** and **easily** assess the context and credibility of images

- a. We use adverbs to add more information about a verb, an adjective or another adverb ();
- b. Adverbs are especially important to indicate the time, manner, place, degree and frequency of something ();
- c. Giving characteristics about a person is the function of an adverb ().

02

Fill in the blanks with the correct form of the word in parentheses. Choose between the adjective form or the adverb form.

- a. The internet has been flooded with A.I.-generated images for some time now, but surely nobody is mistaking these _____, (strange/strangely) viral pictures for real artistic masterpieces?
- b. Its flat, artificial sheen was a very _____ (poor/poorly) imitation of Hopper's brushstroke.
- c. If you want to check out the works of the Dutch Old Master Johannes Vermeer, you'll be met by a _____ (bizarre/bizarrely) photorealistic version of his Girl With a Pearl Earring.
- d. Its value increased _____ (considerable/considerably) after the restoration.

1.2

HISTORY IS EVERYWHERE!



Center of Science and Industry (COSI), is a science museum and research center in Columbus, Ohio.

SPEAK YOUR MIND



- A.** Describe what you see in the picture. Where do you think these kids are? Read the captions and find it out!
- B.** Is it important for kids to visit places like COSI? Why?
- C.** Do you believe it is important for cities to have museums?

BEEN THERE



01

It's time to talk about about your experiences with a partner!

- A. Do you have the habit of visiting museums? Why or why not?
- B. What was the museum you visited that you liked the most?

TUNE IN



01

QUIZZ - How mych do you know about museums?

1. Where was the first museum created?

- a)In what is now Egypt;
- b)Greece;
- c)In what is now Iraq;
- d)China;

3. The first museum was built in..

- a)530 B.C
- b)520 B.C
- c)500 B.C
- d)400 B.C

2. How long have museums existed?

- a)more than a 1000 years
- b)more than 2000 years
- c)around 500 years
- d)more than 700 years

02

Let's learn more about the history of museums. Check the answers of the quizz.

03 Watch the video and answer the questions

A. What was the inspiration for the word museum?

B. Who was the first curator of the first museum we know about?

C. What happened during the Renaissance that might have been beneficial to museums?

D. Have museums been always open to the public?

E. Why does the speaker mentioned that it might be difficult to people to have access to museums nowadays?

BY THE BOOK



01 Analyze the sentences below. They refer to the...

past () present () future ()

"The first museum was created in 530 bc"

"Institutions like the Smithsonian were started so that objects could be seen and studied
not just locked away"

02 What is true about the sentences?

() Was or were + participle are used when the focus is on the person or thing that receives the action.

() Was or were + participle emphasize what happens to the person or thing rather than who or what performed the action.

() Were is used with singular subjects like I, he, she, it.

03 Complete the sentences the passive voice (past of be + participle) and the verb given;

- A. The painting _____ by Artificial intelligence (generate)
 B. The article _____ in 2020 and it contains many mistakes (write)
 C. Museums _____ only by upper-class citizens (visit)
 D. The work _____ by 4 members of the club (do)

THE SOUNDS OF ENGLISH æ

/ʃ/ as in "show"

01 Circle the words which contain the /ʃ/ sound:



collected



ancient



naturalist



natural



runic



antiquarian



specimens



texts

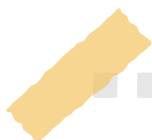


physician

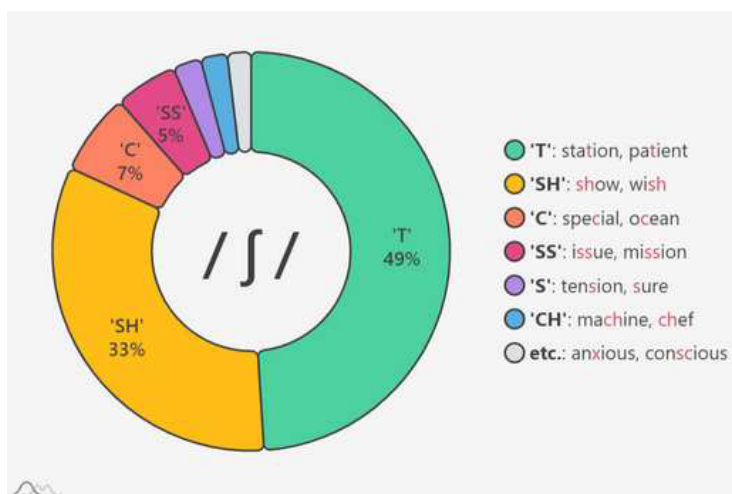
02 The /ʃ/ sound can be spelled as... (check all the possible answers).

- a. ch
 b. s
 c. sh
 d. ci

03 Find examples to justify your answer.



04 The chart below shows more examples of common spelling of the /ʃ/ sound. Observe and repeat the words.



Available at: https://soundsamerican.net/article/consonant_sound_sh_as_in_show

05 The odd one out - Circle the word that does not contain the /ʃ/ sound in each column

1.

share
bush
chop

2.

sure
rush
butch

3.

kitchen
anxious
pressure

WRITING



01

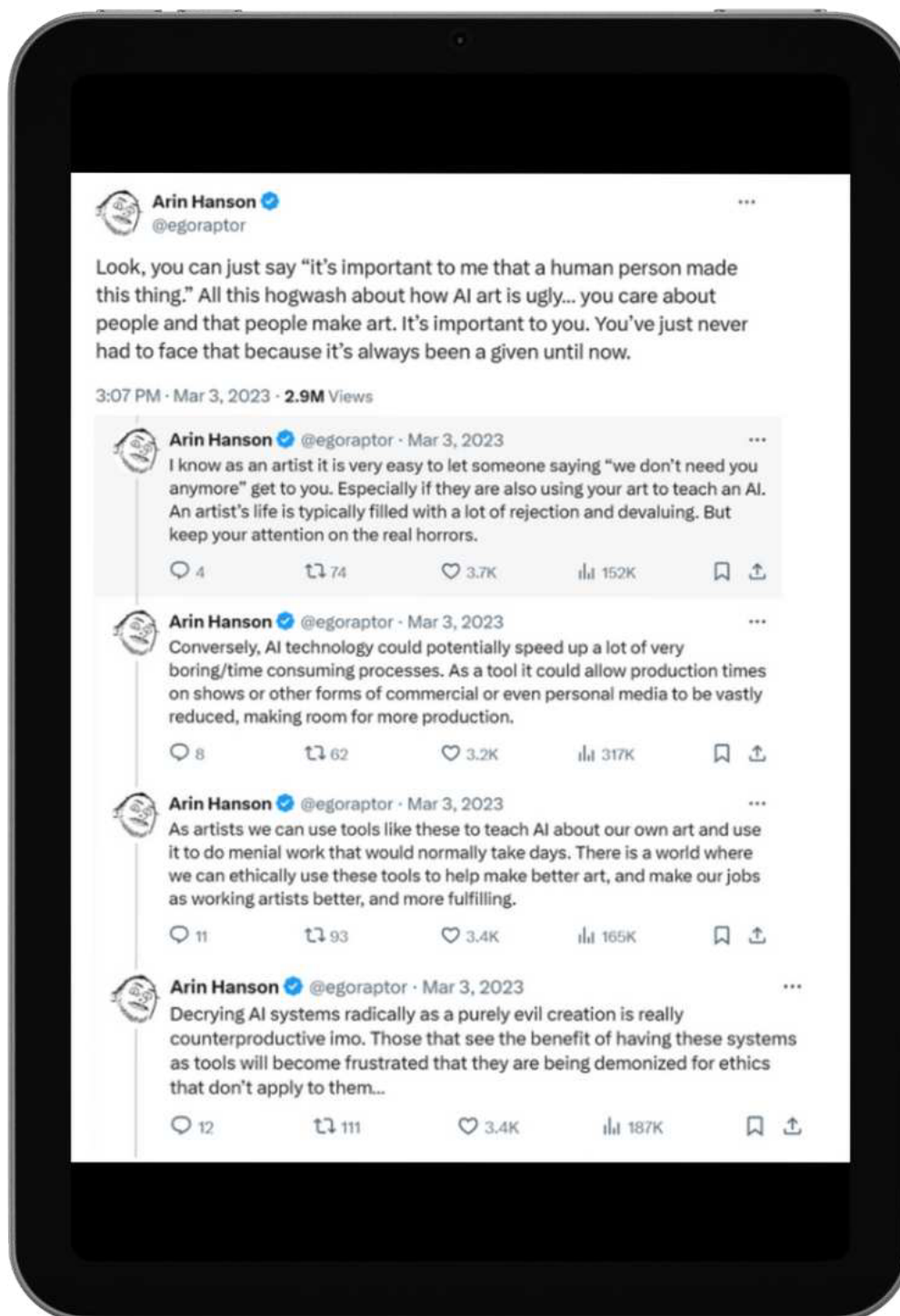
Read excerpts from a user's posts on X. Do you agree with the user? Discuss the pros and cons of using AI in art. Then, respond to the user's post by creating your own thread expressing your opinion on the topic.

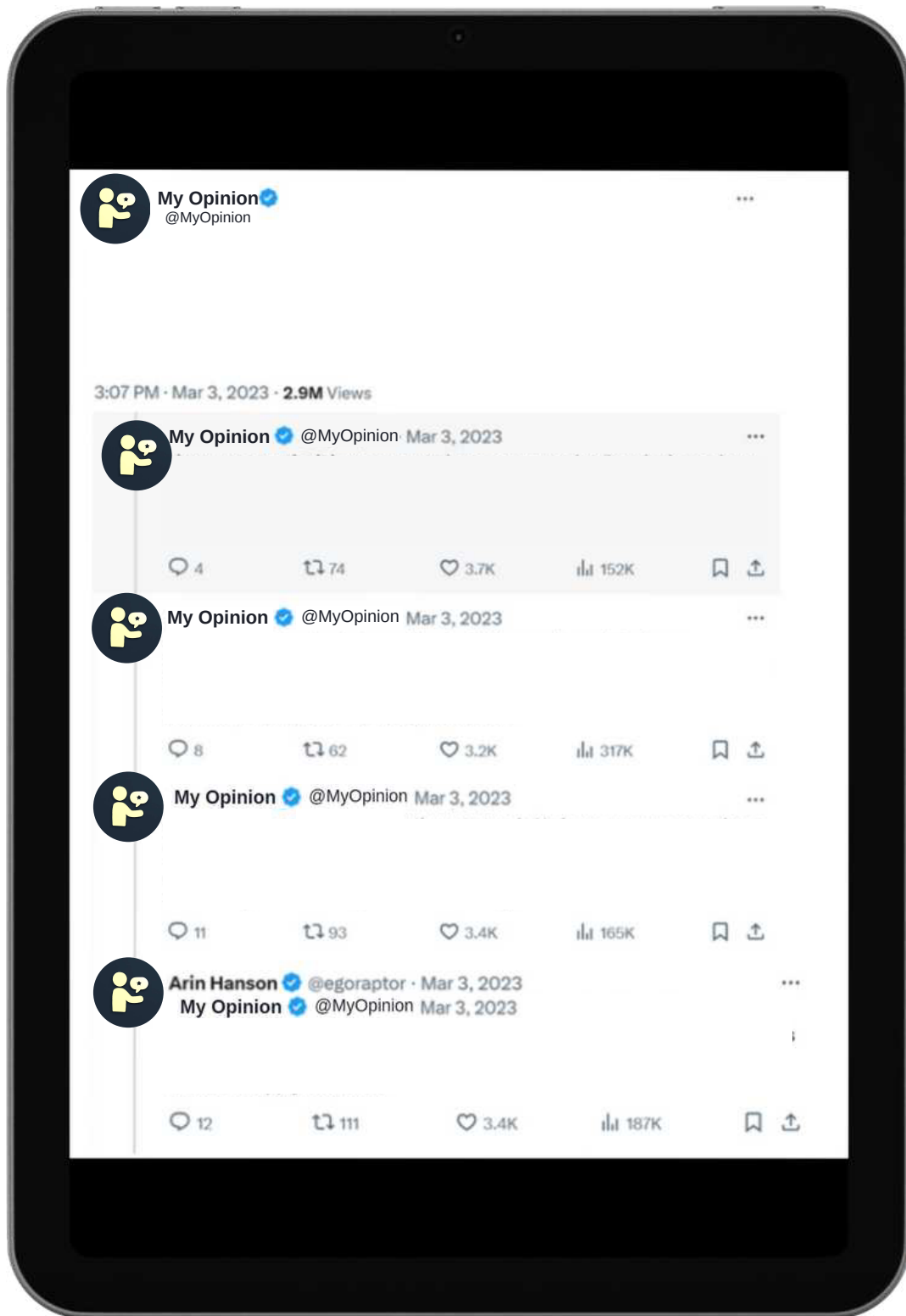
Choose a stance:

- Are you for or against the user's opinion?
- Use persuasive language to explain your opinion.

Include:

- A clear statement of your opinion.
- At least one reason for your opinion.
- At least one statement using the passive voice (past simple)





02

Before you start writing, read X's guidelines on how to write a post.



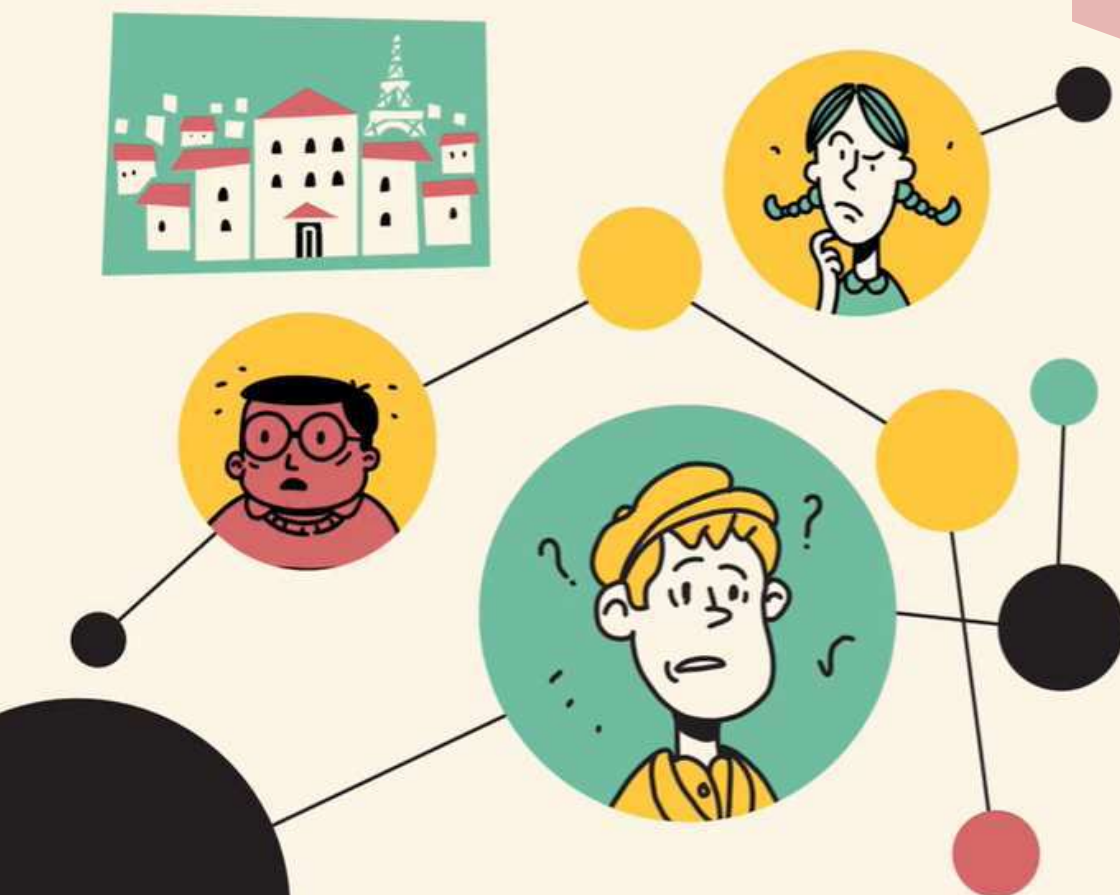
X @X · 10m

At the heart of X are short messages called posts — just like this one — which can include photos, videos, links, text, hashtags, and mentions like @X.

In this unit, you will:

- Discuss opinions and experiences with IQ tests and intelligence.
- Expand vocabulary with synonyms.
- Practice using the Present Perfect in the passive voice.
- identifying and practicing the /w/ sound.
- Write a reflective comment on intelligence theories.

BRAIN DUMP



SPEAK YOUR MIND



- What is your definition of 'intelligence'?
- Do you believe intelligence can be measure? how?
- Do you believe there are different types of intelligence? What are they?

2.1

CAN WE MEASURE INTELLIGENCE?

BEEN THERE



01

It's time to talk about about your experiences with a partner!

- A. Do you know what is an IQ test? What is it used for?
- B. Have you ever taken an IQ test? What do you think of them?

BEETWEEN THE LINES



01

You're going to read a text about The Multiple Intelligences Theory. Before the reading, complete the columns 'What I know' and 'What I want to Know' following the instructions of each topic.

What I know

Complete with things that you have heard or studied about this topic.

What I want to Know

Complete with things that you are curious about involving this topic.

What I learned

Check the information you wanted to know and new interesting things that you have learned.

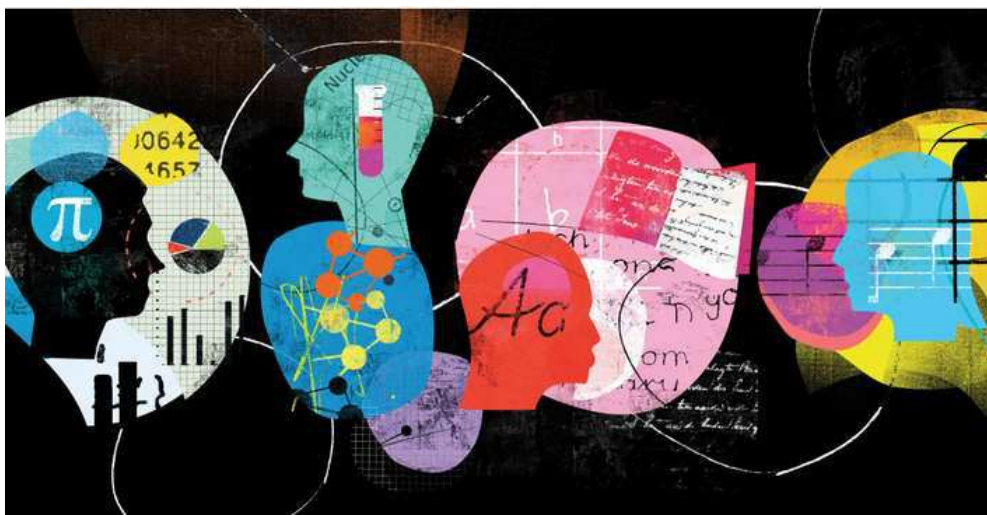
Brain-Based Learning

Multiple Intelligences Theory: Widely Used, Yet Misunderstood

One of the most popular ideas in education is applied in ways that its creator never intended.

By **Youki Terada**

October 15, 2018



When Howard Gardner introduced his multiple intelligences theory 35 years ago, it was a revolutionary idea that challenged long-cherished beliefs.

At the time, psychologists were interested in general intelligence—a person’s ability to solve problems and apply logical reasoning across a wide range of disciplines. Popularized in part by the IQ test, which was originally developed in the early 1900s to assess a child’s ability to “understand, reason, and make judgments,” the idea of general intelligence helped explain why some students seemed to excel at many subjects. Gardner found the concept too limiting.

“Most lay and scholarly writings about intelligence focus on a combination of linguistic and logical intelligences. The particular intellectual strengths, I often maintain, of a law professor,” Gardner explains. Having grown up playing piano, Gardner wondered why the arts weren’t included in discussions about intelligence. As a graduate student studying psychology in the 1960s, he felt “struck by the virtual absence of any mention of the arts in the key textbooks.”

That doubt planted the seed that grew into Gardner’s big insight: The prevailing idea of a single, monolithic intelligence didn’t match the world he observed. Surely Mozart’s genius was partially, but not fully, explained by an extraordinary musical intelligence. And wasn’t it the case that all people demonstrated a wide range of intellectual capabilities—from linguistic to social to logical—that were often mutually reinforcing, and that ebbed and flowed over time based on a person’s changing interests and efforts?

Those hypotheses have largely been confirmed by recent studies from the fields of neuroscience. A 2015 study, for example, upends the centuries-old idea that reading occurs in distinct areas of the brain; scientists have discovered, instead, that language processing “involves all of the regions of the brain, because it involves all cognitive functioning of humans”—not just visual processing but also attention, abstract reasoning, working memory, and predicting, to name a few. And a growing body of evidence has dramatically altered our understanding of brain development, revealing that we continue to grow and change intellectually well into adulthood.

Mistakes Were Made

But if Gardner’s objective was to broaden and democratize our conception of intelligence—an idea that resonates deeply with teachers—the pull of the old model has been hard to shake. Today, the idea of multiple intelligences is as popular as ever, but it’s starting to look suspiciously like the theory Gardner sought to displace.

“It’s true that I write a lot and also that I am misunderstood a lot,” says Gardner, who originally proposed seven distinct intelligences, adding an eighth a decade later. The big mistake: In popular culture, and in our educational system, the theory of multiple intelligences has too often been conflated with learning styles, reducing Gardner’s premise of a multifaceted system back to a single “preferred intelligence”: Students are visual or auditory learners, for example, but never both. We’ve stumbled into the same old trap—we’ve simply traded one intelligence for another.

“If people want to talk about ‘an impulsive style’ or ‘a visual learner,’ that’s their prerogative,” Gardner clarifies. “But they should recognize that these labels may be unhelpful, at best, and ill-conceived at worst.”

It’s clear that children learn differently—teachers in Edutopia’s audience are adamant on that score—but research shows that when students process and retain information, there is no dominant biological style, and that when teachers try to match instruction to a perceived learning style, the benefits are nonexistent.

Still, the idea endures.

Wide Acceptance

Over 90 percent of teachers believe that students learn better when they receive information tailored to their preferred learning styles, but that’s a myth, explains Paul Howard-Jones, professor of neuroscience and education at the University of Bristol. “The brain’s interconnectivity makes such an assumption unsound, and reviews of educational literature and controlled laboratory studies fail to support this approach to teaching.”

(Full text available at: <https://www.edutopia.org/article/multiple-intelligences-theory-widely-used-yet-misunderstood/>)

02 Read the statements and decide whether each one is True or False.

a. Gardner's theory of multiple intelligences suggests that everyone has only one type of intelligence.

True / False

b. The IQ test was originally developed to evaluate a child's reasoning and judgment skills.

True / False

c. Gardner felt that the arts were well-represented in intelligence studies during his graduate studies.

True / False

d. Studies have confirmed that language processing involves several regions of the brain, not just visual processing.

True / False

e. Gardner believes that learning styles are an effective application of his multiple intelligences theory.

True / False

IT'S HOW YOU SAY IT!



01 Observe the sentences extracted from the text. Choose the correct synonym for each word in bold.

1. Gardner's theory challenged the **monolithic** view of intelligence that had dominated for years.

a) Complex b) Singular c) Disorganized

2. The traditional view of intelligence was a **long-cherished** idea in the field of psychology.

a) Recently-adopted b) Deeply-valued c) Controversial

3. Many **scholarly** articles have debated the impact of multiple intelligences in education.

a) Academic b) Fictional c) Personal

4. Gardner proposed a **multifaceted** model of intelligence, which considers various abilities.

a) Limited b) Simple c) Diverse

BY THE BOOK



01 Analyze the sentences below. Check what is true about them.

“Those hypothesis have largely been confirmed by recent studies...”

“The idea of multiple intelligences has too often been conflated with learning styles...”

- () The sentences are about completed Actions with present relevance;
- () The structures are formed with has/have + been + past participle of the verb;
- () The structures are formed with has/have + been + past simple
- () The sentences focus on the object of the action and not on who/what did the action;

02 The passive voice - Present Perfect

active: have/has + done → *we say what the subject does*

passive: have/has been + done → *we say what happens to the subject*

Recent studies **have** largely **confirmed** those hypothesis
Those hypothesis **have** largely **been confirmed** by recent studies...

When we use the passive voice, **who/what** causes the action is frequently **unknown** or **unimportant**. However, we can use “**by**” to address it

03

Complete the sentences with the following verbs (in the correct form)

visit

borrow

replace

add

display

preserve

- a. Many famous paintings _____ in this museum over the years.
- b. The art gallery _____ by thousands of people this month.
- c. Several pieces of art _____ from other museums for this special event.
- d. New sculptures _____ to the museum's collection recently.
- e. Traditional artworks _____ by contemporary pieces in some galleries.
- f. Historic artifacts _____ by experts.

04

Some of the sentences below contain mistakes. Read each sentence carefully, find any mistakes, and correct them.

- a. Many art workshops have been hold here to teach visitors about painting and drawing.
- b. The museum has been renovated to make space for modern art.
- c. The exhibition have been organized by local artists and museum staff.
- d. The artist's work has had been recogning by critics around the world.

2.2

THE DARK HISTORY OF IQ TESTS



SPEAK YOUR MIND



- A. Can you explain what an IQ test is?
- B. In which situations do you think IQ tests are worth taken?
- C. Can IQ tests be used for evil? How?

BEEN THERE



A. Have you ever taken an IQ test?

TUNE IN



01 How much do you know about IQ tests?

1.1 Choose the sentence you believe contains the correct information about IQ tests. You'll learn the answers in the next activity.

A.

- Hypothesis about general intelligence started in the 18th century.
- Hypothesis about general intelligence started in the 19th century.

B.

- The average score of the population in IQ tests is 100.
- The average score of the population in IQ tests is 160.

C.

- There is not a definition of intelligence agreed upon all.
- There is a definition of intelligence agreed upon all

02 Do you know any other information about IQ tests? Write them down and then share it with a partner.

03 Let's learn more about IQ tests! Watch the video and check if your answers of the quizz were correct or not.










04 Watch the video again and answer the questions

- A. At first, what was the goal behind the creation of the IQ test?
- B. What is eugenics? What did scientists claim based on the eugenics ideas?
- C. What is the Flynn Effect?
- D. Are IQ tests used the same way today as it was in the past?
- E. Is it worth to using this test?

THE SOUNDS OF ENGLISH æ

01 Circle the words which contain the /w/ sound:

 /w/ as in "wonderful!"

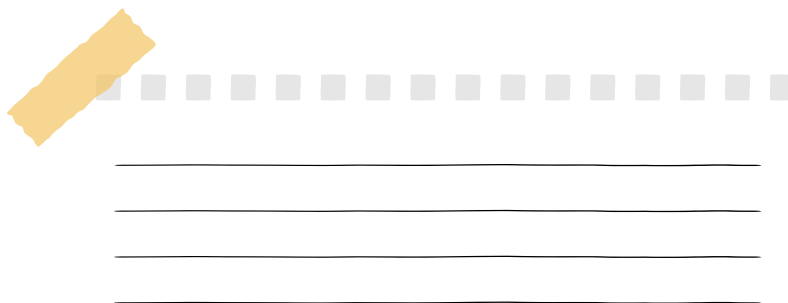
- | | | |
|---|--|--|
|  would |  within |  quiet |
|  who |  world |  language |
|  ways |  whose |  one |

02 The /f/ sound can be usually spelled as... (check all the possible answers).

- a. w
- b. u
- c. o
- d. ou

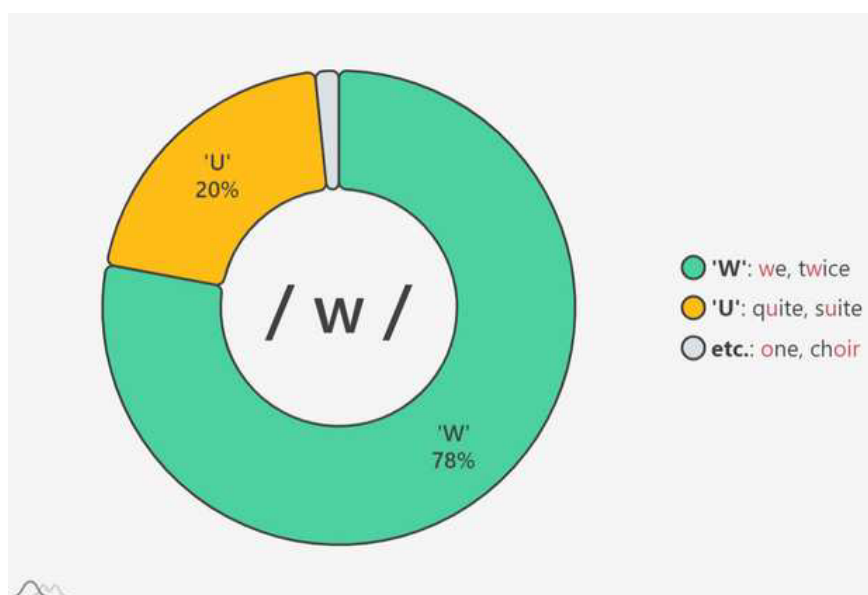
03

Find examples to justify your answer.



04

The chart below shows more examples of common spelling of the /w/ sound. Observe and repeat the words.



Available at: https://soundsamerican.net/article/consonant_sound_w_as_in_way

05

Find examples of words that contain the sound / w / with different spellings.

w

u

other spellings

WRITING



In the **Between the Lines** Section, you read the article *Brain-Based Learning, Multiple Intelligences Theory: Widely Used, Yet Misunderstood* by Youki Terada. The text discussed how educators often misapply Howard Gardner's theory of multiple intelligences, using it in ways the theory's creator never intended. Now you will write a thoughtful comment (8-10 sentences) for this post sharing your reflections on the topic.

Your comment should include:

- Acknowledgment of the insights you gained from the article.
- Your opinion on how educators might better apply the theory in the classroom.
- An example or thought on how the theory was misused or misunderstood, based on what you read.
- At least one statement using the Passive Voice (Present Perfect)



TEACHER'S GUIDE - EVER-CHANGING	
Audience: Young Adults/Adults Level (CEFR): B1	

SECTIONS OF THE BOOK*	
WARM-UP	Extra section that is present only in the Teacher's guide. It introduces each unit with a short discussion.
SPEAK YOUR MIND	Section dedicated to developing <i>speaking skills</i> . It encourages students to share their opinions through free practice.
BEEN THERE	Section dedicated to developing <i>speaking skills</i> by activating students' prior knowledge and encouraging them to share personal experiences on the topic.
IT'S HOW YOU SAY IT!	This section focuses on noticing <i>vocabulary</i> (intake) and actively using it.
BETWEEN THE LINES	This section focuses on <i>reading skills</i> , including comprehension exercises.
BY THE BOOK	This section presents <i>grammar</i> inductively, using examples extracted from authentic materials.
TUNE IN	Section dedicated to pre-, while-, and post- <i>listening</i> activities: The unit aims to develop students' strategies to enhance listening skills.
THE SOUNDS OF ENGLISH	This section focuses on <i>pronunciation</i> , using words introduced throughout the unit.
WRITING	Section that concludes the unit. It is dedicated to <i>writing</i> , providing examples of genres and instructs students on how to write them.
<p>Each Section contains its <u>goals</u> before the instructions.*</p> <p>Each activity contains an <u>accountability step</u>: In this step, you must check students' understanding and answers.</p>	

UNIT 1 - ART MATTERS!
Warm-Up

Welcome students and Introduce the task:

- Show students pictures of famous artificial intelligences (e.g., ChatGPT and Gemini).
- Ask the students: “Do you know this AI?” and “Have you ever used it? If so, what for?”

1.1 THE FUTURE OF ART

SPEAK YOUR MIND:

Organization: pairs*

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Develop students’ ability to discuss opinions about AI in art.

- Draw the students’ attention to the images at the beginning of the unit.
- Ask: “What differences do you notice between these images?”
- Have a volunteer read the captions for both images. Then, ask if anyone has seen an AI-generated image before. If so, invite them to describe it. Next, pair up the students and have them discuss questions A, B, and C.

Accountability: Open the questions to the whole class, asking pairs to share their opinions with the group.

BEEN THERE:

Organization: pairs*

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Develop students’ ability to share personal experiences about AI in art.

Task 1

- Keep the students in the same pairs.
- Explain that they will now share their personal experiences.
- Ask a volunteer to read the questions in the *BEEN THERE* section, and clarify any doubts the students may have.

- Give them 3-5 minutes to discuss the questions.

IT'S HOW YOU SAY IT:

Organization: pairs*

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Enhance vocabulary related to art and AI-generated imagery.

Task 1

- Pair up the students and explain that they will test their ability to recognize AI-generated images.
- Draw their attention to the pictures and explain that one of them was created by AI. Their task is to identify which one. Instruct the pairs to discuss why they believe a particular image is AI-generated.
- Afterward, reveal that the AI-generated image is **number two**, and ask if they guessed correctly. Image number 1 is *Lullaby of Uncle Magritte*, by Michael Cheval. Image number 3 is *Pool* by Daniel Loveday

Accountability: Regardless of whether their guess was correct, have students share with the group what led them to believe a certain image was not human-made.

Task 2

- Read the instructions aloud.
- Go over the column of adjectives, modeling the correct pronunciation for the students.
- Ask a volunteer to read the column with the meanings, ensuring that all students understand the words.
- Instruct the students to match the adjectives with their meanings independently, and then check their answers with a partner.

Accountability: Finally, review the answers as a class.

Task 3

- Ask students to discuss the question: “*Which of these words would you use to describe the images in Exercise 1?*”
- Write on the board: “*What other words would you use to describe the images?*” (suggestions: peculiar, absurd, vivid, colorful, modern, imaginative...)
- Ask students to switch partners and discuss the question on the board.

Accountability: Ask students to share with the group the words they selected to describe the images.

Answers task 2:

- (d) Having or showing creativity or inventiveness.
- (a) and (c) Very strange or unusual
- (e) So realistic that it appears like a photograph.
- (b) Strange and frightening, giving off a sense of unease or fear.

BETWEEN THE LINES:

Goal: Improve reading comprehension skills through analysis of texts about AI and art.

Task 1

- Tell students they are going to read an article about AI.
- Ask a volunteer to read the title and subtitle of the article, then have students make predictions about the content based on this information.
- Instruct students to read the text silently, and while doing so, think of headings for each section of the text (draw students' attention to sections A, B, and C throughout the text).
- Give students a few minutes to read and come up with headings for each section.
- Have students change partners and discuss the headings they chose for each section, explaining the reasons behind their choices. (Suggestions: **A.** The Rise of AI-Generated Art in Search Results, **B.** Controversy and Criticism of AI Art, **C.** Google's Response and Future Challenges)

Accountability: Ask students to share the headings they have created, explaining what made them think of each heading.

Task 2

- Tell students to answer the questions of these sections based on the text they read.
- Ask for volunteers to read the questions and clarify any doubts they may have.
- Ask students to check their answers with a partner.

Accountability: Ask students to share their answers and check if they are correct.

Answers task 2:

1. According to the text, do people mistake AI-generated artwork for original artwork?

A: The text mentions that people may not be mistaking AI-generated images for original masterpieces, but Google's algorithm is. It mistakenly places AI-generated images at the top of search results.

2. What are some problems we can find in AI-generated images?

A: Some problems include unnatural or flawed details, like an oddly pronounced red ear, forearms, and fingers merging into each other. These imperfections make AI-generated images appear artificial and clearly distinguish them from genuine artwork.

3. "If you don't think visual AI is a problem, this is what comes up when you Google Edward Hopper". What does this quote refer to?

A: This quote refers to the flawed AI-generated image that appeared at the top of Google's search results when searching for "Edward Hopper." The image was a poor imitation of Hopper's style, with unnatural features, illustrating how visual AI can produce misleading content.

4. What is Google doing to prevent the sort of mistake mentioned in the text? Is the company confident about the solution?

A: Google is introducing new tools to help users assess the context and credibility of images, such as the "About this image" tool and labels for AI-generated images. However, Google acknowledges that, given the vast amount of content on the web, its systems may not always select the best images, AI-generated or not. Thus, the company is not entirely confident in its ability to prevent all such mistakes.

BY THE BOOK

Goal: Introduce and practice grammar structures in context, focusing on adverbs and their functions.

Task 1

- Tell students they are going to read sentences extracted from the text and try to find out what they have in common.
- Ask a volunteer to read the instructions and the sentences.
- Give students some time to read the rules and classify them into true or false.
- Ask students to check their answers in pairs.

Accountability:

- Read the rules and ask students to tell if they are true or false. For the false ones, ask students to justify why they are false.
- Comment on the rules by using the examples:
 - "oddly" and "bizarrely" describe the manner in which something is pronounced or appears (verbs).
 - In the sentence "help people quickly and easily assess," the adverbs "quickly" and "easily" modify the verb "assess."

Answers task 1:

- a. We use adverbs to add more information about a verb, an adjective or another adverb (T);
- b. Adverbs are especially important to indicate the time, manner, place, degree and frequency of something(T);
- c. Giving characteristics about a person or noun is the function of an adverb(F).

Task 2

- Tell the students they are going to practice using adverbs and adjectives.
- Ask a volunteer to read the instructions aloud.
- Go over Exercise A and ask the students which word (strange or strangely) would better fit the sentence. Discuss why *strange* is the correct answer (it modifies the noun *pictures*).
- Next, instruct the students to read the remaining sentences on their own and fill in the gaps with either the adjective or the adverb provided in parentheses.

Accountability: Ask different students to read the sentences along with their answers, and check if they are correct.

Answers task 2:

- a. The internet has been flooded with A.I.-generated images for some time now, but surely nobody is mistaking these **strange**, (strange/strangely) viral pictures for real artistic masterpieces?
- b. Its flat, artificial sheen was a very **poor** (poor/poorly) imitation of Hopper's brushstroke.
- c. If you want to check out the works of the Dutch Old Master Johannes Vermeer, you'll be met by a **bizarrely** (bizarre/bizarrely) photorealistic version of his Girl With a Pearl Earring.
- d. Its value increased **considerably** (considerable/considerably) after the restoration.

1.2 History is everywhere!

SPEAK YOUR MIND:

Organization: pairs*

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Develop students' ability to discuss opinions about the importance of museums.

- Draw the students' attention to the images at the beginning of the unit.
- Ask: "Describe what you see in the picture. Where do you think these kids are?"
- Have a volunteer read the captions of the images.
- Ask students to discuss questions B and C in pairs.

Accountability: Open the questions to the whole class, asking pairs to share their opinions with the group.

BEEN THERE**Organization: pairs***

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Develop students' ability to discuss and share personal experiences about museums.

Task 1

- Keep the students in the same pairs.
- Explain that they will now share their personal experiences.
- Ask a volunteer to read the questions in the *BEEN THERE* section, and clarify any doubts the students may have.
- Give them 3-5 minutes to discuss the questions.

TUNE IN

video: <https://www.youtube.com/watch?v=MHo928fd2wE&t=10s> (the transcription is at the end of this section, and the parts of the video in which you can find the answers are in bold.)

Goal: Strengthen listening skills using pre-, while-, and post-listening activities.

Task 1 and 2

- Tell students they will make a quiz to check how much they know about museums.
- Give students some minutes to answer the quiz.
- Tell students they will watch a video and that they should check the answers of their quiz while watching the video.
- Play the video until minute 1:42

Accountability: After watching the video, check students' answers. Ask how many questions they got correctly and if there were any surprising or interesting facts about museums on the video.

Answers task 1 and 2:

1. Where was the first museum created? a)In what is now Egypt; b)Greece; <u>c)In what is now Iraq;</u> d)China;	2. How long have museums existed? a)more than a 1000 years <u>b)more than 2000 years</u> c)around 500 years d)more than 700 years	3. The first museum was built in.. <u>a)530 B.C</u> b)520 B.C c)500 B.C d)400 B.C
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Task 3

- Tell students they will watch the rest of the video;
- Before you play the video, ask different students to read the questions about the video on task 3. Clarify any questions students may have.
- Play the whole video allowing students to answer the questions.
- If necessary, play some specific parts again.
- Ask students to check their answers with a partner.

Accountability: check students' answers.

Answers task 3

A. What was the inspiration for the word museum?

The word *museum* comes from the Greek *museion*, which were temples built for the Muses, the goddesses of the arts and sciences.

B. Who was the first curator of the first museum we know about?

The first curator was a princess named Ennigaldi-Nanna, who started to collect and house Mesopotamian antiquities.

C. What happened during the Renaissance that might have been beneficial to museums?

During the Renaissance, the study of the natural world was encouraged again after nearly a millennium of Western ignorance. This led to the creation of curiosity cabinets, which showcased a variety of artifacts and specimens.

D. Have museums always been open to the public?

No, museums were not always open to the public. Initially, they were only accessible to the upper and middle classes, and visitors had to apply in writing for permission to visit.

E. Why does the speaker mention that it might be difficult for people to access museums nowadays?

The speaker mentions that high ticket prices can sometimes prevent people, including future scholars and artists, from satisfying their curiosity and accessing museums.

Video transcription

Hello, everyone! Let's begin our guided tour.

Welcome to the Museum of Museums. Museums have been a part of human history for over 2,000 years, but they weren't always like the ones we visit today. The history of museums is far older and much stranger than you might imagine.

(0:35) We'll start over here in the Greek wing. **Our word museum comes from the Greek *museion***, temples built for the Muses, the goddesses of the arts and the sciences. Supplicants asked the Muses to keep watch over academics and grant ingenuity to those they deemed worthy. The temples were filled with offerings of sculptures, mosaics, complex scientific apparatuses, poetic and literary inscriptions, and any other tribute that would demonstrate a mortal's worthiness for divine inspiration.

(1:14) We have arrived at the Mesopotamian wing. **The first museum was created in 530 BC in what is now Iraq, and the first curator was actually a princess. Enigaldi-Nanna started to collect and house Mesopotamian antiquities in her house, *Par*.** When archaeologists excavated the area,

In other curiosity cabinets, you could find genetic anomalies, precious stones, works of art, and religious and historic relics. Oh my, you might not want to touch that! These cabinets were private, often housed in residences, and curated by their owners—rulers and aristocrats, as well as merchants and early scientists.

Now, who hears a circus organ? In the 1840s, an enterprising young showman named Phineas T. Barnum purchased some of the more famous cabinets of curiosity from Europe and started Barnum's American Museum in New York City. It was a spectacular hodgepodge of zoo, lecture hall, wax museum, theater, and freak show, known for its eclectic residents, such as bears, elephants, acrobats, giants, Siamese twins, a Fiji mermaid, and a bearded lady, along with a host of modern machinery and scientific instruments.

(4:00) **Museums open to the public are a relatively new phenomenon. Before Barnum, the first public museums were only accessible to the upper and middle classes, and only on certain days. Visitors would have to apply in writing prior to admission, and only small groups could**

they discovered dozens of artifacts neatly arranged in rows, with clay labels written in three languages. She must have had interesting parties!

The tradition of collecting and displaying intriguing items began to be mimicked, as you can see here in the Roman Empire wing. Treasure houses of politicians and generals were filled with the spoils of war, and royal menageries displayed exotic animals to the public on special occasions, like gladiator tournaments.

As you can see, we have a lion here and a gladiator, and—well—the janitor ought to be in this wing, clearly. Moving on, hurry along!

(2:12) **The next step in the evolution of museums occurred during the Renaissance when the study of the natural world was once again encouraged after almost a millennium of Western ignorance.** *Curiosity cabinets*, also referred to as *Wunderkammern*, were collections of objects that acted as a kind of physical encyclopedia, showcasing artifacts.

Just step into the wardrobe here—there you go, mind the coats—and we'll tour Ole Worm's cabinet. One of the most notable *Wunderkammern* belonged to a wealthy 17th-century naturalist, antiquarian, and physician, Ole Worm. He collected natural specimens, human skeletons, ancient runic texts, and artifacts from the New World.

visit the museum each day. The Louvre famously allowed all members of the public into the museum, but only three days a week.

In the 19th century, the museum as we know it began to take shape. Institutions like the Smithsonian were established so that objects could be seen and studied, not just locked away. American museums, in particular, commissioned experiments and hired explorers to seek out and retrieve natural samples. Museums became centers for scholarship and artistic and scientific discovery—this is often called the Museum Age.

Nowadays, museums are open to everyone, are centers of learning and research, and are turning into more hands-on institutions. **(5:07) But the question of who gets to go is still relevant, as ticket prices can sometimes bar admission to those future scholars, artists, and targets of divine inspiration who can't afford to satisfy their curiosity.**

Thank you all for coming, and please feel free to stop by the Gift Shop of Gift Shops on your way out.

BY THE BOOK

Goal: Practice grammar structures, focusing on Simple Past in active and passive voices.

Task 1 and 2

- Write the options *past*, *present*, and *future* on the board.
- Read the sentences in Task 1 and ask the students: “Do they refer to the past, present, or future?” Confirm that they refer to the past.
- Next, instruct the students to read the options in Task 2 and check the ones they believe are true, based on the sentences they read in Task 1.

Accountability: Review the answers with the whole class. Write the sentences from the exercise on the board and ask for students' help to transform them into active voice sentences, highlighting the differences between the original and revised sentences.

Task 3

- Tell students they will practice the structure they have just learned.
- Ask a volunteer to read the instructions.
- Clarify that they must use the words in parentheses to complete the sentences using passive voice (past of be + participle)
- Give students some time to answer the questions.

Accountability: Ask different students to read the sentences and the answers.

Answers task 2

- () Was or were + participle are used when the focus is on the person or thing that receives the action.
- (x) Was or were + participle emphasize what happens to the person or thing rather than who or what performed the action.
- () Were is used with singular subjects like I, he, she, it

Answers task 3

- A. The painting **was generated** by Artificial intelligence (generate)
- B. The article **was written** in 2020 and it contains many mistakes (write)
- C. Museums **were visited** only by upper-class citizens (visit)
- D. The work **was done** by 4 members of the club (do)

THE SOUNDS OF ENGLISH

Goal: Develop students' ability to identify and produce /ʃ/ sound in English.

Task 1

- Write the words ‘*she*’ and ‘*chair*’ on the board.
- Draw students’ attention to the word *show* at the top of the page in their books.
- Underline the beginning of each word (*sh* and *ch*) and ask: “Do these sounds match the sound at the beginning of the word *show*?”
- Explain that ‘*she*’ and ‘*show*’ start with the same sound.
- Inform students that they will listen to different words and must identify which ones begin with the same sound as *show*. Remind them that this sound might not always be represented by the letters *-sh*.
- Play the audio, allowing students to work individually.
- Let students compare their answers with a partner.

Accountability: Check students' answers and model the correct pronunciation.

Tasks 2 and 3

- Instruct students to pay attention to the spelling of the words that contain the /ʃ/ sound.
- Ask students to identify all possible spellings for this sound.
- For Task 3, pair up students and have them list words they know that include the /ʃ/ sound using the spellings identified in Exercise 2.

Accountability: Review students' answers and model pronunciation.

Tasks 4 and 5

- Draw students’ attention to the chart showing other common spellings for the /ʃ/ sound. Model the correct pronunciation.
- For Task 5, ask a volunteer to read the instructions and each of the three lists of words. Clarify that students should find the word in each list that does not contain the /ʃ/ sound.

Accountability: Confirm the correct answers with the class, ensuring clear pronunciation.

Answers Task 2 and 3

b. s	<div>some examples of words:</div> <table><tr><td>she</td><td>show</td><td>shy</td><td>sugar</td><td>shine</td></tr><tr><td>facial</td><td>efficient</td><td>ancient</td><td>racial</td><td></td></tr></table>	she	show	shy	sugar	shine	facial	efficient	ancient	racial	
she		show	shy	sugar	shine						
facial		efficient	ancient	racial							
c. sh											
d. ci											

WRITING

For feedback, make sure to focus on whether the student uses the genre correctly, clearly states their position on the topic, and addresses the task requirements. Grammar points should be checked and addressed according to the student's level and the grammar demand on the "include section"

Goal: Introduce Digital genres and encourage creative and critical thinking in reflective writing tasks.

Task 1

- Ask a volunteer to read the instructions for Task 1.
- Ask students if they have ever accessed or used social media platform *X*. Explain that they will read a post from a user on this platform.
- Give students some time to read the post, then ask if the way people write on *X* is different from how we write in other forms of communication. Elicit some characteristics (e.g., short texts, more informal language, often broken into a series of shorter posts to form longer threads).
- Ask students if they agree with the user's opinion and elicit what they think could be some pros and cons of using AI in art.

Task 2

- Tell students that they will write their own post responding to the text they just read.
- Explain the topics "choose a stance" and "include" should be taken into consideration when performing the writing task.
- Draw their attention to *X*'s guidelines for creating a post and ask a volunteer to read them aloud.
- Tell students to use the discussion from Task 1 to help them write a thread on *X*, expressing their opinion on the topic. Remind them that, since they are replying to a user, they should address that user in their text, clearly stating which points they agree or disagree with and explaining why.
- Allow students time to write their posts, offering support as needed and checking on their progress.

Accountability: Ask students to read their threads to the whole group. Collect their written texts for further review and feedback.

UNIT 2 - BRAIN DUMP

Warm-Up

Introduce the task:

- Draw students' attention to the image and ask: How do you think these kids feel? Why?
- Ask if students are often nervous when taking tests and how would they feel taking an IQ test.

SPEAK YOUR MIND

Organization: pairs*

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Develop students' ability to discuss opinions about intelligence and testing.

- Pair up the students and have them discuss questions A, B, and C.

Accountability: Open the questions to the whole class, asking pairs to share their opinions with the group.

BEEN THERE

Organization: pairs*

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Develop students' ability to discuss personal experiences and opinions on intelligence and testing.

Task 1

- Keep the students in the same pairs.
- Explain that they will now share their personal experiences.
- Ask a volunteer to read the questions in the *BEEN THERE* section, and clarify any doubts students may have.
- Give them 3 minutes to discuss the questions.

BETWEEN THE LINES

Goals: Improve reading comprehension through exploration of texts about intelligence theories.

Task 1

- Inform students that they are going to read a text about *The Multiple Intelligences Theory*.

- Draw students' attention to the three columns at the beginning of the section: 'What I Know', 'What I Want to Know', and 'What I Learned'.
- Ask a volunteer to read the instructions for each column.
- Before reading the text, instruct students to complete the first two columns, and the third column while reading.
- Give students time to fill in the columns and read the text.
- Once completed, allow students to exchange information with a classmate about what they learned.

Accountability: Ask pairs to share interesting insights from their reading. Ask students if there is any vocabulary or structure they do not understand.

Task 2

- Explain that students will read different statements about the text and try to remember if they are true or false.
- Ask different students to read the statements aloud, giving time for everyone to recall the answers.
- Allow students to compare their answers with a partner and confirm answers by checking the text.
- Ask if they remembered the same details as their partners and invite students to share what they recalled.

Accountability: Review the answers with the entire class.

Answers Task 2

a. Gardner's theory of multiple intelligences suggests that everyone has only one type of intelligence.

Answer: False

b. The IQ test was originally developed to evaluate a child's reasoning and judgment skills.

Answer: True

c. Gardner felt that the arts were well-represented in intelligence studies during his graduate studies.

Answer: False

d. Studies have confirmed that language processing involves several regions of the brain, not just visual processing. **Answer: True**

e. Gardner believes that learning styles are an effective application of his multiple intelligences theory.

Answer: False

IT'S HOW YOU SAY IT!

Goal: Expand students' vocabulary by identifying synonyms and diverse word uses.

Task 1

- Tell students they will read sentences extracted from the text and find synonyms for each word in bold.
- Allow students some time to complete the task, encouraging them to check their answers with a partner afterward.

Accountability: Review the answers with the entire class.

Answers Task 1

1. Gardner's theory challenged the **monolithic** view of intelligence that had dominated for years.

Answer: b) Singular

2. The traditional view of intelligence was a **long-cherished** idea in the field of psychology.

Answer: b) Deeply-valued

3. Many **scholarly** articles have debated the impact of multiple intelligences in education.

Answer: a) Academic

4. Gardner proposed a **multifaceted** model of intelligence, which considers various abilities.

Answer: c) Diverse

BY THE BOOK

Goal: Practice grammar structures, focusing on Present Perfect in active and passive voices.

Task 1 and 2

- Tell students they are going to read sentences extracted from the text;
- Ask a volunteer to read the instructions and the sentences;
- Give students some time to read the rules and classify them into true or false;
- Ask students to check their answers in pairs;

- Read the rules and ask students to tell if they are true or false. For the false ones, ask students to justify why it is false;
- For **task 2**, call students' attention to the use of Present Perfect in the passive voice, going through the rules, and explaining the differences between the active voice and passive voice using the present perfect.

Task 3

- Tell students they will practice the structure they have just learned.
- Ask a volunteer to read the instructions.
- Clarify that they must use the words in parentheses to complete the sentences using passive voice in the Present Perfect.
- Give students some time to answer the questions.

Accountability: Ask different students to read the sentences and the answers.

Answers task 3

a. Many famous paintings **have been displayed** in this museum over the years.

b. The art gallery **has been visited** by thousands of people this month.

c. Several pieces of art **have been borrowed** from other museums for this special event.

d. New sculptures **have been added** to the museum's collection recently.

e. Traditional **artworks have been replaced** by contemporary pieces in some galleries.

f. Historic artifacts **have been preserved** by experts.

Task 4

- Pair students up and explain that they will try to find the mistakes in the sentences below. Call the student's attention to the fact that the exercise might have sentences that are correct.
- Check the answers with the group, exploring why the sentences are incorrect.

Answers task 4

a. Many art workshops have been **hold** (held) here to teach visitors about painting and drawing.

b. The museum has been renovated to make space for modern art. ok

c. The exhibition **have**(has) been organized by local artists and museum staff.

d. The artist's work has **had been recognizing** (has been recognized) by critics around the world.

2.2 THE DARK HISTORY OF IQ TESTS**SPEAK YOUR MIND****Organization: pairs***

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goals: Develop students' ability to discuss opinions about IQ tests.

- Pair up the students and have them discuss questions A, B, and C.
- Open the questions to the whole class, asking pairs to share their opinions with the group.

BEEN THERE**Organization: Whole Group.**

In case of one-to-one classes, the teacher can ask the question and share some thoughts with the student, allowing the conversation to flow.

Goal: Develop students' ability to discuss and share personal experiences about IQ tests.

- Tell students they will discuss their personal experience;
- Read the question in the book: ‘Have you ever taken an IQ test?’ and let students share their experiences with the big group.

TUNE IN

video: <https://www.youtube.com/watch?v=W2bKaw2AJxs> (the transcription is at the end of this section, and the parts of the video in which you can find the answers are in bold).

Goal: Develop listening skills by analyzing the historical and cultural context of IQ tests.

Tasks 1 and 2

- Tell students they will take a quiz to find out how much they know about IQ tests.
- Read the questions and options to make sure students understand each one of them.
- Allow some time so that students can complete the quiz;
- Tell them that they will learn the answers in the next activity.
- Ask students if they know any other information about how IQ tests work or about its history and ask them to write it on task 2.

Tasks 3 and 4

- Play the video *The dark history of IQ tests* (until minute 1:37) so that students can check their answers of task 1 and 2;
- Ask students to compare their answers with a partner;
- Check the answers of the quiz. Ask students if they got most of the answers correct or if there were any surprising/interesting thing they have learned while watching the video;
- Ask a volunteer to read the instructions and questions of **task 4**.
- Tell students to write down the information they remember about each question.
- Play the video again and so that students can answer/check their answers. If necessary, play the video or parts of it again.

Accountability: Confirm the correct answers with the class.

Answers task 3 and 4

Task 3 - Choose the correct answer:

A. Hypothesis about general intelligence started in the **19th century**.

B. The average score of the population in IQ tests is **100**.

C. There **is not** a definition of intelligence agreed upon by all.

Task 4 - Comprehension Questions:

A. At first, what was the goal behind the creation of the IQ test?

The goal was to identify children in need of individualized academic support in schools.

B. What is eugenics? What did scientists claim based on eugenic ideas?

Eugenics is the belief that genetic traits can be controlled through selective breeding. Scientists erroneously claimed that certain racial groups were intellectually superior based on IQ test results.

C. What is the Flynn Effect?

The Flynn Effect refers to the consistent rise in IQ scores across generations, likely due to improved education, healthcare, and nutrition, rather than inherited traits.

D. Are IQ tests used the same way today as they were in the past?

No, while some elements remain the same, today's tests are better at identifying biases and are no longer used to diagnose psychiatric conditions. However, issues remain, such as using subtest scores to diagnose learning disabilities.

E. Is it worth using this test?

IQ tests are useful for measuring specific reasoning and problem-solving skills, but they are not comprehensive indicators of a person's potential and should not be used to categorize individuals by a single numerical score.

Transcription of the video The Dark Side of IQ tests

In 1905, psychologists Alfred Binet and Théodore Simon designed a test for children who were struggling in school in France. (0:15) **Designed to determine which children required individualized attention, their method formed the basis of the IQ test.**

Following the Holocaust and the Civil Rights Movement, the discriminatory uses of IQ tests were challenged on both moral and scientific grounds. Scientists began to gather evidence of environmental impacts on IQ.(3:32) **For example, as IQ tests were periodically recalibrated over the 20th century, new generations scored consistently higher on old tests**

Beginning in the late 19th century, researchers hypothesized that cognitive abilities like verbal reasoning, working memory, and visual-spatial skills reflected an underlying general intelligence, or *g factor*. Simon and Binet designed a battery of tests to measure each of these abilities and combine the results into a single score. Questions were adjusted for each age group, and a child's score reflected how they performed relative to others their age. Dividing someone's score by their age and multiplying the result by 100 yielded the intelligence quotient, or IQ.

Today, a score of 100 represents the average of a sample population, with 68% of the population scoring within 15 points of 100. Simon and Binet thought the skills their test assessed would reflect general intelligence. But both then and now, there's no single agreed-upon definition of general intelligence. And that left the door open for people to use the test in service of their own preconceived assumptions about intelligence.

What started as a way to identify those who needed academic help quickly became used to sort people in other ways, often in service of deeply flawed ideologies. One of the first large-scale implementations occurred in the United States during WWI, when the military used an IQ test to sort recruits and screen them for officer training.

(2:02) At that time, many people believed in eugenics, the idea that desirable and undesirable genetic traits could and should be controlled in humans through selective breeding. There were many problems with this line of thinking, among them the idea that intelligence was not only fixed and inherited, but also linked to a person's race.

Under the influence of eugenics, scientists used the results of the military initiative to make erroneous claims that certain racial groups were intellectually superior to others. Without taking into account that many of the recruits tested were new immigrants to the United States who lacked formal education or English language exposure, they created an erroneous intelligence hierarchy of ethnic groups.

The intersection of eugenics and IQ testing influenced not only science, but policy as well. In 1924, the state of Virginia created a policy allowing for the forced sterilization of people with low IQ scores—a decision the United States Supreme Court upheld. In Nazi

than each previous generation. This phenomenon, known as the *Flynn Effect*, happened much too fast to be caused by inherited evolutionary traits. Instead, the cause was likely environmental—improved education, better healthcare, and better nutrition.

In the mid-20th century, psychologists also attempted to use IQ tests to evaluate things other than general intelligence, particularly schizophrenia, depression, and other psychiatric conditions. These diagnoses relied in part on the clinical judgment of the evaluators and used a subset of the tests used to determine IQ—a practice later research found does not yield clinically useful information.

(4:28) Today, IQ tests employ many similar design elements and types of questions as the early tests, though we have better techniques for identifying potential bias in the test. They're no longer used to diagnose psychiatric conditions. But a similarly problematic practice using subtest scores is still sometimes used to diagnose learning disabilities, against the advice of many experts.

Psychologists around the world still use IQ tests to identify intellectual disability, and the results can be used to determine appropriate educational support, job training, and assisted living.

IQ test results have been used to justify horrific policies and scientifically baseless ideologies. **(5:14) That doesn't mean the test itself is worthless—in fact, it does a good job of measuring the reasoning and problem-solving skills it sets out to. But that isn't the same thing as measuring a person's potential.**

Though there are many complicated political, historical, scientific, and cultural issues wrapped up in IQ testing, more and more researchers agree on this point and reject the notion that individuals can be categorized by a single numerical score.

Germany, the government authorized the murder of children based on low IQ.	
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THE SOUNDS OF ENGLISH

Goal: Develop students' ability to identify and produce /w/ sound in English.

Task 1

- Write the words 'one' and 'on' on the board.
- Draw students' attention to the word *wonderful* at the top of the page in their books.
- Underline the beginning of each word (*o* and *w*) and ask: "Do these sounds match the sound at the beginning of the word *Wonderful*?"
- Explain that 'one' and 'wonderful' start with the same sound.
- Tell students that they will listen to different words and must identify which ones begin with the same sound as *wonderful*. Remind them that this sound might not always be represented by the letters -w.
- Play the audio, allowing students to work individually.
- Let students compare their answers with a partner.

Accountability: Check students' answers and model the correct pronunciation.

Tasks 2 and 3

- Instruct students to pay attention to the spelling of the words that contain the /w/ sound.
- Ask students to identify all possible spellings for this sound.
- For Task 3, pair up students and have them list words they know that include the /w/ sound using the spellings identified in Exercise 2.

Accountability: Review students' answers and model pronunciation.

Tasks 4 and 5

- Draw students' attention to the chart showing other common spellings for the /w/ sound. Model the correct pronunciation.
- For Task 5, ask a volunteer to read the instructions. Tell students they must think of other words that contain the sound /w/. To do this task, encourage students to use the dictionary, checking pronunciation and the phonetic transcription.

Accountability: Confirm the correct answers with the class, ensuring clear pronunciation.

Answers task 2, 3 and 4

a. w b. u c. o

Examples of words: Once, Only, Wonder, Onward, Water, Walk, Winter, Wall, Watch, Queen, Quail, Quite

WRITING

For feedback, make sure to focus on whether the student uses the genre correctly, clearly states their position on the topic, and addresses the task requirements. Grammar points should be checked and addressed according to the student's level and the grammar demand on the “**Your comment should include:**” part.

Goal: To engage students critically with the content, expressing their reflections in a concise and coherent manner and refer to the text previously read.

Task 1

- Ask a volunteer to read the instructions for Task 1.
- Tell students they will write a reflective comment on the article *Brain-Based Learning, Multiple Intelligences Theory: Widely Used, Yet Misunderstood* by Youki Terada, which they previously read in the *Between the Lines* section.
- Go over the ‘**Your comment should include:**’ part and make sure the instructions are clear.
- Tell students to use the discussion from the reading section to help them write their comment.
- Allow students time to write their posts, offering support as needed and checking on their progress.
- Ask students to read their comments to the whole group. Collect their written texts for further review and feedback.

RATIONALE

One of the purposes of *Ever-changing* is to engage students in discussing topical content, which contributes to an important factor of language learning: motivation. Stimulating topics awakens students' curiosity and, thus, their wish to learn and communicate, avoiding passive students. According to Dehaene (2020), curiosity “occurs whenever our brains detect a gap between what we already know and what we would like to know—a potential learning area” (p.48). Therefore, the activities included in this material are designed to stimulate students' curiosity.

Although curiosity is a powerful ally in learning, we cannot ignore that as well as children, adults can fear too much novelty. When choosing the topics, the degree of knowledge students might already have about them was also important, since, as stated by Dehaene (2020), “between the boredom of the too simple and the repulsion of the too complex, our curiosity naturally directs us toward new and accessible fields” (p.49). Although improving a language might involve exposure to more complex topics, more accessible content can serve as a bridge to more complex vocabulary and grammar, without leaving out the student's willingness to communicate and discuss the topic.

Therefore, the material developed allows students to discuss modern topics and to communicate by using their background knowledge as well as the contextual information presented by each unit. Considering the principles of Communicative Language Teaching (CLT), this material focuses on communication, acknowledging the four language skills: Listening, Writing, Speaking, and reading. Also, the goal is not to have learners memorize and reproduce dialogues perfectly but rather to provide enough context to make them feel secure practicing communication. Additionally, by exploring materials from different sources, students are in contact with linguistic variation, which is central to the CLT methodology.

Authentic input was also key to developing the *Ever-changing* material, allowing students to experience a range of different perspectives, accents, and cultures thus making discoveries through the English language. Tomlinson's (1998, as cited in Rubdy, 2013, p. 43) emphasizes that

The value of materials lies in their effectiveness in encouraging learners to make discoveries for themselves through self-investment, through intellectual, aesthetic, and emotional engagement with authentic input, through a sensitivity to learners'

readiness to learn, supported by opportunities for genuine interaction and purposeful communication.

Aiming to instigate communication and interaction, each unit of the material starts with a discussion about the topic that helps students familiarize themselves with what they will encounter throughout the unit and generates expectations about its content. The discussion is divided into two Speaking sections: *Speak Your Mind* and *Been There*. The former encourages students to share their opinions, while the latter focuses on sharing their experiences on the topic.

The sections *Between the Lines* and *Tune In* are focused on reading and listening respectively. Each section begins with a pre-activity designed to engage students on the topic by activating their previous knowledge and allowing them to make predictions. Activities such as quizzes engage and prepare students for what they will listen to next, contributing to the development of metacognitive strategies.

The sections *It's How You Say It!* and *By the Book* focus on noticing and using vocabulary and grammar that students have contact with throughout the unit. The section *The Sounds of English* works on students' pronunciation. Finally, the *Writing* section tackles digital genres focusing on digital posts for social media.

SPEAKING

Productive skills are often what students struggle the most with. Although “new items first become part of learners’ receptive competence before becoming part of their productive competence” (Richards, 2008, p. 4), they are not always converted into good speaking and writing abilities.

Considering the noticing hypothesis (Richards, 2008, pp. 4–5), students will only internalize structures and lexicon if they are consciously aware of what they are consuming. Therefore, it is vital to distinguish between what students are hearing (input) and what students are noticing (intake). According to Schimmit (as cited in Richards, 2008, p. 5) the following features contribute to students’ intake:

- Frequency of encounter with items
- Perceptual saliency of items
- Instructional strategies that can focus learners’ attention

- Individual processing ability (which is related to learners' aptitude for language learning)
- Task demands, or the nature of the activity learners are taking part in

Throughout ***Ever-changing*** students have many opportunities of noticing vocabulary taken from the authentic materials in the section *It's How You Say It!* One example is the exercise 'Can you tell the difference?' in Unit 1, which aims to discuss art pieces generated by AI and by humans, using the vocabulary learned in the previous section. Also, the units are opened with the sections *Speak Your Mind* and *Been There* in which students share their opinions and experiences, allowing free language practice of the language and the activation of students' previous knowledge.

WRITING

As another productive skill, writing poses a challenge for many students. Beyond organizing their ideas, students often struggle with limited knowledge of genres and appropriate vocabulary in a second language. From a sociocultural perspective, “the process of learning to write is the process of becoming a member of a discourse community” (Weigle, 2014, p. 223). This implies that written language can help students become active participants in the world they live in, offering opportunities to express themselves in various contexts. Learning to write can thus be a tool for social change, enabling students to engage with contexts they might not otherwise have access to.

Furthermore, considering that “written texts do not exist in isolation; rather, the texts that writers produce are shaped by and responsive to other preexisting texts,” (Weigle, 2014, p. 223) the writing section of ***Ever-changing*** encourages students to respond to texts they have previously encountered in the unit on topics they have already discussed. This approach ensures that students have a stronger repertoire to draw from when writing.

In Unit 1, students will read and respond to a post on the social media platform X. In Unit 2, they will share their insights by commenting on the post they read in the reading section. The choice of digital genres for both units aligns with the book's objective: to prepare students to communicate effectively in a dynamic world.

As for the correction and feedback, the Teacher's Guide recommends that the teacher check the content and the correct use of the genre, along with the grammar that is demanded on the

task. By considering the Focus Written Corrective Feedback, the teachers “do not have to respond to all written errors, their time, energy and effort can be re-distributed so that they can comment on content, organization and other important issues in student writing” (Lee, 2019, p. 3).

LISTENING

An important part of the process of teaching listening in the classroom lies in understanding listeners as active participants in the conversation/interaction. Thus, learners should be provided with strategies and materials aiming to empower them in this role. A competent listener does not necessarily understand every word the speaker says but knows how to look for cues during the interaction to build meaning.

Purdy (1997) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings" (as cited in Gilakjani & Ahmadi, 2011, p. 978).

Although knowledge of the target language is fundamental, listening activities can flow easily by the activation of students' prior knowledge of the topic. It is "now more generally accepted that both top-down and bottom-up listening processing should be combined to enhance listening comprehension" (Gilakjani & Ahmadi, 2011, p. 979). Considering the importance of top-down processing, the listening section of both units starts with a quiz. Such activities engage and prepare students, contributing to the development of metacognitive strategies.

Metacognitive strategies allow students to draw a plan before listening, making sure they understand what their goal is when performing a listening task. According to Henner Stanchina (1987, as cited in Abbas Pourhosein Gilakjani & Narjes Banou Sabouri, 2016, p. 125), listeners achieve proficiency when:

- (1) utilizing their prior knowledge and predictions to create theories on the text;
- (2) connecting new information with their continuing predictions;
- (3) making deductions to fill comprehension breaks;
- (4) assessing their predictions;

(5) improving their theories.

By stimulating students' prediction abilities in a pre-listening activity, we are mocking real communication in which

[...] People continually make unconscious predictions about what speakers will say, and these predictions are made on the basis of their knowledge of the context in which the communication is made. (Gilakjani & Ahmadi, 2011, p. 983)

The choice of authentic listening materials is another factor that contributes to students' exposure to real-life communication. Once "learners need practice in the real-life task of extracting meaning from utterances where much of the language is beyond their current state of knowledge" (Field, 1998, p. 115), such materials aim to prepare students with important strategies and abilities that will certainly be useful in their lives outside the classroom.

READING

Since the present material aims for Intermediate-level English learners, the texts chosen to be part of the units considered that students are no longer learning how to read but learning things through reading. At this level, "readers use information to increase knowledge. Expository texts, or information-based texts, are usually used to learn content" (Anderson, 2014, p.171). Therefore popular and modern topics such as artificial intelligence and the accuracy of IQ tests aspire to increase students' interest and motivation before they start reading the text.

Besides interest and motivation, students need to understand clearly the purpose of the reading. Grabe (2009, as cited in Anderson, 2014, p. 172) points out that students' difficulty with the text may sometimes arise from a lack of understanding of the final objective of the reading task. Furthermore, students need to do something useful with what they read.

In unit one, students are asked to come up with a heading for each part of the text. Such activity allows students to think critically and demonstrate what they understand from the passage read by creating a heading that relates to that. Unit two, on the other hand, comes up with a slightly different approach: students must share what they already know or would like to know about the topic of the reading. This activity aims to engage readers in the text by allowing them to predict some information the text might present. Learners' world

knowledge is used as an important tool to help them build meaning, once “without this knowledge, fluent reading could not occur” (Anderson, 2014, p. 176).

The same exercise used for the pre-reading activity in unit two is now used for checking students’ understanding of the text by sharing what they learned, answering their questions, or correcting the information of the column “I already know”. The reading section of both units contains questions to check students' comprehension and generate discussion about the text.

GRAMMAR

The grammar sections follow the reading or listening sections, making use of its examples to present grammar. The first exercises aim to present grammar inductively and the last exercise to practice what was learned.

By presenting grammar inductively “learners analyze examples in a context (e.g. text or audios) to discover the grammar rules by themselves. At the end of this process, after students have discovered the grammar patterns, they create their own examples; thus practicing the language” (Nunan, 1999; Thornbury, 1999; Shrum & Glisan, 2016 as cited in Ochoa-Cueva & Vargas, p.227).

PRONUNCIATION

Teacher’s training and course materials often neglect the importance of teaching pronunciation. Nevertheless, Zimmer (2006) points out that even though Portuguese and English share the same alphabetic system, the relationship between written form and the production of sounds is specific for each language. The author also points out the tendency of language learners to transfer the phonetic-phonological knowledge of their native language when interacting in the L2. The tendency to transfer phonetic-phonological features is also exemplified in Liza, Cristófar, and Soares (2021, p. 4, freely translated):

A learner is introduced to the word *time* in English meaning 'tempo,' and if they are not familiar with the English pronunciation, there is a high chance they will pronounce it as [ˈtʃĩmɪ], which in Portuguese corresponds to a group of athletes (i.e., 'team').

Therefore, the section *The Sounds of English* is dedicated to noticing pronunciation features in the English language. The section starts with a common word to introduce the sound and

the corresponding phonological symbol. Next, students listen to different words in order to identify the new sound and recognize how it can be represented by different spellings. The section ends with an exercise focused on finding which word does not have the sound learned.

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