



Universidade Federal de Minas Gerais
FALE – Curso de Especialização em Ensino de Inglês

Engaging Brazilian teenagers in language learning

Material didático para o ensino de inglês

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Introduction

Learning a second language has paramount importance in a globalized world. And because English is one of the most spoken languages, people are required to have proficiency in it. Thus, once learning is needed, teaching is also demanded. The question hence is: how to teach English in an effective way in order to form competent and critical speakers?

Engaging Brazilian teenagers in language learning is an attempt to foster ideas that stimulate teachers to think out of the box meanwhile they prepare activities to their students. It is an invitation to rethink their classroom practice and dare to give more power to their pupils in less teacher-centered classes.

The activities presented here are aimed at 16 to 19 learners in the upper-intermediate level. Brazilian teenagers were chosen as a target due to my own experience and also because of the inequalities that reflect a scenery of opposites in terms of English knowledge (according to the British Council, only 5% of the population is fluent, despite of the efforts of the government to include the teaching of English in schools). Although Brazilians students are the focus, the activities are general enough to be taught to pupils with different mother native languages. This material was initially thought to be worked in private English course schools, but with small adaptations (suggested in the teacher's guide), it can also be done in regular schools.

Engaging Brazilian teenagers in language learning consists of two independent teaching units and its teachers guide. The first, **Living a happy life**, discusses motivation, overcoming of difficulties, and dealing with frustrations. It also leads students to reflect about what kind of person they want to become. The second, **We don't need no... education?**, incites pupils to ponder and question the educational system as well as their role as learners. Both units comprise the four skills (listening, speaking, reading and writing) likewise form and semantic. The main goal in the teaching units is to form people with critical thinking, capable of being also citizens in a world full of diversities.

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TEACHING UNIT - LIVING A HAPPY LIFE



WARM-UP • Talking about motivation



In groups, discuss the topics below:

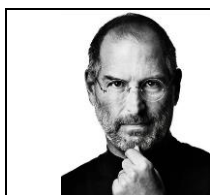
- 1) What is motivation to you?
- 2) What do you do to motivate yourself?
- 3) And when you feel demotivated, what do you do?
- 4) Discuss the ideas in the picture above. Do you think such ideas can help to keep people motivated?
- 5) How about stories about success? Do they motivate you? Which aspects of such stories make you feel hopeful?



READING • How to be successful?

? ? GETTING STARTED

1) Look at the following picture. Can you recognize that man?



Unscramble the words and find out who he is:

V - S - E - O - S - T - B - J - S

2) Try to guess what he did in his life. Match the correct sentence:

a) He was a Google's partner.

b) He created Apple.

c) He founded Facebook.

d) He was one of the owners of WhatsApp.



➤ Can you imagine how was doing this? Tell the class.

3) In 2005 Steve Jobs delivered a touching commencement speech at Stanford University to graduates and their families. Do you know what a commencement speech is? Look at his photograph below and try to infer what type of speech it is. What kind of message does the audience expect to listen to? Do you believe such message could really motivate the graduates? How?



Fig. 3



WORK IT OUT!

Have you ever thought about working in something that you have always loved to do? Read Steve Jobs' commencement address delivered to graduates at Stanford in 2005. What is the great teaching of his speech?

What do you love doing?

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is

the closest I've ever gotten to a college graduation. [...]. Today I want to tell you three stories from my life. [...].

5 The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months. [...] Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans serif typefaces, about varying the amount of space between different letter combinations, about
10 what makes great typography great. [...] None of this had even a hope of any practical application in my life. But 10 years later, when we were designing the first Macintosh computer, it all came back to me. [...] It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And
15 since Windows just copied the Mac, it's likely that no personal computer would have them. [...] you can't connect the dots looking forward; you can only connect them looking backward. [...]

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz [Steve Wozniak] and I
20 started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4,000 employees. We had just released our finest creation — the Macintosh [...]. And then I got fired. How can you get fired from a company you started? [...]. What had been the focus of my entire adult life was gone, and it was devastating. [...]. But
25 something slowly began to dawn on me — I still loved what I did. [...] And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It
30 freed me to enter one of the most creative periods of my life. [...].

During the next five years, I started a company named NeXT, another company named Pixar and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable
35 turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. [...].

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. [...]. [So] don't lose faith. [...]. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your
40 life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. [...].

My third story is about death.[...]

Remembering that I'll be dead soon is the most important tool I've ever
45 encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure — these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. [...]. There is no reason not to follow your heart. [...]. Your time is
50 limited, so don't waste it living someone else's life. [...]. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to

follow your heart and intuition. They somehow already know what you truly want to become. [...].

55 When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand [...]. Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself
60 hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

65 Stay Hungry. Stay Foolish.

Thank you all very much.

Adapted from <http://news.stanford.edu/news/2005/june15/jobs-061505.html>. July, 2015.



UNDERSTANDING FROM CONTEXT

1) Look at the underlined words in the text. Can you infer their meanings from context? Discuss in class each of them and then match to their definition.

beneath (line 60)	under something, or in a lower position than something.
	goodbye.
	a feeling that starts inside and makes us willing to do something.
	to stop doing something before you have completely finished.
	to make imperceptible.
	to get free Available at news.stanford.edu . Jul/2015. people's cars by waiting next to the road.
	to relax in a comfortable position.
	to happen in a particular way or to have

a particular result, especially an unexpected one.

2) Retell the first story Steve Jobs has told about his life. What can we conclude after it? Use your own words.

➤ Write the main message of this part of his speech:

3) Read the second Steve Jobs' story again and match the correct answer:

A) In the sixth paragraph, his question "**How can you get fired from a company you started?**" (line 24) shows that he was:

- a) relieved
- b) worried
- c) disappointed
- d) depressed

➤ Give reasons for your answer based on the text:

B) Choose the sentence from paragraphs 6 and 7 that sums up the conclusion of Steve Jobs' second story:

- a) "You've got to find what you love." (line 42)
- b) "I'm pretty sure none of this would have happened if I hadn't been fired from Apple." (line 42)
- c) "(...) getting fired from Apple was the best thing that could have ever happened to me." (line 29)
- d) "It freed me to enter one of the most creative periods of my life." (line 32)

4) Read the paragraphs 10 and 11 again and answer the following questions:

A) Write true (T) or false (F) according to the text. After that, discuss in pairs possible manners to correct the false sentences.

() Dying has only disadvantages.

() Following your feelings is very important.

() Remembering that we'll be dead helps us not to waste time with small things.

() We shouldn't worry about dying someday.

➤ Corrections:

B) Discuss with the class what Steve Jobs meant when he said "Stay Hungry. Stay Foolish."

5) Tell the class the most amazing excerpt of Steve Jobs' speech that you want to keep in mind. Give reasons for that.



Vocabulary • Adjective endings

GETTING STARTED

1) How would *you* feel in each situation below? Tell the class. Your teacher will write your ideas on the board. Look at the example.

- a) Dropping out the university. - *frustrated*
- b) Getting to know your wife/ husband.
- c) Releasing the Macintosh.
- d) Being fired from Apple.
- e) Founding NeXT and Pixar.
- f) Going back to Apple.
- g) Finding what you love doing.

2) Now read the adjectives on the board. Are there any adjectives with the same ending? Which ones? Why do you think they have similar suffixes? Discuss with the class.



WORK IT OUT!

1) Look at the adjectives taken from Steve Jobs commencement speech. Circle the one with the appropriate ending according to its meaning. Then look at the text to check your answers.

- a) "I am **honoring/ honored** to be with you today (...)" (line 1)
- b) "I was **lucking/ lucky** — I found what I loved to do early in life." (line 19)
- c) "What had been the focus of my entire adult life was gone, and it was **devastating/ devastated**. [...]" (line 24)
- d) "The heaviness of being **successive/ successful** was replaced by the lightness of being a beginner again (...)" (line 28)
- e) "It freed me to enter one of the most **creativity/ creative** periods of my life. [...]" (line 29)
- f) "(...) and fell in love with an **amazed/ amazing** woman who would become my wife." (line 32)
- g) "In a **remarkable/ remarking** turn of events, Apple bought NeXT, I returned to Apple (...)" (line 34)

- h) "(...) the only way to be truly **satisfaction/ satisfied** is to do what you believe is great work." (line 40)
- i) "(...) all **externment/ external** expectations, all pride, all fear of embarrassing/ embarrassment or failure (...)". (line 46)
- j) "Your time is **limited/ limiting** (...)". (line 49)
- k) "(...) when it had run its course, they put out a **fined/ final** issue." (line 57)
- l) "(...) photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so **adventurable/ adventurous**." (line 59)

2) Read the sentences below. How can an adjective ending change its meaning?

Being fired from Apple was **devastating**.

I was **devastated** after being fired from Apple.

3) Work in pairs. Discuss with your classmate about the most appropriate ending to each word in brackets below. Complete the sentences.

- a) PCs from Apple have _____ (fashion) typefaces.
- b) Steve Jobs' growth became _____ (nature)
- c) Steve Jobs' failures were _____ (help) once they made him improve in life.
- d) He thought being fired from Apple was abusive and he was really _____ (worry).
- e) Steve Jobs was not very _____ (health) at the time of his commencement speech in Stanford.
- f) His words became very _____ (fame) after saying to students to give away a _____ (bore) life.

4) Look at the adjective endings you have written in exercise 3. Write the adjectives in the chart below and complete it with more adjectives with the same suffixes.

-OUS	-Y	-IVE	-AL	-ABLE	-ED	-ING
Meaning						
Full of, having quality.	Somewhat like.	Causing, tending to.	Relating to, suitable of.	Capable of being.	Start feeling something inside.	To figure out that something had caused.



WRITING · Biography

GETTING STARTED

1) **LET'S REVIEW!** Read Steve Jobs' biography and complete the sentences using the verbs given in the correct past tense.

MANAGE – GIVE – DIE – BUILD – TAKE – UNDERGO – FOUND – BEGIN – BE (4x) – GROW UP – RETURN (4x)

Steve Jobs' Biography

Steven Paul Jobs _____ (1) born on 24 February 1955 in San Francisco, California, to students Abdulfattah Jandali and Joanne Schieble who _____ (2) unmarried at the time and _____ (3) him up for adoption. He was taken in by a working class couple, Paul and Clara Jobs, and _____ (4) with them in Mountain View, California. (...). He _____ (5) a job with video game

manufacturer Atari to raise enough money for a trip to India and _____(6) from there a Buddhist. Back in Cupertino he _____ (7) to Atari where his old friend Steve Wozniak was still working (work). Wozniak _____ (8) his own computer and in 1976 Jobs pre-sold 50 of the as-yet unmade computers to a local store and _____ (9) to buy the components on credit solely on the strength of the order, enabling them to build the Apple (...). (...). In 1985 Jobs was fired from Apple and immediately _____ (10) another computer company, NeXT. Its machines _____ (11) not a commercial success but some of the technology _____ (12) later used by Apple when Jobs eventually _____ (13) there. (...). In 2003, Jobs was diagnosed with pancreatic cancer and _____ (14) surgery in 2004. Despite the success of this operation he became increasingly ill and received a liver transplant in 2009. He _____ (15) to work after a six month break but eventually resigned his position in August 2011 after another period of medical leave which _____ (16) in January 2011. He _____ (17) on 5 October 2011.

Adapted from <http://www.imdb.com/name/nm0423418/bio>. July 29, 2015.

2) Read Steve Jobs' biography again. What kind of information a biography has?

Circle it.

ARGUMENTS - WORK/ EDUCATIONAL FACTS - OPINIONS - GRAPHS - PERSONAL
ACHIEVEMENTS - CURIOSITIES - SURVEYS - DATE AND PLACE OF BIRTH

3) What other kinds of information a biography can present? Discuss in class.

4) Try to find each kind of information you have circled and write them next to the text. Look at the example.

<p style="text-align: center;">Steve Jobs' Biography</p> <p>Steven Paul Jobs was (be) born on 24 February 1955 in San Francisco, California, to students Abdulfattah Jandali and Joanne Schieble who were (be) unmarried at the time and gave (give) him up for adoption. He was taken in by a working class couple, Paul and Clara Jobs, and grew up (grow up) with them in Mountain View, California. (...). He took (take) a job with video game manufacturer Atari toe the success of this operation he became increasingly ill and received a liver transplant in 2009. He returned (return) to work after a six month break but eventually resigned his position in August 2011 after another period of medical leave which began (begin) in January 2011. He died (die) on 5 October 2011.</p>	<p><u>Date and place of birth</u></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Now think of a famous person who has succeeded in life. Write his or her biography following the steps below (the teacher will set the deadlines you have to accomplish each step):

Step 1 - Choose the famous person.

Step 2 - Make a deep research of his/her life.

Step 3 - Select what facts you think are relevant. Questions 1, 2 and 3 will help you in such task.

Step 4 - Plan your text and make the first draft. Feel free to take a look at the grammar section in order to check sentence structures. You can attach visual resources like pictures, for example. It must have between 160 - 200 words.

Step 5 - Show it to a classmate and also check your classmate's biography.

Step 6 - Take back your text and write a second draft.

Step 7 - Show it to the teacher to receive feedback and ask him/her help, if you need.

Step 8 - Get your text back and rewrite it according to the adjustments suggested by the teacher and the classmates who checked it.

Step 9 - Present the final version of your composition to your classmates.

Step 10 - Enjoy seeing people reading it at the school's wall!



LISTENING AND SPEAKING · Five ways to kill your dreams



GETTING STARTED

1) Think of your dreams. Have you ever thought about how to make them true? Tell the class the steps to do it.

2) Now think of what could prevent your dream from becoming true.

- The listening from this unit is about how **not** to achieve your dreams. Are you curious? So let's start!



WORK IT OUT!



LISTENING COMPREHENSION

- 1) Watch Bel Pesce's video *Five ways to kill your dreams* (https://www.ted.com/talks/bel_pesce_5_ways_to_kill_your_dreams). What does it talk about? Discuss in class.



- 2) What are the five ways to kill the dreams presented by Pesce? Explain each of them.
- 3) What are the counterclaims she uses to prove that each of her tips is really bad for achieving your dreams?
- 4) The five ways to kill dreams, according to Pesce, are written below. However, she uses irony to get the audience's attention. What would be the right tips to make dreams come true? Match her hints in *I* with the correct ones in *II*.

I

One: Believe in overnight success.

Two: Believe someone else has the answers for you.

Three: Decide to settle when growth is guaranteed.

Four: Believe the fault is someone else's.

Five: Believe that the only things that matter are the dreams themselves.

II

() Never stop when you feel comfortable.

() Your success is a result of everything you've done until now.

() Enjoy not only the goals, but also the path.

() Be responsible for everything you do.

() Don't wait for other people's resolutions.

5) What are the similarities between Steve Jobs' commencement speech and Bel Pesce's video concerning how to be successful?

6) Would you add any other reason that blocks people from achieving their dreams? Why do you think people allow those obstacles to disturb them to achieve their goals?

7) What are success and failure, after all? And what makes someone a successful person?

8) Have you ever succeeded in something in your life? Tell your partner. If yes, how? If not, what is missing to get there? Tell your partner and ask him if you are on the right path.



PRONUNCIATION • -ED endings

GETTING STARTED

1) Look at the verbs below presented in Steve Jobs' commencement speech. Read them out loud. Observe that some of them end in a syllable that you can listen to the sound of your voice and others that you can't. Put those verbs in the correct column.

learn • deliver • drop • love • copy • work • release •

fire • happen • replace • return • develop • encounter

I can listen to the sound produced	I can't listen to the sound produced

2) Now tell the class what you remember about the sounds of -ED endings in regular verbs.

3) Have you ever asked yourself why some words with -ED ending are pronounced as /d/, /Id/ or /t/? Can you guess the reasons for that?



WORK IT OUT!

Practice saying each one of the verbs correctly. Then match each one to the correct ending sound.

replaced • returned • worked • developed • copied • learned •
 released • fired • happened • encountered • dropped • loved • delivered

/d/	/Id/	/t/



WRAPPING UP • Reflecting about self-motivation



LET'S REGISTER!

- 1) Go to <https://pt-br.padlet.com/> and login.
- 2) Take notes about your ideas concerning motivation. Follow the sample script below:
 - What are my goals?
 - Why do I want those things?
 - What are the steps to achieve them?

- Are there any difficulties to manage how to complete them? What are them? Are they real?
 - How can I deal with those difficulties? Am I capable to face all of them? What are the most challenging ones?
 - Write a sentence of encouragement to yourself. Remember: believe it, do it, achieve it!
- Customize your Padlet as you want. Use photos, images, videos, texts, audios, songs etc.



SELF-ASSESSMENT

	Regular	Good	Very good	Outstanding	If you are not okay, go back to:
I can identify the adjectives derived from other words and understand their meaning by analyzing their endings.					Vocabulary
I can write a biography.					Writing - Getting started
I can identify irony, arguments and explanations when people are talking to me.					Listening and speaking

I can say all the -ED endings of the regular past verbs.					Pronunciation
--	--	--	--	--	---------------

What I can do to improve the topics I need most is



GET INTO LANGUAGE AND INSPIRE YOURSELF!

MOVIE

- The King's Speech (2010)

BOOK

- The 7 Habits of Highly Effective People (Stephen Covey)

SONGS

- Titanium (David Guetta featuring Sia)
- Stronger (Kelly Clarkson)
- Firework (Kate Perry)
- I was here (Beyoncé)

WEBSITES

- <http://www.motivation.com/>
- <http://bliive.com/> (This one doesn't have texts talking about motivation. But it is an interesting collaborative platform where you can share your talent, learn with other people and have great experience.)

If you can dream it, you can do it.
Walt Disney

Teacher's guide

Teaching Unit – LIVING A HAPPY LIFE

Dear teacher,

This unit has been developed considering the life stage of the target student. Since 16 to 19-year-old students are deciding what kind of life they want to have and what type of person he or she desires to be, themes such as self-reflection, motivation and achievement of dreams were the main topic that led pupils to think about future in a positive way. Critical thinking and self-empowerment are important aspects to keep in mind while you teach your students in this unit. They are among the goals learners may achieve.

LESSON PLAN OVERVIEW -----

WARM-UP	Talking about motivation
READING	How to be successful?
GETTING STARTED	[Who was Steve Jobs?]
WORK IT OUT!	What do you love doing?
	Understanding from context
VOCABULARY	Adjective endings
WRITING	Biography
GETTING STARTED	[Introduction to the genre]
WORK IT OUT!	[Steps to write a biography]
LISTENING AND SPEAKING	Five ways to kill your dreams
GETTING STARTED	
WORK IT OUT! - LISTENING COMPREHENSION	Five ways to kill your dreams by Bel Pesce
PRONUNCIATION	-ED endings

SELF-ASSESSMENT

GET INTO LANGUAGE AND INSPIRE
YOURSELF!



WARM-UP · Talking about motivation

Tell the students that you are going to start a unit that talks about living a happy life. Ask them how satisfied they are in life. Choose a student to read the title of the unit and describe the picture which opens it. Students are expected to detail not only what they see but also the feelings the woman in the photo may have and what kind of things might have happened in her life to make her happy. Finally, ask what living a happy life means to each of them. Read out loud the warm-up title. Ask students how living a happy life is related to motivation.

Now, get into *Warm-up* section. First, say students to share something they want or need to do and that requires goals achievement. It can be a great dream or simply a task which may be hard to complete. Incite them to think how relieved they would be if it had been completed. Would the completion of it be a reason for feeling happier? Then, focus on the picture. Make the question (“*Are you really motivated?*”) written on the photo to your students and discuss the reasons for being or not motivated.

Finally, start the group discussion going through each question. In large groups, divide them in pairs or trios.

OPTIONAL EXTRA: At the end of this section, ask student for songs they remember which talk about living a happy life, motivation and hope. The teacher can also ask it as homework and then, in another class, make a singing contest. Think of an award related to English, like a book or magazine in English to the first place. The second and third place can also be awarded. The contest can also be done in the end of this unit in order to close it.



GETTING STARTED

Read out loud the title of the section Reading. Ask students to answer individually what is success and how it is possible to succeed.

Answer key

1) Explain them they are going to know a man who had somehow succeeded in life. The students who already know the person by his photography, can tell the others who he is.

STEVE JOBS

2) Before answering this question, verify if students recognize the logos. Make them tell the class what they know about each of them. Next, do the exercise.

b) He created Apple.

- **Students' own answers.** Here, stimulate students to connect success, motivation and happiness in accomplishing goals.

3) Make sure students understood that *commencement speech* or *commencement address* is a kind of speech which is addressed to students in their graduation by someone who has been invited and is honored. It is commonly a hopeful message that inspires future professionals.



WORK IT OUT!

Tell students that they are going to read the excerpt of Steve's Jobs *commencement speech* and that it became famous because of his words and also due to his personal problematic life stage in which cancer was very aggressive at the time Steve Jobs did the speech in 2005.

After reading, discuss briefly whether Steve Jobs' failures really motivated him. If yes, how did it happen? Ask students if they had failed in life and how they were able to overcome it, if so.



UNDERSTANDING FROM CONTEXT

Answer key

1)

OPTIONAL EXTRA: Make a game with students. Divide students in two groups. Choose one to start. He needs to read out loud the first underlined word in the text. Even though he or she does not know the meaning, he or she may make up the meaning. The other group vote if it thinks the meaning is correct. Then another students from the second group do the same. The winner is the group who gets more votes or who set right the meaning of the word. The intention here is make students try to negotiate meaning. After that, they can complete the chart form exercise 1.

beneath (line 60)	under something, or in a lower position than something.
farewell (line 61)	goodbye.
to begin to dawn on me (line 25)	a feeling that starts inside and makes us willing to do something.
to drop out (line 6)	to stop doing something before you have completely finished.
to drown out (line 51)	to make imperceptible.
to hitchhike on (line 60)	to get free rides in other people's cars by waiting next to the road.
to settle (line 42)	to relax in a comfortable position.
to turn out (line 27)	to happen in a particular way or to have a particular result, especially an unexpected one.

2) **Students' own answers.** The intention of this exercise is to make students practice the capacity of paraphrasing.

3) A) c) **disappointed**

➤ **Possible answers: he got frustrated, “(...) it was devastating.”, he was sad, he felt it wasn’t fair.**

B) a) **“You've got to find what you love.”(line 42)**

4) A) **F – T – T – F**

➤ **(Possible answers: - Dying has also advantages. It helps us make choices.
- We should worry about dying someday. And because of that, it is important to follow our heart.**

B) Lead students to link Steve Jobs’ words to *motivation*, to the importance of *living a happy life* and to the fact that our choices *may be taken according to what we are*. As mentioned by Jobs, motivation does not let the person give up his or her dreams whereas living a happy life and making right choices means living according to his or her beliefs and values. Then, encourage them to say how they can keep themselves “hungry and foolish”. In large groups this discussion can be made in pairs or trios.

5) **Students’ own answers.** This activity stimulates students’ individuality. Incite them to say how the excerpts they have chosen can help achieving their goals.



VOCABULARY · Adjective endings



GETTING STARTED

Answer key

1) **Students’ own answers.** Stimulate them to think of *adjectives* they know that would be appropriate to each situation. Write the adjectives the students say on the board.

2) Circle the adjective endings of the ones that have suffix. Incite students to think about the different meanings such endings can give to the words.



WORK IT OUT!

Answer key

- 1) a) “I am honored**ed** to be with you today (...)”. (line 1)
- b) “I was lucky**y** — I found what I loved to do early in life.” (line 19)
- c) “What had been the focus of my entire adult life was gone, and it was devastat**ing**. [...]”. (line 24)
- d) “The heaviness of being success**ful** was replaced by the lightness of being a beginner again (...)”. (line 28)
- e) “It freed me to enter one of the most creat**ive** periods of my life. [...]”. (line 29)
- f) “(...) and fell in love with an amaz**ing** woman who would become my wife.”. (line 32)
- g) “In a remark**able** turn of events, Apple bought NeXT, I returned to Apple (...)”. (line 34)
- h) “(...) the only way to be truly satisfi**ed** is to do what you believe is great work.”. (line 40)
- i) “(...) all extern**al** expectations, all pride, all fear of embarrass**ment** or failure (...)”. (line 46)
- j) “Your time is limit**ed** (...)”. (line 49)
- k) “(...) when it had run its course, they put out a fin**al** issue.”. (line 57)
- l) “(...) photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventur**ous**.”. (line 59)

2) Explain students that adjectives ending in **ING** (devastat**ing**) have to do with the consequence of something. Adjectives ending in **ED** (devastat**ed**) are the reaction of somebody to some event.

3) Now, write the adjective with appropriate suffix to each word in brackets below.

- a) PCs from Apple have fashion**able** typefaces.
- b) Steve Jobs’ growth became natur**al**.
- c) Steve Jobs’ failures were help**ful** once they made him improve in life.
- d) He thought being fired from Apple was abus**ive** and he was really worri**ed**.

- e) Steve Jobs was not very healthy at the time of his commencement speech in Stanford.
 f) His words became very famous after saying to students to give away a boring life.

4)

-OUS	-Y	-IVE	-AL	-ABLE	-ED	-ING
famous	healthy	abusive	natural	fashionable	worried	boring



WRITING • Biography

The writing section has biography as genre. Students will choose someone famous who succeeded in life and write a text about him or her. The compositions may be presented to the school on the bulletin boards.

This part can be done in two ways:

1) The teacher can follow the order of the contents in this unit and let students have the final version after the end of the unit.

or

2) The teacher can anticipate the genre, doing it after the section *Warm up* and telling students to think about the famous person they want to write a biography, completing the steps 1-4.

This second option gives students enough time to prepare drafts in order to have the final version of their text available at the end of the unit.

It can also be done in class or as homework.

Think of how many drafts it is worth having before the final version. Prepare a schedule of the drafts detailing the dates students will bring their versions to class. Then, present the schedule to students in order to get them prepared and organized. It is suggested that the teacher gives students some weeks to write their compositions. A model of schedule is shown in *Work it out* in this guide.

This writing proposal considers the evaluation done by classmates and by the teacher. A model of a Classmate's assessment is presented below. The teacher is free to choose the best way to evaluate the students' compositions. However, the student is responsible for choosing whether he or she needs making the changes in the text.

Teachers can also ask students to start a portfolio using the texts produced by them. In the case of this unit, students may have two copies of their texts: one for attaching to the portfolio and the other for putting on the school wall.

GETTING STARTED

Answer key

1) Tell students they are going to know more about Steve Job's life. Choose one of them to read the text skipping the blanks. Then ask students if they can guess the right position of the verbs. Finally, tell them to write the verbs in the correct verb tense.

- | | |
|------------------------|----------------------|
| 1) was | 10) founded |
| 2) were | 11) were |
| 3) gave | 12) was |
| 4) grew up | 13) returned |
| 5) took | 14) underwent |
| 6) returned | 15) returned |
| 7) returned | 16) began |
| 8) was building | 17) died |
| 9) managed | |

OPTIONAL EXTRA: Divide the group in two teams. They need to complete the activity correctly with right verb position and tense in 60 seconds. The winner is the team that finishes or completes more words within the time given.

2) **WORK/ EDUCATIONAL - FACTS PERSONAL – ACHIEVEMENTS – CURIOSITIES - DATE AND PLACE OF BIRTH**

OPTIONAL EXTRA: Instead of circling the information, make students discuss the type of information a biography has. Write their ideas on the board and ask them to keep in mind such features while they write their text.

3) Students' own answers.

4) Steve Jobs' Biography

TEXT	TYPE OF INFORMATION
<p>Steven Paul Jobs was born on 24 February 1955 in San Francisco, California, to students Abdulfattah Jandali and Joanne Schieble who were unmarried at the time and gave him up for adoption. He was taken in by a working class couple, Paul and Clara Jobs, and grew up with them in Mountain View, California. (...).</p>	<p><u>DATE AND PLACE OF BIRTH</u></p>
<p>He took a job with video game manufacturer Atari to raise enough money for a trip to India and returned from there a Buddhist. Back in Cupertino he returned to Atari where his old friend Steve Wozniak was still working (work). Wozniak was building his own computer and in 1976 Jobs pre-sold 50 of the as-yet unmade computers to a local store and managed to buy the components on credit solely on the strength of the order, enabling them to build the Apple (...). (...). In 1985 Jobs was fired from Apple and immediately founded another computer company, NeXT. Its machines were not a commercial success but some of the technology was later used by Apple when Jobs eventually returned there. (...).</p>	<p><u>WORK/ EDUCATIONAL FACTS</u> <u>PERSONAL ACHIEVEMENTS</u></p>
<p>In 2003, Jobs was diagnosed with pancreatic cancer and underwent surgery in 2004. Despite the success of this operation he became increasingly ill and received a liver transplant in 2009. He returned to work after a six month break but eventually resigned his position in August 2011 after another</p>	<p><u>CURIOSITIES</u></p>

period of medical leave which began in January 2011. He died on 5 October 2011.	
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WORK IT OUT! • Steps to write a biography

WEEK 1 – First draft: research and writing

→ Students need to start choosing the personality and finding information about him or her. Here, he writes the first draft which will be evaluated by another student.

Steps 1, 2, 3 and 4.

Give students a paper with the chart below. They are going to use it to evaluate their colleagues.

CLASSMATE’S ASSESSMENT					
Student: _____					
Write 1-5 in each item below. 1 – Weak 2 – Borderline			3 – Regular 4 – Great 5 – Exceptional		
ENGAGEMENT	The student respected the schedule.	The student gave consistent feedback to the classmate.	The student discussed ideas with classmates and teacher.	The student was capable to recognize what he or she needed to improve.	The student made a good research.
TEXT	The student wrote it according to the features from the gender.	Grammar: the text has accuracy.	Cohesion: the text is well linked.	Coherence: the text is easy to understand .	Creativity in telling the story.

WEEK 2 - Second draft: classmate’s feedback

→ Students exchange their texts so they will receive a feedback from classmates. If possible, the teacher can ask them to do it in class, and then the students can discuss ideas. Do not let students exchange their texts with more than two classmates or they will get confused with too many ideas.

Steps 5 and 6.

WEEK 3 - Third draft: teacher's feedback

→ Now teachers are supposed to read the texts. Check grammar, cohesion and coherence etc. The teacher can take the compositions to read at home or do it simultaneously to week 2.

Steps 7 and 8.

WEEK 4 – final version

Steps 9 and 10.



LISTENING AND SPEAKING • Five ways to kill your dreams

For this section it is necessary a computer, stereos and a data projector.

GETTING STARTED

Introduce the theme of this section doing the exercises 1 and 2.

Answer key

1) **Students' own answers.**

2) **Students' own answers.**

This activity is also available at <http://ed.ted.com/on/0io7RqT6>. Teachers can choose between giving the activities on the teaching unit or at the website, in classroom or as homework.



WORK IT OUT!



LISTENING COMPREHENSION

Read out loud the title of this section. Ask students how can be possible to kill a dream. Then, play the video (https://www.ted.com/talks/bel_pesce_5_ways_to_kill_your_dreams) to students. You can play it three times, if necessary.

Transcript:

I dedicated the past two years to understanding how people achieve their dreams. When we think about the dreams we have, and the dent we want to leave in the universe, it is striking to see how big of an overlap there is between the dreams that we have and projects that never happen. (Laughter) So I'm here to talk to you today about five ways how not to follow your dreams.

One: Believe in overnight success. You know the story, right? The tech guy built a mobile app and sold it very fast for a lot of money. You know, the story may seem real, but I bet it's incomplete. If you go investigate further, the guy has done 30 apps before and he has done a master's on the topic, a Ph.D. He has been working on the topic for 20 years.

This is really interesting, I myself have a story in Brazil that people think is an overnight success. I come from a humble family, and two weeks before the deadline to apply to MIT, I started the application process. And, voila! I got in. People may think it's an overnight success, but that only worked because for the 17 years prior to that, I took life and education seriously. Your overnight success story is always a result of everything you've done in your life through that moment.

Two: Believe someone else has the answers for you. Constantly, people want to help out, right? All sorts of people: your family, your friends, your business partners, they all have opinions on which path you should take: "And let me tell you, go through this pipe." But whenever you go inside, there are other ways you have to pick as well. And you need to make those decisions yourself. No one else has the perfect answers for your life. And you need to keep picking those decisions, right? The pipes are infinite and you're going to bump your head, and it's a part of the process.

Three, and it's very subtle but very important: Decide to settle when growth is guaranteed. So when your life is going great, you have put together a great team, and you have growing revenue, and everything is set -- time to settle. When I launched my first book, I worked really, really hard to distribute it everywhere in Brazil. With that, over three million people downloaded it, over 50,000 people bought physical copies. When I wrote a sequel, some impact was guaranteed. Even if I did little, sales would be okay. But okay is never okay. When you're growing towards a peak, you need to work harder than ever and find yourself another peak. Maybe if I did little, a couple hundred thousand people would read it, and that's great already. But if I work harder than ever, I can bring this number up to

millions. That's why I decided, with my new book, to go to every single state of Brazil. And I can already see a higher peak. There's no time to settle down.

Fourth tip, and that's really important: Believe the fault is someone else's. I constantly see people saying, "Yes, I had this great idea, but no investor had the vision to invest." "Oh, I created this great product, but the market is so bad, the sales didn't go well." Or, "I can't find good talent; my team is so below expectations." If you have dreams, it's your responsibility to make them happen. Yes, it may be hard to find talent. Yes, the market may be bad. But if no one invested in your idea, if no one bought your product, for sure, there is something there that is your fault. (Laughter) Definitely. You need to get your dreams and make them happen. And no one achieved their goals alone. But if you didn't make them happen, it's your fault and no one else's. Be responsible for your dreams.

And one last tip, and this one is really important as well: Believe that the only things that matter are the dreams themselves. Once I saw an ad, and it was a lot of friends, they were going up a mountain, it was a very high mountain, and it was a lot of work. You could see that they were sweating and this was tough. And they were going up, and they finally made it to the peak. Of course, they decided to celebrate, right? I'm going to celebrate, so, "Yes! We made it, we're at the top!" Two seconds later, one looks at the other and says, "Okay, let's go down." (Laughter)

Life is never about the goals themselves. Life is about the journey. Yes, you should enjoy the goals themselves, but people think that you have dreams, and whenever you get to reaching one of those dreams, it's a magical place where happiness will be all around. But achieving a dream is a momentary sensation, and your life is not. The only way to really achieve all of your dreams is to fully enjoy every step of your journey. That's the best way.

And your journey is simple -- it's made of steps. Some steps will be right on. Sometimes you will trip. If it's right on, celebrate, because some people wait a lot to celebrate. And if you tripped, turn that into something to learn. If every step becomes something to learn or something to celebrate, you will for sure enjoy the journey.

So, five tips: Believe in overnight success, believe someone else has the answers for you, believe that when growth is guaranteed, you should settle down, believe the fault is someone else's, and believe that only the goals themselves matter. Believe me, if you do that, you will destroy your dreams. (Laughter)

Thank you.

Answer key

1) *Possible answers:* The video talks about how to be successful in life. It says that success only comes after hard work.

2) *Answers may vary.*

Ways to kill a dream	Explanation
1: Believe in overnight success.	People think that success happens without any effort. However, it only comes after hard work and it demands patience, once it may not come quickly.
2: Believe someone else has the answers for you.	Many people want to help giving opinion, but each one needs to find their own way to do things.
3: Decide to settle when growth is guaranteed.	People should never stop improving.
4: Believe the fault is someone else's.	Instead of thinking that the problem is outside, people should reflect and be responsible for their failures in order to change the situation.
5: Believe that the only things that matter are the dreams themselves.	Do not focus only on the result. Enjoy the path.

3) *Answers may vary.*

Ways to kill a dream	Counterclaims
1: Believe in overnight success.	“Your ‘overnight success’ story is always a result of everything you've done in your life through that moment.”
2: Believe someone else has the answers for you.	“No one else has the perfect answers for your life. And you need to keep picking those decisions, right? The pipes are infinite and you're going to bump your head, and it's a part of the process.”

<p>3: Decide to settle when growth is guaranteed.</p>	<p>“Even if I did little, sales would be okay. But okay is never okay. When you're growing towards a peak, you need to work harder than ever and find yourself another peak.”</p>
<p>4: Believe the fault is someone else's.</p>	<p>“You need to get your dreams and make them happen. And no one achieved their goals alone. But if you didn't make them happen, it's your fault and no one else's. Be responsible for your dreams.”</p>
<p>5: Believe that the only things that matter are the dreams themselves.</p>	<p>“(…) achieving a dream is a momentary sensation, and your life is not. The only way to really achieve all of your dreams is to fully enjoy every step of your journey.”</p>

4) 3 – 1 – 5 – 4 - 2

5) *Answers may vary. Possible answers: Overnight success does not exist, it is needed effort; Try to make choices by yourself. Do not give up etc.*

Questions 6, 7 and 8: **Students own answers.**



PRONUNCIATION · -ED endings

GETTING STARTED

Write the words *work* and *love* (from exercise 1) on the board. Tell students to repeat carefully such words. Ask if they realized any difference in saying the last syllable.

They may observe that the letter *k* in *work* does not have any sound (there is no air passing by the vocal chords). As for *love*, it is possible to see that the last syllable has sound (some air passes by the vocal chords).

Tell students to prove it holding their necks with hands and ask them to repeat the words on the board. They will not feel the neck vibrating while they say the word *work* whereas they will feel it while they repeat the word *love*.

Explain students that when the neck vibrates it means that some air has passed by their throats and that is what makes the vocal chords moves and gives the sound.

Make students understand that a correct pronounce can help them to be clearer.

Answer key

1)

I can listen to the sound produced	I can't listen to the sound produced
learn, deliver, love, copy, release, fire, happen, return, encounter	drop, work, replace, develop

2) **Students' own answers.**

3) **Students' own answers.**

Make students understand the differences among /d/, /Id/ or /t/. Explain that the sound of –ED ending is related to the last syllable of the verb. Once /d/and /Id/ are **voiced**, such sounds will follow **voiced syllables** as well, whereas /t/ sound will be after **silent syllables**.



WORK IT OUT!

Before asking students to write the verbs in the chart, tell them to repeat such verbs with their hands on the neck. Ask them to feel whether the throat vibrates or not. Then, allow them to complete the exercise.

Answer key

/d/	/Id/	/t/
returned	released	replaced
copied	copied	worked

learned	encountered	dropped
released		developed
fired		
happened		
encountered		
loved		
delivered		



WRAPPING UP • Reflecting about self-motivation



LET'S REGISTER!

In this section stimulate students to reflect and write about themselves in order to register their thoughts.

The teacher can choose if he or she will assess or not their production. It is recommended that the teacher tells students he or she is available to help them, even though he or she chooses not to evaluate it.

Students own answers.



SELF-ASSESSMENT

This section is reserved to students' self-assessment. Teachers can take a look at it to check students' impressions about their learning. Talk to each of them, if it is possible (if not, talk to the class) and ask the reasons for their answers. Then give suggestions of alternatives to improve their English.



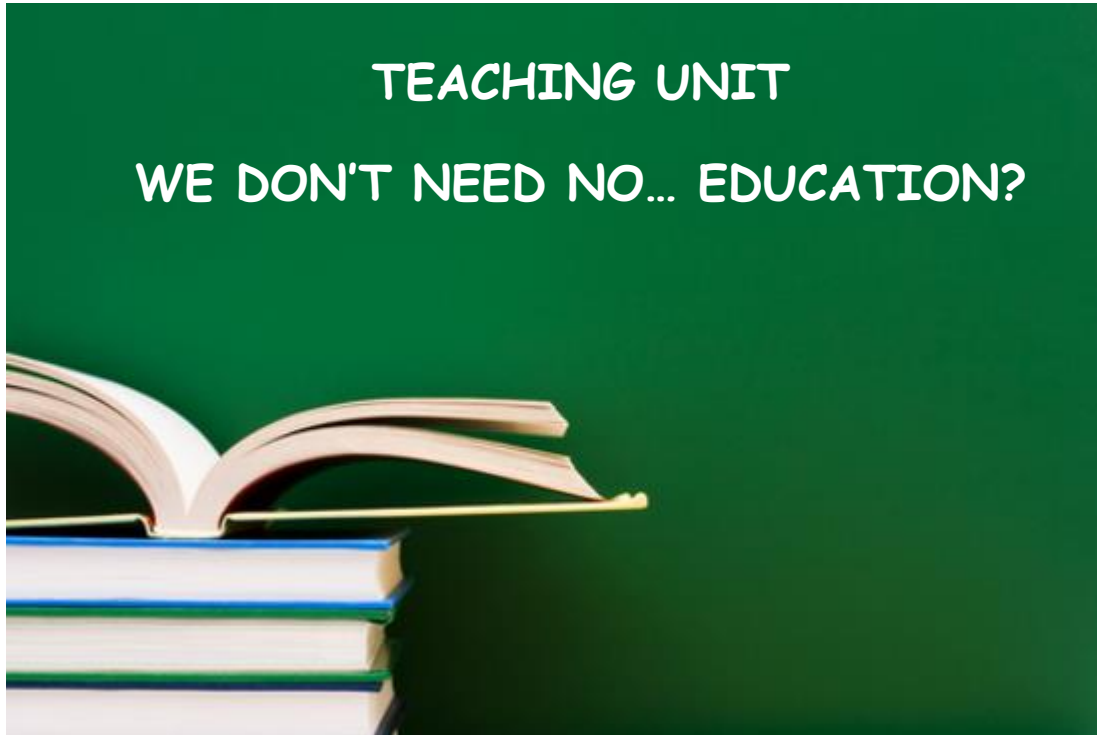
GET INTO LANGUAGE AND INSPIRE YOURSELF!

Finally, this last section gives students extra material where they can find out information and learn English in a more indirect way. The goal here is to encourage students to pursue knowledge by themselves. However, be approachable to help students if they have doubts in any of the materials of this section.

OPTIONAL EXTRA: Teachers can use Walt Disney's message to discuss the idea of it in order to wrap up the unit.

If you can dream it, you can do it.

Walt Disney



WARM-UP · Is education really necessary?

1) Watch the video (<https://www.youtube.com/watch?v=qs35t2xFqdU>) and follow the song lyrics. Try to predict what words may fill the blanks. Then complete it:

Another Brick in the Wall - Part 2
Pink Floyd



<https://www.tumblr.com/search/Fear-builds-walls>

We don't need no education
We don't need no _____ (1) control
No dark _____ (2) in the classroom
Teachers leave _____ (3) kids alone
Hey! Teachers! Leave them kids alone!
All in _____ (4) it's just another brick in the wall.
All in all you're just another brick in the wall.

We don't need no education
We don't need no _____ (5) control
No dark _____ (6) in the classroom
Teachers leave _____ (7) kids alone
Hey! Teachers! Leave us kids alone!
All in _____ (8) it's just another brick in the wall.
All in all you're just another brick in the wall.
[...]

Available at <http://www.vagalume.com.br/pink-floyd/another-brick-in-the-wall.html#ixzz3qdjieu9l>.
Nov, 2015.

2) Now discuss with the class:

A) What does the song talk about?

B) How are schools shown in the lyrics?

C) Does it show a current context of education or an old one? What elements in the lyrics can justify your answer?

3) Discuss in class what the author of the song meant with the sentences below:

➤ "We don't need no thought control"

➤ "No dark sarcasm in the classroom"

➤ "Teachers leave them kids alone"

➤ "All in all it's just another brick in the wall"

4) Read about the origin of the song told by Roger Waters, from Pink Floyd band. Here he clarifies what the verse "All in all it's just another brick in the wall" means. Check if you were right.

Roger Waters wrote this song about his views on formal education, which were framed during his time at the Cambridgeshire School for Boys. He hated his grammar school teachers and felt they were more interested in keeping the kids quiet than teaching them. The wall refers to the wall Waters built around himself because he wasn't in touch with reality. The bricks in the wall were the events in his life which propelled him to build this proverbial wall around him, and his school teacher was another brick in the wall.

Waters told Mojo [the music magazine], December 2009, that the song is meant to be satirical. He explained: "You couldn't find anybody in the world more pro-education than me. But the education I went through in boys' grammar school in the '50s was very controlling and demanded rebellion. The teachers were weak and therefore easy targets. The song is meant to be a rebellion against errant government, against people who have power over you, who are wrong. Then it absolutely demanded that you rebel against that."

Available at <http://www.songfacts.com/detail.php?id=1696>. Nov, 2015.

➤ Now answer:

A) What are the reasons that led Roger Waters to write the song?

B) Concerning the reasons for composing the song, were your predictions right?

C) What is the meaning of the song, after all?

D) Do you think such reality is still in our classrooms? If you said yes, how does it happen nowadays? And if you said no, what has changed?

E) Now, answer: Is education really necessary? Why?

F) How does education work in your country?

G) The song "Another Brick in the Wall" could correspond to the reality of your country? In which way?



READING · The power of education



GETTING STARTED

1) Do you agree with the title of this section? How do you think education can mean power? Discuss in class.

2) Have you ever heard about Malala? If yes, tell your classmates who she is and what she has done.

3) Now find the words in the word search and complete the information about her. What does she fight for?

Malala

A W A K N Z H A Z A L G P L T
E L V G G O N O M I N A T E D
T C L Z H U I N A T S I K A P
H D N O Z M Z T X E V S J X O
R M J A W J B U A G L A H T H
E C C P T E O W H C U B P O P
A N Z M A R D F J I U T Q V T
T B N R R M O M I I H D D N E

S J I N O W V P H H E Y E V D
 D E V I V R U S M M A Y I B E
 T S E G N U O Y O I N E T M F
 F D C C W T M H G O C O T S I
 S S T X W F P O U E H B I C E
 R F D Z J I I E R R X H J G D
 G I M R Y P R C W R G E G W Y



Malala Yousafzai was born on July 12, 1997, in Mingora, _____ (1). As a young girl, she _____ (2) the Taliban [...] and demanded that girls be _____ (3) to receive an _____ (4), which resulted in the Taliban issuing a death _____ (5) against her. On October 9, 2012, a gunman _____ (6) Malala when she was traveling _____ (7) from school. She _____ (8), and has continued to speak out on the _____ (9) of education. She was _____ (10) for a Nobel Peace Prize in 2013. In 2014, she was nominated again and _____ (11), becoming the _____ (12) person to _____ (13) the Nobel Peace Prize.

Adapted from <http://www.biography.com/people/malala-yousafzai-21362253>. Nov, 2015.

4) Why do you think the examiners chose Malala to win the Nobel Peace Prize?



WORK IT OUT!

Have you ever thought how studying in a place where the war has set would be?

Read Malala Yousafzai's diary and discover it.

Diary of a Pakistani schoolgirl

Private schools in Pakistan's troubled north-western Swat district have been ordered to close in a Taleban edict banning girls' education. Militants seeking to impose their austere interpretation of Sharia law have destroyed about 150 schools in the past year. Five more were blown up despite a government pledge to safeguard
 5 education, it was reported on Monday. Here a seventh grade schoolgirl from Swat chronicles how the ban has affected her and her classmates. The diary first appeared on BBC Urdu online.

SATURDAY 3 JANUARY: I AM AFRAID

10 I had a terrible dream yesterday with military helicopters and the Taleban. I have had such dreams since the launch of the military operation in Swat. My mother

made me breakfast and I went off to school. I was afraid of going to school because the Taleban had issued an edict banning all girls from attending schools.

15 Only 11 students attended the class out of 27. (1) My three friends have shifted to Peshawar, Lahore and Rawalpindi with their families after this edict.

On my way from school to home I heard a man saying 'I will kill you'. I hastened my pace and after a while I looked back if the man was still coming behind me. But to my utter relief he was talking on his mobile and must have been threatening someone else over the phone.

20 [...]

WEDNESDAY 14 JANUARY: I MAY NOT GO TO SCHOOL AGAIN

25 I was in a bad mood while going to school because winter vacations are starting from tomorrow. The principal announced the vacations but did not mention the date the school was to reopen. This was the first time this has happened.

(2). The principal did not inform us about the reason behind not announcing the school reopening, but my guess was that the Taleban had announced a ban on girls' education from 15 January.

30 This time round, the girls were not too excited about vacations because they knew if the Taleban implemented their edict they would not be able to come to school again. Some girls were optimistic that the schools would reopen in February but others said that their parents had decided to shift from Swat and go to other cities for the sake of their education.

35 Since today was the last day of our school, we decided to play in the playground a bit longer. I am of the view that the school will one day reopen but while leaving I looked at the building as if I would not come here again.

[...]

FRIDAY 18 JANUARY: NO POLICE IN SIGHT

40 My father told us that the government would protect our schools. The prime minister has also raised this issue. I was quite happy initially, but now I know that this will not solve our problem. Here in Swat we hear everyday that so many soldiers were killed and so many were kidnapped at such and such place. But the police are nowhere to be seen.

45 Our parents are also very scared. (3). The army is also responsible for the disruption in our education.

50 Today a boy from our locality went to school and he was told by the principal to go back home because a curfew was to be imposed soon. But when he reached home he came to know that there was no curfew, instead his school was closed down because the army was to move through the road near his school.

[...]

THURSDAY 22 JANUARY : VERY DANGEROUS SITUATION

I am quite bored sitting at home following the closures of schools.

55 Some of my friends have left Swat because the situation here is very dangerous. I do not leave home. At night Maulana Shah Dauran (the Taleban cleric who announced the ban on girls attending school) once again warned females not to leave home.

(4).

60 Father told us that security forces have arrived at the boys' and girls' school in Haji Baba area. May God keep them safe.

[...]

MONDAY 2 FEBRUARY: SCHOOL CLOSED ON TALEBAN ORDERS

I am upset because the schools are still closed here in Swat.

65 Our school was supposed to open today. On waking up I realized the school was still closed and that was very upsetting. In the past we used to enjoy ourselves on school closure. (5).

70 My father told me that following the closure of private girls' schools, private schools for boys had decided not to open until 8 February. In this regard notices have appeared outside the schools saying that they will reopen on 9 February. My father said that because no such notices have been displayed outside girls' schools, that meant they would not be re-opening.

[...]

75 MONDAY 9 FEBRUARY: PRECARIOUS

Boys' schools in Swat have reopened and the Taleban have lifted restrictions on girls' primary education - therefore they are also attending schools. In our school there is co-education until primary level.

80 My younger brother told us that out of 49 students only six attended his school including a girl. In my school, only a total of 70 pupils attended out of 700 students who are enrolled.

[...]

TUESDAY 17 FEBRUARY: HUSTLE AND BUSTLE

85 Today I started preparing for the examinations because after the peace deal there is a hope that girls' schools could reopen. My teacher did not turn up today because she went to attend an engagement.

90 When I entered my room I saw my two brothers playing. One had a toy helicopter while the other had a pistol made of paper. One would yell "fire" and the other would say "take position". One of my brothers told my father he wanted to make an atomic bomb.

95 Maulana Sufi Mohammad is in Swat today. (6). The city is witnessing a lot of rush. The city's hustle and bustle has returned. May God help make this agreement successful. I am optimistic.

[...]



The people of Swat have become tired of the violence

100 THURSDAY 19 FEBRUARY: PEACE NOT WAR

105 My father prepared breakfast today because my mum is not feeling well. (7) I told my brothers that we will not talk of war but peace from now on. We received the information from our school headmistress that examinations will be held in the first week of March. I have stepped up my studies.

Adapted from http://news.bbc.co.uk/2/hi/south_asia/7889120.stm. Nov, 2015.



UNDERSTANDING FROM CONTEXT

1) Read the excerpts below. Where were they taken from? Write the number of their position and complete the text.

() But this is not the case this time because I am afraid that the school may not reopen at all on the orders of the Taleban.

() The number decreased because of Taleban's edict.

() He also warned that they would blow up those schools which are used by the security forces as security posts.

() In the past the reopening date was always announced clearly.

() She complained to my father, asking why did he tell her about the journalist's death.

() They told us they would not send us to school until or unless the Taleban themselves announce on the FM channel that girls can go to school.

() The media are here too.

2) Look at the underlined words in the text. Can you infer their meanings from context? Write them matching to their definition.

curfew (line 48)	a rule that says that must stay at home between particular times, usually at night, especially during a war or a period of political trouble
	busy and noisy activity
	an official order, especially one that is given in a forceful and unfair way
	to make something happen sooner or more quickly
	to make a serious or formal promise

3) Read the text again. Write *O* if the excerpts below are Malala's *opinion* and *F* if it is a *fact*.

 F "(...) winter vacations are starting from tomorrow." (line 23)

 "(...) the Taleban had announced a ban on girls' education from 15 January." (line 27)

 "(...) I looked at the building as if I would not come here again." (line 36)

 "(...) this will not solve our problem." (line 41)

 "But the police are now here to be seen." (line 43)

 "(...) they will reopen on 9 February (...)." (line 71)

 "(...) there is a hope that girls' schools could reopen (...)." (line 87)

 "(...) examinations will be held in the first week of March (...)." (line 104)

4) Read the passages below. One of them makes us infer that the government was not really defending the schools. Choose the answer that confirms it.

a) "Here in Swat we hear every day that so many soldiers were killed and so many were kidnapped at such and such place." (line 43)

b) "The army is also responsible for the disruption in our education." (line 45)

c) "But the police are now here to be seen." (line 43)

d) "Father told us that security forces have arrived at the boys' and girls' school in Haji Baba area." (line 60)

5) What are the difficulties Malala faces to keep studying? Discuss in class.

6) Compare the challenges in education in Pakistan and in your country concerning students' point of view.

7) Why do you think studying was so important to Malala? Tell the class.

8) Now, discuss in pairs the topics below. Number the sentences in order of importance. Check the answers with a partner. Say why you put each sentence in such order.

Studying is important because...

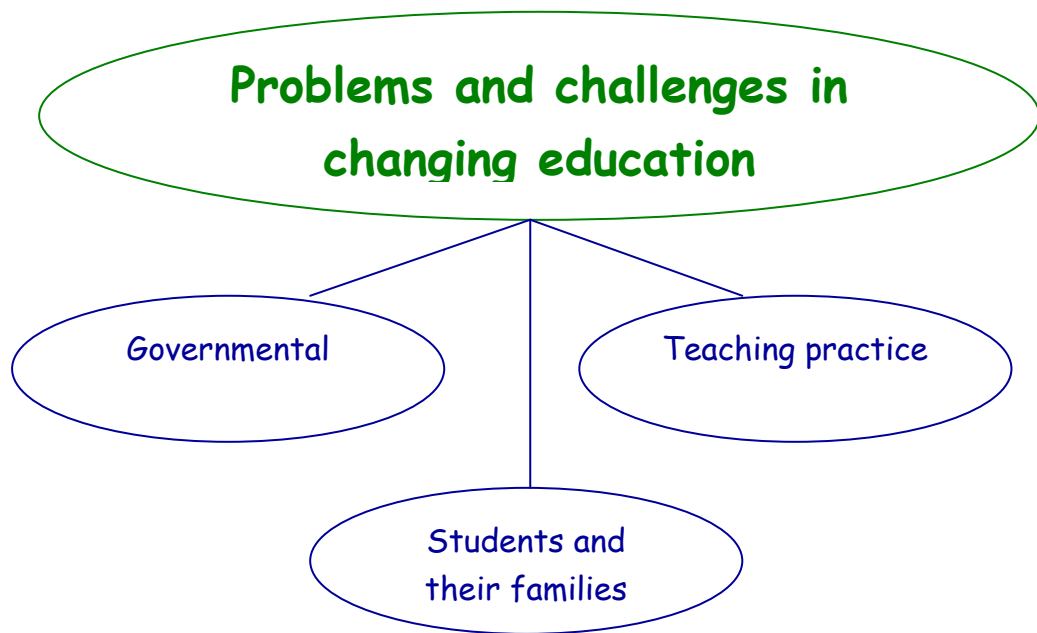
- () It is essential to get well-paid jobs.
- () It gives people the opportunity to know more about how the world works.
- () It allows kids to deal with their feelings by sociability.
- () People learn more about other cultures and become able to respect the differences.
- () It allows kids to know themselves better and build their identity.
- () It empowers people and makes them more autonomous.
- () It fosters critical thinking, what makes people more able to question, argument and debate.
- () It helps changing the world.



LISTENING · Challenges in changing education

GETTING STARTED

1) Discuss in class what the main problems in education around the world are, concerning the issues below. Would it be easy to make changes in order to solve such problems? Why?



2) Now read the text below and answer:

Sao Paulo students protest against closures

In impoverished parts of the city, students fight back against closures they fear will limit access to education.

Sam Cowie | 22 Nov 2015 11:27 GMT | [Latin America](#), [Brazil](#), [Human Rights](#), [Education](#)

[...]. In an attempt to reverse the proposed closures and force dialogue with the authorities, students have begun occupying schools across the city [of Sao Paulo]. The government [...] decided to close 94 public schools [...] and 311,000 students - around 10 percent of the total state school system will have to change schools. Eighty-three thousand teachers will also be relocated. [...]. "All students, parents, communities, and teachers can rest assured that they will be served by the state network," said Sao Paulo regional director of education Sandoval Cavalcanti, by phone. [...]. Opponents, however, say that the reorganization will be a huge disruption to the students' lives and that none of the involved parties - students, parents or teachers - were consulted. [...].

Adapted from <http://www.aljazeera.com/indepth/features/2015/11/sao-paulo-students-protest-closures-151122074957255.html>. Dec, 2015.

- Would this situation be prevented if the government had listened to the community? Discuss in class the effects of the lack of communication between the State of Sao Paulo and the society.



WORK IT OUT!

- 1) Watch the interview about the challenges in changing the education system in Brazil (<https://www.youtube.com/watch?v=1wrxVoAWDVA>). What are the challenges Andrea Lisboa de Sousa has enumerated? What kind of problem are they (governmental, teaching practice, students and their parents)?



- 2) Find the mistake and correct the sentences below:

A) 2/3 of the Brazilian population finishes the 6th grade.

B) The government oversees only public schools, which are their responsibility.

C) The biggest problem in public schools is the unmotivated teachers.

D) Principals have government support to receive a big amount of students.

E) The students who pay for a private school go to private universities once they can pay for it as well.

3) According to Andrea, what are the differences between the private and public schools?

4) Explain the contradiction concerning students who study in public schools in lower levels and the access to public universities.

5) What are the advancements Brazil has made in recent years, according to Sousa? And what is the importance of each of those advancements?

6) The interviewer asked if the budget for retired teachers is a problem. What Sousa has answered? Do you agree with her? Explain your reasons.

7) Write the effect each situation below causes.

Situation	Effect
Public schools are open to everybody.	
Private schools have better quality.	[concerning universities]
Students from public schools do not receive a good education.	[concerning universities]
Students from public schools cannot afford to pay.	
Social Programs such as "Bolsa Familia".	



STRUCTURE IN USE · Linking words

GETTING STARTED

Pair work. Read briefly the text *Importance of Education in the Modern World* of the section *Writing and speaking*. What role do the highlighted words play in the text? Discuss with your partner.



WORK IT OUT!

Pair work. Now take a look at the main linking words below.

A) Can you find some of them in Malala's diary in the section *Reading*?

What they may mean?

B) Can you explain their meanings? Discuss with your partner which group do the expressions below belong to. Then write your answers.

CONTRAST - ~~ADDITION~~ - INTRODUCTION - REFERENCE - CAUSE -
 RESULT - CONCLUSION - PURPOSE - CLOSURE

Group	Expressions
ADDITION	Besides (that), In addition to (that), Moreover.
	In order to, So that, To.
	First of all, In the first place, To begin with, Firstly.
	But, However, though, Nevertheless. In spite of, Despite. Although, Even though.
	Therefore, So.
	So that, As a result.
	Regarding, Concerning, Considering.
	Finally, At last.
	Because, Since, As a result of, Due to.

B) Now practice writing sentences using three different linking words. Then, ask your partner to check it for you. You may also correct your partner's sentences. Make comments to help him or her to improve those sentences.



GETTING STARTED

1) Read the text below and answer the following questions.

Importance of Education in the Modern World

Education is an important tool that is applied in the contemporary world to succeed, as it mitigates the challenges which are faced in life. The knowledge gained through education enables individuals' potential to be optimally utilized owing to training of the human mind. **This** opens doors of opportunities enables individual to achieve better prospects in career growth. Education has played a paramount role in the modern industrial world. This is attributed to the fact prospective employees must be qualified adequately to perform various tasks effectively. Industries entail resources that are sufficiently equipped with the modern technology to suit the needs and wants of the society. **This thus,** makes education to become a norm for services in all industrial sectors. The primary skills and the ability to apply the skills is the basis for evaluating the market.

The foundation of the society is based on education since it brings economic and social prosperity. Gaining education enhances an individual to live a respectful life in the society. This is because education offers a setting in which culture and values of a society are developed. **In this respect,** education in modern society provides a forum where the society examines its issues and identifies solutions. The advancement of a society both economically and socially is by gaining education which consequently enables them to run a modern society.

Career wise, education is the foundation of developing individuals by providing knowledge regarding humanity the world over. Individuals in the society acquire new approaches in life that build opinions on the economical and social life. Education enables the society to interpret the world around them [...], innovating to new ways and means that conform to their environment.

The current advancement in technology has been enhanced largely by education, as individuals are able to apply the skills acquired in real life leading to innovations. Employment in the contemporary world is based on education, as employees must possess the required skills that correspond with the current technology to perform their tasks. Prospective employees must be equipped with skill for them to cope with ever advancing technology in all industrial and agricultural sectors. **Therefore,** education has become a basic

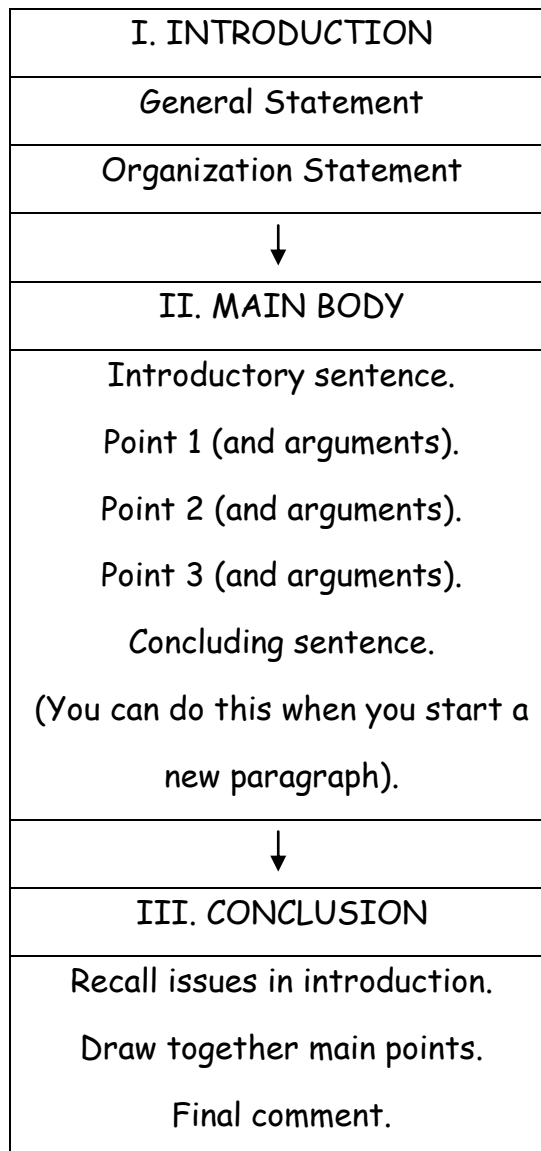
Introduction

General Statement

Introductory

Sentence

Argument



Adapted from <http://www.uefap.com/writing/genre/essay.htm>. Dec, 2015.

D) What is the author defending? Discuss in class. Then, list the author's points of view and the arguments he or she used to explain his or her opinion.

Opinion/ ideas	Arguments

<i>The current advancement in technology has been enhanced largely by education</i>	- <i>individuals are able to apply the skills acquired in real life leading to innovations</i>



WORK IT OUT!

Now it is your turn. Write an essay which theme is *Educational dilemmas in my country*. It must have among 480 - 500 words. Take the following steps:

Step 1 - Brainstorming: think of the educational problems in your country. Choose from two to four of them to talk about.

Step 2 - Start writing about the problems you have chosen. Describe them telling the reason they are so serious. Use arguments and data from researches or surveys to make your arguments stronger. You can put each problem and argument in different paragraphs.

Step 3 - Write the introduction based on what you have already written.

Step 4 - Write the conclusion to wrap up your text.

Step 5 - Give the first draft to your teacher check it for you. He or she may set the dates to do so.

Step 6 - Receive your draft and make the corrections.

Step 7 - Bring the final version to further discussion in class. This discussion will lead you to the next phase: preparing a seminar about education.

Don't forget:

- Use the structure shown in this section to write your text.
- Use linking words when necessary.
- Use *Introductory sentence* and *Concluding sentence* in each paragraph.
- Write in formal English.
- Make use of the linking words learnt in the section *Vocabulary*.



SPEAKING OUT LOUD: PRESENTING A SEMINAR - GROUP WORK

Building strategies: Organizing your presentation

? ? GETTING STARTED

1) You are going to present a seminar about solutions to the education problems in your country. But first, learn more about how to present a seminar. Watch the video that talks about some new ideas to change education in England. Then, discuss the topics below.

https://www.ted.com/talks/geoff_mulgan_a_short_intro_to_the_studio_school?language=en



A) Identify the problems Mulgan has mentioned concerning the necessity of innovation in schools around the UK.

B) What is/ are the solution(s) for the problems shown in the video?

C) Explain the reason why this kind of school was called "studio".

D) Describe how such school would be (in terms of number of students, how it would work etc.)

E) What are the ways Mulgan monitors if it is going well?

F) How does Mulgan start and end the seminar?

G) What are the visual resources he uses at his presentation?

2) Read the text below about how to present a good seminar. Can you identify any of the characteristics below in Mulgan's presentation? Discuss with your group.

How to Give a Good [...] Seminar Presentation

1. Pick a good topic

[...] seminar is really a story, and giving a good seminar is the same thing as telling a good story. Selecting a topic that will make a good story is a big first step toward making your seminar a good one. [...].

2. Know your audience

It is important to understand how much your audience is likely to know in advance about your seminar topic. This will determine the amount of time you need to spend on the various portions of your talk.

You need to decide if the tone of your seminar should be serious or informal. [...] Familiarize yourself in advance with the room where you will give your talk and with any equipment that you plan to use. Not only should this make you more comfortable, but it may also help you avoid unexpected technological problems.

3. Begin with a title slide and show a brief outline or list of topics to be covered

Use text slides to designate the beginnings of individual sections of your talk or to introduce a major topic shift. [...]. Text slides can be important and very helpful to you and your audience. They demonstrate your organizational skills, help audience members to follow your talk more easily, and let them know where you're headed. They also help to keep you on track and focused during your talk.

4. Introduce your topic well

Your introduction will vary in length and detail, depending on the length of your talk, your topic, and the level of sophistication of your audience. Give the necessary information but be careful not to include large amounts of extraneous material. Visual aids are particularly important [...].

[...]

5. Data presentation is the heart of a successful talk

- A. Don't overwhelm your audience with information. Limit the total amount of data you present and limit the amount of information you show on any single slide. [...].
- B. Paraphrase your text slides and read aloud each major point. [...].
- C. [...] Explain the information on each slide. [...].
- D. Choose your graphs carefully. They should follow a logical progression, and you should be able to clearly explain each graph. [...].
- E. Cite all sources of information, especially if you did not generate the data yourself. [...].
- F. Use the best graphics available but be careful not to distract your audience by making the artwork more interesting than the information [...]. Don't waste your time trying to make the prettiest or the coolest slides. Focus on content and clarity. [...]. Limit your use of animation as well. [...].
- G. Make your presentation visually appealing by using variations in color and texture. Color can be used to unite items related to a single topic, emphasize points and generally enhance the audience's ability to understand your subject

6. Always give a synthesis or conclusion

Display a brief summary of your conclusions on a slide while you discuss the significance of the material you have presented. Your conclusions should match your talk objectives and should complete your story. Remember, this is the end of your story, so make it memorable [...]. [...] your conclusions and synthesis **must** have some original content. You may want to add a slide after your conclusions with future questions that should be addressed. This demonstrates some critical thinking on your part and shows that you have a feel for the big picture of which your topic is a part.

7. Answer questions thoroughly and thoughtfully

Remain relaxed during the question period. [...]. When answering questions, take your time, compose yourself, make sure you understand the question clearly and think before you answer. If the question is unclear or doesn't make sense to you, ask politely for clarification. [...] If you suspect that something in particular will come up, prepare an answer. [...]. If you don't know the answer to a question, try to say something useful and relevant. If you really don't know, "I don't know" is perfectly acceptable, but not for every question.

[...] SEMINAR PRACTICAL DO'S AND DON'TS

DO:

1. Practice
2. Look professional

3. Preview your slides
4. Clearly state your objectives and goals
5. Speak clearly and at a good pace. [...]
7. Quote appropriate references and distinguish your work from literature sources
8. Make a lot of eye contact with your audience
9. Conclude your talk with statements that address your objectives and finish your story

DON'T:

1. Wait until the last minute to prepare
2. Make slides that are impossible to read or understand [...]
3. [...]. Know your material well without reading.
4. Make distracting gestures when you talk (play with a pointer, rock back and forth, play with your hair, pick your nose, etc.).
5. Speak too rapidly, too slowly, too quietly or too loudly. Don't speak in a monotone and try not to mumble.
6. Talk to one person or the screen.
7. [...] Staying calm and focused is very important, especially if you hate speaking publicly.
8. Try to be too funny. Humor has its place in your seminar, but use it judiciously.

Adapted from: http://home.sandiego.edu/~kaufmann/envi_mars495/envi_mars495_handout.html.

Nov, 2015.



WORK IT OUT!

It is your turn! You are supposed to prepare a seminar and present to your classmates and teacher. You have written an essay about educational dilemmas in your country. Now, you are going to think about solutions to those problems. The theme is *Ideas for changing education in my country*. Follow the instructions below. You may also follow the steps in exercise 2 above to guide you meanwhile you prepare your presentation.

A) Take a look at all essays in your group. Choose one or two of the educational problems presented to talk about.

B) Suggest, at least, one solution to each problem. Use arguments telling why your suggestions can really solve such problems.

C) Explain the audience what changes you expect to reach with your solutions.

D) Include means of evaluation and monitoring the changes that would be done to check if your solutions are going well.

Get those tips:

- During your preparation, you can use data from researches or surveys to make your arguments stronger.
- Don't forget to include pictures, photos, tables, graphics etc.
- Even though the theme is *Ideas for changing education in my country*, feel free to give the best name to your project presentation.
- Use slides to enrich the presentation.



PRONUNCIATION · Practicing the L sound /l/

? ? GETTING STARTED

Watch the video *Education reform challenges in Brazil* again (<https://www.youtube.com/watch?v=1wrxVoAWDVA>). What is the main characteristic that makes us realize Andrea Lisboa de Sousa is not a native speaker of English? Circle the correct answer:

→ /u/ - like pastel: /pasteu/

→ /l/ - like lindo: /lindu/

This is the reason why she sometimes pronounces the words written in L differently from a native English speaker.



WORK IT OUT!

Now pay attention to your pronunciation and practice it.

A) Repeat them out loud. Where is your tongue when you say the L?

Brazil • educational • still • principal • school • will • national • all

B) Listen and practice saying it.



Word	Pronunciatoin	Audio
Brazil	/brə'zɪl/	http://www.wordreference.com/enpt/Brazil
educational	/ˌedʒʊ'keɪʃənəl/	http://www.wordreference.com/enpt/educational
still	/stɪl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/still_1
principal	/'prɪn-sɪ-pəl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/principal_2?q=principals
school	/sku:l/	http://www.wordreference.com/enpt/school
will	/wɪl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/will_1
national	/'næʃ-ən-əl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/national
all	/ɔ:l/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/all_1





LET'S REGISTER!

1) Go to <https://pt-br.padlet.com/> and login.

2) Take notes about your ideas concerning your school life. Follow the sample script below:

- How is my school in terms of infrastructure?
- How is the relationship among students, teachers, parents?
- What can I do to help improving my school?
- How am I as a student? Do I do all the schoolwork and homework?
- Do I study beyond things the teachers teach?
- Do I try to question or understand things that happen around me?
- Do I see the linking between the subjects and real life?

➤ Customize your Padlet as you want. Use photos, images, videos, texts, audios, songs etc.



SELF-ASSESSMENT

	Regular	Good	Very good	Outstanding	If you are not okay, go back to:
I can distinguish between facts and opinions.					Reading - Work it out!
I can build complex sentences and					Vocabulary

paragraphs using linking words in speaking and writing.					
I can elaborate my point of view and defend it by arguments.					Writing - Getting started
I can write an essay.					Writing - Getting started
I can select and organize information, and present it in a seminar.					Writing and speaking - Building strategies: Organizing your presentation
I can say all the "L" sounds.					Pronunciation

What I can do to improve the topics I need most is



GET INTO LANGUAGE AND INSPIRE YOURSELF!

VIDEOS

- <https://m.youtube.com/watch?v=ol87uVt2DOs>
- <https://m.youtube.com/watch?v=rRFmmsgzlu2o>

MOVIES

- Dead Poets Society (1989)
- The Emperor's Club (2002)
- Mona Lisa Smile (2003)
- Freedom Writers (2007)

BOOKS

- I am Malala - Malala Yousafzai
- Malala: Poems for Malala Yousafzai - Andrea L. Watson and Joseph Hutchison. Available at
http://www.futurecycle.org/images/pdfs/Malala_Poems.pdf

LINKS AND WEBSITES

- <http://www.thehindu.com/news/resources/full-text-of-malala-yousafzai-nobel-lecture/article6679795.ece>. Nov/ 2015.
- <http://www.girleffect.org/>. Nov/ 2015.

**“Education does not change the world,
education changes the people who will change the world.”
Paulo Freire**

Teacher's guide

Teaching Unit – We don't need no... education?

Dear teacher,

This unit also considers the life stage of the target student which may be about 16 to 19 years old. Those students are likely to be bored with school after so many years studying. They may think that studying is only a repetitive action of hearing the teacher and getting good grades. So now it is important to give them some motivation as well as make them understand that education is the most important element in their process to become adults. Education is the tool that empowers them and because of that, we, teachers, need to make students more aware of it. Let's start?

LESSON PLAN OVERVIEW -----

WARM-UP	Is education really necessary?
READING	The power of education
GETTING STARTED	[Who is Malala Yousfzai?]
WORK IT OUT!	Diary of a Pakistani schoolgirl Understanding from context
STRUCTURE IN USE	Linking words
GETTING STARTED	[Introduction to the grammar topic]
WORK IT OUT!	[Exercises]
LISTENING	Challenges in changing education
GETTING STARTED	[Introduction to problems and challenges in education]
WORK IT OUT!	[Interview with Andrea Lisboa de Sousa]
WRITING AND SPEAKING	Ideas to change education

GETTING STARTED	[Recognizing the words]
WORK IT OUT!	[Practice]
WRITING	Essay
GETTING STARTED	[Introduction to the genre]
WORK IT OUT!	[Steps to write an essay]
SPEAKING OUT LOUD: PRESENTING A SEMINAR - GROUP WORK	Building strategies: Organizing your presentation
GETTING STARTED	[Introduction: how to present a seminar]
WORK IT OUT!	[Organizing the seminar]
PRONUNCIATION	Practicing the L sound /l/
SELF-ASSESSMENT	
GET INTO LANGUAGE AND INSPIRE YOURSELF!	



WARM-UP · Is education really necessary?

For this first section it is necessary a computer, stereos and a data projector.

Read the title of this unit *We don't need no... education?* emphasizing the word “education”. Ask students what they think about the sentence. Check if some of them recognize that such title is an excerpt of a Pink Floyd’s song “*Another brick in the wall*”.

Now read the question that opens the Warm-up section *Is education really necessary?*, but tell students not to answer it for now. Let them think about it.

Answer key

1) Go to <https://www.youtube.com/watch?v=qs35t2xFqdU> and play the song. Ask a student to read exercise 1. Make them predict the missing words. The students who know the song are allowed to complete before the others, but they can't say the answers until the song stops.

- | | |
|-------------------|-------------------|
| 1) thought | 5) thought |
| 2) sarcasm | 6) sarcasm |
| 3) them | 7) us |
| 4) all | 8) all |

2) *Answers may vary.*

A) The song talks about some bad realities in schools. It talks about teachers' abuse against students.

B) Schools are shown in a pessimistic way, where violence from the teacher happens and students are treated as things instead of humans.

C) Students' own answers.

3) Students' own answers.

4) *Answers may vary.*

A) *Possible answers:* Roger Waters used to hate his grammar teachers. The teachers were not interested in educate. The school was very controlling. He did not like/ agree with the school's way of teaching.

B) Students' own answers.

C) Roger Waters has composed it in order to make people think and rebel against who want to have power over you.

D, E, F and G: Students' own answers.



READING · The power of education

GETTING STARTED

Answer key

1) Students' own answer.

2) Students' own answer.

3) Malala

A W A K N Z H A Z A L G P L T
E L V G G O N O M I N A T E D
T C L Z H U I N A T S I K A P
H D N O Z M Z T X E V S J X O
R M J A W J B U A G L A H T H
E C C P T E O W H C U B P O P
A N Z M A R D F J I U T Q V T
T B N R R M O M I I H D D N E
S J I N O W V P H H E Y E V D
D E V I V R U S M M A Y I B E
T S E G N U O Y O I N E T M F
F D C C W T M H G O C O T S I
S S T X W F P O U E H B I C E
R F D Z J I I E R R X H J G D
G I M R Y P R C W R G E G W Y

- 1) Pakistan 2) defied 3) allowed 4) education 5) threat 6) shot 7) home 8) survived 9) importance 10) nominated 11) won 12) youngest 13) receive

4) Students' own answer.



WORK IT OUT!

Read the question that opens the text. Make students think, speculate and discuss how living and studying in a place without peace is.



UNDERSTANDING FROM CONTEXT

Answer key

1) Tell students to observe key words and information in the previous sentences. This will help them to find the correct sentence or paragraph that fits in each blank.

(5) But this is not the case this time because I am afraid that the school may not reopen at all on the orders of the Taleban.

(1) The number decreased because of Taleban's edict.

(4) He also warned that they would blow up those schools which are used by the security forces as security posts.

- (2) In the past the reopening date was always announced clearly.
- (7) She complained to my father, asking why did he tell her about the journalist's death?
- (3) They told us they would not send us to school until or unless the Taleban themselves announce on the FM channel that girls can go to school.
- (6) The media are here too.

2)

curfew (line 48)	a rule that says that must stay at home between particular times, usually at night, especially during a war or a period of political trouble
hustle and bustle (line 96)	busy and noisy activity
to edict (line 2)	an official order, especially one that is given in a forceful and unfair way
to hasten (line 17)	to make something happen sooner or more quickly
to pledge (line 4)	to make a serious or formal promise

3)

 F (...) winter vacations are starting from tomorrow.

 F (...) the Taleban had announced a ban on girls' education from 15 January.

 O (...) I looked at the building as if I would not come here again.

 O (...) this will not solve our problem.

 F But the police are nowhere to be seen.

 F (...) they will reopen on 9 February (...).

 O (...) there is a hope that girls' schools could reopen (...).

 F (...) examinations will be held in the first week of March (...).

4) c) **“But the police are now here to be seen.”**

5) Students' own answers.

6) Students' own answers.

Make students think of how they feel as students and encourage them to tell the problems they observe in their schools. It can be infrastructural or political issues as well as the relation between teachers and students, for example.

7) Students' own answers.

9) Students' own answers.

OPTIONAL EXTRA: After doing the exercise, ask students to vote for the most important sentence. The class is supposed to choose only one sentence. Then, discuss how it is important and why.

It is likely that many students choose the sentence “It is essential to get well-paid jobs.” as the most important. Explain that their thought is not wrong, but it is influenced by the society they live in, which may not be able to number or name other arguments to convince young people to keep studying.

Highlight that even though such sentence is valid, it is not true in many realities. Besides that, the sentence mentioned is only a small part of the usefulness of education. Clarify that there are other stronger sentences concerning their importance in a person's life, specially “It fosters critical thinking, what makes people more able to question, argument and debate.”.

Then, ask how education can make them a more critical person and how it can help them to change the world.



LISTENING · Challenges in changing education

For this section it is necessary a computer, stereos and a data projector.

GETTING STARTED

Play the video to students twice: <https://www.youtube.com/watch?v=1wrxVoAWDVA>.

Answer key

1) Read the title of this section. Start the discussion about problems and challenges in education. **Students' own answers.**

2) **Students' own answers.**

WORK IT OUT!

1) Transcript

Interviewer: Providing a good education is essential for any nation trying to secure a future of progress. In South America many countries have made it a top priority to improve education and its schools. One of those nations is Brazil, the largest country on the continent. But with a population of almost 200 million, only one-third of Brazilian children finish the 6th grade. Joining us now is Andrea Lisboa de Sousa, an education policy expert from Brazil to discuss the current state of its school system. Thank you so much for joining us. Andrea, you know the school system is overseen by the federal government offering both private schools and public schools. So what is the difference between the two especially when it comes to the quality about education?

Andrea: Yes, in Brazil, the public educational system is totally free and the access is for everybody. And because we have a large population who access this system we really don't have a better preparation for our teachers. We don't have the best training and we still have, you know, a lot of challenges with infrastructure with the principals' preparation to provide a better qualification. Who can pay and afford to the private system the access a better quality of education and this has implications in the higher education level because who was able to afford the private schools for middle and high schools they will access public universities in Brazil, which are the best quality in excellence level in Brazil. And who attended the public schools that had this non-really qualified education they will to the private colleges and universities. So this is a contradiction in Brazil even though in the last decades a lot of

measures, and we will be able to talk about that, has been, you know, enacted in order to try to change these unequal system.

Interviewer: It is opposite you pay for education at the lower levels you access the free education at the university level and if you can afford private school when you're younger then you pay to go to college.

Andrea: Yes. This is what has been in Brazil, this is a contradiction and it has to do with the history of Brazil. Brazil is a huge country, rich country as well, but we had not only racial discrimination in Brazil, but social discrimination, economic inequality in Brazil. So the majority of these children youth that goes to the public system they are poor, black and indigenous. So they don't have all the means to pay for the private system and when they want to access college degree they have to apply for scholarships, they have to try to pay by themselves, so they can have access to the system, the higher education system.

Interviewer: School attendance in Brazil is mandatory between the ages of 7 and 14, but at one point it all always was not enforced. Is that the case?

Andrea: Before it was. But we have a national federal law that made mandatory the school attendance. And today I would say that we have almost 100% of the attendance because of the new policies we have had in the past, you know, 10 years. We had like programs such as Bolsa Família and this program, how this help, you know, this poor families to access schools: they receive a financial support and it is mandatory that the parents send their children to school in order to receive this financial support. And because of that we have raised, you know, the school attendance.

Interviewer: So it sounds like that part is working has been reflected in the performance of the kids who have been going to school on a regular basis under Bolsa Família?

Andrea: Yes. This is another issue. They go to school but it doesn't mean that the school is prepared for them. And that the school has all the infrastructure needed for them. Before 2000 I have been to schools in Brazil without restrooms, for example. And only, you know, in the last decade that you have been working the infrastructure and we have a huge difference also between the rural areas and urban schools. So again I would say that after the law which made mandatory and after all these, you know, social policies the school attendance is increasing a lot in Brazil.

Interviewer: Even in the rural areas you're saying that there are not children working to help their families.

Andrea: Yes. Because of the Bolsa Familia and because also do we have programs for transportation in the rural areas so they can, you know, have free transportation to schools, we have a specific program for rural schools in Brazil which has been very important, you know, to reach this population.

Interviewer: What are some of the other advancements Brazil's made in education in recent years? And what are some other things that you've seen have worked, some of the reforms that have been successful?

Andrea: Yes. I would highlight - we have been, you know, a lot of changes. I would highlight two main reforms. The first one was a federal law which made mandatory the teaching of African Brazilian history and culture in the school system, and why we needed this law? Because in the history of Brazil, in the text books, in all the history of the educational system we don't learn about the history of the blacks and the African slaves in Brazil, which is a contradiction in a country which is made up 50% of blacks, right? So this law came out in 2003 and since then we have had a lot of policies and training to help, to include, you know, African history and culture in the public school system. The second, and most important also change that we had is the affirmative action program in Brazil. We have the federal law we call CODA in Brazil. Which made mandatory the access for poor high school students from the public schools, because we had that the gap as I told you before, so, students from public schools poor students and blacks they will have access to the federal universities in Brazil. So this is the way of changing these inequalities not only the social economic inequalities, but also the racial inequalities in Brazil.

Interviewer: What are some of the issues that you think need to have more attention, need some improvement on you know, some other budget for education goes to retired teachers. Is that a problem?

Andrea: I would say that this is not a problem because you now this is the retired teachers they have the rights to have, you know, the retirement salary. What I think is a problem in Brazil is the wealth distribution. If don't solve the inequalities these whole issue of wealth distribution in Brazil we have like the 5% of Brazilians that are the most rich ones being able to access all these income and wealth and we have basically 95% of the population, you know, which are still below the line of poverty. So I would say that the retirement is not a problem, but it is the wealth distribution and how we're gonna make this more equal for everybody.

Interviewer: Andrea Lisboa de Sousa, thank you so much for joining us on Americas Now.

Andrea: You're welcome. It was a pleasure to be here. Thank you very much.

Answer key

Answers may vary. The challenges are:

- **Only a third- few people finish the basic level.**
- **The quality of public schools is lower.**
- **As public schools accept everyone, they are not prepared to receive all of them.**
- **Public schools do not have infrastructure.**
- **Teachers who work in public schools are not trained to deal with so many different students.**
- **Principals are not prepared to offer a better qualification.**
- **It is hard to a student from public schools get into public universities, which means that those students do not have a great access to a higher level tuition-free institution.**
- **Social and economic inequalities.**

2) A) **2/3** of the Brazilian population finishes the 6th grade.

1/3 of the Brazilian population finishes the 6th grade.

B) The government oversees **only** public schools, which are their responsibility.

The government oversees **private and** public schools.

C) The biggest problem in public schools are the **demotivated** teachers.

The biggest problem in public schools are the **bad prepared** teachers.

D) Principals **have government support** to receive a big amount of students.

Principals **are not prepared (as well as teachers)** to receive a big amount of students.

E) The students who pay for a private school go to **private universities once they can pay for it as well.**

The students who pay for a private school go to **public universities once they had received a better education and can get into such universities which are the best.**

3)

Public: Free and accessible for everybody. It does not have a good preparation of the	Private: better quality
--	-------------------------

teachers.	
There are problems in infrastructure	

4) Who can afford to go to private schools in lower levels are better prepared to get into public universities and those who attend public schools in such levels don't receive a good education so they go to private universities.

5) Sousa highlights two advances: the federal law which made mandatory the teaching of African history and culture (it is important because part of the population is made of blacks) and the law that facilitates the access of poor, black and students from public schools to universities (it is important because it is a way to change social and race inequalities).

6) Sousa says it is not a problem. The real problem in Brazil is the wealth distribution./ Students' own answers. /Students' own answers.

7)

Situation	Effect
Public schools are open to everybody.	Public schools do not have infrastructure to receive students.
Private schools have better quality.	[concerning universities] The students from private schools can get into public universities.
Students from public schools do not receive a good education.	[concerning universities] They go to private universities.
Students from public schools cannot afford to pay private universities.	They need to apply for scholarships or pay by themselves (what can make impossible to go on studying in some cases).
Social Programs such as "Bolsa Familia".	Increase in attendance of Brazilian public schools.



 **GETTING STARTED**

Tell students they will need to read the text of the section *Writing and speaking*. Tell them to pay attention to the highlighted words and how they can change the sense of a set of sentences.

Answer key

They link words, paragraphs or sentences.

 **WORK IT OUT!**

Answer key

A) Students' own answers.

Students can find many of the linking words in Malala's diary. But they do not need to talk about all of them. Do not count how many words students found, let them feel to find and discuss about such words without so much interference. It is okay if they do not realize all of them.

B)

Group	Expressions
ADDITION	Besides (that), In addition to (that), Moreover.
PURPOSE	In order to, So that, To.
INTRODUCTION	First of all, In the first place, To begin with, Firstly.
CONTRAST	But, However, though, Nevertheless. In spite of, Despite. Although, Even though.
CONCLUSION	Therefore, So.

RESULT	So that, As a result.
REFERENCE	Regarding, Concerning, Considering.
CLOSURE	Finally, At last.
CAUSE	Because, Since, As a result of, Due to.

C) Students' own answers.



WRITING AND SPEAKING · Ideas to change education

The writing section has essay as genre. Students will choose some educational problems in their country. The compositions may be used as the previous activity of the seminar.

It can be done in class or as homework. Think of how many drafts students need before the final version. Prepare a schedule of the drafts detailing the dates students will bring their versions to class. Then, present the schedule to students in order to get them prepared and organized. It is recommended that the teacher gives students some weeks to write their compositions. It is also suggested that students do not exchange sheets with classmates because they will have time to discuss the texts later.

Teachers can ask students to attach the essay to the portfolio. In the case of this unit, students may have two copies of their texts: one for putting into the portfolio and the other for taking to the discussions of the seminar.



WRITING



GETTING STARTED

To begin this subsection, ask students if they have already had to defend their point of view. Was it written or spoken? Ask them to tell the class what happened. Ask also what they did to convince the interlocutor. They may say that they had to make *arguments*.

Then explain that in this subsection they are going to practice a kind of text which they can present their opinion. Tell them that this type of text is very used in many situations in life, especially in academy.

Answer key

1) A)

- **cope with**: to deal successfully with a difficult situation.
- **enables**: to make someone able to do something.
- **enhances**: to improve the quality, amount, or strength of something.
- **entail**: to make something necessary, or to involve something.
- **mitigates**: to make something less harmful, unpleasant, or bad.

B) This text is a **description/ an article/ an essay**. The intention is **to explain and describe/ to criticize and show a point of view/ to present ideas and arguments**. Because of that, the main characteristic of such type of writing is **the narrative/ the argument/ the opinion**. And it is written in **formal/ informal** English.

C) Importance of Education in the Modern World

Education is an important tool that is applied in the contemporary world to succeed, as it mitigates the challenges which are faced in life. The knowledge gained through education enables individuals' potential to be optimally utilized owing to training of the human mind. This opens doors of opportunities enables individual to achieve better prospects in career growth. Education has played a paramount role in the modern industrial world. This is attributed to the fact prospective employees must be qualified adequately to perform various tasks effectively. Industries entail resources that are sufficiently equipped with the modern technology to suit the needs and wants of the society. This thus, makes education to become a norm for services in all industrial sectors. The primary skills and the ability to apply the skills is the basis for evaluating the market.

The foundation of the society is based on education since it brings economic and social prosperity. Gaining education enhances an individual to live a respectful life in the society. This is because education offers a setting in which culture and values of a society are developed. In this respect, education in modern society provides a forum where the

INTRODUCTION
General Statement

MAIN BODY

Introductory Sentence

Point 1

Point 2

Argument

Concluding sentence

society examines its issues and identifies solutions. The advancement of a society both economically and socially is by gaining education which consequently enables them to run a modern society.

Career wise, education is the foundation of developing individuals by providing knowledge regarding humanity the world over. Individuals in the society acquire new approaches in life that build opinions on the economical and social life. Education enables the society to interpret the world around them [...], innovating to new ways and means that conform to their environment.

The current advancement in technology has been enhanced largely by education, as individuals are able to apply the skills acquired in real life leading to innovations. Employment in the contemporary world is based on education, as employees must possess the required skills that correspond with the current technology to perform their tasks. Prospective employees must be equipped with skill for them to cope with ever advancing technology in all industrial and agricultural sectors. Therefore, education has become a basic principle to measure the labor market on the basis of essential skills and the ability to appropriate them through suitable communication.

Education has played a major role in the modern life to all individuals in the society. It has enabled societies to prosper both socially and economically by enabling them to develop common culture and values. It is through education that Technological advancement has been realized enabling communication and production of cost effective products and services to the society at large.

- Introductory Sentence
- Point 1 / Argument
- Concluding sentence
- Introductory Sentence
- Point 1
- Point 2
- Argument
- Concluding sentence
- CONCLUSION
- Recall issues in introduction.
- Draw together main points.
- Final comment.

D)

Opinion/ ideas	Arguments
<p>Gaining education enhances an individual to live a respectful life in the society.</p>	<ul style="list-style-type: none"> - this is because education offers a setting in which culture and values of a society are developed. - education in modern society provides a forum where the society examines its issues and identifies solutions.
<p>Education is the foundation of developing</p>	<ul style="list-style-type: none"> - individuals in the society acquire

<p>individuals by providing knowledge regarding humanity the world over.</p>	<p>new approaches in life that build opinions on the economical and social life.</p> <p>- education enables the society to interpret the world around them</p>
<p>The current advancement in technology has been enhanced largely by education</p>	<p>- individuals are able to apply the skills acquired in real life leading to innovations</p>
<p>Employees must possess the required skills that correspond with the current technology to perform their tasks</p>	<p>- prospective employees must be equipped with skill for them to cope with ever advancing technology in all industrial and agricultural sectors.</p>



WORK IT OUT!

WEEK 1 – First draft: brainstorming and writing

- Students need to brainstorm the problems. Then, they need to choose from two to four to write about. Tell them to brainstorm also the reasons and find arguments to explain the problems they have chosen.

Steps 1, 2, 3, 4 and 5.

WEEK 2 – Final version: adjustments

- Check your students' compositions and give them back so students can make adjustments. Tell them to bring their texts on the day they will start preparing for the seminar.

Steps 6 and 7.



SPEAKING OUT LOUD: PRESENTING A SEMINAR - GROUP WORK

For this section it is necessary a computer, stereos and a data projector.

Building strategies: Organizing your presentation

GETTING STARTED

Divide them in groups of three to the following discussion. This is going to be the definite group who will present the seminar.

Tell your students they will learn and practice how to present a seminar. Tell them to pay attention to the way the speaker shows the information.

1) Video available at:

https://www.ted.com/talks/geoff_mulgan_a_short_intro_to_the_studio_school?language=en. Play it twice, if necessary.

A)

Transcript:

What I want to talk about today is one idea. It's an idea for a new kind of school, which turns on its head much of our conventional thinking about what schools are for and how they work. And it might just be coming to a neighborhood near you soon. Where it comes from is an organization called the Young Foundation, which, over many decades, has come up with many innovations in education, like the Open University and things like Extended Schools, Schools for Social Entrepreneurs, Summer Universities and the School of Everything.

And about five years ago, we asked what was the most important need for innovation in schooling here in the U.K. And we felt the most important priority was to bring together two sets of problems. One was large numbers of bored teenagers who just didn't like school, couldn't see any relationship between what they learned in school and future jobs. And employers who kept complaining that the kids coming out of school weren't actually ready for real work, didn't have the right attitudes and experience.

And so we try to ask: What kind of school would have the teenagers fighting to get in, not fighting to stay out? And after hundreds of conversations with teenagers and teachers and parents and employers and schools from Paraguay to Australia, and looking at some

of the academic research, which showed the importance of what's now called non-cognitive skills - the skills of motivation, resilience - and that these are as important as the cognitive skills - formal academic skills - we came up with an answer, a very simple answer in a way, which we called the Studio School. And we called it a studio school to go back to the original idea of a studio in the Renaissance where work and learning are integrated. You work by learning, and you learn by working. And the design we came up with had the following characteristics.

First of all, we wanted small schools - about 300, 400 pupils - 14 to 19 year-olds, and critically, about 80 percent of the curriculum done not through sitting in classrooms, but through real-life, practical projects, working on commission to businesses, NGO's and others. That every pupil would have a coach, as well as teachers, who would have timetables much more like a work environment in a business. And all of this will be done within the public system, funded by public money, but independently run. And all at no extra cost, no selection, and allowing the pupils the route into university, even if many of them would want to become entrepreneurs and have manual jobs as well. Underlying it was some very simple ideas that large numbers of teenagers learn best by doing things, they learn best in teams and they learn best by doing things for real - all the opposite of what mainstream schooling actually does.

Now that was a nice idea, so we moved into the rapid prototyping phase. We tried it out, first in Luton -famous for its airport and not much else, I fear - and in Blackpool - famous for its beaches and leisure. And what we found - and we got quite a lot of things wrong and then improved them - but we found that the young people loved it. They found it much more motivational, much more exciting than traditional education. And perhaps most important of all, two years later when the exam results came through, the pupils who had been put on these field trials who were in the lowest performing groups had jumped right to the top - in fact, pretty much at the top decile of performance in terms of GCSE's, which is the British marking system.

Now not surprisingly, that influenced some people to think we were onto something. The minister of education down south in London described himself as a "big fan." And the business organizations thought we were onto something in terms of a way of preparing children much better for real-life work today. And indeed, the head of the Chambers of Commerce is now the chairman of the Studio Schools Trust and helping it, not just with big businesses, but small businesses all over the country.

We started with two schools. That's grown this year to about 10. And next year, we're expecting about 35 schools open across England, and another 40 areas want to have their own schools opening - a pretty rapid spread of this idea. Interestingly, it's happened almost entirely without media coverage. It's happened almost entirely without big money behind it. It spread almost entirely through word of mouth, virally, across teachers, parents, people involved in education. And it spread because of the power of an idea - so the very, very simple idea about turning education on its head and putting the things which were marginal, things like working in teams, doing practical projects, and putting them right at the heart of learning, rather than on the edges.

Now there's a whole set of new schools opening up this autumn. This is one from Yorkshire where, in fact, my nephew, I hope, will be able to attend it. And this one is focused on creative and media industries. Other ones have a focus on health care, tourism, engineering and other fields.

We think we're onto something. It's not perfect yet, but we think this is one idea which can transform the lives of thousands, possibly millions, of teenagers who are really bored by schooling. It doesn't animate them. They're not like all of you who can sit in rows and hear things said to you for hour after hour. They want to do things, they want to get their hands dirty, they want education to be for real. And my hope is that some of you out there may be able to help us.

We feel we're on the beginning of a journey of experiment and improvement to turn the Studio School idea into something which is present, not as a universal answer for every child, but at least as an answer for some children in every part of the world. And I hope that a few of you at least can help us make that happen.

Thank you very much.

Answer key

A) There are two: 1) a large number of bored teenagers who do not like the school and do not see the relation between what they learn and their future job and 2) the employers who complain that kids are coming out of school without being prepared for real work.

B) Make schools so interesting, that students would fight to get in instead of fighting to stay out.

C) They called it a studio school because it resembles the original idea of a studio in the Renaissance where work and learning were integrated. “You work by learning, and you learn by working.”

D)

- **It would be small schools with around 300, 400 pupils -- 14 to 19 year-olds.**
- **80 percent of the curriculum would be done not through sitting in classrooms, but through real-life, practical projects, working on commission to businesses, NGO's and others.**
- **Every pupil would have a coach, as well as teachers.**
- **Timetables would be much more like a work environment in a business.**
- **It would be done within the public system, funded by public money, but independently run.**
- **There would not have no extra cost, no selection, and allowing the pupils the route into university.**

E)

- **Listening to the students, who love it (they found it much more motivational, much more exciting than traditional education).**
- **Through exam results (the pupils who had been put on these field trials who were in the lowest performing groups had jumped right to the top).**
- **The minister of education described himself as a "big fan" of such schools.**
- **The business organizations think studio schools are preparing children much better for real-life work today.**

F) He starts introducing the topic, with “What I want to talk about today is one idea. It's an idea for a new kind of school, which turns on its head much of our conventional thinking about what schools are for and how they work.”

And ends wrapping up such topic, concluding that the studio schools are not perfect yet and clarifies that such project is in its beginning, but changes lives and he hopes it could be spread (“We feel we're on the beginning of a journey of experiment and

improvement to turn the Studio School idea into something which is present, not as a universal answer for every child, but at least as an answer for some children in every part of the world. And I hope that a few of you at least can help us make that happen.”).

G) He uses images as examples; titles that he shows to start a topic, such as a problem or conclusion; and words that to sum up his thoughts etc.

2) Ask some students to read the text. Go through it clarifying any doubts they may have. Tell students to keep in mind those tips while they prepare their presentation.



WORK IT OUT!

For this activity, the teacher can chose whether students will prepare the seminar in the classroom or at home.

If the presentation is going to be prepared in class, give them 20 minutes, at least, so they can choose what problems need to be solved, search information, do the slides and rehearsal their speech (such problems are in the essays they have written).

If teachers choose to let students prepare themselves at home, set the dates for each activity as suggested below.

Week 1	Write the first draft of the essay.
Week 2	Final version of the essay.
Week 3	Building strategies: Organizing your presentation - Exercise 1
Week 4	Building strategies: Organizing your presentation - Exercise 2 (read only and discuss how to present a seminar)
Week 5	Work it out! – deciding
Week 6	Work it out! – preparing the slides
Week 7	Presenting the seminar
(and Week 8)	(Continuing the presentation)

Give the groups between seven and ten minutes to present their seminar. Try to hear everybody in the group, but if there is any shy student, give him or her autonomy to not present it out loud and encourage him or her to participate doing something else such as searching data to the group presentation.

OPTIONAL EXTRA 1: The teacher can give students a sheet with the information in the box below to help assessment. Tell students they will receive a sheet to assess their classmates and themselves after the completion of the task.

GROUP ASSESSMENT		
Name of the group: _____		
My name: _____		
My classmate's name: _____		
Grade your classmates according to the code below: 1 – Weak; 2 – Borderline; 3 – Regular; 4 – Great; 5 – Exceptional	Me	My classmate
I am/ (S)He is interested in completing the task		
I participate/ (S)He participates actively of the discussions		
I help/ (S)He helps the group with new ideas or solutions		
I m/ (S)He is engaged in doing the task		
I respect/ (S)He respects other points of view		

OPTIONAL EXTRA 2: Record a video of students' presentation and send it to the president of their country. You can also post it in social network such as Youtube or Facebook. (if it is needed, ask for help to put subtitles in your language). Make your students' ideas public! Start a discussion about it!



PRONUNCIATION · Practicing the L sound /l/

For this section it is necessary a computer, stereos and a data projector.



GETTING STARTED

Wait for the students to answer this exercise. Check if the students can realize the differences in the sentences.

Answer key

It is because of her accent.

Test what students know about the words “fluent”, “accent” and “accurate”. After doing the exercise, write on the board the words “fluent”, “accent” and “accurate” and clarify the meaning of each of them. They probably know what “accent” means, but it is worth to clarifying the mean of “fluent” and “accurate”.

Fluency -> it has the sense of being able to communicate in other language and be understandable. It does not matter if the person is doing the right choices in grammar or pronunciation.

Accuracy -> it is the capacity of communicating fluently and, at the same time, doing the best choices in grammar and pronounce.

Explain students that even though the accent is very perceptible, it does not mean that the person is not fluent or is not proficient in the second language. However, it is always time to improve pronunciation and make it clearer and more understandable.



WORK IT OUT!

Answer key

A) Ask students to say the words out loud. Check if they can do the L sound properly, putting the tongue near the teeth.

Explain that the L sound in many words in English is made putting the tongue on the roof of the mouth (palate). Show them the picture in B. [This is the case of the light L sound. There

are words, such as tool, in which the tongue does not necessary touch the palate. We call those cases dark L sound. However, the dark sound is not the focus in this unit so do not talk about it to your students for now.]

B) Then, get into the links below and play the audio to your students.

Word	Pronunciation	Audio
Brazil	/brə'zɪl/	http://www.wordreference.com/enpt/Brazil
educational	/ˌedʒə'keɪʃənəl/	http://www.wordreference.com/enpt/educational
still	/stɪl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/still_1
principal	/'prɪn-sɪ-pəl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/principal_2?q=principals
school	/sku:l/	http://www.wordreference.com/enpt/school
will	/wɪl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/will_1
national	/'næʃ·ən·əl/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/national
all	/ɔ:l/	http://dictionary.cambridge.org/pt/dicionario/ingles-portugues/all_1

Encourage students to always observe their pronounce in order to improve it. Telll them to keep practicing. They can read out loud, record themselves, talk to a classmate, keep in touch with a native on the internet etc.

Highlight once more, that having accent does not mean that the person is not competent in the language.



WRAPPING UP · Reflecting about self-motivation



LET'S REGISTER!

In this section incite them to make a very deep reflection about their school life and about their role as students.

Students own answers.



SELF-ASSESSMENT

As in the previous unit, this section is reserved to students' self-assessment. Help students telling how they can self-evaluate. Encourage them to find means to improve their English by themselves.



GET INTO LANGUAGE AND INSPIRE YOURSELF!

Finally, such as the preceding unit, this last section gives students extra material where they can find out information and learn English in a more indirect way. Stimulate them to keep the contact with the language outside of the classroom.

OPTIONAL EXTRA: Teachers can use Paulo Freire's message to discuss the idea of it in order to wrap up the unit.

**“Education does not change the world,
education changes the people who will change the world.”**

Paulo Freire

Rationale

The presented units were prepared to 16-19 year-old students from upper-intermediate level of language institutions. They were developed based on communicative approach language teaching. The focus here is making students understand the English learning as a meaningful process which empowers them by giving opportunity to interact, negotiate meaning, build self-perception and individuality and develop critical literacy.

Once English is largely used around the world, it is not enough that people simply become competent in such language. It is needed to develop skills that go beyond the language and that comprehend abilities which are required in a diversified world. According to Mattos & Valério (2010), students need to be prepared in order to play a complex role that contributes to a more fair and plural society.

Such preparation comes with education and, specially, with critical literacy. Learning English can thus broaden their vision of the world since it shows other culture's features and gives them another language which they can use to communicate with lots of different people. Mattos & Valério (2010) point out that understanding a language as social practice makes feasible the understanding of power relations embedded in society. These understandings facilitate the rupture that leads to change.

This material, as told previously, is based on communicative approach language teaching. As Padurean (2014, p. 226) pointed out, "learning a foreign language is not only about memorizing words and structures, but it should be about developing fluency in students' learning.". Thus, learning a language does not mean only knowing its elements separately. Learning a language is a rather interaction.

However, this material is full of influences of other approaches and methods since they are not excluding. There are nuances of:

- **Cognitive approaches:** as it is believed that learning is a process which goes from controlled to automatic, this material fosters conscious-awareness of many linguistic elements. Upper-intermediate students may have learnt such elements before. They also might have already gone through the levels of awareness (Schmidt, 1990): perception, noticing and understanding – and then made it automatic. Nevertheless, they might not have paid close attention to the form, meaning *and* use at the same time. Thus the activities in **Vocabulary** and **Structure in use** section make them remember the syntax again by raising conscious-

awareness in order to revise and reinforce it. At the same time, they join meaning and context of use. Hence, what happens is a “remodeling” that allow them to automatize it again and prevent fossilization.

- **Functional/ pragmatic approach:** once use is constantly changing language, the texts, videos and other resources used are authentic. Thus, it shows students how English works in its original context of use. Furthermore, students are motivated to study form as they can choose their own manner to perform it.

- **Input, interaction and output:** the activities of listening, reading and the subsection **Getting started**, function as input resources to pupils whereas exercises of writing and speaking foment opportunities to output, since only input is not enough to be competent in a language (Swain *apud* Mitchell & Myles, 2004). Many activities foster meaning negotiation, such as the section **Warm-up, Speaking** and **Vocabulary**. Despite their particularities, all three sections make students practice speaking in a very meaningful way.

- **Sociocultural perspectives: Engaging Brazilian teenagers in language learning** considers that students have an inner speech and that they are capable of self-regulation (Vygotsky *apud* Mitchell & Myles, 2004). Hence, they are able to learn by themselves when they are in their zone of proximal development. However, they cannot go beyond it, since it is an unknown area. In this sense, the teacher’s role is to stimulate pupils to explore what they do not know yet. In other words, teachers may act as scaffoldings (Wood *apud* Mitchell & Myles, 2004), helping students while they are trying what is new. Then teachers can gradually step back and let students do the rest by themselves, creating an environment of autonomy in learning and in the use of the language.

- **Learner and leaning-centered methods:** this material has activities that were developed to ward students’ needs as well as to make them “grammatically accurate and communicative fluent” (Kumaravadivelu, 2003, p, 26). Moreover, it is also centered in learning because of activities which incites open-ended activities and problem-solving tasks. There is a mixed of intentional and incidental language teaching.

Therefore, as cited previously, the approaches and methods are complementary.

Now, it is worthy to get to know the contents of the units.

The theme of the first unit, **Living a happy life**, has to do with dealing with frustration, motivation, decision-making. As the target public usually is thinking about the

future and choosing their careers, the topic of such unit is relevant to them once it can lead pupils towards autonomy and independence.

The second unit, **We don't need no... education?**, fosters critical thinking once it makes students query some aspects in the relationships in the school environment. It also stimulates them to analyze the roles of government, teachers, pupils and society in education. It is important to incite students to think about it in order to detach their image of schools to a place where people go to listen to teachers and try to get good grades.

Both units have sections that foster the language skills as well as vocabulary and grammar.

Warm up make students get into the theme. In this section they start to understand the theme of the unit as well as are invited to discuss previously such theme. It is worthy to highlight that teachers may have an overview of students' thoughts and beliefs before and after the unit, allowing them to compare their improvement. It also can measure pupils' autonomy and critical thinking.

After that, it comes the **Reading** section, which presents the personality of the following section. It is made in a manner that students need to guess the character in funny exercises. Then, it is presented the text of the unit. The text activities link text comprehension, vocabulary and grammar. The subsection **Understanding from context** enables students to deal with information by summarizing, paraphrasing and inferring.

The grammar and the vocabulary parts are both inductive. According to Thornbury (without year),

the major advantage [of inductive teaching] is the fact that it encourages mental effort and forces students to rely on their intelligence and the ability to analyze and make connections between particular samples of speech. Knowledge obtained through the subconscious process of identification and incorporation of the presented grammatical rules into ones language system is characterized by greater permanence and can be put into practice without conscious and time-consuming examination of the context from the grammatical point of view. THORNBURY (without year).

In the section **Vocabulary**, students need to guess the meaning from context, by matching the word to its definition. They need also to discuss the possible meanings and what the contexts of use are. This way, concerning negotiate meaning, Asis-Peterson & Oliveira (2004) point out that

what produces acquisition are the opportunities that learners have to negotiate with his or her interlocutor the meaning of not clear words and expressions until mutual understanding. In that process of negotiate meaning, learners obtain comprehensible input and produces understandable language, as manipulate and change the linguistic forms (...) towards standard forms (SWAIN, 1985). **ASIS-PETERSON & OLIVEIRA, 2004, p. 147.**

In other words, what makes a student a fluent, competent speaker is the acquisition brought by their efforts to understand and to be understandable.

Concerning grammar section, called **Structure in use**, pupils are expected to infer inductively the structure and the differences in meaning of the tenses presented. As mentioned before, both the teacher and the material function as a scaffolding (Wood *apud* Mitchell & Myles, 2004) and allow learners to achieve the aims by themselves. The review of the structures presented has the goals of maintain stability of the language (Grosjean & Li, 2012) once it makes students have intense contact with the language and prevent fossilization. Production is also worthy and students have to complete written or speaking tasks using the grammar given. This fosters not only autonomy but also renovates their knowledge in grammar. It is important to emphasize that studying grammar leads students not only to accuracy but also to a critical linguistic consciousness. In other words, it prepares students to linguistic varieties that enable them to understand the use of some of such varieties to impose power relations (Mattos & Valério, 2010). In this sense, pupils can choose the best variety to use depending on their purposes.

The section **Writing** incites pupils to dominate the genres proposed. According to Derewianka (2003), genres are fundamental to language development once they enables students to communicate. That is to say that learning genres can broaden pupils' view of the language, what lead them to increasingly dominate their speech. Besides that, conforming to Mattos & Valério (2010),

to realize the myriad of available types of expression, the learner ought to have the opportunity of analyzing texts that involve different degrees of planning, diverse levels of formality, as well as different participants in its construction, because all those dimensions interact each other to characterize the situations where texts thrive (CELCE-MURCIA; OLSHTAIN, 2000). [...]. Adopting a gender concept [in classrooms] can make feasible the approach of different levels of textual analysis once such concept links textual, social and political dimensions of the text. (JOHNS ET AL, 2006; HAMMOND; DEREWIANKA, 2001; PALTRIDGE, 2001). **MATTOS & VALÉRIO, 2010, p. 143.**

Thus as soon as students keep in touch with a vast range of genres, they will be able to analyze them and deal with different discourses. Furthermore it is a great opportunity to study grammar, since it “involve predictable and recurring patterns of language use” (Derewianka, 2003, p. 135).

The genre chosen to the first teaching unit was biography and it requires a capacity of summing up, retelling stories, organizing information and being objective. In the second teaching unit, students learn how to write essays, which is very useful once students may use it a lot in academic writing. Here they will be challenged in defending points of view and building arguments. Again, the teacher and the material act as scaffoldings by displaying samples that guide learners to write independently and appropriately.

The part that comprehends **Listening** has also two different oral genres. The first is a lecturing and the second, an interview. Both videos are authentic and show students the language in real life in two different communicative purposes. That is to say that since pupils are in contact with the language the way it is spoken, they can learn it unconsciously and indirectly. Besides that, students become capable to understand and learn the subtle differences in discourse in each situation. The activities bottom-up and top-down processing (Richards, 2008) in a balanced manner.

The **Speaking** section has paramount importance inasmuch as this material was developed based on communicative approach. The speaking activities demand the abilities of exposing their point of view, arguing, negotiating meaning and do a presentation to the group. According to Long (*apud* Foster and Ohta, 2005 p. 405), “the most valuable way in which input is made comprehensible is through interactional adjustments.”. Such activities use talk as interaction, as transaction and as performance (Richards, 2008). Talk as interaction is presented in many exercises of discussions; talk as transaction can be seen in exercises that pupils may help one another to solve a problem or to negotiate meaning; and talk as performance is represented by the presentation of a seminar in the second teaching unit. Thus, the speaking exercises presented in the units give students the opportunity to exchange not only experiences but also linguistic competences.

The section dedicated to **Pronunciation** tries to clarify points that are commonly troublesome to Brazilian students of English: -ED endings and the L /l/ sound. This section explains the issues in a manner that students can conclude the formation of the sounds by themselves rather than only presenting the audio and asking pupils to repeat it. The importance of this section lies on the necessity of being clear in speaking. It is worthy to

highlight that in the second teaching unit, the L sound in English is compared to the L sound in the native language (in this case, Brazilian Portuguese). Silva (2007) defends that the teaching of phonology must have as basis, the sounds of L1. She points out that “os novos sons da língua-alvo devem ser categorizados, na medida do possível, a partir de sons já conhecidos na língua materna.” (Silva, 2007, p. 78). The L sound in the mentioned unit is compared to the light L sound of Brazilian Portuguese.

The last teaching section is **Wrapping up** which demands students to start an account at Padlet. There are two main objectives in this section: making pupils write about themselves, reflecting concerning their growth in the themes of the units and introduce them to digital literacy – here, actually, by being producers rather than readers. In this section, students will figure out how they are protagonists in their learning process as well as deal with technology.

In **Self-assessment** section, there is a chart where pupils can fill in their impressions about their capacity of assimilating knowledge. Once more, students are invited to notice their responsibility in their learning process and are encouraged to find solutions to their difficulties by themselves.

Finally, **Get into language** is the section that stimulates students to keep in touch with English beyond classrooms by displaying ideas of other materials such as movies, books, songs and websites. There, students can explore the theme and learn language and learn unconsciously. As Grosjean & Li (2012) pointed out, people are more fluent in those languages that they use more. Hence, the objective of this part is boost learners’ interest and lead them to research more about the language. Moreover, it fosters pupils’ autonomy once it starts a movement that can later be self-governed.

All sections and subsections have pre, while and post activities. The pre-activity is in the subsection **Getting started**, whereas the while and post-activities are both in the subsection **Work it out**. This organization helps students to get into the issues with pre-activities, as well as profit with the exposure of samples that facilitates understanding of the following activities (input). The while-activity fosters learning and practicing (output). Most of the post activities are speaking task-based and have the aim to check whether students are able to talk about what they have learnt. Willis (*apud* Rahman, 2010) states that such type of activity has numerous purposes as following:

1. to give learners confidence in trying out whatever language they know;
2. to give learners experience of spontaneous interaction;
3. to give learners the chance to benefit from noticing how others express similar meanings;
4. to give learners chances for negotiating turns to speak;
5. to engage learners in using language purposefully and cooperatively;
6. to make learners participate in a complete interaction, not just one-off sentences;
7. to give learners chances to try out communication strategies; and
8. to develop learners' confidence that they can achieve communicative goals. **RAHMAN, 2010, p. 5.**

The purposes mentioned above enable students to achieve two main goals: communicative effectiveness and L2 acquisition (Rahman, 2010).

Engaging Brazilian teenagers in language learning's scope is to involve teenagers in a different manner of learning English. Teachers and students are rather collaborative and this relationship fosters pupils' awareness that they are protagonists in their learning process. Thus this material proposes activities that not only promotes language acquisition but also intend to form critic and active citizens, capable of express themselves as well as change the world.

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