

LESSON 10



INCLUSION INSIGHTS



Section 1. Getting Started: Vocabulary and Pronunciation

Inclusive Education:



Accessibility



Collaboration



Differentiation



Diverse learners



Equal opportunities



Flexible learning



Inclusive learning environment



Inclusivity



Learning accommodations



Personalized education

Verbs:



Adapt



Carry out
(inclusive practices)



Come up with



Customize



Embrace



Figure out
(individual needs)



Go through



Look into



Take on

Idiomatic Expressions:



To level the playing field



A seat at the table



A world of possibilities



Come up with
(innovative solutions)



Look into
(inclusive strategies)



Take on
(different learning styles)



Go through
(customized plans)



Work on
(inclusive practices)



Pronunciation:

Practice the pronunciation of the words in the table below, focusing on the common sounds in each group. Repeat the words multiple times, emphasizing the specific sounds to strengthen your pronunciation skills.



Sound

Words

/sh/

"differentiation," "flexible," "inclusive"

/l/

"collaboration," "equal," "flexible,"
"learning"

/k/

"accommodations," "practices," "look,"
"take"

LESSON 10

WARM UP ACTIVITY

INCLUSIVE EDUCATION



Inclusive education means creating learning environments where everyone feels welcome, respected, and supported.



THINK • SHARE • DISCUSS

Work with a partner or in a small group. Look at the situations below and complete the tasks that follow.



A student uses a wheelchair and needs ramps and accessible classrooms.



A student has dyslexia and needs different ways of reading and understanding information.



A student is new to the country and is still learning the language.



A student feels shy and finds it hard to join group activities.



THINK

What challenges might each student face?



SHARE

How could teachers and classmates support each student?



DISCUSS

What does inclusive education mean to you?

LESSON 10 GRAMMAR FUNDAMENTALS

INCLUSIVE EDUCATION: LANGUAGE IN CONTEXT



Discussing the principles and practices of inclusive education involves understanding and utilizing various grammatical structures to convey ideas effectively. Here's a detailed explanation of the structures used in this context:



1. PRESENT SIMPLE TENSE

The present simple tense is used to describe habitual actions, general truths, and facts that are true in the present.

Example:

“ Inclusive schools welcome all students regardless of ability. ”

This sentence states a fact about inclusive schools, emphasizing that they welcome students of all abilities on a regular basis.



2. MODAL VERBS (CAN, SHOULD)

Modal verbs express possibility, capability, necessity, or obligation. In the context of inclusive education, modal verbs such as “can” and “should” are used to indicate the ability and recommendation of teachers to adapt lessons to meet diverse learning needs.

Example:

“ Teachers can adapt lessons to meet diverse learning needs. ”

This sentence highlights the capability of teachers to modify lessons to accommodate students with varying abilities and learning styles.



3. PHRASAL VERBS RELATED TO THE TOPIC

Phrasal verbs are combinations of verbs and particles (usually prepositions or adverbs) that create idiomatic expressions with meanings different from the individual words. In discussing inclusive education, phrasal verbs such as “bring about” emphasize the efforts made to achieve inclusion for all students.

Example:

“ The school is striving to bring about inclusion for all students. ”

This sentence illustrates the school's active efforts and commitment to fostering an inclusive environment for all students.



QUICK CHECK

Read the sentences and write (P) for Present Simple, (M) for Modal Verb, or (Ph) for Phrasal Verb.

- _____ All students belong in our school.
- _____ Teachers should be patient and kind.
- _____ We are working to bring about change.
- _____ The school can provide extra support.
- _____ Inclusion helps everyone learn better.
- _____ We need to look after each other.



IN SUMMARY

Discussing the principles and practices of inclusive education involves using the present simple tense to state facts, modal verbs to express capability and recommendation, and phrasal verbs to emphasize actions taken to promote inclusion.



THINK & DISCUSS

Discuss these questions in pairs or small groups.

1. Why is inclusive education important in schools?
2. How can teachers use language to encourage inclusion?
3. What actions can students take to bring about a more inclusive environment?



LESSON 10

GRAMMAR FUNDAMENTALS

INCLUSIVE EDUCATION: LANGUAGE IN CONTEXT



Discussing the principles and practices of inclusive education involves understanding and utilizing various grammatical structures to convey ideas effectively. Here's a detailed explanation of the structures used in this context:

Explanation	Structures Used	Examples
Principles and practices of inclusive education	Present Simple tense	• Inclusive schools <u>welcome</u> all students regardless of ability.
	Modal verbs (can, should)	• Teachers <u>can</u> adapt lessons to meet diverse learning needs.
	Phrasal verbs related to the topic	• The school is <u>striving to bring about</u> inclusion for all students.



1 EXERCISE 1: GAP FILL EXERCISE

Fill in the blanks with the appropriate words or phrases.

- In _____ schools, every student is valued and respected.
- Teachers _____ adapt their teaching methods to accommodate all learners.
- The principal _____ inclusive education as a priority for the school.
- The school _____ various strategies to promote inclusivity.
- Students with disabilities _____ participate in all school activities.

2 EXERCISE 2: TRANSFORMATION EXERCISE

Rewrite the sentences using the given words. Maintain the same meaning.

- Inclusive schools welcome all students regardless of ability.
All students, _____ their ability, are welcome in inclusive schools.
- Teachers can adapt lessons to meet diverse learning needs.
Lessons _____ to meet diverse learning needs by teachers.
- The school is striving to bring about inclusion for all students.
The school _____ to ensure inclusion for all students.
- Students with disabilities actively participate in all school activities.
All school activities _____ by students with disabilities.
- The principal has identified inclusive education as a priority for the school.
Inclusive education _____ a priority for the school by the principal.



GRAMMAR FOCUS



Present Simple Tense

Used to describe habitual actions, general truths, and facts that are true in the present.



Modal Verbs (can, should)

Express possibility, capability, necessity, or obligation.



Phrasal Verbs

Verb + particle combinations that create idiomatic expressions.



USEFUL WORDS

- inclusive
- diversity
- accommodate
- strategy
- participation
- priority
- promote
- accessibility



THINK & DISCUSS

Discuss the following questions with your partner or in small groups.

- ▶ Why is inclusive education important in schools?
- ▶ How can teachers use language to encourage inclusion?
- ▶ What actions can students take to bring about a more inclusive environment?





EXERCISE 1: INCLUSION HUB

You will be divided into small groups, and each group will focus on discussing specific disability categories to promote understanding and inclusivity.

We will have four disability categories to discuss. Your group will rotate through each category. When discussing, consider the challenges students with these disabilities may face in traditional classrooms and brainstorm ways teachers can support them for inclusive education. Remember to listen actively and share your thoughts respectfully.



Inclusion Hub



Physical Disabilities:

Discuss the physical barriers students with disabilities such as mobility impairments or chronic health conditions might encounter in a traditional classroom setting. Brainstorm strategies to make the classroom environment more accessible and accommodating for these students.



Sensory Disabilities:

Explore the challenges faced by students with sensory disabilities, including blindness, deafness, or sensitivity to stimuli. Discuss how teachers can adapt teaching methods and materials to meet the diverse sensory needs of these students and create a sensory-friendly classroom environment.



Neuro Disabilities:

Examine the social and cognitive barriers encountered by students with neurodevelopmental disabilities like autism spectrum disorder or intellectual disabilities. Discuss approaches for promoting social inclusion, building peer relationships, and implementing individualized behavior support plans to create an inclusive learning community where all students feel valued and supported.



Learning Disabilities:

Identify common learning challenges experienced by students with learning disabilities such as dyslexia, dyscalculia, or ADHD. Share strategies for implementing personalized learning approaches, providing assistive technologies, and fostering a supportive learning environment that caters to the unique strengths and needs of these students.



DISCUSSION TIPS

- ✓ Be respectful and open-minded.
- ✓ Give examples and share personal experiences if relevant.
- ✓ Listen carefully to others and build on their ideas.



LESSON 10

INCLUSIVE EDUCATION

EXPRESS YOUR OPINION



THINK & DISCUSS

Discuss the questions below with a partner or in a small group.

1. What does inclusive education mean to you?
2. What are the main benefits of inclusive education for students, teachers, and society?
3. What challenges might schools face when trying to be more inclusive?
4. How can teachers adapt their teaching to meet the needs of all learners?
5. What actions can students take to promote inclusion in their schools?
6. Do you think your school is inclusive? Why or why not?
7. How can technology support inclusive education?
8. What changes would you like to see in schools to make them more inclusive?



YOUR OPINION

Choose one of the questions above and write a short paragraph expressing your opinion. Use reasons and examples to support your ideas.



SHARE YOUR IDEAS!

Share your paragraph with your partner or group. Listen to their ideas and discuss:

- Do you agree or disagree?
- What similar ideas do you have?
- What new ideas did you hear?



LESSON 10



SPEAKING ACTIVITY

CREATING A FORUM: INCLUSIVE EDUCATION



In this activity, you will organize and participate in a class forum to discuss ideas, share opinions, and find solutions about making education more inclusive for everyone.



GUIDELINES



1. FORM YOUR GROUP

- Work in groups of 4–6 students.
- Assign roles: moderator, speakers, note-taker, timekeeper, and audience manager.



2. CHOOSE A TOPIC

- Select one topic from the list below.
- Make sure everyone in the group understands the topic.



3. RESEARCH AND PREPARE

- Research your topic using reliable sources.
- Take notes and collect examples, statistics, or real-life situations.



4. PLAN YOUR FORUM

- Discuss the topic and decide on 3–4 key ideas or arguments.
- Prepare questions for the audience.
- Plan how each member will participate.



5. HOST YOUR FORUM

- Each group will run a 10–12 minute forum.
- The moderator introduces the topic and gives the floor to speakers.
- Encourage questions and respectful discussion.



6. CONCLUDE AND REFLECT

- Summarize the main ideas discussed.
- Share possible solutions or actions.
- Reflect on what you learned and how your views may have changed.



SUCCESS TIPS

- Use respectful language
- Listen actively
- Support your opinions with reasons and examples
- Encourage everyone to speak
- Stay on topic and manage your time



TOPICS AND IDEAS TO DEVELOP

Choose one topic and develop the ideas below in your forum.



1. WHAT IS INCLUSIVE EDUCATION?

- Definition and importance
- Benefits for students
- Benefits for society
- Examples in schools



2. CHALLENGES IN ACHIEVING INCLUSION

- Physical and financial barriers
- Lack of training or resources
- Attitudes and stereotypes
- Policies and implementation



3. SUPPORTING STUDENTS WITH DIFFERENT NEEDS

- Teaching strategies
- Assistive technologies
- Emotional and social support
- Collaboration with families



4. ROLES AND RESPONSIBILITIES

- Teachers: What can they do?
- Students: How can they help?
- Parents: How can they support?
- Schools and communities



5. SOLUTIONS AND THE FUTURE

- Ideas for improving inclusion
- Use of technology
- Policy changes needed
- Your vision for the future

LESSON 10

Inclusive Education

Different abilities. Same opportunities.

Inclusion
builds a
stronger
future



Conversation Questions

Work with a partner. Discuss the following questions.
Share your ideas and listen to your partner's opinions.

1 What does inclusive education mean to you?



7

Have you ever had a teacher who made a positive difference in your life? What did they do?



2 How can schools be more inclusive for all students?



8

What are some common stereotypes about students with disabilities? How can we change them?



3 What are some challenges students with disabilities face in your country?



9

How can inclusive education help build a more equal and fair world?



4 How do you think inclusive education benefits society?



10

Do you think inclusive education is well developed in your country? Why or why not?



5 What role can technology play in inclusive education?



11

What are some things you can do in your daily life to promote inclusion?



6 What can students do to support their classmates and create a more inclusive environment?



12

How do you think the future of education will change with more inclusive practices?



LESSON 10

SECTION 4: LISTENING



Exercise 1: Fostering Inclusive Education

Listen to the following conversation.
Then, answer the questions.



1 Based on the discussion, what is one key aspect of creating an inclusive classroom?

- a) Providing strict guidelines for all students
- b) Adapting teaching strategies to meet diverse needs
- c) Using the same teaching strategies for every student
- d) Ignoring the needs of students with diverse learning styles

YOUR ANSWER:

2 What does Carlos emphasize as crucial for inclusivity beyond accommodations?

- a) Strict adherence to traditional teaching methods
- b) Ignoring the importance of educator involvement
- c) Excluding students with diverse needs from the learning community
- d) Feeling valued, having a voice, and being part of the learning community

YOUR ANSWER:

3 According to Ana, how can systemic change towards inclusivity be achieved?

- a) By solely focusing on individual classroom practices
- b) By implementing rigid teaching methods without flexibility
- c) By isolating educators from policymakers and communities
- d) By raising awareness, shaping policies, and fostering a culture of diversity

YOUR ANSWER:

4 What teaching strategy does Lucia mention as effective for fostering inclusivity?

- a) Collaborative learning
- b) Strict teacher-centered instruction
- c) Individualized instruction for each student
- d) Ignoring students' strengths and weaknesses

YOUR ANSWER:

5 From Carlos's perspective, how can educators ensure students with diverse learning needs have a voice in the classroom?

- a) By excluding them from classroom discussions
- b) By strictly adhering to a predetermined curriculum
- c) By focusing solely on traditional teaching methods
- d) By creating an environment where every student feels heard and respected

YOUR ANSWER:

LESSON 10

Special Edition

SOFIA'S JOURNEY

A STORY OF INCLUSION

The inspiring story of a young woman who proves that inclusive education opens doors, builds confidence, and creates a better future for everyone.



SOFIA

Sofia, a 25-year-old Costa Rican woman with Down syndrome, is a shining example of how inclusive education can transform lives and shape a brighter future. Her story is one of support, determination, hard work, and the belief that every person, regardless of their abilities, has the right to learn, grow, and achieve their dreams.

EARLY EDUCATION: THE FIRST STEPS

Sofia's journey began in inclusive classrooms in Costa Rica, where she was welcomed and valued from the very beginning. Her teachers were trained to understand her needs and to create a positive learning environment where she could participate, develop her talents, and feel confident. At home, her parents were her biggest advocates. They fought for her right to an education without limits and made sure she received the support and accommodations she needed to succeed.

SUPPORT AND ACCOMMODATIONS

Throughout her schooling, Sofia benefited from personalized education plans, extra time on assignments, assistive technologies, and the encouragement of teachers and peers. But more importantly, she was surrounded by people who believed in her potential. Her classmates included her in activities, listened to her ideas, and treated her as an equal. This sense of belonging gave Sofia the confidence to speak up, ask questions, and never give up.

A HISTORIC MILESTONE

After years of effort and perseverance, Sofia graduated from high school with excellent results. But she didn't stop there. In a historic moment for Costa Rica, she became part of the first generation of students with Down syndrome and intellectual disabilities to attend the prestigious University of Costa Rica. Her acceptance was not just a personal victory—it was a giant step forward for inclusion in higher education in the country.

ACADEMIC ACHIEVEMENT

At university, Sofia continued to break barriers. She approached her studies with enthusiasm and curiosity, eager to learn and grow. With the support of her professors, classmates, and university staff, she overcame challenges, developed new skills, and participated in group projects and campus activities. She proved that with the right opportunities and support, students with disabilities can excel academically and contribute meaningfully to their communities.

A NEW JOURNEY: FROM STUDENT TO PROFESSIONAL

After earning her degree, Sofia started a new chapter in her life: her professional career. She secured a position as an assistant in an academic department at the University of Costa Rica. In her role, she uses her organization, communication, and creativity every day. She is not only achieving her dreams—she is inspiring others to believe in theirs.



A MESSAGE OF HOPE

Sofia's story teaches us that inclusive education is about more than access—it's about empowerment, respect, and opportunity. When we embrace diversity and work together, we build a society where everyone can reach their full potential. Sofia's journey is a beacon of hope and a reminder that inclusion benefits us all.

LESSON 10

SPEAKING ACTIVITY

SOFIA'S JOURNEY: A STORY OF INCLUSION



Read the article about Sofia's journey.
Now, discuss the questions with a partner
or in a small group.



SOFIA



ABOUT THE READING

The article tells the inspiring story of Sofia, a 25-year-old Costa Rican woman with Down syndrome. It shows how inclusive education supported her from childhood to university and how she achieved her dreams.

Through the support of her family, teachers, and peers, as well as the accommodations she received, Sofia overcame challenges, graduated from university, and started her professional career. Her story is a powerful example of how inclusion creates opportunities and builds a better future for all.



KEY THEMES

- Inclusive education and equal opportunities
- The importance of support from family, teachers, and peers
- Overcoming challenges with determination
- Achieving academic and personal goals
- The impact of inclusion on individuals and society



THINK BEFORE YOU SPEAK

Before discussing, think about:

- What moments in Sofia's journey inspired you the most?
- How did inclusion make a difference in her life?
- What lessons can we learn from her experience?
- How can we apply these lessons in our own school or community?



DISCUSSION QUESTIONS

Discuss the questions with a partner or in a small group.

- 1 What is the main message of Sofia's story?
- 2 How did Sofia's family support her education and personal growth?
- 3 What role did her teachers and peers play in her success?
- 4 Why is inclusive education important for students with disabilities?
- 5 What challenges did Sofia face at school and university? How did she overcome them?
- 6 How did Sofia show resilience and determination throughout her journey?
- 7 What impact did earning a university degree have on Sofia's life and future?
- 8 How can schools and universities create more inclusive environments for all students?
- 9 How does Sofia's story inspire you personally?
- 10 What can each of us do to promote inclusion in our schools, workplaces, and communities?



SHARE AND REFLECT

After the discussion, share one idea from your group with the class.
How can we all contribute to a more inclusive and equitable society?

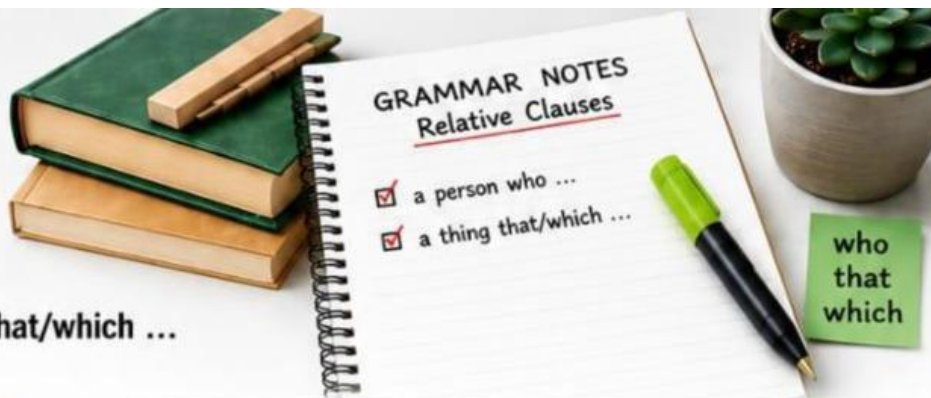


LESSON 10

GRAMMAR SECTION

UNIT 113

a person who ... a thing that/which ...
(relative clauses 1)



A



I can speak six languages.



I met a woman. **She** can speak six languages.

2 sentences

she → who

1 sentence
I met a woman **who** can speak six languages.

Jim was wearing a hat. **It** was too big for him.

2 sentences

it → that or which

1 sentence
Jim was wearing a **hat that** was too big for him.

or

Jim was wearing a **hat which** was too big for him.

B **who** is for people (not things):

A thief is a person	who steals things.	
Do you know anybody	who can play the piano?	didn't give his name.
The man	who phoned	are very friendly.
The people	who work in the office	

C **that** is for things or people:

An aeroplane is a machine	that flies.	
Emma lives in a house	that is 500 years old.	are very friendly.
The people	that work in the office	

You can use **that** for people, but **who** is more usual.

D **which** is for things (not people):

An aeroplane is a machine	which flies. (not 'a machine who ...')
Emma lives in a house	which is 500 years old.

Do not use **which** for people:

- Do you remember **the woman who** was playing the piano at the party?
(not 'the woman which ...')

GET ADDITIONAL PRACTICE!



Scan the QR code for more exercises to practice relative clauses.



LESSON 10

GRAMMAR

SECTION

UNIT
113

a person who ... a thing that/which
(relative clauses 1)



13.1 Choose from the boxes and write sentences: A ... is a person who ... Use a dictionary if necessary.

a thief	a dentist
a butcher	a fool
a musician	a genius
a patient	a liar

doesn't tell the truth
looks after your teeth
is very intelligent
plays a musical instrument

is ill in hospital
steals things
is very stupid
sells meat

1 A thief is a person who steals things.

2 A butcher is a person

3 A musician

4

5

6

7

8

13.2 Make one sentence from two.

1 (A man phoned. He didn't give his name.)

2 (A woman opened the door. She was wearing a yellow dress.)

3 (Some students took the exam. Most of them passed.)

4 (A policeman stopped our car. He wasn't very friendly.)

13.3 Put in *who* or *which*.

1 I met a woman can speak six languages.

2 What's the name of the woman lives next door?

3 What's the name of the river flows through the town?

4 Where is the picture was hanging on the wall?

5 Do you know anybody wants to buy a car?

6 You always ask questions are difficult to answer.

7 I have a friend is very good at repairing cars.

8 I think everybody went to the party enjoyed it very much.

9 Why does he always wear clothes are too small for him?

13.4 Write sentences about inclusive education using *who* or *which*.

1 (a student / uses a wheelchair / is in my class)

A student who uses a wheelchair is in my class.

2 (Sofia / helps other students / learns in an inclusive classroom)

Sofia who helps other students learns in an inclusive classroom.

LESSON 10

SECTION 6: WRITING



EDITORIAL

Take your pen or pencil and write a personal reflection expressing your thoughts and feelings about Sofia's journey and inclusive education. You can share your own experiences and insights on the importance of inclusivity in education and society.

