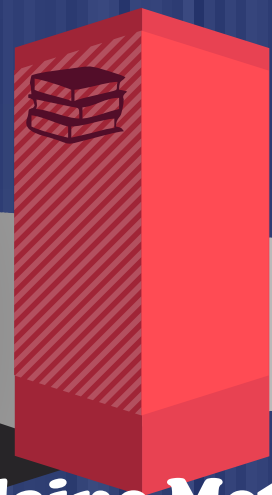
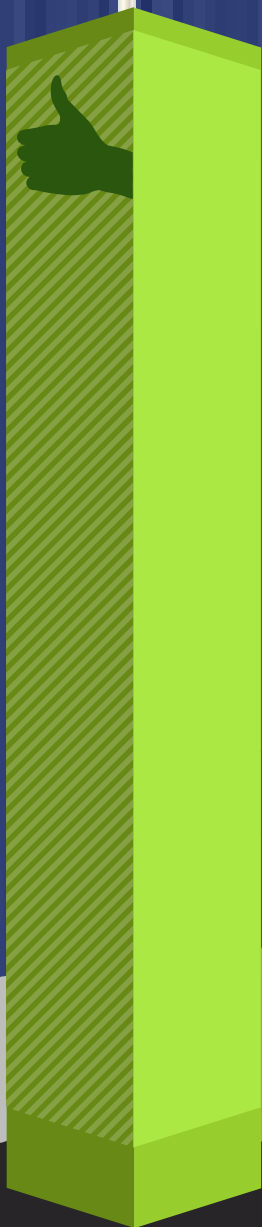


READY SET LEARN

Vol.3

 **GOAL**



Elaine Metzker

How you are smart

MULTIPLE INTELLIGENCES

Opening Unit 1

**“Action is the real measure of intelligence.”
Napoleon Hill**



TASK 1

IQ – intelligence quotient is a score derived from one of several standardized tests designed to assess intelligence.

1) In your opinion, what is intelligence?

2) Is it possible to measure intelligence? If so, through which methods?

3) Do you know what multiple intelligences are? If not, can you guess?

TASK 1

1) Read the texts below:

What's intelligence?

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly... etc. Earlier it was believed that there was one underlying general factor at the intelligence base, but later psychologists maintained that it is more complicated and could not be determined by such a simplistic method. Other definitions are: "Intelligence is what you do when you don't know what to do." "Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behavior." <http://www.brainmetrix.com/intelligence-definition/>

The multiple intelligences



When you hear the word intelligence, the concept of IQ testing may immediately come to mind. Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured and a capacity that is difficult to change. In recent years, however, other views of intelligence have emerged. One such conception is the theory of multiple intelligences proposed by Harvard psychologist Howard Gardner.

This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, where he suggested that all people have different kinds of "intelligences." Gardner proposed that there are eight intelligences, and has suggested the possible addition of a ninth known as "existentialist intelligence".

In order to capture the full range of abilities and talents that people possess, Gardner suggests that people do not have just an intellectual capacity, but have many different intelligences including musical, interpersonal, spatial-visual and linguistic intelligences.

While a person might be particularly strong in a specific area, such as musical intelligence, they most likely possess a range of abilities. For example, an individual might be strong in verbal, musical and naturalistic intelligence.

Gardner's theory has come under criticism from both psychologists and educators. These critics argue that Gardner's definition of intelligence is too broad, and that his eight different "intelligences" simply represent talents, personality traits and abilities. Gardner's theory also suffers from a lack of supporting empirical research.

Despite this, the theory of multiple intelligences enjoys considerable popularity with educators. Many teachers utilize multiple intelligences in their teaching philosophy and work to integrate Gardner's theory into the classroom.

Learn more about the multiple intelligences can help you better understand your own strengths.

<http://psychology.about.com/od/educationalpsychology/ss/multiple-intell.htm>

TASK 2

- 1) Were your guesses correct about intelligence and multiple intelligences?
- 2) Is there any interesting findings about the texts? Underline the most interesting parts of it.

VOCABULARY

TASK 1

1) Match the intelligence to their abilities description:

- 1- Verbal-linguistic intelligence 2- Logical-mathematical intelligence 3- Spatial-visual intelligence
4- Bodily-kinesthetic intelligence 5- Musical intelligences 6- Interpersonal intelligence
7- Intrapersonal 8- Naturalist intelligence

- ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns
- ability to control one's body movements and to handle objects skillfully
- ability to produce and appreciate rhythm, pitch and timber
- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes
- capacity to detect and respond appropriately to the moods, motivations and desires of others
- capacity to think in images and pictures, to visualize accurately and abstractly
- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words
- ability to recognize and categorize plants, animals and other objects in nature

2- Match the possible professions to their strongest smartness.

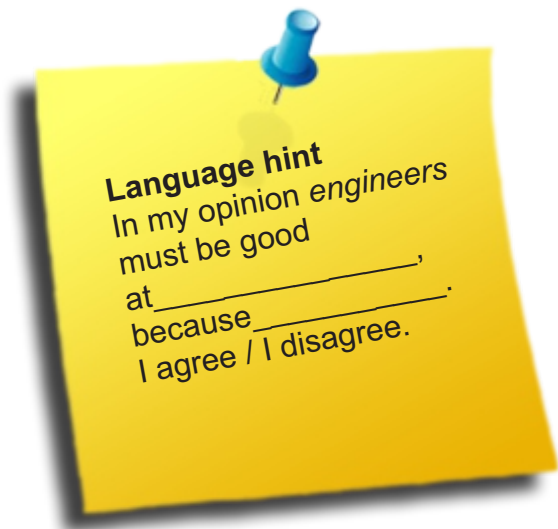


Did you know?
Smartypants means
clever/intelligent.

Get your SMARTs on !!

1-Word smart	() <i>Psychologist – Philosopher – Counselor -Sales person -Politician</i>
2-Body smart	() <i>Biologist -Conservationist – Gardener -Farmer</i>
3-Number smart	() <i>Writer – Journalist – Lawyer - Teacher</i>
4-Picture smart	() <i>Musician –Composer – Singer - Music Teacher - Conductor</i>
5-People smart	() <i>Dancer –Builder –Sculptor - Actor</i>
6-Music smart	() <i>Philosopher –Writer –Theorist - Scientist</i>
7-Nature smart	() <i>Scientist –Mathematician -Computer programmer –Engineer - Accountant</i>
8-Self smart	() <i>Architect –Artist – Engineer</i>

Talk to your classmate about the abilities the professions above require.



TASK 1

1) According to the text, check **T** for *true* and **F** for *false*:

- a) T / F Intelligence can be measured accurately.
- b) T / F The theory of multiple intelligences has a broader view than IQ.
- c) T / F Gardner's theory expands the definition of intelligence.
- d) T / F People don't have different learning styles.

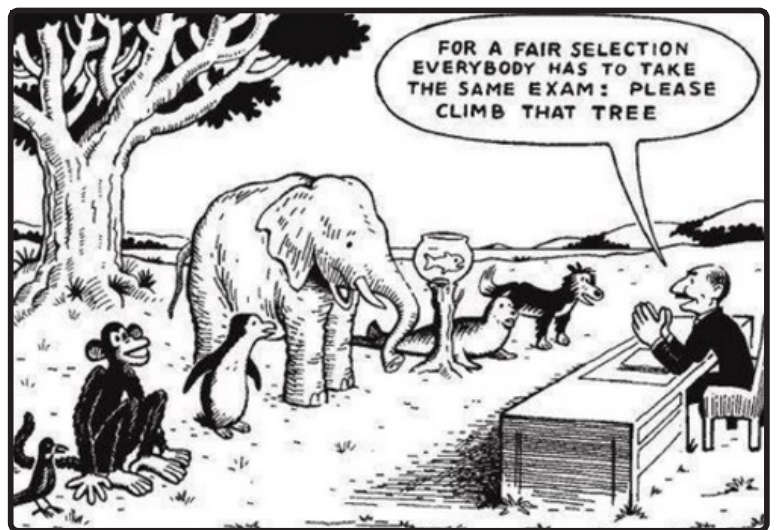
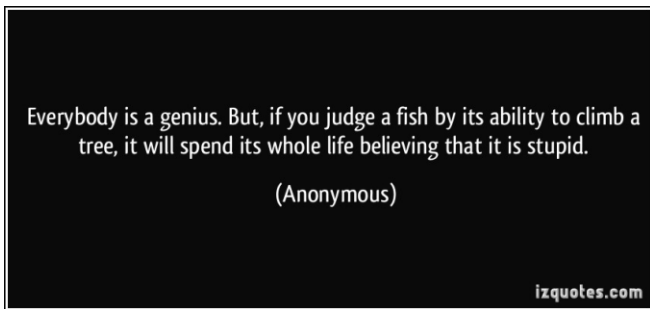
a) Do you agree with Gardner's theory? Explain

b) How can his findings be helpful for your own learning process?

c) Would you add any other intelligence to his list? If so, which one(s)?

TASK 2

Take a look at the pictures below:



http://mrsponsorpants.typepad.com/mr_sponsorpants/alcoholic-thinking/page/2/

1) Do you think the selection in picture **a** is fair? If so, why or why not.

2) Do Einstein and Gardener share the same idea? Use a sentence from the text to support your answer.

3) In pairs compare your answers with a classmate

Conversation

Language hint
What are you good at?
I'm good at _____

TASK 1

1) In pairs, make a list of things about you and your classmate.

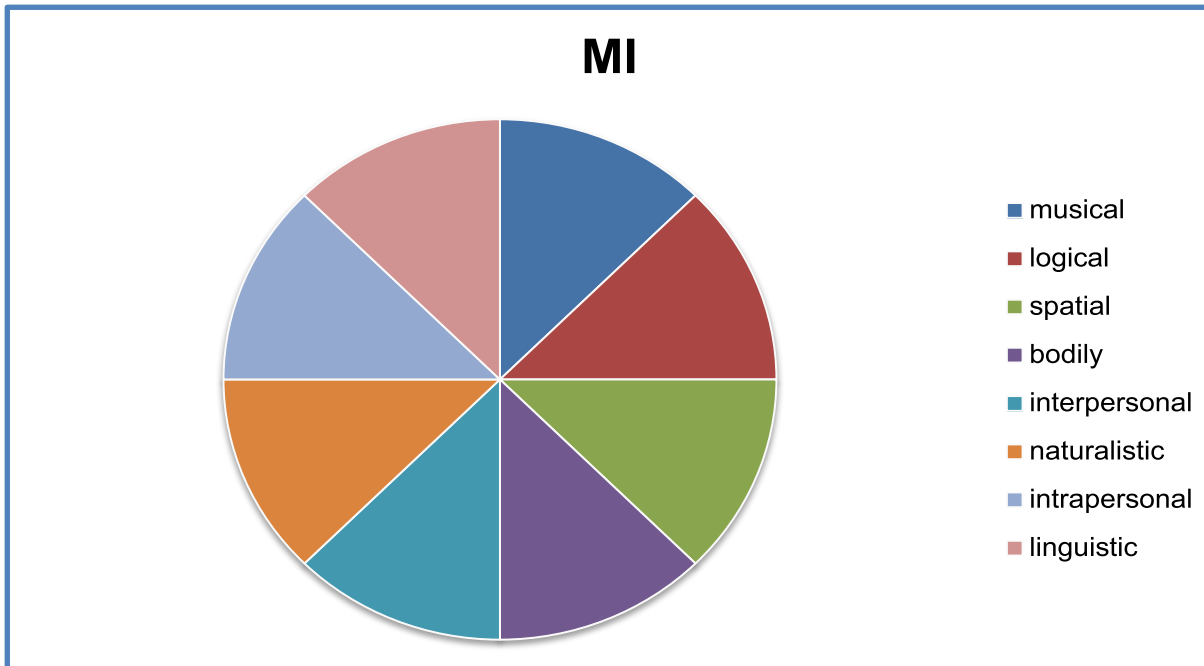
Things my classmate is good at:

Things I'm good at:

Let's do a **QUIZ** and find out the area in which you are strongest.

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/index.htm

Now, produce your own pizza graphic coloring de spaces according to the result of the QUIZ.



- Did you identify yourself in the result?
- How can this finding be helpful to your own learning process?
- Do you feel more confident about your abilities? If so, in which ways?

- Compare your graphic to your classmate's. Are there any similarities? Do you think he/she would be a good partner to work with? Why?
- Go around the classroom and check which type of intelligence is the most common among your classmates?
- Report your findings to the class.

**Are there any special skills you consider important to any career?
If so, which one(s) and why.**

TASK 1

1) Let's watch a video about Basic Skills career and answer the questions below.



<http://www.careeronestop.org/Videos/SkillandAbilityVideos/skill-and-ability-videos.aspx>

(basic skills)

1) What are the professions mentioned:

- a) () barman, baker, teachers, boat captain
- b) () boat captain, baker, mathematicians, accountants
- c) () auditors, editors, drivers, waiters

2) The three R's stand for:

- a) () reading, rate, writing
- b) () rapid, reliable, arithmetic
- c) () reading, writing, arithmetic

3) The basics skills mentioned are:

- a) () reading, writing, speaking, listening, arithmetic
- b) () reading, arithmetic, speaking, listening,
- c) () writing, speaking, mathematics, reading

4) For any profession you choose, it's important to be good at all basic skills.

- a) () True
- b) () False
- c) () not mentioned

MODAL	FUNCTION
Can	present ability permission occasional possibility
Could	past ability past permission making suggestions future possibility
Might	future possibility present possibility
May	permission possibility
Must	obligation deduction
Should	advice expectation

Read the following sentences from the texts and do the activities below:

- Earlier it was believed that there was one underlying general factor at the intelligence base, but later psychologists maintained that it is more complicated and **could** not be determined by such a simplistic method.
- (...) an individual **might** be strong in verbal, musical and naturalistic intelligence.
- (...) a waiter or a waitress **must** be able to total a check.
- Intelligence is often defined as our intellectual potential; something we are born with, something that **can** be measured and a capacity that is difficult to change.

The modal verbs in bold are followed by verbs *with to/ without to*.

TASK 1

1) According to the sentences above:

a) *Could* and *can*, mean:

- () possibility
- () obligation
- () ability

b) *might* means:

- () obligation
- () possibility
- () ability

c) *must* means:

- () ability
- () possibility
- () obligation

The modal verbs include *can, could, must, may, might, will, would, should*.

They are used with other verbs to express _____ , _____ , _____ .

2) Complete the sentences about the professions using modals from the box:

- a) A lawyer _____ be good at debating or giving persuasive speeches.
- b) An engineer _____ have an excellent problem-solving skills.
- c) Whoever is body smart _____ be a good dancer, sculptor, builder and actor.
- d) If your strongest intelligence is interpersonal, you _____ become a psychologist. If you are good at analyzing your strengths and weaknesses, you _____ have intrapersonal intelligence.

TASK 2

1) Now check it out the comic strip:



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Rewrite the comic as a dialogue, substituting the modals for another ones, use the box above to help you.

Did you notice any change in meaning? If so, why do you think it happens?

Act out to the class your new dialogue.

Pronunciation

Rhyming sounds

1) Circle the two words that rhyme with the modal verb

- a) **Might** bite straight white wait
- b) **Could** cold ruled wood stood
- c) **Can** van pen pan men
- d) **May** gay rate hat flat
- e) **Would** look book fruit shoe
- f) **Must** bus took but who

Role-Play

Situation in pairs

Student A – You are looking for a person to work in your company. Imagine the possible requirements for the position and interview your candidate, give him/her a feedback on hiring or not and the reason why.

Student B – You are going to be interviewed in a company where they are looking for a skilled person. Convince the interviewer that you are the best one.

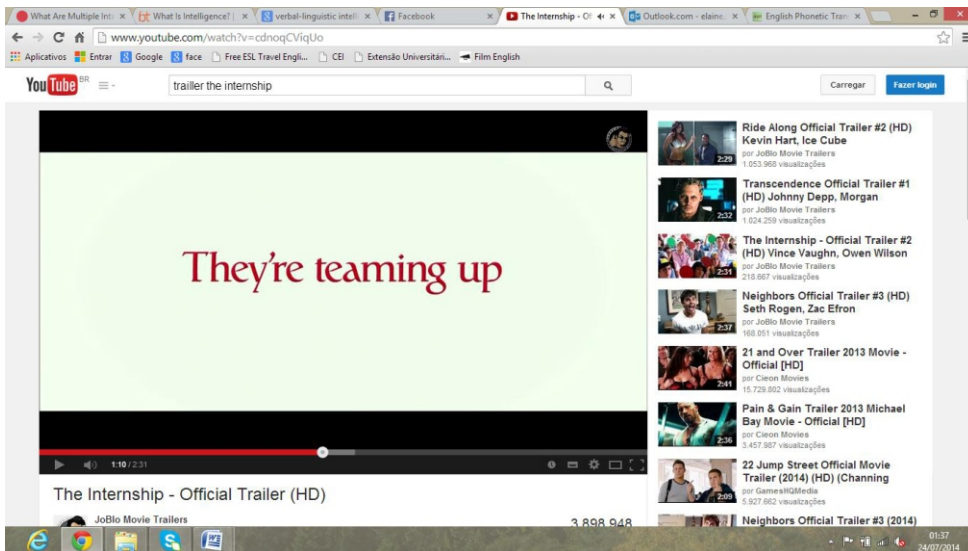
Make it simple

INTERVIEW

Greeting

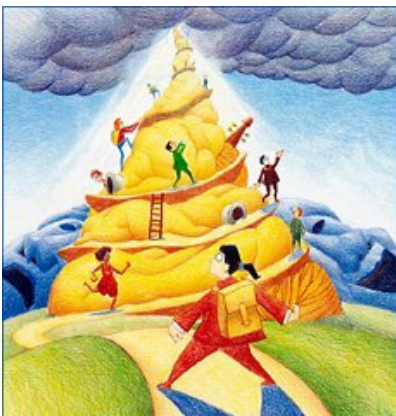
1. Tell me a little about yourself.
2. What are your strengths?
3. What are your weaknesses?
4. What are your short term goals?
5. What are your long term goals?
6. What do you want to be doing five years from now?
7. If you could change one thing about your personality, what would it be...
8. What does success mean to you?
9. What does failure mean to you?
10. Are you an organized person?
11. In what ways are you organized and disorganized?
12. Do you manage your time well?
13. How do you handle change?
14. How do you make important decisions?
15. Do you work well under pressure?
16. Education
17. Work experience
18. Why should I give you this position?
19. goodbye

Let's watch the trailer of the movie: The internship and check it out how people usually organize their work groups.



http://www.youtube.com/results?search_query=trailer+the+internship

Is it important to combine different intelligences in order to have a good production?



How about creating notes about yourself, describing all of your abilities and disponibility to help your classmates on their needs and also future group projects.

<http://brainconnection.brainhq.com/wp-content/uploads/2000/05/multiple-intelligence.jpg>

Padlet is a virtual wall where you are going to post your notes to your classmates and also to check their notes and organize further groups.

We use notes to advertise, communicate, leave messages and reminders.

How to make good notes

- ✓ Make your notes short
- ✓ Think about using a graphic organizer
- ✓ Make sure your notes are legible
- ✓ Use your own words
- ✓ Write your name, phone number and e-mail address

<http://esl.fis.edu/learners/advice/notes.htm>

- ✓ Write your drafting in the box for peer correction before posting.



Further reading

(<http://bestcareematch.com/multiple-inteligenes-descriptions>)

TEACHER'S GUIDE

Level: Intermediate 3rd grade (High School)
Age: 16 up

Lesson plan:

OPENING

Objectives: Introduce the topic of the unit through the image and questions. Raise awareness of abilities that intelligent people have according to their concepts of intelligence.

Linguistic aim

What can you/he/she do? / Can you/he/she _____?
I/he/she can _____ / I/he/she can't _____

You can ask students give their opinion about Napoleon's quote at the end of the page.

TASK 1 – open task
(pre reading section)

➤ NOTES

- It's a good opportunity for students to share opinion about the topic.
- Raise ideas of what multiple intelligences might be.
- When discussing about the different abilities, bear in mind each ones particularity, different learning styles and so on.
- Prepare students for further vocabulary they are going to see in the reading section related to the intelligences: *mathematical, spatial, naturalistic, musical, bodily, intrapersonal, interpersonal, verbal*.

READING

Objectives: Provide students with information about the theme and promote collaborative work. In this section students will have subsections where they can consolidate knowledge and reflect about their own way of learning as well as their weakness and strengths.

NOTES

Encourage students to make guesses about the subject and underline the parts they found more interesting.

After reading have a brief talk about their previous guesses and the text itself.

✓ **Vocabulary**

This section is provided with new words, where they can learn how to classify their own and other's intelligence.

TASK 1 – Suggested procedures:

- 1) First, have students doing on their own and after they can compare their answers in pairs, working cooperatively and sharing opinions.

Answer key:

- ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns **2**
- ability to control one's body movements and to handle objects skillfully **4**
- ability to produce and appreciate rhythm, pitch and timber **5**
- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes **7**
- capacity to detect and respond appropriately to the moods, motivations and desires of others **6**
- capacity to think in images and pictures, to visualize accurately and abstractly **3**
- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words **1**
- ability to recognize and categorize plants, animals and other objects in nature **8**

- 1) Have students work in pairs and talk about the necessary abilities for each profession. They can use:

- In my opinion engineers must be good at _____, because _____.
- I agree / I disagree

Answer key:

- 1) 5
- 2) 7
- 3) 1
- 4) 6
- 5) 2
- 6) 8
- 7) 3
- 8) 4

Reading Comprehension

- TASK 1 –** 1) a) F
 b) T
 c) T
 d) F

- 2) Give students a few minutes to answer questions **a**, **b** and **c** and report back to the class.

TASK 2 - Explore picture **A**, ask what they could understand from it and check if they can give another example from their own life, that expresses the same idea as well as Einstein's quote. It's a good opportunity to call their attention on how selection is made most of the times.

2) He suggested that all people have different kinds of "intelligences."

Conversation

Objectives: Students communicate using the language provided.

TASK 1 - Have students get in pairs to practice the conversation using the language hint box and comparing to their own. You can walk around the classroom checking performance and pronunciation. Try not to interrupt them, unless is very necessary. They must feel confident about this language in this activity, since they have already talked a lot about abilities.

Ask them to report their findings to the class before going to the lab.

TASK 2 - Task 1 works as a pre task 2, after they talk and report their findings, they are going to do a quiz online where they can check if their likes and dislikes reflects on what they do best. If the school doesn't have a lab equipped with computers and internet, you can also print the quiz from the internet and do the activity in the classroom.

NOTES

After they finish the test, encourage them to produce the pizza graphic, so they visualize better their results and compare to their classmates.

LISTENING

Objectives: Offer opportunities for the development of listening skills. As a pre listening activity talk to them about the question: Are there any special skills you consider important to any career? If so, which one(s) and why.

SCRIPT

Whether you work at a desk for the government or out in the repairing power lines, certain basic skills are key to success on the job. Reading is needed to find and understand the written information that's all around us... on containers, highway signs, manuals, graphs and schedules. Writing is basic skill, you need too. Even if you are a boat captain, you have to keep written logs of your travels. You **might** look for a career that allows you to communicate ideas and information in writing, such as becoming an author or public relations specialist. Then there is arithmetic and mathematics. You don't leave that skill behind when you leave school. Highly skilled mathematicians **might** become accountants and auditors, helping companies keep track of their money. But bakers need math skills too, to measure ingredients correctly. Film and video editors need to add times to create a program. And, of course, a waiter or a waitress **must** be able to total a check. Educators sometimes call them the three R's... Reading, Writing, and Arithmetic. They don't all start with R's but they how they sound. And that brings up two more basic skills...listening and speaking. >> specifically, you said emerging market?

>>man: correct!

>> Good idea!

>>narrator: If you can listen carefully and speak well, you can make a good impression that can take you a long way.

<http://www.careeronestop.org/Videos/SkillandAbilityVideos/skill-and-ability-videos.aspx> (basic skills)

TASK 1 - Answer key

- 1) B
- 2) C
- 3) A
- 4) A

GRAMMAR

Objectives: Provide students with an opportunity to practice talking about possibility and obligation, through some statements from the text and from the listening.

Linguistic aim:

- Expressing possibility:
...psychologists maintained that it is more complicated and *could* not be determined by such a simplistic method.
- Expressing obligation:
(...) a waiter *must* be able to total a check.

The modal verbs in bold are followed by verbs with ***to/without to***

NOTES

You might ask students to work in pair so as to provide them with more opportunities for interaction. While they do the task, walk around the classroom and help them whenever necessary.

TASK 1 – Answer key:

- 1) a) Possibility
- b) Possibility
- c) Obligation

The modal verbs *can, could, must, should* are used with other verbs to express possibility, obligation and advice.

- 2) a) must
- b) must
- c) can/might/could
- d) might/could
- e) can/may

TASK 2 - Explore the genre comic strip with the students. Ask them about the characters and what they have understood from it.

Help them while they are substituting and draw special attention to the implication in the change of meaning. Ask them to act out the dialogue to their classmates

Extra practice

You can set another comic strip to be done using the modals as a homework or a pair work to be done in class. Make sure their work will be displayed on the walls.

NOTES

As a suggested procedure you can take the students to the lab for some extra practice of the modals using the website

<http://www.tinyteflteacher.co.uk/learning-english/grammar/modal-verbs-overview.html>

23

PRONUNCIATION

Objectives: In this section, students can notice and practice some rhyming sounds associated to the modals previously studied.

Answer key:

- a) bite / white
- b) wood / stood
- c) van / pan
- d) gay / rate
- e) look / book
- f) bus / but

Extra practice

Take students to the lab for extra listening and practicing the formation of the sounds in order to improve their pronunciation.

[Webs.ons.com/phonetics/indexa.html](https://www.ons.com/phonetics/indexa.html) // <http://dictionary.cambridge.org/>

COMMUNICATION

Objective: Promote interaction and bring to students a real life situation which they might face it soon even in their mother tongue.

NOTES

- To have a warm-up before their performance, if possible, show students some videos about job interviews over tube and talk to them about it, on how to behave, what to wear, some etiquette, level of formality and so on.
- Ask students about which job positions they would like to apply to.
Use the list as a brainstorm ideas and help them with any vocabulary needed. You can also bring some dictionaries to class, depending on the size of your class.
- Give them some time to prepare and set about 5min. to performe it. This is a more free conversation practice, where they will use the language used through the whole unit.
- You can also go over the board and write two columns: DOs and DON'Ts and ilicite from students some tips.

Suggested videos for support:

https://www.youtube.com/watch?v=U-pAqX_PBxY

<https://www.youtube.com/watch?v=xEbNGvE9COw>

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

Objective: Develop their writing skills and encourage them to work in groups being more confident about themselves and feeling that their abilities are important and can be used somehow, all they need to do is draw special attention to them and to others around.

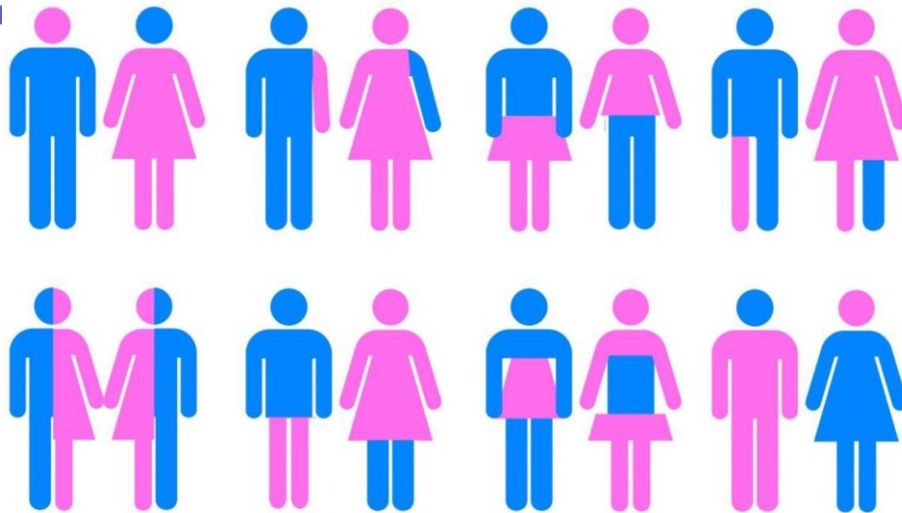
NOTES

- As discussed during the whole unit, the importance of all kinds of intelligences and that all of them are important, some more suitable in certain aspects, but not more important than others.
- This scene is an example of how good a team/group can be by combining everyone's special talent.
- Discuss the question with them: *Is it important to combine different intelligences in order to have a good production?*

Suggested procedure:

- Explore the picture of people working together with a purpose.
- Explain the genre *NOTE*, mentioning the purpose and format.
- Encourage them to write about themselves in a creative and eye-catching way. Make sure they first do drafts and only after having them corrected they must post it. This way they will have the opportunity to rewrite it.
- Create a page on the PADLET to carry out this activity and present them how to post their notes.
- Through this page, they can read ones posts and organize further group work according to what want and need.

OPENING



<http://www.bing.com/>

In pairs talk about the following questions:

WHY ARE THEY IN BLUE AND PINK?
IN YOUR OPINION WHAT DEFINES SEX?

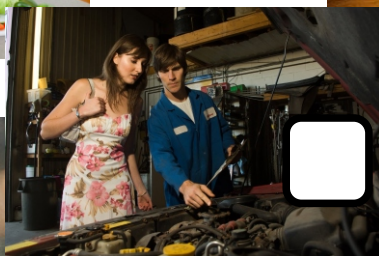
WHAT DO THESE PICTURES REPRESENT?

Genitals Chromosomes A sense of being a man or a woman

VOCABULARY

ARE GENDER ROLES FIXED? WHO MOSTLY PERFORM THE FOLLOWING TASKS IN YOUR CULTURE AND IN YOUR HOUSE?

MATCH THEM TO THE PICTURES: (a) Childbearing (b) Wearing trousers (c) Preparing meals (d) Going out to work (e) Cleaning the toilet (f) Car maintenance (g) Fighting (h) Getting drunk with mates



Task 1

1) Let's watch a quick video and think about it:



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

- 1) Discuss the questions below in groups and share your points of view with the class.
- Can you see considerable changing in this gender roles comparing to your grandparents and your parents? (**trabalhar um pouco de simple past aqui**) and **used to**
 - Is there any significant change that you agree or disagree with? Explain.

Task 2

1) Take a look at the news headings below:

a) What do you think they are about? where were they taken from?

Match the first column to their meaning:

- | | |
|-----------------|---------------------------------|
| A – up in arms | () provoke |
| B – pull out | () a piece of gossip |
| C - tantalize | () to be in a very angry state |
| D – follow suit | () to move away |
| E – tidbit | () do the same |

1) Now use the words from the first column to fill in the blanks:

- a) Some countries encourage others to _____ with their laws about same sex marriage.
- b) The police had to _____ some protestors from the gay parade
- c) Such controversial issues _____ the world's citizens.
- d) Did you hear the _____ from Tina?
- e) My father was _____ when he found out my sister became pregnant before she got married.

2) Now, put the title to the first paragraph of the corresponding news



Facebook to Ask Users to Specify Gender

Jun 27, 2008 3:15 PM CDT



Coming Soon: Female Lego Scientists

Jun 5, 2014 4:32 PM CDT



World's 2nd Pregnant Man 'Blissfully Happy'

Jan 27, 2010 6:17 AM CST



Christian School Warns Girl, 8: You're Too Boyish

Mar 26, 2014 9:34 AM CDT



WHY DO WE CARE SO MUCH?

Shiloh 'Wants to Be a Boy,' Tabs Shocked

Jun 29, 2010 8:34 AM CDT

<http://www.newser.com/tag/9519/2/gender-roles.html>

(NEWSER) – First the media got all up in arms about Shiloh Jolie-Pitt's insistence on dressing like a boy; now Angelina Jolie has revealed she actually “wants to be a boy”—and hysteria is at a fever pitch. (Here's one example of many “Shiloh Wants to Be a Boy!” headlines.) “Of all the things that the reliably provocative Jolie could have said in her Vanity Fair interview, why would that have been the tidbit that tantalized the tabs so?” wonders Mary Elizabeth Williams.

(NEWSER) – An 8-year-old girl's grandparents received a warning letter from her western Virginia school: Sunnie Kahle, the letter suggested, isn't feminine enough—and risked getting kicked out of the institution. “We believe that unless Sunnie as well as her family clearly understand that God has made her female and her dress and behavior need to follow suit with her God-ordained identity, that (Timberlake Christian School) is not the best place for her,” the letter said. Kahle's grandparents, Doris and Carroll Thompson, didn't wait for the school to take action; they pulled her out of TCS themselves, ABC 13 reports.

(NEWSER) – When Scott Moore gives birth to a baby boy next month, he'll become the world's second man to do so. Moore, 30, was born a girl named Jessica, and met his husband Thomas (born Laura) in a support group for transgendered men. “We want to show the world that trans-families can be healthy, loving, and nurturing,” Thomas told the Daily Telegraph.

(NEWSER) – Lego has apparently heard the criticism that its plastic universe is mostly a boys' club, and things will change this summer. A new line of figurines due out in August will feature a female chemist, paleontologist, and astronomer, reports Time. The set was suggested by a female geochemist in Sweden as part of the Lego Ideas platform in which regular folks get to suggest ideas that get put up for a vote. One thing the Guardian likes: The coming set looks "notably devoid of pink." It's about time, writes Abby Phillip at the Washington Post.

(NEWSER) – Facebook announced a seemingly minor change today: Users will soon be prompted to specify a gender for their "mini-feed" updates. The site has been using the awkward "themselves" to avoid gender specificity, but Facebook managers say that doesn't work so well when the site is translated into languages that ingrain gender into grammar, CNET reports.

PATTERNS TO NOTICE

-ish

· Word Origin

1. a suffix used to form adjectives from nouns, with the sense of "belonging to" (*British; Danish; English; Spanish*); "after the manner of," "having the characteristics of," "like" (*babyish; girlish; mulish*); "addicted to," "inclined or tending to" (*bookish; freakish*); "near or about" (*fiftyish; sevenish*).

2. a suffix used to form adjectives from other adjectives, with the sense of "somewhat," "rather" (*oldish; reddish; sweetish*).

<http://dictionary.reference.com/browse/-ish>

1) Write five sentences using the words from the box above or other words with the suffix *-ish*.

READING COMPREHENSION

TASK 1

1) Check **T** true or **F** false according to the texts above:

- a) () Timberland Christian School wanted the girl to leave the school.
- b) () Moore was born a girl and became a pregnant man.
- c) () Lego has decided on creating some girl toys because of the sells drop.
- d) () Facebook updated the 'mini-feed' because some users felt discriminated.

TASK 2

a) Are the texts biased against either man or woman. Explain.

b) In which aspects do you consider important the gender roles for the organization of the society?

TASK 3

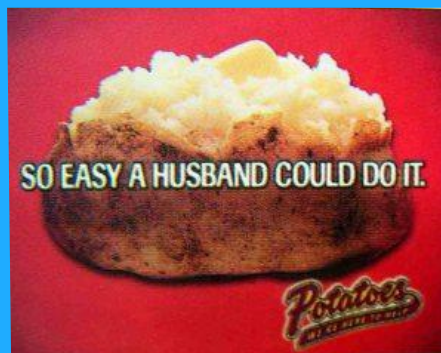
As you can see, nowadays there is a focus on equal rights. Do you believe that being equal means being fair?

1) According to the picture below, is it possible to say that man and woman can take the same positions in jobs such as in the society. Why or how?



<http://www.anonymousartofrevolution.com/>

CHECK IT OUT



<http://melodysnook.files.wordpress.com/>

- * What kind of text are they?
- * Are there any particular points that you found either particularly true or particularly unfair?
- * Are such generalizations about men and women meaningful, or is this just sexual stereotyping?

LISTENING

TASK 1

- 1) In your house, how do people share the house chores? Is it a common behavior compared to the other people you know?
- 2) What would you like to be changed?

TASK 2

- 1) Complete the chart below with information from your country and compare to Kadi's information.

<http://www.englishwithjo.com/wp-content/uploads/2012/08/gender-roles.mp3>
(audio) listening

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	Brazil (<i>open answers</i>)		Estonia	
	yes	no	yes	no
Women are becoming more masculine				
Men bring the bread to the house				
Men and women share the house chores				
Women take care of the babies				
Kids can start school at age of 3 months old				
Nannies have to cook and clean				

TASK 3

You are going to watch to a clip "If I were a boy" (Beyoncé) , which was written by BC Jean e Toby Gad. BC Jean was inspired by the ending of a relationship to write the song.

- 1) How do you think she was feeling to give this title to the song. Are there advantages of being a boy in our society?
- 2) Listen to the song and underline five things she would do if she could.

Discuss in pairs:

- 1) Do you think she admires her boyfriend? Why?
- 2) Was he a good guy or not? Which part of the song supports your answer?
- 1) Have you ever wanted to be someone else in any situation?

If I were a boy
Even just for a day
I'd roll out of bed in the morning
And throw on what I wanted and go

Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
'Cause they'd stick up for me

[Chorus]
If I were a boy
I think I could understand
How it feels to love a girl
I swear I'd be a better man
I'd listen to her
'Cause I know how it hurts
When you lose the one you wanted
'Cause he's taken you for granted
And everything you had got destroyed

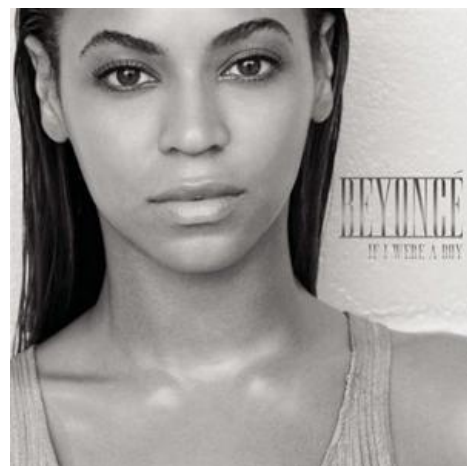
If I were a boy
I would turn off my phone
Tell everyone it's broken
So they'd think that I was sleeping alone

I'd put myself first
And make the rules as I go
'Cause I know that she'd be faithful
Waiting for me to come home (to come home)

[Chorus]
It's a little too late for you to come back
Say it's just a mistake
Think I'd forgive you like that
If you thought I would wait for you
You thought wrong

But you're just a boy
You don't understand (Yeah, you don't understand)
How it feels to love a girl someday
You wish you were a better man

You don't listen to her
You don't care how it hurts
Until you lose the one you wanted
'Cause you've taken her for granted
And everything you have got destroyed
But you're just a boy



Read some sentences taken from the song:

The abbreviation of would is 'd

If I were a boy, I'd roll out of bed in the morning.
I'd kick it with who I wanted.
If you thought I would wait for you.
If I were a boy, I would turn off my phone.

- 1) These sentences can be used to
 - (a) Talk about hypothetical situations.
 - (b) Express criticism.
 - (c) Talk about events that are likely to happen.
 - (d) Make suggestions.

The verbs in the if-clause are in the } (a) present tense
(b) past tense

The verbs in the other clause are formed by } (a) will/won't + infinitive
(b) would/wouldn't + infinitive

Let's practice:

If I were a boy/girl, _____

If I were you, _____

I would buy a new car _____

If I won the lottery, _____

If I were invisible for a day, _____

I would have a better job, _____

Laboratory – extra exercises

<http://agendaweb.org/verbs/conditional-second-exercises.html>

PRONUNCIATION

Pay attention to the -ED sound /t/, /d/, /id/ of the past and the past participles of some verbs taken from the song "If I were a boy"

Wanted /id/
Destroyed /d/
Walked /t/

Complete the table with the ending sound /t/, /d/, /id/ of the verbs and add four more to the list:



Verbs	Past/participle
wished	
melted	
Cashed	
invented	
brushed	
scared	
impressed	
blessed	
edged	
Confronted	
Granted	

<http://webs.ono.com/phonetics/afoneticed.html>
(extra practice online)

And you? Take a stand

EQUALITY



(reen House marijuana cafe (coffee shop) in Amsterdam)
<http://www.cannabis-pictures.com/amsterdam-marijuana-cafe.jpg>
 (Gay and Lesbian Parent Adoptions)
<http://www.homorazzi.com/wp-content/uploads/2011/10/gay-adoption.jpg>

(Gay Pride Parade on June 26, 2011 in New York City)
<http://marinnyc.com/wp-content/uploads/2011/06/NYC-Gay-pride-2011-167.jpg>
 (same sex marriage)
<http://soulculture.com/wp-content/uploads/archie.jpg>

What happens to people who don't conform to the appropriate roles? In what ways might the rules be broken? 35

Are some transgressions viewed as more serious than others?

Why are people more upset by some transgressions than by others?

Did you know?
The old-fashioned word *gay* means
happy and fun

- What questions would you like to ask about those topics?
- What's the most interesting one(s)?
- Was there anything you totally disagreed with? Why?

Let's raise awareness about citizenship

TASK 1

Let's divide the class into four groups. Each group is responsible for one of the topics: same sex marriage, Gay Pride Parade, legalized marijuana in Amsterdam and Gay and Lesbian Parent Adoptions.

- The group is going to create a page on facebook about their topic. Think about a creative name for your page.
- Use posts, pictures, videos and comments. (do not forget the references)
- Participate on the other groups' pages **making comments and asking questions**.
- Share your page with your friends (English speakers and/or classmates) and see how many likes/comments you can get.

Communication

Debate

GROUP 1	GROUP 2	GROUP 3	GROUP 4
Gay parade	same sex marriage	legalized marijuana	Gay and Lesbian Parent Adoptions
For/against	For/against	For/against	For/against

Each group will be divided it in two: *for/against* their topic. Try to convince your classmates that you are right. The others groups will judge and write on a piece of paper their votes.

USEFUL LANGUAGE

In my opinion ... I believe...
because ... From my point of
view... My perspective is ... I
know that ... so,... I must
say that ... My position is ...

I don't agree because... Yes, but
have you thought of/about ... Yes,
but what about ... Okay, but what if
..... I see, but on the other hand...
That sounds unreasonable because
... I see things differently, ...

Level: Intermediate 3rd grade (High School)
Age: 16 up

Lesson plan:

OPENING

Objectives: Introduce the topic of the unit through the image and questions. Raise awareness about their role in the society, through very polemic themes nowadays.

NOTES

1. The students can be organized in groups of four. It is a good opportunity for the students to reflect on their own concepts as well as their families.
2. Focus students on the photo an elicit some ideas about the combinations of the pictures and what they represent.
3. Before they move on to questions, ask them to choose one of the pictures that best represents the organization of their family as well as the local society.

SUGGESTION

If your school is provided with a video room with access to the internet you can do the opening watching three different movie scenes to introduce the subject.

<http://warmupfollowups.blogspot.com.br/search/label/gender%20roles>

Colocar aqui o vocabulary answer key

Childbearing (b) Wearing trousers (c) Preparing meals (d) Going out to work (e) Cleaning the toilet (f) Car maintenance (g) Fighting (h) Getting drunk with mates

READING

TASK 1

The first reading contrasts recorded with a visual input through a video and it aims to help students associate the text and pictures.

1) Play the video for the students.

2) Encourage them to talk about their own family, emphasizing the use of the **simple past** and **used to**.

Linguistic aim:

My grandma used to _____, but my mother _____.

My father _____, but nowadays _____.

TASK 2

37

- 1) a) The news were taken from the internet. Emphasize that according to the genre and places where you can find them, it is possible to make predictions like: levels of formality, purpose and so on.

b) **Answer key:**

C, E, A, B, D

TASK 3

1) **Answer key:**

- a) Follow suit
- b) Pull out
- c) Tantalize
- d) Tidbit
- e) Up in arms

- 2) Before students do the activity, have them make predictions about the news and remember to ask at the end if they were correct. Talk about strategies they used to help them associate the titles.

Additional activity – this is a good activity to work the genre news with your students.

Suggested procedure

Bring some newspaper to class and have them choose the most appealing news to them. Draw special attention to the layout, how the title was chosen, the first lines of the news and the verb tenses. After this first step take them to the laboratory and search for some online news of the day. Have students comparing both, check which conclusions have they got.

Possible questions:

Is the length the same?

Which one people read more? Why?

Are online news reliable? Explain

2) **Answer key:**

- Shiloh 'wants to be a boy', tabs shocked
 - Christian school warns girl, 8: you're too boyish
 - World's 2nd Pregnant Man 'Blissfully Happy'
 - Coming soon: Female Scientists
 - Facebook: Facebook to ask Users to Specify Gender
- 3) Patterns to notice – call students attention to the *-ish* suffix and its meaning.

READING COMPREHENSION

TASK 1

- a) (T)
- b) (T)
- c) (F) *It was not because of sale drop, but because of criticism related to be biased in favor of boys.*
- d) (F) *Facebook updated the "mini-feed" because of akward translation to other languages.*

TASK 2

- a) Open answer.
- b) Open answer.

TASK 3

NOTES

Have studensts discuss in pairs the question and the pictures before they report back to the class.

Check it out

NOTES

1. In this section, students can work in pairs or groups and then compare their answers.
2. Check in the comic strip if they could notice "gender rolls" refering to the rolls but it sounds as "roles".

Answers:

Comic strip and food label.
 Open answer.
 Open answer.

LISTENING

Objective: Practice listening skills throught a recorded interview and a music.

TASK 1

1 and 2 work as a pre listening activity and it will also help students to feel in the chart on task 2.

TASK 2

Brazil (<i>open answers</i>)	Estonia
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yes	no	yes	no
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Women are becoming more masculine			<input checked="" type="checkbox"/>	
Men bring the bread to the house				<input checked="" type="checkbox"/>
Men and women share the house chores			<input checked="" type="checkbox"/>	
Women take care of the babies				<input checked="" type="checkbox"/>
Kids can start school at age of 3 months old			<input checked="" type="checkbox"/>	
Nannies have to cook and clean				<input checked="" type="checkbox"/>

Todd: So, Kadi, you are from Estonia. Can you talk about gender roles for the new generation compared to the older generation?

Kadi: Yes, in Estonia, we have this kind of Western type of family, a woman doesn't have to be a housewife. She can work. She can do whatever she likes. Even maybe the tendency right now is that women are becoming more masculine. Often it happens that women make more money than men do and they're the ones who bring the bread in the house. Yeah, compared to Eastern society where usually women are considered as housewives. They just have to clean and cook and raise the kids, and in my country ... no ... there's not such a thing and I think it always has been like that. I'm not quite sure but.

Todd: Who does the chores like cooking and cleaning?

Kadi: Yeah, I think we all do it. We don't have that kind of rule that women only have to clean and cook. Of course in some families, it is like that because women are better cleaning, especially, rather than men are, but yeah, men are quite good cooks.

Todd: What do people do for childcare? Like who takes care of the children?

Kadi: Nannies. Yeah. We have nannies for working mothers, they usually like hire people to watch over the children and just they play with them and also like kindergarten, like children start going to kindergarten in Estonia when they're really young, maybe from three months I think even, yeah, you can go to work when your child is like half-a-year old. Just go to work. Take a child there, and people are going to care about her.

Todd: Is the nanny expected to cook and clean as well?

Kadi: It depends of on the contract. It depends on the contract. Yeah, if you hire a person who that you say you're gonna pay him or her, usually her, like for cleaning, cooking, taking care of the children, whatever, it depends on the contract.

<http://www.englishwithjo.com/wp-content/uploads/2012/08/gender-roles.mp3>

TASK 3

NOTES

Suggested procedures

1. Start talking to them about their favorite songs and singers.
2. Ask them about Beyoncé, if they know and/or like her and also about the song.
3. Discuss the question with them before playing the song. If you have the opportunity, take the students to the lab to watch the video clip.
4. Discussion in pairs must be done after the listening.

GRAMMAR SPOT

Objective: Introduce grammar through sentences from the song in a contextualized and inductively way.

1) Answer key:

- ✓ Talk about hypothetical situations.
- ✓ Past tense
- ✓ Would/wouldn't + infinitive

Let's practice

Open answers

Suggested procedure

For extra practice you can take them to the laboratory and do some supervised online activities about the conditionals, or print some of the activities if you don't have access to a lab

Objectives: Motivate students with research about polemic themes and promote collaborative work in groups using technology and social network, which they are already familiar with.

- ✓ Follow the instructions over the writing section.

NOTES

Motivate them to be creative and answer the comments their friends make.
They can search for news and videos of the situation in Brazil about their topic.

COMMUNICATION

Objective: Promote interaction about the topic they have already researched.

- ✓ Follow the instructions on the communication section.
- ✓ Encourage students to support their opinion (against or for) and be consistent.
- ✓ Help them with any vocabulary needed.

SUGGESTION

Based on their research, comments and questions, they can produce a poster to present in the school during school projects and fairs.

References

<http://www.englishwithjo.com/english-conversation-gender-roles/>

<http://warmupsfollowups.blogspot.com.br/search/label/gender%20roles> (sugestão de warm-up)

<http://www.breakingnewsenglish.com/0507/050701-samesex-e.html>

extra ideas for the teachers guide