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Programa de Pós-graduação em Estudos Linguísticos – POSLIN

Curso de Especialização em Ensino de Inglês – CEI

Boosting Self-esteem and Positivity

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Table of contents

Introduction	6
Unit 1	8
Unit 2	20
Teacher's guide.....	31
Rationale.....	44
References	51

Introduction

Starting a specialization at UFMG was a challenging decision that undoubtedly made me mature a lot both professionally and personally. The idea that frightened me at first made me a more confident and determined person to continue pursuing a career that, as it is well known, becomes a difficult task in the context in which we live. Meeting people who are passionate about what they do (professors and students) made me see that it is still worth fighting for an education that, in addition to inserting a new language into the student's life, makes them think critically.

With this in mind, the first unit is related to *positivity* versus *negativity*. The unit is guided especially by the TED Talk *Positivity: The Power of Choice* by Samantha Rea that leads students to discussions that seek to develop critical thinking about being pessimistic or optimistic about choices we have to make throughout life, as well as to develop the argumentative ability through debates about famous quotations of the same theme. The last activity of the unit is designed to awaken the students to what positive traits they may have, while developing their written skill in the target language.

The second unit relates to the first in the sense that it seeks to open students' eyes to what they are best at and to what makes them unique. The unit is initially based on the #TheSchoolOfLife's video, *Self-Esteem*, and guides students to critical and constructive discussions. The theme of the unit, from vocabulary to grammar, works with content directed to students themselves, and, playing with words, they seek to develop self-knowledge and self-confidence as they reflect on it using reflexive pronouns.

In this way, both units aim to give voice to students through the skills of speaking and writing while also giving the opportunity to reflect about the subjects using the skills of comprehension, reading and listening. Both units 1 and 2 were developed for the young-adult audience on the Upper-Intermediate level – A2 according to the European Common Framework - especially aimed at language school.

The units are organized with a warm-up, activities of oral and written comprehension and production, using authentic material through videos, texts and examples, as well as exercises developed through corpus in the grammar section. At the end of each unit, students have the opportunity to assess their performance throughout the unit.

The teacher's guide aims to lead the teacher to a more complete and effective practice of the two units, seeking to improve teaching and learning English. It is expected to clarify any doubts that the teacher and/or student might have regarding the activities through the instructions and to facilitate the development of the class through useful information to the teacher. The teacher's guide also has answer key to the exercises.

As much as it took a lot of positivity and self-confidence in the construction of this material, since I have seen the course as a challenge, the proposal of both units is to make students see this in themselves and face the challenges of life in a smart and critical way.

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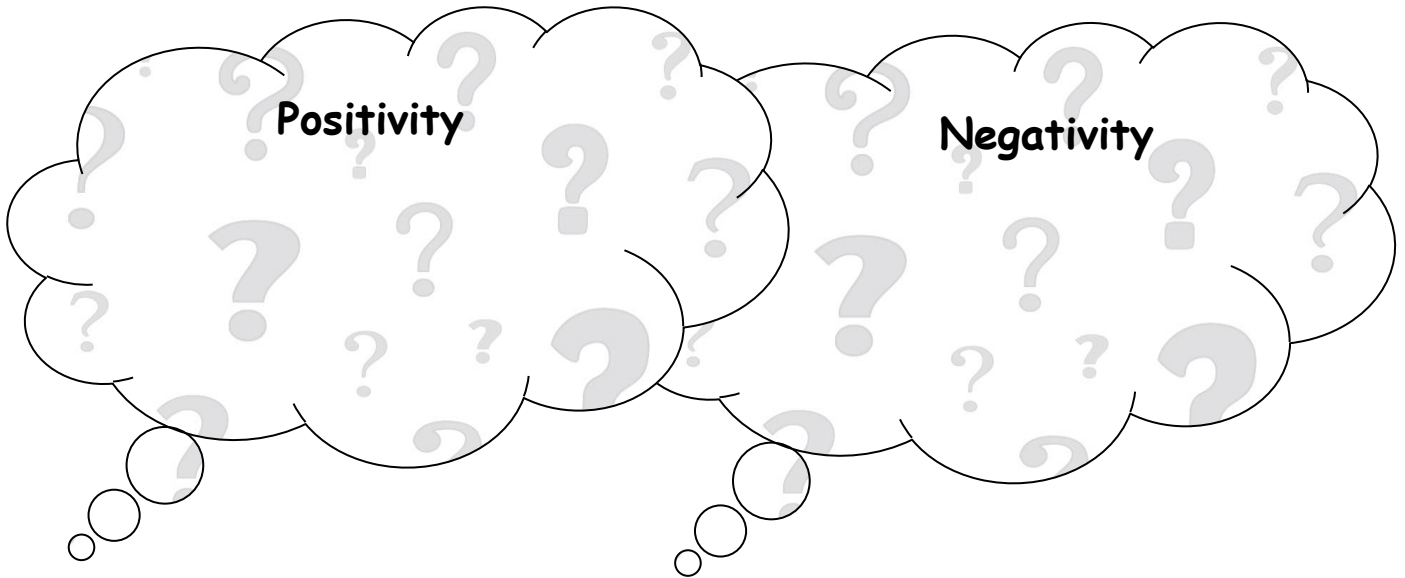
CHARGING THE MIND WITH POSITIVITY



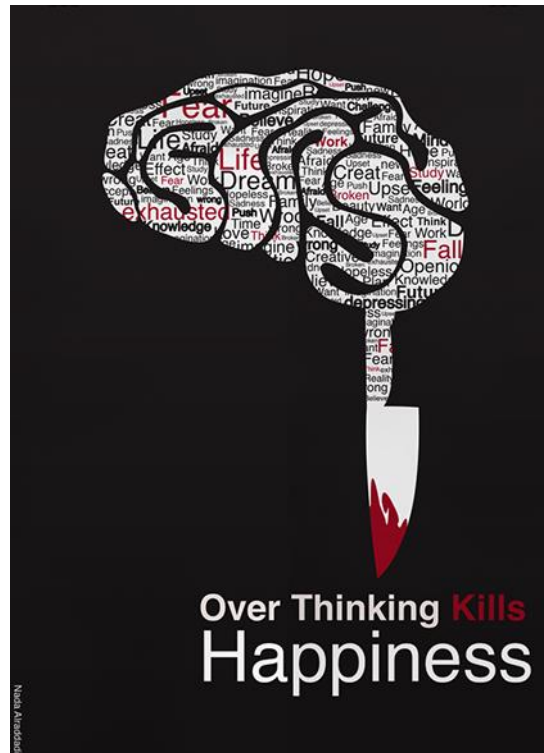
Unit 1

Getting involved

1. What comes to your mind concerning the words **Positivity** and **Negativity**? Write them down in the balloons below. Then, compare your words with a partner:



2. Read the picture below.
- How is “thinking” related to happiness?
 - Do you agree with this saying? Why (not)?



https://society6.com/product/over-thinking-kills-happiness_stretched-canvas

Reading Time

1. According to the title, what kind of information is expected from the text? Can you imagine what does the word *ruminat* mean?

2. **Vocabulary Practice.** Let's infer! Circle the correct meaning of the words.

Deepen – Less strongly felt / More strongly felt

“Woe is me” – When you're worried about others / When you feel sorry for yourself

To switch – to change from one thing to another / To keep the same situation

Triggered by – experiencing a strong emotional reaction especially because you are made to remember something bad / good that has happened in the past

2.1. Tick the correct answer, according to the context. Then, read the text, check your answers and do the following exercises.

Rumination can be *switched off* by two good methods

() to be started () to be stopped

Try to *unhook problems* from each other

() to disconnect () to connect

he *tangled it up* with a different problem.

() to interact in a confusing way () to interact in an organized way



Margaret Wehrenberg
Psy.D.
Depression Management
Techniques

Rumination: A Problem in Anxiety and Depression

Springboard out of negative networks into new solutions.

Posted Apr 20, 2016

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Rumination is one of the similarities between anxiety and depression. Ruminating is simply repetitively going over a thought or a problem without completion. When people are depressed, the themes of rumination are typically about being inadequate or worthless. The repetition and the feelings of inadequacy raise anxiety and anxiety interferes with solving the problem. Then depression deepens. Brain function plays a role in rumination in several ways, but one significant aspect of brain function relates to memory. People remember things that are related to each other in neural networks. And when people enter a 'woe is me' network the brain lights up connections to other times they felt that way. Ruminating is worsened by another difficulty of the depressed and anxious brain: inability to flexibly generate solutions. Brain chemistry makes it hard to switch to another

perspective to find the way out of problems, so rumination intensifies. Both anxiety and depression are then reinforced.

Rumination can be switched off by two good methods: 1) get out of the negative neural networks and 2) tackle one problem at a time with planning.

End rumination by exiting the negative memory network

First, stop ruminating on negatives and activate a neural network of times when everything worked out okay. These might be hard to remember. Neural networks are triggered by mood, and your mood might have connected to other moods when you were afraid of bad outcomes. You can deliberately decide to recall instead the times when things worked out even though you had been afraid. Those networks of anxiety can lead into remembering positive outcomes. What can shift you into a different network? [...]

Separate the problems and make plans

Rumination might prevent you from solving the problem or from moving on if you do not have a solution at the moment. Try to unhook problems from each other to see if you have an actual problem you can solve or just a worry to eliminate.

One example of this is a man who was decidedly depressed and anxious about his worklife that was fraught with debt, angry colleagues, and overwhelming reports for expenses and hours put in. He actually knew what to do about the debt, but rather than saying to himself, "I know what I will do," and setting that problem aside, he tangled it up with a different problem. "I know what to do about the debt, but everyone will find ways to tell me they are angry about it." Now he was ruminating on what to say to make them be less angry. Then he thought, "I wish I could walk away from them. If I can get caught up with my expenses and reports, I could consider looking for another job," and he began ruminating about whether he could find a different job. The debt problem had nothing to do with how he wanted everyone happy, and neither affected finding the time to do his paperwork and none connected to how hard it is to find new work. But he connected unrelated problems and now could not let go of any of them.

<https://www.psychologytoday.com/intl/blog/depression-management-techniques/201604/rumination-problem-in-anxiety-and-depression>

3. Were you correct about the meaning of *rumination*? How does it happen?

4. Tick the correct answer:

According to the text, what is the main aspect related to *rumination*?

- Memory. People remember things that are related to each other in neural networks.
- Depression. People always get depressed when they ruminate the past.
- Low self-esteem. When people do not like themselves, they start remembering their past.

5. Answer T (true) or F (false)

How does *rumination* get worse?

- When people do not know how to solve problems anymore.
- When people are under pressure.
- When people find ways to solve problems, but these solutions are not enough.
- When people do not have another perspective about their problems.

6. What two methods can switch off rumination? Find them in the text and explain them with your own words.

Feeding your brain - Grammar

1. The sentences below were taken from the text. What do the underlined words have in common?

- Ruminating is simply repetitively going over a thought or a problem without completion.
- When people are depressed, the themes of rumination are typically about being inadequate or worthless.
- inability to flexibly generate solutions.
- You can deliberately decide to recall instead the times when things worked out
- One example of this is a man who was decidedly depressed and anxious about his worklife

2. Check the correct option. Then, compare your answers in pairs.

a) The underlined words in text express _____ something happened:

- () why () how () when

b) Generally, an adverb **does not** change _____.

- () nouns () adjectives () verbs

3. Read the sentences below. Then, complete the chart following the first example:

This is reflected in how **loudly** we speak, texture of voice, use of pauses, and so on.
 He smiled **wickedly**, ' And she moves so gracefully, too.
 Once again, Andrew **happily** approved the trip.
 In the summer of 1989 things began to happen **fast**.
 The sweet Mr. Williams has kept her alive and **well**.

ADJECTIVE	ADVERB	RULE
Loud	Loudly	Adj + _____
	Wickedly	
	Gracefully	
	Happily	
	Fast	
	Well	

a. What are the exceptions?

b. What happens to adjectives that end in “y”?

4. Which verb/expression is each highlighted word changing? Circle it. Follow the example:

Ruminating is **simply repetitively** going over a thought or a problem without completion.

- a. [...] the themes of rumination are **typically** about being inadequate or worthless.
- b. [...] inability to **flexibly** generate solutions.
- c. You can **deliberately** decide to recall instead the times when things worked out [...]
- d. [...] a man who was **decidedly** depressed and anxious about his worklife

5. The sentences below were taken from the text “*These Three Little Words Are Making You a Negative Person – and You Probably Say Them All the Time*”. Fill in the blanks



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Lifestyle / Mind and Body

These Three Little Words Are Making You a Negative Person—and You Probably Say Them All the Time

changing the adjectives given to adverbs of manner.

<https://www.shape.com/lifestyle/mind-and-body/common-phrase-you-say-making-you-more-negative>

powerful – instant – fortunate – immediate – negative

- a. Cut this phrase out of your vocab _____. Then learn what you should say instead to improve your mood _____, according to psychologists.
- b. It's an easy trap we all fall into from time-to-time – but it's one that cannot only make our perspectives on life a little more blue*, but also likely _____ impact brain chemistry, notes Bea. _____, a tiny language tweak can help: Instead of saying "I have to," say, "I get to."
- c. Here's why it works: "I have to' sounds like a burden. 'I get to' is an opportunity," says Bea. "And our brain responds very _____ to the way we use language when we talk and the way we use language in our thoughts."

***It would be *bluer* according to the grammar.**





How do we pronounce... #StressedSyllable

Tips: *stress mark* – a short vertical line that, when the pronunciation of a word is being shown, is printed before the syllable that receives the most stress or the second most stress in the word. (<https://dictionary.cambridge.org/pt/dicionario/ingles/stress-mark>)

1. Where is the stress mark in the word “Powerfully” /^ˈpauə.fʊ.li/? Which is the stressed syllable? How would you pronounce this word?
2. Underline the stressed syllable of these adverbs of manner and circle the ones with just one syllable.

Loudly /^ˈlaʊd.li/
Gracefully /^ˈɡreɪs.fə.li/
Happily /^ˈhæp.ɪ.li/
Fast /fæst/
Instantly /^ˈɪn.stənt.li/
Fortunately /^ˈfɔːr.tʃən.ət.li/
Immediately /ɪ^ˈmiː.di.ət.li/
Likely /^ˈlaɪ.kli/
Well /wel/
Negatively /^ˈneg.ə.tɪv.li/

3. What do most of these words have in common in their pronunciation?

4. How is it possible to notice the number of syllables in a word according to the phonetic transcription?



Listening Comprehension

1. Discuss in pairs or trios:
 - a) Are you an optimistic or a pessimistic person? Why?
 - b) What are you optimist/pessimist about?
 - c) In your opinion, are there more optimist or pessimist nowadays?



2. Watch the TED Talk *Positivity: The Power of Choice* / *Samantha Rea* and write T (true) or F (false)
 - a. All the positive thoughts avoid the negative ones ()
 - b. Positive attitude can solve all problems ()
 - c. A positive attitude can be a driving force for change ()
 - d. Her days are all good ()
 - e. Nobody can control things that happen ()
3. Now, answer the questions:
 - a. What happened to her and her friends?
 - b. What was the brightside of it?
 - c. Explain with your own words what kind of project happened in the company she works in.
4. Fill in the blanks below with the correct adverb of manner according to the video. Use the adjectives in the box.

safe – frequent – legal – final – successful – hopeless

- a. in the US [...] sexual assault happens far too _____

- b. people can still be _____ discriminated against because of their sexual identity gender inequality
- c. we had _____ arrived _____ to my cabin.
- d. we were _____ stuck in a ditch
- e. we had _____ missed the tree that was right behind my car.

5. What would you do if you were in the same situation as Samantha? Discuss this question in a group and check if there are more optimist or pessimist in your class.

Speaking Time! Critical Thinking

1. Do you know a quote from a famous person? What is it? Do you agree with it? Why (not)?

2. **Debate** – Have a piece of paper with you. On one side of it you have to write “I agree”, on the other, “I disagree”.

Here there are some famous quotes about positivity/negativity. Use your paper to give your opinion and debate with your classmates! Use the useful expressions given.

“Take responsibility of your own happiness, never put it in other people’s hands.” – Roy T. Bennett, The Light in the Heart

“You cannot have a positive life and a negative mind” – Joyce Meyer.

Negative attitude is nine times more powerful than positive attitude – Bikram Choudhury

Haters never win. I just think that's true about life, because negative energy always costs in the end. - Tom Hiddleston

Every positive value has its price in negative terms... the genius of Einstein leads to Hiroshima – Pablo Picasso

Useful expressions

Expressing Agreement

I agree...
 I totally agree...
 Definitely...
 I couldn’t agree more...
 Absolutely...
 That’s a good point...
 That’s true...

Expressing Disagreement

I see your point, but...
 That’s one way of looking at it, however...
 I completely disagree...
 Well, I see things rather differently...
 Not necessarily....
 That’s not always true...

3. Discuss in pairs: Which quote drew your attention the most? Why?

Writing Time

1. These are some of the positive thinking showed in the video. Which one do you like the most? Why?



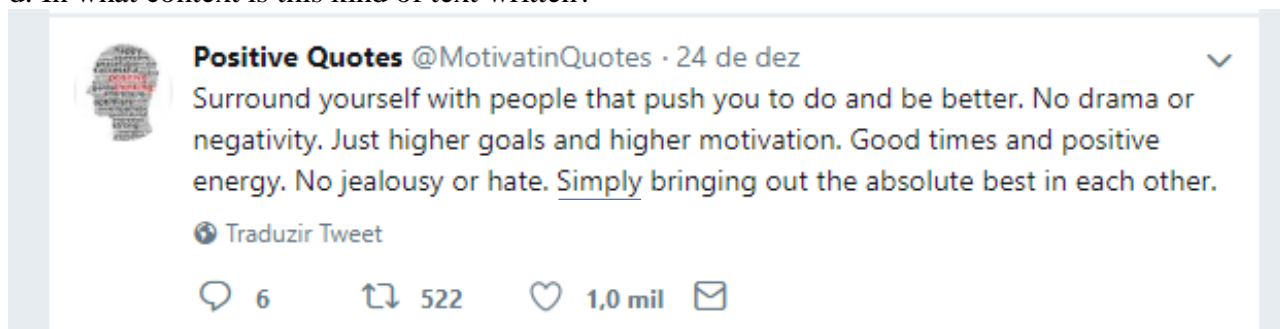
2. In the second part of the text “Rumination: A problem in anxiety and depression”, there is a question at the end of the paragraph: “What can shift you into a different network?” This answer was taken from the text:

Another rumination interrupter is to put yourself literally into a place you connect with things turning out for you - taking a walk in a location that helps you enter a positive frame of mind can only be helpful.

a. Do you agree with the answer above? Do you do this?

3. Read the text (*tweet*) taken from *Twitter*®.

- Explain with your own words the message in this tweet.
- Is this a long or short text? Do you know how many characters you can use to type?
- What kind of people tweet? Who reads tweets?
- In what context is this kind of text written?



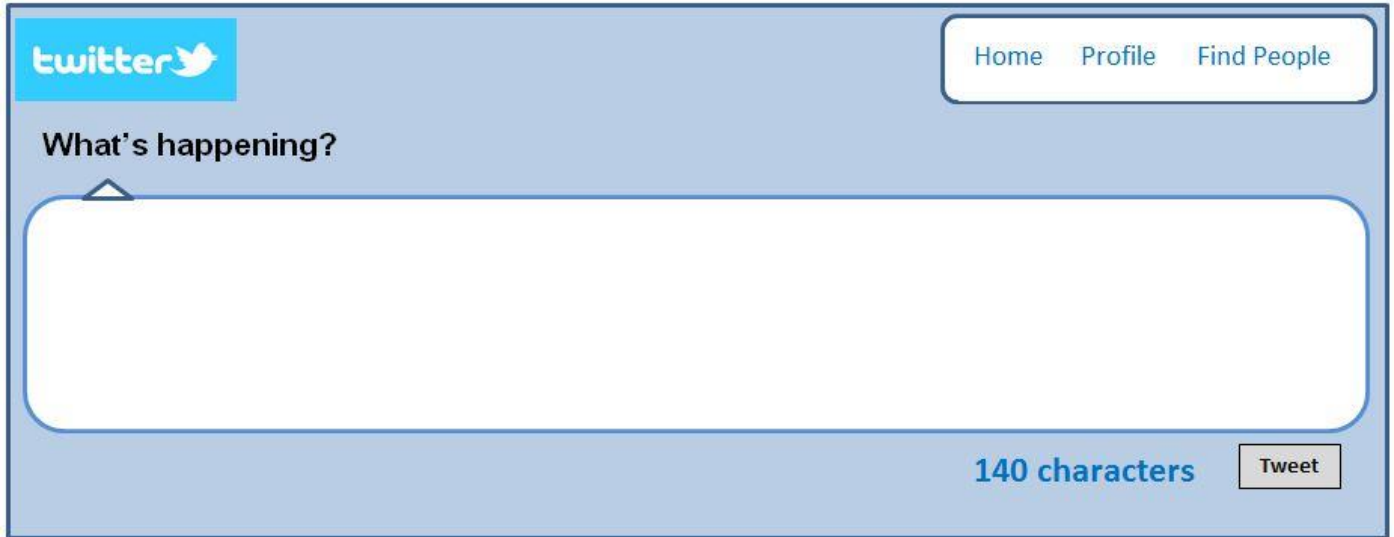
<https://twitter.com/motivatinquotes>

5. Individual task.

a. Create a #hashtag to represent you. P.S.: The theme is positivity.

b. You need to answer the question “What can shift you into a different network?” using:

- At least one adverb of manner;
- The hashtag created;

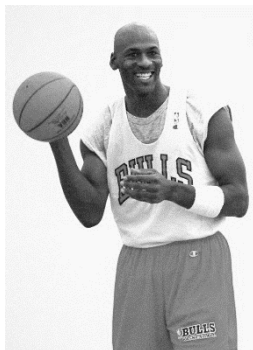


<http://www.mtmtv.info/blank-twitter-post-1aa25ef/>

2. Now, compare your answers with your classmates. Which one was more creative?

Post-writing. Project. Inspire people around your school sharing your positive thoughts on your *Instagram*®, *Facebook*® or *Twitter*® or even putting up them on the schools' walls.

Be inspired. Here there is a person who inspires others for his life story. Access the link and watch the video *Michael Jordan - The story of a legend* and learn a little about his life.



**be
inspired**

“I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.” – **Michael Jordan**

<https://www.youtube.com/watch?v=6oEjULP7THw>

Image: <https://www.chicagotribune.com/sports/basketball/bulls/ct-archive-michael-jordan-im-back-bulls-20160318-story.html>



SELF-ASSESSMENT



THUMBS UP – I CAN DO IT ALL BY MYSELF!



THUMBS SIDE-WAYS – I CAN DO IT WITH A LITTLE HELP.



THUMBS-DOWN – I CAN DO IT WITH A LOT OF HELP.



I can talk about positivity.



I can recognize the stressed syllable of a word by its stress mark.



I am able to use adverbs of manner.



I can share my positive thinking on *Twitter*®.

<https://www.teamcoachingzone.com/team-coaching-resources-part-1-five-team-level-assessments/>

MIRROR, MIRROR ON THE WALL...



Unit 2

Getting Involved

1. Read the quote below. What is its main idea? Do you agree with it? Why(not)?

**TO FALL IN
love WITH
yourself
IS THE
FIRST
SECRET TO
happiness.**
- ROBERT MORLEY

<https://br.pinterest.com/pin/560838959834666214/?lp=true>

Robert Morley – Actor. Born in Semley, England, he was noted for his supporting roles, usually cast as a pompous English gentleman. In 1929, he began his career on London's West End stage and made his Broadway debut in 1938. He died in Reading, England, of a stroke at age 84.



<https://www.findagrave.com/memorial/6931379/robert-morley> (Adapted in november, 14)

- a. What do you like the most about yourself?
- b. What makes you a happier person?

Listening Time

1. According to the video **Self-Esteem** taken from the channel **#TheSchoolOfLife**, three factors stand out in particular when concerning our self-esteem:

1. Firstly, the single greatest determinative of how much you will esteem yourself is how



you compare with your same-sex parent. Whether you've achieved more or less than mom or dad.

2. Secondly, we don't feel inadequate in relation to everyone who has more than US, only those who we've come to see as belonging to another crucial determinative self-esteem. Our peere group.

3. Thirdly, a lot depends on what kind of affection we were the recipients of in childhood in particular how many conditions our love came attached with. Some of us had parents who only knew how to give out the conditional kind of love.

2. Discuss in pairs or trios:

- a. Which topic drew your attention the most? Why?
- b. Do you agree with the three statements above? Why (not)?
- c. What do you think most influence people's self-esteem nowadays?
- d. What is the perfect kind of model nowadays?

3. Watch the TED Talk "Plus-size? More like my size" by Ashley Graham and do the following exercises.



<https://www.youtube.com/watch?v=xAgawizimjc&t=20s>

4. According to the video, answer T (true) or F (false):

- () Ashley Graham's journey begin Nebraska when she was 15.
- () She hated to look at the mirror and see herself.
- () She tried to feel better eating a lot.
- () Only 2% of women find themselves beautiful.

5. Tick the correct answer:

a) Why did she hate to answer the question "What do you do for a living"?

- () because she did not like her job.
- () because she had to explain she was a plus-size model.
- () because her career was not successful.

6. **Play time.** Two truths, one lie. Write down 3 sentences about things you like/don't like about your routine/appearance/job. Two of them have to be true and one is the lie. Read them aloud and ask your classmates to guess which one is not true.



Vocabulary practice!



1. In the video, Ashley Graham says: “I was looking for self-love, for affirmation from somebody, when in reality, I didn't love who I was”. What does she mean by that? What is “self-love” according to the context?

2. Read the words below. What do they have in common?

SELF-ESTEEM

SELF-CONFIDENCE

SELF-CONTROL

SELF-SUFFICIENT

SELF-AWARENESS

SELF-WORTH

3. Fill in the blanks with the correct expressions from exercise 2.

a. Read some great books, take a class on _____, and stay away from those who are dream busters*.

b. Patience is an exercise of _____ that shows you can handle life when times get tough

c. Your body doesn't determine your _____ # I used to compare myself to magazine covers, athletes, and fitness models.

d. Females are exposed to body image related issues like low _____ that may affect them in their career, education and public or social affairs.

e. He lived alone and he- seemed relatively _____, at first glance. I didn't realize how dependent he was.

f. Thus, awareness of the world around each student begins with _____.

**Buster – (usually in combination) A person or thing that stops or gets rid of a specified thing.*

<https://en.oxforddictionaries.com/definition/buster>



How do we pronounce... Or don't we pronounce? #SilentConsonants

a. How do you pronounce this word: Through - /θru:/

🔊 Through - /θru:/ - Listen to the pronunciation. **What letter(s) don't you pronounce?**

b. These words below were taken from the following text and all of them have a silent consonant. Can you say what it is? Listen and cross out it!

🔊 Know /nou/	🔊 Answer /'æn.sə/	🔊 Talk /tɑ:k/	🔊 While /waɪ/
🔊 Might /maɪt/	🔊 Often /'ɑ:f.ən/	🔊 Light /laɪt/	
🔊 High /haɪ/			

c. Now, compare your answers with a partner! Then, check the answers with your teacher.

Reading Time

1. a) What is your opinion about selfies that are posted on social medias?
- b) Read the title of the text. What do you think the main idea of the text will be?
- c) While you are reading, fill in the blanks in the text with the expressions below:

self-esteem – self-worth – self-portraits

The screenshot shows the top part of a CNN article. The header includes the CNN logo, navigation links (Health, Food, Fitness, Wellness, Parenting, Live Longer), and 'International Edition'. The main headline is 'Selfies hurt self-esteem. No, they help. Scientists can't make up their minds' by Karla Pequenino, CNN, updated on October 24, 2016. Below the headline is a large photo of a family (a man, a woman, and a young girl) smiling and taking a selfie together. To the right of the photo are social media sharing icons (email, Facebook, Twitter, and a red three-dot menu). Below the photo is a 'News & buzz' section with two news items: 'Ocasio-Cortez joins climate protest in Pelosi office' and 'Blood pressure drug recall expands again'. At the bottom right is a 'Paid Content' section by Outbrain with a small image of a building.

<https://edition.cnn.com/2016/10/24/health/selfie-self-esteem-trend/index.html>

(CNN) We're living in the age of the selfie. But is that a good thing? The short answer: We don't know.

A new study suddenly doing the social media rounds links *looking* at selfies with lower levels of _____ and life satisfaction.

But there's also another study that says *posting* selfies does wonders for our _____.
Let's talk about them one by one.

Looking at selfies

The first study, [Let me Take a Selfie](#), is by two graduate students at Penn State University. It's the first to analyze the effects of looking at others' selfies rather than taking them.

"Most of the research done on social network sites looks at the motivation for posting and liking content, but we're now starting to look at the effect of viewing behavior," [said lead author Ruoxu Wang](#).

After reading through 255 survey responses, the researchers noted that people who lurked a lot on social media had lower opinions of themselves. This is explained through what they call the 'upward social comparison theory' -- when people view others' pictures, they may feel like their own lives don't measure up.

According to the report, "Frequent selfie viewing behavior may trigger one's jealousy so as to decrease one's self-esteem and life satisfaction."

Posting selfies

But while looking at selfies might be bad, the other study claims posting selfies helps build confidence.

[Posted on the online journal First Monday](#), it reported women often take selfies to increase their self-esteem because the affirming messages left by other users allow them to see themselves in a more positive light.

The exception

Contrast selfies with groupies, and things change.

Groupies, which are _____ in a group setting, boosts feelings of belonging as these photos often showcase communities that the viewers belong to. Even Penn State's research links them to high life satisfaction levels.

Then, there's Instagram's popular [#HealthySelfie](#) hashtag joins over 25,000 pictures of people chronicling their health journey through pictures which keep them motivated.

So, in the end, you'll probably be the best judge of how selfies affect you.

But we're betting you won't be stopping any time soon.

d. Was your prediction correct?

e. What does the author defend? Check the correct alternatives.

() Selfies are not good for people's self-esteem.

() Selfies are just positive for women who like affirming messages.

() Depending on the perspective, selfies can be good or not.

f. According to the text, what is the difference between looking at selfies and posting them?

Feeding your brain – Grammar

1. Read the sentences below taken from the video “Self-Esteem” and the text “Selfies hurt self-esteem”. What’s the difference between the underlined words?

- a. The single greatest determinative of how much you will esteem yourself is how you compare with your same-sex parent.
- b. [...] women often take selfies to increase their self-esteem because the affirming messages left by other users allow them to see themselves in a more positive light.

2. Which word is the pronoun “yourself” relating to? What about “themselves”?

3. Complete the sentences below with the correct pronoun in the box. Then, circle the word it is related to. Follow the example:

E.G.: Your emotions and how you feel about yourself are constantly swayed by what you assume others think of you.

ourselves – itself – himself – herself – themselves – myself – yourself

- a. There are people with modest jobs unspectacular bodies and unglamorous friends confidently nevertheless, they claim to buoyant levels of self-esteem. They seem to like _____.
- b. Knowing about the odd internal origins of self-esteem is crucial because of how often we pursue goals in the belief that success will at last give us the keys to feeling good about _____.
- c. In reality, the woman I looked up to the most was my mother. She told me I was beautiful, and she never devalued _____. So why would I?
- d. I would like to redirect my path this year and discover _____! Who I am, what I value.
- e. TMZ capture the game on video, Usher _____ took to Twitter to share some pics of the impromptu match.
- f. The only person you should ever compare _____ to is the person who you were yesterday.
- g. This giant mind has taken to _____ the substances of soul, and thinks, and hears, and speaks.

4. Now, observe the reflexive pronouns above and complete this table:

Singular	
Plural	

Speaking Time

1. What is the relation between the word “selfie” and the reflexive pronouns?

2. In your opinion, do selfies make people more or less selfish*? Why?



http://www.selfieblog.net/fotos/6-memes-de-selfie/

**Selfish* – caring only about what you want or need without any thought for the needs or wishes of other people.

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

3. **Reflecting with reflexive pronouns...** (Pair work) Read what you need to ask in the first column and use the second to write the question. In the third column write the answer of your classmate. Follow the example.

	Information question	Answer
1. The kind of company the person sees herself/himself working in.	What kind of company do you see yourself in?	<i>Elena</i> imagines herself working for a high-tech company someday.
2. The kind of house/apartment the person imagines herself/himself living in.		
3. The kind of partner the person imagines herself/himself with.		
4. The kind of vacation the person imagines herself/himself next year.		

4. **Discussion.** Share with your classmates the answer you thought more surprising and the one you have already known.



1. Do you know Facebook®?
2. Why do people write posts on Facebook®?
3. Is it usually a long or a short text?
4. Read the post below written on Facebook®. What does *self-esteem* mean to the writer?

Self Esteem Recovery

Grupo fechado

Atalhos

Pendente ▾ ... Mais

Some people think that self-esteem means confidence – and of course confidence comes into it – but it's more than that.

The fact is that there are any number of apparently confident people who can do marvelous things but who have poor self-esteem.

Many people in the public eye fall into this category. Actors, comedians and singers, in particular, can seem to glow with assurance 'on stage' and yet off-stage many of them feel desperately insecure.

Indeed, individuals can be stunningly attractive and world-famous, and seem poised and perfect – yet still, deep down, find it hard to value themselves. Think of the late Princess Diana, Whitney Huston, Michael Jackson, Amy Winehouse and Marilyn Monroe and you'll see that public adulation is no guarantee of healthy self-esteem.

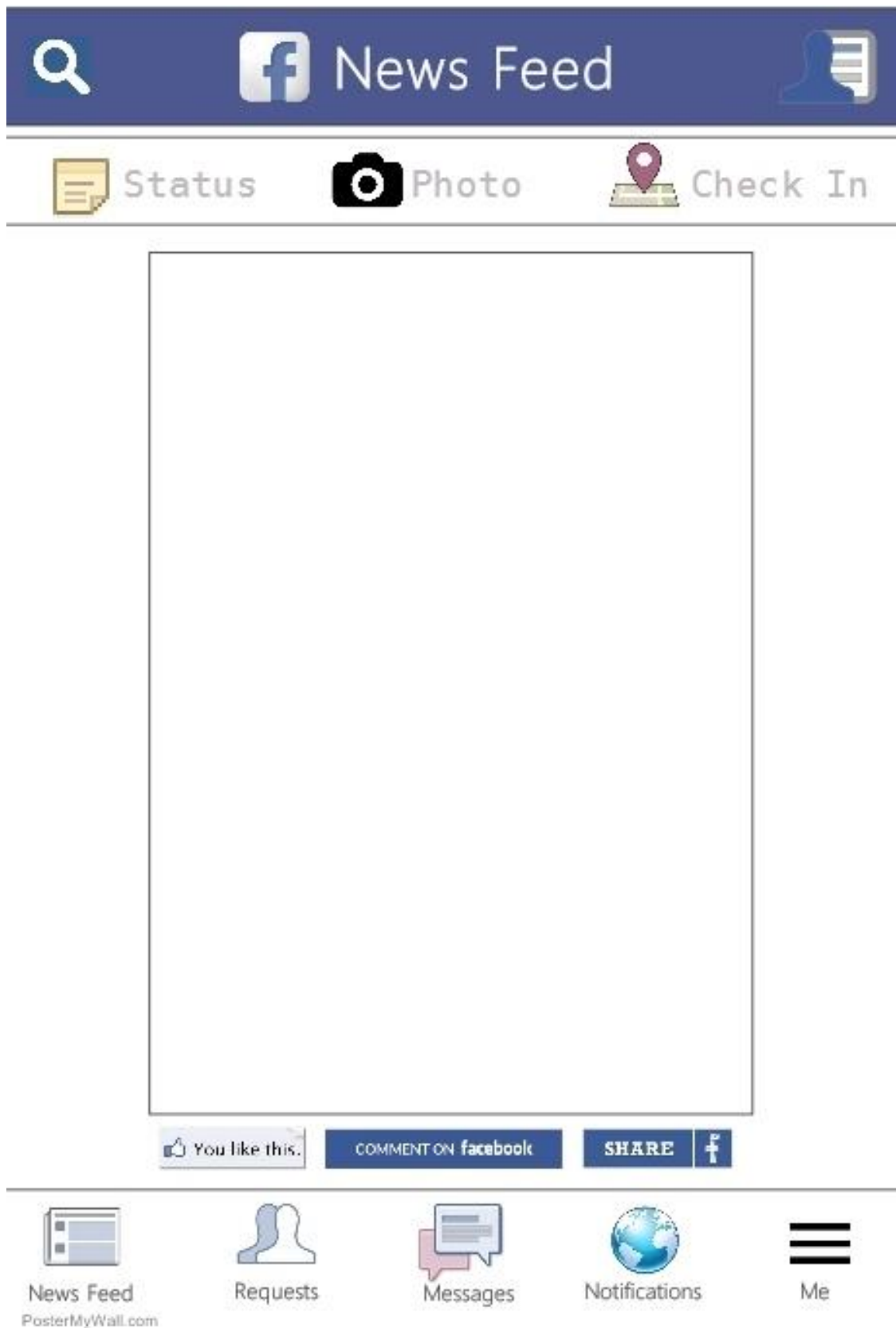
So, if self-esteem isn't quite the same thing as confidence, what is it? The word esteem comes from a Latin word which means to estimate. So, self-esteem is how you estimate yourself. Or how you regard yourself.

1. Following the example above, write a post on your Facebook® page (below) following the steps below:

- Explain what *self-esteem* means to you.
- Express your opinion about what can develop other's self-esteem/confidence.
 - You are free to use the useful expressions above to write your text.
- Use reflexive pronouns in your text and the vocabulary you have learned.

- ✚ From my point of view...
- ✚ In my opinion...
- ✚ My impression / view is that...
- ✚ I think / consider / believe that...
- ✚ In my eyes...





2. **Pair work.** Compare your post with a classmate. Ask her/him to comment on your post!

Be inspired. Here there is a person who inspires the others by her story. Access the link and watch the video *The Motivational Success Story of Oprah Winfrey - From A Girl Without Shoes to a Billionaire* and learn a little about her life.



**be
inspired**

“Self-esteem comes from being able to define the world in your own terms and refusing to abide by the judgments of others.” – Oprah Winfrey

<https://www.youtube.com/watch?v=kWAKgef3Ytk>

Image: <http://time.com/collection/most-influential-people-2018/5217575/oprah-winfrey/>



SELF-ASSESSMENT



THUMBS UP – I CAN DO IT ALL BY MYSELF!



THUMBS SIDE-WAYS – I CAN DO IT WITH A LITTLE HELP.



THUMBS-DOWN – I CAN DO IT WITH A LOT OF HELP.



I can talk about self-esteem.



I know when I do not have to pronounce some consonants.



I am able to use reflexive pronouns.



I can share my opinion about self-esteem on *Instagram*[®].

<https://www.teamcoachingzone.com/team-coaching-resources-part-1-five-team-level-assessments/>

TEACHER'S GUIDE

Introducing the material - Units 1 and 2

Getting Involved	This is a warm-up activity. Here, the teacher encourages learners to talk about their background of the topic of the unit in order to raise their curiosity about the subject. Other kind of discussions/exercises is also possible in this section, since it is suitable for the class.
Feeding your brain - Grammar	Here, students learn grammar inductively. They absorb the structure of the language not only by rules but also meaning and use, observing the examples given before the exercises.
Reading Time	In this section students are supposed to read a text which has different kind of exercises to check the learners' comprehension. It counts to pre, while and post activities.
Listening Time	Through TED Talks, the students have pre, while and post exercises. The aim of this section is to check students' listening comprehension.
Speaking Time	The learners are supposed to speak along all the class, but in this part, they have specific activities with pre, while and post exercises.
Writing Time	Based on a specific genre, students learn how to improve their writing through pre, while and post activities about the topic already discussed in the unit.
How do we pronounce...	In this section the learners have a pronunciation task. In both units they are encouraged to read the transcription of some words, do an exercise, and then, compare their answers with their classmates. Finally, they check their answers with the teacher.
be . inspired	At the end of each unit, this section comes up with a video of a famous person that has a life experience which is related to the topic of the units. The aim is to foster students' curiosity while they also practice their listening comprehension.
Self-assessment	The last part of the units is the self-assessment section. Learners are encouraged to reflect about their strengths and difficulties through the units. If possible, it would be important to have a feedback session with each student.

Unit 1 - Charging the mind with positivity

Public – Adult and Young Adult learners	Level – A2 (according to the CEFR).
UNIT CONTENT	
Unit goals – The students will learn:	<ul style="list-style-type: none"> - to express themselves about positivity and negativity. - to use adverbs of manner. - about stressed syllable in English pronunciation. - to write a meaningful tweet on <i>Twitter</i>®.
Theme and vocabulary	Positivity; deepen, “woe is me”, switch, triggered by
Grammar	Adverbs of manner
Pronunciation	Stressed syllables in adverbs of manner
Skills	<p><i>Reading:</i> An article about <i>rumination</i>.</p> <p><i>Listening:</i> Watching the TED Talk “Positivity: The Power of Choice” about a girl’s experience.</p> <p><i>Speaking:</i> Debate – expressing agreement or disagreement about famous quotes.</p> <p><i>Writing:</i> A tweet on <i>Twitter</i>®.</p>

Getting involved (about 10 minutes)

1. The first activity is a brainstorm. Give about 4-5 minutes to students write words they know about *positivity* and *negativity*. Help them with questions like: What comes to your mind when you are happy? And sad?
 - 1.1. Help them whenever necessary. If they do not remember a word they know, a dictionary may be useful.
2. Ask them to read the picture and to infer the meaning of *rumination*. Remember to say that the image is very important to understand the saying.

Reading Time

1. Read the exercise aloud and ask students what they should expect from the reading according to the title. Have students look at the picture of the website as a way to infer information from the text.
2. **Vocabulary Practice.** Explain students they will find these words in the text, so it is important to understand their meaning before reading the text. Read the exercise aloud and explain students they need to circle the correct option. A dictionary may be useful here.

Answers:

More strongly felt

When you feel sorry for yourself

A sudden or complete change

bad

- 2.1. Explain students need to choose the correct option according to the context. If necessary, they can return to the text and read the specific parts again. Check the answers.

Answers:

to be stopped

to free from a dependency

to interact in a confusing way

2.2. Ask learners to read the text individually and answer the questions. Help them whenever they need and be prepared to explain any word they do not understand. Check the answers with the class.

Answers:

3. Yes, I was / No, I wasn't. It happens when the repetition and the feelings of inadequacy raise anxiety and anxiety interferes with solving the problem. Then depression deepens.

4. It is the memory. People remember things that are related to each other in neural networks.

5. T / F / F / T

6. Rumination can be switched off by two good methods: 1) get out of the negative neural networks and 2) tackle one problem at a time with planning. First, stop ruminating on negatives and activate a neural network of times when everything worked out okay and try to unhook problems from each other to see if you have an actual problem you can solve or just a worry to eliminate.

Feeding your brain – Grammar

1. Read the activity aloud and explain what students have to do.

2. Ask learners to do the exercises individually and then compare the answers with a partner. Check the answers with them.

Answers:

1. They have “ly” in the end.

2. a) how

2. b) nouns

3. Explain students that they need to observe the words to complete the chart. First, they have to separate the adjective from what comes after it.

The learners will notice that some words do not have “ly”. Explain that there are exceptions.

ADJECTIVE	ADVERB	RULE
Loud	Loudly	Adj + ly
Wicked	Wickedly	Adj + ly
Graceful	Gracefully	Adj + ly
Happy	Happily	Adj + i + ly
Fast	Fast	Exception
Good	Well	Exception

a. Fast and Well.

b. You change the Y for I.

4.

a. themes

b. generates

c. decide

d. depressed and anxious

5. Read the instructions aloud and explain students they need to change the adjectives given in the box to adverbs of manner. If necessary, give them an example on the board, for instance: I'm a *good* driver. I drive *well*.

Answers:

- a. **immediately / instantly**
- b. **negatively / fortunately**
- c. **powerfully**

How do we pronounce...

1. First of all, ask students to read individually the definition of a stress mark and then ask one of them to explain it with his/her own words.

Extra information for the teacher:

1.1. If possible, separate the class in pairs/trios and give each group a dictionary. Ask them to choose a word they know and to check its pronunciation, specially to notice where the stress mark is. After that, check if all learners understood what the function of a stress mark is. P.S.: If you do not have dictionaries enough, you can use the website <https://dictionary.cambridge.org/pt/> (Cambridge Dictionary) or another one you trust on.

1.2. Now, the focus is on the stressed syllable of adverbs of manner.

Answers:

- 1. **Pow. The first one – pow; Powerfully (the first syllable is stressed). P.S.: Check the pronunciation at Cambridge Dictionary if necessary.**
- 2. **Underline – Loudly; Gracefully; Happily; Instantly; Fortunately; Immediately; Likely; Negatively.**
- 3. **Circle – *Fast*; *Well*.**
- 4. **Because of the point that separates the word.**

Listening Comprehension

1. The questions a, b and c are warm-up. Here, learners will be prepared to get into the topic of the video. Open a discussion and let them speak about their personality and experiences; however, the teacher should guide the conversation.

2. Since the answers are personal, they will vary.

2.1. Stop the video at least three times to check if students are following the audio.

Activity 2 - 00:00 – 2:48. Pause the video and let students do the exercise.

Activity 3 (a-b) - 2:48 – 5:32. Pause the video and let students do the exercise.

Activity 3 (c) – 5:32 – 9:29.

Check their answers.

Extra information for the teacher:

In this TEDx speech on the power of positivity, Samantha Rea breaks down how you can incorporate positive thinking into your daily life. She begins by acknowledging that there are problems in the world, that it would be impossible to ignore them, and that it is unreasonable to think that simple positivity can solve every problem. Her argument, however, is that positive thinking can be an essential stepping stone to real world action and lays the groundwork for people to begin to tackle problems.

By keeping a belief that things can and will get better when things seem hopeless, you immediately help yourself to start changing things. When you look for positive things and choose to have a good day (as described in the video), you begin to focus on the good things in life and not the negatives- which leads to an increased quality of life.

<https://inkind.life/blog-1/2018/2/8/vs8xx7h3u55dn9x6dhkfp9xfdqz2se>

Answers:

- 2.
- a) **F**

b) F

c) T

d) F

e) T

3.

a. They had an accident and got stuck in the snow.

b. They had the opportunity to meet new people who were passing by and spend time with friends, talking and laughing.

c. Workers could write a positive thinking and put in the “good vibes jar” to share something positive.

4.

a) frequently

b) legally

c) finally / safely

d) hopelessly

e) successfully

5. This question has to be discussed in the class as a whole. Ask students “What would you do if you were in the same situation as Samantha?”. Wait their answers and ask them to compare and check if there are more optimist or pessimist in the class.

Speaking Time

1. Ask students to have a piece of paper with them. On one side of it they need to write “I agree”, on the other, “I disagree”.

2. Explain that these papers will be used in a critical debate between them.

3. Refer to the “useful expressions” given. Check if they understand all of them.

4. Read the first quote aloud. Ask learners to take their papers and show their opinion about the quote read – “I agree” or “I disagree”.

5. Follow the previous step when reading the other quotes too.

6. Here, students have to speak freely while they give their opinions and think critically. However, the teacher should help them whenever necessary.

7. The feedback here is very important, but be careful, you should not correct all the mistakes they make. First, praise all their comments, for instance: “Good, *João*. This is a very important point here”. While they are speaking you can take some notes and at the end of the activity you point out the biggest problems in a general way, without citing names. Or, if the students prefer, they can correct themselves.

Writing Time

1. At this part, students need to be prepared to express themselves while they write.

2. Students are exposed to some quotes taken from the TED Talk. Explain that they were written by workers of a company in order to share their positive thinking, even in a simple way; They share something that could be seen as a superficial situation, but it became something special to them, for instance “to hold the baby niece”.

2.1. Read all the quotes aloud and ask them which one they prefer and why.

3. First, ask students to close their books. Copy the question “What can shift you into a different network?” on the board and ask each one of the students’ opinion. Make sure students understand what it means. If necessary, make questions like “When you are sad, for example, what do you do to change you mood?”

3.1. Then, ask learners to open the books and read the answer that was taken from the text “Rumination: A problem in anxiety and depression”.

- 3.2. After reading it, students have to say if they agree or disagree. Remember that they already have useful expressions (at speaking time section) to express themselves.
4. Elicit the tweet to students and ask them to read its content and observe it. The aim is to understand the features of this kind of text. Therefore, make sure your students understand the context which a tweet is written.

Answers:

- a. Here, students need to explain the tweet with their own words. Make sure they understood the message and kept it the same.**
- b. It is a short text.**
- c. Possible answer: A person who likes social medias, who likes to get informed about things she/he likes.**
- d. Possible answer: It is written when a person wants to pass an information or simply make a joke, for instance.**

5. Individual task. Ask learners to do this activity by themselves, not in group.

5.1. Ask students to create a #hashtag to represent them. The theme is “positivity”. For instance #positivemind. Make sure your students understand what means #hashtag.

Hashtag – used on social media for describing the general subject of a Tweet or other post (= message). <https://dictionary.cambridge.org/pt/dicionario/ingles/hashtag>

5.2. At this point, students have already answered the question “What can shift you into a different network?” verbally. Now, they need to do the same but written and following two obligatory steps: They need to use at least one adverb of manner and the hashtag created.

5.3. Now, students can compare their answers and hashtags with the other students. Here, they can discuss which one was the most creative and why. It’s time to share ideas.

Be inspired

1. This section is extra and can be used as homework. This part of the unit can be used as an extra listening/writing/speaking exercise. It’s up to the teacher.

Options:

1.1 *Writing*. Ask students to watch the video and send an e-mail (or write in their notebooks) retelling what they heard/learned from the story. The most and the least interesting points can also be asked.

1.2 *Speaking*. As the writing activity, you can ask students to watch the video and be prepared to answer some questions about it in the following class. You can divide the class in pairs/trios and ask the first to retell the story; the second pair/trio can talk about the most interesting points of the video and the third one about the least interesting points.

1.3 These activities are optional, you can develop another one using the video as reference.

1.4 Do not forget to search about Michael Jordan’s life before the exercise; students might have questions about him. There are some pieces of information about him in *Notes about Michael Jordan*, but you can also use this website for more details: <https://www.biography.com/people/michael-jordan-9358066>

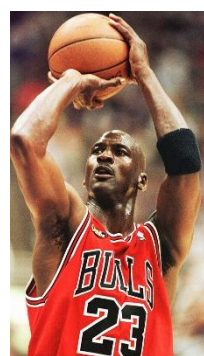
Transcription of the video

Hello, I'm so excited to talk about the power of positive thinking, but as the darkness precedes the light, I do need to address the negatives before we can get to the positives. Wwe live in a world full of negativity, we're really challenging problems exist. In the US people are homeless and hungry college tuition is really expensive sexual assault happens far too frequently and there's a pression of race and religion. There's a stigma against those experiencing physical and mental disabilities, people can still be legally discriminated against because of their sexual

identity gender inequality is rampant, and people die every day waiting for blood and organ donations. The list goes on and on and it's really hard to imagine in a world filled with all these terrible things how anyone can avoid depression or hopelessness, especially considering the contagious nature of negativity. One of the most common misconceptions about positive thinking is that it avoids all the negatives and thus becomes unrealistic and it would be unrealistic to pretend that all those problems don't exist or to assume that a positive attitude can solve them all. However, a positive attitude can be an essential stepping stone in developing the ambition needed to tackle some of these seemingly impossible issues. When everyone seems to be giving up in a situation seems so hopeless a positive attitude can be a driving force for change, but that change is only possible with the belief that things can and will get better. Life is hard and really bad things do happen to good people, but life can also be good. One of my favorite quotes is choose to have a good day and what this means to me is that positive thinking is a choice, so when I wake up in the morning I have the ability to put on a positive attitude and then carry that energy with me wherever I go, and this doesn't mean that I have an endless supply of energy and ungrounded happiness and rainbows and butterflies all the time, however it's more about focusing my energy on the good things rather than the not-so-good things, and when it comes down to it you do have to recognize the lows to be able to appreciate the highest, and although you can't control the things that happen to you it's really essential to control the ability in which you respond to those things. So about a month ago I was up north with a dozen of my closest friends, and we had finally arrived safely to my cabin despite snow packed roads and really violent winds and temperatures that were hovering around negative 25 and upon unpacking we realized that we had forgotten some of the most essential groceries that we needed to survive the snow apocalypse of a weekend, so we had to check back out into the blizzard the local convenience store 15 minutes away and on the way home a magical fairy plopped these huge snow piles into the middle of my lane and before I saw them one grabbed my tire and sent me spinning in these really miserable circles until I crashed up against the snowbank on the side of the road. We were shaken but we were fine and upon realizing that we were hopelessly stuck in a ditch we had to call for a tow, so we waited for what seemed like eternity for the tow truck driver to get there and the truck itself was really scary and the man driving the truck was even scarier. He did manage to pull us out of the ditch but the problems continued because he told us that my spare tire had been frozen to the bottom of my car, so it was a late Saturday afternoon and no auto shops were open so the only solution that he had for us was to tow us all the way back to his home 30 minutes away, so we get there we're sitting in the middle of this huge field shivering literally plotting out an escape route in cases man turns out to be a serial killer. We do realize that we were being dramatic but three and a half hours later after our quick trip to the store we were finally on our way back to the cabin with a spare tire that had to be blow-torched off of the bottom of my car. So, obviously that's a really bad situation right nobody would want that to happen to them, but it took a positive attitude to be able to see some good things that happen that afternoon as well, so while we were waiting in that ditch we were fortunate for quite a few things we had successfully missed the tree that was right behind my car, we had our cell phones and service to call for a tow, and it was only going to take 30 minutes for that tow truck driver to get there. While we were waiting there were seven different cars who stopped alongside of this desolate road in small town northern of Michigan to check on us and see if we were okay I also had the opportunity to spend a lot of time with a close friend nothing says bonding experience like being trapped in a ditch together, and despite her snap judgment about the man's appearance the tow truck driver was one of the most persistent people that I've ever met, because yes it was freezing outside and this poor man had snot icicles coming from his face, but he didn't give up and he went above and beyond his job expectations to get us back on the road safely. So, there are two distinct frames in which to view this story and had I immerse myself in all the negatives I would have missed the opportunity to see the positives, and that doesn't mean that the bad things don't exist because I did have over four thousand dollars worth of damage to my car and I didn't get it back until last week, but being able to pull out these good things is what allowed me to laugh and smile while it was happening and look back on it with a little bit better of an attitude. I couldn't control the things that were happening to me but I did have the ability to control the way in which I responded to those things and it did take choosing to have a good day to be able to shift my perception and see the story that way. So the question then becomes how to choose to have a good day and like anything else it takes practice and occasionally a fake it till you make it kind of mindset. Positive psychology is the scientific study of what makes life worth living so there's a lot of research evidence to support positive psychological interventions so things like mindfulness and acts of kindness, gratitude journals and writing down what went well every day. And there were two separate meta analyses that were conducted to test the effectiveness of those interventions. I won't bore you with the long titles because the idea is pretty simple. These kinds of interventions improved well-being and decreased depressive symptoms, and this wasn't just for people who had a clinical diagnosis, this was for anyone who decided to practice these interventions, so it can be valuable no matter who you are. So one of these that resonates really well with me similar to what went well are good vibes, so Natalie who's one of the most positive and grateful people that I've ever met introduced a good vibes jar and our workplace, and this is where people can write down little one-liner about something happened during their shift and at the end of the week there typed up and emailed out to the team. She encouraged me to start them at the residence hall where I work as well as the camp that I was at over the summer and they were so successful and we had so many people participating, and I'll show you a few examples of some of the great things that we saw. And then, naturally gratitude does get pulled into these as well, I'll read this one out because the handwriting is a little bit rough, but "I'm

thankful for the guy who drives the air bus and unloads the bags”. So, yes, good vibes are to celebrate the really wonderful things that happen in a given day, but they're also to appreciate the smaller things that are easily overlooked. And I'm going to show some examples from the camp that I was at over the summer, they're also in chicken-scratch handwriting, so I'll read them off, but it's a little bit more understandable because cute little kiddos wrote them. “Tie-dyeing made me feel colorful” and “Just being here makes me happy” and then the last one that I'll show contrary to popular belief I did not write. So, it's really really great to see all the wonderful things that are happening in people's lives and it's such a nice way to start spreading positivity. So, Natalie was my leader and positive thinking, because not only does she embody positive thought, but she provides everyone around her with the opportunity to pass it on to other communities, and that's what positive thinking needs to be, it needs to be a movement and it starts here with the leaders of best. Yes, bad things do happen, and life can be hard and to reference one of the things that I mentioned at the beginning, someone in the US needs blood every two seconds and people die every day waiting for organ donations, this seems like a really really tough problem to tackle, and it took two fantastic women who work in the transplant center here to use their frustrations with this issue to drive forward a change, so they use their positive attitudes and created an organization called Wolverines for life that works on promoting life-saving donation, in over the last four years although this problem is so hard to solve they've been able to save over a thousands and thousands of lives that wouldn't have other has been saved, and this is just one example of how a positive attitude can really make a difference. So, what I encourage you to do is reflect on your day, think about the best part of your day, something that made you smile, or something that you're excited about and write it down on the good vibes wall that's out in the lobby and then, my challenge to you is to continue seeking out the good vibes in every day, and then, pass those on to others the easiest way to do this is by choosing to have a good day. Thank you.

Notes about Michael Jordan



Michael Jeffrey Jordan (born February 17, 1963) is a professional American basketball player, Olympic athlete, businessperson and actor. Considered one of the best basketball players ever, Michael Jordan dominated the sport from the mid-1980s to the late 1990s. He led the Chicago Bulls to six National Basketball Association championships and earned the NBA's Most Valuable Player Award five times. With five regular-season MVPs and three All-Star MVPs, Jordan became the most decorated player in the NBA.

<https://www.biography.com/people/michael-jordan-9358066>

Unit 2 - Mirror, mirror on the wall

Public – Adult and Young Adult learners	Level – A2 (according to the CEFR).
UNIT CONTENT	
Unit goals – The students will learn:	<ul style="list-style-type: none"> - to express themselves about self-esteem. - to use reflective pronouns. - about silent consonants in English pronunciation. - to write a meaningful post on <i>Instagram</i>®.
Theme and vocabulary	Self-esteem; self-confidence, self-control, self-sufficient, self-awareness, self-worth
Grammar	Reflexive pronouns
Pronunciation	Silent consonants

Skills	<p><i>Reading:</i> An article about self-esteem and the use of selfies.</p> <p><i>Listening:</i> TED Talk “Plus-size? More like my size” about Ashley Graham – a plus-size model and activist.</p> <p><i>Speaking:</i> Pair work – reflecting with reflexive pronouns.</p> <p><i>Writing:</i> A post on <i>Instagram</i>®.</p>
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Getting Involved (about 10 minutes)

1. The first activity is a brainstorm. Ask students to read the quote and reflect about it. Then, ask them to say what the main idea is with their own words. Let them say if they agree with the quote or not and explain the reason. If they do not understand the quote, explain it with other words.
 - 1.1. There is a note about Robert Morley – the author of the quote. You can ask a student to read it aloud and then, ask the whole class if they know Morley and/or his works. For more information, access <https://www.imdb.com/name/nm0605923/bio>.
 - 1.2. The opened questions (a-b) are aimed to make students to look at themselves in order to see good things, so the teacher should guide the conversation. If a student answers something like... “I don’t like anything about myself *or* I’m not a happy person”, the teacher can show her/him what they are good at inside of the classroom, for instance “Really? Because here you are very good at a lot of things. Your listening is great... *or*... you draw very well”.
 - 1.3. Help them whenever necessary.

Listening Time

1. The listening section starts with piece from transcription of the video Self-esteem, taken from the channel School of Life. The video presents that three factors stand out in particular relating to our self-esteem. Introduce the section asking students to read the text and answer the questions.
Link for the video: https://www.youtube.com/watch?v=wC9S_fFMnaU&t=6s
2. Separate students in pairs or trios. Read the questions aloud and ask them if they have any problems understanding the questions/vocabulary. Then, ask them to discuss the questions. Take a walk around the classroom to check if they are speaking correctly. Help them whenever necessary.
3. Before playing the video, check if students understood its title. Read the exercises aloud and ask learners if they have any doubts about it. If they do, explain the activity again with other words.
 - 3.1. Play the TED Talk “Plus-size? More like my size” and ask learners to take notes along the video.
 - 3.2. If necessary, rewind the video to the part they have more difficulty.
 - 3.3. Check their comprehension.

Answers:

4.

F (she was 12)

T

F (alcoholic drinks, men, parties)

T
5. **because she had to explain she was a plus-size model.**

6. This is a post-listening game. Ask students to write down 3 sentences about things they like/don’t like about their routine/appearance/job. Two of them have to be true and one is the lie. When it is done, they need to read the sentences aloud and ask their classmates to guess which one is not true.

6.1. Important: It is possible that some students do not feel comfortable talking about their appearance, that's why there are other topics to write about. Explain they are free to not talk about what they do not want to.

Vocabulary Practice

1. Read the exercise aloud and check if students understand it. Ask them to explain Graham's quote using their own words.

1.1. Ask each student to read his/her answer aloud (if there are too many students, ask them to volunteer). Check if their responses are correct.

Possible answer:

She means she did not like her own life, and she was worried about others' opinion. Self-love is the love you feel about you not about the others.

Self-love [noun] – Regard for one's own well-being and happiness.

<https://en.oxforddictionaries.com/definition/self-love>

2. Here, students need to read the words and say the similarity between them, that is, the prefix *self*.

3. Using the words from exercise 2, ask learners to fill in the blanks. Help them whenever necessary, specially with the new vocabulary.

Answers:

self-confidence

self-control

self-worth


self-esteem


self-sufficient

self-awareness

How do we pronounce...

1. The aim of this exercise is to make students notice that some words in English have specific consonants which are not pronounced.

1.1 a) Ask students to say the word *Through* and try to notice which letters are not pronounced. Then the teacher should click on the image  and play the pronunciation. Check the answer: *gh*

1.2 b) All the words in this exercise were taken from the text that will be approached at the reading section and all of them have a silent consonant. Play the audio clicking on the image  of their pronunciation while students cross out the silent(s) letter(s).

1.3 c) Time to compare. Ask students to compare their answers and then, check with the teacher.

Answers:

Know - k

Answer - w

Talk - l

While - h

Might - gh

Often - t

Light - gh

High - gh

Reading Time

1. a) The first exercise is a warm-up to introduce the topic of the reading section. Start a discussion and try to make everyone speak. If a learner is quieter than the others you can stimulate him/her with questions as "What about you... What is your opinion?... Would you like to give your opinion?"

1.1 b) Read the title of the text aloud and ask students to infer what kind of information the text has and its main idea.

1.2. c) Ask students to fill in the blanks with the vocabulary given while they are reading the text. After reading, check their answers.

1.3 d) Check with students if their prediction about the main idea of the text was correct.

Answers:

e) Depending on the perspective, selfies can be good or not.

f) According to the text, looking at selfies can hurt self-esteem and decrease life satisfaction while posting selfies increase self-esteem and it helps to build people's confidence.

Feeding your brain - Grammar

1. Refer to the sentences in the box. Ask students to say what the difference between the highlighted words is.
2. Ask them to read the sentences again in order to notice which is the pronoun the underlined words are relating to.
3. Read the exercise aloud and explain that observing the example, students have to fill in the blanks with the pronouns in the box and circle the words they are related to.

Answers:

1. the end of the words: self and selves.

2. you and women/them

3. a) Themselves – they

b) Ourselves – we

c) Herself – she

d) Myself – I

e) Himself – Usher (he)

f) yourself – you

g) Itself – mind (it)

4. Here, students have to observe the reflexive pronouns to complete the table. If they do not understand, give them an example: yourself and themselves. And ask: "What is the difference between them?"

Answers: **singular:** myself, yourself, herself, himself, itself / **Plural:** ourselves, themselves, yourselves.

Speaking Time

1. Start a discussion with the students. Ask the first question "What is the relation between the word "selfie" and the reflexive pronouns"? It is expected that students answer that the selfie (picture) is taken by the person himself, that is, people practice the action without any help, by themselves.
2. Refer to the definition of *selfish*. Then, ask the question and make students reflect about it asking the reason why. This question is personal, so the answers will vary.
3. The aim of this activity is to make students reflect about questions using reflexive pronouns. Read the exercise aloud and explain what to do: first, they read the sentence (in the first column), then, using this sentence, they create a question to ask a partner and write it in the second column. The third column is used to write the partner's answers. The answers should be in third person (he, she). This is a pair work.
 - 3.1. Check their answers.
4. *Discussion.* Here, students need to share with their classmates the answer they thought more surprising and the one they have already known. Ask them to explain the reason why they chose those answers. For instance: "Why do you think it is surprising?" or "How did you know that?"

Writing Time

1. Pre-Writing. Ask students what they know about Facebook. If they don't know anything, introduce it to them.
2. Explain what they have to do and check if they understood the features of a post on *Facebook*.

1. Time to practice! Students have to write a post on their *Facebook* (image) following the example and the features of a post (already discussed in the previous exercises). Here, learners need to follow the obligatory steps: use the vocabulary learned and reflexive pronouns.

1.1 There are some useful expressions to be used by the students. Check if they know these expressions. If they don't, explain that all of them are used to express opinions, usually at the beginning of the sentence, for instance: "In my opinion..." "My impression is that..."

2. This is a pair work. Ask students to compare their posts with a classmate. Then, the classmate needs to write a comment in this post. Help them whenever necessary.

2.1 Check their writings individually.

Be inspired

1. This section is extra and can be used as homework. This part of the unit can be used as an extra listening/writing/speaking exercise. It's up to the teacher.

Options:

1.1 *Writing*. Ask students to watch the video and send an e-mail (or write in their notebooks) retelling what they heard/learned from the story. The most and the least interesting points can also be asked.

1.2 *Speaking*. Similar to the writing activity, you can ask students to watch the video and be prepared to answer some questions about it in the following class. You can divide the class in pairs/trios and ask the first to retell the story; the second pair/trio can talk about the most interesting points of the video and the third one about the least interesting points.

1.3 These activities are optional, you can develop another one, since using the video as reference.

1.4 Do not forget to search about Oprah Winfrey's life before the exercise; students might have some questions about her. There are some pieces of information about her in *Notes about Oprah Winfrey*, but you can also use this website for more details: <https://www.biography.com/people/oprah-winfrey-9534419>

Transcription of the video Self-Esteem (The school of life)

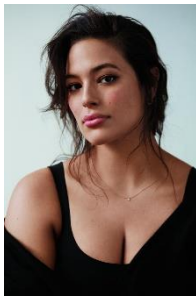
Liking ourselves, having high self-esteem as we tend to put it is crucial to any feeling of well-being. What's odd then is just how unpredictable the allocation of esteem often turns out to be. There are people with modest jobs, unspectacular bodies and unglamorous friends, who confidently, nevertheless lay claim to buoyant levels of self-esteem. They seem to like themselves despite the absence of any vigorous signs of approval from the world at large. And then there are others, for whom no amount of achievement, prestige and financial security ever seems to do the trick. They anxiously chastise and critique themselves. Always feeling that they've underperformed, never quite trusting that they really deserve to exist. Having sound levels of self-esteem ultimately appears to have precious little to do with hitting any verifiable benchmarks. It seems connected up with a stranger, more internal, more subjective kind of logic with factors immune to standard notions of achievement. Three factors stand out in particular Firstly: What your same-sex parent did the single greatest determinant of how much you will esteem yourself is how you compare with your same-sex parent. Whether you have achieved more, or less, than mum or dad. Rather brutally, it seems that comfortable levels of self-esteem are only available to those who manage outpace their same-sex parent. Those from a poor background have a big unwitting advantage here. You might only be driving a beaten-up old taxi around Manhattan and living in one room in Harlem. But, if your same-sex parent was a subsistence farmer from Eastern Burkina Faso you will at times feel princely, nevertheless. Similarly, yet more darkly, you might have grown up in ostensibly privileged circumstances

but if your same-sex parent made a few hundred million and you're only managing to pull in a middle-class salary you're liable never quite to shake off the haunting feeling, that you're a disgrace. Secondly: What your peer group is up to. We don't feel inadequate in relation to everyone who has more than us. Only those we've come to see as belonging to another crucial determinant of self-esteem: our peer group. By this we mean the people who were educated with us who are around our age and who live in our part of the world. These people matter infinitely more to our sense of well-being than the population at large. It's a piece of extreme bad luck and a matter for particular commiseration and assistance if ever our peer group produces someone who starts a billion-dollar company or, God forbid, ends up running the country.

Every time someone we went to school with, does better than us, a small part of us will die. We should therefore take immense care, to attend very ordinary schools, and after graduation to throw all invitations to reunions straight in the trash. Thirdly: What kind of love you received in childhood. A lot depends on what kind of affection we were the recipients of in childhood, in particular, how many conditions our love came attached with. Some of us had parents who only knew how to give out the conditional kind of love. It was all about the grades in the schools reports, we therefore grew up, of course, to be high achievers. But it's not so easy, running around your whole life long, desperate to put out the raging fires of self-hatred striving to impress everyone you meet in search of an unsatisfied desire for a parental approval you never knew. But others, the blessed ones, who've known unconditional love from the start, will be ok just to be. They won't have to do quite so much pushing they'll have an inner basic buoyancy guaranteed by the

knowledge that they once mattered immeasurably. A big reversal like being fired will be unpleasant. But It won't necessarily have to be a tragedy. Knowing about the odd internal origins of self-esteem is crucial because of how often we pursue goals in the belief that success will, at last give us the keys to feeling good about ourselves. But It seems the truth is slightly darker. You might ostensibly be doing very well at work but if your dad was a big shot, or your school buddy became president or your parents didn't tank you up with the right unconditional sort of love no amount of striving goalscoring and medal-winning is ever really gonna do it. This change is where you should imagine our challenges lie. Feeling good about ourselves isn't ultimately something we can bring about through professional or economic achievements alone. In huge part, it's going to be about coming to terms with ourselves. The result of understanding our past and the dynamics of shame, conditionality and humiliation that might lie there. It turns out that high self-esteem seems largely to be prize of psychology rather than the fruit of anything we might achieve out in the world in relation the economy.

Notes about Ashley Graham



Ashley Graham (born October 30, 1987) is an American model. When Ashley Graham was in eighth grade, she moved to Lincoln, Nebraska with her family. Growing up, Graham was diagnosed with ADD and dyslexia. She was identified in 2000 by the I & I agency while shopping at Oak View Mall in Omaha, Nebraska. She has appeared on the cover of fashion magazines such as Vogue, Harper's Bazaar, Glamour, and Elle. In addition, she appeared in several Levi's campaigns. Graham has appeared on The Tonight Show with Jay Leno, Entertainment Tonight, and CBS News and was interviewed by NPR about plus-size modeling.

[https://en.wikipedia.org/wiki/Ashley_Graham_\(model\)](https://en.wikipedia.org/wiki/Ashley_Graham_(model))

Notes about Oprah Winfrey



American television host, actress, producer, philanthropist and entrepreneur Oprah Gail Winfrey was born on January 29, 1954, in Kosciusko, Mississippi. After a troubled adolescence in a small farming community, where she was sexually abused by a number of male relatives and friends of her mother, Vernita, she moved to Nashville to live with her father, Vernon, a barber and businessman. She entered Tennessee State University in 1971 and began working in radio and television broadcasting in Nashville.

<https://www.biography.com/people/oprah-winfrey-9534419>

Rationale

The units *Charging the mind with positivity* and *Mirror, mirror on the wall* were based on the Communicative Language Teaching (CLT) in which students are invited to learn English using the four abilities to express themselves while the exercises foster critical thinking. In this way, the units were also created in the light of the studies of Critical Literacy (CL) that sees the language as a social practice (PESSOA; FREITAS, 2012, p. 01), which means that “teachers must not only teach the contents of a given subject, but also encourage students’ critical thinking”. According to Mattos (2012, p. 194) “the ultimate aim of critical literacy is to challenge existing power relations and to provoke social change”.

The first unit, *Charging the mind with positivity*, aims to make learners think about both sides of life, led by the idea of sharing positive thoughts and learning how to change the mind when necessary. Unit 2, *Mirror, mirror on the wall*, focuses on the development of self-esteem and confidence, affirming that it is one of the secrets to happiness, while students deal with the words *self* and *selfie*, reflecting about them and their use.

Both themes were chosen in order to encourage students to reflect about internal feelings that follow them anywhere, anytime. Learning and discussing about it with a critical base, students will have the opportunity to increase their knowledge not only in English but also about life experience, while developing language and emotional skills. In this context, the teacher is a guide, that is, he/she helps the learner to find the best way to understand the language, facilitating the process of language learning.

The units were made to approach the four abilities, which are divided by different sections – Reading time, listening time, writing time and speaking time – This last one has a specific section too, but, in the whole unit the learners have the opportunity to express themselves through oral production. It is relevant to say that all sections count to pre, while and post activities. In addition, both units start with a warm-up exercise named *Geeting involved* in order to expose learners to the topic approached in the unit and discover their background about it. Pronunciation also plays an important role in this material and has a specific section for it called *How do we pronounce...* which foster students to have more interest in English pronunciation.

As for the grammar part, *Feeding your brain*, it is of paramount importance for the units, since the grammatical rules are involved by the subjects and contributes to the

students understand the mechanism of the language in order to enable them to comprehend as well as produce their texts. Moreover, the vocabulary section, *Vocabulary practice*, aims to help students to increase their lexicon in English, bringing different words that are central in the context of the unit. The *Writing Time* is followed by useful expressions to be used in practical exercise. The genre is also focused along this section, whereas the students need to be aware of it to produce his/her own text.

Finally, students have the opportunity to assess themselves in the last section of the units, *Self-assessment*, and notice if they still have doubts about the content approached so far.

It is important to emphasize that the whole material uses authentic language, that is, “samples of spoken and written language that have not been specifically written for purposes of teaching language” (NUNAN, 1999, p. 36). The texts of the reading section, the videos of the listening part, the posts on *Instagram*®, *Twitter*®, the material used in the writing part, and all the samples of language used in the grammar exercises are real-life language, which means that students are not dealing with “artificial” examples, but with natural English, which is spoken, written, read and listened by native speakers.

Reading

Through the reading activities, students will have contact with exercises that guide them to a comprehension of not only the topic in general but also the new vocabulary that will be found in the text. According to Alyousef (2006, p. 64), “reading can be seen as an ‘interactive’ process between a reader and a text”, in which the learner develops linguistic and systematic knowledge. In this way, it is needed to shape this section with pre, while and post exercises in order to help learners to build a better consciousness about the reading.

Hedge (2003) developed some reading components that, in his point of view, should be included in any reading activity. The last one is related to the critical stance of the text, which is considered in the both units of this material a key point. The questions elaborated in units 1 and 2 aim to foster critical thinking while they learn the target language. The material also counts to top-down and bottom-up exercises (HARMER, 2001). According to Harmer (2001, p. 201), “in top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture” while “In bottom-up processing, on the other hand, the reader or listener

focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole”.

The questions related to the text presented to students are divided between “top-down” and “bottom-up”. While the first one intends to have the general idea of the reading with questions about students’ background about the reading topic through warm-up exercises, and/or predictions about the text itself through the title, for instance, the “bottom-up” activities bring more specific questions about the comprehension of the text with “true or false” exercises or simply “answer the questions”. All the texts in this section were taken from real websites in order to maintain the authenticity of the material.

Grammar

In both units the grammar is designed to be taught inductively, it means that students are not supposed to “read” grammatical rules and memorize them, but instead of it, they should infer what is the rule and its function. Thornbury (1999) affirms that the inductive method can enrich classes because of three main reasons:

Firstly, students obtain knowledge in the most natural and effective way, through sheer exposure to input in foreign language (which, in order to make it more comprehensible, may be summed up with the rule that it presents). Secondly, students are forced to make the most of their perceptiveness, prior knowledge and mental capacity. Last but not least, they learn how to be self-dependent, which may make a world of difference in their future study of the language (THORNBURY, 1999, p. 2).

According to this method, the role of the teacher is to help learners to understand the language, and not just expose grammar nor ask them to memorize instructions. According to Scrivener (2005) an alternative to teachers teach grammar could be “to create activities that allow learners to generate their own discoveries and explanations”, he also explains that “the key technique is to ask good questions, ones that encourage the learners to notice language and think about it” (SCRIVENER, 2005, p. 268).

Corroborating Scrivener’s ideas, Ke (2008) affirms that four steps are crucial in an inductive grammar approach: 1. Students are given a representative set of sentences about an area of English grammar; 2. Students are asked to generalize a grammatical rule to account for the set of English sentences; 3. Students are asked to check and test the grammatical rule against new sentences about the same area of English grammar; 4. Students are asked to revise the grammatical rule to accommodate the new sentences.

Following Ke (2008) steps, both units 1 and 2 contain exercises that lead students to reflect about the rules and make them get to a conclusion. Learners are involved in the grammar not only by the structure of the language but also its function. First, students observe sentences that contain the grammar topic approached in the unit and then, they are encouraged to “discover” the rule by themselves with the teachers’ help. Finally, the learners are supposed to be able to do exercises that follow the structure already presented.

In the grammar section authentic material is also a key. In this way, corpus linguistic is used in order to bring samples of real language and expose students to how native speakers really use language. According to O’Keeffe, McCarty and Carter (2007) the examples found in corpora

are independent of any language learning task. They are in their own authentic context, and they are composed for a particular audience (which tends to be different to that of the language learner). Thus, when they are presented with corpus examples, learners encounter real language as it is actually used, and in this sense, it is ‘authentic’” (O’KEEFFE, MCCARTY, CARTER. 2007, p. 26).

Listening

In this section, the videos chosen to be part of the unit were taken from the website TED Talks and were aimed to develop learners’ listening comprehension in English while students have the opportunity to learn something else, as reflecting about self-esteem and positive thinking. According to Scrivener (2005) an essential point in the listening section is to bring it up previous knowledge about the subject that is going to be approached.

Corroborating this idea, the listening activities have pre-listening exercises, which are especially important to start a discussion in the class about what each student knows about that topic. In this way, it is believed that they are more likely to pay attention to the audio and understand its information.

According to Ableeva (2008), the *interactive model* is the union of the bottom-up and top-down processes. Here, the learners employ their “prior contextual knowledge [...] as well as their L2 knowledge” (ABLEEVA, 2008, p. 2). In unit 1 - *Charging the mind with positivity*, students are first asked to answer questions like *What are you optimistic/pessimistic about?* in order to familiarize him/her in the context of the video, which is positivity (top-down exercise). Then, there are questions about the

comprehension of the video, for instance, *What happened to her and her friends?* (bottom-up exercise).

The same occurs in unit 2. Questions like *What do you think most influence people's self-esteem nowadays?* are first asked to introduce the topic to the learners and then, they have to answer more specific questions about the video, doing two different exercises to check their comprehension: true or false and tick the correct option.

Speaking

Although there is a specific *speaking* section, both units are surrounded by this skill. Learners are supposed to discuss about the topic of the units in different ways and in different parts. According to Scrivener (2005) it is important to find ways of enabling learners to speak as much as possible through diverse exercises. The author mentions pair or trio work activities but also discussions in the class as a whole. In this material these options are considered in order to enable all students to have the chance to speak.

Van Lier (2007, p. 53-54 *apud* KURTZ, 2015, p. 27) points out that a combination of planned (partially predictable, structured) and unplanned (spontaneous, partially unpredictable) communication is a central part in an EFL environment

Lessons and tasks are planned, but they can never be planned so carefully that every moment goes according to plan. This means that there is always – and should be – an element of improvisation. At the same time, there are parts of lessons that are predictable routines [...] These two parameters, planning-improvisation on the one hand, and routine-novelty on the other, intersect in several ways and create different flavors of lessons.

In this way, the material counts on predictable and unpredictable questions throughout the units. This means that there are questions like *Are you an optimistic or a pessimistic person? Why?* (unit 1) and *In your opinion, do selfies make people more or less selfish?* (unit 2) that students should give more opened answers, since they all may have different opinions/experience, but these questions are also guided. They are designed to make students start to think about the subject of the unit while they also practice other language abilities (*reading, listening* etc.). However, there are also predictable questions, like *How does it (rumination) happen?* (unit 1) and which is expected only one answer, or, at least, similar responses.

When learners are in the *speaking* section of unit 2, they are supposed to do the exercise *Reflecting with reflexive pronouns* in which students have to ask questions and discuss them, in a more controlled environment, since they have already the questions to ask and they have to write the answers following a pattern – using reflexive pronouns.

Pronunciation

It is known that there is a tendency of native speakers to recognize the speech of a foreign person due to his/her pronunciation (MUNRO; DERWING, 2005). Munro and Derwing (2005, p. 279) state that a foreign accent is “a complex aspect of language that affects speakers and listeners in both perception and production and, consequently, in social interaction”. It means that pronunciation is a key point regarding the teaching and learning process of English to Brazilians, specially because students have the interest to have a conversation in a fluent way (speak and listen) and as we can see, pronunciation plays an important role in interaction.

Additionally, it has been argued by Thaís Cristófaró (2015), a specialist in English phonology and phonetics to Brazilians, that each speaker is able to build his own accent throughout his life as well as change it. Thus, it is possible and necessary to teach pronunciation in English classes in order to enable students to build their own accent based in the structure of English phonology and phonetics.

Both units 1 and 2 have the section *How do we pronounce...* in order to introduce pronunciation topics which I considered important when teaching English – stressed syllables and silent consonants. Thaís Cristófaró (2015, p. 28) states that as English is an accentual language, that is, “the accent can be used to differ words”, stressed syllables are crucial in the English teaching and learning process. Cristófaró-Silva (2010) also claims that English learners develop the language sound system based on the L1 system, and the process of learning the L2 is interfered by the L1. As it is known, the sound system in Portuguese and English is different, so, there are some sounds we do not know how to pronounce or *if* it is pronounced. In this way, the silent consonants, approached in unit 2, are central to make the conversation be more fluent and comprehensible, since students will learn to recognize when they do not pronounce some consonants of specific words and bring their accent closer to a native one.

Writing

The *Writing Time* is the section that students practice their writing skills. In this part, the genre is a crucial point since students should be aware of the characteristics of the text in order to produce their own. Harmer (2001, p. 52) states that the learners who are writing within a specific genre need to take several different factors into account: “They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, as well as by whom”.

Due to this, the questions in the *Writing Time* guide learners to think by themselves in the features about the genre approached by analyzing an example given before the writing practice. In this way, inductive learning is also present in this section. As Harmer (2001) affirms, the topic, style, context and the audience of the genre are essential to introduce the genre to the learners and make them produce as well. Thus, questions like *What kind of person writes this text? In what context is it written?* are used throughout the writing section in both units.

Hyland (2007, p. 149) states that teachers who approach genre in class “help guide learners to participate effectively in the world outside the ESL classroom”. In this way, unit 1 introduces students to a post on *Twitter*® as well as unit 2 to a post on *Instagram*®. These genres were chosen in order to approach genres already known and used by most of teenagers/adults in this technological era. Even for those who do not know those type of texts, frameworks of the websites were put on the writing section as a way to introduce them the genre.

The justification of using genre in classroom has been defended by Hyland (2007, p. 150-151) who claims that “genres-based writing instruction offers students and explicit understanding of how target texts are structured and why they are written in the ways they are”, and also that

Genres pedagogies promise very real benefits for learners as they pull together language, content, and contexts, while offering teachers a means of presenting students with explicit and systematic explanations of the ways writing works to communicate.

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