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Faculdade de Letras – FALE
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Curso de Especialização em Ensino de Inglês – CEI

It's Now or Never – Teaching adults

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Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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Introduction

I've always loved English, more than you can imagine! When I was a teen, I observed several classmates studying in private schools, but my parents didn't have the financial means to pay for a course. As soon as I started working at age 16, I enrolled in a course to achieve my dream of speaking English. The years passed and due to the routine of the Faculty of Administration, job relocation, marriage, pregnancy, among other situations of daily life, I began and interrupted classes frequently. On the other hand, I have always thought of teaching English as a volunteer because it is something I have a passion for and it was when I made strategic planning for language learning involving private lessons, immersion courses in the United States, Canada and Malta. In 2017, at age 42, having been transferred to Vale in Mariana, I was fortunate to meet an English teacher who is a former CEI student that introduced me to the course, motivated me to take it and that's when I started this journey at UFMG, and I believe it can help me make my dream come true!

Needless to say that learning as an adult can become a little more difficult for several reasons. While many are ashamed to express themselves by being shy, there is the difficulty of time since personal life and work require a lot of dedication. Another relevant factor is that there are currently many unemployed people who wish to invest on their professional development and English has become one of the core competencies.

The main reason why I chose to call this book "It's now or never" is not only because a Second Language (L2) is an instrument of world understanding and social inclusion, but also because many adults come to me asking for classes to improve their curriculum, apply for a new job position, or try to get a job interview in English. They seem to have some issues to learn as adults, because they usually say: "I can't learn at this age anymore", "I'm too old to learn English"; "I procrastinate a lot", "I'm so busy", "I have no time to study English". For these reasons, I agree that L2 can improve their critical thinking and guide them to personal and professional development. In addition, I have observed this need in the community in which I live so I could offer a volunteer work to share knowledge and contribute to English language learning as well as to help to improve the process of inclusion of people in society.

The coursebook consists of two units, with different subjects and intended to adults at level B1 according to the Common European Framework of Reference for Languages (CEFR), focusing on critical thinking. Both units are to be taught using the Communicative Approach, in which the teacher acts as a facilitator, allowing students to share their opinions. The activities have a communicative function, thinking about the interaction among adults with the use of authentic materials, aiming at the practice of all four skills involved in language learning: listening, speaking, reading and writing.

The first unit is called "The body speaks." The goal is to get students to reflect on how we communicate in non-verbal ways. They can identify the different parts of the nonverbal details that reveal who we are and the impact of how we relate to others. It will also allow students to increase their vocabulary and raise awareness on how people sometimes feel and behave.

The second one, called "We should all be feminists", is a tribute to Chimamanda Ngozi Adichie, a Nigerian feminist and writer who has a TED talk titled with the same name. According to the author, there are many people who think that feminism means that women hate men, women can't pink colors or put on lipstick. However, women can take care of themselves, be housewives, take care of their children and also be feminists. It is interesting to draw attention to a world without oppression, without fear, without abuse. A world with freedom for all! On the other hand, we need to include men in the talks to build a more equal and fairer society for women as well as for men. Thus, it is essential to talk about the subject to make it more natural in the search for equality, particularly genders equality.

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Book Cover

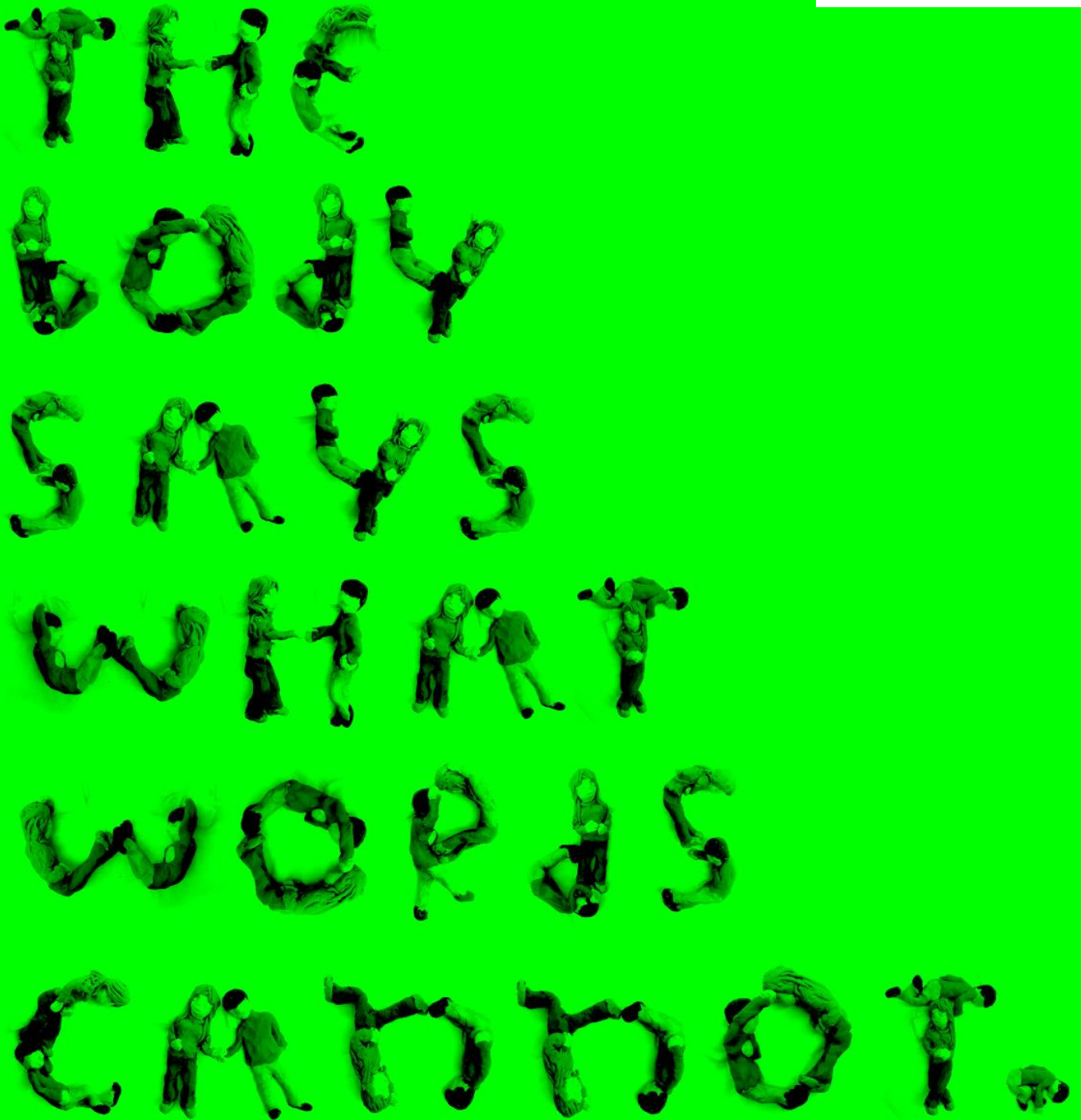
IT'S NOW OR NEVER



AUTHOR - DULCE APARECIDA DIAS

1 THE

BODY SPEAKS



- Martha Graham

UNIT 1

THE BODY SPEAKS

In this unit you will be able to:

- talk about body language;
- reflect if you look and act the way you want;
- watch a TED Talk about how your body position influences others and even your own brain;
- learn about adjectives;
- participate in a job interview.

Warm up

1-Look at the pictures below. Does any facial expression look like how you are feeling today?



<https://www.teacherspayteachers.com/Product/How-are-you-feeling-Feelings-Chart-Feelings-clipart-4048226>

Tell your classmates about your feelings

- Do you look happy or sad, tired or active? Identify feelings using the picture cards above or think about others.
- Do you think that what your facial expression shows matter? Why (not)?

Useful language

Today I fell... / I think... / In my opinion... / Because...

Reading Time

1- Some body language is more obvious to discern, but other kinds of body language are not so easy. Before reading the text, answer the following questions to see how well you read body language:

1. What does it mean when someone puts their palm to their chest?

- a) Superiority
- b) Inferiority
- c) Sincerity

<https://www.lifesecretsauces.com/5-hand-gestures/>



2. What does it mean when someone rubs their nose?

- a) Superiority
- b) Dislike
- c) Doubt

<https://medium.com/@101/how-to-detect-lies-body-language-5a184e90337b>



3. What does it convey when a person looks up and to the right before they speak?

- a) They are trying to recall something
- b) They are lying
- c) They are trying to make something up

<https://www.businessinsider.com/science-of-first-impressions-2015-2>



2- While you read the article, underline the words or phrases that describe body language.



Carol Kinsey Goman, Ph.D. 24/07/2018 4



1 “During a break in my seminar on collaborative leadership, a man from the audience told this story: “My wife is an attorney, and I have always been a supporter of women in the workplace. I also believe in collaboration and try to make everyone feel included and appreciated. So I was totally **taken aback** when a woman on my management team said that I didn’ t value her opinion. I assured her that I valued and relied on her insights and had often told her

so. But then I got curious and asked her what I was doing that made the opposite impression. She said, ‘In meetings, you don’ t look at me when I speak.’ ”

2 Then, he said, “My question to you is, how could this one small nonverbal cue have had such a powerful impact?” (...) The world has changed, but our body-reading processes are still based on a primitive emotional reaction.

3 When you use a warm body language with all team members, you create an emotionally rich environment that supports collaboration and high performance. Here are some examples of what I mean:

4 A genuine smile not only stimulates your own sense of well-being, it also tells those around you that you are **approachable**, cooperative, and **trustworthy**. A genuine smile comes on slowly, crinkles the eyes, lights up the face, and fades away slowly. By way of contrast, a counterfeit or “polite” smile comes on quickly and never reaches the eyes. (...)

5 And, as the man in my audience found out, one of the most powerful motivators to encourage participation is eye contact, because people feel that they have your attention and interest as long as you are looking at them. As a leader, you set the tone for the meeting. If you want people to speak up, focus on whomever is talking to make sure that he or she feels you are listening. When talking with someone we like or are interested in, we subconsciously switch our body posture to match that of the other person - mirroring his or her nonverbal behavior. When you synchronize your body language with members of your team, you signal that you are **connected** and **engaged**.

6 You look more **receptive** when you uncross your legs and hold your arms comfortably away from your body (not folded across your chest or tight into your waist) with palms exposed or hands resting on the desk or conference table. (...)

7 Physical obstructions are especially detrimental to the effective exchange of ideas. Take away anything that blocks your view or forms a barrier between you and the rest of the team. Close your laptop, turn off your cell phone, put your purse or briefcase to the side. If you think it makes you look more **efficient** (or important) to be continually checking a laptop or cell phone for messages, I’ d advise you to think again. As one member of a management team recently told me, “There’ s this senior exec in our department who has a reputation of being totally **addicted** to his smart phone - which is especially distracting during internal meetings. When he finally focuses on others, peers make jokes about his ‘coming back to earth.’ The result is that when he does contribute, he has little credibility.”

8 The bottom line is: If you really want to foster collaboration, make sure you look and act like you do!”

3-Go back to the article and answer the questions below:

a) What kind of feelings this body language can demonstrate?

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1- Genuine smile (paragraph 4) | |
| 2- Counterfeit or "polite" smile (paragraph 4) | () Lack of attention |
| 3- Eye contact (paragraph 5) | () Cooperative |
| 4-Uncross your legs and hold your arms comfortably away from your body (Arms not folded across your chest or tight into your waist) (paragraph 6) | () Accessible () Attention |

b) Answer if the sentences below are TRUE (T) or FALSE (F).

- () The man in the first paragraph makes everyone feel included and appreciated.
 () Attention and interest are expressed when a person's eyes meet yours.
 () Hand gestures sometimes mean that a person is interested in the conversation.
 () What we communicate is demonstrated not through words but through the body.

c) According to the text, what can be suggested for people "addicted" to smartphones?

4-After reading, talk in groups:

During a presentation, or a meeting, you probably have control over the words you speak, but are you sure that you have control over what you are saying with your body language? How can you read other's body language, and how to improve your own?

Vocabulary

1- Did you notice the highlighted words in the text above? Match the words to their meaning.

- | | |
|-----------------|--------------------------------------------------------------------|
| 1. taken aback | ___ friendly and easy to talk to |
| 2. addicted | ___ willing to listen to and accept new ideas and suggestions |
| 3. approachable | ___ to become involved, or have contact, with someone or something |
| 4. efficient | ___ not able to stop taking a drug or doing something as a habit |
| 5. trustworthy | ___ someone who can be trusted |
| 6. receptive | ___ to be very shocked or surprised |
| 7. engaged | ___ working well and not wasting time or energy |

Grammar

1- Look at the pictures below. Which words could you relate to the pictures?

curious – taken aback – genuine smile – cooperative



<http://www.bbc.com/future/story/20180510-why-our-facial-expressions-dont-reflect-our-feelings>
<https://www.learnevents.com/blog/2018/10/03/why-life-is-never-boring-for-a-curious-person/>
<https://coopseurope.coop/resources/news/cooperatives-provide-decent-jobs-sustainable-livelihoods-and-inclusive-solutions>
<https://giphy.com/explore/black-people>

2- Now, look at the word cloud. Some of the words are “characteristics” and others are “things”. Look at them and check their meaning.



3- Pay attention to the words and separate them according to the parts below:

| characteristics | things |
|-----------------|--------------|
| <i>polite</i> | <i>smile</i> |
| | |

4- Read the sentence extracted from the text and circle the correct options.

*“The result is that when he does contribute, he has **little** credibility.”*

- a) The highlighted word is used to tell something about **nouns / adjectives / verbs**.
- b) In English, modifiers come **after / before** the head of a group of words.

To describe what we need: **ADJECTIVE**

They are words that describe or modify another person or thing in the sentence, or basically they can alter a noun. They are characteristics that modify nouns.

adjectives modify **NOUNS** that are people, places and things.

As in the example:

*“The result is that when he does contribute, he has **little** (is an adjective) **credibility** (is a noun).”*

5) Find the adjectives and the nouns in the sentences from the text:

“...that supports collaboration and high performance.” paragraph 3

“...which is especially distracting during internal meetings.” Paragraph 7

“Physical obstructions are especially detrimental to the effective exchange of ideas.” Paragraph 7

| adjectives | nouns |
|------------|-------|
| | |

Listening Time

1-You are going to watch part of the video, from TED, "Your body language may shape who you are", by Amy Cuddy. 04:56 - 07:58. Before watching, talk in pairs:

- What do you expect from a talk?
- Do you think the following video is related to the text above? Why (not)?
- Can you express "power" with your body language? How?



2- Watch the video and match the sentences:

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are

- | | |
|----------------------------------------|-------------------------------|
| a) We feel powerless | () We close up |
| b) We wrap ourselves up | () They make themselves tiny |
| c) People who are virtually collapsing | () We feel vulnerable |

3- According to the video, answer the following questions:

- a) If someone is being really powerful with us, what do we tend to do?
 () We tend to make ourselves smaller.
 () We tend to make ourselves more serious.
- b) What did she notice while observing her MBA students?
 () MBA students really exhibit the full range of power nonverbals.
 () MBA students really exhibit high and low power.
- c) Who feels less power?
 () animals.
 () women.
- d) What did Amy want to show when she said "So what we tend to do when it comes to power is that we complement the other's nonverbals."
 () We tend to repeat the same gestures of others.
 () We tend to make the opposite gestures of others.

4- Fix the sentences below and check in pairs. Watch the video again, if it's necessary.

- a) Powerless people are related to the social level.
-

b) Usually we mirror the behavior of the powerful person.

c) In the MBA classroom, participation is very important, and it counts for half the grade. When it comes to social position, there is a grade gap.

d) You can't feel powerful if you fake your behavior.

5- Watch a fragment from the video and complete the missing words. Try to fill in the gaps using the words given. Then, watch it again and check your answers.

**pretend know feel think make feel think feel smile
feel happy smile fake wanted makes feel**

So my main collaborator Dana Carney, who's at Berkeley, and I really _____ to know, can you _____ it till you _____ it? Like, can you do this just for a little while and actually experience a behavioral outcome that makes you seem more powerful? So we _____ that our nonverbals govern how other people _____ and _____ about us. There's a lot of evidence. But our question really was, do our nonverbals govern how we _____ and _____ about ourselves? There's some evidence that they do. So, for example, we _____ when we _____, but also, when we're forced to _____ by holding a pen in our teeth like this, it _____ us feel happy. So it goes both ways. When it comes to power, it also goes both ways. So when you _____ powerful, you're more likely to do this, but it's also possible that when you _____ to be powerful, you are more likely to actually _____ powerful.

6-Now, take a look at the sentence below.



- Do you agree? Why (not)?
- How can body language shape who you are?
- Would you fake your posture? How?

<https://br.pinterest.com/pin/371335931745853182/>

Speaking Time

1- Read the text below and answer the following questions. It is a part of the article "How to Show Your Personality at an Interview".

careers ▶ How to Show Your Personality at an Interview

Be aware of your **body language**. After the initial greeting, you want to continue to appear confident. Posture is important so don't slouch. Stand or sit up straight and try to avoid any nervous habits (tapping your foot, biting your nails, etc.) that could make you appear nervous and unprepared.

It's also a good idea to avoid crossing your arms, as this makes you look unapproachable. Staying calm and still with good posture is a great way to demonstrate your confidence and approachability.

<https://www.thebalancecareers.com/how-to-show-your-personality-at-an-interview-2061310>

Slouch (v) = to seat stand or walk carelessly

- What is the first tip from in the text?
- What is the purpose of having the right posture in an interview?
- If you are nervous, what do you normally do?
- What advices to demonstrate your confidence and approachability?

2- Suppose you are in a job interview right now! How would you behave? How would you use your body language? What to do or not do?

Work in pairs (A and B). Student A is an interviewer and student B is a candidate seeking for a job. **Use the cards below and exchange roles.**

INTERVIEWER

- Start with greetings;
- Ask about the person, strengths, weaknesses, hobbies, interests:
 - What would you consider to be your greatest strengths?
 - What are your most positive aspects?
 - Which aspects or areas of yourself are you improving or would you like to improve?
 - What do you do in your free time?
 - Why are you interested in working here?
 - What are your career goals?
- At the end ask about the job:
 - Do you have any questions for us?



CANDIDATE

- Answer the questions;
- Keep a positive language - avoid negative talk: No I'm not/haven't/don't/didn't...
Useful language:
 - I am... I have...
 - My greatest strengths are...
 - I think I am...
 - My qualifications also include...
 - Sometimes, I have...
 - Well, I really enjoy..
 - I spend time with...
 - I believe your company will...
 - My aspirations are...
- At the end thank the interviewer for their time and ask about the next step.

TIPS FOR BOTH:

- Pay attention to nonverbal signals;
- Look for incongruent behaviors;
- Concentrate on your tone of voice when speaking;
- Use good eye contact;

<https://twitter.com/inreallifepod>

<http://www.fgsrecruitment.com/story/6-preparation-tips-for-job-interview-success>

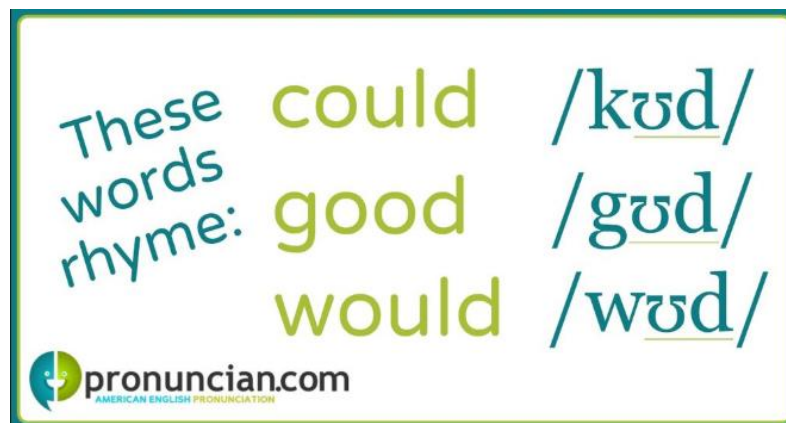
3. Tell your classmates about the interview.

- In the role of "candidate", how do you analyze your performance?
- Did you have some difficulty? What was the most challenging?
- Do you have any similar experience?

Pronunciation

1. Using an online dictionary listen to the word "**could**" and repeat.

<https://dictionary.cambridge.org/pt/dicionario/ingles/could>



The vowel /ʊ/ is the same as the 'u' in the word 'should'.

2- Answer the question and share with the whole class:

What **could** you demonstrate during an interview?

Writing Time



DID YOU KNOW?



According to Vyvyan Evans, the author of *The Emoji Code*, emojis also help to reproduce characteristics of human communication that are present in the real world, in the digital environment. He says, "Seventy per cent of the meaning of an oral conversation comes from nonverbal cues. Emojis add personality to the text and generate empathy among users."

Read more...

<https://www.cbc.ca/news/technology/emojis-forever-pringle-1.4577456>

<https://zhennigan.wordpress.com/2015/05/01/nonverbal-communication-thought-emojis/>

1- Do you know the icon on the side? What is it for?



<https://pngimage.net/whatsapp-icon-iphone-png-6/>

2- Do you use **text message** in your cell phone? How often? Do you like it? Why (not)?

3- What function do you use the most?

- () group chatting
- () voice messages
- () images sharing
- () other _____

4- Do you usually use emoji in your cell phone conversations? Why (not)?

WhatsApp is free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services. WhatsApp is the biggest online messenger app on the market.



Adapted from <https://www.webwise.ie/parents/explainer-whatsapp>

5- Let's create a group in this App and have a conversation!

Create a group in WhatsApp and write your answers for the questions below. Try to detail as much as you can.

- How are you feeling today?
You can use emojis to describe how you are feeling.
Ask your classmate or colleague how he/she is feeling today.
Use some abbreviations. Look at the board below.
- Do you use a smartphone frequently?
- How long do you spend on your smartphone per day?

People often use abbreviations on WhatsApp as it makes typing faster. Here are the full forms of the most common abbreviations.

sms english

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| & = and 2 = two, to or too 2DAY = today 2MORROW = tomorrow B = be B4 = before BF = boyfriend BRO = brother BT = but C = see D8 = date F8 = fate GF = girlfriend GR8 = great L8 = late L8r = later M8=mate PLS = please SIS = sister U = you UR = your ASAP = as soon as possible CUL = see you later HAND = have a nice day | HRU = how are you LOL = laughing out loud LTNS = long time no see MU = I miss you IC = I see RUOK – are you ok? U4E = you forever. X = kiss <div style="text-align: center; font-size: small;">Practise</div> A: I mu m8. Ltns. Hru? B: Oh, I'm fine. I mu 2. How is ur sis? A: My sis is Ok. She is on a d8 2day. B: Ic. That's gr8. It's getting l8. We should go b4 lt get's dark. I hope I will cu l8r. Maybe 2morrow? A: Ok! Hand. CUL. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<https://br.pinterest.com/pin/377950593711236750/?!p=true>

6- According to the site below, people are on average online for 24 hours a week, twice as long as 10 years ago, with one in five of all adults spending as much as 40 hours a week on the web.

<https://www.telegraph.co.uk/news/2018/08/01/decade-smartphones-now-spend-entire-day-every-week-online/>

Let's keep the group conversation and the use of emojis and some abbreviations to answer the questions below:

- a) In your opinion, what are the reasons why people are spending more time online?
- b) Do you think people should reduce their time spent on smartphones and on WhatsApp? Why?
- c) Share your answers on the WhatsApp group. (maybe this one should be removed).

2 We

should all
be feminists



<https://www.readitforward.com/essay/article/we-should-all-be-feminists-not-just-on-international-womens-day/>

UNIT 2

We should all be feminists

In this unit you will be able to:

- reflect about feminism;
- have fun with a song;
- express your comments in real life;
- learn about simple past;
- participate in a debate on feminism.

Warm up

1-Look at these people and answer.

- Do you know them?
- Do you think they are important? Why (not)?
- What do you think they have in common?



1



2



3



4

1 <https://www.essence.com/celebrity/maya-angelou-life-pictures/>

2 <http://www.cerep.ulg.ac.be/adichie/cnaintro.html>

3 <https://www.cosmopolitan.com/entertainment/celebs/a9172823/beyonce-facetime-teenage-fan-cancer/>

4 https://myhero.com/O_Winfrey_dnhs_US_2011_ul

Reading Time

1- What comes to your mind when you hear the word FEMINISM? Make a word cloud.

feminism

https://www.123rf.com/photo_60987782_stock-vector-feminism-word-ink-lettering-white-inscription-at-blue-ink-stroke-ink-illustration-modern-brush-calli.html

2- Now let's get to know the women shown above. Read the information about them.



Maya Angelou

Through her literature, public speaking and powerful writing, Maya Angelou inspired both women and African Americans to overcome gender and race discrimination. In 2011, Angelou was awarded the Presidential Medal of Freedom for her works that **spanned** over 50 years including 36 books, seven autobiographies and over 50 honorary degrees.

Chimamanda Ngozi Adichie

Most known for her "We Should All Be Feminists" TED Talk that was **sampled** on Beyoncé's self-titled album, Adichie has become a vital author in the modern day feminist movement. Some of her most prominent pieces, *Americanah*, *We Should All Be Feminists* and *Dear Ijeawele, Or a Feminist Manifesto in Fifteen Suggestions*, have been instrumental in advocating for women's rights and representing African culture.



Beyoncé



Ultimately bringing the feminist movement to modern day pop culture, Beyoncé may have **teetered** on the fence about being a feminist in the past, but with the release of her self-titled album in 2013, she seemed to fully embrace her stance. On the track, "Flawless," she sampled author Chimamanda Ngozi Adichie's motivational TED talk, "We Should All Be Feminists." With the release of her following album, *Lemonade*, Queen Bey one-upped herself with a short film that was a beautiful ode to black women.

Oprah Winfrey

Motivated by the unequal pay she received in the start of her broadcasting career, Oprah set out to start her own television show and from there built an empire catering to helping women grow, develop and **thrive**. "I never did consider or call myself a feminist, but I don't think you can really be a woman in this world and not be." She has since developed the Oprah Winfrey Leadership Academy for Girls, the Oprah Winfrey Network and was awarded the Presidential Medal of Freedom in 2013.



<https://www.harpersbazaar.com/culture/features/g4201/famous-feminists-throughout-history/?slide=12>

3- Check the sentences (T) True or (F) False according to the text:

| | |
|---------------------------------------------------------------------------------------------------------------------------------|-----|
| a) Maya Angelou has the characteristics of an enterprising woman who goes in pursuit of her goals. | () |
| b) Beyoncé is paving her own way in the feminist world. | () |
| c) These women made changes that helped women gain equal opportunity and treatment. | () |
| d) Oprah helps girls to be prosperous people. | () |
| e) Oprah did not agree with the unequal pay she received, and then started on her own career. | () |
| f) All these women have spoken and sung powerfully about women's rights and the needs of inclusion and equality | () |
| g) There is a song that brings part of the motivational TED talk from Chimamanda Ngozi Adichie's, "We Should All Be Feminists." | () |

4- According to the text, "Maya Angelou inspired both women and African Americans to overcome gender and race discrimination".

- Do you think feminism is to encourage women and men? Why (not)?
- Do you have a favorite feminist? If "yes", give one example.

Vocabulary

1- Match the words to the definitions:

- span** ___to take or try a small amount of something:
- sample** ___to grow, develop, or be successful
- teeter** ___to move or cause to move unsteadily
- thrive** ___to continue for a particular amount of time

Grammar

1- In the sentences below, circle the words that show that an event happened at the present time or before the present time.

"Beyoncé shows that being a feminist is not subject to being a white women, and that ALL women can be feminists." | "...she seemed to fully embrace her stance."

2- Circle the other words that help you identify that. The sentences are from the text:

"Through her literature, public speaking and powerful writing, Maya Angelou inspired both women and African Americans (...)"

"... she sampled author Chimamanda Ngozi Adichie's motivational TED talk..."

The words express: ____ descriptions ____ suggestions ____ habits

Looking at the verbs you have underlined, you can say that the Simple Past of Regular Verbs in English are formed by adding _____ at the end of the verbs.

The Simple Past is used to talk about actions or situations that started and finished in the past.

3- Match the column "Spelling rules" with the appropriate "Examples":

| Spelling rules | Examples |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------|
| a) base form + ed | () plan → planned stop → stopped |
| b) verbs ending in -e + d | () carry → carried study → studied |
| c) verbs ending in a consonant + y ↓ change y → i + ed | () like → liked move → moved |
| d) Some verbs ending in a single consonant + the second last letter is a vowel → double the last letter + ed | () walk → walked play → played |

4- Fill in the blanks in the excerpt below, from Chimamanda Adichie, using the verbs on the right in the correct form. Pay attention to the verb form.

“The first time I taught a writing class in graduate school, I was worried. Not about the teaching material, because I was well prepared, and I was teaching what I _____. Instead I was worried about what to wear. I _____ to be taken seriously.

want

decide

enjoy

want

look

I knew that because I was female, I would automatically have to prove my worth. And I was worried that if I _____ too feminine, I would not be taken seriously. I really _____ to wear my shiny lip gloss and my girly skirt, but I _____ not to. I wore a very serious, very manly, and very ugly suit.” Chimamanda Adichie

<https://www.feminist.com/resources/artsspeech/genwom/adichie.html>

Listening Time

1-Take a look to the following images. What do you think they show? Share your thoughts with the whole class.



<https://www.youtube.com/watch?v=GxoZLPSw8U8>

2- Now, you are going to watch a video from the song "Try" by Colbie Caillat.

While listening to the song fill in the blanks using the words into the box. The words are not in order. You can use the same word more times.



change get put run keep take
let look curl choose hard

<https://www.youtube.com/watch?v=GXoZLPSw8U8>

"Try" by Colbie Caillat

_____ your make-up on
Get your nails done
_____ your hair
_____ the extra mile
_____ it slim so they like you, do they like you?

_____ your sexy on
Don't be shy, girl
_____ it off
This is what you want, to belong, so they like you
Do you like you?

You don't have to try so _____
You don't have to, give it all away
You just have to get up, get up, get up, get up
You don't have to _____ a single thing

(chorus)

You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try
You don't have to try

Mm, mm

Get your shopping on, at the mall, max your credit cards
You don't have to _____, buy it all, so they like you
Do they like you?

Wait a second,
Why, should you care, what they think of you
When you're all alone, by yourself, do you like you?
Do you like you?

You don't have to try so _____
You don't have to, give it all away
You just have to get up, get up, get up, get up
You don't have to change a single thing

You don't have to try so _____
You don't have to bend until you break
You just have to get up, get up, get up, get up
You don't have to _____ a single thing

(chorus)

Mm, mm

You don't have to try so _____
You don't have to, give it all away
You just have to get up, get up, get up, get up
You don't have to _____ a single thing

(chorus)

Take your make-up off
_____ your hair down
Take a breath
_____ into the mirror, at yourself
Don't you like you?
'Cause I like you.

3- Listen the song again and check your answers. Feel free to sing along!

4- Answer the questions below:


- a) Over the course of the video, what happens?
 some of the women take off the nail polish
 the women begin taking off the makeup
- b) What message do they want to go through?
 how society influences women to try to be beautiful
 shows a variety of women singing along to the song wearing a white shirt
- c) "You don't have to try so hard, you don't have to give it all away." What does it mean?
 it reflects how women try so much to be perfect when the inside it actually what counts.
 women shouldn't work heavy.

5- Talk in small groups:

How does this music fit into our current society?


Writing Time

1- Look at the sentences below. They were taken from the website above, about the song "Try".


 **Stefanie Kraus** 6 meses atrás
 I cried a lot while watching this video. Because I just do not like myself. That really has nothing to do with attention. Everyone says I'm pretty. But every time I look in the mirror I only see an ugly person which does not get anything on it row .. (sorry my english is not the best :))

👍 344 🗨️ RESPONDER


Ocultar respuestas ^

 **Male Geauga** 6 meses atrás
 other people like you


👍 5 🗨️ RESPONDER

 **uwu joonie** 5 meses atrás
 Your beautiful even if u don't see it now but remember you sre beautiful ♡

👍 7 🗨️ RESPONDER

 **Love Triber** 4 meses atrás
 The reflection of beauty is seen thru the heart.

👍 7 🗨️ RESPONDER

 **Marley Pride** 4 meses atrás
 Your beautiful and you just have to realize that and just believe in yourself

👍 1 🗨️ RESPONDER

<https://www.youtube.com/watch?v=GXoZLPSw8U8>

2- What is the text about?

___arguments ___comments ___ ideas

3-Did you already comment on the internet? Share some examples. If not, what you would like to comment?

COMMENTS are informal remarks, observations, criticisms, interpretations, suggestions, notes or opinions done over a topic. It is very common to post comments on websites in the internet.

4- According to the comments above, what would you say to Stefanie Kraus? Or what would you comment about the song or about this subject? Write your answers below and after that, comment on the website:



<https://www.youtube.com/watch?v=GXoZLPSw8U8>

<https://pt.dreamstime.com/imagens-de-stock-royalty-free-caderno-com-l%C3%A1pis-image8008559>

5- In pairs, discuss:

- Does the opinion of others matter to you? Why (not)
- Do you remember having similar moments or situations in your life, like Stefanie Kraus? How did you manage it? If you didn't have them, do you know anyone who did?

Speaking Time

1- Think about the roles of men and women in our country and answer:

- Do you feel uncomfortable to talk about gender?
- What things can men or women do that others cannot do and why?

2- Now, let's have a debate about **FEMINISM!**

Rules

- break the class into two groups
- each team will randomly choose 3 cards - Guide Questions printed
- the two teams will discuss with each other about the questions
- before the opening of the debate both teams will have 5 minutes to get ready for the debate.
- the group A can answer the first question and the group B can agree or disagree. After that the group B can answer the next question.
- participants can write some notes and questions on a piece of paper and use them during the debate.
- all members should get involved and answer the questions.



Chimamanda Adichie
asked: "*Why the word feminist? Why not just say you are a believer in human rights, or something like that?*" **What is your opinion about that?**

What is your perspective on how the status of women relates to the problems we face around the world?

What are the problems that are faced by women?

What message would you most want to instill in young girls?

Is feminism a relevant movement for women of color today?

What do you think are some of the most important issues Brazilian women face today?

According to Chimamanda Adichie "We Should All Be Feminists" Do you agree? Why (not)?

What is your wish for the future of humanity?

What change would you most like to see happen in the world?

If you could deliver one message to women today, what would it be?

USEFUL LANGUAGE

Personal Point of View

- In my experience...
- As far as I'm concerned...
- Speaking for myself...
- In my opinion...
- Personally, I think...
- I'd say that...
- I'd suggest that...
- I believe that...

Agreeing with an opinion

- Of course.
- You're absolutely right.
- Yes, I agree.
- I think so too.
- That's a good point.
- Exactly.
- That's true.
- That's just what I was thinking.
- I couldn't agree more.

Disagreeing with an opinion

- I don't agree with you.
- That's not entirely true.
- Yes, but don't you think...
- I'm afraid I have to disagree.
- I'm not so sure about that
- I'm sorry to disagree with you, but...

3- After the debate, discuss with the whole class:

- What did you think of the debate?
- What did you learn?
- When it comes to feminism, what is most needed?
- What can we do about it? What can YOU do about it?

Pronunciation

1- Listen to the sounds /ɪ/ and /i:/ in the following words.

/ɪ/

give
wish
think

/i:/

agree
team
equal

2- Complete the pronunciation rule below.

_____ is a shorter sound than _____.
The sound _____ is said with the mouth
much more spread, something like a
broad smile.

2- Listen to the words and write the corresponding sound.

/ɪ/ or /i:/?

- | | | |
|---------------|-----------------|-----------------|
| a) like_____ | d) become_____ | g) will_____ |
| b) legal_____ | e) teach_____ | h) succeed_____ |
| c) free_____ | f) include_____ | i) this_____ |

Teacher's Guide

Dear teacher!

Welcome to the book "*It's now or never*". This material was developed for adult learners at level B1, according to the Common European Framework of Reference for Languages (CEFR), focusing on critical thinking.

In the unit 1 "*The body speaks*" the goal is to get students to reflect on how we communicate in non-verbal ways whereas in the unit 2 "*We should all be feminists*" the purpose is to provoke reflections on the theme of feminism where the students can reflect about some social issues.

The units were divided into sessions: Warm up, Reading Time, Vocabulary, Grammar, Writing Time, Listening Time, Speaking Time and Pronunciation.

In the Teacher's Guide, when you see this symbol **EXTRA:** it signalizes there are some tips that can be used to enrich the activity being worked on with students. They are opportunities for you to learn more about the topic presented and stimulate students to reflect on the theme.

All the activities were developed based on authentic materials and the main goal is to make the learning process meaningful and closer to the students' lives.

Remember to check the answers with the whole class and encourage learners to participate.

Enjoy the classes!

The author.

Unite 1

THE BODY SPEAKS

Warm up

Main Goal: Students should be able to activate the previous knowledge about body language.

Exercise 1

- Introducing the topic: ask students to look at the picture and say the proposed question aloud. Promote a brief discussion about how they are feeling.
- After a brief reflection, they answer the questions from Warm up to the whole class. Show them the useful language.
- Monitor and help with vocabulary.
- As this is an open activity, there are no wrong answers.

EXTRA: Your facial expressions communicate 55% of your true feelings and attitudes; and your tone, 38%. Leaving 7% for what is actually spoken. Read more:

<https://www.business.com/articles/common-body-language-mistakes-to-avoid-in-the-workplace/>

Reading Time

Pre-Reading

Exercise 1

- Read the exercise aloud and ask them to look at the pictures.
- Explain what students have to do.
- Students answer the questions individually.

ANSWER:

- 1- c) Sincerity
- 2- c) Doubt
- 3- a) They are trying to recall something

While Reading

Exercise 2

- The text is an article from Carol Kinsey Goman, Ph.D. She is an international speaker at conferences, business organizations, government agencies, and universities in the USA. The text is about the impact of the body language.
- Ask students to read the text carefully underlining words or phrases that describe body language.
- Help the students with the vocabulary.

ANSWER: genuine smile, crinkles the eyes, a counterfeit or “polite” smile, eye contact, uncross your legs, hold your arms, not folded across your chest or tight into your waist, with palms exposed or hands resting on the desk or conference table, continually checking a laptop or cell phone for messages.

Exercise 3

- Tell students to answer the exercise going back to the text when necessary.
- Have individuals read the sentences / answers aloud.

ANSWER:

a)

1 = Cooperative

3 = Attention

2 = Lack of attention

4 = Accessible

b) F – T – T – F

c) Take away anything that blocks your view or forms a barrier between you and other people. Turn off your cell phone. If you think it makes you look more efficient (or important) to be continually checking a cell phone for messages, think again.

Post-Reading

Exercise 4

- Put students into groups of three to discuss and answer the questions.
- Read the exercise aloud.
- Encourage them to share their answers with the class.
- Ask them to justify their ideas.
- Answers may vary (personal opinion).

Vocabulary

Exercise 1

- Ask students to go back to the text again and call their attention to the words in bold.
- In this activity students should match the words with their meaning.

ANSWER:

1. taken aback

3 friendly and easy to talk to

2. addicted

6 willing to listen to and accept new ideas and suggestions

3. approachable

7 to become involved, or have contact, with someone or something

4. efficient

2 not able to stop taking a drug or doing something as a habit

5. trustworthy

5 someone who can be trusted

6. receptive

1 to be very shocked or surprised

7. engaged

4 working well and not wasting time or energy

Grammar

The objective of this section is to work with adjectives in an inductive way.

Students should be able to comprehend the grammar by detecting or noticing the patterns by themselves, and before any formal explanation or rules are given.

Exercise 1

- Tell the students to pay attention to the pictures and explain the exercise.
- Students answer the question individually.

ANSWER:

1- genuine smile

2- curious

3- taken aback

4- cooperative

Exercise 2

- Read the exercise aloud.
- Help students with the vocabulary

Exercise 3

- Keep students in pairs and explain the exercise.
- Students should classify the words in characteristics and things.

ANSWER:

Characteristics: polite; powerful; rich; little

Things: smile; impact; environment

Exercise 4

- Students should read the sentence from the text and circle the questions.
- Tell them to go back to the text, if necessary. The questions will lead students to a rule on how to use adjectives.
- In pairs, students compare their answers.

ANSWER:

a) Nouns

b) Before

- Individually, students observe the rules in the box. They should infer that we are studying the adjectives.
- In the example (sentence from the text), show them the difference about adjectives and nouns.

Exercise 5

- Ask for volunteers to read the sentences.
- Tell the students to find nouns and adjectives.
- Explain that they should relate to each other, they shouldn't be isolated.

ANSWER:

Adjectives: high; internal;; physical; effective;

Nouns: performance; meetings; obstructions; exchange;

Listening Time

Students will work with a part of the video from the TED Talk “Your body language shapes who you are” by Amy Cuddy. She is a celebrated social psychologist, a Harvard professor and a body language expert. She believes nonverbal communication impacts the way we see and judge each other as well as who we hire or promote.

EXTRA: Read more about TED Talks:

<https://www.ted.com/about/our-organization>

Pre-Listening

Exercise 1

- Read the exercise aloud and explain TED Talks briefly.
- Put students in pairs and ask them to answer the questions.

- Answers may vary (personal opinion).

While Listening

Exercise 2

- Play the video. Range: 04:56 - 07:58. Available on: https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are
- Students should listen and try to match the sentences according to the meaning.
- This section must be done individually.
- Play it twice if it is necessary.

ANSWER:

- a) We feel vulnerable
- b) We close up
- c) They make themselves tiny

Exercise 3

- Play the video again if it is necessary.
- Students should pay attention to the video and answer the following questions based on what they heard.
- Students answer the questions individually.
- Help them whenever it is necessary.

ANSWER:

- a) We tend to make ourselves smaller.
- b) MBA students really exhibit the full range of power nonverbals.
- c) Women.
- d) We tend to make the opposite gestures of others.

Exercise 4

- Individually, students should fix the sentences based on what they heard.
- In pairs, students compare their answers.

ANSWER:

- a) Powerless people are related to gender
- b) Usually we don't mirror the behavior of the powerful person.
- c) In the MBA classroom, participation is very important, and it counts for half the grade. When it comes to gender, there is a grade gap.
- d) You can feel powerful if you fake your behavior.

Exercise 5

- Read the exercise aloud and explain the activity.
- Students should complete the gaps individually.
- Check the answers.

ANSWER:

wanted - fake - make - know - think - feel - think - feel - smile - feel - happy - smile – makes - feel - pretend - feel

Post-Listening

Exercise 6

- Ask for volunteers to read the sentence from Amy Cuddy.
- Students answer the questions individually.
- Discuss the issues they have observed with the whole class.

Video transcript Range: 04:56 - 07:58

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are

What do we do when we feel powerless? We do exactly the opposite. We close up. We wrap ourselves up. We make ourselves small. We don't want to bump into the person next to us. So again, both animals and humans do the same thing. And this is what happens when you put together high and low power. So what we tend to do when it comes to power is that we complement the other's nonverbals. So if someone is being really powerful with us, we tend to make ourselves smaller. We don't mirror them. We do the opposite of them. o I'm watching this behavior in the classroom, and what do I notice? I notice that MBA students really exhibit the full range of power nonverbals. So you have people who are like caricatures of alphas, really coming into the room, they get right into the middle of the room before class even starts, like they really want to occupy space. When they sit down, they're sort of spread out. They raise their hands like this. You have other people who are virtually collapsing when they come in. As soon they come in, you see it. You see it on their faces and their bodies, and they sit in their chair and they make themselves tiny, and they go like this when they raise their hand.

I notice a couple of things about this. One, you're not going to be surprised. It seems to be related to gender. So women are much more likely to do this kind of thing than men. Women feel chronically less powerful than men, so this is not surprising.

But the other thing I noticed is that it also seemed to be related to the extent to which the students were participating, and how well they were participating. And this is really important in the MBA classroom, because participation counts for half the grade.

So business schools have been struggling with this gender grade gap. You get these equally qualified women and men coming in and then you get these differences in grades, and it seems to be partly attributable to participation. So I started to wonder, you know, okay, so you have these people coming in like this, and they're participating. Is it possible that we could get people to fake it and would it lead them to participate more?

So my main collaborator Dana Carney, who's at Berkeley, and I really wanted to know, can you fake it till you make it? Like, can you do this just for a little while and actually experience a behavioral outcome that makes you seem more powerful? So we know that our nonverbals govern how other people think and feel about us. There's a lot of evidence. But our question really was, do our nonverbals govern how we think and feel about ourselves?

There's some evidence that they do. So, for example, we smile when we feel happy, but also, when we're forced to smile by holding a pen in our teeth like this, it makes us feel happy. So it goes both ways. When it comes to power, it also goes both ways. So when you feel powerful, you're more likely to do this, but it's also possible that when you pretend to be powerful, you are more likely to actually feel powerful.

Speaking Time

In this section, students will simulate a job interview being aware of their body language.

Pre-Speaking

Exercise 1

- The text is a part of the article "How to Show Your Personality at an Interview".
- Ask students to read the text and answer the questions going back to the text when necessary.
- Clarify any word that is new to them.
- Students answer the questions individually.
- When they finish, ask them to share their answers with their classmates.

ANSWER:

- a) Be aware of your body language
- b) To appear confident
- c) Tap the foot and bite the nails
- d) Avoiding crossing the arms, stay calm with good posture

While Speaking

Exercise 2

- Read the exercise aloud and explain students that they will simulate a job interview.
- Ask students to work in pairs where each one will represent a role.
- Tell each student to choose 1 card and follow the instructions from INTERVIEWER and CANDIDATE. Go through the cards with students and check understanding of the task and information in the cards (especially the helpful language).
- Read the TIPS FOR BOTH out loud and tell students to use them during the practice.
- Monitor to check how they get involved in the task and offer further help whenever they need.
- When they finish, ask them to exchange their position with their classmates.
- Encourage them to participate telling them that this is a real-life activity.
- Facilitate the discussion on how body language can reinforce verbal communication. It is important that we are aware of our body language in order to ensure that we are projecting the right message.
- During the activity, monitor for accuracy but don't interfere, unless communication is hindered.
- After the activity correct the mistakes.

Post-Speaking

Exercise 3

- Ask for volunteers to read the activity.
- Students should answer the questions.
- Encourage students to share and justify their ideas.
- Here they are led to reflect about their behaviors during a job interview.
- Answers may vary (personal opinion).

Pronunciation

Exercise 1

- Read the exercise aloud.
- Play the audio several times with the word "could".
- Students should listen to the word carefully.
- Have learners' practice.
- Monitor for accuracy.
- Explain the sound and compare the words that are in the picture.

Exercise 2

- Read the exercise aloud.
- Write on the board the sentence structure "I could say/demonstrate ... because ...".
- Students should follow the structure to orally answer the question.
Suggested answers:
 I could speak calmly because it demonstrates confidence.

Writing Time

The goal of this section is to produce a written text. The genre type is: Text message. Students will have a conversation in a WhatsApp group about body language. Warn students that the purpose of this section is to generate genre awareness: Text message.

Pre-Writing

- Refer students to the text and the photo and ask: What kind of text is it? Is it from a computer or cell phone?
- Tell students to read the text.
- Clarify any word that is new to them.

Exercise 1

- Tell the students to pay attention to the icon.
- Students answer the question individually.

ANSWER:

They may say “yes” or “no”. WhatsApp is a cell phone APP to send messages, images, audio or video.

Exercise 2

- Students answer the question individually.
- There are no wrong answers.
- Call their attention to the type of genre “text message” which is widely used today for people to communicate.
- Encourage students to share and justify their answers.

Exercise 3

- Students answer the question individually.
- Answers may vary (personal opinion).
- Explore other functions that can be used by this APP. (international calling, send locations, files, docs, allows users to update their “status” using pictures, GIFs and videos, etc).

Exercise 4

- Students answer the question individually.
- Answers may vary (personal opinion).
- Ask for a volunteer to read the sentence from the box.
- Encourage the students to talk more about this most popular messaging app – instant messages - sharing their answers with the class.

While Writing

Exercise 5

- After understanding better about text messages, students should produce their own messages with other students, using the WhatsApp.
- Tell students to read the question and clarify any doubts.
- Help them to create a group in WhatsApp if it is necessary.
- As you are also part of the group, answer the questions as well.
- Answers may vary (personal opinion).

EXTRA: Check the site below if it necessary. How to create a group in WhatsApp:
<https://faq.whatsapp.com/en/android/26000123/?category=5245251>

Post-Writing

Exercise 6

- Ask for volunteer to read the activity.
- Students should keep using WhatsApp and sharing their opinion.
- Answers may vary (personal opinion).

UNIT 2

We should all be feminists

Warm up

Main Goal: students should be able to activate the previous knowledge about feminism.

Exercise 1

- Introducing the topic: Ask students to analyze pictures 1-4 and answer (orally) the given questions in pairs.
- Ask them to discuss their answers with the whole class.
- Some of them may not know all the people in the pictures. Be prepared to introduce them to the students.
- As this is an open activity, there are no wrong answers. Clarify that all of them have in common the engagement with the feminist movement.

EXTRA: About the pictures:

Picture 1 **Maya Angelou** (1928 – 2014) was an American author, actress, screenwriter, dancer, poet and civil rights activist best known for her 1969 memoir, *I Know Why the Caged Bird Sings*, which made literary history as the first nonfiction bestseller by an African-American woman.

<https://www.biography.com/writer/maya-angelou>

Picture 2 **Chimamanda Ngozi Adichie** was born on 15 September 1977 in Enugu, Nigeria. She is a Nigerian novelist, writer of short stories, and nonfiction. She has been invited to speak around the world. Her 2009 TED Talk, *The Danger of A Single Story*, is now one of the most-viewed TED Talks of all time. Her 2012 talk *We Should All Be Feminists* has started a worldwide conversation about feminism, and was published as a book in 2014.

<http://www.cerep.ulg.ac.be/adichie/cnabio.html>

Picture 3 **Beyoncé Giselle Knowles** is an American singer, songwriter, record producer, and actress. She was born on 4th September 1981 in Houston, Texas, and is now one of the most influential and successful musicians of our time. She said "*When we talk about equal rights, there are issues that face women disproportionately. Working to make inequalities go away is being a feminist, but more importantly, it makes me a humanist.*"

<http://learnenglishteens.britishcouncil.org/magazine/music/beyonce-biography>

<https://www.bustle.com/articles/152215-beyonce-explains-what-being-a-feminist-means-to-her-it-goes-way-beyond-the-label>

Picture 4 **Oprah Winfrey** Billionaire media giant and philanthropist she is best known for hosting her own internationally popular talk show from 1986 to 2011. From there, she launched her own television network, OWN. Although Oprah Winfrey is not a publicly identified feminist, her comprehensive societal influence can be extrapolated to the United States women's movement.

<https://www.biography.com/media-figure/oprah-winfrey>

https://www.researchgate.net/publication/290268768_I'm_everywoman_Oprah_Winfrey_and_feminist_identification

Reading Time

Pre-Reading

Exercise 1

- Encourage students to contribute with as many words and ideas as possible in order to explain the word FEMINISM.
- Use the board to write down the words they mention.
- Have an open class discussion so the students may contribute with several and different ideas at once.
- Ask students what they know about the term and what they think about it. They should be encouraged to talk about it independently of having a favorable or contrary position about this topic.
- Ask them to reflect about the words saying that there's no exact answer, but reflections they can make from it.

ANSWER (sample): Gender, Sexuality, Violence, Oppression, Activism, Empowerment, Equality, Woman Racism, Ideology, Domination, Rights.

While Reading

Exercise 2

- Ask students to read the text silently and to highlight the words and/or expressions they are not familiar with.
- Have students take turns reading the text aloud.
- Explain the unfamiliar words and/or expressions.

Exercise 3

- Have students work in pairs on the following questions.
- Ask students to read the statements to answer true or false.
- Tell students to read the text again if necessary.
- Encourage them to share their answers.

ANSWER: F – T – T – T – T – F – T

Post-Reading

Exercise 4

- Read the exercise aloud.
- Have a brief whole-class discussion of the questions.
- Encourage them to share their answers with the class.
- Ask them to justify their ideas.
- Answers may vary (personal opinion).

Vocabulary

Exercise 1

- Still in pairs or small groups, ask students to match the columns.
- Show students these words that have been highlighted in the text.
- Ask for volunteers to read their answers.

ANSWER: b – d – c – a

Grammar

The objective of this section is to work with Simple Past using regular verbs. Students should be able to comprehend the grammar in an inductive way.

Exercise 1

- Individually, students observe the sentence and circle the verb in the past.
- In pairs, students compare their answers.

ANSWER: Students may answer: “Because of the verb form”.

Circled Words: shows - seemed

Exercise 2

- Students should underline the words in the past.
- Ask them what the idea these verbs want to express. What does simple past mean?
- They should be able to understand that we are studying the Simple Past

ANSWER: inspired, sampled

ANSWER: X habits

- Ask students to complete the rule.
- They have to complete the sentence in order to begin formulating how the past is used.
- Guide them to complete the rule pattern for regular verbs.

ANSWER: ed

Exercise 3

- Individually, students observe the rules in the column “Spelling rules”;
- Ask them to match with the column “Examples”;
- Clarify the rules for regular verbs.

ANSWER: d – c – b – a

Exercise 4

- Individually, students should read the text.
- Ask students to underline the words they don't know.
- Explain the words they underlined.
- Ask them to complete the gaps using the words given in the boxes on the right.
- Remind them to pay attention to verb form.
- Ask them to compare their answers with a partner.

ANSWER: enjoyed – wanted – looked – wanted – decided

Listening Time

The listening activity was developed with the song “Try” by Colbie Caillat. The lyrics say, “*You don't have to try so hard, you don't have to give it all away,*” which reflects how women try so hard to be perfect when the inside it actually what counts.

Pre-Listening

Exercise 1

- Ask students to predict what the images are about.
- Ask them to share their answers. Remind them of the importance of making predictions based on titles, pictures, etc.
- Encourage students to share their answers with the class.
- Ask them to justify their ideas.
- Answers may vary (personal opinion).

While Listening

Exercise 2

- Read the exercise aloud and explain about the song.
- Ask students if they have already listened to this song.
- Play the entire song.
- Let them read the lyrics before you play it for the second time.
- Play the song again.
- Read the words in the box and explain them, if necessary.
- Tell students to listen carefully and to complete the lyrics with the words from the box.

ANSWER: put – curl – run – keep – get – take – hard – change – choose – hard – hard – change – hard – change – let – look.

Exercise 3

- Play the song again.
- Encourage them to sing along.
- Check the answers.
- They should be able to answer the comprehension questions of the lyrics (next exercise).

Exercise 4

- Ask students to discuss the following questions in pairs.
- Circulate around the class
- Ask some students to read their answers aloud.

ANSWER:

- a) the women begin taking off the makeup
- b) how society influences women to try to be beautiful
- c) reflects how women try so hard to be perfect when the inside it actually what counts.

Post-Listening

Exercise 5

- Have a brief whole-class discussion about the issue in our society. Ask them if they agree (or not) that these days, everyone has to look perfect (makeup, hair, nails, body).
- Answers may vary (personal opinion).

Writing Time

The goal of this section is to produce a written text. The genre type is: Comment. Although simple, comments may be very meaningful, and they are illustrations of real use of language.

Warn students that the purpose of this section is to generate genre awareness: Comments on the internet.

Pre-Writing

Exercise 1

- Explain to students that there is an image taken from the section on the song website (the same site of the song “Try”). They are real comments by of the users of the site. There, people give their opinions about some points related the song.
- Ask students to read the sentences.
- Ask students if they usually read sentences like that on the internet and what they expect from this kind of text.

Exercise 2

- Ask students to read and answer the question.

ANSWER: Comments

Exercise 3

- Students should work in pairs to find their own answers.
- Ask them if they like to post comments on social networking sites. Ask for examples of comments they like to make.
- Answers may vary (personal opinion).
- Ask for a volunteer to read the definition from the box.
- Explain the definition of the genre comment. Tell students that on social networking sites, people can expose their personal opinions, or complain about something.

While Writing

Exercise 4

- Read the exercise aloud and explain the activity.
- Motivate students to write their personal comment on the issue proposed.
- Walk around the classroom and help students to express their ideas in writing.
- It is preferable to let them write their texts in the classroom. Give them enough time to complete this task. It must be written on a sheet of paper to facilitate the next stage of the activity.
- Explain that they will write the comment to the post mentioned previously, so they need to interact with it, as people actually do in social networks.
- Encourage students to share their texts out loud and use social networking sites and social media to improve their English skills.

Post-Writing

Exercise 5

- Put students in pairs to discuss and answer the questions.
- Answers may vary (personal opinion).
- Encourage the pairs to share their answers with the whole class.

Speaking Time

In this section students will role play a debate with the objective to share their point of view about feminism.

Pre-Speaking

Exercise 1

- Put students into groups of three to discuss and answer the questions.
- Encourage students to share and justify their answers.
- Answers may vary (personal opinion).

While Speaking

Exercise 2

- Tell students that in this section they will have a debate about feminism agreeing or disagreeing with the proposed questions (Guide Questions).
- Arrange students into two groups. Ask them to decide who is A and who is B.
- Explain the activity and hand them the cards (Guide Questions).
- Before they start discussing, read the useful language provided, and briefly explain them, if necessary.
- Explain the mechanics of the debate and ask students to follow the rules.
- Circulate around the classroom to monitor students' engagement.
- Remind them to justify their opinion.
- During the activity, monitor for accuracy but don't interfere, unless communication is hindered.
- After the activity correct the mistakes.

Post-Speaking

Exercise 3

- Ask students to discuss and answer the questions (whole class).
- Encourage them to be critical and expand their conversations as much as they can.
- Answers may vary (personal opinion).

Pronunciation

Exercise 1

- Tell students that, in English, phonemic vowels have length differences and they are going to learn the distinction between long /i:/ vowel and short /ɪ/ vowel.
- Ask students to pay attention to the pronunciation difference of the words while you play them on the online dictionary (<https://dictionary.cambridge.org/pt/>)
- Say the words clearly and ask students to repeat.

Exercise 2

- Ask students to complete the rule, and check answers.

ANSWER: /ɪ/ /i:/ /i:/

Exercise 3

- Play the words on the online dictionary. You can play one more time, if necessary.
- Ask students to write the correct sound. Remind them to place the sound transcription between slashes.
- Ask individual students to say their answers.
- Write the phonetic transcription of the words on the board for students to check their answers.
- Remember to say that this is an American transcription and that they could vary in different regions of the same country. Because there are a lot of ways to pronounce a word, like we have in different cities of Brazil. Though one should stick to a singular accent in order to achieve a good pronunciation.

ANSWER:

a) /ɪ/

d) /ɪ/

g) /ɪ/

b) /i:/

e) /i:/

h) /i:/

c) /i:/

f) /ɪ/

i) /ɪ/

Rationale

Language teaching in a globalized world offers several opportunities in different contexts. According to Cates (2009) the four language skills can also be integrated with global topics content. Global education is as much a matter of how we teach as of what we teach, and it involves a shift from language as structure to language for communication about the world.

Considering this point of view, this material was designed taking into account the communicative approach or Communicative Language Teaching - CLT and Critical Thinking. Students need to think about a recurring theme and talk about it in their real lives. The idea that learning language successfully comes through having to communicate real meaning is reinforced by Richard and Rodgers (2001) when they claim that activities that implicate real communication develop learning. That is to say that learning development occurs when real contexts are used for communication.

When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The goal of the Communicative Approach is to improve student's communicative competence, which is explained by Richard and Rogers (1986) as the ability to use language for different purpose. In other words, the ability to apply this language to different situations, contexts engage participants in the communicative process.

When it comes to Critical Thinking, "students need to know and understand the issues, value the diversity of others, and be empowered to stand up against the discourse that attempts to subdue or silence any voice." (VETTER, 2008, p.110). In addition, Matos (2012) emphasizes how critical skills can empower students to deal with the multicultural world while using the language they intend to learn and become proficient.

"Critical skills that are vital to the participation of the individual in the modern, multicultural world can be taught in schools. Students need to have contact with different kinds of knowledge that may become a tool for the future and prepare them for new activities they will be required to perform, such as critically evaluating information, understanding unstated assumptions, selecting relevant information among millions of possibilities found on the Internet, taking ethical stances, investigating and

creating new knowledge, to name just a few.” (MATOS, 2012, p.208).

The units were developed to adults and the main goal is to help them to activate their autonomy in the learning process. In general, adults claim not having enough time to study a second language and most of them are afraid of making mistakes. Moreover, as mentioned by Kumaravadivelu (2001), teachers can encourage learners to form learning communities providing opportunities for learners to explore the internet, for example, bringing back to the class their own topics for discussion and their own perspectives on those topics.

IT’S NOW OR NEVER was designed to generate curiosity, motivation and engagement. The Unit 1 (The body speaks) explores the topic about body language. This matter is very important indeed because it is an essential part of communication. Some of the gestures we show with our bodies can demonstrate what we are trying to say. Likewise, Canagarajah (2013, p.5) states that “communication involves more than words. In many cases, speakers use the context, gestures, and objects in the setting to interpret the interlocutor’s utterances.” In the Unit 2 (We should all be feminists), students are able to discuss the important topic about feminism. “Students can reflect and intervene in some social issues in order to make good contributions and changes to their community.” (ARRUDA; MICCOLI, 2017). The goal is to bring the reality that exists outside the walls of the school to the classroom with an attentive look at their students’ needs and wants, offering opportunities to speak and to reflect about critical issues. In this context, students will be able to think about new attitudes and expand their perspectives, as stated by Duboc (2013):

“Such expansion might occur by comparing and contrasting viewpoints, discussing further aspects on a specific theme, relating global and local contexts critically, inviting students to position themselves towards what they think and what others think about a certain issue, and so forth.” (DUBOC, 2013, p.62)

In both units, as stated above, the purpose is to provide the students with meaningful support by which they can get inspired and develop their own ideas and therefore, their own production. The units were presented in eight sections where the four skills are

covered (reading, writing, listening and speaking), all of them with pre, while and post activities.

Reading

The purpose of this section is to stimulate the reading by selecting articles that might spark student interest, either because the topics are directly related to our reality or because of a global problem that is being discussed everywhere. Regarding purpose, reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do every day as stated by Berardo (2006).

This section was conceived with authentic materials in order to offer students conditions to acquire this communicative competence. According to Cook (1981), an authentic material means using examples of language produced some real purpose and not designed just for the classroom. "The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature." (BERARDO, 2006, p.62). In the Units, the texts were taken from the internet. Berardo (2006) claims that the internet is one of the most useful sources of this kind of material.

"The Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material." (BERARDO, 2006, p.62)

According to Richard and Rodgers (2001), materials have the primary role of promoting communicative language use. When it comes to learning languages, it is totally connected, thus, students can have conversations about subjects that really matter in real life, using authentic materials. Using authentic materials can be rewarding and stimulating for both teacher and students.

Before reading, the section “Warm up” introduces the central topic of the unit and activates student’s background knowledge of the topic. The texts are followed by different types of interpretation questions in which students have to refer back to the text in order to answer and ask questions to reflect their opinions towards what was read.

Writing

The Writing activities are supported by the concept of genre. Hyland (2007) affirms that we know instantly, for example, whether a text is a recipe, a joke, or a love letter and can respond to it rapidly and even construct a similar one if we need to.

“Genre refers to abstract, socially recognized ways of using language. It is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.” (HYLAND, 2007, p.149).

The activities were constructed considering the principles that endorse the genre-based teaching, in which writing is seen as a social activity. According to Hyland (2007), communication always has a purpose, a context and an intended audience and those are clearly explicit throughout the activities.

In Unit 1 students are encouraged to write in a real context using text messages in their cell phones. Learning on the cell phone can extend beyond the walls of schools. Using mobile learning is essential for engagement and it can be much more attractive.

Keeping the objective of working in real context, in Unit 2 the activity stimulates learners to write a comment on the internet, in a real situation. In fact, “teachers are expected to engage the students in meaningful activities, in which students can relate to in real life and take advantage of their previous knowledge, besides that, learning to write is also needs-oriented” (HYLAND, 2007), which means students’ needs will determine the kinds of genres teachers will use in class in order to promote effective learning.

In addition, many ideas and suggestions are in favor of introducing technology into the language classroom. Computers offer great flexibility for class scheduling, according to

individual learning, choosing activities and purposes to suit individual learning styles. Computers can also do some of the work of the teacher and provide great assistance to the learner even without the presence of the teacher. “When it comes to the new ways of being and acting, these generally refer to a greater deal of participation in different social practices through a vast option of media devices by which post- modern individuals perform, interact, and engage with each other.” (DUBOC, 2013, p.58)

English language teaching is not only about filling the blanks or introducing new vocabulary or grammar, to the contrary, based on the genre, students should understand not only about the mechanics of the language, but also most importantly, students should understand how, where and why a particular structure or even a word is being used in real life situations.

“A well-formulated theory of how language works in human interaction has become an urgent necessity in the field of teaching second language writing. Genre pedagogies are a major response to this need, providing teachers with a way of understanding how writing is shaped by individuals making language choices to achieve purposes in social contexts.” (HYLAND, 2007, p.163).

Listening and Speaking

In both Units, students are encouraged to participate and express their point of view with a goal of social integration, in real life contexts. “Communication happens in social life and it takes place in a certain situation, like in a coffee bar and office or classroom, and inside a certain culture.” (WU, 2013, p.87). Thus, the activities present real language situations. According to Carneiro and Oliveira (2017), in order to teach speaking and listening skills, it is important to create awareness of how conversation works in contexts of real use.

In the Listening sections, in Unit 1, part of a video from TedTalk is presented whereas in Unit 2 students are encouraged to sing a song. As Carneiro and Oliveira (2017) pointed out, learners may develop their skills with online resources.

Digital media and apps are part of learners’ life outside the classroom, they can relate such activities to language learning, which can thus be perceived as a valid and authentic activity. Authenticity is also a feature of the language learners find, as

opposed to the teacher discourse and specially written texts usually found in textbooks and teaching materials. (CARNEIRO; OLIVEIRA, 2017, p.112)

In the Speaking sections, in Unit 1, students are supposed to participate in a job interview and in Unit 2, students are stimulated to participate in a debate which the students assume their positions. Weir (1990) claims that it is important to identify skills and performance conditions of language use contexts; a variety of tasks should be designed with respect to communicative purposes. It is important to emphasize the type of activities that are needed in a communicative approach. As mentioned by Richards (2006), activities are necessary in which students can interact meaningfully, working in pairs or groups, performing role-plays, and so on.

Grammar

In the Grammar sections the units give the learners a purpose, motivating a communicative progress, in meaning-focused work. Azevedo and Carneiro (2017) believe that we have better chances of pleasing learners if classes are more dynamic, involve use of the language that is meaningful or similar to real use.

Grammar is more than a set of rules that has to be memorized; in fact, grammar is what enables us to get our meanings across in communication. Grammar practice should not be based on the instantiation of isolated, meaningless sets of sentences; neither should its practice be detached from real language use. (AZEVEDO; CARNEIRO, 2017).

The activities are based on the inductive method of presenting grammar instruction. Ke (2008) claims that this inductive approach actively involves students in their grammar learning process, because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them.

Learners and teachers are influenced by the aspects of intellectual life and the learning atmosphere allows us to continue to grow, personally and intellectually. Whereas the teachers always have to balance the risks and the benefits, in order to make a bridge

between inductive grammar topics and regular classes using the communicative approach, critical perspective and oral genres.

Pronunciation

In order to facilitate students' improvement, this material provides learners with meaningful practices, helping them to achieve a positive attitude towards learning while making progress toward their goals to reduce miscommunication in daily life. Students practice conversations developing their speaking skills to improve pronunciation and fluency.

According to Cristófar-Silva (2015), languages are dynamic systems in constant mutation. The difference in pronunciation is a fact in any language. Each person creates their own accent and can still change the original accent throughout their lives. According to her, speaking without an accent is practically impossible, since the beginning of the learning of a foreign language and the teaching of the pronunciation must be prioritized. However, knowing the sounds through the phonetic details more frequently in the foreign language, taking into account the equivalent sounds in the two languages, can improve the language acquisition. That is, it influences the mother tongue, which we all carry, and it can be considered in the acquisition of a second language.

In addition, according to Wells (2008) it is important to note the goals of teaching another language. In teaching English to immigrants in Britain, for example, the main goal is to allow students to interact with the British people, native speakers. In Japan a major focus may be the use of English to communicate with Chinese or Latin Americans.

Finally, teaching and learning a language is indeed very challenging. Unfortunately this reality is enhanced by the lack of political priority towards education. We need to be patient and persistent! Certainly, we will make a difference not only in our personal lives, but also in our students lives and communities around them.

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