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Lessons in a minute

Upgrade
11^o

ASA



Introduction

The present *Lessons in a Minute* booklet is the sequel of its successful predecessor published with *Upgrade 10*.

We carry on with the same spirit but with a slightly different goal: providing teachers with meaningful and ready-to-use classroom materials, but addressing areas of the curriculum that are not commonly dealt with in the course of daily classroom work.

We have decided to maintain the *Watching and Listening* section and to organise all the remaining worksheets in a chapter called *Textual Genres*, because we believe in the importance of teaching our students about textual diversity in all its aspects, namely language, layout, target audience and structure, among others.

This booklet is therefore divided into two main areas:

- **Watching and Listening:** activities that involve audiovisuals (films or songs), with accompanying materials.
- **Textual Genres:** activities that involve exploiting different texts such as advertisements, novels, comic strips, biographies, poems, journals, public speeches and reviews.

All activities have a plan, with aims, a target audience and procedures to help the teacher choose the ones which are most suitable for their classes.

We hope you find it useful, effective, easy to work with and lots of fun!

The Team

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A. Watching and Listening

A. WATCHING AND LISTENING

1. *Invictus* - Multiculturalism and human rights

Teacher's notes

In this activity, we suggest a well-known film to contextualise the topic of our multicultural society and human rights. As almost every teenager nowadays has to be a citizen of the world and has to understand other cultures, we think it is vital to raise awareness to the idea of living in a multicultural society in which respect, tolerance and unity are keywords.

Topic: A world of many cultures: the multicultural society

Level: Upper Intermediate

Aims: Practising listening, reading and writing skills

Time: 45 / 50 minutes (for the worksheets)

Material: Worksheets 1, 2 and 3; the film *Invictus*

Class management: Group work

Procedure

Step 1 – Elicit from students the meaning of the word “apartheid”. Hand out **Worksheet 1** and ask students to do the tasks.

Step 2 – Do oral correction of the tasks on Worksheet 1.

Step 3 – Show students the film *Invictus*. Use the original English version with no subtitles if you think your students will understand.

Step 4 – Hand out **Worksheet 2** and ask students to complete the tasks. Set a time limit. Go round helping the groups when necessary.

Step 5 – Correct the tasks on Worksheet 2. To make it more interactive, have each group share their proposed answers for each of the 5 tasks.

Step 6 – Hand out **Worksheet 3** and ask one student to read the poem aloud. Then, ask each group to produce their own poem, according to the instruction given.

Assessment: Peer assessment (students share their work and check the results); teacher assessment (oral and written feedback; formative assessment).

Follow up: The poems can be used in a collage or a project concerning the topic being studied; they can also be published on the school's website or in the magazine.

WORKSHEET 1**Preparing *Invictus***

1. Choose the correct option.

- a. Apartheid was a **geographical / political and social** system in South Africa under **white / black** minority rule.
- b. It **segregated / united** the white and black races of the country.
- c. The 1995 Rugby World **Cup / Glass** was held in South Africa. Mandela used the occasion to **unite / divide** Black and White South Africans with the help of the National Team and its captain, François Pienaar. The South African team, the “Springboks”, beat the New Zealand team, the “All Blacks”, in the final to become World Champions.



2. Here is some bio data on Nelson Mandela.

Use the words in the box to fill in missing information.

arrested racist apartheid born involved unjust released



Nelson Mandela was **a.** on July 18, 1918, in a small village in South Africa. While at university he became increasingly aware of the **b.** nature of South African Society. The majority of Black South Africans had few economic or political opportunities.

Becoming actively **c.** in the anti-apartheid movement in his 20s, Mandela joined the African National Congress in 1942. For 20 years, he directed a campaign of peaceful, non-violent disobedience against the South African government and its **d.** policies.

However, by 1962 Mandela had been **e.** and sentenced to life in the notorious prison on Robben Island. Life there was tough but he was finally **f.** in 1990. It was an emotional moment watched by millions around the globe. The next 4 years were also difficult as South African society suffered intercultural violence in addition to slow progress on a new constitution.

In 1993, Mandela and South African President F. W. de Klerk were jointly awarded the Nobel Peace Prize for their efforts to dismantle the country's **g.** system. In 1994, Mandela was elected South Africa's first black president. In 2009, Mandela's birthday (July 18) was declared Mandela Day to promote global peace and to celebrate the South African leader's legacy. He is known as Madiba or Tata (father).

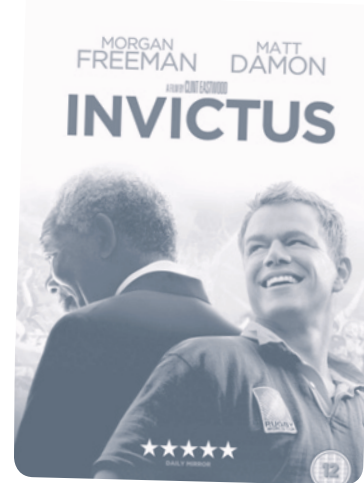
<http://www.writespirit.net/authors/nelson-mandela/biography-mandela/> (adapted and abridged), accessed in August 2013

WORKSHEET 2

Watching *Invictus*

1. Complete this Film File.

- a. Directed by:
- b. Starring:
- c. Release date:
- d. Runtime:
- e. Genre:



2. Which of the following taglines best describes the film?

- ☐ a. He was a president who became a prisoner. To unite his country he asked one man to join the army.
- ☐ b. He was a prisoner who became a president. To divide his country he asked one man to play football.
- ☐ c. He was a prisoner who became a president. To unite his country he asked one man to do the impossible.

3. Choose three of the topics that, in your opinion, best relate to the film you have just watched.

- ☐ passion ☐ love ☐ social prejudice ☐ voluntary work
- ☐ forgiveness ☐ inspiration ☐ racism ☐ leadership

4. Order Mandela and Pienaar's conversation by matching both columns.

Mandela
a. You have a very difficult job.
b. How do you inspire your team?
c. I found inspiration in a poem.
d. You don't want to hear me speak about things that make no sense.

Pienaar
1. A poem?
2. It makes complete sense to me.
3. But not compared to yours.
4. By example. I've always thought to lead by example.

a. b. c. d.

WORKSHEET 3

Beyond *Invictus*

1. Read the poem by William Ernest Henley (1849-1903).

Invictus

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

<http://www.poemhunter.com/poem/invictus>, accessed in August 2013

2. Use the following keywords and the quote by Nelson Mandela to write a poem that expresses your feelings on the film.



rugby
Nelson Mandela
apartheid

South Africa
president
one nation

**“Forgiveness liberates the soul.
It removes fear. That is why it is such a
powerful weapon.”**

Nelson Mandela

.....

.....

.....

.....

.....

A. WATCHING AND LISTENING

2. *Ordinary Love* - Human rights

Teacher's notes

Every once in a while a song appears which crosses the barriers of age or gender, and is a hit with anyone, everywhere. In addition, this song allows us to approach serious topics in the language classroom without getting too serious.

The song we present here is so powerful because of the meanings of its words, and of its symbolic connection to one of the most respected personalities of recent times.

Topic: Multiculturalism and human rights

Level: Upper Intermediate

Aims: Contextualising / developing the topic; expanding vocabulary knowledge

Time: 20 / 30 minutes

Material: Song; Worksheet

Class management: Pair / Small group work

Procedure

Step 1 – Hand out the Worksheet and play the song; tell students to do activity 1 as they listen.

Step 2 – Play the song again to check students' answers. Tell them to do activities 2 and 3 in about 5 to 10 minutes.

Step 3 – Check and correct students' answers. While doing so, discuss the topic.

Step 4 – Ask students to do activity 4.

Step 5 – Students should read their work – there might even be a class vote to choose the best lyrics!

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (oral feedback; formative assessment).

Follow up: Students could record their new song lyrics or make a video clip and post it on the school blog or in the school magazine.

WORKSHEET**Ordinary Love - Human rights**

1. Listen to the song and order the lines according to what you hear.

Ordinary Love

by U2

- ☐ a. Wants to find us again
- ☐ b. The sunlight warms your skin
- ☐ c. All the beauty that's been lost before
- ☐ d. The sea wants to kiss the golden shore
- ☐ e. It's you I'm fighting for
- ☐ f. The sea throws rock together
- ☐ g. I can't fight you anymore
- ☐ h. But time leaves us polished stones
- ☐ i. We cannot reach any higher
- ☐ j. If we can't feel ordinary love
- ☐ k. If we can't deal with ordinary love
- ☐ l. We can't fall any further
- ☐ m. The same wind will take care of you and
- ☐ n. And rest on the breeze
- ☐ o. Birds fly high in the summer sky
- ☐ p. I will build our house in the trees
- ☐ q. That the world couldn't wash it away
- ☐ r. Your heart is on my sleeve
- ☐ s. For years I would believe
- ☐ t. Did you put there with a magic marker

[Chorus]

- ☐ u. If we can't feel ordinary love
- ☐ v. If we can't deal with ordinary love
- ☐ w. 'Cause we can't fall any further
- ☐ x. We cannot reach any higher
- ☐ y. For ordinary love
- ☐ z. Are we tough enough

[Chorus]



<http://www.metrolyrics.com/ordinary-love-lyrics-u2.html>
(abridged and adapted), accessed in January 2014

2. Complete the following table with words from the song.

a. Verbs that describe feelings or intentions	b. Verbs that describe activities	c. Phrasal/prepositional verbs

2.1. Choose the best option.

This song's lyrics is so rich in action verbs because...

- ☐ a. it describes lots of activities.
- ☐ b. actions are considered more important than feelings.
- ☐ c. love is best expressed in images and metaphor.

3. Complete the text with the missing phrases or expressions.

right-side up weren't going to win written in honor
 thought love would do really is personal
 took home the Best Original Song refused to hate

There was no way U2 a. an award for a song about Nelson Mandela. And so it came to pass at the 71st Golden Globe Awards that the Irish stadium rockers b. trophy for "Ordinary Love", their first new song in three years, c. of the late Nelson Mandela .

"This d. for us," Bono said during the band's acceptance speech. "This man turned our life upside down, e., a man who f., not because he didn't have rage or anger or these things, but that he g. a better job."

<http://www.spin.com/articles/2014-golden-globe-best-song-u2-ordinary-love/> (abridged and adapted), accessed January 2014

4. Think of a historic or famous personality you believe has done or does important things to make the world a better place.

Write your own version of the song lyrics dedicated to your chosen personality.



A. WATCHING AND LISTENING

3. 12 Years a Slave - Human rights

Teacher's notes

Another interesting film to approach the topic of Human Rights is *12 Years a Slave*. It can be used to address the topic both from an ethical and historical point of view.

Topic: Human rights

Level: Upper Intermediate

Aims: Providing opportunity to discuss the topic, and to expand knowledge on the historical facts of slavery

Time: 45 minutes + film viewing

Material: Film and worksheets 1, 2, 3, 4A and 4B

Class management: Pair / Small group work

Procedure

Step 1 – Before showing the film, elicit from students what they already know about it.

Step 2 – Elicit from students what they know about slavery. Hand out **Worksheet 1** and ask students to do the tasks.

Step 3 – Get oral feedback on the tasks of Worksheet 1. Discuss further, if necessary.

Step 4 – Show students the film *12 years a slave*. Use an original English version with no subtitles, if the student's English level allows.

Step 5 – Hand out **Worksheet 2** and ask students to perform the tasks. Set a specific limit. Tutor the groups.

Step 6 – Do oral correction of the tasks on Worksheet 2.

Step 7 – Hand out **Worksheet 3** and ask students to perform the tasks.
To make it more interactive, you can have each group share their proposed texts for task 2.

Step 8 – Hand out **Worksheet 4A** and ask students to complete the poem.
Ask them to read their work aloud.

Step 9 – When they finish, hand them out **Worksheet 4B** and tell them to compare it to the one they wrote.

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (oral feedback; formative assessment).

Follow up: You can further discuss with students whether slavery is still a reality in the world.

WORKSHEET 1**Preparing 12 Years a Slave**

1. Read this poem by Maya Angelou and answer the questions.

Still I Rise

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

- 5 Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

- Did you want to see me broken?
10 Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

You may shoot me with your words,
You may cut me with your eyes,

- 15 You may kill me with your hatefulness,
But still, like air, I'll rise.



Out of the huts of history's shame

I rise

Up from a past that's rooted in pain

- 20 I rise

I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear

I rise

- 25 Into a daybreak that's wondrously clear

I rise

Bringing the gifts that my ancestors gave,

I am the dream and the hope of the slave.

I rise

- 30 I rise

I rise

<http://www.poets.org/viewmedia.php/prmMID/15623> (abridged), accessed in January 2014

1.1. From reading the poem, is the person speaking white or black?

1.2. Go through the poem and find words or expressions which show the poet is...

a. angry

b. proud

c. hopeful

1.3. Write down all the nouns in the poem that express fear and humiliation.

.....

1.4. Explain what the poet means by the expression "but still, (...) I'll rise".

.....

1.5. Which historic event is the poet referring to in lines "Out of the huts (...) rooted in pain"?

WORKSHEET 2**Watching 12 Years a Slave**

1. Complete the fact file on the film.

Title	a. <i>12 Years a Slave</i>
Production year	b.
Director	c.
Cast	d.
Plot summary	e.



2. Fill in the blanks with the missing words from the film synopsis.

trouble gig cooperation deep bad incredulous situation
 mercy emotional freedom sold best Black free

1841. **a.** man Solomon Northup lives as a **b.** man in Saratoga, New York with his wife and two children, and earns a living as a violinist. On what he believes will be an out of town music **c.**, he is drugged and **d.** into slavery in the **e.** south under the name Platt. Initially **f.** at what has happened, he eventually decides that cooperation is the **g.** way to survive. He sees few others in the same **h.** as him, and slowly he is separated from those with whom he has received support. This process continues over his life as a slave, and he is constantly at the **i.** of his master and his master's associates, who have their own priorities. He finds that **j.** generally gets one nowhere and sometimes can get one into further **k.** due to jealousy. At times, he cannot take the **l.** abuse. There are also times where he thinks he can trust someone to get him out of his plight only to be turned upon instead. But as **m.** as his situation is, he finds that others are in even more dire straits. They will do anything to get themselves out of a life they feel is not worth living. And he, at least, knows what **n.** feels like.

http://www.imdb.com/title/tt2024544/plotsummary?ref_=tt_str_y_pl
 (abridged and adapted), accessed in January 2014

WORKSHEET 3**Interview with Steve McQueen**

1. Here is an interview with Steve McQueen, the film director. Ask the missing questions.

Steve McQueen: I'm here because my family went through slavery

As *12 Years a Slave* gets European premiere in London, director says he had responsibility to show slavery as it was.

Steve McQueen's new film *12 Years a Slave* does not spare viewers from the brutal, disgusting reality of slavery and the director has no apologies.



a.?

"My responsibility is this: either I'm making a film about slavery or I'm not. It was mental and physical torture... and people have to remember why I, as an individual, am sitting here today – I'm here because members of my family went through slavery. Fact."

McQueen was speaking before its European premiere as part of the BFI London film festival while it was going on release in the US to rapturous reviews.

b.?

"It is based on the true story of Solomon Northup, who lived a decent, free life in Saratoga Springs near New York until he was duped and kidnapped and transported south to be a plantation slave."

The film does not flinch from showing the breath-taking cruelty of the slavers.

c.?

"I think the indignities, beatings and whippings can be almost unbearable to watch and will stay with people for a long time, and that's important to make us aware of what shouldn't happen in the world anymore."

The film is now a leading candidate for Oscar success and US critics have been overwhelmingly positive in their praise. David Denby in the *New Yorker* called it "easily the greatest feature film ever made about American slavery".

d.?

"It is a world story because it has to do with slavery and slavery was a world industry."

<http://www.theguardian.com/culture/2013/oct/18/steve-mcqueen-12-years-a-slave> (abridged and adapted),
accessed in January 2014



2. Imagine you are a film critic for a newspaper. Write a short paragraph in which you give your opinion about the performance of Chiwetel Ejiofor, the actor who plays the main role in the film.

WORKSHEET 4A

Beyond 12 Years a Slave

1. The following text is a poem by Chuks Kevin Nwaokolo, but part of its lines have been erased. Complete them and write your own version of the poem.

The Freed Slave

My **a** , my **b**
My **c** , my heritage
All I wanted was to be free
To not pay before I **d**
Today I am a free man
Today in history
I intend to **e**
I've been in shock incessantly
Ponder like for decade
How come freed
But still a slave
I don't wanna die a **f**
If I die
I die a **g**



Liberty is my **h**
From where I flee from
I **i**
My **j**
My glorious days
This me will come to actual
Only but in an alien land.

<http://www.poemhunter.com/poem/the-freed-slave/> (adapted), accessed in February 2014

WORKSHEET 4B

Beyond 12 Years a Slave

1. Now read the actual poem and compare it to the one you wrote.

The Freed Slave

My land, my existence
My legacy, my heritage
All I wanted was to be free
To not pay before I speak my mind
Today I am a free man
Today in history
I intend to smile again, perhaps cry.
I've been in shock incessantly
Ponder like for decade
How come freed
But still a slave
I don't wanna die a freed slave
If I die
I die a free man.



Liberty is my birthright
From where I flee from
I see me
My future
My glorious days
This me will come to actual
Only but in an alien land.

<http://www.poemhunter.com/poem/the-freed-slave/>, accessed in February 2014

- 1.1. Which one do you like best? Yours or the poet's? Why?

A. WATCHING AND LISTENING

4. *I Need a Dollar* - The world of work

Teacher's notes

The topic of this lesson is one which is very much in the media these days, especially because of the problem of unemployment which is so common in our present society.

This song portrays this situation and its consequences and is a good starting point to discuss the topic.

Topic: The world of work

Level: Upper Intermediate

Aims: Providing opportunity to discuss the topic and developing critical thinking

Time: 50 minutes

Material: Song and worksheets 1 and 2

Class management: Pair work

Procedure

Step 1 – Play the song twice, and hand out **Worksheet 1** to the students.

Step 2 – Do an oral correction of the activities on **Worksheet 1**. Do some further exploration of the topic, if possible.

Step 3 – Hand out **Worksheet 2** and ask students to write an interview. Set a time limit. Tutor the pairs.

Step 4 – Ask students to role-play the interviews they wrote. Do some oral feedback on the result of their work.

Suggestion – Ask students to swap interviews and role-play one they didn't write!

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (oral feedback; formative assessment).

Follow up: This set of activities can be used as a kick-off for the topic of work.

WORKSHEET 1

I Need a Dollar - The world of work

1. Listen to the song *I Need a Dollar*, by Aloe Blacc, and choose the correct answer.

1.1. This song is about...

- ☐ a. losing a job. ☐ b. losing a friend.
☐ c. losing some money.

1.2. This person is asking for...

- ☐ a. friendship. ☐ b. money. ☐ c. work.

2. Choose the adjectives in the box which best characterise the tone of the song.

- ☐ a. sad ☐ b. worried ☐ c. confessional
☐ d. enthusiastic ☐ e. apologetic ☐ f. hopeful

2.1. Justify your choice in a short paragraph.

.....

3. Match the lines from the song lyrics with their corresponding situation.

- | | | |
|---|----|-----------------|
| What in the world am I gonna to do tomorrow
is there someone whose dollar that I can borrow
who can help me take away my sorrow | a. | 1. despair |
| Well I don't know if I'm walking on solid ground
'Cause everything around me is falling down | b. | 2. unemployment |
| I had a job but the boss man let me go
He said I'm sorry but I won't be needing your help no more
I said, 'please mister boss man I need this job more than
you know'
But he gave me my last paycheck and he sent me on out
the door | c. | 3. uncertainty |



WORKSHEET 2

I Need a Dollar - The world of work

Imagine you are the owner of a supermarket and the man from the song has applied for a job at your shop. Write the interview!

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WORKSHEET 2

I Need a Dollar - The world of work

Imagine you are the owner of a supermarket and you are interviewing the man from the song who applied for a job at your shop. Write the interview!

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A. WATCHING AND LISTENING

5. *Fireflies* - Saving the world in a song

Teacher's notes

Songs can be wonderful means to teach vocabulary when the lyrics are rich in words connected with specific topics. This doesn't always happen with well-known and up-to-date pop rock songs, as sometimes the words are a bit inappropriate to use in a pedagogical environment. However, every now and then we come across songs with lyrics that are spot on! This particular song is full of ideas related to the topic of the environment, but in a very unusual way. It can be used to contextualise the topic or to start its development.

Topic: Environment

Level: Upper Intermediate

Aims: Contextualising / Developing the topic; expanding specific vocabulary knowledge

Time: 20 / 30 minutes

Material: Song; worksheet

Class management: Pair / Small group work

Procedure

Step 1 – Hand out the Worksheet and play the song; tell students to do activity 1 as they listen.

Step 2 – Play the song again to check students' answers. Tell them to do activities 2 and 3 in about 5 to 10 minutes.

Step 3 – Check and correct students' answers. While doing so, discuss the topic further.

Step 4 – Ask students to do activity 4.

Step 5 – Students should read their work – there might even be a class vote to choose the best slogan!

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (oral feedback; formative assessment).

Variation: It can be done with any song in which the theme or choice of words allows for this kind of connection to a study topic.

WORKSHEET**Fireflies - Saving
the world in a song**

1. As you listen to the song, by Owl City, complete each line with its missing final word.

Fireflies

You would not believe your **a.** Why do I tire of counting **p.**
 If ten million **b.** (Please take me away from here)
 Lit up the world as I fell **c.** When I'm far too tired to fall **q.**

'Cause they'd fill the open **d.** To ten million **r.**
 And leave teardrops **e.** I'm weird 'cause I hate **s.**
 You'd think me **f.** I got misty eyes as they said **t.**
 But I would just stand and **g.**

I'd like to make myself believe
 That planet Earth turns slowly
 It's hard to say that I'd rather stay
 Awake when I'm asleep
 'Cause everything is never as it seems
 But I'll know where several **u.**
 If my dreams get real **v.**
 'Cause I saved a few and I keep them
 in a **w.**

'Cause I'd get a thousand **h.**
 From ten thousand lightning **i.**
 As they tried to teach me how to **j.**

A foxtrot above my **k.**
 A sock hop beneath my **l.**
 A disco ball is just hanging by a **m.**

I'd like to make myself believe
 That planet Earth turns slowly
 It's hard to say that I'd rather stay
 Awake when I'm asleep
 'Cause everything is never as it seems
 When I fall asleep

Leave my door open just a **n.**
 (Please take me away from here)
 'Cause I feel like such an **o.**
 (Please take me away from here)



<http://www.youtube.com/watch?v=psuRGfAaju4> (adapted), accessed in October 2013

WORKSHEET

2. Find in the song lyrics the opposites of these words.

- a. darken
- b. sit
- c. civil
- d. normal

3. Quote the song line(s) that...

- a. show(s) the narrator is mesmerised by the sight of the fireflies.

.....

- b. convey(s) the message that our world is changing too quickly.

.....

- c. tell(s) us about the narrator's sleeping problems.

.....

- d. can be a metaphor for the extinction of animal species on planet Earth.

.....

- e. can be a metaphor for the human action of saving some species by putting them in closed, unnatural and safe places.

.....

4. Based on the song and the following images, think of a slogan for a campaign to help save endangered species on Earth.



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A. WATCHING AND LISTENING

6. *The Age of Stupid* - The environment

Teacher's notes

We don't often use documentaries in the English classroom. Feature films are more commonly used as material because they resemble fictional writing in their structure, and can complement extensive reading activities.

However, documentaries provide a different approach insofar as they usually convey opinions or are the vehicles of ideological agendas. They can be, therefore, very useful to help develop critical thinking and, consequently, responsible citizenship.

Topic: The environment

Level: Upper Intermediate

Aims: Providing opportunity to discuss the topic and developing critical thinking and personal choice

Time: 45 minutes + film viewing

Material: Documentary and Worksheets 1, 2 and 3

Class management: Pair / Small group work

Procedure

Step 1 – Before showing the documentary, elicit from students what they already know about it or about the topic.

Step 2 – Hand out **Worksheet 1** and ask students to do the tasks.

Step 3 – Do oral correction of the tasks on Worksheet 1. Do some further exploration, if necessary.

Step 4 – Show students the documentary *The Age of Stupid*. Use the original English version with no English subtitles, if the proficiency of the students allows.

Step 5 – Hand out **Worksheet 2** and ask students to perform the tasks. Set a time limit. Tutor the groups.

Step 6 – Do oral correction of the tasks on **Worksheet 2**. To make it more interactive, have each group share their proposed answers for task 4.

Step 7 – Plan **Worksheet 3** with the students. Even if you don't use this tasksheet, students can always write a short script.

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (oral feedback; formative assessment).

Follow up: This set of activities can be used as a kick-off for the topic of the environment, and the activity in Worksheet 3 can be a good closure or final task.

WORKSHEET 1

Preparing The Age of Stupid

1. Look at the following cartoon.



<http://www.cartoonstock.com>
(accessed in February 2014)

1.1. What is the cartoon about?

.....
.....

1.2. Tick (✓) the adjectives you would use to characterise the situation in the cartoon.

- | | |
|---|---------------------------------------|
| ☐ a. fictional | ☐ f. dangerous |
| ☐ b. surreal | ☐ g. comic |
| ☐ c. impossible | ☐ h. ironic |
| ☐ d. realistic | ☐ i. sad |
| ☐ e. problematic | ☐ j. silly |

1.3. Now use the adjectives you chose to describe the cartoon in a short paragraph.

.....
.....
.....

WORKSHEET 2**Watching *The Age of Stupid***

1. Choose an appropriate answer
(there may be more than one answer).

1.1. *The Age of Stupid* is a documentary because it...

- ☐ a. has characters.
☐ b. narrates a story.
☐ c. is based on facts.
☐ d. has a definite time and setting.
☐ e. conveys opinions.
☐ f. is based on fiction.
☐ g. exposes a problem.
☐ h. shows statements of real people.



1.2. *The Age of Stupid* is a slightly different documentary because it...

- ☐ a. mixes facts with fiction.
☐ b. creates suspense in the viewer.
☐ c. has a character to present the facts.

2. Complete the summary of *The Age of Stupid* with the given words.

message
intelligent

founder
achievements

documentary
melted

clips
climate

Runaway **a.** change has ravaged the planet by 2055. Pete Postlethwaite plays the **b.** of The Global Archive, a storage facility located in the (now **c.**) Arctic, preserving all of humanity's **d.** in the hope that the planet might one day be habitable again, or that **e.** life may arrive and make use of all that we've achieved. He pulls together **f.** of archive news and **g.** from 1950-2008 to create a **h.** showing what went wrong and why.

<http://www.imdb.com/title/tt1300563/synopsis> (abridged and adapted),
accessed in February 2014

WORKSHEET

3. Below are the names of the people on whose lives the documentary focuses. Match the names with the appropriate description.

- | | | |
|----------------|----|--|
| Alvin DuVernay | a. | 1. Lives in absolute poverty in a small village in Nigeria from which Shell extracts tens of millions of dollars worth of oil every week. She dreams of becoming a doctor, but must fish in the oil-infested waters for four years to raise the funds. |
| Jeh Wadia | b. | 2. Aged 8, is an Iraqi refugee living on the streets of Jordan after her home was destroyed – and father killed – during the US-led invasion of 2003 flying. |
| Layefa Malini | c. | 3. Paleontologist helping Shell find more oil off the coast of New Orleans. He also rescued more than 100 people after hurricane Katrina. |
| Jamila Bayyoud | d. | 4. 82-year-old French mountain guide who has witnessed his beloved alpine glaciers melt by 150 metres. |
| Piers Guy | e. | 5. Aims to start up a new low-cost airline and get a million Indians flying. |
| Fernand Pareau | f. | 6. Windfarm developer from Cornwall fighting the nimby's (Not In My Back Yard) of Middle England. |

http://www.imdb.com/title/tt1300563/synopsis?ref_=tt_stryp_l (abridged and adapted), accessed in February 2014

a. b. c. d. e. f.

4. Briefly explain why you think this documentary is called *The Age of Stupid*.

.....

5. What is the message of this documentary?

Do you agree with the point of view it expresses?

Write a short text for the school magazine stating your opinion.

.....

Be a documentary maker

Guidelines for making a documentary

-
- A clapperboard with a black and white striped top bar. The word "PRODUCTION" is written in large, bold, white capital letters on a black background. Below this, there are several white-bordered boxes for text entry: "DIRECTOR" (a single line), "SCENE" (a large box), "TAKE" (a large box), "ROLL" (a large box), and "DATE" (a single line). The clapperboard is tilted slightly to the right.

B. Textual Genres

B. TEXTUAL GENRES

1. Advertisement

Teacher's notes

Our students are familiar with advertising texts, mostly because teenagers are one of the groups most targeted by advertising. It is important that they read ads “from the inside out” – as learning how they are structured may help them deal with the aggressive campaigns of the consumer society.

Topic: Textual genres – advertisements

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 45 / 50 minutes

Material: Worksheet

Class management: Group work

Procedure

Step 1 – Hand out the Worksheet and tell students to do activities 1 and 2.

Step 2 – Check students' answers. Explore the ad with the class group – what it represents, if they find it appealing, what the most evident features are. Tell them to do activities 3 and 4. Give them approximately 5 to 10 minutes for this.

Step 3 – Check and correct students' answers.

Step 4 – Guide students through activity 4. Tutor the groups.

Step 5 – Students should read their work and discuss which of the texts best fulfils the aim of a good ad.

Assessment: Peer assessment (students exchange their work and check); teacher assessment (written feedback; formative assessment).

Follow up: Students' works can be exhibited at school.

WORKSHEET**Persuading an audience****Advertisement**

This text genre aims to persuade an audience to buy a product. Usually it has a slogan and addresses a specific target group, such as young people or the elderly.

Advertisements (or ads) can also be institutional – when governments or institutions want to let the general public know about decisions, projects or information important for the citizens' life.

1. Complete the following definition with the missing words.

repetitions

target

slogans

powerful

An ad uses primarily **a.** language to convince a **b.** audience. Catchy phrases, known as **c.** and **d.** are characteristics of these texts.

2. Tick (✓) the features you can find in ads.

☐**a.** Colloquial language☐**e.** Negative words☐**b.** Unfamiliar words☐**f.** Superlatives or exaggeration☐**c.** Present simple☐**g.** Lots of verbs☐**d.** Short sentences☐**h.** Lots of adjectives

3. Look at the following Canadian ad and complete **a-c** below with information from the text.

a. What is being advertised.

b. What it does.

c. Target group.

For your career in science, there's only one **Science**

Introducing myIDP:
A career plan customized for you, by you.

- The first and only online app that helps scientists prepare their very own individual development plan.
- Recommended by leading professional societies and the NIH.
- Developed by scientists at FASEB, UCSF, and the Medical College of Wisconsin in collaboration with AAAS and Science Careers, with support from the Burroughs Wellcome Fund.

myIDP Science Careers

Visit the website and start planning today!
myIDP.sciencecareers.org

AAAS In partnership with: **FASEB** **UCSF** **MEDICAL COLLEGE OF WISCONSIN** **BURROUGHS WELLCOME FUND**

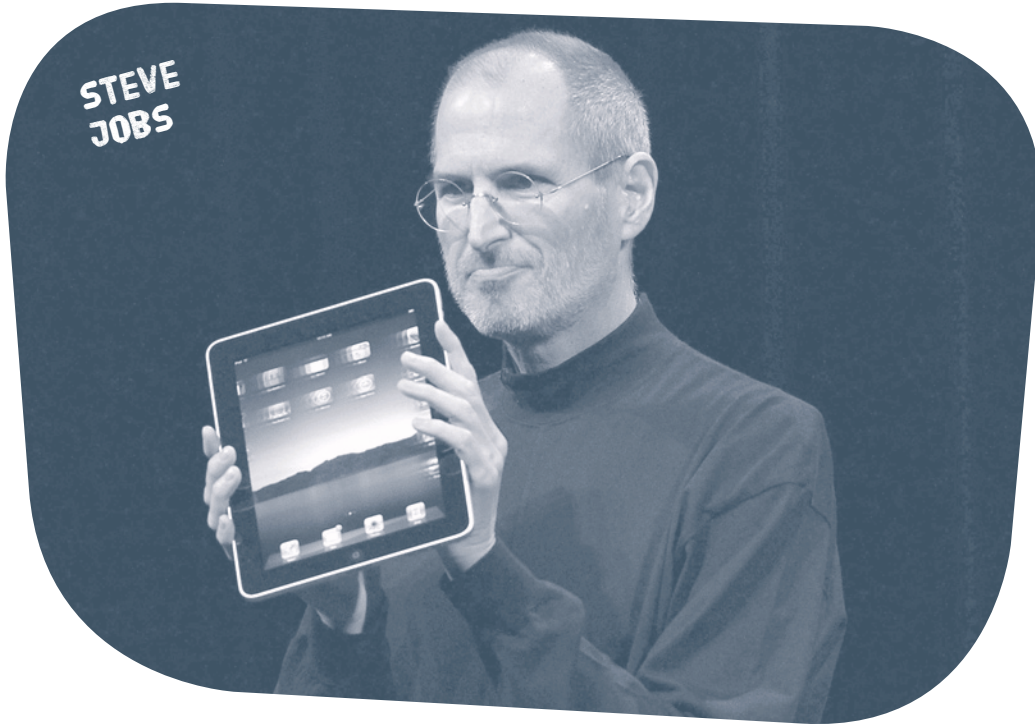
Reprinted with permission from AAAS

WORKSHEET

3.1. Identify:

- a. the slogan
- b. the product strong points

4. Together with you partners, think of a slogan and an appropriate text for the following image.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

B. TEXTUAL GENRES

2. Comic strip

Teacher's notes

Comic strips are one of our students' favourite reading texts. They're fun, easy to read and are often open to interpretation, making them ideal for classroom work.

They can provide good moments of learning and fun – and there's nothing wrong with that!

Topic: Textual genres – comic strip

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 30 / 45 minutes

Material: Worksheets 1 and 2

Class management: Group work

Procedure

Step 1 – Contextualise the topic: ask students if they are familiar with comics, if they read them and why, what they like/don't like about them.

Step 2 – Hand out **Worksheet 1**. Explore the comic strip presented there.

Explain the task. Set a defined period of time for the tasks. Correct the work.

Step 3 – Hand out **Worksheet 2** and explain the tasks. Set a defined period of time for the tasks.

Step 4 – Ask students to share their task with the rest of the class – by means of a spokesperson, for example. The actual fun will be to see the different answers that the groups come up with for the same activity!

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (written feedback; formative assessment).

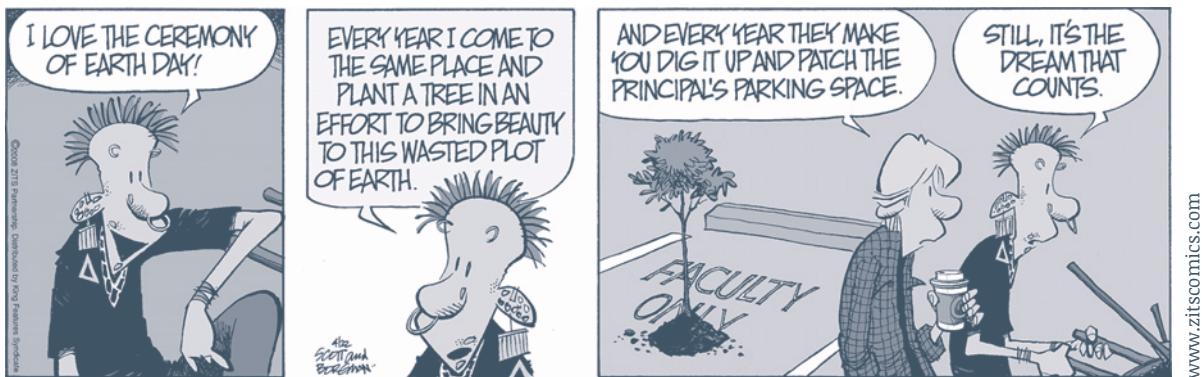
Variation: The comic strips given here are just a suggestion – any other text with a similar structure can be used.

Follow up: If you have students who are good at drawing, you can encourage them to write a cartoon story. You might be surprised by the results.

WORKSHEET 1**Stories in images****Comic Strip**

A comic strip is a set of drawings, either in colour or black and white, with text in speech bubbles, which are often humorous in nature. They are usually published daily in newspapers and magazines over a period of many years.

1. Look at the following cartoon.



1.1. Complete the following definition with the missing words.

identify

comment

story

funny

Cartoons tell a **a.** in images. They **b.** or reflect on serious topics in a **c.** way, and their characters are usually easy to **d.** with.

1.2. Tick (✓) the features you can find in cartoons.

☐ **a.** Colloquial language

☐ **b.** Unfamiliar words

☐ **c.** Slang

☐ **d.** Short sentences

☐ **e.** Dramatic situations

☐ **f.** Humour

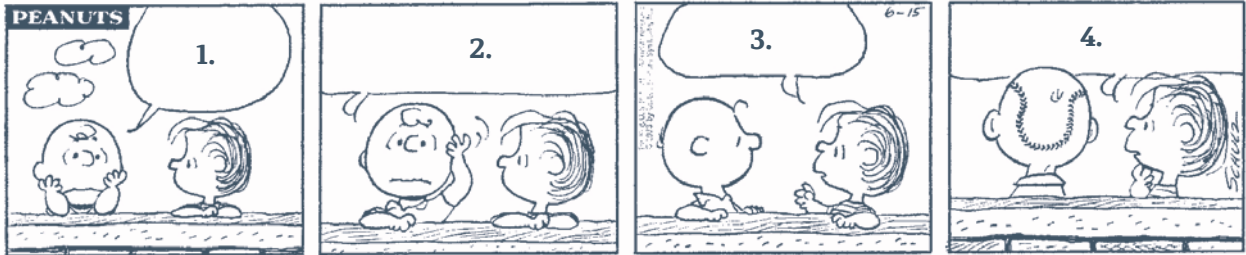
☐ **g.** Lots of verbs

☐ **h.** Direct speech

WORKSHEET 2

Missing captions

1. Match the captions with their correct balloon in this Charlie Brown comic strip.



<http://blogs.gocomics.com> (accessed in February 2014)

a. Turn around...
let me look...

b. I think you'd better see your
paediatrician, Charlie Brown!

c. And now my head has
started to itch... I think I
have a rash or something...

d. Everything I see
looks like a baseball
to me...

1. 2. 3. 4.

2. Write the missing captions for the cartoon.



www.zitscomics.com

B. TEXTUAL GENRES

3. Novel

Teacher's notes

Most of our students are exposed to narrative texts or fiction written in their mother tongue, but this might not be the case in English, except for the odd course book text or some extensive reading. Since they are familiar with certain narrative features, it is very important that they learn the language of genre, such as the type of words or verb structures used. The texts shown here were taken from two very interesting books, which might motivate students to read them.

Topic: Textual genres – novel

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 90 to 120 minutes

Material: Worksheets 1, 2A, 2B and 3

Class management: Group work

Procedure

Step 1 – Hand out **Worksheet 1** and tell students to do activities 1 and 2. Check and correct students' answers.

Step 2 – Hand out **Worksheet 2A**. Get students to read the text and do the activities. Tutor the groups.

Step 3 – Check and correct students' answers.

Step 4 – Hand out **Worksheet 2B**. Get students to read the texts and do the activities. Tutor the groups.

Step 5 – Get the groups to do the task in **Worksheet 3**. Set a time for the task.

Step 6 – Ask students to share their task with the rest of the class – by means of a spokesperson, for example. The actual fun will be to see the different answers that the groups come up with for the same activity!

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (written feedback; formative assessment).

Variation: The texts given here are just a suggestion – any other text with a similar structure can be used.

Follow up: If you have students who are good at drama you can get them to write a role play based on the novel excerpt from Worksheet 2A. Students can also watch the film *Life of Pi*.

WORKSHEET 1**Novel****Novel**

A novel is a long fictional literary narrative of considerable complexity in terms of characters and events. The plot discloses actions, speech and thoughts of the characters, often living in different times and places.

1. Complete the following definition with the missing words.

length

human
peoplesetting
narrative

events

Novel, an invented prose **a.** of considerable **b.** and a certain complexity that deals imaginatively with **c.** experience, usually through a connected sequence of **d.** involving a group of **e.** in a specific **f.**

<http://www.britannica.com/EBchecked/topic/421071/novel>
(abridged and adapted), accessed in February 2014

2. Tick (✓) the features you often find in novels.

- ☐ **a.** Rhyme
- ☐ **b.** Unfamiliar words
- ☐ **c.** Action verbs
- ☐ **d.** Short sentences
- ☐ **e.** Adjectives
- ☐ **f.** Persuasive language
- ☐ **g.** Characters
- ☐ **h.** A narrator
- ☐ **i.** Past events
- ☐ **j.** Time and place



WORKSHEET 2A***Life of Pi***

1. Read the following excerpt from the novel *Life of Pi*.

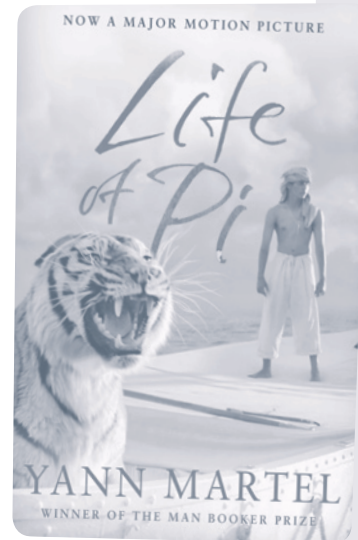
I was named after a swimming pool. Quite peculiar considering my parents never took to water. One of my father's earliest business contacts was Francis Adirubasamy. He became a good friend of the family. I called him Mamaji, *mama* being the Tamil word for *uncle* and *ji* being a suffix used in India to indicate respect and affection. When he was a young man, long before I was born, Mamaji was a champion competitive swimmer, the champion of all South India. (...)

He tried to teach my parents to swim, but he never got them to go beyond wading up to their knees at the beach and making ludicrous round motions with their arms, which, if they were practising the breaststroke, made them look as if they were walking through a jungle (...).

Mamaji had to wait until I came into the picture to find a willing disciple. The day I came of swimming age, which, to Mother's distress, Mamaji claimed was seven, he brought me down to the beach, spread his arms seawards and said, "This is my gift to you."

"And then he nearly drowned you," claimed Mother.

Yann Martel (2003). *Life of Pi*. Edinburgh: Canongate Books (abridged)



2. Choose the correct option.

2.1. In this excerpt, the narrator is...

- ☐ a. describing his uncle.
- ☐ b. honouring his godfather.
- ☐ c. telling a story.

2.2. The narrator...

- ☐ a. is a character in the story.
- ☐ b. knows the story but doesn't take part in it.
- ☐ c. is the main character's mother.

2.3. The setting of the story is...

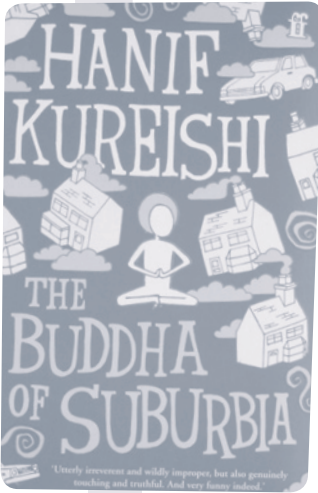
- ☐ a. India.
- ☐ b. undetermined.
- ☐ c. the beach.

3. Read the story again and find examples of...

- a. unfamiliar words
- b. action verbs

WORKSHEET 2B***The Buddha of Suburbia***

1. There are also descriptions in a novel. Go through the following paragraphs.



A.
Like many Indians he was small, but Dad was also elegant and handsome, with delicate hands and manners; beside him most Englishmen looked like clumsy giraffes. He was broad and strong too: when young he'd been a boxer and a fanatical chest-expander. He was proud of his chest as our next-door neighbours of their kitchen range.

B.
... my mother... wore an apron with flowers on it and wiped her hands repeatedly on a tea towel, a souvenir from Woburn Abbey. Mum was a plump and unphysical woman with a pale round face and kind brown eyes. I imagined that she considered her body to be an inconvenient object surrounding her, as if she were stranded on an unexplored desert island. Mostly she was a timid and compliant person, but when exasperated she could get nervily aggressive, like now.

Hanif Kureishi (1990). *The Buddha of Suburbia*. London: Faber (abridged)

2. Complete the following sentences with the missing words.

adjectives

personality

describe

be

These texts **a.** the character's appearance and **b.** They use mainly **c.**, adverbs and state verbs, such as **d.** and *have*.

3. Re-read the texts and complete the table.

a. Adjectives (appearance)	b. Adjectives (personality)	c. Other descriptive expressions

4. Now, organise some of the adjectives you wrote down into the given categories.

a. size	b. colour	c. shape	d. personality	e. emotions/feelings

Name **No.** **Class**

Date / /

WORKSHEET 3

1. Re-read the text from worksheet 2A and complete it with a suitable ending. You may add characters or change the setting, for example.



B. TEXTUAL GENRES

4. Poetry

Teacher's notes

Poetry in the English classroom? Shakespeare for teens? Why not? It's not the literary theory or analysis we are looking for but the discovery of a textual genre which hasn't had much space in the *curriculum*, and having the Portuguese translation (by Carlos de Oliveira) to compare is a great opportunity to do cross cultural work.

This activity is wonderful to celebrate April 23rd – Shakespeare's birthday, International Book day and St George's Day, the patron saint of England!

Topic: Textual genres – poetry

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 50 / 75 minutes

Material: Worksheet

Class management: Group work

Procedure

Step 1 – Hand out Worksheet and read Poem A. Ask students to do activity 1. Check and correct students' answers.

Step 2 – Ask students to do activity 2.

Step 3 – Check and correct students' answers. Discuss whether students ever read poetry, when, why, etc.

Step 4 – Get students to do activities 3, 4 and 5. Check and correct students' answers.

Step 5 – Get the groups to do activity 4. Set a limit for the activity. Tutor the groups.

Step 6 – Ask students to share their task with the rest of the class – by means of a spokesperson, for example. The actual fun will be to see the different answers that the groups come up with for the same activity!

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (written feedback; formative assessment).

Variation: The texts given here are just a suggestion – any other text with a similar structure can be used.

WORKSHEET**Sonnet 18****Poetry**

Poetry is a form of literature, usually in verse with rhythm, rhyme and stylistic elements, such as metaphors. The most common themes in poetry include love, sorrow, longing, nature, death, etc. Song lyrics are often very poetic.

1. The following poems are the same. Poem A is the Portuguese version of poem B.

1.1. Read poem A and order the lines of poem B accordingly.

Poem A**Comparar-te a um Dia de Verão?**

Comparar-te a um dia de verão?
Há mais ternura em ti, ainda assim:
um maio em flor às mãos do furacão,
o foral do verão que chega ao fim.
Por vezes brilha ardendo o olhar do céu;
outras, desfaz-se a compleição doirada,
perde beleza a beleza; e o que perdeu
vai no acaso, na natureza, em nada.
Mas juro-te que o teu humano verão
será eterno; sempre crescerás
indiferente ao tempo na canção;
e, na canção sem morte, viverás:
Porque o mundo, que vê e que respira,
te verá respirar na minha lira.

William Shakespeare, in "Sonetos";
Tradução de Carlos de Oliveira

<http://www.citador.pt/poemas/compararte-a-um-dia-de-verao-william-shakespeare>, accessed in January 2014

Poem B**Sonnet 18**

- ☐ a. And often is his gold complexion dimm'd;
- ☐ b. Nor shall Death brag thou wander'st in his shade,
- ☐ c. So long as men can breathe or eyes can see,
- ☐ d. By chance, or nature's changing course, untrimm'd;
- ☐ e. Rough winds do shake the darling buds of May,
- ☐ f. And summer's lease hath all too short a date:
- ☐ g. Nor lose possession of that fair thou ow'st;
- ☐ h. Sometime too hot the eye of heaven shines,
- ☐ i. Thou art more lovely and more temperate:
- ☐ j. When in eternal lines to time thou grow'st;
- ☐ k. Shall I compare thee to a summer's day?
- ☐ l. So long lives this, and this gives life to thee.
- ☐ m. And every fair from fair sometime declines,
- ☐ n. But thy eternal summer shall not fade

<http://www.shakespeare-online.com/sonnets/18.html>, accessed in January 2014

2. Tick (✓) the features you usually find in poems.

- | | |
|---|--|
| ☐ a. Colloquial language | ☐ e. Rhyme |
| ☐ b. Unfamiliar words | ☐ f. Superlatives or exaggeration |
| ☐ c. Present simple | ☐ g. Lots of verbs |
| ☐ d. Short sentences | ☐ h. Metaphors and comparisons |

WORKSHEET

3. Answer the questions.

3.1. What do you think “Sonnet 18” is about?

3.2. What do you know about the author of “Sonnet 18”?

4. Go through “Sonnet 18” again and find...

a. One example of rhyme

b. One personification

5. Choose the correct answer.

5.1. The modern form of the word “thy” is...

☐ a. you. ☐ b. they. ☐ c. your.

5.2. “Hath” is the same as...

☐ a. have. ☐ b. has. ☐ c. had.

5.3. “Thou” means the same as...

☐ a. you. ☐ b. they. ☐ c. your.

5.4. “Art” is the ancient form of...

☐ a. am. ☐ b. are. ☐ c. is.



6. Can you write your own version of sonnet 18? Try it!

Shall I compare thee to a

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

B. TEXTUAL GENRES

5. Biography

Teacher's notes

Biographies are good leisure reading, but can also be a rich source of information. If students understand the main characteristics of a biographical or autobiographical text, they can be motivated to write their own, which can be a very interesting writing activity.

Topic: Textual genres – biography

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 60 minutes

Material: Worksheet

Class management: Pair / Individual work

Procedure

Step 1 – Hand out the Worksheet and ask students to read the text and do activity 1. Check and correct students' answers.

Step 2 – Ask students to do activities 2 and 3. Check and correct students' answers.

Step 3 – Ask students to do activity 4. This must be an individual activity. Set a time limit for the activity. Tutor the students.

Step 4 – Ask students to share their texts with the rest of the class.

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (written feedback; formative assessment).

Variation: The text given here is just a suggestion – any other text can be used, with a similar structure.

Follow up: The students' work can be edited and assembled into a class year book with their individual biographies. It could be done online, too!

WORKSHEET 1**Bill Bryson****Biography**

A **biography** is a written text that presents a detailed account of someone's life. It is called an autobiography when it is written by the person himself/herself. Biographies are usually about a famous or outstanding person.

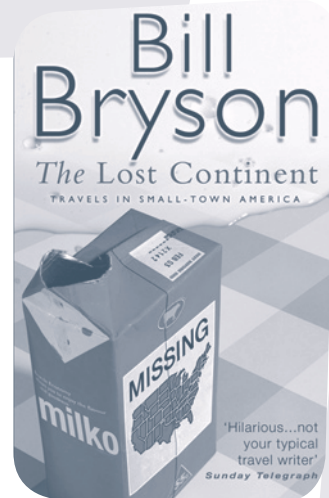
1. Read the following text.**Chapter 1**

I come from Des Moines. Somebody had to. When you come from Des Moines you either accept the fact without question and settle down with a local girl named Bobbi and get a job at the Firestone factory and live there for ever and ever, or you spend your adolescence moaning at length about what a dump it is and how you can't wait to get out, and then you settle down with a local girl named Bobbi and get a job at the Firestone factory and live there for ever and ever.

Hardly anyone ever leaves. This is because Des Moines is the most powerful hypnotic known to man. Outside town there is a big sign that says WELCOME TO DES MOINES. THIS IS WHAT DEATH IS LIKE. There isn't really. I just made that up. But the place does get a grip on you. People who have nothing to do with Des Moines drive in off the interstate, looking for gas or hamburgers, and stay for ever. There's a New Jersey couple up the street from my parents' house whom you see wandering around from time to time looking faintly puzzled but strangely serene. Everybody in Des Moines is strangely serene.

The only person I ever knew in Des Moines who wasn't serene was Mr Piper. Mr Piper was my parents' neighbour, a leering cherry-faced idiot who was forever getting drunk and crashing his car into telephone poles. (...) Eventually, I grew up and moved to England. This irritated Mr Piper almost beyond measure. It was worse than being a Democrat. (...)

When I was growing up I used to think that the best thing about coming from Des Moines was that it meant you didn't come from anywhere else in Iowa. By Iowa standards, Des Moines is a Mecca of cosmopolitanism, a dynamic hub of wealth and education, where people wear three-piece suits and dark socks, often simultaneously. (...) My friend Stan, when he was about sixteen, had to go and stay with his cousin in some remote, dusty hamlet called Dog Water or Duncenville or some such improbable spot – the kind of place where if a dog gets run over by a truck everybody goes out to have a look at it. By the second week, delirious with boredom, Stan insisted that he and his cousin drive the fifty miles into the county town, Hooterville, and find something to do. They went bowling at an alley with warped lanes and chipped balls (...), and on the way home the cousin sighed with immense satisfaction and said, 'Gee thanks, Stan. That was the best time I ever had in my whole life!' It's true.



<http://www.billbryson.co.uk/index.php/the-lost-continent/#extract> (abridged), accessed in January 2014

1.1. Complete the following definition with the missing words.

formative

quotes

achievements

non-fictional

A biography or autobiography is a **a.** text which is often dedicated mostly to the subject's early and **b.** years. It provides information on the subject's life, thoughts and **c.** It may use **d.** or statements from people related or close to the subject.

1.2. Tick (✓) the features you can find in biographies.

- | | |
|--|--|
| ☐ a. Written by the subject or someone | ☐ f. Unfamiliar words or language |
| ☐ b. Always written in the first person | ☐ g. Important events from history |
| ☐ c. About the subject's life | ☐ h. Colloquial language |
| ☐ d. Birth date/place | ☐ i. People who influenced the subject |
| ☐ e. Country or city the subject is from | |

2. Re-read the text and answer the question.

2.1. Is it a biographical or an autobiographical text? Why?

3. Match each phrase in column A with a suitable one in column B according to the information from the text.

Bill Bryson is very ironic about **a.**

1. with the fact that he went to live in England.

According to him, **b.**

2. life in the countryside was so boring and limited.

In his words, Des Moines **c.**

3. even small uninteresting towns are a fascination.

His neighbour was not impressed **d.**

4. having been born in the city of Des Moines.

For people who live in the rural areas **e.**
around the city

5. is like a prison from which people hardly can escape.

His friend Stan couldn't believe **f.**

6. anyone born in that city doesn't really have much choice in life.

4. Based on the text from this worksheet, try to write your own autobiography!

B. TEXTUAL GENRES

6. Journal

Teacher's notes

Like biographies, journals can get students involved in writing activities that are reflections of themselves and their lives – as teenagers, confessional language and personal thoughts are part of their daily life.

Topic: Textual genres – journal

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 60 minutes

Material: Worksheet

Class management: Pair / Individual work

Procedure

Step 1 – Hand out the Worksheet and ask students to read the text and do activity 1. Check and correct students' answers.

Step 2 – Ask students to do activities 2 and 3. Check and correct students' answers.

Step 3 – Ask students to do activity 4. This must be an individual activity. Set a time limit for the activity. Tutor the students.

Step 4 – Ask students to share their texts with the rest of the class.

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (written feedback; formative assessment).

Variation: The text given here is just a suggestion – any other text with a similar structure can be used.

Follow up: Students can go from here to being encouraged to writing a “learning journal” about the learning process in the English classroom.

WORKSHEET 1**Anne Frank****Journal**

A journal – also called a diary – is a personal text, written by someone about her/his own life. It is usually meant to be read only by his/her author. However, there are journals that were published due to the importance of the author or the events recorded. *Anne Frank: The Diary of a Young Girl* is just one well-known example.

1. Read the following text.

Saturday, 20 June 1942

It's strange, writing a diary. Of course, I've written things before, but who will be interested in the thoughts of a thirteen-year-old schoolgirl? Well, does it matter? I want to write, and I want to bring out so many things that lie deep in my heart.

- 5 I need a diary because I haven't got a friend. You won't believe that I am completely alone in the world! And I'm not. I have loving parents and a sixteen-year-old sister, a good home and about thirty people that I can call friends. There are plenty of boys who are interested in me too! But I haven't got that one, true friend who understands me. So this diary can be my new friend. Let's
10 start with the story of my life.

My father – the best father in the world – was thirty-six when he married my mother, who was then twenty-five. My sister Margot was born in Frankfurt-am-Main in Germany in 1926. Then I followed on 12 June, 1929.

- 15 Because we are Jewish, we moved to Holland in 1933. After 1940 things were not so good any more. First the war started, and then the Germans arrived in Holland. Our freedom disappeared. Under the new German laws, Jews must wear a yellow star. Jews must walk everywhere. They can only do their shopping in 'Jewish Shops', and they must be indoors by eight o'clock at night. They must not even sit in their own gardens after that time. Jews cannot visit the theatre or the cinema. Jews cannot visit Christians, and their children must go to Jewish schools.

<http://www.tibe.dk/Anne%20Frank%20-%20The%20Diary%20of%20a%20Young%20Girl/The%20Diary%20of%20a%20Young%20Girl.pdf>
(abridged), accessed in January 2014

1.1. Complete the sentences about Anne Frank and her journal entry.

Anne was a **a.** girl living in the Netherlands at the time of the
b.

She starts her journal **c.** she feels she has no **d.**
and no one to talk to or confide in.

Besides talking about **e.**, she introduces her **f.**
and reveals her thoughts.



WORKSHEET



2. Complete the following definitions with the given words.

confessional daily first colloquial
assignment thoughts personal

A journal can be a chronicle of your **a.** activities, a summary of your most intimate **b.**, or simply a way to keep yourself on-track while you complete an **c.** It is **d.** and most of the times is for the author's eyes only. That's why its language is **e.** but **f.**, and it's written in the **g.** person.

3. Here are some tips about writing a journal. Match them with the correct description.

- | | | |
|---|-----------|--|
| Find something to write in. | a. | 1. Either way, your writing implement should feel comfortable in your hand and help you write at a pace you enjoy. |
| Find a writing tool. | b. | 2. Choose an environment that makes you feel like writing. If you're not sure, try out a few different locations at different times during the day. |
| Set up a routine. | c. | 3. You can use a notebook, legal pad, blank book, word processor, journaling application like RedNotebook, or you can also buy journals with locks. |
| Choose a setting that's conducive to writing. | d. | 4. Write down your thoughts as they occur to you. If you're stumped, start out by discussing what you did during the day. These topics might lead you to other interesting topics which you can write about. |
| Date your entry. | e. | 5. You might want to take your journal with you wherever you go, so that you can write down your thoughts as they occur. You could choose a particular time each day to sit down and clear your head. |
| Start writing. | f. | 6. This may seem a real drag, but this is the only real rule when it comes to keeping a journal. |

Based on <http://www.wikihow.com/Write-a-Journal-Entry> (abridged and adapted), accessed in February 2014

4. Think about your daily life and write a journal entry for one of the most important days in your life.

B. TEXTUAL GENRES

7. Public speech

Teacher's notes

Speaking in public is an essential skill for everybody. By addressing public speaking as a textual genre, we aim to help our students understand the “mechanics” of this type of speech, and make them aware of the importance of some of its linguistic features.

Moreover, it can be a great way to start a speech competition at school!

Topic: Textual genres – public speech

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 60 / 90 minutes

Material: Worksheet

Class management: Pair / Individual work

Procedure

Step 1 – Hand out the Worksheet and ask students to read the text.

Step 2 – Ask students to do activities 2 and 3. Check and correct students' answers.

Step 3 – Ask students to do activity 4. This must be an individual activity. Set a time limit for the activity. Tutor the students.

Step 4 – Ask students to share their texts with the rest of the class.

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (written feedback; formative assessment).

Variation: The text given here is just a suggestion – any other text can be used, with a similar structure. Luther King's speech can be accessed in <http://www.youtube.com/watch?v=V57lotnKGF8> (retrieved in January 2014).

Follow up: Speaking competitions are very common in schools in English-speaking countries. This activity could be a good starting point for such competitions at school – within each class at first, and then a public final involving winners from each class.

WORKSHEET**Public Speech****Public Speech**

A speech is a spoken text that can be either spontaneous or written previously. The speaker addresses himself to a specific group of people and explains his ideas. There are different types of public speeches depending on the intention of the speaker, and they can be persuasive, informative or ceremonial. Martin Luther King's "I have a dream" speech is famous, thanks to its importance to humankind, but there are many other famous public speeches.

1. Read the following text.

I have a dream

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We
5 can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. (...) No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like
10 waters, and righteousness like a mighty stream."

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a
15 dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

20 I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.



- 25 I have a *dream* today!
 And if America is to be a great nation, this must become true.
 And so let freedom ring from the prodigious hilltops of New Hampshire.
 Let freedom ring from the mighty mountains of New York.
 Let freedom ring from the heightening Alleghenies of Pennsylvania.
- 30 Let freedom ring from the snow-capped Rockies of Colorado.
 Let freedom ring from the curvaceous slopes of California.
- And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and
- 35 Catholics, will be able to join hands and sing in the words of the old Negro spiritual:
Free at last! Free at last!
Thank God Almighty, we are free at last!

<http://www.americanrhetoric.com/speeches/mlkihadream.htm> (abridged), accessed January 2014

2. Answer the following questions on Martin Luther King's speech.

2.1. What is the aim of this speech?

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2.2. Do you think this is a powerful speech? If so, why?

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2.3. Would you be persuaded by such a speech? State your reasons.

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WORKSHEET



3. Here are some linguistic characteristics of a public speech. For each one, quote from the text at least one example.

a. Make sure you have an attention-grabbing opening. Using a rhetorical question, stating a fascinating fact or statistic, recounting an entertaining anecdote, using a quote from a famous person, etc, are all ways of doing this.

.....

b. Using emotive language can help sway your audience's feelings.

.....
.....

c. Backing up you statements with carefully thought-out explanations, and appropriate examples is important.

.....
.....

d. Different techniques such as repetition, listing, hyperbole, rhetorical questions, irony, simile, metaphor, etc., can be used to highlight and emphasise different points you are making.

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e. Using inclusive language is a common device to get the audience on side.

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f. Be careful not to alienate your audience from you by making them feel threatened, ridiculed or patronised. The idea of a persuasive speech is to have the audience eventually see things your way, so take care not to offend them.

.....
.....

g. Ensure that your conclusion is punchy and memorable, that it drives home your opinion and leaves the audience with a clear picture of your view and why it is a valid one.

.....
.....

Based on <http://mrsmacsyearch12english.wikispaces.com/file/view/Features+of+a+Persuasive+Speech.doc>
(abridged), accessed in February 2014

4. Choose a topic that is dear to you, or in which you strongly believe, and write a speech to deliver to your classmates, inspired in Martin Luther King's speech.

B. TEXTUAL GENRES

8. Review

Teacher's notes

Reviews have a very structured format and it is important that our students become familiar with them. We also have to take into account that students will come across this genre at any time, as it is very easy to find such texts in printed or online media.

Topic: Textual genres – review

Level: Upper Intermediate

Aims: Developing knowledge of specific text structure and language features

Time: 60 minutes

Material: Worksheet

Class management: Pair / Individual work

Procedure

Step 1 – Hand out the Worksheet and ask students to read the text.

Step 2 – Ask students to do activities 1, 2 and 3. Check and correct students' answers.

Step 3 – Ask students to do activity 4. This should be an individual activity, but it can be done in pairs. Set a time limit for the activity. Tutor the students.

Step 4 – Ask students to share their texts with the rest of the class.

Assessment: Peer assessment (students exchange their work and check the results); teacher assessment (written feedback; formative assessment).

Variation: The text given here is just a suggestion – any other text with a similar structure can be used.

Follow up: The best reviews in the class can be published in the school magazine or blog.

WORKSHEET 1**Walter Mitty****Review**

A review is a text about objects, such as movies, CDs, TV series or cars. In the review the writer makes his opinion explicit and gives a critical assessment of those objects. Usually you can find reviews in newspapers and magazines.



1. Read the following film review.

***The Secret Life of Walter Mitty* - review**

The Secret Life of Walter Mitty | Production year: 2013

Country: USA | Cert (UK): PG | Runtime: 114 mins | Director: Ben Stiller

Cast: Adam Scott, Ben Stiller, Kathryn Hahn, Kristen Wiig, Sean Penn, Shirley MacLaine

Xan Brooks

5 *The Secret Life of Walter Mitty* was a spry short story written by James Thurber back in 1939 and spinning the tale of a henpecked fantasist in humdrum Connecticut. The yarn was later converted into a 1947 Danny Kaye vehicle, which beefed up the plot with some real-world heroics. Ben Stiller's 21st-century overhaul goes further still, stuffing Thurber's central conceit with so many steroids that it becomes an impediment. The film has a good heart but it's indecisive and bloated.

10 Stiller directs and stars as Walter Mitty, a lowly office drone in a land of mirrored office blocks and criss-crossing railway lines. He has a job as a "negative asset manager" at *Life* magazine where framed portraits of Marilyn Monroe and Muhammad Ali gaze down from the walls. Mitty pines for the love of his co-worker Cheryl (Kristen Wiig) but the magazine is down-sizing, and his boss hates his guts. In the midst of this misery, he consoles himself by imagining himself in a bespoke remake of *The Curious Case of Benjamin Button*, reverting to babyhood while Cheryl grows old beside him on the porch. "Just nestle in here and die," she coos to Walter, clasping him close to her breast.

15 So far, so good – but it's at about this point that the comedy goes awol. When Mitty abruptly jets off in search of a missing negative and an enigmatic war photographer (Sean Penn), it's the cue for the original story to be gatecrashed, or gazedumped.

20 I'm all for a bit of creative vandalism when it comes to adaptations. But this innovation's a mess, and it doesn't add up. *The Secret Life of Walter Mitty* feels like two films in one, each jostling for position, each disliking the other. They would far rather cut loose and strike out on their own.

<http://www.theguardian.com/film/2013/dec/29/drama-benstiller> (abridged and adapted), accessed in January 2014

WORKSHEET

1.1. Complete the following text with the given words.

formal	adjectives
readers	newspapers
online	interesting



Reviews are normally found in **a.** or magazines, often **b.** The style used depends on the intended **c.** Therefore, it can be semi-formal or **d.** Present tenses are normally used. A variety of **e.** are used to make the review more **f.** to readers.

2. Match the parts of a review with the type of information included in each of them.

- | | | |
|---------------------|-----------|---|
| Introduction | a. | 1. Usually made up of 2 paragraphs:
1 st – describing the main features of the plot (or summary of the story in the film)
2 nd – general comments and opinions on |
| | | <ul style="list-style-type: none"> • the acting • the music • the photography • the colour / animation (if it is a cartoon) • the setting • the costumes • special effects (i.e. sci-fi movies) |
| Main body | b. | 2. Reviewer's opinion – include a recommendation and reasons why you do/don't recommend the film |
| | | 3. Facts and background information concerning the film, such as: |
| Conclusion | c. | <ul style="list-style-type: none"> • the title • the name of the artists or actors and actresses • the name of the director • the type of movie • the place where the story in the film happens (i.e. the setting) |

Based on http://engres.ied.edu.hk/nss/tasks/MsCarrieLi/Language_of_FilmReview.pdf
(abridged and adapted), accessed in February 2014

2.1. Go back to the text and divide it in its parts.

WORKSHEET

3. Is the review you've read about *The Secret Life of Walter Mitty* a positive or negative review? Quote from the text to support your answer.

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- 3.1. Did you watch the film? Do you agree with the author's review?

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4. Think of a film you've recently watched and write your own review.

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Answer key

A. Watching and Listening

Invictus – Multiculturalism and human rights (p. 8)

Worksheet 1

1. a. political and social; white; b. segregated; c. Cup; unite.
2. a. born; b. unjust; c. involved; d. racist; e. arrested; f. released; g. apartheid.

Worksheet 2

1. a. Clint Eastwood; b. Morgan Freeman, Matt Damon; c. December 2009; d. 135 minutes; e. Biography, Drama, History, Sport.
2. c.
3. forgiveness, inspiration, social prejudice, racism, leadership.
4. a. 3; b. 4; c. 1; d. 2.

Worksheet 3

2. Open answer

Ordinary Love – Human rights (p. 12)

Worksheet

1. 1. d; 2. b; 3. c; 4. a; 5. g; 6. e; 7. f; 8. h; 9. l; 10. j; 11. i; 12. k; 13. o; 14. n; 15. m; 16. p; 17. r; 18. t; 19. s; 20. q; 21. w; 22. u; 23. x; 24. v; 25. z; 26. y.
2. a. want; is; deal; feel; believe; b. kiss; fight; throw; fall; reach; leave; fly; build; put wash; c. take care; wash away.
- 2.1. c.
3. a. weren't going to win; b. took home the Best Original Song; c. written in honor; d. really is personal; e. right-side up; f. refused to hate; g. thought love would do.
4. Personal answer.

12 Years a Slave – Human rights (p. 15)

Worksheet 1

- 1.1. The person is speaking black.
- 1.2. a. "you may write me down in history / with your bitter, twisted lies," (ll. 1-2); b. "I'm a black ocean, leaping and wide, / Welling and swelling I bear in the tide." (ll. 20-21); c. "Just like hopes springing high (l. 6) / I am the dream and the hope of the slave" (l. 27).
- 1.3. shame, pain, terror, fear.
- 1.4. Despite all the pain and humiliation, the poet will go on/won't give up.
- 1.5. Slavery.

Worksheet 2

1. b. 2013; c. Steve McQueen; d. Benedict Cumberbatch, Brad Pitt, Chiwetel Ejiofor, Michael Fassbender, Paul Dano; e. Solomon Northup, a free black man from New York State, is kidnapped and sold into slavery. In the twelfth year of his life as a slave, Solomon meets a Canadian abolitionist and that changes his life.
2. a. Black; b. free; c. gig; d. sold; e. deep; f. incredulous; g. best; h. situation; i. mercy; j. cooperation; k. trouble; l. emotional; m. bad; n. freedom.

Worksheet 3

1. a. What motivated you to make a film about slavery?; b. What is the film about? / What is the story of the film?; c. Why did you choose such a graphic/realistic approach to the topic?; d. Would you say it is an American or a world story?
2. Open answer.

Worksheet 4A

1. a. land; b. existence; c. legacy; d. speak my mind; e. smile again, perhaps cry; f. freed slave; g. free man; h. birthright; i. see me; j. future.

Worksheet 4B

- Open answers.

I Need a Dollar – The world of work (p. 20)

Worksheet 1

- 1.1. a.
- 1.2. b.
2. Personal answer.
3. a. 3; b. 1; c. 2.

Worksheet 2

- Open answers.

Fireflies – Saving the world in a song (p. 23)

Worksheet 1

1. a. eyes; b. fireflies; c. asleep; d. air; e. everywhere; f. rude; g. stare; h. hugs; i. bugs; j. dance; k. head; l. bed; m. thread; n. crack; o. insomniac; p. sheep; q. asleep; r. fireflies; s. goodbyes; t. farewell; u. are; v. bizarre; w. jar.
2. a. lit up; b. stand; c. rude; d. weird.
3. a. "But I would just stand and stare."
b. "I'd like to make myself believe / That planet Earth turns slowly."
c. "Cause I feel like such an insomniac."
d. "I'm weird 'cause I hate goodbyes / I got misty eyes as they said farewell."
e. 'Cause I saved a few and I keep them in a jar.
4. Open answer.

The Age of Stupid – The environment (p. 26)

Worksheet 1

- 1.1. Environment; environmental problems.
- 1.2. Personal answer.
- 1.3. Personal answer.

Worksheet 2

- 1.1 c.; e.; g.; h.
- 1.2. a.; c.
2. **a.** climate; **b.** founder; **c.** melted; **d.** achievements; **e.** intelligent; **f.** clips; **g.** documentary; **h.** message.
3. **a.** 3; **b.** 5; **c.** 1; **d.** 2; **e.** 6; **f.** 4.
4. Personal answer.
5. Open answer.

Worksheet 3

Open answer.

B. Textual Genres

Advertisment (p. 32)

Worksheet 1

1. **a.** powerful; **b.** target; **c.** slogans; **d.** repetitions.
2. a.; c.; d.; f.; h.
3. **a.** myIDP Science Careers app; **b.** Helps scientists prepare their development plan; **c.** Scientists.
- 3.1. **a.** A career plan customized for you, by you; **b.** recommended by leading professionals; developed by scientists.
4. Open answer.

Comic strip (p. 35)

Worksheet 1

1. **a.** story; **b.** comment; **c.** funny; **d.** identify.
- 1.2. a.; c.; d.; f.; h.

Worksheet 2

1. 1. d; 2. c; 3. a; 4. b.
- a. you're exaggerating; b. well, that's what it feels like.

Novel (p. 38)

Worksheet 1

1. **a.** narrative; **b.** length; **c.** human; **d.** events; **e.** people; **f.** setting.
2. b.; c.; e.; g.; h.; j.

Worksheet 2A

- 2.1. a.; 2.2. a.; 2.3. c.
3. **a.** ludicrous (l. 9); disciple (l. 13); **b.** making (l. 9); practising (l. 10); walking (l. 11); brought (l. 14); spread (l. 14).

Worksheet 2B

2. **a.** describe; **b.** personality; **c.** adjectives; **d.** be.
3. **a.** small; elegant; handsome; delicate; broad; strong; young; plump; unphysical; pale; round; brown. **b.** clumsy; fanatical; proud; kind; timid; compliant; exasperated; aggressive. **c.** inconvenient; unexplored.
4. **a.** small; **b.** brown; pale; **c.** broad; delicate; round; **d.** clumsy; kind; timid; compliant; **e.** aggressive; exasperated.

Worksheet 3

Open answer.

Poetry (p. 43)

Worksheet 1

1. 1. k; 2. i; 3. e; 4. f; 5. h; 6. a; 7. m; 8. d; 9. n; 10. g; 11. b; 12. j; 13. c; 14. l.
2. b.; e.; f.; h.
- 3.1. It's a love poem but it could also be about the poet and his writing.
- 3.2. William Shakespeare was an English poet and playwright.
4. **a.** ows't / grows't; **b.** the eye of heaven = the sun.
- 5.1. c.
- 5.2. b.
- 5.3. a.
- 5.4. b.
6. Personal answer.

Biography (p. 46)

Worksheet 1

- 1.1. **a.** non-fictional; **b.** formative; **c.** achievements; **d.** quotes.
- 1.2. a.; c.; d.; e.; f.; h.; i.
- 2.1. It is autobiographical because it is written in the first person.
3. **a.** 4; **b.** 6; **c.** 5; **d.** 1; **e.** 3; **f.** 2.
4. Personal answer.

Journal (p. 49)

Worksheet 1

- 1.1. **a.** Jewish; **b.** 2nd world war; **c.** because; **d.** friends; **e.** her life/herself; **f.** family.
2. **a.** daily; **b.** thoughts; **c.** assignment; **d.** personal; **e.** confessional; **f.** colloquial; **g.** first.
3. **a.** 6; **b.** 5; **c.** 1; **d.** 3; **e.** 4; **f.** 2.
4. Personal answer.

Public speech (p. 52)

Worksheet

2.1. The aim is to persuade American society to grant blacks the same civil rights as whites.

2.2. Open answer.

2.3. Personal answer.

3.

a. “When will you be satisfied?” (l. 2)

b. “unspeakable horrors of police brutality” (l. 4)

“Let’s not wallow in the valley of despair.” (l. 11)

c. “as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.” (ll. 5-8)

d. repetition: “I have a dream”; hyperbole:

“sweltering with the heat of injustice, sweltering with the heat of oppression” (ll. 20-21); simile:

“justice rolls down like waters, and righteousness like a mighty stream” (ll. 9-10).

e. “we can never be satisfied”

f. “I say to you, today my friends...” (ll. 11-12) / “all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands” (ll. 34-35)

g. “we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: *Free at last! Free at last! / Thank God Almighty, we are free at last!*” (ll. 33-37)

4. Open answer.

Review (p. 56)

Worksheet

1.1. **a.** newspapers; **b.** online; **c.** readers; **d.** formal; **e.** adjectives; **f.** interesting.

2. **a.** 3; **b.** 1; **c.** 2.

2.1. Introduction: ll. 1-6; main-body: ll. 7-17; conclusion: ll. 18-21.

3. It’s a negative one. The author says “(...) this innovation is a mess”, “and it doesn’t add up”.

3.1. Personal answer.

4. Open answer.