

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras - FALE

Curso de Especialização em Ensino de Inglês – CEI

Unidade Didática para o Ensino de Inglês

Guiding Independent English Language Learners

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Belo Horizonte

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Guiding Independent English Language Learners

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

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Belo Horizonte

2014

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Agradecimentos

Agradeço primeiramente a Deus, minha razão de existir e o maior realizador de sonhos em mim e através de mim.

Ao meu marido Roberto, por ter me apoiado com seu amor incondicional. A meus pais Marcos e Célia, por terem investido dedicação em “tempo integral” em minha formação como ser humano; e aos meus irmãos Marcela e Matheus pelos momentos de alegria nessa jornada de aprendizado.

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Introduction

“The greatest sign of success for a teacher is to be able to say ‘The children are now working as if I did not exist’.” Maria Montessori

Students need to be independent learners! This statement has never left my mind since I started teaching. Creating an environment in classroom where there is room for communicative use of the language has become a very important issue to me. To be independent learners and think critically about things they see, read and listen are skills learners will take for life and I want to give them opportunity to experience this in my class.

Guiding Independent English Language Learners was written with the intention to help teachers to become gradually “invisible” in the class. Authentic materials were used to create activities that offer opportunities for the practice of the four skills in language learning: reading, speaking, listening, and writing. The teaching material was created to be used with students from 14-17 years-old from intermediate level in the context of language institutes.

This material consists of two units with different themes designed for the same audience: teenagers. It aims to help students develop the ability to see the world critically, through themes directly associated with their age and reality. Each unit contains: the Student Material; the Teacher Guide with the answer-key for all activities and instructions on how the material might be used; as well as some rubrics to help with the assessment; and a Test Booklet for final evaluation.

In the first unit: **Adolescence: What is it?** students will discuss about adolescence from different points of view, beginning with scientific perspective and ending with personal opinions. In the second Unit: **Travelling Abroad: A Life Experience** students will talk about benefits and challenges of traveling abroad, most specifically during student exchange programs. They will be invited to think critically about the experiences people might have in these opportunities. All the units’ sections start with the # (**hash tag**), a very common symbol among teenagers nowadays.

WARMING UP: In this section, images and discussion are presented to introduce and engage students in the unit. It also activates prior knowledge and vocabulary.

READING: Authentic texts from different websites expose students to the English language. Internet articles, quotes and lists are followed by comprehension questions and work with the language.

WORKING WITH THE LANGUAGE In this section grammar is presented in a contextualized way in an inductive approach, in which activities and discussion come before the formal instruction of the grammar conventions.

SPEAKING: Images and questions invite students to discuss about the topics in each unit. In Unit 1 a debate is proposed while in Unit 2 students are asked to join a collaborative activity (#Acting out) in a role-play structure. Useful language is presented to help and prompt discussion. Students can agree/disagree, compare and contrast, give advice, express frustration, as well as use the proper vocabulary that appears in the images in each lesson.

LISTENING: Videos from *youtube* were used in both units. Unit 1 presents teenagers from the United States and Barbados talking about their lifestyle. The second unit brings students sharing experiences on an exchange program offered by the United States. Both videos expose students to different accents and cultural values. The listening section has the objective to help students develop a couple of listening strategies: take notes and listen for specific information.

PRONOUNCING: This section presents awareness about some English sounds that might be challenging for speakers of the Portuguese language.

WRITING: This section aims to guide students in the process of writing. In unit 1 they will write their own quote about adolescence and in unit 2 a list of reasons or tips about living abroad. With charts that present specific criteria, some genre features, useful language and editing tables, students will be able to write independently with the understanding of the activity expectations.

This is the final project for Curso de Especialização em Inglês (CEI) offered by Universidade Federal de Minas Gerais. The material has no commercial purposes and can only be reproduced with previous consent of the author

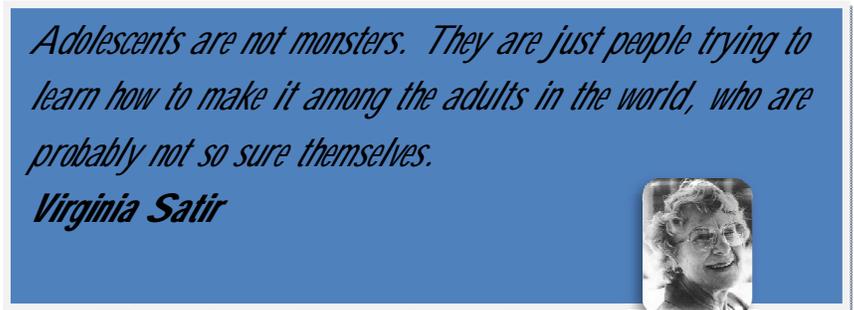
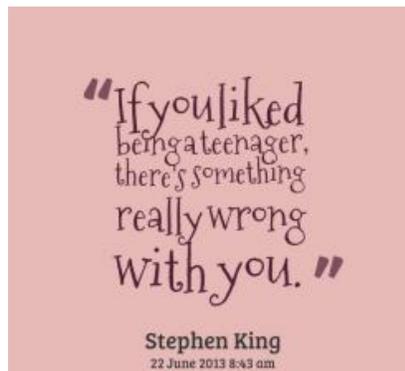
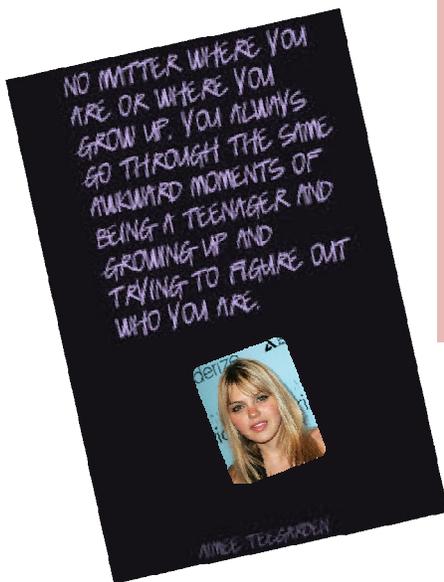
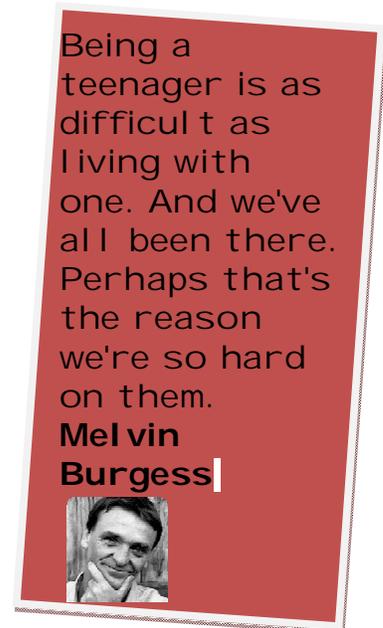
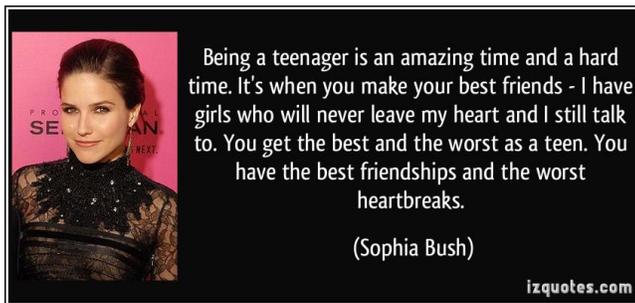
Unit 1: AdOlescence: What is it?

#WARMING UP

In pairs, write down words or expressions that come to your mind when you hear the word adolescence.

#Checking It Out

- Read the quotes below.
- Do you know these people?
- Do any of the words you wrote appear in the quotes?



Group Discussion

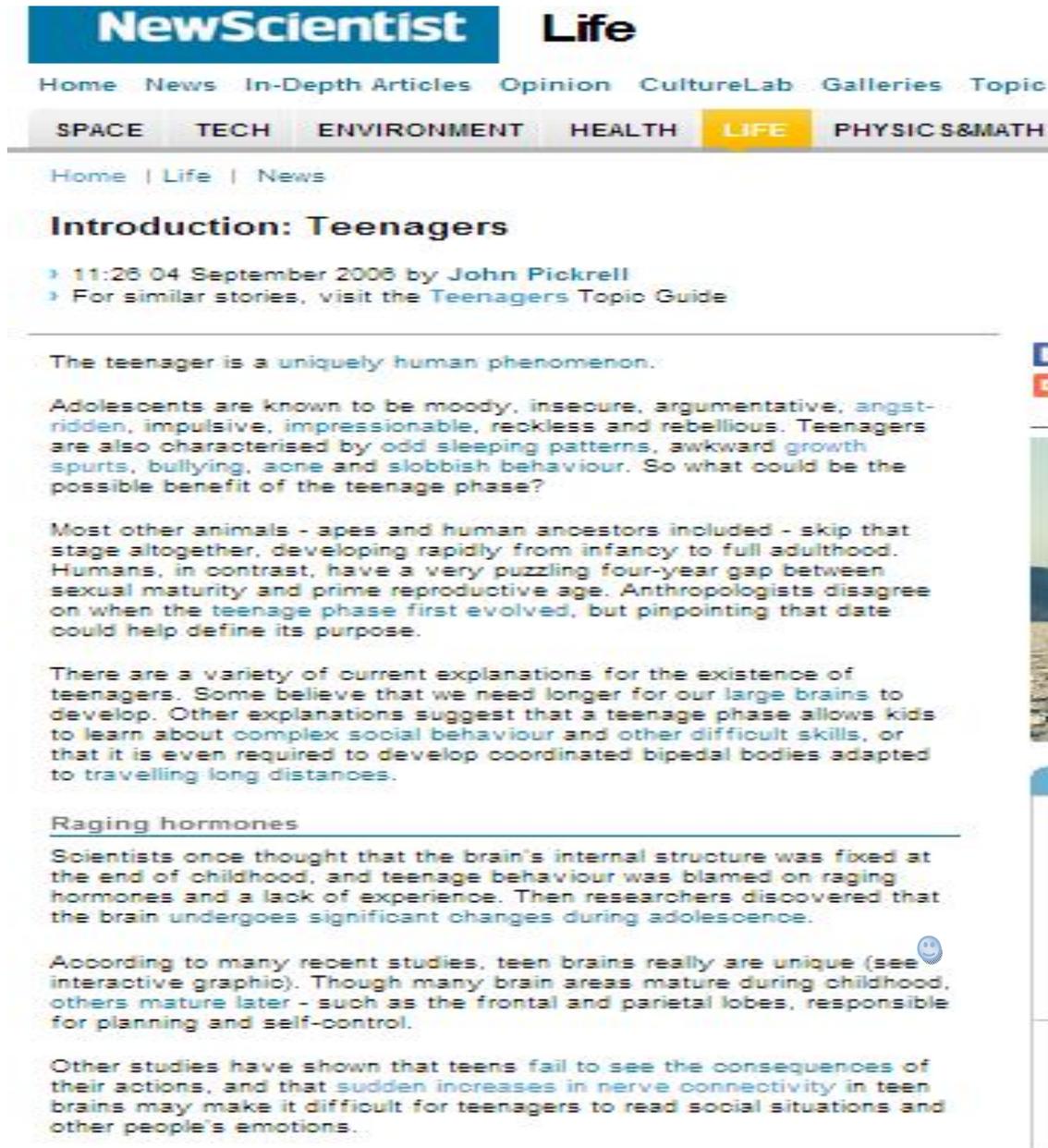
- Do you agree with these sayings? Why? Why not?
- Do you think society has always thought about adolescence? Why? Why not?

READING

You are going to read a text about teenagers from a scientific perspective.

After reading, choose the sentence that best summarizes the main idea of the text.

- () Problems teenagers have to face.
- () Differences among the teenagers.
- () Reasons of existence of the teenage.



The screenshot shows the top part of a NewScientist article. The header includes the 'NewScientist Life' logo and a navigation menu with categories like 'SPACE', 'TECH', 'ENVIRONMENT', 'HEALTH', 'LIFE', and 'PHYSICS&MATH'. The article title is 'Introduction: Teenagers' by John Pickrell, dated 04 September 2006. The main text discusses the uniqueness of the teenage phase in humans compared to other animals, the role of hormones, and brain development during adolescence.

NewScientist Life

Home News In-Depth Articles Opinion CultureLab Galleries Topic

SPACE TECH ENVIRONMENT HEALTH LIFE PHYSICS&MATH

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Introduction: Teenagers

11:26 04 September 2006 by John Pickrell
For similar stories, visit the Teenagers Topic Guide

The teenager is a uniquely human phenomenon.

Adolescents are known to be moody, insecure, argumentative, angst-ridden, impulsive, impressionable, reckless and rebellious. Teenagers are also characterised by odd sleeping patterns, awkward growth spurts, bullying, acne and slobbish behaviour. So what could be the possible benefit of the teenage phase?

Most other animals - apes and human ancestors included - skip that stage altogether, developing rapidly from infancy to full adulthood. Humans, in contrast, have a very puzzling four-year gap between sexual maturity and prime reproductive age. Anthropologists disagree on when the teenage phase first evolved, but pinpointing that date could help define its purpose.

There are a variety of current explanations for the existence of teenagers. Some believe that we need longer for our large brains to develop. Other explanations suggest that a teenage phase allows kids to learn about complex social behaviour and other difficult skills, or that it is even required to develop coordinated bipedal bodies adapted to travelling long distances.

Raging hormones

Scientists once thought that the brain's internal structure was fixed at the end of childhood, and teenage behaviour was blamed on raging hormones and a lack of experience. Then researchers discovered that the brain undergoes significant changes during adolescence.

According to many recent studies, teen brains really are unique (see interactive graphic). Though many brain areas mature during childhood, others mature later - such as the frontal and parietal lobes, responsible for planning and self-control.

Other studies have shown that teens fail to see the consequences of their actions, and that sudden increases in nerve connectivity in teen brains may make it difficult for teenagers to read social situations and other people's emotions.

Excerpt from <http://www.newscientist.com/article/dn9938-introduction-teenagers.html#>

 This interactive graphic is available only in the website.

Vocabulary:

- **uniquely (adverb):** unusual , or special in some way (www.dictionary.cambridge.org)

Understanding the text

A. In which section of the website page you can find the text?

health life space tech

B. What might be the audience for this text? Why?

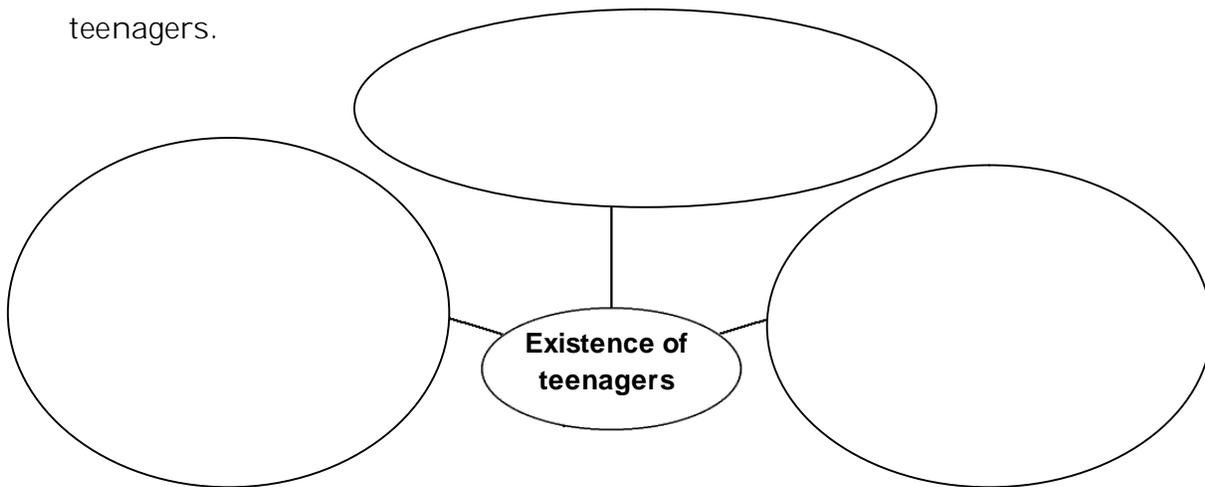
C. *"Teenager is a uniquely human phenomenon."* The sentence that best support this statement is:

"Anthropologists disagree on when the teenage phase first evolved, but pinpointing that date could help define its purpose."

"Most other animals –apes and human ancestors included- skip that stage altogether, developing rapidly from infancy to full adulthood."

"Teenagers are also characterized by odd sleeping patterns, awkward growth spurts, bullying, acne and slobbish behavior."

D. Use the web organizer to state the current explanations for the existence of teenagers.



E- Why are teen brains really unique?

Discussing in pairs

- In your opinion, which ideas from the text are more reasonable? Why?
- Do you think adolescents will overcome the challenges they face now when they become adults? Why? Why not?
- With your partner suggest another title for the text based on the discussion.

Title: _____

WORKING WITH THE LANGUAGE

Observe this paragraph from the text.

“Adolescents are known to be moody, insecure, argumentative, angst-ridden, impulsive, impressionable, reckless and rebellious. Teenagers are also characterised by odd sleeping patterns, awkward growth spurts, bullying, acne and slobbish behavior. So what could be the possible benefit of the teenage phase?”

Answer these questions:

A. What do the words *angst-ridden*, *reckless*, and *rebellious* have in common?

- () They are used to compare adolescents.
- () They are used to describe adolescents.
- () They are used to name adolescents.

B. Can you find other words in this paragraph that have the same objective/purpose?

Write three examples.

C. Now, complete the sentences bellow with describing words from the text. Use vocabulary related to the underlined words to help.

1. Teens are usually given to arguments.

They are _____.

2. Some adolescents easily have an impression about things or are influenced by others.

They are _____ adolescents.

3. Teens could act by impulse rather than by necessity or reason.

They are known to be _____.

4. Teenagers might not be firm, facing insecurity sometimes.

They might be _____ people.

5. Adolescents are subject to sharply varying moods.

They can be very _____.

D. Read these quotes. They also have many describing words.

"Not for the first time, I wonder what it would feel like that, to be so beautiful that you don't even realize people are watching you, to be so confident that you don't even have to worry about being nervous or feeling self-conscious. I've spent what seems like my whole life trying to pretend I'm that way. What would it be like to have it just come naturally?"



— [Lauren Barnholdt](#), [The Thing About the Truth](#)



"When adults say, "Teenagers think they are invincible" with that sly, stupid smile on their faces, they don't know how right they are. We need never be hopeless, because we can never be irreparably broken. We think that we are invincible because we are. We cannot be born, and we cannot die. Like all energy, we can only change shapes and sizes and manifestations. They forget that when they get old. They get scared of losing and failing. But that part of us greater than the sum of our parts cannot begin and cannot end, and so it cannot fail."

— [John Green](#), [Looking for Alaska](#)

<http://www.goodreads.com/quotes/tag/teens> Accessed in January 27th, 2014

Unscramble the words and put them in order to write sentences from the quotes.

1. I/ it /like/ would/ feel/ you/ be/even/what/beautiful/to/you/wonder/that/
watching/ don't/ realize/ so/ people/ are/ that

2. feeling/have/being/to/be/confident/that/nervous/you/don't/to/worry/about/or
self-conscious/so/even

3. "they/invincible/Teenagers/are/think./"

4. broken/be/never/hopeless/We/need/never/, /can/irreparably./be/because/ we

E- Can you think of other words that have the same endings? Add them to the chart.
Go back to the text and quotes, if necessary.

Mood Y	Reck LESS	rebelli OUS	impressiona BLE	impuls IVE

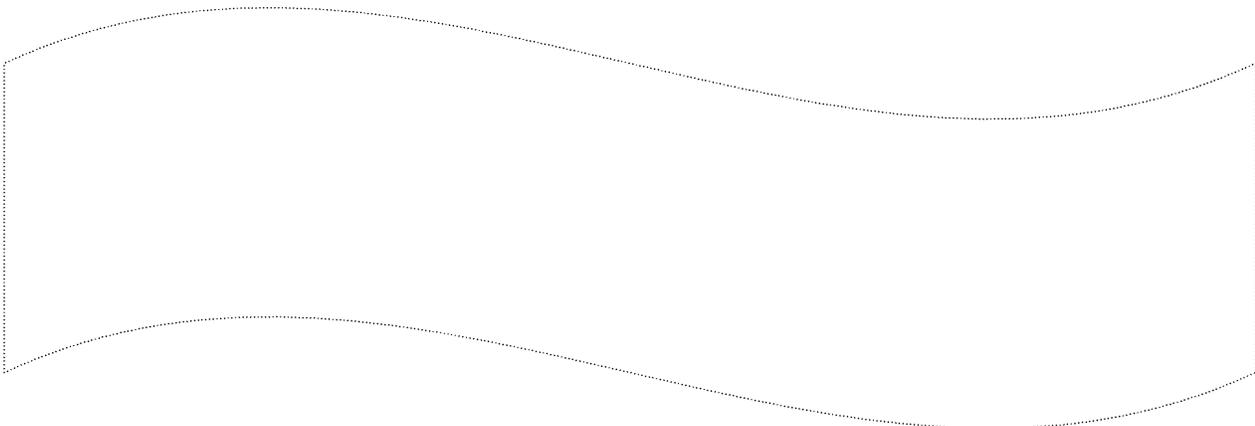
F- Find in the text and in the quotes five describing words that **could not** be added to the chart.

1. _____
2. _____
3. _____
4. _____
5. _____

#Language Tip:

Describing words may follow some patterns, but there are always exceptions!

Use this box to take your personal notes of what you've learned about describing words/ adjectives. Also write one or more questions you still have about this topic.



SONG

Read the lyrics from a song by Natasha Bedingfield called Unwritten.

Listen to the song and circle the describing words you found.

Unwritten

by Natasha Bedingfield, 2004

I am unwritten, can't read my mind, I'm undefined
I'm just beginning, the pen's in my hand
Ending unplanned

Staring at the blank page before you
Open up the dirty window
Let the sun illuminate the words that you could not find
Reaching for something in the distance
So close you can almost taste it
Release your inhibitions

Feel the rain on your skin
No one else can feel it for you
Only you can let it in
No one else, no one else
Can speak the words on your lips
Drench yourself in words unspoken
Live your life with arms wide open
Today is where your book begins
The rest is still unwritten

Oh oh

I break tradition, sometimes my tries, are outside the lines
We've been conditioned to not make mistakes
But I can't live that way

Staring at the blank...

Video available at <http://www.youtube.com/watch?v=b7k0a5hYnSI>. Accessed in June 30th, 2014



A. What did you notice about most of the adjectives you found in the song?

B. Add Un, Im, In, Ir or Il to modify these adjectives:

____ written ____ logical ____ visible ____ polite ____ probable
____ reverent ____ possible ____ vincible ____ regular ____ legible

#Reflecting

➤ Have you noticed that describing words may follow certain patterns in their endings or beginnings? Which ones?

➤ Are you able to make other describing words from nouns?

Examples: insecurity : insecure

impression: impressionable

Language Tip

- Adjectives or describing words are connected with nouns and pronouns.
- They usually tell you more about people or things.
- They can go before nouns, or after the verbs be, seem, look and feel.
- Describing words don't change for singular and plural.

Adapted from Swan M. and Water C. The Good Grammar Book. Oxford p.200 and 201. 2001

- Describing words follow certain patterns ending with *Y, LESS, OUS, a/IBLE, IVE.*

Examples: happy – care**less** – fam**ous** – comfort**able** – impress**ive**

- Some describing words/adjectives start with *UN-IM-IN-DIS-IR* or *IL*. They have a negative meaning.

Examples: **un**believable – **im**possible – **in**appropriate – **dis**respectful – **ir**responsible- **il**legal

(before *l* **il**-, before *b, m* or *p* **im**-, before *r* **ir**-)

- Other adjectives don't follow these patterns.

Example: old – new – good – bad

SPEAKING

These images show adolescents from the 1940's and adolescents from nowadays.

Take a look at them.



Discussing

In pairs or groups of three discuss about these questions. Use the chart bellow to help.

- How would you describe the teenagers in the 1940's?
- What can we say about the interactions among teenagers in the images?
- How are adolescents nowadays different from teens in the 40's?
- What can we tell about the technological devices adolescents are using?
- Do you think teenagers are the same all over the world? Why? Why not?
- Can you relate any of the pictures with yourself? Which one? Why?

USEFUL LANGUAGE

Certain expressions you may use when discussing a topic are

	 agree	 disagree
In my opinion... I think that... According to... I have the feeling that... Personally speaking, I think... Everyone knows that...	That's true. That's right. You're so right. That's obvious. That's what I think. Of course.	I don't think so. That's not right. I wouldn't say so. (I'm sorry, but) I don't agree. Excuse me, but... I have my doubts about...

To Compare you can use:

___ and ___ both are...
 ___ also has ...
 ___ are like ___ because ...
 ___ are similar to ___ in many ways because ...
 ___ and ___ are alike because ___.

To contrast:

On the contrary, ___ is ___.
 ___ and ___ are different because...
 ___ was faster/ slower than
 ___ is better/worst than
 more ___ than (for long adjectives)

Vocabulary you might want to use

appearance	technology
clothes	internet
hair style	phone
habits	headphone
shoes	connect(ed)
accessories	computer
	friends
	social networks

Debate

Let's promote a debate in the class!

For you, what is/was the best time to be a teenager: nowadays or back in the 1940s?

Divide the class in two groups. One group will present the good aspects of being a teenager nowadays while the other group will present the advantages of living this stage in the 1940s.

Bring into the debate the ideas previously discussed in small groups.

LISTENING

We are going to watch a video.

It is a documentary made by the RCTV-15's Youth News Team member Kadisha in December, 2009 when she went to Barbados. The interviewees talk about the similarities and differences among Barbadian and American teens.

Before watching, discuss with a partner.

- What possible differences they may talk about?
- In which way Americans and Barbadian might be the same?



Available at : <http://www.youtube.com/watch?v=JqMRIIT6ak4>. Accessed in Jan 27th, 2014

- Listen to it for the first time.
- Listen to it again taking some notes.

➤ In this video focus on what teenagers :

like to wear	do for fun	can't live without

Tip

- Good strategies to use when we are listening to something in another language are:
 - ✓ look for specific information,
 - ✓ take notes.

CHECKING IT OUT

Were there other differences or similarities you thought of, that were not mentioned in the video? Which ones?

After watching to the video, do you think American and Barbadian adolescents have more differences or similarities? Give examples to support your answer.

What about Brazilian adolescents? Do they have any similarities with the adolescents from the video? Write about them.

Tip

Different accents might be a challenge in a conversation. Keep in mind they are part of a person's own identity. Don't be afraid to ask the person to repeat if you don't understand.

CURIOSITY

Barbados is the easternmost island in the **Caribbean**.

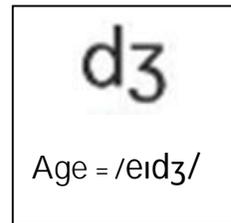
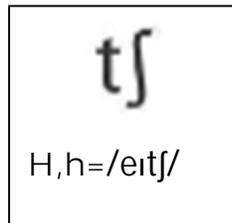
Barbadians speak a dialect of English with tonal qualities that reflect the West African heritage of the vast majority of its population. Barbadians also speak an English-West African pidgin called Bajan. The number of native Bajan speakers has declined in recent decades. Both languages have dialect differences that correspond with parish districts. Read more: <http://www.everyculture.com/A-Bo/Barbados> accessed in J

<http://www.worldatlas.com/webimage/countrys/namerica/caribb/barbados/bbland.htm> accessed in June 30th, 2014



PRONOUNCING

Have you noticed these two different sounds in some English words?



1) Listen to the words and decide if they have the **tʃ** or **dʒ** sound:



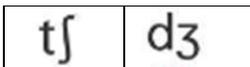
rich



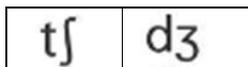
adjective



jeans



teenager



teach



children

2) Can you think of other words with these sounds?

Write two other examples of each:

tʃ	dʒ

WRITING

- What are the best things about being a teenager?
- What are the worst things?
- Can teenagers make a difference in the world?
- What are your expectations, dreams and concerns about adolescence?

Think about this stage in your life and write a quote* describing adolescence.

*Quotes: Things that people have said about a certain topic.



Steps to Write a High-Quality Quote

- 1- Think about your personal experience, beliefs, thoughts or scientific-based information on/about the topic.
- 2- Write a draft copy.
- 3- Edit it using the check-list below and the dictionary (whenever necessary).
- 4- Present it to teacher for comments.
- 5- Write a final version.
- 6- Share your quote with the class.

Useful Language

In quotes you might use sentence starters such as:

- I think being a teenager ...
- The worst thing about being a teenager is...
- Being a teenager is ...
- Adolescents are...
- Adolescence is ...

My quote:

Editing Checklist

- ✓ Did I express what I think, feel or believe about adolescence?
- ✓ Are my ideas coherent and interconnected?
- ✓ Did I check the spelling of the words in the dictionary or other classroom resources?
- ✓ Did I use the proper punctuation?

EXTENSION

Share your quotes. Some suggestions:

- Read it aloud to the class.
- Act it out.
- Present it using images, pictures or illustrations and place it in the classroom bulletin board.
- You can also tweet your message using #teenquotesclass marinabossi (teacher name)
- Create a nice graphic and post it on your social networks.

Unit 1: AdOlescence: What is it?

In this lesson:

Students will discuss about adolescence from different points of view, beginning with the scientific perspective and ending with personal opinions. At the end they will be asked to generate their own written quote about this stage of life.

Grammar point:

Adjectives/ describing words

Outcomes:

Students will have the opportunity to:

- Read and compare different opinions about adolescence.
- Discuss about what they read and compose their own opinion.
- Share experiences through discussion and a debate.
- Be exposed to quote and internet article genres.

Assessment:

- Observe students' responses during discussions.
- Check if they are using the lesson vocabulary.
- Use the ongoing assessment, the oral and writing rubrics.

Teacher advanced preparation:

- CD with videos/ song
- Access to computer/ internet

Lesson 1 - Contents:

"The teenager is a uniquely human phenomenon." John Pickrell.

Comprehend this stage of life is both interesting and necessary for everyone. Based on different perspectives, this unit aims to present students a variety of points of view from the same phenomenon: the adolescence.

#WARMING UP section brings famous personalities' quotes about the topic.

- **Sophia Anna Bush** (born July 8, 1982) is an American actress, director, and spokesperson. She starred in The WB/CW television series *One Tree Hill*, where she portrayed Brooke Davis from 2003 to 2012. Bush is additionally known for her film roles in *John Tucker Must Die* (2006), *The Hitcher* (2007), and *The Narrows* (2008). Since January 2014, she has starred as Detective Erin Lindsay in the NBC drama series *Chicago P.D.*
- **Melvin Burgess** (born 25 April 1954) is a British writer of children's fiction. He became notorious in 1996 with the publication of *Junk*, about heroin-addicted teenagers on the streets of Bristol. At least in Britain, *Junk* became one of the best-known young adult books of the decade. Burgess won the annual Carnegie Medal from the Library Association, recognising the year's best children's book by a British author.
- **Joanne "Jo" Rowling**, OBE FRSL (born 31 July 1965), pen names **J. K. Rowling** and **Robert Galbraith**, is a British novelist, best known as the author of the *Harry Potter* fantasy series. The *Potter* books have gained worldwide attention, won multiple awards, and sold more than 400 million copies. They have become the best-selling book series in history, and been the basis for a series of films which has become the highest-grossing film series in history. Rowling had overall approval on the script and maintained creative control by serving as a producer on the final installment.
- **Stephen Edwin King** (born September 21, 1947) is an American author of contemporary horror, suspense, science fiction and fantasy. His books have sold more than 350 million copies and many of them have been adapted into feature films, television movies and comic books. King has published fifty novels, including seven under the pen name Richard Bachman, and five non-fiction books. He has written nearly two hundred short stories, most of which have been collected in nine collections of short fiction. Many of his stories are set in his home state of Maine.
- **Virginia Satir** (26 June 1916 – 10 September 1988) was an American author and psychotherapist, known especially for her approach to family therapy and her work with family reconstruction. She is widely regarded as the "Mother of Family Therapy". Her most well-known books are *Conjoint Family Therapy*, 1964, *Peoplemaking*, 1972, and *The New Peoplemaking*, 1988. She is also known for creating the Virginia Satir Change Process Model, a psychological model developed through clinical studies. Change management and organizational gurus of the 1990s and 2000s embrace this model to define how change impacts organizations.
- **Aimee Richelle Teegarden**. (Born October 10, 1989) is an American actress and model. She starred as Julie Taylor in the NBC drama *Friday Night Lights* from 2006 to 2011. In 2011, she starred as Jenny Randall in the horror film *Scream 4*, and as Nova Prescott in the Disney film *Prom*. In 2014, she began starring as Emery Whitehill in The CW's science fiction romantic drama *Star-Crossed*.

Source: <http://en.wikipedia.org/wiki>

#Checking it out aims to promote an "awareness" moment in which the student can observe what he already know, what he is learning and reflect on what he is going to learn along the unit.

#READING section presents the adolescence from a scientific approach followed by opened and closed questions in **#Comprehending the Text**.

The text is an internet article from newscientist.com. The website "attracts a large worldwide audience of readers looking to stay instantly up to date with the latest news and developments from the worlds of science and technology." Extracted from <http://mediacentre.newscientist.com/our-products>.

#WORKING WITH THE LANGUAGE brings sections from the text in an inductive approach for the grammar topic: adjectives/describing words. The main focus is to present patterns in adjective forms and endings.

#Song brings the song *Unwritten* by the British singer and songwriter Natasha Bedingfield. Besides the main focus of working with adjectives, the song also offers the opportunity to discuss a message that is related to the topic adolescence.

Reflecting will help students noticing some patterns and grammar rules, followed by **#Language Tip** that offers a synthesized explanation guiding students' understanding of the language conventions.

In the **#SPEAKING** section, images from the 1940's and nowadays were put together in order to help students compare and contrast adolescents from now and then.

Images were taken from the article "The Invention of Teenagers: Life and the Triumph of Youth Culture" by Time Online Magazine available at <http://life.time.com/popular-culture/teenagers-a-1944-photo-essay-on-a-new-american-phenomenon> and from google images.

#Useful language is presented to help and prompt discussion. Students can agree/disagree, compare and contrast, as well as use the proper vocabulary that appears in the images.

The **#LISTENING** section brings a video which presents differences and similarities among American and Barbadian teenagers. The main objective of the video is to help students develop two listening strategies: look for specific information and take notes.

In **#Checking it Out** students can compare Brazilian adolescents with the adolescents from the video. In **#Curiosity** they can learn some interesting facts about Barbados.

#PRONOUNCING shows the two sounds:  and . The students will listen to some words that appear in the listening section and have to decide which sound they have.

In a very formative view, the **#WRITING** section aims to guide students in the process of writing their own quote about adolescence. With specific criteria, useful language and editing tables, students will be able to write independently with the understanding of the activity expectations.

The unit ends up with suggestions for the writing activity in **#Extension**. Based on variables such as students' interest, accessibility to internet, and teacher priorities, the writing activity can be transformed in an oral, visual or online presentation.

Unit 1: AdOlescence: What is it?

#WARMING UP

To introduce the theme of the unit, start by writing down the word ADOLESCENCE on the board and asking students to brainstorm what comes to their mind as they think about this word. They can discuss in pairs and write the ideas/words/expressions on their books or on a piece of paper. Give them about 3-5 minutes and ask some volunteers to share. Write down their ideas on the board.

In pairs, write down words or expressions that come to your mind when you hear the word **adolescence**.

Some examples: friendship, music, school, challenge, relationship, parties, happiness, parents, etc.

#Checking It Out

- Read the quotes below.
- Do you know these people?
- Do any of the words you wrote appear in the quotes?

Invite students to read the quotes. Give them information about the authors. Help with any unknown vocabulary. Discuss with them: Do any of the words you wrote appear in the quotes? What words/ideas were not in them? What most surprised you in these quotes?

Group Discussion

- Do you agree with these sayings? Why? Why not?
- Do you think society has always thought about adolescence? Why? Why not?

Group Discussion

Promote a 5-7 minute discussion about the quotes. Question if students agree with the authors and ask for explanations.

Prompt students' prior knowledge about the topic, reinforcing or supporting with vocabulary.

READING

Pre-reading: Begin the section by telling students they will read a news article about the topic Adolescence from a scientific perspective. The text is from an online magazine called New Scientist. Tell them they will be asked to summarize the main idea from the text after reading it. Read the options with the class. Give them about 7 minutes to read individually.

You are going to read a text about teenagers from a scientific perspective.

After you read, choose the sentence that best summarizes the main idea of the text.

() Problems teenagers have to face

The text mentioned some problems but it is not the main idea

() Differences among the teenagers.

The text didn't talk about differences among teenagers.

(X) Reasons of existence of the teenage.

The text discusses about the importance and reasons of this stage in humans.

Teacher: As students read, observe who needs support with vocabulary or comprehension.

After-reading: Give students time to choose the option for the main idea. Correct with the class.

In pairs or individually, ask students to answer to the comprehension questions.

Understanding the text

A. In which section of the website page you can find the text?

() health (X) life () space () tech

B. What might be the audience for this text? Why?

The audience of this text could be either teenagers, parents, scientists or any other person interested in the topic, because it explains in a very simple way about the existence of teenagers with some very attractive information.

C. "Teenager is a uniquely human phenomenon." The sentence that best support this statement is:

() "Anthropologists disagree on when the teenage phase first evolved, but pinpointing that date could help define its purpose."

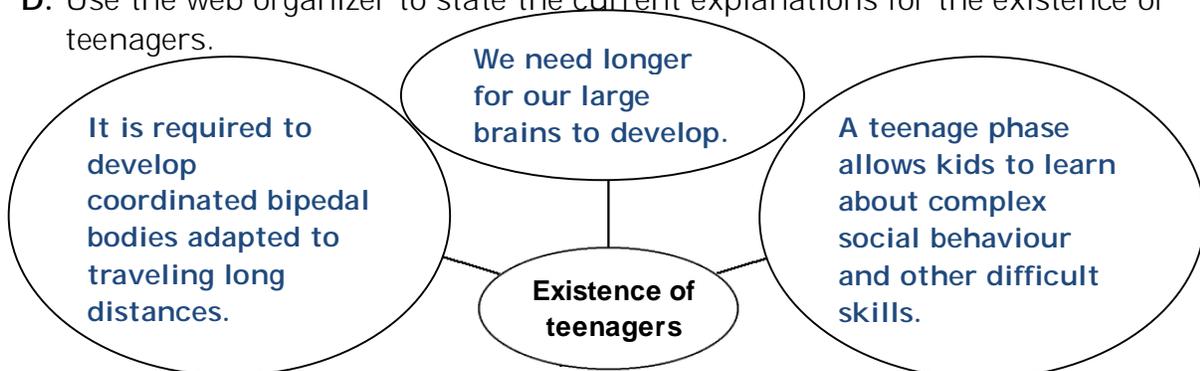
This option does not say why teenager is a uniquely human phenomenon but talks about its purpose.

(X) "Most other animals –apes and human ancestors included- skip that stage altogether, developing rapidly from infancy to full adulthood."

This sentence presents the adolescence as a human phenomenon contrasting with most other animals that skip this stage.

() "Teenagers are also characterized by odd sleeping patterns, awkward growth spurts, bullying, acne and slobbish behavior." **This sentence offers some characteristics of adolescence but does not explain why it is a uniquely human phenomenon.**

D. Use the web organizer to state the current explanations for the existence of teenagers.



E. Why are teen brains really unique?

“According to many recent studies [...] though many brain areas mature during childhood, others mature later such as the frontal and parietal lobes, responsible for planning and self-control.” The brain undergoes significant changes during adolescence.

Discussing in pairs

Correct the previous questions. Then, invite students for a reflection about the text. Accept answers with reasonable argumentation and support of ideas from the text or based on personal experiences. Titles suggested should reflect the students' understanding of the text and the connection among the author's and their personal thoughts.

WORKING WITH THE LANGUAGE

At this section, the grammar topic “adjectives/ describing words” will be reviewed and extended. Give students time to read the passage from the text individually and then read it out loud with the class. Allow students time to answer to the questions A, B, C individually. After about 5-10 minutes, correct.

Answer these questions:

A. What do the words *angst-ridden*, *reckless*, and *rebellious* have in common?

() They are used to compare adolescents.

(x) They are used to describe adolescents.

() They are used to name adolescents.

B. Can you find other words in this paragraph that have the same objective/purpose?

Write three examples.

Possible answers: moody, insecure, argumentative, impulsive, and impressionable.

C. Now, complete the sentences bellow with describing words from the text. Use vocabulary related to the underlined words to help.

1. argumentative

2. impressionable

3. impulsive

4. insecure

5. moody.

D. Read these quotes. They also have many describing words.

Give students time to read the quotes individually. Ask volunteers to read or read them yourself out loud. Give students 5 -7 minutes to unscramble the sentences.

Unscramble the words and put them in order to write sentences from the quotes.

Teacher: Assess how students identify the adjectives and put the sentences in order following the pattern adjective + noun.

- 1- I wonder what it would feel like that, to be so beautiful that you don't even realize people are watching you.
- 2- to be so confident that you don't even have to worry about being nervous or feeling self-conscious.
- 3- "Teenagers think they are invincible"
- 4- We need never be hopeless, because we can never be irreparably broken.

E. Can you think of other words that have the same endings? Add them to the chart. Go back to the text and quotes, if necessary.

At this moment students might begin figuring out patterns in adjective endings. They can bring adjectives they already know and some from the unit to complete the chart. Some examples:

Mood Y	Reck LESS	rebelli OUS	impressiona BLE	impuls IVE
silly skinny tasty pretty lovely cozy	hopeless careless endless	self-conscious nervous mysterious enormous fabulous jealous ridiculous	capable adaptable acceptable adorable invincible visible responsible	attentive argumentative

F. Find in the text and in the quotes five describing words that **could not** be added to the chart.

1. beautiful
2. broken
3. insecure
4. old
5. angst-ridden

#Language Tip:

Describing words may follow some patterns, but there are always exceptions!

Use this box to take your personal notes of what you've learned about describing words / adjectives. Also write one or more questions you still have on them.

Teacher: Assess students' understanding of the grammar point by observing their notes and use of adjectives in future writing. Use the rubric found in the end of the lesson.

SONG

Read the lyrics from a song by Natasha Bedingfield called Unwritten.

Listen to the song and circle the describing words you found.

Give students time to read the lyrics and discuss any unknown vocabulary. Play the song or video once. Allow students time to find the adjectives. Correct with them. Play the song again for enjoyment.

Unwritten

by Natasha Bedingfield, 2004

I am unwritten, can't read my mind, I'm undefined
I'm just beginning, the pen's in my hand
Ending unplanned

Staring at the blank page before you
Open up the dirty window
Let the sun illuminate the words that you could not find
Reaching for something in the distance
So close you can almost taste it
Release your inhibitions

Feel the rain on your skin
No one else can feel it for you
Only you can let it in
No one else, no one else
Can speak the words on your lips
Drench yourself in words unspoken
Live your life with arms wide open
Today is where your book begins
The rest is still unwritten

Oh oh

I break tradition, sometimes my tries, are outside the lines
We've been conditioned to not make mistakes
But I can't live that way

Staring at the blank...

A. What did you notice about most of the adjectives you found in the song?

The majority of the adjectives starts with UN and has a negative meaning.

B. Add Un, Im, In, Ir or Il to modify these adjectives :

unwritten illogical invisible impolite improbable



Video available at

<http://www.youtube.com/watch?v=b7k0a5hYnSI>.

Accessed in June 30th, 2014

Thinking about the song

What is the message of this song?

How can you relate it with adolescence?

After listening to the song two times give students time to reflect on its message. Discuss how adolescence is a moment of discoveries, new experiences and the beginning of the adult life. Give them opportunity to share their impressions.

irreverent impossible invincible irregular illegible

Teacher, invite students to reflect on the #Reflecting and #Language tip. Guide them to do it independently without transforming this moment in a “teacher-centered lecture” on grammar rules.

SPEAKING

Move to the #speaking section. Invite students to take a look at the images, make groups and discuss using the questions. Assess using the oral rubric.

Debate

Observe student’s discussion assessing their ability to interact in the conversation, present their point of view and arguments. After this moment, present the debate question for the whole group. Divide the class in two: the ones that will prefer adolescence in the 1940’s and the ones that will prefer adolescence nowadays. If no one chooses the 1940’s select some students and make sure you have the two groups. Continue assessing the students’ performance in oral communication using the rubrics found in the end of the lesson. Give the class 10-20 minutes for the debate.

Let’s promote a debate in the class!

For you, what is/was the best time to be a teenager: nowadays or back in the 1940s?

Divide the class in two groups. One group will present the good aspects of being a teenager nowadays while the other group will present the advantages of living this stage in the 1940s.

Bring into the debate the ideas discussed previously in small groups.

LISTENING

Pre-listening: Explain students that they will be watching a video. Discuss the questions before watching. If necessary, go to the #Curiosity box to introduce more information about Barbados. Give students the instructions on what they should focus on while listening to the video. Play the video the first time, asking them to write down words they hear that might fit in the box. Play the video again stopping for explanations. If necessary, play it one more time. Explain that they are not expected to understand every word people say. They should focus on the three topics from the chart.



Available at : <http://www.youtube.com/watch?v=JqMRIIT6ak4>. Accessed in Jan 27th, 2014

➤ In this video focus on what teenagers :

like to wear	do for fun	can't live without
<ul style="list-style-type: none">- skinny jeans- t-shirt- sneakers	<ul style="list-style-type: none">- Hang out with friends- Go to the movies- Go party	<ul style="list-style-type: none">- their phone- mp3 players, Ipad, laptops, etc.

Read the #tip chart with students to reinforce these two listening strategies: take notes and listen for specific information.

CHECKING IT OUT

Were there other differences or similarities you thought of, that were not mentioned in the video? Which ones? **Personal answer**

After watching to the video, do you think American and Barbadian adolescents have more differences or similarities? Give examples to support your answer.

Students will likely say that teenagers have more similarities than differences based on the answers from the video. They can mention their same musical preferences, clothes, the activities they do for fun, like go to parties and going to the movies.

What about Brazilian adolescents? Do they have any similarities with the adolescents from the video? Write about them. **Personal answer. Students can talk about clothes, music and also what they do for fun or any other aspect they observed after watching the video.**

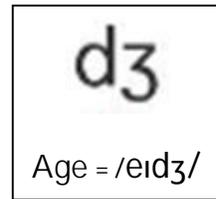
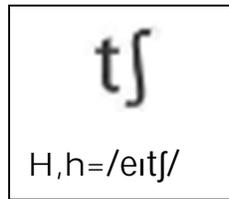
Read the #tip and #curiosity charts with the class.

Tip

Different accents might be a challenge in a conversation. Keep in mind they are part of a person's own identity. Don't be afraid to ask the person to repeat if you don't understand.

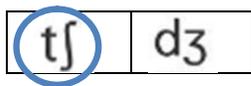
PRONOUNCING

Have you noticed these two different sounds in English words?

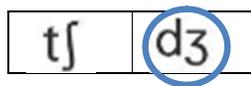


Teacher: Access <http://dictionary.cambridge.org/us/dictionary/american-english> , search for each word and allow students to listen. If computer is not available in class, listen to the words previously to make sure your pronunciation is right. Read each word to students.

1) Listen to the words and decide if they have the **tʃ** or **dʒ** sound:



rich (rɪtʃ)



adjective (ædʒɪk.tɪv)



jeans (dʒiːnz)



Teenager (ˈtiːn.ɪ.dʒər)



teach (ti:tʃ)



children (tʃɪl.drən)

2) Examples:

tʃ	dʒ
catch - match	June - Joseph
cheap - chin	joke- suggest

WRITING

Suggest to the class this activity as the unit enclosure. After discussing a lot about teenagers, students will have the chance to write their own quote, expressing their own opinion about being a teenager. Go back to the #warming up section, reviewing the structure of a quote and guide students using the box #steps to write a high-quality note. Give them time to write in class or as homework. If necessary, give them moments to share their ideas orally first and then ask them to write. (Think - Pair - Share)



Steps to Write a High-Quality Quote

- 1- Think about your personal experience, beliefs, thoughts or scientific-based information on/about the topic.
- 2- Brainstorm ideas and write them down in a piece of paper.
- 3- Write a draft copy of your quote.
- 4- Edit it using the check-list below and the dictionary (whenever necessary).
- 5- Present it to teacher for comments.
- 6- Write a final version.
- 7- Share your quote with the class.

Editing Checklist

- ✓ Did I express what I think, feel or believe about adolescence?
- ✓ Are my ideas coherent and interconnected?
- ✓ Did I check the spelling of the words in the dictionary or other classroom resources?
- ✓ Did I use the proper punctuation?

Ensure students do their self-editing first, and then check their ideas and language conventions.

EXTENSION

Teacher, make sure you understand your classroom context, preferences, and check for students' access to internet in case you opt for sharing the quotes in social media.

Assess the students' quotes using the rubric in the end of this lesson.

- *Some suggestions for sharing: students can read aloud, act out, present it using images, pictures or illustrations and place it in the classroom bulletin board, create a nice graphic and post it on the social networks*
- *You can also create a # for your class and students can tweet their quote using #teenquotesclass [marinabossi \(the teacher name\)](#)*

ASSESSMENT RUBRICS SUGGESTED

ONGOING ASSESSMENT - GENERAL OBSERVATION COMMENTS

Student name	Warming Up = activating prior knowledge	Reading and Reading Comprehension	Speaking	Listening	Writing
Example1 : Julia	Shared personal experiences	Is able to find information in the text and also infer.	May 12 th : Struggles with θ sound May 20 th : improvement in the θ sound	May 22 nd : Successful while looking for specific information and taking notes	Coherence of ideas - OK
Example 2: Tom	Didn't participate much	Make inferences Connect ideas, text-self	May 12 th : Good pronunciation of past verbs (ed in the end)	Consistently asks clarification	Paragraphs are confusing.

ORAL ASSESSMENT

Criteria	Participates in oral discussion in pairs/groups.	Understands the lesson vocabulary and responds correctly to statements, questions and directions	Expresses his/her opinion about the advantages and disadvantages of being a teenager in the 1940s and nowadays.
With support (WS)			
Sometimes (S)			
Most of the times (MT)			

Adapted from: <http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf>

WRITE A QUOTE ASSESSMENT

CRITERIA	TASK	IDEAS	CONVENTIONS
Strong	Clearly expresses what he thinks, feels or believes about adolescence. Uses adjectives.	All the ideas are coherent and interconnected. Uses organizers (webs, brainstorming lists, etc)	Most of the spelling and punctuation is correct.
OK	Somehow expresses what he thinks, feels or believes about adolescence.	Ideas are sometimes coherent.	Some of the spelling and punctuation is correct.
Needs support/ improvement	Has difficulty expressing what he thinks, feels or believes about adolescence.	Lacks coherence and interconnection between ideas.	Few words are spelled correctly and punctuation is weak or not present.

Video Transcription:

Teenagers Around the World:

Kadisha: When you think about kids living in the United States, What do you think about them?

Ramone: It depends. I believe they have accessibility to certain things that children in Caribbean don't.

Kimberley: Before I went to New York I thought the kids in New York were like rich, high life... When I got there ... Oh God! Opposite story!

Jeffrey: I think they have good stuff, things that are cheap, or more available... I don't know. A lot of stuff that we don't have. That are not really necessary, I guess.

Kadisha: So, when you think about kids who live in a different country, like say in the West and East or something. What do you think about them?

Sonthia: I use to picture they like poor and hungry, but I think they are like interesting. I think they are rich in culture and they have different values. And honestly, I rather live somewhere in west and east than here in the United States because our values are all twisted.

Nautica: I think they are kind of similar but they are bad different. I think they would be so weird to be because I am not used to it.

Shawn: They seem to have a different outlive ...on life is off and culture. So, I would love to meet some people like that and see what they do.

Kadisha: As a teenager who lives in America but often travels to Barbados because of my cultural background I am often able to see the differences and similarities between teens in both countries. However, those teenagers who do not get to experience these worlds often think these strange things about one another and focus more on the differences rather than the similarities.

Kadisha: What are some of the hottest things in fashion right now?

Kimberley: Shiny leather lanes.

Makheda: The rip colored skinny jeans.

Shawn: Wild colored sneakers.

Kimberley and Makheda: Skinny jeans, skinny jeans, skinny jeans. The same, too.

Damani: Skinny jeans.

Antonio: Skinny jeans

Devon Horace: Saggy pants, No!

Antonio: Purcell shirt.

Nautica: Purcell and American Eagle.

Kadisha: What do you and your friends do for fun?

Kimberley: I can she better than can tell you.

Makheda: we always go to parties and hang out at the beach. We go to the beach.

Nautica: We go like, to the movies.

Antonio: We go party and watch movies.

Sonthia: Personally, I like going to the movies.

Jeffrey: Come to beach. Or play games or watch movies, or something.

Devon Horace: Normal typical teenage things: we party! Pretty much!

Kadisha: If you are going to a party what would you wear?

Jeffrey: sneakers, jeans and a t-shirt.

Sonthia: I would put on some really cute jeans, and a t-shirt and color the day!

Ramone: jeans, t-shirt and sneakers.

Damani: I would wear this t-shirt or an equal, get some jeans, get some sneakers and color the day!

Nautica: Pretty much, but girl version.

Kadisha: What kind of music do you listen to?

Jeffrey: Hip Hop, R&B, some dump not a lot.

Sonthia: "Reggae".

Antonio: Bob Tequila, Chris Brown, De Marco

Sonthia: Personally, I listen to rock music and stuff

Kimberley and Makheda: Rock music.

Jeffrey: I don't really listen to that much music, last people I would say was Lady Gaga, Little N, Nicky Minaj

Carlos: R&B, Hip Hop, a few

Devon Horace: Anything that is Turken. You can just say "turk, turk" and everybody start dancing.

Makheda: I like Chris Brown.

Kimberley: Chris Brown free.

Damani : I listen to Jerkey music and Rap stuff, Hip Hop I guess, and some R&B

Kimberley: The New Boys!

Kadisha: If you were stranded on a desert island and you could only bring five items, what would you bring?

Sonthia: First I would bring a book, so if I am bored...

Jeffrey: Probably something to read.

Shawn: Ipad

Ramone: a radio

Caleb: My noodles. Gotta have them,they rule. I buy those when I am noodles.

Kimberley: Food to last

Damani: At least a bag of food.

Sonthia: I ´d bring some food, some good water.

Makheda: Food, and clothes, and shoes, and things like that.

Kadisha: What are the five most important things that you own?

Kimberley: Life! It ´s hard!

Devon Horace: My phone! I need my phone!

Kimberley: I can ´t live without my phone either.

Makheda: Yeah ! I can ´t live without my phone either. I always need phone!

Caleb: My phone.

Carlos: My MP3 player, mostly, my phone, my laptop

Sonthia: My phone charger.

Antonio: My clothes and everything that belongs to me!

UNIT 1 – Test booklet

This is an independent activity!

Read the questions carefully and show what you know!

LISTENING

You will watch this video and answer to some questions . Read them before watching.

“A Panel of Experts discusses being a Teenager.”



Available at: <http://www.youtube.com/watch?v=6yZxWWKC3D8>. Accessed in July 07th, 2014

a) What do teenagers do on a date according to one of the experts?

b) What **advice/suggestions** the interviewee give to teenagers? Put an X in the ones you hear.

- | | |
|---|--|
| <input type="checkbox"/> clean your room | <input type="checkbox"/> don't talk to strangers |
| <input type="checkbox"/> do the dishes | <input type="checkbox"/> get drunk |
| <input type="checkbox"/> don't be on your phone or facebook for a while | |
| <input type="checkbox"/> go on missions | <input type="checkbox"/> go on a date |
| <input type="checkbox"/> help your parents | <input type="checkbox"/> play fun games |
| <input type="checkbox"/> listen to your parents and teacher | <input type="checkbox"/> smoke |

c) Do you agree with the title of the video? Why ?

READING

These three people are part of a list of ten teens recognized as teenagers who changed the world in the year of 2013. Read more about them.

Nick D'Aloisio, 18



Declared 'the teenager who has changed the way the world reads', Nick D'Aloisio designed the app called Summly, which sums up news articles in just a few sentences. Investors saw great value and potential in this London teen's app, and Yahoo recently bought the app from D'Aloisio for \$30 million. Other investors in D'Aloisio's work include Ashton Kutcher, Yoko Ono, and Wendi Murdoch. The teen has been designing apps since he was 12 years old – on a Mac under his father's licensing information – with little to no tech background. Self-driven, he began to learn about programming and studied extensively. The hard work has certainly paid off for him!



Zach Sobiech, 18

Zach Sobiech was diagnosed with osteosarcoma – a terminal form of cancer – in May of 2012. Faced with the notion of his mortality, Zach turned to his friends, his family, and guitar. As a way to say goodbye, Zach began writing songs for his loved ones. His biggest hit, 'Clouds', became a YouTube sensation and radio station KS95 premiered his song on the airwaves, touching lives and encouraging everyone to live their lives to the fullest. Zach lost his battle on May 12th, 2013, but it didn't deter his vision and mission to keep going after he died. His fans pushed 'Clouds' to the number one spot on iTunes, with proceeds going towards research in finding a cure for osteosarcoma. Zach's message of perseverance in the face of adversity is a major inspiration and his courage has made a significant contribution to cancer research.



Malala Yousafzai, 16

Malala has had a huge year, and is now one of the most recognizable activists in the world. She is an equal education activist and advocates education for women in Pakistan. She started out as a blogger for the BBC at the ripe young age of 11, documenting her life as a school girl under Taliban rule; but as she became more well known for her activist efforts, she was a prime target for the Taliban. In 2012, Malala was shot in the neck and the head. Miraculously, she survived the assassination attempt. Instead of cowering in fear, Malala became even more vocal in her campaigning, reaching an international audience. In 2013, this brave teenager was nominated for the Nobel Peace Prize and addressed the United Nations, campaigning for the right to education for every child around the world. She has also earned a Clinton Global Citizen Award and Sakharov Prize for Freedom of Thought. Malala has survived an attack on her life, and has contributed to changing the world – all before her seventeenth birthday.

Source: <http://www.therichest.com/rich-list/most-influential/top-10-under-20-10-teenagers-who-changed-the-world-in-2013/10/>

Answer to the following questions:

a) How has Nick changed the world?

b) Which statement expresses the idea that “The hard work has certainly paid off for him!” ?

He has been designing apps since he was 12 years old and he gets lots of money for his job now.

Investors saw great value and potential in this London teen’s app and decided to buy it for \$30 million.

Nick began to learn about programming and studied a lot by himself and deserves what he has achieved.

c) What did Zach Sobiech did when he was diagnosed with osteosarcoma?

d) What was Zack’s main message in his hit “Clouds”?

A message of perseverance in the face of adversity

An encouragement to everyone lives life to the fullest

A way to say goodbye to his family and closest friends

e) Why was Malala a prime target for the Taliban?

f) Put in order the events in Malala’s trajectory:

became more vocal in her campaigning

earned a Clinton Global Citizen Award

was a blogger for the BBC

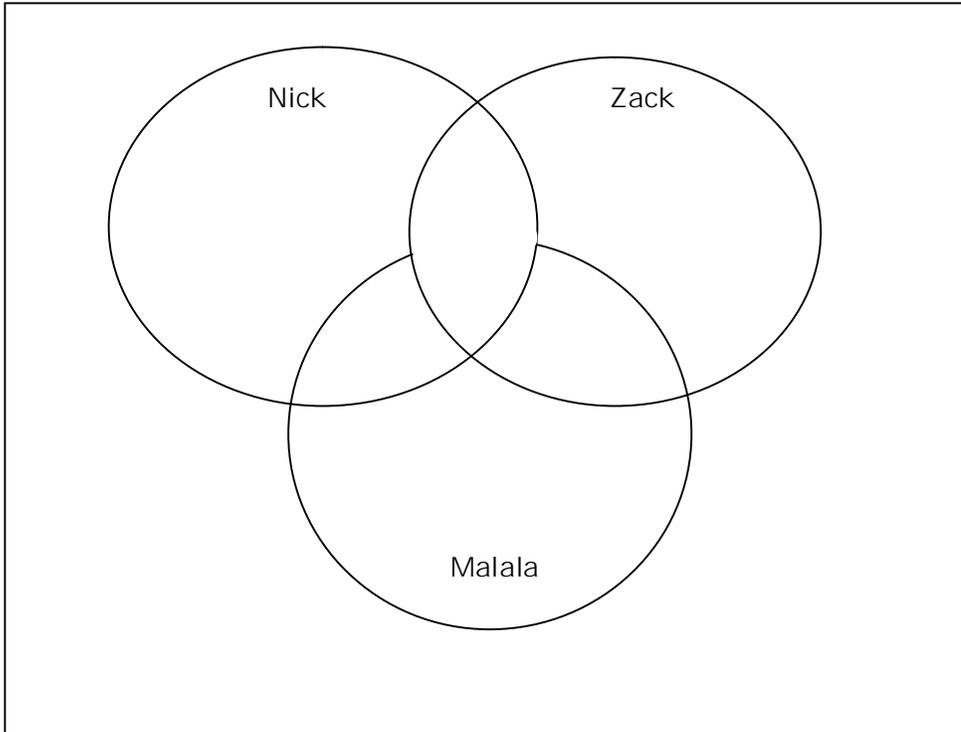
was nominated for the Nobel Peace Prize

was shot in the neck and the head

g) Compare the teenagers. Use the diagram to answer.

What do they have in common?

What are their differences?



h) Now, compare yourself with the teenagers. Use descriptive words/ adjectives in your answers.

1- Which teenager has more things in common with you?

Nick, Zack or Malala? _____

Why?

2- Who would you have more differences with? _____

Why?

WORKING WITH THE LANGUAGE

Use adjectives and the words from the box to create sentences that describe the images:



Images from: freeonlinenews.org ; maiseducativa.com; blog.onofre.com; tricitypsychology.com

phenomenon - adolescence – teenager- adolescent - teen- actions

1) _____

2) _____

3) _____

4) _____

PRONOUNCING

You will listen to some words from the text. You have to decide if they have the **tʃ** or **dʒ** sound. Write them in the box accordingly.

tʃ	dʒ

WRITING

This is a section from a very famous book: “***The Diary of a Young Girl*** also known as ***The Diary of Anne Frank***. The book contains the writings from the diary kept by Anne Frank, a dutch teenager, while she was hiding for two years with her family during the Nazi occupation of the Netherlands in Second World War. Her family was detained in 1944, and Anne Frank died in the concentration camp. She talks about her suffering and the problems that her society was facing during the war.

July 15th 1944: “It’s utterly impossible for me to build my life on foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too will end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I’ll be able to realize them.”

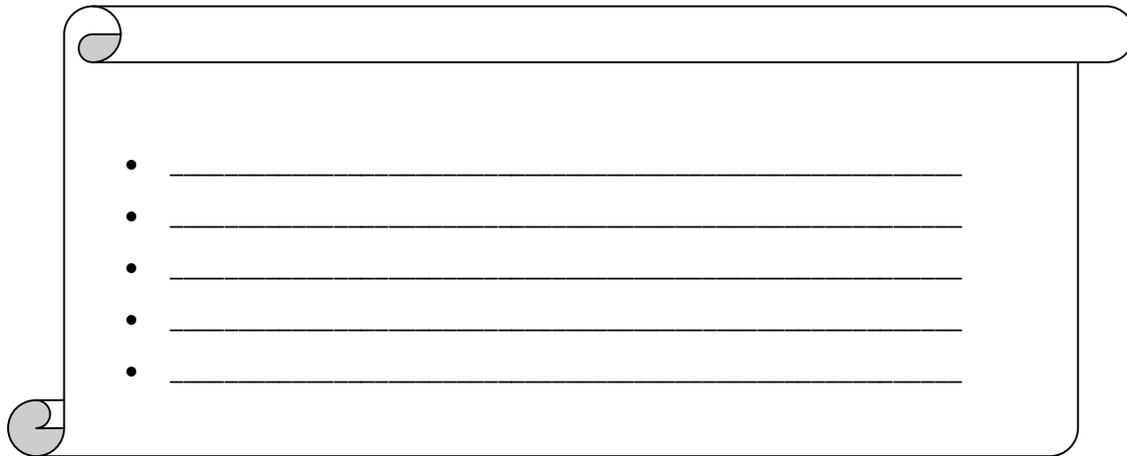
- See more at: <http://alphahistory.com/holocaust/anne-frank-diary-1942-44/#sthash.I2QdLZLD.dpuf>

Vocabulary:

- **Utterly** (adverb): completely or extremely
- **Wilderness** (noun): an area of land that has not been farmed or had towns and roads built on it, esp . because it is difficult to live in as a result of its extremely cold or hot weather or bad earth
- **Cruelty** (noun) :cruel behaviour or a cruel action

<http://dictionary.cambridge.org/dictionary/american-english>

Think about problems teenagers face nowadays in your society. Brainstorm a list of them:



- _____
- _____
- _____
- _____
- _____

Write a quote that expresses how teenagers might feel facing these challenges.

Self-assessment

Fill in this table with what you´ve learned in this unit. Take notes of things you want to learn more about or still have some questions.

Topics:	I learned that...	I still have questions or want to learn more about...
Adolescence		
Descriptive words or adjectives		
Americans and Barbadian teenagers		
Quotes		

Tip: Self-assessment is a great tool to keep track of our learning process

Teacher Instructions:

Students have 40-50 minutes to complete the final test. The teacher will play the video in the beginning of the test. Play it 2 times. About 20 minutes to the end invite all students to do the listening section. Play the words 3 times.

Answer key:

#Listening

- a) They go to a restaurant, eat food and then drive the lady home.
- b) get drunk, go on missions, go on a date, smoke and play fun games are the incorrect ones. All the others are advice they give .
- c) Personal answer. Students could mention that children are not the best experts to talk about teenagers. They should give reasons to get the full mark.

#Reading

- a) Declared 'the teenager who has changed the way the world reads', Nick D'Aloisio designed the app called Summly, which sums up news articles in just a few sentences.
- b) Nick began to learn about programming and studied a lot by himself and deserves what he has achieved.
- c) Faced with the notion of his mortality, Zach turned to his friends, his family, and guitar. As a way to say goodbye, Zach began writing songs for his loved ones.
- d) An encouragement to everyone lives life to the fullest.
- e) As she became more well known for her activist efforts, she was a prime target for the Taliban.
- f) (3) became more vocal in her campaigning
(5) earned a Clinton Global Citizen Award
(4) was a blogger for the BBC
(4) was nominated for the Nobel Peace Prize
(2) was shot in the neck and the head
- g) Assess students according to the comparison they do, if they use the diagram correctly, if they use information from the text and adjectives/describing words.
Common aspects: They are teenagers under 20. They have influenced people.
Differences: Zack:had cancer, plays the guitar, wrote songs; Nick: created an app, is rich, is self-driven, Malala: Girl , activist, was shot on the head, won many prizes
- h) Answers will vary but students have to use adjectives to describe themselves and the teenagers.

#Working with the language

Answers will vary. Assess : the use of adjectives; the right position adjective+noun.

#Pronouncing

- Go on www.dictionary.cambridge.org , type and allow students to listen to these words:
rich- age- changed- touching- just – major – reaching – courage

tʃ	dʒ
rich - rɪtʃ touching- 'tʌtʃɪŋ reaching- rɪtʃɪŋ	Age- eɪdʒ Changed-tʃeɪndʒd Just-dʒʌst Major- 'meɪ.dʒər Courage- 'kʌrɪdʒ

#Writing

Assess based on the rubric:

Criteria - Grade	Brainstorm list	Quote	Conventions
3	Ideas are 100% related to challenges adolescents might face	Clearly expresses what he thinks, feels or believes.	Most of the spelling and punctuation are correct.
2	Ideas are somehow related to challenges adolescents might face	Somehow expresses what he thinks, feels or believes.	Some of the spelling and punctuation are correct.
1	Some ideas are not related to challenges adolescents might face	Has difficulty expressing what he thinks, feels or believes.	Few words are spelled correctly and punctuation is weak or not present.

Remember: This summative assessment is only a small part of the assessment. Consider the ongoing assessment notes to generate final grades. Suggestion : 10 marks for this activity: 2 marks per section.

Video Transcription:

A Panel of Experts discusses being a Teenager

Q. What is a teenager?

A. It's a person who goes into young women or young men.

Q. Do you have any advice for teenagers?

A. Sometimes they do goofy stuff that they don't want to do.

Q. Have you ever been on a date?

A. No!

Q. What do teenagers do on a date?

A. They just go to a restaurant, and they eat food, then they drive the lady home.

Q. Do you have any advice for teenagers?

A. When they run, they should have short sleeves and short pants. And a special outfit with numbers on the front of them or on the back of them. With a special hat! And pony tails.

A. I would do what Jesus tell us what to do.

Q. Is it easy to choose the right thing when you are a teenager?

A. Kind of. Because sometimes it's really hard. Because they have to go on missions and stuff. Because they have to get the money and stuff.

A. A good thing when you are a teenager to do is like: help your mom or dad with stuff.

A. It's fun because you get to be in school and learn a lot and play fun games. And to be a teenager is fun because you get to go to college and you get to do a lot of fun things.

A. Tell them that we met three teenagers.

A. We met three teenagers.

Q. What do they look like?

A. There was two boys... Well, there 'was' four... Actually there 'was' three boys and one girl. And the girl had blonde hair and a yellow t-shirt on. And with a smile face on it with one eye. And the other eye winked. Like this.

Q. Is there any advice that you'd like to give to teenagers on how to be good?

A. If they smoke, you could tell them not to smoke. Or you could tell them not to drink beer or they might get drunk and crash their car.

A. Don't talk to strangers.

Q. What is a secret to be a great teenager?

A. Listen to your parents, like in High School do whatever the teacher says, do your work, do the dishes if your parents tell you, wash... clean your room, bring down your laundry, and at least don't be on your phone for a while. And facebook.

Unit 2: Traveling Abroad:

A Life Experience

#WARMING UP

Have you ever traveled or lived abroad? If not yet, would you like to do so?

Which countries do you already know? Which ones do you want to know? Why?

Have you heard of any funny or frustrating traveling experience? If so, share with the class.

#Checking It Out

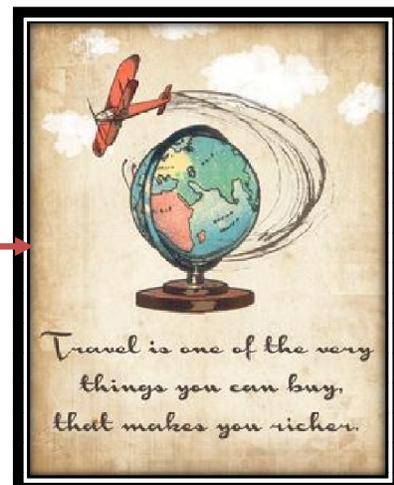
- Take a look at this image.
- What objects or expressions from different countries can you identify?



Source: www.anglaispourlebac.com assessed in March 5th, 2014

Group Discussion

- Do you think internet and social networks can bring the world close to us?
- Is it necessary to travel to get to know places in the globe?
- Do you agree with this quote? Why? Why not?
- Can traveling change someone's life? How?



READING

Before reading, think and share with two other classmates:

- Do you know what a Student Exchange Program is? Share what you know.
- Have you ever thought of participating on a program like this? Why?

The following article was found in a website that offers an experience to teenagers from all over the world to become Exchange Students.

Before reading, add according to **your personal opinion and beliefs**:

- **T** for statements you believe to be true,
- **F** for statements you believe to be false and
- **X** for the ones that you think depend on some variables or you are not sure about.

Explain your choices for all the statements using the lines above them.

() Being an Exchange Student is not easy, it demands a lot from you as a person.

() Exchange programs will possibly help you learn a new language and new culture.

() Going on an Exchange is a really fantastic, fun and good experience for everybody.

() If you want to go on an exchange the best thing you can do is to read everything about it online.

() You have to focus on the positive things why you should go on an exchange.

Now let's read the text!

Preparations ▾ During ▾ Returnees ▾ Stories Program guide Question & Answers Map

Exchange Student > Become an [exchange student](#) f t e + 28

Become an exchange student

Going on an Exchange is really a fantastic, fun and good experience! By being an exchange student you will be learning a [new language](#), new culture and also a lot about yourself. *For more information about why you should become an exchange student read - ["5 best reasons why you should become an exchange student"](#).*

So now you're browsing the web and have gotten interested in a year abroad as an exchange student. What do I do? How do I start the process? I'm going to write about the first step and hopefully help you a bit on the way.



Be sure!
Being an Exchange Student is not easy. It's actually demands a lot from you as a person and you have to be ready and aware about this before applying to a program. The best thing you can do is to read everything about an exchange year. Use google to [find articles](#), stories, guides about exchange. Register to exchange student forum and start engage with people that are in the same position about you. Yes, you need to go [Exchange Mania!!](#)

When you have spent insane much time on reading and engaging with others take out a paper and pen. Write down 10 positive things why you should go on an exchange and 10 negatives. It's always good to have your thoughts written down on papers because they become much more tangible. It's also so much easier to explain to your parents why you want to become an exchange student when you have it on paper.

Find program

Where are you from?

Select Country

Next step >

Explore the student map



See where exchange students are placed in the world. [Explore the map now](#)

Excerpt from: www.exchangestudentworld.com

Checking it out

Would you change any of your choices and explanations after reading the text? Why?

The same website presents more information about why one should become an exchange student. While reading this text pay attention to the five reasons given.

Later on, check the one(s) that interested you or most called your attention.

- () Experience a new culture
- () Learn a new language
- () Meet new friends from all around the world
- () Get a second family
- () Personal development

Top 5 reasons to go on foreign exchange

While on exchange, exchange students will benefit from a multitude of unique life experiences which they might not have had in their native countries – to put that simply, exchange is eternally awesome! The following list includes our top five reasons why going on exchange is a worthwhile life experience.

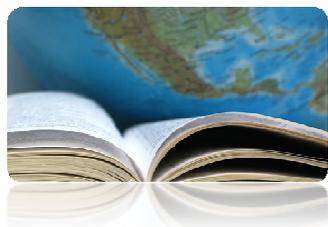
5. Experience a new culture

While on exchange, one typically has the chance to thoroughly experience the culture of their host country. This occurs through direct application as a result of living with a family native to the region, going to school with true residents of the country, and through various other means. Most exchange students will find themselves completely immersed within a different culture once they have arrived in their host countries, due to differences in the cuisine, architecture, familial tradition, and even the ways in which people carry out conversation!

[...] In addition to learning of the culture of the host country, many exchange students become familiar with the ways of life of people all around the world through meeting other exchange students. This is guaranteed to be amusing, and very interesting! (See Reason No. 3)

4. Learn a new language

While on exchange, students have the opportunity to learn a foreign language as they never had before. Bombarded in all directions by the host language after their arrival, young people will learn much more of that country's tongue than they ever could sitting in a classroom.



3. Meet new friends from all around the world

By being an exchange student you will meet friends from all around the world. Your exchange program will have meetings and trips for you where you get to meet other exchange students. It is so much fun when exchange students get together because you have so much in common. You will also meet tons of native friends in your exchange country that you will have a close relationship with for the rest of your life. [...]

2. Get a "second family"



A high school exchange student lives with a host family that takes care of you. They will take you to their heart and always welcome you as a member of their family. The attachment with a host family stays forever and will always be appreciated.

The majority of exchange students spend their time living within the home of one or more host families. These individuals are typically expected to act as more than just providers of food and a bed – as they have chosen to host an “exchange” student, most host families really want to create a setting in which they can “exchange” cultures, learning a little about the student’s way of life in his or her home country while helping them to grasp new language and experience the culture of the host country. [...]

1. Personal development



While on exchange, students are confronted with challenges in everyday life that they will have never before experienced. Everything is new, as the student adjusts to life within a foreign place with a completely different language and culture. Although this may seem utterly frightening, the difficulties associated with everyday life during a year abroad can truly teach a person countless life lessons. At the end of the exchange period, young people typically possess a greater understanding of foreign cultures and diplomacy. Even better, the student will have accomplished something very unique for a person of their age – living independently for an extended period of time in a foreign country, without the aid of their natural parents. [...] Few other experiences can help young people to gain these qualities so early on in life – that is truly the magic of foreign exchange.

Excerpt from <http://exchangestudentworld.com/student/top-5-reasons-to-become-an-exchange-student/> accessed in March 5th, 2014

Vocabulary:

- **worthwhile (adjective):** useful , important , or good enough to be a suitable reward for the money or time spent or the effort made.
- **thoroughly (adverb):** completely , very much

<http://dictionary.cambridge.org/dictionary/american-english/>

Understanding the Text

Answer to the questions:

Tip

Think about the author's audience. Who was this text written for?

1. What is the main purpose of this text?
 Describe to the reader the stages of exchange programs.
 Explain the reader how exchange programs happen.
 Instruct the reader about steps of exchange programs.
 Persuade the reader with benefits of exchange programs.
2. According to the text, how does a student have a chance to experience the culture of their host country?

3. " While on exchange, students have the opportunity to learn a foreign language as they never had before" because:
 they learn a new language faster than other students.
 they are not sitting in a language classroom anymore.
 they will be exposed by the language in all directions.
4. Some advantages of getting a "second family" might be:
1- _____

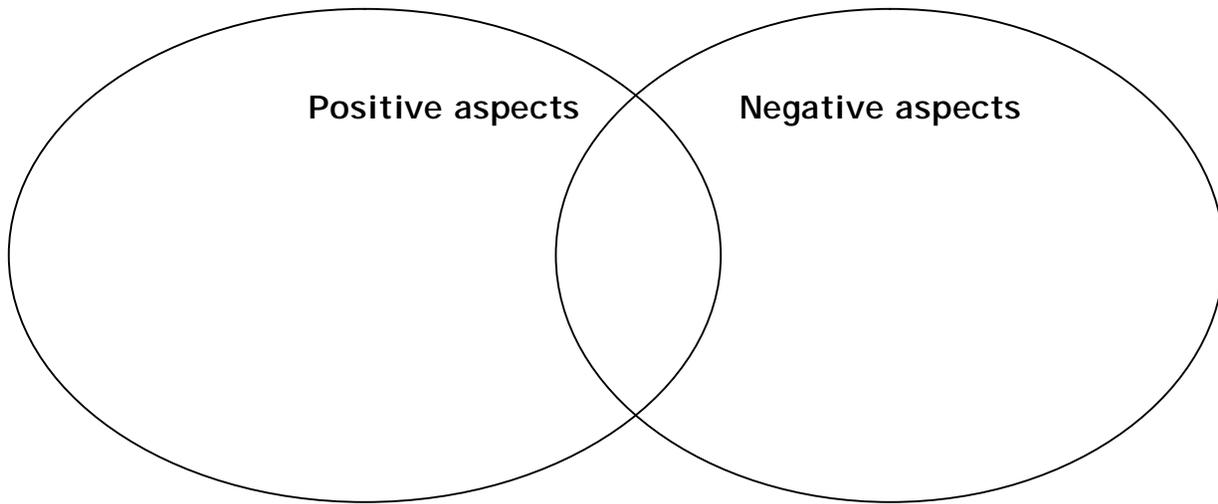
2- _____

3- _____

5. What sentence best summarizes the section "personal development"?
 During the exchange, students have to face challenges they never experienced before which may help them learn new lessons.
 Exchange students have to live in a foreign place and have to adapt to completely different language and culture.
 The exchange offers students a unique opportunity to acquire a better understanding of foreign cultures, diplomacy and independency.

6. Make your own list of 5 (five) positive and 5 (five) negative reasons why you should or not go on an Exchange Program. Use the Venn diagram below to write your personal reasons.

Attention: Some aspects might be both, positive and negative at the same time. For example: "Be on your own". This might be good in certain moments, when you feel free and independent, but hard in other situations when having your parents with you is all you can think of. So you can write these reasons in the intersection.



Tip

Talk with a partner before start writing anything. Sharing your ideas orally can help you organize your thoughts, give and receive feedback to/from others and improve your writing.

Sharing

Share your list with another pair of students.

- What things do you have in common? What differences appear?



WORKING WITH THE LANGUAGE

The following text is a list with tips on how to be successful while on an exchange program.

Read it carefully observing the message in each tip.

Top 10 Tips on How to Be a Successful Exchange Student

By Rocky Mountain Rotary Youth Exchange

1. Do not ask to do things that you know you may not do. Accept the fact that rules exist and abide by them.
2. Write thank-you notes and express appreciation often. Anytime someone entertains you or gives you something, write a thank-you note.
3. Get involved. Stay engaged. Share news from home with your host family. Be willing to try new things.
4. When arriving at a new host family, immediately ask your host parents about the rules and responsibilities you have as a member of their family.
5. Offer to cook a meal for your host family at least once.
6. Learn to strike a happy balance between spending too much time alone in your room and spending too much time with your host family. Remember everybody needs some time to be alone; you do, and so do your host parents and brothers and sisters. But nobody likes an exchange student who spends much of the spare time alone. Be creative with your spare time.
7. Always make sure your host family knows where you are. Be sure to inform them where you are going and when you will return. If you are late, your family will worry. Call them if you cannot return home by the expected time.
8. If your host parents are doing a project around the house, offer to help. Always offer to help set the table or clean up after meals.
9. Make your bed in the morning, and keep your room neat. Coordinate your laundry schedule with the rest of the family.
10. Don't spend too much discretionary time on the computer, browsing, Skyping, and such. Never text while at the dinner table. If being driven by an adult, do not talk on the cell phone or text during all or most of the trip. The driver is not a chauffeur.

Now, here's the meaning of life according to Monte Python: Try to be nice to people, avoid eating fat, read a good book every now and then, get some walking in, and try to live together in peace and harmony with people of all creeds and nations.

Source: Rocky Mountain Rotary Youth Exchange in <http://www.rmrye.org/students/students-current/top-10-tips-for-being-a-successful-exchange-student/> Accessed in July 2nd, 2014

Vocabulary:

- **abide by** (phrasal verb) – to accept or obey an agreement, decision, rule, etc.

A. What did you notice about the majority of verbs from the text?

B. Look at these sentences from the text and decide if they are:

- 1- telling exchange students what to do (giving orders)
- 2- offering them advice or
- 3- giving a warning on how they should act or do things.

More than one option might be correct for each sentence.

- Accept the fact that rules exist and abide by them. _____
- Write thank-you notes and express appreciation often. _____
- Be willing to try new things. _____
- Offer to cook a meal for your host family at least once. _____
- Always make sure your host family knows where you are. _____
- Make your bed in the morning, and keep your room neat. _____
- ask your host parents about the rules and responsibilities you have as a member of their family. _____

C. Observe the sentences from this chart.

- 1- **Write** thank-you notes and express appreciation often.
- 2- **Write down** 10 positive things why you should go on an exchange and 10 negative.

- 1- Do not **ask** to do things that you know you may not do.
- 2- Sometimes is OK to **ask** a friend **over** for dinner.

- 1- **Carry** your suitcase to your room.
- 2- Understand the ways in which people **carry out** conversation!

- 1- Remember to **clean** your room.
- 2- Always offer to help set the table or **clean up** after meals.

What is the difference between the number 1 sentences and the sentences with a number 2?

Look at the sentences in the chart. For the following, choose the best option(s). In some cases both can be corrected.

a) If you want to write something to have a record of it and don't forget you

write or **write it down** ?

c) When a person invite someone to her home she

ask him or **ask him over** ?

c) Whenever someone transport or move something she/he

carry it or **carry it out**

d) If you clean or organize something completely you

clean or **clean up** ?

D. "Get involved. "

This is a list of some phrasal verbs that can be written with the verb GET.

- 1- Get something across = help someone understand an idea
- 2- Get ahead = make progress or succeed
- 3- Get along = to not argue, have smooth relations
- 4- Get back = recover something or somebody that appeared to be lost
- 5- Get together = meet somewhere with a friend or someone you know
- 6- Get up = get out of bed
- 7- Get around to something = take, find the time to (finally do something)
- 8- Get away with something = avoid the consequences of a wrong act
- 9- Get back at someone = harm someone because he/she harmed you

Sources: Cambridge Online Dictionary and Advanced English Dictionary and Thesaurus

In pairs, write five sentences about traveling abroad using these phrasal verbs.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

E. Write three other phrasal verbs you might know:

#Reflecting

- Can you tell the purpose of the use of verbs in the imperative?
- What happen when a unit that look like a preposition (a particle) is included in a verb? ask = ask **over**
- How different would the sentence "Anytime someone entertains you or gives you something, write a thank-you note," be if we include the particles **up on** after the verb **give** ?

#Language Tip

- Verbs in the imperative might
 - *tell people what to do,*
 - *give them advice or*
 - *give them warning.*
- Phrasal Verbs consist of a **Verb + Particle (s)**
examples: **write down** , **carry out** , **clean up**
Most of the times the particle change the meaning of the verb.
- Phrasal verbs can follow two different patterns:
 - **Noun + Verb + particle(s) + Noun** : **I give up on you**
 - **Noun + Verb + Noun + particle** : **She asked a friend over** for dinner

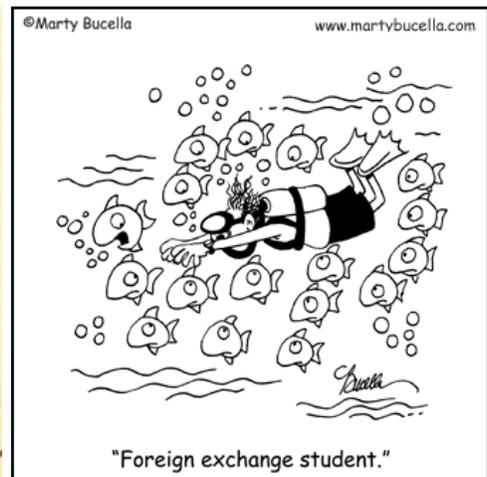
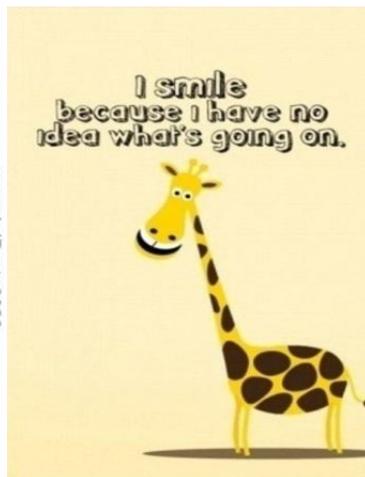
SPEAKING

Discussing

Look at these images.

In pairs or groups of three discuss:

What is the message each artist wants to communicate?



Images from: cartoonstock.com

pinterest.com/explore

martybucella.com/fish

#Acting out

In your opinion what are the most challenging situations foreign exchange students need to face? What advices or proposals you could give to them to help them?

Let's bring these ideas to the class!

How?

- 1- Each student will write on a piece of paper a situation anyone is about to face when going on an exchange program or traveling abroad.
- 2- All situations will be put together in a pot.
- 3- The class will be divided in groups of 3 or 4 students.
- 4- Each group will draw a situation from the pot.
- 5- Students have to act out that situation.
- 6- The group needs to give an advice/help to the person on how to overcome the situation.
- 7- Be creative!

#Some ideas for you

*You are not comfortable with the lifestyle or routine of your homestay family.

*You feel sad in school because you cannot make any friends.

*You are feeling homesick.

*You are having many problems to communicate because of the language.

USEFUL LANGUAGE

To express frustration you might say:

- I give up!
- I can't take it anymore!
- I've had it!
- I can't handle this situation!

When giving advice you may say:

- In my opinion...
- I think/ I don't think that...
- I would say that...
- My advice for you is...
- Do you mind if I give you a piece of advice?
- If I were you I would...
- I suggest/ recommend/ encourage you to

Other expressions:

You're kidding!

You're joking. People use this expression when they don't believe what someone has said.

Wise up!

Stop being stupid. People often use this phrase when they think someone is being naive or too innocent about life.

Adapted from: <http://www.bbc.co.uk/worldservice/learning/english/flatmates/episode31/languagepoint.shtml>

Vocabulary you could use

Abroad (adverb) /ə'brɔ:d/ in or to a foreign country or countries

Homestay: (noun) /'həʊm.steɪ/ a type of holiday or visit in which you stay in the home of a person you do not know

Roommate: (noun) /'rʊm.meɪt/ a person who you share a room with for a period of time

Homesick: (adjective) /'həʊm.sɪk/ unhappy because of being away from home for a long period

From: <http://dictionary.cambridge.org/>

Communication Tip

Many cultures have certain etiquette when communicating. My advice would be to always do some research and ask people about cultural differences when communicating and doing business. Remember that often things on the surface aren't the most important. It is hard to know how to react, the wrongs and rights. We need to dig down deep into the culture for the communication to be successful. Nevertheless we need to get the simple things right first. Remember at all times to respect differences.

<http://transenter.com/blog/intercultural-communication/> Accessed in March 5th, 2014

LISTENING

The video we are going to watch is from a high school exchange program funded by the U.S. Department of States Bureau of Educational and Cultural Affairs, the YES Program. Its goal is international understanding between Americans and people in countries with Muslim populations. In the video, families, students, the faculty members and some AFS program directors from the YES program in Phoenix, Arizona, USA were interviewed.

Before we watch, discuss with a partner:

- Why does the U.S Department may think it is important having exchange students from Muslim countries?
- Do you think this is a good strategy? Why?
- What stereotypes, Americans and Exchange Students, might have about each other?

List two:

Tip

- After watching this video you will be asked to answer to some questions. Read them previously to help you focusing on the specific information you need while listening.



Available at : http://www.youtube.com/watch?v=JJW9sMe1_GU assessed at March 5th, 2014

Answer to these questions:

- a) The acronym YES stands for:
 - () Youth Exchange and Study
 - () Young Exchanging School
 - () Young Exchange Student

b) When was the YES program initiated?

c) What do YES students do while living in the United States?

d) What are some stereotypes exchange students mention they had before going to USA?

Checking It Out

Did they mention any of the stereotypes you first thought of? Which one(s)?

Based on what you saw in the video, can this program help preparing American and Exchange students for the world?

What do you think about the YES program? Do you agree with its purpose? Why? Why not? Write down your impressions about it.

Tip

- While watching a video or listening to people's discourses in any language try to remember that every individual has his/her own beliefs and interests as well as social, political and religious backgrounds. You may not agree with their point of view or opinions! Listen, ponder and have your own perspective about the world!

PRONOUNCING

These are two English sounds very commonly confused by Brazilians.

Listen to these two words in <http://dictionary.cambridge.org/>

ɛ
get /g ɛ t/

æ
ask / æsk/

Now, listen to these words in American English and decide the sound they have.

Example:

æ

 mass

	accept
	ahead
	back
	friend
	gas

	said
	sad
	bad
	bed
	guess

#Reflecting

Can you think of other words with each of these sounds?

Pronunciation Tip

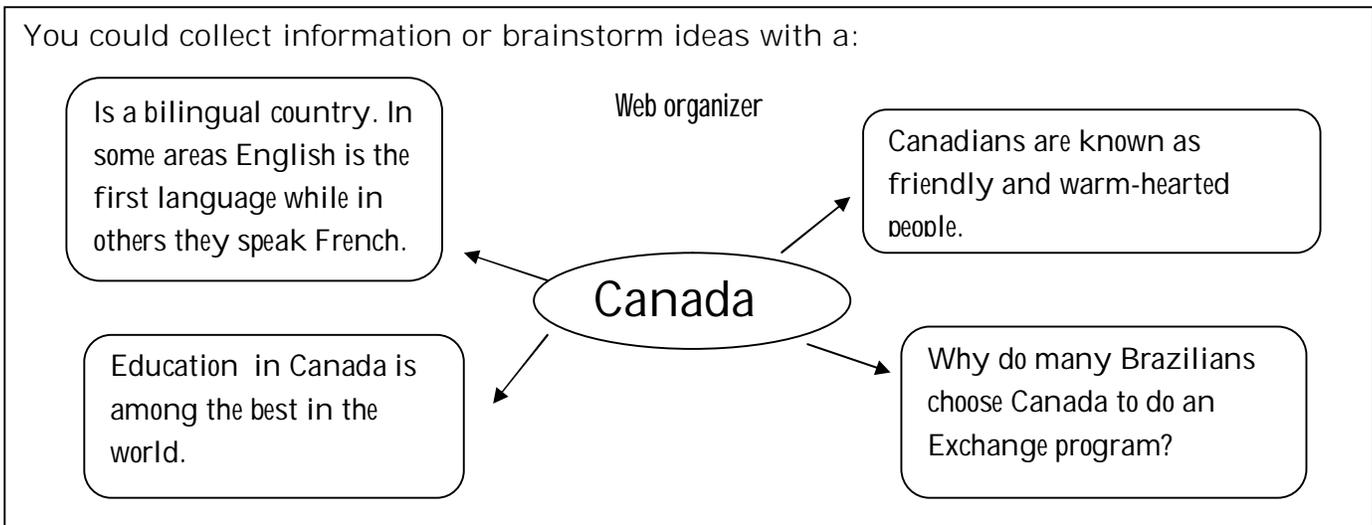
In American English **ɛ** and **æ** are close sounds (hard to distinguish) whereas in British English they are more distinct. Listen to them again in American English and then in British English to notice the difference.

WRITING

- What if you or someone you know wanted to experiment a Student Exchange Program or living abroad?
- Choose a place in the globe. It could be any country or city you are interested in.
- Do a little research about it including basic information like some cultural aspects, the best places to visit or schools that offer student exchange programs, etc.
- Go back to your Venn diagram on page 7. Take a careful look at your list of positive and negative reasons why you should or not go on an Exchange Program as a starting point.
- Choose between these two options:
 - 1- Write a top 5 Reasons list including reasons and explanations why someone should or not go to the place you chose.
 - 2- Write a top 5 Tips list including tips to help a person that would like to go to this place.

STEPS TO WRITE A TOP 5 LIST

- 1- Think about what you've learned in relation to student exchange and living abroad.
- 2- Choose a place in the world and research about it.
- 3- Use an organizer such as the web below to collect the information and/or brainstorm ideas.
- 4- Decide if you will write a list with reasons or tips.
- 5- Write your list. Choose five most important ideas to develop.
- 6- Edit it using the check-list below and the dictionary (whenever necessary)
- 7- Present it to the teacher for comments.
- 8- Write a final version.



EDITING CHECKLIST

- ✓ Did I use an organizer to collect the information and/or brainstorm ideas?
- ✓ Did I include what I've researched and learned about the place I chose?
- ✓ Is my text a list?
- ✓ Did I check the spelling of the words in the dictionary or other classroom resources?
- ✓ Did I use the proper punctuation?

Extension

Design a graphic representation for your list. It could be handwritten or on the computer.

Share it with the class.

Some suggestions: Padlet: pt-br.padlet.com

Glogster: <http://www.glogster.com>

Other tool you are familiar with

Unit 2: **Traveling Abroad:**

A Life Experience

In this lesson:

Students will discuss about benefits and challenges of traveling abroad, most specifically during student exchange programs. They will be invited to think critically about the experiences people might have in these opportunities.

Grammar point:

Imperative form: tell people what to do, give advice or give a warning on how people should act.

Phrasal Verbs

Outcomes:

Students will have the opportunity to:

- Read about student exchange programs and living abroad.
- Discuss about what they read and generate their own opinion.
- Share experiences through discussion.
- Be exposed to internet articles and lists.
- Become aware about communication challenges.

Assessment:

- Observe students' responses during discussions.
- Check if they are using the lesson vocabulary.
- Use the ongoing assessment, oral and writing rubrics to take assess.

Teacher advanced preparation:

- CD with video
- Access to computer/ internet

Lesson 2 - Contents:

"I would rather own little and see the world than own the world and see little of it."

Alexander Sattler- American photographer

We are living in a global era. People and information are "traveling" more and faster. They want to see the world! In this lesson, students will discuss how traveling abroad can offer the exchange of experiences and cultures that could be a great learning opportunity.

#Warming Up section brings questions about living abroad. Students can share personal experiences and desires about meeting other countries and cultures.

#Checking it out aims to aware students about the world we live in by analyzing an image. From the food we eat, TV shows we watch, to the clothes we wear, things come from all over the world.

In **#Group discussion** they can give their opinion if traveling could make someone richer because of the unique experiences it could give.

#Reading section presents two internet articles from the same website about student exchange programs followed by opened and closed questions in **#Comprehending the Text**.

The first text, "*Become an Exchange Student.*" is the opening page from the website **exchangestudentworld.com** that offers Exchange Student Programs. The second text, "*Top 5 Reasons to go on Foreign Exchange*" presents the benefits of programs like this. Both texts intent to motivate the reader to join exchange programs and live abroad.

#Sharing will give students the chance to share their personal reasons on why they should or not go on an exchange program.

#Working with the Language presents a list of tips on how to be a successful exchange student. The grammar topics of imperative form and phrasal verbs will be discussed in the questions.

#Reflecting gives students the opportunity to check their knowledge before being presented to the grammar rules.

#Language Tip offers a review of the grammar topic presented.

In the **#Speaking** section, students will observe three images about exchange students' experiences and in **#Discussing** they will talk about the message the images' authors want to communicate.

Students will also have the chance to act out situations that are likely to happen in the context of living abroad in **#Acting out**.

#Useful language is presented to help the presentations. Students can find expressions to show disappointment or frustration as well as have sentences to support their discourse on how to give advice.

The **#Listening** section brings a video which presents “The *Kennedy-Lugar Youth Exchange and Study (YES) program*, funded by the U.S. Department of State, provides scholarships for secondary school students (age 15-17) from countries with significant Muslim populations to spend one academic year in the United States. Scholarships for the *YES Abroad program* are also available to U.S. citizens attending high school (age 15-18) to spend one academic year in select countries.” For more information, visit: <http://yesprograms.org/>

The main objective of the video is to help students develop the strategy of “look for specific information”. In the **#Checking it Out** section the same video could be used by the teacher as an opportunity to promote critical thinking on how everyone has stereotypes about others and how we can overcome prejudice and ignorant attitudes by avoiding value judgment. They can also agree or disagree with the purpose of the program.

#Pronouncing presents two English sounds very commonly confused by Brazilians: **ɛ** and **æ**.

The **#Writing** section aims to guide students in the process of writing a list. They will have two options based on the texts presented along the unit.

Option 1: write a list of reasons why a person should or not go on an exchange program/ or traveling abroad.

Option 2: Write a list of tips to help someone going on an experience of living or traveling abroad.

With specific criteria, useful language and editing tables, students will be able to write independently with the understanding of the activity expectations.

The unit ends up with suggestions for the writing activity in **#Extension**. Based on variables such as students’ interest, accessibility to internet, and teacher priorities, the writing activity can be transformed in an oral, visual or online presentation.

Along the unit many **#Tip** charts give students opportunities to become independent learners offering awareness about various topics.

Unit 2: **T**raveling **A**broad:

A Life Experience

#WARMING UP

Have you ever traveled or lived abroad? If not yet, would you like to do so?

Which countries do you already know? Which ones do you want to know? Why?

Have you heard of any funny or frustrating traveling experience? If so, share with the class.

Begin the unit by asking students the warm up questions. If possible, project a map of the world on the computer, so they can visualize the countries. Teacher, talk about your personal experiences, countries you've been to, if you have done a student exchange program, etc.

#Checking It Out

- Take a look at this image.
- What objects or expressions from different countries can you identify?



Give the class 3-5 minutes to observe the image and identify elements from other countries. Discuss the image. Prompt students with questions about globalization and international influences in our daily life.

Move to the #group discussion questions. Give students a minute to read and think about them before start the discussion. Give them the chance to share any personal experiences.

Source: www.anglaispourlebac.com assessed in March 5th, 2014

Group Discussion

- Do you think internet and social networks can bring the world close to us?
- Is it necessary to travel to get to know places in the globe?
- Do you agree with this quote? Why? Why not?
- Can traveling change someone's life? How?



READING

Pre-reading: Tell students to make trios or pairs (if necessary) to read and discuss about the two following questions before they start the reading section.

Before reading, think and share with two other classmates:

- Do you know what a Student Exchange Program is? Share what you know.
- Have you ever thought of participating on a program like this? Why?

Observe how students use oral language to communicate ideas (make notes on the ongoing assessment rubric). Invite students to read the article.

After reading: Support students with any unknown vocabulary. Explain the next activity and give them 5-7 minutes to answer to the questions.

There are no right answers. Some students might use ideas from the text to support their choices, while others might bring new information. Any option is acceptable if students support their option with reasonable ideas. Assess their ability to write personal answers.

Invite students to share their choices and ideas they wrote to support them. This could be done in pairs or as a whole class activity depending on the amount of time available and the number of students in the class.

Pre-reading 2: Tell students that they are going to read another text about Exchange Student experiences. Invite them to focus on the 5 steps that will be presented. Give 5-10 minutes for the independent reading.

- () Experience a new culture
- () Learn a new language
- () Meet new friends from all around the world
- () Get a second family
- () Personal development

After reading the text, tell students to choose the reasons that interested/call their attention the most.

Understanding the Text

After reading the text, guide students to answer to the questions A-E.

They can answer them individually or in pairs.

Answer to the questions:

1. What is the main purpose of this text?
 Describe to the reader the stages of exchange programs
 Explain the reader how exchange programs happen.
 Instruct the reader about steps of exchange programs.
 Persuade the reader with benefits of exchange programs.

Discuss with students the #tip chart. Invite them to think critically about the genre they read. This internet article, like many others found in websites of private companies "sell ideas", persuading the reader to buy their product or service, often focusing in the advantages or benefits of these products. The article did not describe, explain or instruct about exchange programs, but it talks about the good aspects and experiences with the intention of persuade the reader to "buy the idea".

2. According to the text, how does a student have a chance to experience the culture of their host country?

"This occurs [...] as a result of living with a family native to the region, going to school with true residents of the country, and through various other means. Most exchange students will find themselves completely immersed within a different culture once they have arrived in their host countries, due to differences in the cuisine, architecture, familial tradition, and even the ways in which people carry out conversation!"

3. " While on exchange, students have the opportunity to learn a foreign language as they never had before" because:

they learn a new language faster than other students.

The text did not give any data to support the idea that students on exchange learn faster than others.

they are not sitting in a language classroom anymore.

There is no problem with language classrooms, but the fact of being exposed to the language in real life is the opportunity exchange students had never had before.

Tip

Think about the author's audience. Who was this text written for?

(X) they will be exposed by the language in all directions.

The text mention students will be exposed to the language everywhere, and this is the opportunity to learn a foreign language as they never had before.

4. Some advantages of getting a "second family" might be:

1. **A host family takes care of you.**
2. **They will take you to their heart and always welcome you as a member of their family. The attachment with a host family stays forever and will always be appreciated.**
3. **Most host families really want to create a setting in which they can "exchange" cultures, learning a little about the student's way of life in his or her home country while helping them to grasp new language and experience the culture of the host country**

4. What sentence best summarizes the section "personal development"?

() During the exchange, students have to face challenges they never experienced before which may help them learn new lessons.

Learn a new lesson is one of the aspects that foster personal development, but this sentence does not clearly include aspects mentioned in the section personal development.

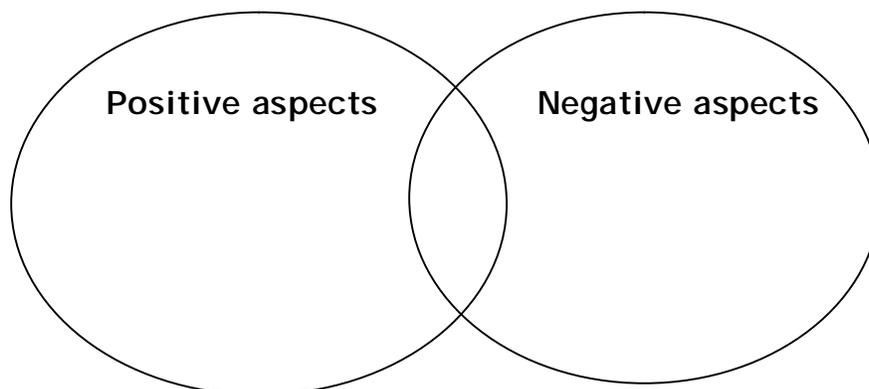
() Exchange students have to live in a foreign place and have to adapt to completely different language and culture.

The experience of adapting to a new place, alone, does not cause complete personal development.

(X) The exchange offers students a unique opportunity to acquire a better understanding of foreign cultures, diplomacy and independency.

This sentence has the three most important aspects mentioned in personal development: understanding of foreign cultures, diplomacy and independency

5. *Teacher, explain students this activity. You may opt to start it in class, giving students the chance to share ideas orally and writing their lists at home.*



Teacher, the #tip charts help students to become better independent learners. Make sure to always encourage the class to read them.

Sharing

Share your list with another pair of students.

- What things do you have in common? What differences appear?

Give students 7-10 minutes to share their lists with other pair of students. They can share with one classmate, someone different from who they shared ideas before writing. Ask the groups to share the differences and similarities among their lists.



www.howtomakeitintheusa.com

WORKING WITH THE LANGUAGE

Explain students they will be reading another text: a list. The majority of the verbs are in the imperative form telling people what to do, giving them advice or giving a warning. Students can find affirmative sentences and negative with do not before the verbs.

Give students 10 minutes to answer to these activities independently. Discuss the answers with the class after.

- A. What did you notice about the majority of verbs from the text?

They are in the imperative form. They give orders, offer suggestions or advice.

- B. Look at these sentences from the text and decide if they are:

- 1- telling exchange students what to do (give orders)
- 2- offering them advice or
- 3- giving a warning on how they should act or do things.

More than one option might be correct for each sentence.

- Accept the fact that rules exist and abide by them. _____ (1, 2)
- Write thank-you notes and express appreciation often. _____(2,3)
- Be willing to try new things. _____(3)
- Offer to cook a meal for your host family at least once. _____ (3)
- Always make sure your host family knows where you are. _____ (1,2)
- Make your bed in the morning, and keep your room neat. _____ (1,2)
- ask your host parents about the rules and responsibilities you have as a member of their family. _____ (1,3)

C. Observe the sentences from this chart.

What is the difference between the number 1 sentences and the sentences with a number 2?

The number two sentences have phrasal verbs. A particle was included after the verb and it changed the meaning of the verb.

Look at the sentences in the chart. For the following, choose the best option(s). In some cases both can be corrected.

- a) If you want to write something to have a record of it and don't forget you write or **write it down** ?
- c) When a person invite someone to her home she ask him or **ask him over** ?
- c) Whenever someone transport or move something she/he **carry it** or carry it out
- d) If you clean or organize something completely you clean or **clean up** ?

D. "Get involved. "

In pairs, write five sentences about traveling abroad using these phrasal verbs.

(answers vary)

E. Write three other phrasal verbs you might know: (answers will vary)

Read the charts #Reflecting and #Language Tip with students. Challenge them to talk about what they've learned and questions they still have.

#Language Tip

- Verbs in the imperative might
 - *tell people what to do,*
 - *give them advice or*
 - *give them warning.*
- Phrasal Verbs consist of a **Verb** + **Particle** (s)
examples: **write down** , **carry out** , **clean up**
Most of the times the particle change the meaning of the verb.
- Phrasal verbs can follow two different patterns:
 - **Noun** + **Verb** + **particle(s)** + **Noun** : **I give up on you**
 - **Noun** + **Verb** + **Noun** + **particle** : **She asked a friend over** for dinner

SPEAKING

Discussing

Look at these images.

In pairs or groups of three discuss: What is the message each artist wants to communicate?

Discuss the images with students. Ask about what messages they express. The first and the third images focus on the fact of being "different" among the others. The second one shows the difficulty of understanding the language. It represents a strategy many foreign students use when they cannot understand what others are saying: they smile. All the images present the challenges people have to face while doing exchange student programs, or living abroad.

#Acting out

Explain the task to the class. Begin by asking them to think about the two questions. Give a piece of paper for each student to write the situation. They can use the chart with some ideas. If the class is small or students are not able to think of examples, bring some suggestions previously prepared. Divide the students in groups of 3 or 4, or according to the class choice and give to each group a situation to perform. Support students while preparing their presentations. Assess using the oral rubric in the end of the lesson. Motivate the class to give advice using the grammar and vocabulary presented in the unit.

Discuss the #communication tip with students. Talk about differences in communication

Communication Tip

Many cultures have certain etiquette when communicating. My advice would be to always do some research and ask people about cultural differences when communicating and doing business. Remember that often things on the surface aren't the most important. It is hard to know how to react, the wrongs and rights. We need to dig down deep into the culture for the communication to be successful. Nevertheless we need to get the simple things right first. Remember at all times to respect differences.

<http://transenter.com/blog/intercultural-communication/> Accessed in March 5th, 2014

LISTENING

Pre-listening: Explain students they are going to watch a video about a high school exchange program in the United States. For more information, go back in the first pages of this Lesson contents. Give students 3-5 minutes to discuss the questions and write the two stereotypes. Clarify any unknown vocabulary, for example:

Muslim: "a person who follows the religion of Islam"

Stereotype: "a fixed idea that people have about what someone or something is like, especially an idea that is wrong."

<http://dictionary.cambridge.org>

Let students think critically, but avoid giving any value judgment. Be neutral in your personal opinions.

Read the #Tip chart before playing the video. Allow students time to read the questions first. Play the video one time. Let them answer to the questions. Play it again. If necessary, play one more time before correcting the questions.



Available at : http://www.youtube.com/watch?v=JJW9sMe1_GU assessed at March 5th, 2014

Answer to these questions:

- a) The acronym YES stands for:
(X) Youth Exchange and Study

() Young Exchanging School

() Young Exchange Student

b) When was the YES program initiated?

It was initiated by the USA department after 9/11.

c) What do YES students do while living in the United States?

They live an American life, they attend high school, learn about American families, religions and culture.

d) What are some stereotypes exchange students mention they had before going to USA?

They thought American kids don't like to study, that they are lazy or not as smart as them; they mention some American movies that present stereotypes of different behavior or a different life style; they also talk about the idea of Americans being fat because they like to eat a lot.

Correct the questions with the class and then move to #checking it out. Give each student time to write first, then discuss their answers with the whole group.

Checking It Out

Did they mention any of the stereotypes you first thought of? **Personal answer**

Based on what you saw in the video, can this program help preparing American and Exchange students for the world?

Students might mention that the contact with different cultures, different life styles can help preparing young people to live in a world that is now interconnected and global.

What do you think about the YES program? Do you agree with its purpose? Why? Why not? Write down your impressions about it.

Personal answer. Again, encourage students to avoid any value judgment.

Tip

- While watching a video or listening to people's discourses in any language try to remember that every individual has his/her own beliefs and interests as well as social, political and religious backgrounds. You may not agree with their point of view or opinions! Listen, ponder and have your own perspective about the world!

Ask someone to read the #tip chart. Help students to have their own perspectives about what they listen and read in any language.

PRONOUNCING

For this activity, it's necessary to use the computer to check the sound of words. Explain students about these two sounds. Clarify that they may find different symbols in some dictionaries. **ɛ** can be found as **e** or **ē**. **æ** can be found as **a**. Listen to the words get and ask two or three times, so students can make the distinction among the two sounds. Then do the exercise with the class. If computer is not available, make sure you listen to the words previously and read them to students in class.

ɛ	accept	ɪk's ɛpt	ɛ	said	sɛd
ɛ	ahead	ə'hɛd	æ	sad	sæd
æ	back	bæk	æ	bad	bæd
ɛ	friend	frɛnd	ɛ	bed	bɛd
æ	gas	g æs	ɛ	guess	gɛs

Invite students to read the #reflecting and #pronunciation tip

WRITING

Propose the activity as the final task for this unit. Invite students to think about what was discussed in class about traveling abroad and student exchange programs. They should choose a place to research about and write a list of reasons or tips. Encourage the use of the organizer to collect information and ideas for writing. Assess students based on the rubric in the end of the unit. Make sure they do the self-editing before handing out their texts.

STEPS TO WRITE A TOP 5 LIST

- 1- Think about what you learned in relation to student exchange and living abroad.
- 2- Choose a place in the world and research about it.
- 3- Use an organizer such as the web bellow to collect the information and/or brainstorm ideas.
- 4- Decide if you will write a list with reasons or tips.
- 5- Write your list. Choose five most important ideas to develop about.
- 6- Edit it using the check-list below and the dictionary (whenever necessary).
- 7- Present it to teacher for comments.
- 8- Write a final version.

Extension

Think about the most appropriate way to share students' lists. Class bulletin board, school newspaper, or on computer tools such as power point, padlets, glogster, etc. Tutorial videos for all of them are available on youtube.

ASSESSMENT RUBRICS SUGGESTED

ONGOING ASSESSMENT - GENERAL OBSERVATION COMMENTS

Student name	Warming Up = activating prior knowledge	Reading and Reading Comprehension	Speaking	Listening	Writing
Example1 : Julia	Shared personal experiences	Is able to find information in the text and also infer.	May 12 th : Struggles with θ sound May 20 th : improvement in the θ sound	May 22 nd : Successful while looking for specific information and taking notes	Coherence of ideas - OK
Example 2: Tom	Didn't participate much	Make inferences Connect ideas, text-self	May 12 th : Good pronunciation of past verbs (ed in the end)	Consistently asks clarification	Paragraphs are confusing.

ORAL ASSESSMENT

Criteria	Participates in oral discussion in pairs/groups.	Understands the lesson vocabulary and responds correctly to statements, questions and directions	Expresses frustration, and gives advices during the role-play activity.
With support (WS)			
Sometimes (S)			
Most of the times (MT)			

Adapted from: <http://www.edu.gov.on.ca/eng/document/curricul/esl18.pdf>

WRITE A LIST ASSESSMENT

CRITERIA	TASK	IDEAS	CONVENTIONS
Strong	Effectively uses an organizer to collect the information ideas Clearly communicates information including tips or reasons in a list.	All the ideas are coherent and interconnected.	Most of the spelling and punctuation is correct.
OK	Uses an organizer to collect the information ideas Somehow communicates information including tips or reasons in a list.	Ideas are sometimes coherent.	Some of the spelling and punctuation is correct.
Needs support/ improvement	Has difficulties using organizers and to communicate information in a list.	Lacks coherence and interconnection between ideas.	Few words are spelled correctly and punctuation is weak or not present.

Video Transcription:

AFS/YES students and families: A cultural exchange

Joy Baber: When I first read that email I had no idea... I don't even think I read that sentence "She is a Yes scholar". That meant nothing to me even though I'd host to be, I never heard of the program.

Gwen Budnik: We sat down as a family and talked about it. The kids were opened to it. My husband and I both thought it would be interesting for all of us to have an experience like this.

Sherufa Fayes: There was a very strong misconception as a western community values, had somehow disappeared along the way.

Ankush Wagle: Is not only about learning about American experiences but also about teaching Americans about our own culture.

Liyana Zainuddin: My mom said "You know what you should go with YES to America" I said "Wow! America! That's far!"

Karen Powers: YES program is Youth Exchange and Study. It's a program that was initiated by the US State Department after 9/11.

Sherufa Fayes: It's to bring students from countries with significant Muslim populations over to the US to live an American life, to attend school. They are High School students.

Karen Powers: Give the students complete scholarship to come on an exchange program and allow them to learn about our schools, our families, our religions, in order to have them go back and have a more positive, perhaps, impression of the United States and spread that worldwide.

Joy Baber: And it is very selective. So, you know that if you are a parent of a YES student, a hostparent, that, these kids have gone through numerous interviews, numerous tests, to make sure that they are right.

Gwen Budnik: I think what is really good too, is the EFA YES people do a very good job interviewing, to make sure the kids are good fits with the families they are put with.

Karen Powers: They live with a hostfamily, they go to a school here in the US, they do all of the school activities, the family activities. They are actually part of that family and community for the year that they are here.

Liyana Zainuddin: I said "Ok!" So, I signed up last year and I did through all those interviews, orientations, and stuff and I got it. I was pretty lucky.

Ankush Wagle: One of the stereotypes that we had when we are coming here was that American kids don't like to study or that they are really lazy or that they don't.. they are not as smart as us, or something like that. I think that is really, I mean, it's really a misconception.

Liyana Zainuddin: We sort of come from a community where modesty is, you know, very important.

Ankush Wagle: Indian kids are used to more of "rot" learning, as it's called, where you just memorize like pages and pages of material and you write it out word to word. Whereas out here is more about understanding it and that just like interpreting what you understood.

Liyana Zainuddin: That movies like Desperate Housewives, Sexy and the City's and those kind of movies. Pretty much we have lot of prospective like "Oh, America is like that!" and it's not good.

Ankush Wagle: Some other stuff was that "Americans are fat and they like to eat a lot" and stuff like that. I mean, that was like, as soon as I came to school I knew that that wasn't true.

Liyana Zainuddin: Well, I said to myself that I haven't been in America yet, so pretty much I want to see if it is true then. If it's true then, if it's not then, it's good. So I'd change my old perspective.

Ankush Wagle: The kids out here actually play a lot more sports and do a lot of after school activities, and they are really fit, I mean, some of the kids out here. We don't even have as many sports in India as they do out here. I think that was another thing that became clear to me .

Liyana Zainuddin: I think the people are good, pretty much not what I expected to be.

Bill Mueller: To have a student body and effect and staff expose to the students really it's helpful in terms of us preparing the kids for the global community, which they are going to have to exist and work in.

Dr. Jay Krouse: It's what he adds to our school. When you look at religious diversity, and when you look at cultural diversity, speaking as a Christian, we can learn a lot from Muslim community in terms of discipline, regiment, they have very set strict standards and very set strict religious philosophies. We do this in a Lutheran church.

Sherufa Fayes:It is important to send American students over to our countries as well, so it's a true two-way exchange. We truly need understanding of different cultures. It wasn't enough for our students to learn about American culture, but American students need also understand other cultures.

Gwen Budnik:He truly has a special place in our hearts to talk about. So anytime we are going to talk about I will think about Ankush.

Jerry Budnik: It was neat seeing him experience stuff that he has never experience before because his eyes would just "Wow! This is neat!"

Gwen Budnik :It's just an opportunity that, I just would say to anyone don't pass it up if you can take it. It's just fabulous and I'm going to start crying here thinking of him leaving.

Ankush Wagle:*I'd just like to thank the school and my family, I mean. I cannot thank them enough for having someone for the entire year. I mean, that's a really big thing. And I really want to thank all of them for having me out here and they've done so much for me and I will be forever grateful to them.*

Liyana Zainuddin: I'm going to miss her and her bad jokes.

Joy Baber: I will miss, I will miss her deeply. And I think we will always feel close to each other. You have a sense of she was your treasure and you are giving the treasure back.

Liyana Zainuddin: I would say that in order for you to know America, you've gotta go yourself!

UNIT 2 – Test booklet

This is an independent activity!

Read the questions carefully and show what you know!

LISTENING

You will watch to a video about home choices you have while living abroad.

Read the questions first. Then, watch the video.



Available at http://www.youtube.com/watch?v=9_z2jErexpw. Accessed in July 07th, 2014

a) Complete with the options students can choose while living abroad :

_____ shared with other people from all over the country
_____ with other students
_____ (with local families)

b) To whom they strongly recommended live with a host family?

c) About the speaker personal experience is true that: (more than one option is correct)

- () she stayed in a dormitory
- () the family didn't speak any English
- () she was there for a year
- () she was learning Spanish
- () she could improve her language skills

READING

Here are some steps on “How to Give Advice” to people.

How to Give People Advice



- 1- **Listen** to the person asking you for advice. [...] Listen carefully to the person who wants advice, and learn as much as possible about this situation. If you need clarification, ask questions.
- 2- **Put yourself in the advisee's shoes.** Try to imagine yourself in the other person's situation. If you've been in a similar situation, think about what you learned, but don't rely solely on your experiences to give advice--imagine that you are giving yourself advice for the unique circumstances that the other person is facing.
- 3- **Think about the consequences of taking your advice.** While you're at it, think about the consequences of *not* taking your advice. If there's no significant difference between the results of those two scenarios, your advice might not be bad, but it's not useful either.
- 4- **Empathize.** [...] If you really try to put yourself in the other person's shoes (as suggested above), empathy will probably develop naturally. Even so, be very careful about how you word your advice and be sensitive to the other person's feelings and emotional state. [...]
- 5- **Brainstorm** with the person. Sometimes there is no clear-cut *right* answer to a problem. In this case, try to help the person mull over all the alternatives so that he or she can reach a conclusion together with you or on their own. [...]
- 6- **Be honest.** If your advised course of action has potential drawbacks, tell the person about them. If you don't really feel qualified or knowledgeable enough about something to give advice on it, be honest about this fact.[...]
- 7- **Set a good example.** If you advise one thing but do the opposite, your advice will be seen as phony and hypocritical. If you do as you say, however, people will be more likely to respect your advice.
- 8- **Understand that the person may not take your advice.** Just because someone asks for your advice, they are not obligated to take it. Realize that the other person almost always knows more about their particular situation and desires than you do, so you can never be sure that your advice is really the best for them. Understand that people will sometimes ask advice just in order to bounce ideas off of you, and don't be surprised if a person rejects even good advice and decides to make his or her own mistake. Live with it, and let the person live with his or her decision.

Excerpt from <http://www.wikihow.com/Give-People-Advice>. Accessed in July 1st, 2014

Vocabulary:

- **phony**: not honest or truthful
 - **hypocritical**: professing feelings or virtues one does not have, insincere
- <http://www.thefreedictionary.com>

Answer to the questions:

- a) What is the main objective or purpose of this text?

b) What does the sentence “Put yourself in the advisee's shoes mean”?

() Don't rely solely on your experiences to give advice.

() Think about what you learned in a similar condition.

() Try to imagine yourself in the other person's situation.

c) Why should you “set a good example”?

d) For what possible reasons would a person not take someone’s advice according to the text?

e) Suggest a new step for this list. Talk about its importance when giving advice.

WORKING WITH THE LANGUAGE

a) What can you tell about the words that were underlined from the text? What is their purpose?

b) Find three (3) other words that have the same purpose/function:

1- _____ 2- _____ 3- _____

c) Choose the phrasal verbs from the box to complete the sentences:

<p>get it across - get ahead - get along - got around to</p> <p>get away with it - get back at</p>
--

1- We tried to _____ but he just wouldn't listen to us.

(make him understand an idea or advice)

2- Everyone is responsible for their own choices. You can't just do something bad and _____.

(avoid the consequences of a wrong act)

3- It is good to _____ with the person you are giving advice to.

(have fine relations and not argue)

4- If a friend did not take your advice don't _____ her.

(harm someone because he/she harmed you)

5- You have to take risks if you want to _____.

(succeed in life)

6- After listening to your advice I _____ researching about living abroad.

(take, find time to)

PRONUNCING

Listen and circle the sound you hear in each word:

- | | | |
|------------------|---|---|
| 1) advice | æ | ε |
| 2) answer | æ | ε |
| 3) careful | æ | ε |
| 4) circumstances | æ | ε |
| 5) sensitive | æ | ε |
| 6) together | æ | ε |
| 7) understand | æ | ε |
| 8) best | æ | ε |

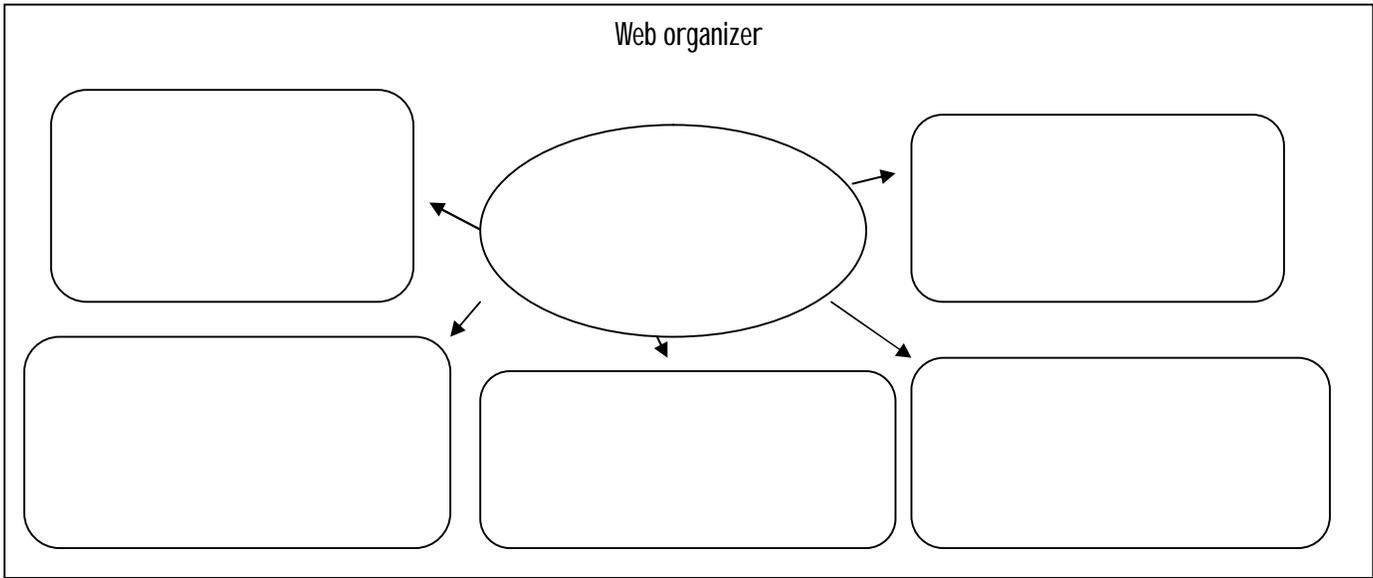
WRITING

Look at these situations.

- *A student is with problems with his homestay family.*
- *A person is going to host an exchange student at her/his house.*
- *Someone is not so sure about the advantages of living abroad.*

Choose one of them and write a Top 5 list with advice you would give to somebody that is facing this situation.

Use the organizer to brainstorm and arrange your ideas.



Self-assessment

Fill in this table with what you've learned in this unit. Take notes of things you want to learn more about or still have some questions.

Topics:	I learned that...	I still have questions or want to learn more about...
Living Abroad		
Exchange Student Programs		
Imperative Verbs		
Phrasal Verbs		
Lists		

Tip: Self-assessment is a great tool to keep track of our learning process

Instructions to teacher:

Students have 40-50 minutes to complete the final test. The teacher will play the video in the beginning of the test. Play it 2 times. About 20 minutes to the end invite all students to do the listening section. Play the words 3 times.

Answer key:

LISTENING

- a) Apartment – residents´hall – hostfamily
- b) For students who are practicing a language.
- c) The family didn´t speak any English; she was learning Spanish; she could improve her language skills

READING

- a) This text has as a main objective to guide and offer steps on what someone should know in order to give advice.
- b) Try to imagine yourself in the other person's situation.
- c) "If you do as you say, however, people will be more likely to respect your advice."
- d) They are not obligated to take your advice; the other person almost always knows more about their particular situation and desires than you do; people will sometimes ask advice just in order to bounce ideas off of you.
- e) Assess if students choose a reasonable step and offer details to support it.

WORKING WITH THE LANGUAGE

- a) They are verbs in the imperative. They give advice, offer suggestions and/or give orders.
- b) Some options: ask- realize - try – tell – live – let
- c) 1- get it across 2- get away with it 3- get along 4- get back at
5- get ahead 6- get around to

PRONUNCING

1) advice - æ

2) answer - æ

3) careful - ε

4) circumstances- æ

5) sensitive – ε

6) together – ε

7) understand - æ

8) best - ε

WRITING – Assess based on the rubric

Criteria - Grade	Organizer	Top 5 list	Conventions
3	Effectively uses an organizer to collect the information ideas	Clearly communicates information including tips or reasons in a list. All the ideas are coherent and interconnected.	Most of the spelling and punctuation are correct.
2	Uses an organizer to collect the information ideas	Somehow communicates information including tips or reasons in a list. Ideas are sometimes coherent.	Some of the spelling and punctuation are correct.
1	Has difficulties using organizers and communicating information in a list.	Lacks coherence and interconnection between ideas.	Few words are spelled correctly and punctuation is weak or not present.

Video transcription

Home Away From Home – Living Abroad

Presenter: When students decide to study abroad not only are they choosing a location but also a different way of life. There are many different options available to students when they decide to study abroad. They can be in an apartment, shared with other different people from all over the country; they can be in a resident's hall, with other students. They could also be in a hostfamily. There are many different recommendations out of our office for what decision you make when you decide to live abroad. Depending on the program you choose, you will also have many different options.

Girl 1: I lived with a roommate in a big dormitory style type building. I really wish that I could live with a family, but for my program we didn't have a choice.

Girl 2: I lived on Campus in an international house. So, I had my own room but there was like nine other people, from all over the world that I lived with. So, it's kind of cool to meet everyone else from all around the world.

Girl 3: The best part was probably that I was able to live with people from other countries.

Presenter: One of the options students have is to stay with a hostfamily. This is something we strongly recommend specifically for students who are practicing a language. Anyone can choose to stay with a hostfamily, language aside. For example, when I went to Spain as a Junior in my undergrad, I stayed with a family for six months. They didn't speak any English, and I was practicing my Spanish. This is what we call "emersion". And this was a tremendous experience which really helped cement my language skills. There are other options as well. When students go on a Faculty Program sometimes they are staying at the University, for two or three weeks. Other times they are travelling and staying at different hotels or hostels depending on the structure of the program. Regardless where your students decide to stay, whether it be with a family or in a dorm, partners will likely provide a sheet where they can fill out different requirements. Is your student a non-smoker? Are they a night owl? or an early bird? Based on these different questions they will be able to place your student with a roommate, if that's what they would like, or with a family and whatever suits their purposes. The important thing to know is that wherever your student decides to live it will be a valuable part of their studying abroad experience.

Rationale

Language is how people communicate and give sense to life. Therefore, the main goal in second language classrooms is acquiring a new language in order to communicate. (JOHNSON, 1995.p3). With this perception, *Guiding Independent English Language Learners* was developed under the perspective of Communicative Teaching Approach.

Communicative Teaching sees the language not only as a structure (grammar and vocabulary), but as a socialization instrument and a way to create meaning in communication. It gives to students the opportunity to be creative and make their own choices while using the language, since it values the students' prior knowledge and experiences. (MATOS and VALERIO, 2010).

According to Kumaravadivelu (2003) since language teaching and learning needs, wants, and situations are dynamic and unpredictable, there is no idealized method which could provide specific suggestions to teachers in their daily professional lives. For that reason, *Guiding Independent English Language Learners* brings activities based on various methods and approaches of English Teaching discussed along Curso de Especialização em Ensino de Inglês - CEI. The teacher is invited to use the material always bearing in mind that each classroom presents a different reality. Students have singular experiences and needs that should be observed and fostered by the teacher in order to offer meaningful and effective learning.

The language produced when people interact daily is known as discourse. In this material, authentic texts were chosen to prepare the student to deal with real communication situations. Written and oral texts offer students diverse perceptions and points of view of the themes Adolescence and Traveling Abroad. They are presented within contexts of communication. It's known that an effective interaction and comprehension can only occur when the discourse is shared among the users. Consequently, the consciousness of who the authors are, when and where the texts were written/ spoken and what their main purpose is, is extremely necessary to comprehend the discourse embedded in them. Before reading the internet articles and lists or listening to the videos or to a song, students will find information that contextualize and offer clues to comprehend the influence in these discourses. This awareness helps language learners to think more critically and use the language more effectively.

Guiding Independent English Language Learners , agrees with up to date linguists and see that discourse and social practices are more important and useful to be taught than the conventional studies of language which take grammar structures and formulaic sentences disconnected and distant from what is really used in interactional discourses. (Celce-Murcia and Olshtain, 2000)

The communicative activities developed for this work will require students to use language as an instrument for social interaction (example: discussion and role-play proposed in Unit 2) and also to use the repertoire learned along the unit to communicate meaning in discussions (example: Debate unit 1).

When learning a new language, it is necessary to change and readjust “our native language strategies to fit the new language and culture” (Celce-Murcia and Olshtain, 2000:3). Teachers who opted to teach language for communication, as proposed in this material, might combine the skills of writing, speaking, reading and listening with social strategies to use language in real situations.

Gass and Selinker (1994) apud Celce-Murcia and Olshtain (2000) alert that

“... one must learn more than just the pronunciation, the lexical items, the appropriate word order... one must also learn the appropriate way to use those words and sentences in the second language.” (Gass and Selinker, 1994: 182 apud Celce-Murcia and Olshtain, 2000: 2)

Rex, Brown, Desndaedt, et all (2005:114) “posit that language study is more usefully thought of as a process inseparable from human social practices through which people create their own “grammars” to operate successfully in the world.”

Although grammar-based methods have been largely criticized, teach the language in a conscious view, making students aware to the knowledge of some “rules” could enable them to ‘polish up’ what has already been acquired. (Krashen,1982 *apud* McLaughin 1987:24). Thus, it could help them noticing some structures they may already use but have not realized yet. It can also serve as basis for their writing and reading processes development.

Richards and Renandya (2002) talk about two good reasons for teaching grammar: Comprehensibility and Acceptability. According to the authors, without certain structures it is difficult to make comprehensible sentences. Basic verb forms, interrogative and negative structures, main tenses and modal auxiliaries are examples of

some important structures to be taught, so, the speaker can be comprehended by others (p.151). The authors also mention the fact that serious deviance from native-speakers norms can cause prejudice against the speaker (p.152). Besides the prejudice aspect, a good level of grammatical correctness is usually required for some employers, examiners, authorities, etc. So, we considered that it is important that language learners be exposed to correct grammar and learn its structures and rules to be comprehended and have good acceptability among the other language users.

Considering the importance of guiding students to become independent learners, the section **#Working with the Language** in both units ends with charts with some challenging questions. They were written with the intention to have students reflect upon their own process of learning that specific grammar topic. Following these charts, the section contains a review of the grammar rules.

Learners want and need to understand language in order to communicate. “Understanding language means understanding the process of discourse through which people constantly figure out what to say, how to say things, and how to understand what others say, in the process of interacting with others.”(Johnstone, 2002: 235, apud Rex, Brown, Desntaedt, et all, 2005:113). A teacher who understands that the classroom is a place where language is used as a medium of constructing and reconstructing knowledge and identities (Rex, Brown, Desntaedt, et all, 2005) will foster this environment in his/her classes helping students develop their own “voices” while using the language. Along the unit students will be invited to express their opinions about certain topics, images, statements and quotes.

According to Nation and Newton (2009:1) while teaching language is important to offer students a balance between these four strands:

- 1- “Learning through meaning-focused input; that is, learning through listening and reading where the learner’s attention is on the ideas and messages conveyed by the language.” (p.1)

To produce language lots of input is necessary. The reading and listening sections from this material aim to offer meaningful and comprehensible input to students.

- 2- “Learning through meaning-focused output; that is, learning through speaking and writing where the learner’s attention is on conveying ideas and messages to another person”. (p.1 idem)

Along the two units, students will have the chance to share their thoughts and opinion about various topics in groups or pair discussions. They can agree/ disagree during the debate in unit 1, and convey messages while writing both: a quote about adolescence and a list including reasons or tips to someone that is going to travel abroad.

- 3- “Learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and explanation, through attention to sounds and spelling of the language, through attention to discourse features, and through the deliberate learning and practice of language learning and language use strategies” (p.1 idem)

Various charts are included in both units in order to support students in their learning process. They focus on discourse features, grammar rules, and teaching of many strategies for listening and writing. The charts intend to help and guide students to become independent learners.

- 4- “Developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing; that is, becoming fluent with what is already known.”

The goal of this material is that in the end of each unit students are able to use the vocabulary and grammar structure taught producing fluent language in written and oral form.

But, how to assess students’ learning? This was a great concern during the production of this material, since assessment is a significant part of the teaching and learning processes. First of all, it is necessary to make the important distinction between *assessment of learning* and *assessment for learning*.

According to Clarke, Owens and Sutton (2006:6) the *assessment of learning* is “the administration of tests and the collecting of marks. In this type of assessment, the feedback is almost entirely used by the teacher and has little to do with communicating

with student.” That is, assessing students’ learning only through tests and marks at the end of the unit or semester, for example, would offer little or no feedback to students along the process of learning.

While *assessing for learning*, the teacher collects notes and information on a daily basis on students’ improvement and struggles while learning the language. In this process “the teacher uses the feedback and information gathered from student performance to adapt the teaching program to better meet the students’ needs.”(Clarke, Owens and Sutton, 2006:6) This way, specific and direct feedback can be given to each student along the process, not only at the end. These comments and information help not only students, but also the teacher adjusting the material, activities or even the teaching structure in order to offer more effective learning moments to the class.

The two units offer many moments of evaluation. Formative assessment and assessment for learning have a major part in this work. Rubrics for ongoing observations give the teachers tools to give direct feedback to students. A final summative assessment was suggested in teacher guides. At the end of the units, students are invited to reflect upon their own learning through the test. Self-assessment tables also help students to clearly visualize their improvement and the areas they still need to work on. It is expected that assessing for learning guides the teacher while adjusting the material and his/her teaching strategies along the course, as well as help students to become more independent while understanding their own learning development.

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