

UNIVERSIDADE FEDERAL DE MINAS GERAIS  
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PRISCILA GONCALVES DE QUEIROZ

**EMPOWERING LEARNERS**  
(Material didático para o ensino de inglês)

Belo Horizonte

2018

PRISCILA GONCALVES DE QUEIROZ

# EMPOWERING LEARNERS

(Material didático para o ensino de inglês)

Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientador: Prof. Ricardo Augusto de Souza. Data de defesa é: 03/04/2018

Belo Horizonte

2018

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## INTRODUCTION

I believe that in the classrooms, all possibilities are valuable in the learning process of a target language. The two units: **Say no to Prejudice** and **Living new experiences**, were created in order to expand these possibilities and motivate new experiences through themes that are in their daily lives. When thinking about the topic, there were many lines questioned, especially on the impact that these themes could have in students' lives.

This collection works the conception of multidisciplinary<sup>1</sup> and the development of critical thinking. It lays emphasis on the communicative approach. The scheme using authentic material to teach students English was incorporated in the two units, in a way they could work with real English in use. The tasks promote the development of all four-language abilities: *reading, listening, speaking and writing*. Providing varieties of exercises, which stimulate students to build and improve their abilities gradually and naturally in a fun atmosphere.

The units are directed to students from the age range of 12 to 18 years old, thus, it can also include older students. Referring to the **Common European Framework of Reference for Languages – CEFR**, students can be classified at the stage of **B2**, where they have the ability to understand more complex text and develop challenging exercises. The units aim English learners from Junior to high school, as well as, other language teaching schools.

Unit 1 was built by the challenge of turning prejudice into knowledge, exposing students to real life situations. The sections of the unit are the following:

**Let's Start:** This section is an warm-up activity, which has the purpose of emerging students knowledge about the theme and engaging them in the process, making students comfortable with the content. The warm up is linked to a text that the students should read, along with **Vocabulary / Text Comprehension** exercises.

**Genre analysis:** Has the purpose of bidding different resource for a prominent learning. Unit one, has the advertisement as the main activity, however, social problems are also involved. In Unit two, the students will learn about social media and the concept of BLOGS.

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<sup>1</sup>Combining or involving several academic disciplines in an approach to a topic or problem. <https://en.oxforddictionaries.com/definition/multidisciplinary>

**Listening comprehension:** The activities elaborated for listening skill provides interactivity with the content. For a more precise learning, phonetics signs exercises were also used in order for students to distinguish different sounds.

**Hands-on:** Although, writing is inserted in almost every exercise, hands-on allows students to develop writing skill in a more academic view. In Unit 2, students have the opportunity to write on their blog. The last section is **Self-assessment**. Students have the opportunity to evaluate their own learning progress. Students should reflect on the idea of conducting a better path to success, leading to a better performance in acquiring a second language.

Most sections of **Unit two** are very similar to the first, therefore, on this unit, the main idea was to inform about certain social problems, build better citizens and talk about their favorite movie. The sections that are not included in the first unit are:

**Let's talk:** Students have the opportunity to stimulate their speaking ability;

Learning a language includes infinity possibilities and one of them is the achievability of empowering someone. Turning knowledge into something greater and bigger and being able to make the learning process memorable. When I thought of a title, the idea of transmitting new experience came up. The two Units have these characteristics, learning English in a fun and attractive way. Both materials have the potential to contribute to the formation of the student as a critical and supportive citizen.

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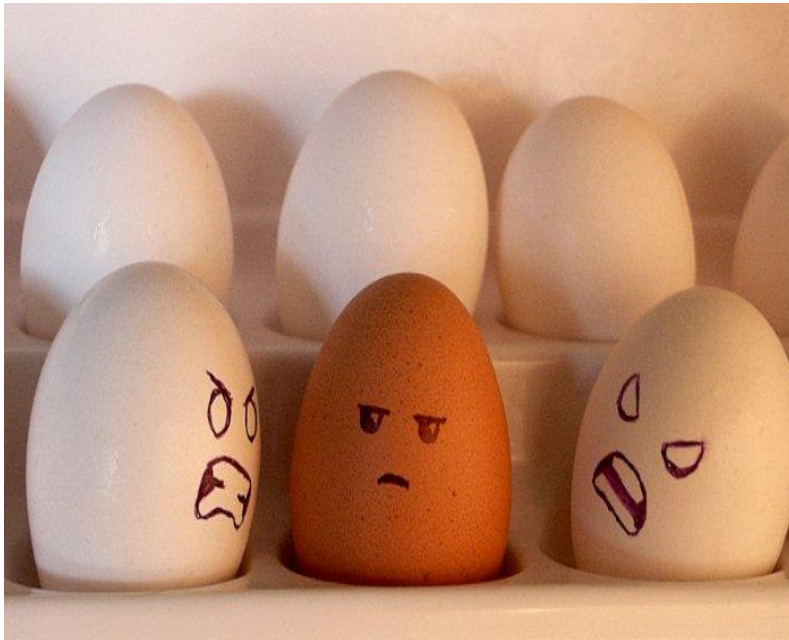


# UNIT 1

SAY

NO

TO



~~PREJUDICE~~

PREJUDICE

## 1. Pre- Reading

### Chimamanda Ngozi Adichie on *The Danger of a Single Story*: TED Talks for Writers

July 4, 2014 By Heather van der Hoop

Looking for some writing inspiration? One fantastic source is TED.com, home of “Ideas Worth **Spreading**.” This series of posts features notable TED talks related to writing, **storytelling** and creativity. Enjoy!

What happens when we only hear one story about a particular situation? If we only hear about a people, place or situation from one point of view, we risk accepting one experience as the whole truth. We face the danger of a single story.

In this TED Talk, Nigerian author Chimamanda Ngozi Adichie describes the problem, explaining, “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”

Instead, she explains, we must seek diverse perspectives — and in turn, writers must tell our own stories. Telling the stories that only we can tell, about our experiences, hopes and **fears**, helps break down the power of clichés and stereotypes.

From her own childhood writing featuring only blue-eyed children **frollicking** in snow — because though she had never seen snow, all her books included it — to her American college roommate’s confusion that an African could speak English, Adichie explores the power of stories:

*“Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to **empower** and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.”*

<https://thewritelife.com/chimamanda-ngozi-adichie/>



For more information about Chimamanda, visit <http://www.cerep.ulg.ac.be/adichie/cnabio.html>

## 2- Answer the questions below. More than one answer is possible.

**a. What are stories for you?**

**b. What is the meaning of prejudice?**

- A. ( ) Preconceived opinion that is not based on reason or actual experience.
- B. ( ) Fairness; Goodwill; Tolerance; Love.
- C. ( ) Harm or injury that results or may result from some action or judgment. (LAW)

**c. In a scale of 1 (most common) to 5 (less common), what kinds of prejudice are exposed in real life situations in everyday life?**

- ( ) Racism ( ) Sexism / heterosexism ( ) Cultural Intolerance( ) Religion Intolerance( ) Financial Status ( ) Profession



VOCABULARY

1. Peer Work. In the article, words have been exposed in bold. Link the words with the definition.

- Spread ( )
- Storytelling ( )
- Fears ( )
- Frolicking ( )
- Empower ( )
- Dispossess ( )

- A. To behave playfully, and uninhibited .
- B. to put (a person) out of possession, especially of real property.
- C. To give someone more confidence.
- D. The act and skill of presenting stories and tales.
- E. A strong, uncontrollable, unpleasant emotion, caused by actual or perceived danger of threat.
- F. To stretch out, open out (a material etc.) so that it more fully covers a given area of space.

1. Choose the best option that matches the meaning of the word in bold in the sentence.

2.a - "We **face** the danger of a single story."

- a. confront
- b. look
- c. cover

2.b- " The story can **break** the dignity of a people, (...)"

- a. interrupt
- b. split
- c. destroy

2. The words below were taken from the text *The danger of a single story*. Use them to complete the sentences.

FEAR / EMPOWER

- a. I have learned that \_\_\_\_\_ limits you and your vision. It serves as blinders to what may be just a few steps down the road for you. The journey is valuable, but believing in your talents, your abilities, and your self-worth can \_\_\_\_\_ you to walk down an even brighter path. Transforming \_\_\_\_\_ into freedom- how great is that! (Soledad O'Brien)
- b. "My friend, love is better than anger. Hope is better than \_\_\_\_\_. Optimism is better than despair. So let us be loving and hopeful. And we will change the world". (Jack Layton)
- c. We do not always have to agree, but we must \_\_\_\_\_ each other.



1. Go back to the text and answer the following questions.

a. How would you relate the title to prejudice”?

b. What is the “Dangers of a single story” according to the text. ( More than 1 answer is possible)

- 1. (    ) The pre-conception of the world and peoples stories.
- 2. (    ) The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete.
- 3. (    ) The story about a person.

GENRE ANALYSIS





## 1. GROUP WORK! Let's discuss it together

a) What is the most shocking advertisement you have ever seen?

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b) What is the funniest advertisement you have ever seen? Describe it.

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c) What is the most advertised product in your country?

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d) Below is a list of different types of advertisement. Rank them from the most (10) common to (1) the least common.

- Billboards       Internet       Television       Radio  
 Magazine       Newspaper       Yellow Pages       Direct mail  
 Coupon Books       Event Marketing

## 2. Choose the best options that defines advertisement. (/əd'vɜ:.tɪs.mənt/).

a.  The act or practice of calling public attention to one's product, service or need.

b.  A picture, short film, song, etc. that tries to persuade people to buy a product or service, or a piece of text that tells people about a job, etc.

c.  a mean of communication which gives information to the public about something. An announce publicity in a newspaper, radio, magazine or television.

d.  Advertisement can be done on card or piece of formal stationery containing a formal declaration of an event, as a wedding.



## Star Models: Cleavage, Behavior

April 07, 2014 | Filed under [Print](#) and [Public Interest](#), [NGO](#)

★  
STAR  
MODELS



# “IT WAS THE BEHAVIOR.”

Sexual violence. Denounce the real guilty ones.

be·hav·ior /bəˈhævjər/: human conduct relative to social norms; a state of probation about one's conduct.

★  
STAR  
MODELS



# “IT WAS THE CLEAVAGE.”

Sexual violence. Denounce the real guilty ones.

cleav·age /klēvɪj/ : the hollow between a woman's breasts when supported, especially as exposed by a low-cut garment.

### 3. GROUP WORK! Analyze the advertisements above and answer the questions.

a. What do these two advertisements have in common? Choose the best options.

1. ( ) Educating and encouraging respectful behavior.
2. ( ) Reducing infant mortality
3. ( ) Preventing violence and encouraging peace
4. ( ) Promoting equality and autonomy of woman

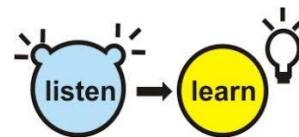
b. Classify as: True or False according to the advertisement?

1. ( ) They have the same profession.
2. ( ) They are from different culture.
3. ( ) They are wearing the same outfit.
4. ( ) They have been sexual abused.
5. ( ) Women have no rights to do and say what they want and believe.
6. ( ) According to the result, their behavior was the main reason of sexual violence.
7. ( ) Women are empower by these acts.
8. ( ) These women have different beliefs.

c. In your opinion, number 3 attitudes that can be applied to minimize these abusive acts?

## LISTENING COMPREHENSION

We are going to watch two TED TALK videos, where **Chimamanda Adichie**, narrates events from her experiences.



First Video: <https://www.youtube.com/watch?v=D9lhs241zeg&t=319s> Length 7:42  
 Second Video: [https://www.youtube.com/watch?v=hg3umXU\\_qWc&t=21s](https://www.youtube.com/watch?v=hg3umXU_qWc&t=21s) Length 7:05



ABOUT TED

TED is a non-profit organisation devoted to Ideas Worth Spreading. Started as a four-day conference in California 30 years ago, TED has grown to support its mission with multiple initiatives. The two annual TED Conferences invite the world's leading thinkers and doers to speak for 18 minutes or less. Many of these talks are then made available, free, at TED.com. TED speakers have included Bill Gates, Jane Goodall, Elizabeth Gilbert, Sir Richard Branson, Nandan Nilekani, Philippe Starck, Ngozi Okonjo-Iweala, Sal Khan and Daniel Kahneman.

The annual TED Conference takes place each spring in Vancouver, British Columbia. TED's media initiatives include TED.com, where new TED Talks are posted daily; the Open Translation Project, which provides subtitles and interactive transcripts as well as translations from volunteers worldwide; the educational initiative TED-Ed. TED has established the annual TED Prize, where exceptional individuals with a wish to change the world get help translating their wishes into action; TEDx, which supports individuals or groups in hosting local, self-organized TED-style events around the world, and the TED Fellows program, helping world-changing innovators from around the globe to amplify the impact of their remarkable projects and activities.

For more information: <http://www.tedxouston.com/#/home>

**TEXT GENRE**

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- 1- Complete the sentence below**  
**a) The role of the speaker**

\_\_\_\_\_

\_\_\_\_\_

- b) The purpose of the speech**

\_\_\_\_\_

\_\_\_\_\_

- 2- Public destination: Which of these audience, speeches can be directed to?**

(      ) Kids                                  (      ) Teens                                  (      ) Adults

- 3- According to the video, where is Chimmamanda?**

a) At a studio    b) At a TV Show    c) At a auditorium    d) At a movie theater

- 4- TEDTalk – A New Genre. Choose the best description of Tedtalks.**

- a) Public presentation.
- b) Informative.
- c) One hour or more of speeches
- d) Technologies are the only ideas presented.
- e) Well-formed ideas in under 18 minutes.
- f) Visual aid are used ( chart, number, figure, etc) .
- g) Storytelling with humor.
- h) Figurative language and quote.

1) A set of standards are to follow when it comes to TEDx Talks. This includes: **1-No selling from the stag, 2-No political agendas, 3-No religious proselytizing.** Link to these don'ts to the right meaning.

( ) To encourage or induce people to join a religious movement, political party, or other causes of organization.

( ) to pitch their products or services, plug their books, or ask for funding

( ) A set of policies or issues to be addressed or pursued by an individual or group; also, a set of underlying motive for political policy.

2) There are 10 important characteristics that a successful speaker has to develop during an oratory. In your opinion, number it in a scale of 1 (to less important) to 10 (to most important).

- ( ) Know you public.
- ( ) Always repeat the main idea of your speech.
- ( ) Work with your voice in your favor. Intonation, rhythm are essential tools.
- ( ) Overcome your fears.
- ( ) Make people feel the necessity to hear what you have to say.
- ( ) Use humor.
- ( ) Visual resources.
- ( ) Create dialogues with the audience.
- ( ) Make the audience believe in you.
- ( ) In the end, summarize your ideas in an easy comprehensible paragraph
- ( ) communicate the ideas clearly and concisely.

<http://cenasdavidia.blogs.sapo.pt/10-caracteristicas-de-um-orador-de-336>

3) **In your opinion**, what other characteristic of a good speaker you have noticed in Chimamanda Adichie that is not listed above?

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4) What type of experiences did the speaker expose? ( More than one answer possible).

- a) Cultural
- b) Racism
- c) Financial status
- d) Sexism

## TEXT COMPREHENSION. Answer the questions related to the second video.

### First story:

- 2) What did the class needed to do in order to be a monitor?
- A) Whoever gets the highest score in the text would be the class monitor.  
B) Beginning of term that she would give the class a test
- 3) What is the main responsibility of the monitor in the classroom?
- A) Class monitor was a big deal  
B) Patrolled the class for noise-makers and write their name on the board
- 4) Knowing that Chimamanda got the highest grade on the test, who was the chosen one to be the monitor?
- A) The teacher didn't know whom to choose.  
B) Only a boy could be the class monitor.

### Second story:

1- Who handed-in the money to the taxi man?

- A) Chimamanda gave the money  
B) Her friend Luise

2- Whom did the money belonged to?

- A) The money belonged to Louise  
B) The money belonged to Chimmanda

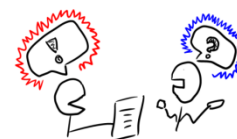
3- To who did the taxi man thanked?

- A) The taxi driver thanked Louise  
B) The taxi driver thanked Chimamanda

## GRAMMAR

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Peer work. Discuss the following questions.



- Do you know how to tell funny stories or jokes?
- List three difficulties and three easily mastered abilities you have when telling jokes or stories.

1)

2)

3)

1)

2)

3)

3. For what purpose people tell jokes or funny stories?

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## ANECDOTE

We know that telling a story is the \* cornerstone of language. These stories have different destinations and intensions. An anecdote is a short story, originally from curious, peculiar or funny events. It provides listeners to laugh or ponder over a topic. The anecdotes can expose real life situation or just made-up story.

\*Cornerstone: is something of great importance that everything else depends on.



A. In order to tell people an anecdote (short story), a number of steps must be taken into considerations. Link the stages to the proper description.

1)INTRODUCTION

2)CONFLICT

3)CLIMAX

4)CLOSURE

5)CONCLUSION

( ) Make a final comment about the story

( ) Include some type of adversity, problem, conflict, obstacle (if you want a powerful little story).

( ) By this part of the story, everything has been resolved and the reader has closure. We see how the characters have changed over time, or how life returns to normal.

( ) Start by giving some background. Here is where you establish the place, introduce the protagonist, and lay out some key details to provide context for the story.

( ) The action is the most exciting or intense, and the characters face the conflict and start to solve it.

B. In the end of the textbook, you will find an anecdote that is out of order. Cut it, and place the story in the right order. **Page 22**

C. You and your pair should read the story and identify the stages listed in the first exercise, in addition, number it from 1 to 5. There is a space reserved for the numbers. Numbers will be repeated if the sentence belongs to the same stage.





The use of language is also an important key element.

1. The sentences below were taken from the First Video “The danger of a Single Story”. The underline structure represents:

( ) Future Perfect ( ) Present Perfect ( ) Past Perfect

- a. “I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to.
- b. Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify
- c. It had not occurred to me that anybody in his family could actually make something.

2. What have you notice from the sentences above?

3. What is the main structure of the sentence?

4. All the sentences above are in the past perfect. It refers to a time earlier than before now. It is used to make it clear that one event happened before another in the past. It does not matter which event is mentioned first - the tense makes it clear which one happened first. Identify and underline the past perfect in the sentences below.

- a. All I had heard about them was how poor they were, so that it had become impossible for me to see them as anything else but poor.
- b. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language.
- c. What struck me was this: She had felt sorry for me even before she saw me.
- d. So after I had spent some years in the U.S. as an African, I began to understand my roommate's response to me.

## EXPLORE LANGUAGE!!!

The PAST PERFECT TENSE indicates that an action was completed (finished or "perfected") at some point in the past before something else happened.

This tense is formed with the past tense form of "to have" (**HAD**) plus the **past participle** of the verb (which can be either regular or irregular in form).

Subject	had +Verb(V3) (Past Participle)	Rest of Sentence
I / You / We / They	had met	him before he became famous
He / She / It	had lived	here for three years by the time we met

## LET'S PRACTICE!

Complete the sentences about the past using an appropriate form of the verb in brackets.

Do NOT use continuous tenses.

1. If I(grow up) \_\_\_\_\_ in Nigeria, and if all I knew about Africa were from popular images, I too would think that Africa was a place of beautiful landscapes, beautiful animals, and incomprehensible people, fighting senseless wars, dying of poverty and AIDS, unable to speak for themselves and waiting to be saved by a kind, white foreigner. (negative)
2. So what if before my Mexican trip I (follow) \_\_\_\_\_ the immigration debate from both sides, the U.S. and the Mexican?
3. I realized that I (to be) \_\_\_\_\_ so immersed in the media coverage of Mexicans that they had become one thing in my mind, the abject immigrant. I (buy) \_\_\_\_\_ into the single story of Mexicans and I could not have been more ashamed of myself.
4. The American writer Alice Walker wrote this about her Southern relatives who (move) \_\_\_\_\_ to the North.
5. What if my mother(tell) \_\_\_\_\_ us that Fide's family was poor and hardworking?
6. I told him that I (just read) \_\_\_\_\_ a novel called American Psycho -- (Laughter) -- and that it was such a shame that young Americans were serial murderers. (Laughter) (Applause) Now, obviously I said this in a fit of mild irritation. (Laughter)

Now your school started a big project: encourage students from all ages to work together, to discuss and celebrate creative ideas with "TEDEd lessons worth Sharing".

**TEDEd** Lessons Worth Sharing Register or Log In

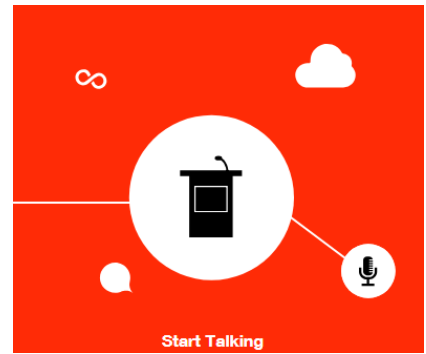
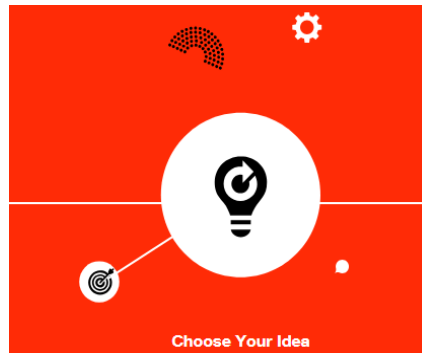
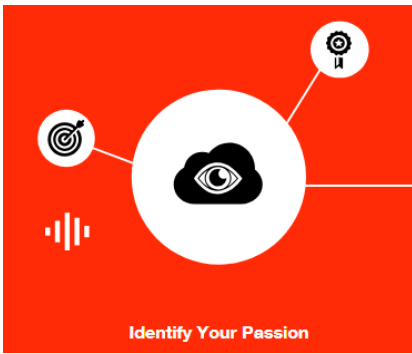
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## Join Students All Over The World

The TED-Ed Clubs program supports students in discovering, exploring and presenting their big ideas in the form of short, TED-style talks.

[Start a Club!](#)

Already a TED-Ed Club Leader?  
[Access the leader resources page](#)



**Make Your Voice Global**

In a TED-Ed Club, you discover and explore great ideas with new (or old) friends. You'll research and develop your ideas worth sharing and learn how to present your ideas to the world in the form of TED-style talks.

**First step:**

**IDENTIFY YOUR PASSION:** \_\_\_\_\_

**Second Step:**

**IDEA:** \_\_\_\_\_

**WRITING** \_\_\_\_\_



**Third Step**

**In order to give a great presentation, you will design and prepare a stand up material contributing to the website. Important to include events which the audience can identify your idea.**

**This next step is a planning guide, which will help you put your ideas in order. Use short answers to respond to these WHs questions words.**

**Where?** \_\_\_\_\_

**When?** \_\_\_\_\_

**What?** \_\_\_\_\_

**Who?** \_\_\_\_\_

**How?** \_\_\_\_\_



Now that you know the main characteristics on how to narrate a story, **let's practice.**

**Write down your idea. Remember all the details from the previous tasks. Use the language structure we have learned. Impact peoples life with your story. After you write your story, you will film yourself and hand-in to your teacher. The best story will be sent to TEDEd website and uploaded to YOUTUBE. Be creative and do your best.**

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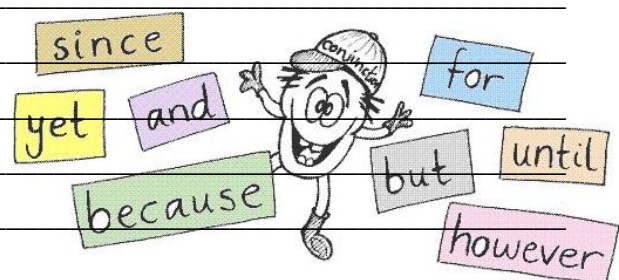
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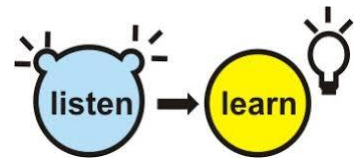
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# LISTENING

1. There are 3 different sounds in the past tense (-ed) ending. We are going to hear the words isolated from the video, and you and your peer will have to classify it in the three categories.

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| <b>STARTED</b>   | <b>LIVED</b>    | <b>STERRED</b>  |
| <b>OBLIGATED</b> | <b>EARNED</b>   | <b>ASKED</b>    |
| <b>PLAYED</b>    | <b>REALIZED</b> | <b>BELIVED</b>  |
| <b>TALKED</b>    | <b>INVADED</b>  | <b>EDUCATED</b> |

/t/	/d/	/Id/



Now, lets hear some other words from the first video and distinguish in which category it belongs.

- |                 |                 |                   |
|-----------------|-----------------|-------------------|
| <b>Liked</b>    | <b>Arrived</b>  | <b>Failed</b>     |
| <b>Formed</b>   | <b>Touched</b>  | <b>Talked</b>     |
| <b>Studied</b>  | <b>Picked</b>   | <b>Washed</b>     |
| <b>Enjoyed</b>  | <b>Traveled</b> | <b>Borrowed</b>   |
| <b>Listened</b> | <b>Looked</b>   | <b>Tried</b>      |
| <b>Chatted</b>  | <b>Danced</b>   | <b>Confronted</b> |
| <b>Visited</b>  | <b>Watched</b>  |                   |

/t/	/d/	/Id/

## ANECDOTE – CHIMAMANDA ADICHIE

**Cut the short story and place them in the right order. Follow the instruction on page 16**

(            ) *Now, of course you were not actually allowed to use the cane, but it was an exciting prospect for the 9-year-old me.*

(            ) *I very much wanted to be the class monitor, and I got the highest score on the test.*

(            ) *But my teacher would also give you a cane to hold in your hand while you walked around and patrolled the class for noise-makers.*

(            ) *But my teacher would also give you a cane to hold in your hand while you walked around and patrolled the class for noise-makers.*

(            ) *When I was in primary school, my teacher said at the beginning of term that she would give the class a test, and whoever got the highest code would be the class monitor. Now, class monitor was a big deal.*

(            ) *Then to my surprise my teacher said that the monitor had to be a boy.” A boy had the second highest score on the test and he would be monitor. Now what was even more interesting about this is that the boy was a sweet gentle soul who had no interest in patrolling the class with a cane.*

(            ) *Now, class monitor was a big deal. If you were a class monitor, you got to write down the names of noise-makers, which was heady enough power in its own.*

(            ) *Now, here’s a story from my childhood.*

(            ) *But my teacher would also give you a cane to hold in your hand while you walked around and patrolled the class for noise-makers.*

(            ) *While I was full of ambition to do so. But I was female and he was male, and so he became the class monitor. And I’ve never forgotten that incident.”*



## SELF-ASSESSMENT



Now is time for you to reflect on your learning.

**a- Would you say the theme from the unit was interesting or not? Justify your answer.**

**b- What activity did you like the most? And the one you less liked? Why?**

**c- Did you understand the grammar structure ( past perfect) taught in this lesson?**



YES! I did.

So, so!

NO! I didn't

**d- Did you improve your skill on telling a story? Answer according to the scale of 1 - nothing and 5 - very much**

1                       2                       3                       4                       5

**e- How much did you learn from this unit? Answer according to the scale of 1 - nothing and 5 - very much.**

1                       2                       3                       4                       5



# TEACHER'S GUIDE

## UNIT 1



THEME	FUNCTION	GRAMMAR	VOCABULARY
Prejudice Discrimination	Types of discrimination., fears, historical heroes	Propaganda Phonetic symbols Anecdote	Feelings, adjectives, conjunctions, Types of prejudice

## LET'S START

**Teacher:** Let's Start is a warm-up activity, where you will introduce the coming theme. Students will pre read the text. As they read the text, read to them the questions aloud twice and ask them to answer it. See what they know about the theme and if they want to share any experience with the class. From 5-7'

### Read the Text. 10'

**Teacher:** First ask students to skim the text to get the general idea, after, students should underline the words that they are unfamiliar with and use a dictionary as a source to help them understand the text and right after scan it to look for specific informations.

In the text there are some underlined words that will be used in the following exercises. Discuss with students a little about the article and ask them to start the vocabulary activities.

For more information about Chimamanda, visit <http://www.cerep.ulg.ac.be/adichie/cnabio.html>

### Exercise 1

**Answer key: A / C**

### VOCABULARY From 15-20'

**Teacher:** Students should get in pairs. Using a dictionary, the couples should work with the vocabularies exercises. It is important that you go through the exercises with all the students, in order to make clear the instructions and after correct it with the whole class.

**Exercise 1:** Read the vocabulary word twice, and after make students repeat it after you in unison. Use body language to facilitate the understanding  
Eg: **Teacher:** Spreading....Spreading

**Students:** Spreading

**Teacher:** Spreading.... once again

**Students:** Spreading

**Answer key: a)** Frolicking; **b)** dispossess; **c)** empower; **d)** storytelling; **e)** fear; **f)** spread.

### Exercise 2

**Teacher:** This exercise shows that one word can have different meanings in different context. Use comparisons in mother tongue, so they can understand the context.

**Answer key 2a)** A – Confront ; **2b)** C – Destroy

### Exercise 3

**Teacher:** Students must put the right words in the gaps. Make sure they understand the quotes. Tell them a little about these two persons and that with their work, they had contributed a little to the world. Encourage students by saying that a simple person with simple acts can transform lives.

**Answer key: A)** Fear; empower; fear **B)** Fear

**C)** Empower

**María de la Soledad Teresa O'Brien** (born September 19, 1966) is an American broadcast journalist and executive producer. Currently, O'Brien is the anchor for Matter of Fact with Soledad O'Brien, a nationally syndicated weekly political show owned by Hearst Television. She is chairwoman of Starfish Media Group, a multi-platform media production company and distributor that she founded in 2013.

[https://en.wikipedia.org/wiki/Soledad\\_O'Brien](https://en.wikipedia.org/wiki/Soledad_O'Brien)

**John Gilbert "Jack" Layton PC** (July 18, 1950 – August 22, 2011) was a Canadian politician and Leader of the Official Opposition. He was leader of the New Democratic Party (NDP) from 2003 to 2011, and previously sat on Toronto City Council, occasionally holding the title of acting mayor or deputy mayor of Toronto during his tenure as city councilor. He was the Member of Parliament for Toronto Danforth from 2004 until his death. [https://en.wikipedia.org/wiki/Jack\\_Layton](https://en.wikipedia.org/wiki/Jack_Layton)

**TEXT COMPREHENSION** From 5-7'**Exercise 4**

**Teacher:** Students should answer the questions related to the text and after choose students randomly to share their answers.

**Answer key:**

- A) Answer may vary
- B) 1 / 2

**GENRE ANALYSIS** From 20-25'**Exercise 1**

**Teacher:** Ask students to get into groups. They should answer the questions related to advertisement/propaganda. After, choose a representative from the group to share the answers. **Answer key:**

- 1) Questions a; b; c; d answer may vary
- 2) Correct answers: a;b;c;d

**Exercise 3**

Students should analyze the two pictures that show attitudes toward women's. As students learn about genre, we can still talk about social problems.

In a group, students should answer the questions related to the pictures, after the discussions, ask one student from each group to share their opinion. **Answer key:**

**A-** 1; 3; 4 / **B-** F; T; F; T; T; T; F; T / **C-** Answer may vary



**LISTENING COMPREHENSION** From 15-20'

**Teacher:** You will present two tedx talk (videos) to students. First, the video should be played and ask students to analyze the technical aspect of the video, such as place, the speaker attitudes, body language and audience. After watching the video, have students read brief information about what TED and answer the questions from

**TEXT GENRE. Answer key:**

- 1. Answer may vary.
- 2. All the options are right.
- 3. C
- 4. A / B/ E/ F / G
- 5. 3 / 1 / 2
- 6. Answer may vary.
- 7. A / D

**TEXT COMPREHENSION:** Second video. This is a video, where Chimamanda tells stories from her life. Students will see the video twice. Make sure you have the right resource to show the video, in order to be clear for them to understand. Play the first story twice, from the beginning to 05:23min, after; students should do the comprehension activities. Next, play the second story, from 05:23min to 07:05min and let students do the tasks.

**First story answer key: 1- A; 2-B; 3-B**

**Second Story answer key: 1-B; 2-B; 3-A**

**GRAMMAR** From 20-30'

**Teacher:** Ask students to get in pairs and discuss the three first questions. Give them 5 min and have them randomly to give their opinions.

**Anecdote** – Read the meaning of anecdote aloud to the class. Ask if they have any doubts and ask them to do the tasks.

**Exercise 1**

**Teacher:** According to what they seen in the videos they should link the steps of an anecdote. Read the steps aloud once. Give them 5 min to do the exercise. In addition, check if they got the answers right.

**Answer key: 5 / 2 / 4 / 1 / 3**

**Exercise 2 – 3 – 4**

Ask students if they want to read the story, or stages of the story. After read the whole story aloud.

**Answer key:**

(1) "Now, here's a story from my childhood. When I was in primary school, my teacher said at the beginning of term that she would give the class a test, and whoever got the highest score would be the class monitor. (2) Now, class monitor was a big deal. If you were a class monitor, you got to write down the names of noise-makers, which was heady enough power in its own. But my teacher would also give you a cane to hold in your hand while you walked around and patrolled the class for noise-makers. Now, of course you were not actually allowed to use the cane, but it was an exciting prospect for the 9-year-old me. (3) I very much wanted to be the class monitor, and I got the highest score on the

test. Then to my surprise my teacher said that the monitor had to be a boy.”(4)She had forgotten to make that clear earlier because she assumed it was obvious. A boy had the second highest score on the test and he would be monitor. (5)Now what was even more interesting about this is that the boy was a sweet gentle soul who had no interest in patrolling the class with a cane. While I was full of ambition to do so. But I was female and he was male, and so he became the class monitor. And I’ve never forgotten that incident.

**Language is also an important Key element.**

**Teacher:** You may read the exercise for the student, ask if they have any questions. Give them time to do all 4 exercise.

**Exercise 1)** Past Perfect

**Exercise 2)** Answer may vary

**Exercise 3)** Had + verb ( past participle)

**Exercise 4)**

- a. All I **had heard** about them was how poor they were, so that it had become impossible for me to see them as anything else but poor.
- b. She asked where I **had learned** to speak English so well, and was confused when I said that Nigeria happened to have English as its official language.
- c. What struck me was this: She **had felt** sorry for me even before she saw me.
- d. So after I **had spent** some years in the U.S. as an African, I began to understand my roommate's response to me.

**EXPLORE LANGUAGE!!**

Give clear explanation to what Past Tense is, and how it works in real situations, giving real examples, if students still have doubts give them extra activities.

**Lets practice**

- 1. Had grown up
- 2. Had followed
- 3. Had been/ had bought
- 4. Had moved
- 5. Had told
- 6. Had just read

**To incorporate the grammar into real life situation as suggested by the methodology, tell students that the school has just closed a partnership with TEEd to encourage students speak up and explore their talents.**

**First and second step:** ask students to fill out the guide in order for them to start writing.

**Teacher:** Ask students to use the WH words to help them write a story. Go around and check if students have any questions or trouble construction or ordering their ideas

**WRITING** From 30-40

**Teacher:** Students should hand-in their work. Have student analyze if all the five stages are incorporated in the story.

**LISTENING** From 5-10’

**Teacher:** This next session, student should work in pairs. They will have to distinguish 3 difference sounds in the past tense (-ed) ending. Using the website <https://tophonetics.com/>, type in the words, one by one, and play it twice or more if necessary. However, if you do not have the resources, you can also read the words for them. Therefore, make sure you now the correct pronunciation. After putting the words in the right place, ask student to analyze the words and come up with theories that can help them to classify the sounds. Later, give students tips about the ending sound to make it clearer.

**Answer key Exercise 1:**

/t/	/d/	/Id/
Talked	Lived	Started
Asked	Starred	Obligated
	Believed	Educated
	Realized	
	earned	
	played	Invaded

**Answer key Exercise 2**

/t/	/d/	/Id/
liked	Formed	Chatted
touched	Studied	Visited
picked	Enjoyed	Confronted
looked	Listened	
watched	Arrived	
talked	Traveled	
washed	Danced	
	Failed	
	Borrowed	
	Tried	

**SELF-ASSESSMENT** From 5-10'

**Teacher:** This is the time where students reflect on what they have learned. As they answer the questions, go around and check and take notes. From the self-assessment, you can see what are the topics to be reinforced to students, in order for them to master the unit. Make students know the importance of the unit and that they should also be honest with the answers.

**SETTING TIME LIMITS**



**Teacher:** Setting time limits can help in the progress of activities. Be sure to know your class, where you set a time, which all the students can engage in the activities, learning and participating. However, always keep them busy, in order to have more production in class.

**PEER WORK**



**Teacher:** Every time you see this symbol, it indicates that students should work in pairs.



**Remember:**

- Always read the instructions to your students for a better development of the activity.
- We know that learning another language can be very challenging, therefore, sometimes students can get unmotivated. It is important to praise your students and encourage them through the whole learning process. It is recommended that you should not correct a student putting him/her in an embarrassing situation. When you see a mistake, orientate them as a whole group avoiding names.
- Know your students name by heart, in order to have a degree of intimacy with them, in a way that students can trust in you and in your teaching. Students need to feel that they are being cared for.

**TRANSCRIPT** from the youtube video: *We should all be feminist.*



**First Story**

Now, here's a story from my childhood. When I was in primary school, my teacher said at the beginning of term that she would give the class a test, and whoever got the highest score would be the class monitor. Now, class monitor was a big deal. If you were a class monitor, you got to write down the names of noise-makers, which was heady enough power in its own. But my teacher would also give you a cane to hold in your hand while you walked around and patrolled the class for noise-makers. Now, of course you were not actually allowed to use the cane, but it was an exciting prospect for the 9-year-old me. I very much wanted to be the class monitor, and I got the highest score on the test. Then to my surprise my teacher said that

the monitor had to be a boy. She had forgotten to make that clear earlier because she assumed it was obvious. A boy had the second highest score on the test and he would be monitor. Now what was even more interesting about this is that the boy was a sweet gentle soul who had no interest in patrolling the class with a cane. While I was full of ambition to do so. But I was female and he was male, and so he became the class monitor. And I've never forgotten that incident

### **Second Story**

I often make the mistake of thinking that something that is obvious to me is just as obvious to everyone else. Now take my dear friend Louis, for example. Louis is brilliant progressive man and we would have conversations and he would tell me, "I don't know what you mean by things being different or harder for women. Maybe in the past, but not now." And I didn't understand how Louis could not see what **seemed** so self-evident. Then one evening in Lagos, Louis and I went out with friends. And for people here who are familiar with Lagos, there's that wonderful Lagos fixture, the sprinkling of energetic men who hang around outside establishments and very dramatically help you park your car. I was **impressed** with the particular theatrics of the man who found us a parking spot that evening. And so as we were leaving, I **decided** to leave him a tip. I opened my bag, put my hand inside my bag, brought out my money that I had **earned** from doing my work, and I gave it to the man. And he, this man who was very grateful and happy, took the money from me, looked across at Louis, and said, "Thank you, sir!" Louis looked at me **surprised**, and **asked**, "Why is he thanking me? I didn't give him the money." Then I saw realization dawn on Louis's face. The man **believed** that whatever money I had had ultimately come from Louis, because Louis is a man.



*LIVING*

*NEW*

*E*

*X*

*P*

*E*

*R*

*I*

*E*

*N*

*C*

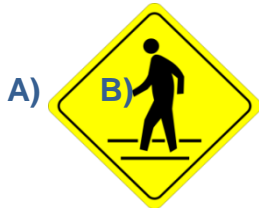
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**Unit 2**

Here are some **Warning** signs that indicate a hazard ahead on the road that may not be

readily apparent to a driver, and **Regulatory** signs that intends to instruct road users on what they must or should do (or not do) under a given set of circumstances. *Get together with your peer, match the signs with the right alternative and classify them on the right category.*



- Warning  
 Regulatory



- Warning  
 Regulatory



- Warning  
 Regulatory



- Warning  
 Regulatory



- Warning  
 Regulatory



- Warning  
 Regulatory

- Slow - Pedestrian  
 Warning sign : Pedestrian Crossing.  
 Pedestrian and bicycle crossing sign  
 No pedestrian crossing  
 Stop-pedestrian crosswalk  
 School zone.

1. Do you recognize any of the signs above in your city?

2. Do you respect the signs when crossing the street?



# Reading

Now that we know about pedestrian signs, read the comic strip on some good tips from the local Police.



HEY, LAWBREAK—  
I MEAN, PEDESTRIANS!  
HERE ARE SOME SAFETY  
TIPS COURTESY OF  
YOUR LOCAL POLICE!

ALWAYS CROSS IN A CROSSWALK,  
EVEN IF YOU HAVE TO WALK 50 YARDS  
UP THE STREET TO DO IT.



BUT I'M JUST  
GOING THERE!

SHUT UP, OR  
I'LL FINE YOU  
FOR JAYTALKING!

IF THE SIGN IS BLINKING, THAT MEANS  
DON'T WALK, EVEN IF NO CARS ARE  
COMING.



DON'T EXPECT POLICE TO TICKET  
DRIVERS FOR NOT STOPPING AT  
CROSSWALKS.



THAT WOULD  
BE A SILLY  
WASTE OF  
RESOURCES.

FOR MAXIMUM SAFETY, CONSIDER  
TAKING A CAR, EVEN IF YOU'RE  
ONLY GOING A FEW BLOCKS.



FINALLY, NO  
MORE ENDANGERED  
PEDESTRIANS!

SORENSEN





## TEXT COMPREHENSION

Work in pairs. Questions from 1 to 5

1. When the local Police say "*courtesy*", what did he mean to say?

- a) A favor, help, or generosity.
- b) Excellence of manners or social conduct, polite behavior.
- c) An unfriendliness way of boarding people on the street.

2. What are the main tips that the officer suggests to the pedestrian?

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3. On the last strip, the officer says: "*Finally, no more endangered pedestrian!*" and right in front of him, there is a car accident. According to the scene, what had happened? More than one option is possible.

- Drivers were not paying attention at the traffic.
- Focusing only on the pedestrians, the police officer forgot about the drivers.
- Pedestrian was crossing the street when the car hit the back of the other car.
- Because of the rain, there was a traffic jam.

4. The Police officer comments that the pedestrian can be **fin**ed for "Jaywalking". What do you understand by Jaywalking?

---



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5. Is "*Jaywalking*" an illegal act in your country?

---



---

6. Pick the **right answer** according to the picture.



- a) The police officer is giving instruction to the pedestrian.
- b) The pedestrian is being fine by the local police.
- c) The woman is lost and is asking for help.

***CURIOSITY: JAY WALKING** is when you cross the street through the middle and not at the intersections where you are supposed to. They call it Jay walking, because back in the 1900s in New York people New Yorkers would call tourist jays, and since jays were really impressed by all of the tall buildings they would walk up to the middle of the street to see how tall they were, therefore the word Jaywalking emerged.*

## VOCABULARY



*Questions from 1 to 4*

1) *Select the synonyms of Police officer.*

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> COP                       | <input type="checkbox"/> SHERIFF   |
| <input type="checkbox"/> POLICEMAN/<br>POLICEWOMAN | <input type="checkbox"/> DETECTIVE |
| <input type="checkbox"/> THE MAN                   | <input type="checkbox"/> BEAR      |
|  | <input type="checkbox"/> BOBBY     |

1) Match the words with the picture.

A ) **Lawbreakers**

B) **Endanger**

C) **Silly**

(     )

(     )

(     )



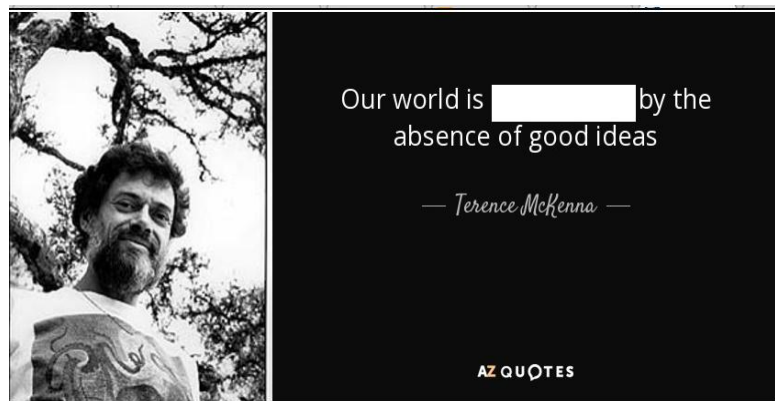
2) The words below were taken from the comic strip. Use them to complete the quotes below.

WASTE/ **LAWBREAKERS** / SILLY / ENDANGER

A)

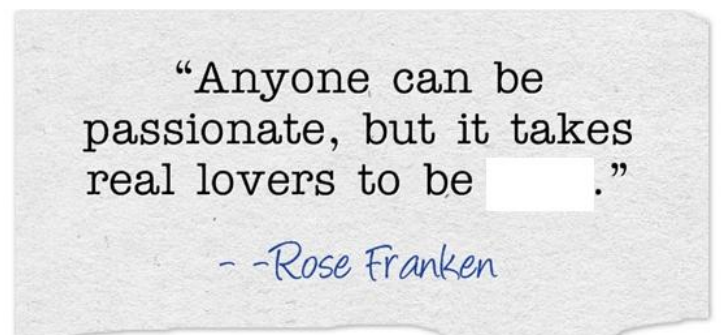
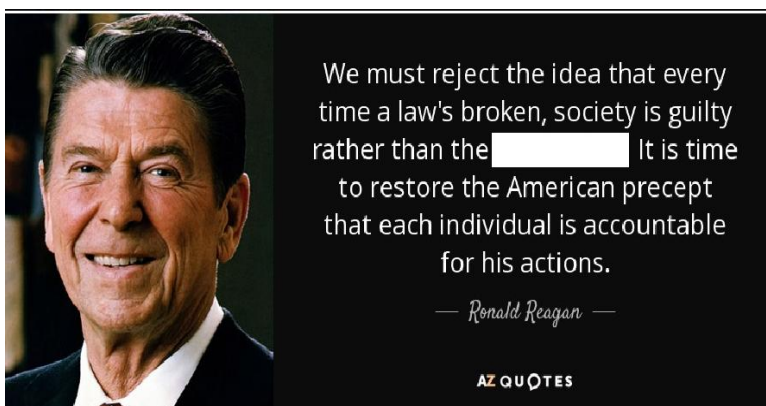


B)



C)

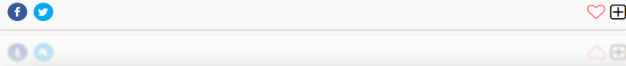
D)



3) Identify the meaning of the word **SIGN** in each of the quotes taken from the Brainy Quote and the image, match them to the right alternative.

A) I found that through my life, living in the city of Toronto, I look above the Pizza Pizza sign, and I look above the other signs and window dressing, and I see evidence of a city that no longer exists in the keystones and the decorations that line the tops of buildings. That presence of the old city has always moved me.

Michael Redhill

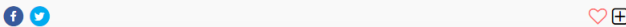


( )

The action of enrolling for something or of enrolling or employing someone. ( Phrasal Verb)

B) My choices, including those related to the day-to-day aspects of life, like the use of a modest car, are related to a spiritual discernment that responds to a need that arises from looking at things, at people and from reading the signs of the times. Discernment in the Lord guides me in my way of governing.

Pope Francis



( )

A gesture or action used to convey information or instructions.

C) I like the ethos of the military and the idea of joining an institution in which, at the very least, everyone who signs up believes in something.

Phil Klay

Author Profession: [Writer](#)

Nationality: [American](#)

Born: 1983



( )

Signs are used to communicate

D) **Honest disagreement is often a good sign of progress.**  
Mahatma Gandhi

( )

An object, quality, or event whose presence or occurrence indicates the probable presence or occurrence of something else.

E) All the kids are learning different languages. I asked them what languages they wanted to learn, and Shi is learning Khmai, which is a Cambodian language; Pax is focusing on Vietnamese, Mad has taken to German and Russian, Z is speaking French, Vivienne really wanted to learn Arabic, and Knox is learning sign language.

Angelina Jolie



( )

Something judged to indicate the nature of a particular period, typically something undesirable.

F) 

( )

Something regarded as an indication of what is happening or going to happen.

## Rise in jaywalking accidents, with 30% involving the elderly



People jaywalking in North Bridge Road yesterday, despite having an overhead bridge and pedestrian crossing nearby. There were 161 accidents in which pedestrians jaywalked in the first six months of this year, up from 133 in the same period last year, and 103 for the corresponding period in 2015. ST PHOTO: JAMIE KOH

Accidents involving jaywalkers rose by 21 per cent in the first half of this year, with about 30 per cent of the cases involving the elderly, the police said yesterday. There were 161 accidents in **which** pedestrians jaywalked in the first six months of this year, up from 133 in the same period last year, and 109, correspondingly, for the year before. In the first half of this year, there were 135 accidents involving elderly pedestrians in general, up from 124 in the same period last year, and 103 for the corresponding period in 2015. "This is a

concern as more than 50 per cent of fatal. "The elderly tend to be more vulnerable than others due to their age and health," added the spokesman (...). Yesterday morning, each time the traffic lights turned red for cars in North Bridge Road, The Straits Times observed three to four people jaywalking across the four-lane street - despite an overhead bridge, pedestrian crossing and six uniformed Traffic Police officers stationed nearby.(.....)

It was one of two areas **where** the Traffic Police conducted their operations - Chin Swee Road was the other - and a total of 43 people were stopped yesterday morning.

Another pedestrian **who** was stopped, administrative worker Mary Byrne, 35, said: "It is very common. It happens every day, and old people **who** walk very slowly jaywalk here as well." Jaywalking, or crossing the road within 50m of a crossing zone, may attract a \$20 fine. Offenders may also be charged and fined up to \$1,000 or jailed for up to three months. Repeat offenders may be fined up to \$2,000 or jailed for up to six months.

On Monday, a four-year-old girl died in an accident involving a car in Bukit Batok Central. She was with her family's maid, **who** was injured. A barber **who** was at the scene said people often jaywalked along the road where the accident happened.

In May, a 10-year-old boy was severely hurt after being knocked down by a car in Yishun. He was said to have crossed the road after alighting from a bus at a nearby bus stop. Singapore Road Safety Council chairman Bernard Tay said agencies may have to look at road-crossing infrastructure and whether changes should be made.

"They could make overhead bridges less steep and wider, allowing older people more space to stop and rest. Signs for the crossings could be more prominent." He added: "Some places have traffic lights allowing both pedestrians and vehicles to move at the same time. This should not be the case. Either the vehicles cross first, or the people do."



## GRAMMAR - RELATIVE CLAUSE

### 1) Work in pairs. Study the examples

- + There were 161 accidents in **which** pedestrians jaywalked in the first six months of this year...
- + It was one of two areas the Traffic Police conducted their operations - Chin Swee Road was the other - and a **where** total of 43 people were stopped yesterday morning.
- + Another pedestrian **who** was stopped, administrative worker Mary Byrne, 35, said: "It is very common.
- + It happens every day, and old people **who** walk very slowly jaywalk here as well."

1. Identify how the clauses are structured.
2. What do you notice about the structures of the relative clause?
3. Where in a sentence do they appear?
4. What purpose they serve in sentences?
5. Which words do they describe?
6. What happens if we remove the relative clause?

Now, **compare** these two sentences.

*"Ok, there's a Rebecca Garner, who was adopted by a Mr. And Mrs. Joseph Bryant, on December 4, 1993, in Clark County, Nevada."*

*"Ok, there's a Rebecca Garner who was adopted by a Mr. And Mrs. Joseph Bryant on December 4, 1993 in Clark County, Nevada."*

- ❖ Can you **distinguish** any difference between the two sentences? If yes, describe it

**Relative Clauses** are used to define or identify the noun in the main clauses. They can make your sentence more varied, interesting, and informative. You may think about relative clause as the combination of two sentences. The structures starts with a relative pronoun : That, which, where, when, who, whom, and whose.

Eg: The boy is tired. The boy is caring a heavy backpack.

Relative Clause

┌──────────────────────────────────┐

The boy, **who is caring a heavy backpack**, is tired

**Relative Clause is divided into:**

**Restrictive clauses** (Defining relative clauses)

Gives detailed information defining a general term or expression. Restrictive clauses are not put in commas.

**Non-restrictive clause** (Non-Defining Relative Clauses)

Gives additional information on something, but do not define it. Non-restrictive relative clauses are put in commas.

Relative Pronoun	Definition	Example
<b>Who</b>	subject or object pronoun for people	We're looking for a white male in his 20's who owns an american-made truck in disrepair. (Criminal Mind)
<b>Which</b>	subject or object pronoun for animals and things/ referring to a whole sentence	"When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one which has opened for us." Alexander Graham Bell
<b>Whose</b>	possession for people animals and things	The educated man is the man <b>whose</b> expression is educated.
<b>When</b>	refers to a time expression	"You're sure to like Billina, when you know her, asserted Dorothy. Dorothy and the Wizard in Oz
<b>Where</b>	refers to a place	It was one of two areas <b>where</b> the Traffic Police conducted their operations.
<b>Whom</b>	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer <i>who</i> )	"Sincere apologies are for those that make them, not for those to whom they are made." Greg LeMond
<b>That</b>	subject or object pronoun for people, animals and things in defining relative clauses ( <i>who</i> or <i>which</i> are also possible)	I bought a new car that is very fast.

2) Circle the relative pronoun.

- A. We're dealing with an unsub who has all of our personal information, including our home addresses.
- B. Do you need something? Yeah, is there a database which lists all the books published in a given year? Individual publishers have lists, I don't think there's anything like a master one, plus it would depend upon the year, because the further back you go, the less likely there'll be any database at all.
- C. We're searching for an unsub who shot one of our agents today, and I think he might know my mother, and I believe she may be in danger.
- D. We see this as a co-ordinated attack by the media that's been going on for very, very many months in order to damage the company that had some involvement with the election of Donald Trump," he said.

<http://www.cbc.ca/news/world/uk-facebook-cambridge-analytica-1.4583944>

3) Identify the sentences into Non-restrictive clause or Restrictive clause.

- a) Another pedestrian **who** was stopped, administrative worker Mary Byrne, 35, said: "It is very common."  
 RESTRICTIVE CLAUSE     NON-RESTRICTIVE CLAUSE
- b) She was with her family's maid, **who** was injured.  
 RESTRICTIVE CLAUSE     NON-RESTRICTIVE CLAUSE
- c) A barber **who** was at the scene said people often jaywalked along the road where the accident happened.  
 RESTRICTIVE CLAUSE     NON-RESTRICTIVE CLAUSE

4) Follow the example below and **write** the sentences using the relative pronouns: WHO, WHICH, WHOSE.

EX: **I ran away from home and joined a circus. I was young man.**

**I ran away from home and joined a circus, when I was a young man.**

- A) They're looking for a white male in his 20's. He owns an american-made truck, works a menial job.

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- B) The timer sets the road flare. Then lights the chemical mixture inside the canister.

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- C) "There is no fear for one. Mind is not filled with desires."

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5) Choose the correct relative pronoun to complete the sentence.

- a) A long time ago there lived a poor slavewhose / that name was Aesop. **Fifty Famous People**
- b) Chris Wyliewhich / whoonce worked for Cambridge Analytica, was quoted as saying the company used the data to build psychological profiles so voters could be targeted with ads and stories.
- c) " *Although I was a member of the royal household, I was not among the privileged few where /who were trained for rule.*" Nelson Mandela, 1994

Read more: [https://www.springfieldspringfield.co.uk/view\\_episode\\_scripts.php?tv-show=criminal-minds&episode=s02e01](https://www.springfieldspringfield.co.uk/view_episode_scripts.php?tv-show=criminal-minds&episode=s02e01)  
<http://www.cbc.ca/news/world/uk-facebook-cambridge-analytica-1.4583944>

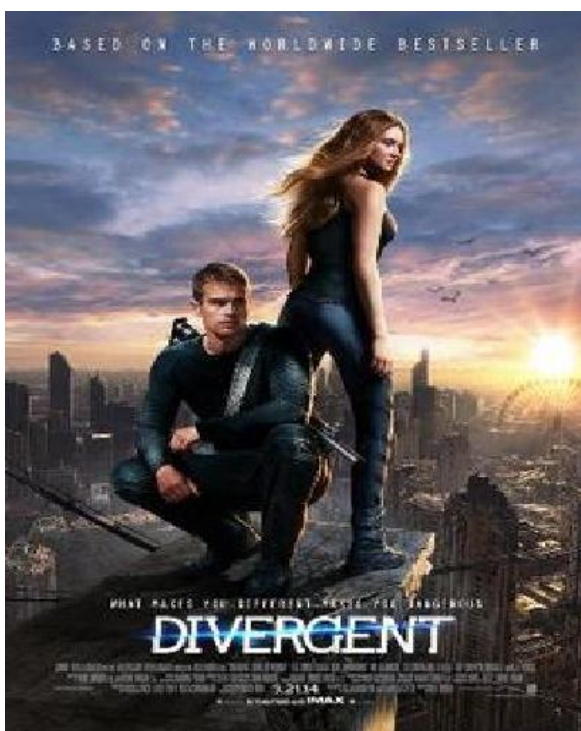
## LISTENING

This movie relates values, that a person carries through life and in society.

### Movie Plot:

The story takes place in a dystopian and post-apocalyptic Chicago, where people are divided into distinct factions based on human virtues. Beatrice Prior is warned that she is Divergent and thus will never fit into any one of the factions. She soon learns that a sinister plot is brewing in the seemingly perfect society.

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



Let's watch the introduction of the movie.

Let's watch the introduction of the movie again and answer the questions below.

1) The society was divided into 5 groups. Match the human virtues to the symbol



(        )

(        )

(        )

(        )

(        )

The Honest / The Selfless / The Intelligent / The Kind / The Brave

2) Link the Virtues with their characteristics.

(    ) The Honest

(    ) The Selfless

(    ) The Intelligent

(    ) The Kind

(    ) The Brave

- a) They're their protectors, soldiers, their police. They're fearless and free. Some people think they are crazy.
- b) They tell the truth even when you wish they wouldn't.
- c) They farm the land. They are all about kindness and harmony, always happy.
- d) The ones who value knowledge and logic.
- e) Is the faction that values the needs of others above the needs of one-self. Their core belief being "Them before I."

3) Combine the sentences. Use the relative pronoun **WHO**, and the virtues established from the movie in the task above.

A) They're their protectors, soldiers, their police. They're fearless and free. Some people think they are crazy.

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B) They value honesty and order. They tell the truth even when you wish they wouldn't.

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C) They farm the land. They are all about kindness and harmony, always happy

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D) The ones. Value knowledge and logic.

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E) They are called stiffs. They lead a simple life, selfless, dedicated to helping others. They even feed the factionless.

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## ***SPEAKING/ ROLE- PLAY***

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F) Discuss these questions with your pair.

A) Have you ever thought about a society that has a pre-established position just like the movie?

B) What do you think about living in a place like that?


C) If you could choose one virtue, what would you choose and why?

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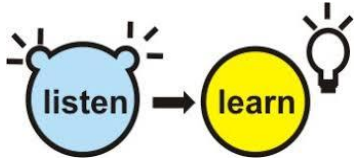



# PRONUNCIATION

1. Listen and classify the words that represent each sound.



HOW





BOOK

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Took  
Mouth  
Cloud  
Foot  
Look  
South  
Loud  
Could

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# TEXT GENRE / SOCIAL MEDIA



I) Work in pair. Discuss the following questions:

a) What is Social Media?

- ( ) Are computer-mediated technologies that facilitate the creation and sharing of information, ideas
- ( ) Social media are interactive Web 2.0 Internet-based applications.
- ( ) User-generated content, such as text posts or comments, digital photos or videos, and data generated through all online interactions, is the lifeblood of social media
- ( ) Users create service-specific profiles for the website or app that are designed and maintained by the social media organization
- ( ) Is a collection of related web pages, including multimedia content, typically identified with a common domain name, and published on at least one web server

[https://en.wikipedia.org/wiki/Social\\_media](https://en.wikipedia.org/wiki/Social_media)

b) From the list below, link the social media with their icons. Two of the names on the list are not consider social media.

( ) Facebook

( ) Blog

( ) LinkedIn

( ) Youtube

( ) Whatsapp

( ) Instagram

( ) Twitter

( ) Snapchat

( ) Google



c) Do you use any of the social Medias above?

d) For what purpose do you use them?

e) Do you know what a **BLOG** is?

f) Do you have a blog? Or follow anyone's blog?



### What is a Blog?

- A blog is an online personal journal
- A blog is like a diary with information, opinions, comments, reviews and so on.
- You can post photos, videos and podcast.
- A blog is the medium of communication.

For more information:

<https://www.cision.com/us/2009/06/why-are-blogs-considered-social-media/>

## WRITING

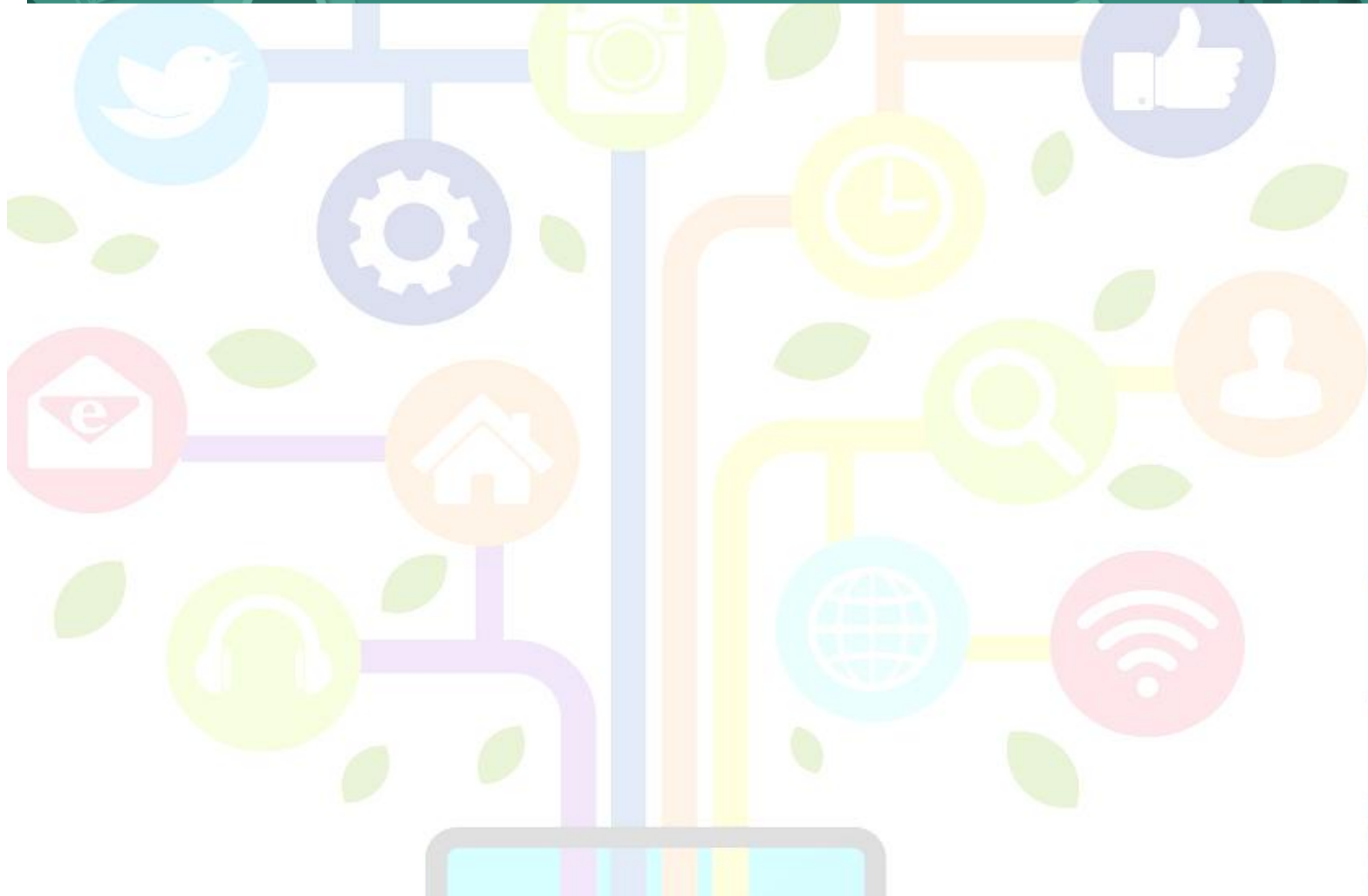
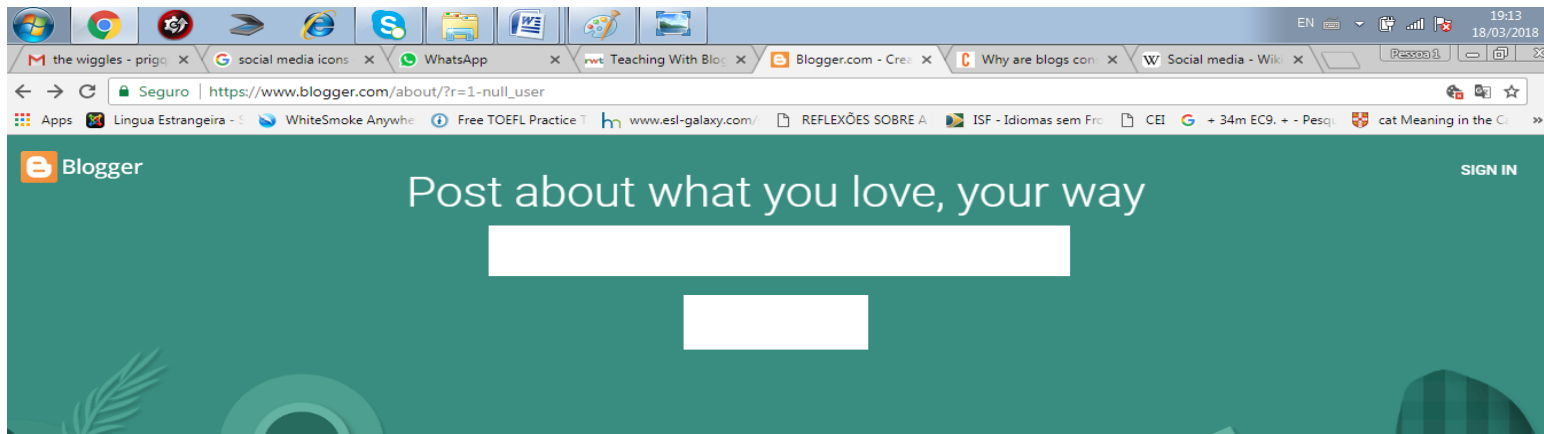
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Lets expand our possibilities.

In your blog, you will write about your favorite movie.

- What is the film about?
- Why you like it so much.
- What message the movie gives?
- When did you watch the movie?

## Join the Blogosphere!!!



**SELF-ASSESSMENT**

Now is time for you to reflect on your learning.

A. Would you say that the theme from the unit was interesting or not?

Justify your answer.

B. What activity did you like the most? And the one you less liked? And why?

C. Did you understand the grammar structure taught in this lesson?



YES! I did.



So, so!



NO! I didn't

D. Did you improve your skill on talking about your favorite movie?

Answer according to the scale of 1 - nothing and 5 - very much

1       2       3       4       5

E. How much did you learn from this unit? Answer according to the scale of 1 - nothing and 5 - very much.

1       2       3       4       5



# TEACHER'S GUIDE

## *UNIT 2*



THEME	FUNCTION	GRAMMAR	VOCABULARY
Pedestrian	Talk about dangers and rules.  Warning and regulations.	There is/ There are There was/ There were.	Pedestrian and drivers traffic signs Adjectives Noun and Verbs regarding pedestrian.



**Teacher:** Conduct the students to get in pairs and give them 5 minutes to discuss the possible sign names. They do not need to come up with the right meaning, but at least the main ideas of the signs. After students have written down the meaning of the signs, check with them asking students randomly to say it aloud, correcting them as needed. Explain the differences of each type of sign: Yellow sign - Warning signs / Red sign- Regulatory. It is important to bring students previous knowledge, therefore, they can engage more with the theme.

**Answer Key:** a) Warning sign : Pedestrian Crossing , b) Slow - Pedestrian crossing ,c) Pedestrian and bicycle crossing sign d) No pedestrian crossing e) Stop-pedestrian crosswalk f) School zone.

Thereafter, put in discussion these questions, and ask students their perspective as pedestrians.

Do you recognize any of the signs above in your city? *There is no right answer*

Do you respect the signs when crossing the street? *There is no right answer*

## READING AND WRITING SKILL From 15-20'

**Teacher:** Read aloud the comic strip twice, in order for students to hear the sounds of the words. Ask students to underline the words that they are unfamiliar with and use a dictionary as a source to help them understand the story. First ask students to skim the text to get the general idea and right after scan it to look for specific informations.

In the comic strip there are some underline words that will be used in the following exercises. Discuss with students a little about the story and ask them to start the text comprehension task. After, check the answer with the students, asking volunteers to give their answers. Question 4 and 5 can be a fun way to stimulate the speaking skill with your students.

**Answer Key:**

### TEXT COMPREHENSION Questions from 1 to 6

1. When the local Police say "*courtesy*", what did he mean to say?

a) *A favor, help, or generosity.*

2. What are the main tips that the officer **imply** to the pedestrian?

*\*Always cross in a crosswalk. \* Respect the pedestrian light if blinking. \*Consider using the car.*

3. On the last strip, the officer says: "Finally, no more **endangered** pedestrian!" In addition, right in front of him, there is a car accident. According to the scene, what happened? **The police officer focused too much on the pedestrian that he forgot about the cars.**
4. The Police officer in the strip said that the pedestrian can be **fined** for "Jaywalking". What do you understand than by *Jaywalking*? *Answer may vary*
5. Is "*Jay walking*" an illegal act in your country? *Answer may vary*
6. Pick the right answer according to the picture.

b) The pedestrian is being fine by the local police.

### VOCABULARY From 15-20'

**Teacher:** The vocabulary activities are important for the student to acquire and understand the meaning of the words and internalize them. Listening skill is also cultivated. For this matter, on **Exercise 1** you will say the words aloud twice and ask students to repeat in unison, if there is need for pronunciation correction, be sure to do it as a whole, to avoid embarrassing students.

Eg: **Teacher:** Took...Took

**Students:** Took

. **Teacher:** Took

**Students:** Took

Ask students to use their dictionary as a guide to do this exercise and then check if they got it all right. On **exercise 3**, is important to show students that words can have different meanings. Work with students other possibilities with different words, therefore, they can understand the conception.

#### Answer Key: Exercise 1

( 4) Lawbreakers:[law-brey-ker]

(2) Fine [fahyn]

( 1) Silly [sil-ee]

( 5) Waste [weyst]

( 3) Endanger [en-deyn-jeyr]

#### Answer Key: Exercise 2

a) Fine ; fine; b) waste; c) silly; d) lawbreaker; e) endanger

#### Answer Key: Exercise 3

a) Signs; b) sign; c) sign up

#### Answer Key: Exercise 4

(7) Pedestrian Light; (1) Bicycle; (2) Car; (5) Crosswalk; (3) Pedestrian; (4) Street; (6) Sidewalk

**Teacher:** This session was contrived to bring up topics that matters. A way that the students can see that a social problem does not only implies to his/her country, but around the world too. From this article, we brought up our grammar topic: the past forms of **there are and there is which is\*THERE WERE; THERE WAS**. Explain the difference between HAVE x THERE IS structure.

**\*Guide students to skim and scan the news.**

After doing the first activity and engaging the students, read to them the three phrases taking from the text and make the students come up with their own idea and theory of the usage of these structures. Right after; make students come up with more examples in order for them to internalize the structures. Important: always check after each exercise the answer with the students.

**Answer Key: Exercise 1**

- There was a big party yesterday at Lisa's house.
- Is there any leftover from dinner?
- Were there a lot of people at the wedding?
- There isn't anyone ate Mary's.
- There wasn't many dishes to wash.
- There is a good snack bar downtown.

## Exercise 2

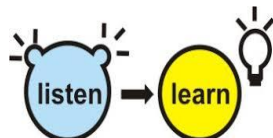
**Teacher:** This activity is a good way for students to create their own message, but in some way they are still controlled to use the proper words and structure that they have just learned. Ask student to get with a partner, and read to each other their dialogue. Go around the room giving feedback and helping them as needed.

## SPEAKING



**Exercise 2.a Teacher:** On this exercise, tell students to keep with their pair, and ask them to create their own scenario, but they have to keep in mind the main structure in use. This time, students have almost total control of their production, therefore, go around and check their linguistic production and language skill (pronunciation, vocabulary, grammar structure).

## LISTENING



## Exercise 1

**Teacher:** On the listening activity, there is a column with eight words, which needs to be placed on the right phonetic sound representation. You will teach them the two sounds and the differences between them. Remind the students

the importance of knowing phonetics symbols, because of the fact that writing and pronunciation are not always in the same direction. You will read the words slowly twice at first and next, have the student repeat the words with you twice in unison.

Eg: **Teacher:** Took...Took



**Students:** Took

. **Teacher:** Took...

**Students:** Took

Teach students this process of repetition and do the repetitions process with all the words. After, you can say the words aloud, in order for the students to put them in the right place or if you have the resources such a computer and a speaker, go to the website <https://tophonetics.com/> write down the words and play it so the students can hear it clearly.

**Answer Key: Exercise 1**

 HOW	 BOOK
<u>Mouth</u> <u>Cloud</u> <u>South</u> <u>Loud</u>	Took Foot Look Could

Ask student if they know any other word that has the same sound and write it down. Check if student got all the answers right.

**Exercise 2 Teacher:** This is an intensive listening task. Students will hear a question once, which is not on his textbook and will choose the right alternative corresponding to the question he/she heard. Using the same website <https://tophonetics.com/> from the activity above, type in the questions and press play. Check if student got all the answers right.

**Answer Key: Exercise 2**

2. How many movie theaters are there downtown?

A) There are two movie theaters downtown.

1. Is there a mall near here?

B) Yes, there is a mall near

3. Do you want to have brunch now?

c) Yes, I do. By the way, there is a good restaurant across the street.



**Teacher:** TO BE DONE ATE HOME is a session in the unit where the student will have to do an activity at home. This time, the student will have to read the comic strip from Monica and Friends. You will ask them to scrutinize the story, including technical's detail on how to do a comic strip. As they come to class with these information's, discuss what happened in the story, and writedown on the board all the information they brought up, especially about the comic strip.



## WRITING, TEXT AND GENRE ANALYSIS

**Teacher:** This is a group activity where students will make a *COMIC STRIP*. It can be done in or outside the classroom. They can use any resource they want such as: internet or library. In a group of 3 to 4 people, students need to search the rate of pedestrian accident, pedestrian laws and the improvements that has to be done by the politicians to avoid more accidents. On the story, students should give advices to the pedestrians to walk by the rules. They can choose the amplitude of the information to search, such as in the city, state or country. The group work has to be hand it in , so you can post at school.

## SELF-ASSESSMENT From 5-10'

**Teacher:** This is the time where students reflect on what they have learned. As they answer the questions, go around and check,taking notes for later evaluation. From the self-assessment, you can see what are the topics to be reinforce, in order for students to master the unit. Make students know the importance of the unit and that they should be honest with the answers.

## PEER WORK



**Teacher:**Every time you see this symbol, indicates that students should work in pairs.



## SETTING TIME LIMITS

**Teacher:** Setting time limits canhelp in the progress of activities. Be sure to know your class, where you set a time, which all the students can engage in the activities, learning and participating. However,always keep them busy, in order to have more production in class.



**Remember:** We know that learning another language can be very challenging, therefore, sometimes students can get unmotivated. It is important to praise your students and encourage them through the whole process of learning. It is recommended that you should not correct a student putting him/her in an embarrassing situation. When you see a mistake, orientate them as a whole group.

Know your students name by heart, in order to have a degree of intimacy with them, in a way that students can trust in you and in your teaching. Students need to feel that they are being cared for.

## RATIONALE

**Empowering students** was created in the idea of promoting students autonomy as acquiring a second language (SL) with focus on social dimensions, based in two modern conceptions: Communicative language teaching (CLT), or Communicative Approach and Critical literacy (CL). Believing that only one approach is not enough for a substantial teaching, these approaches together with many other conceptions made possible the interactivity of the units.

The themes **Say no to prejudice** and **Living new experiences** have as main goal, trigger students ability to see the world with different perceptions, including social problems that most of the time, goes through us with such normality, that we do not fear the consequences anymore. Therefore, exposing students to real information and not to material with only academic purpose can enhance cognitive skill acquisition. As stated in the Introduction, this material was developed for students from Junior to High school, but it can be extended to other realities. Students from age 12 to 18 years old, with intermediate English level (B2).

As English was turning into a universal language, since 1970's (RICHARDS; ROGERS, 1986) linguistics have been studying new resources for Second Language (SL) acquisition. Therefore, due to the need of a more precise result and the big explosion of globalization and technologies, CLT is known as the ideal approach, because it helps the development of communicative competence, with less focus on grammar competence. LARSEN-FREEMAN (2000) argues that CLT refers to a theoretical view of a communicative approach by promoting communication. The author also states that communicative competence is the main goal of teaching any language, by recognizing the interdependence of communication and language.

Richards (2006) states some main characteristics of CLT, which were incorporated into the two units. These characteristics are:

- *Make real communication the focus of language learning;*
- *Provide opportunities for learners to experiment and try out what they know;*
- *Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence;*

- *Provide opportunities for learners to develop both accuracy and fluency;*
  - *Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world;*
  - *Let students induce or discover grammar rules.*
- (2006: P13)

Traditionally, students in general, create a certain dependence on teachers; nevertheless, the new concept of student autonomy forces them to bring the responsibility for themselves, being capable to walk in their own path. On the other hand, teachers' roles also have some changes. Teachers now are only the facilitator, coaching and giving students orientations and instructions. *“Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role, facilitating language learning.”* (RICHARDS, 2006: 13). When it comes to give less focus to learners' errors, the main idea is to let students free in order to produce language discovering and creating their conceptions while they perform.

The Units tasks involves learners in *“comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather the form.”* (NUMAN, 1989:P10). The idea of Task-based activities were inserted in the units as a result of, the possibility that learners could accomplish the target language, through activities that provide opportunities for naturalistic language use, rather than activities that focus only on language forms. Ellis, R. (2003). The exercises also expose interactivity among students, textbook and the world, incorporating engaging themes.

Authenticity plays an important role exposing students to real English in use, in addition to cultural information about the language which leads to a more pragmatic linguistic performance. L2 learner does not only acquire linguistic knowledge, but also identify with a linguistic community. Furthermore, the conception of teaching English only for academic purpose is unattended. Rueda (2008) states that *“pragmatics is not to force learner to adopt native speakers pragmatic choices, but expose learners the positive evidence, making them aware of a variety of linguistics resources”*. Using articles, ted videos and even bibliographies, contributes to the awareness of different linguistics structures, as well as, the opportunity to work with different text genres.

Another characteristic of CLT inserted in the Units, is the interactivity between learners. For this matter, the activities were built for students to work in pairs, small groups and with the participation of the whole class. Benefits are found in a more engaging class such as; the possibility that they can learn more with each other; it can increase motivation. These attitudes can possibly develop fluency, Richards (2006) states. Therefore, meaningful and real communication is included in almost every exercise.

Emotions certainly influence learners SL acquisition. Emotions have a fragment of responsibility in a student progress. However, what does this have to do with the Units? Since the activities are always involving the interactivity among teachers and class, the feeling of not being always in pressure, helps to keep the level of anxiety in class to enhance students development. Teachers have a constant particular act in everyday class to motivate students, praising and encouraging students class participation. According to Krashen (1982) hypotheses, high level of anxiety can impede language acquisition; therefore, *“low anxiety appears to be conducive to second language acquisition”* (1982-P 31).

Mattos (2010:P.139), refers to language as a dynamic resource for the creation of meaning, furthermore, to stimulate a more accurate communication, grammar helps us to enhance and sharpen the expressions of meaning.

*“Through grammar we can specify the way in which words can be systematically modified through such alteration and additions. These modifications are part of morphology, and they help us to convey fundamental concepts like time, number, and genre”.*

*(BATSTONE, 1994:4)*

Following the objectives of CLT, grammar skill is included to motivate accurate communication competence in areas such as speaking and writing. Grammar emerges lighter and naturally on tasks. Grammar activities on **Unit One** are shown through a ted video where it consists in a storytelling. Beyond the reality of language in use from the video, students can also notice that the teaching of grammar skill has a bigger purpose and a meaning, helping them to turn into storytellers as well. In **Unit Two**, grammar is exposed in a comic strip. In addition, on the grammar tasks, form-focus is also applied to improve grammatical accuracy. Schmidt *“observed that through exposure to*



*models and examples, learner can come aware of regularities in input and thus accurately judge the grammatically of structures they have never before encountered.”(1995, apud Hinkel, 2002)*

Short simple task-base activities for Vocabularies were used to trigger students cognitive ability to internalize the words listed on the texts. Some strategies are used to provide this matter. Working with a peer on speaking activities, tend to make more effect, because students negotiate meanings with each other (JOE, NATION, & NEWTON, 1996). Moreover, using the vocabulary words in different context broadens and enriches students word comprehension.

While Communicative Approach seeks students ability to expound language, it can also be understood as a socialization instrument, not interested in politics and social problems. On the other hand, Critical literacy (CL) comes supporting the ideal of using language to transform lives and society (MATTOS, 2010).

Globalization and technologies have been also making changes into language learning process.

*“Education has also been heavily influenced by globalization, which, by changing the economic, political, social and cultural relations worldwide, also introduces new elements in school in general and in the classroom, specifically.” (MATTOS, 2012:192)*

Students have free access to all kind of information, turning them into *Global citizen*. Therefore, learners are more aware of their rights, but not aware of their responsibilities as citizens. The possibility of introducing CL together with citizenship education, improves learners awareness, empowering and preparing them to become critical and pro-active citizens (VETTER, 2008). Working with CL can be considered as an essential tool, where students attention is deliberately in class, giving their opinions and life experiences while stimulating communication at all time.

As proposed in the work, all four languages skill were incorporated in the units, in a suitable and variably way. Sometimes, these skills are assessed together attributing students abilities, managing to contribute to the learners success. **Listening** assessment was designed using three types of listening performance: 1. *Responsive*

(students work with short dialogues task that requires short answers and quick response), 2. *Selective* (“Processing stretches of discourse such a short monologues for several minutes in order to “scan” for certain information.” (BROWN, 2003:122) and 3. *Intensive* (Longer conversation with the main intension is to understand the message). In Unit One, the activities are exposed by video and phonetic symbols and pronunciation comprehension. Meanwhile, in Unit Two, the listening assessment comes in a more simple way, using also phonetic symbols<sup>2</sup> to distinguish words and a *paraphrase recognition*<sup>3</sup>.

**Writing** skill is practically involved in almost every exercise, from small answers, to storytelling and comic strip production. We all know that writing is not an easy task, especially in another language, which involves time and abilities to express, being clear when it comes to inform something. These abilities are build in every moment of the units. Students are stimulated to express and communicate to improve fluency through the tasks.

One of the first abilities learners acquire as learning a second language is the **Reading** skill. Since the first contact with the foreign language, students are force to understand simple phrases such as instructions, small text and conversations. In the units, reading always starts with a warm-up, in order to bring students background and culture experience. This way, students are able to make progress and understand the text using bottom-up and top-down<sup>4</sup> strategies. This is a great opportunity for students to get familiarize with different verbal approaches.

Oral production is a constant activity which students are stimulated throughout the units. According to BROWN (2003:p140) “*speaking is the product of creative construction of linguistic string, the speaker makes choices of lexicon, structure and discourse*”. The interactivity of the tasks stimulates learners participation in **Speaking** activities, exposing their opinions, experiences and even discussing solutions and possibilities. This is only possible due to the critical literacy concept and communicative approach providing students the space to produce output, without the uneasiness of

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<sup>2</sup>“For the language learner, a passive acquaintance with phonetic transcription enables him or her to extract precise and explicit information on pronunciation form” (WELLS, 1996:p1). Thus, working with phonetics symbols and sounds is just a small step; hence, students are always aiming to have a clear pronunciation.

<sup>3</sup> “Phrases and sentences, which are frequently assessed by providing a stimulus sentence and asking the test-taker to choose the correct paraphrase from a number of choices.”(BROWM,2003:124)

<sup>4</sup> Bottom-up: reading for specific information; Top-down: text comprehension.

making mistakes. When producing language, students struggle at all times to make his/her message clear and consistent.

An important stage in the process of language acquisition, is the student's opportunity to evaluate their own performance. **Self-Assessment** interrogates the learner with questions related to the unit, which guide them in the scenario of their knowledge. Students have the chance to establish criteria to accomplish greater results. Brown (2004: p270) affirms, "*The principle of **autonomy** stands out as one of the primary foundation stones of successful learning*". This means students' sovereignty can entail advantaged performance when finishing a unit and doing a self-evaluation, becoming responsible for their results.

## CONCLUSION

Paulo's Freire (1982) affirms that the lack of knowledge produces poverty and destroys civilizations. He also believes in the power of language to transform society causing positive development. Therefore, if language is the synonym of power, studying a foreign language, turns opportunity boundless. According to MATTOS "*English has become not only a tool for communication among the various world cultures and among different countries, but also a tool for power and social domination*". (2014: p126). Hence, to achieve a productive learning process, **Say No to Prejudice** and **Living New Experiences** aim as main objective the harmonization of Communicative approach and Critical Literacy resulting in a significant impact, which can cause different and good reactions in classrooms and additionally outside of school. Looking forward to provoke and inspire learners to be citizens of the world, with two basic desires: Learn English and make changes in society.

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