

Universidade Federal de Minas Gerais Faculdade de Letras

Gladiely Bruna Martins Silva

Breaking Through
Material Didático para o Ensino de Inglês

Belo Horizonte
Fevereiro/2020

Universidade Federal de Minas Gerais

Curso de Especialização em Ensino de Inglês

Breaking Through
Material Didático para o Ensino de Inglês

Gladiely Bruna Martins Silva

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

Orientadora: Marisa Mendonça Carneiro

Belo Horizonte

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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do aluno(a): Gladiely Bruna Martins Silva

Título do trabalho: Breaking through - material didático para o ensino de inglês

Às 10:20 horas do dia 07 de fevereiro de 2020, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Língua Inglesa para julgar, em exame final, os trabalhos de conclusão de curso, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, os professores da banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra ao(à) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Raquel Rossini indicou a aprovação do(a) candidato(a);

Prof(a). Marisa M. Carneiro indicou a aprovação do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada.

O resultado final foi comunicado publicamente ao candidato pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ata.

Belo Horizonte, 07 de fevereiro de 2020.

Raquel Rossini Martins Cardoso
Marisa M. Carneiro

nota: 78/100

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Introduction

In my first day as teacher a student came with a question that made me paralyzed: “Why do I need to learn English if I will never travel abroad?”. I did not believe in this question because for me, during all my school life, was very clear the importance of learning English or other foreign language for any career that I could choose or for my personal life. With this question I remembered that during my graduation course I had to read some documents where is determined which knowledge and abilities the students have the right to learn year by year during their school life. In one of those documents, called BNCC (Base Nacional Comum Curricular), I read the sentence “which English is that we teach in school?”. After the student’s question, this quote came up in my mind again and, in that moment, I realized that before I teach whatever the English, I was going to teach I need to figure out what English my students need.

For a long time, I struggled with myself to figure things out, but I realized that in the BNCC was my answer. I need to teach English as *lingua franca*. An English that does not belong to just one nation, a language that you can learn more than words where you can share your opinion, say what do you like or dislike in order to be able to communicate with people from different nations. Consequently, I created this material called **Breaking through**, with the thoughts that during the process of learning, students will be encouraged to always go forward despite of any difficult that could appear.

When I faced the challenge to create two units as a final assignment for the CEI (Curso de Especialização em Língua Inglesa) I was sure that I need to try working English as *lingua franca* thinking on how my students may get some knowledge from those activities. Therefore, these units target high school learners from a public school who, mostly, might be at A2 or B1 level (according to the Common European Framework of Reference for Languages).

The first unit works with the nerd and pop culture world. It brings different kinds of TV programs and movies to reach the diversity we have in classroom. In this unit students can express themselves sharing their opinions and, also, get to know their classmates’ point of view. The main goal in this unit is to give voice to learners and get to know their universe. Also, it may let them open themselves making a friendly environment to learn.

In the second unit we deal with social media, which is other subject that is very popular nowadays mainly in the teenager’s world. What gives me the idea to make this unit is the fact that nowadays we have so many people struggle to get so many “likes” that lead us in another

discussion on subjects like suicide and depression. Therefore, the unit gives us a chance to discuss our place in the world and what we want from that without point it out loud. The goal here is to raise awareness among the learners in order to lead them thinking critically and, also, help the society leaving better citizen in our world.

Both the units are divided to work with the four skills (reading, listening, speaking and writing). In each section we have activities to do before, while and after. Each one of them are explained with details in the Teacher's guide.

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Unit 1

Cinema and TV



[https://pt.wikipedia.org/wiki/Lucifer_\(3.ª_2.ª_temporada\)](https://pt.wikipedia.org/wiki/Lucifer_(3.ª_2.ª_temporada))



<https://www.tribunapr.com.br/blogs/nao-e-spoiler/conheca-os-proximos-filmes-e-series-da-fase-4-do-universo-marvel/>



<https://www.diariodocentrodomundo.com.br/essencial/netflix-demite-diretor-por-uso-de-termo-racista-em-reunioes/>

Starting off

- 1- Do you like watch TV series, movies or reality shows?
- 2- How often do you go to the cinema?
- 3- Do you watch Netflix? What do you like watch in it?

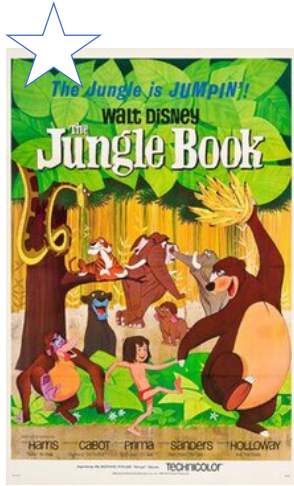
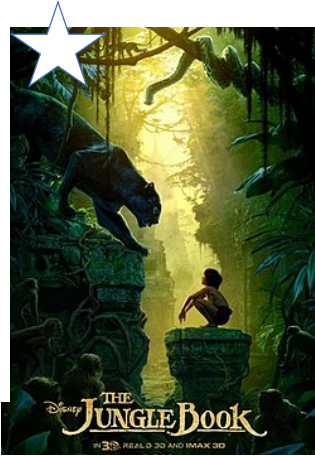
Reading

Let's get started

1- Look the pictures below. Talk to your classmates and answer the questions:

- Do you know these movies?
- Which one of them did you watch?
- What is the reason to have two different posters for the same movie?

[https://en.wikipedia.org/wiki/The_Jungle_Book_\(2016\)](https://en.wikipedia.org/wiki/The_Jungle_Book_(2016))



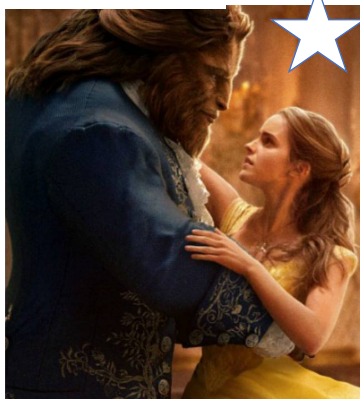
[https://en.wikipedia.org/wiki/The_Jungle_Book_\(1967_film\)](https://en.wikipedia.org/wiki/The_Jungle_Book_(1967_film))

<https://www.zavvi.us/the-royal-the-lion-king-1-2-1098634.html>



<https://www.slashfilm.com/the-lion-king-2019-poster/>

<https://www.space.ca/beauty-and-beast-shot-for-shot-remake-original/>



<https://admitonefilmaddict.wordpress.com/2017/01/22/robocop-1987/>

<https://entertainment.com.br/movie/robocop-2014/>



2- All the movies above have a remake released recently. Try to say which are the new ones and which are the old ones. Put O (old) or N (new).

Text 1

TV AND MOVIES

The Lion King review: Remake might be too realistic for its own good

Jon Favreau's version of the classic offers incredibly lifelike characters, but at what cost?

BY ABRAR AL-HEETI | JULY 21, 2019 9:01 AM PDT



The CGI characters in the live-action remake of The Lion King are incredibly realistic. Walt Disney Studios

The opening of Disney's live-action remake of The Lion King had me scratching my head. "Are those *real* animals?" The way the characters look and move -- from the roaming giraffes to the grazing rhinos -- all seems so lifelike. The first glimpse at Mufasa standing above his kingdom, mane blowing in the wind, forced me to squint to make sure he wasn't an actual lion.

Of course, the characters are computer-generated. But they seem so realistic it's hard to tell the difference. Even the lush green backdrops, with their flowing streams, swaying trees and gushing waterfalls, look like scenes from a nature documentary.

That realism -- namely, The Lion King's use of CGI -- is what brings the 1994 animated classic so beautifully and powerfully to life. The movie tells the story of Simba, a lion who looks forward to one day being king. But his uncle Scar also has his eyes on the throne, and his plot to overthrow Simba and his father Mufasa ultimately leads Simba on a journey to search for his destiny and purpose.

Adapted from: <https://www.cnet.com/news/the-lion-king-review-remake-of-disney-classic-might-be-too-realistic-for-its-own-good/>

Text 2

age 8+ ★★★★★

Beautiful Remake But Intense

I took my six-year-old son (who I thought wouldn't be scared) to see the movie and he's seen the original multiple times and loves it. We loved so many parts in the live-action, but he was definitely scared when the lions fight (Scar and Mufasa/Scar and Simba/Hyenas and female lions). The hyenas scared him, and the death scenes were upsetting.

I think an older, more mature child might enjoy this, but don't go into it thinking it's as sweet as the original. While the plot is exactly the same, seeing lions engage in fighting is intense.

[Show less](#)

This title contains:

Positive Messages

Positive role m

Adapted from: <https://www.metacritic.com/movie/avengers-endgame>

In the text

Read the two reviews about the remake of the movie "The Lion King" in this page and do what is asked:

3- Match the words with their definition.

Definitions from: <https://dictionary.cambridge.org/pt/>

a) Glimpse	() to partly close your eyes in order to see more clearly.
b) Mane	() to see something or someone for very short time or only partly.
c) Squint	() a small river.
d) Stream	() someone or something that is kind.
e) Sweet	() the long, thick hair that grows around the face and neck of a lion.

4- After reading the reviews, say if the statements below are true (T) or false (F). Find sentences in the text which can prove your answer.

() According to the text 1, the movie is a documentary.

() For the reviewer in the text 1, all character are real animals.

() The reviewer from the text 2, like somethings in the remake movie.

() The six-year-old boy, from the text 2, liked the first movie.

() The reviewer, from the text 2, thinks the remake it is not for a young child.

5- Read the reviews again and write down what are the differences between the opinions from the reviewers.

Discovering Grammar

6- Read the sentence below from the two texts and pay attention to the words in bold.

- [...] the way the characters look and move- from the **roaming** giraffes to the **grazing** rhinos [...]
- [...] he was definitely **scared** when lions fight [...]
- [...] The hyenas scared him, and the death scenes were **upsetting**. [...]

a) Mark the alternative that completes the sentence correctly.

The words in bold are....

() describing the qualities and states of nouns.

() describing actions.

b) We can say that these words are...

() verbs.

() adjectives.

7- Read and analyze these sentences from the previews page. Use the words in the box to complete the text.

- [...] who I thought wouldn't be **scared** [...]
- [...] Even the lush green backdrops, with their **flowing** streams, **swaying** trees and **gushing** waterfalls [...]

Emotions and feelings- ED – ING – feel - description – things and people

We use _____ form in the end of a word to create adjectives that describes _____, in other words to make a _____ of something. On the other hand, we use _____ form in the end of a word to create adjectives that shows how we or other people _____. In other words, to say the _____ of someone.

Let's practice

8- Read another review. Some adjectives were erased in the text. Choose the one that completes the sentence correctly.

- 1) disappointing/ disappointed
- 2) unconvincing/ unconvicted
- 3) interesting/ interested
- 4) exciting/ excited
- 5) boring/ bored

Not well done

I was **1** because the male lion voices sounded very **2** and bored! The lionesses were not much better. The male lions mane's were very short. The hyenas did not laugh at all, and the humor of the original was not evident at all.

*The one thing that REALLY blew my mind though; was when Pumba and Samone distract the hyenas they did not do the "hoola", instead there was a cheap knock off versian of "Be our guest" from Beauty and the Beast!

That right there was so out of place it ruined the whole thing for me! In my opinion, this new version of the Lion King is a disappointment and worse, it doesn't even share the same values as the original!

I am not **3** in seeing this again, I would rather watch the original which is family oriented, hilarious, offers good moral and keeps you **4** throughout the whole movie. This version expressed NO emotion at all, like it was just a flat and **5** version of an unforgettable original... which is exactly what this turned out to be.

I feel the script was somewhat poorly written (no creativity), and the director, plus most of the actors came across as amateurs at best.

Thank God, they used the original voice actor for Mufassa... but even he did not seem very enthusiastic about the new script. I wouldn't blame him if he wasn't!

Show less

Time to listening

Let's get started

- 1- Look the poster below from a TV series that is very famous. Discuss the following question with a classmate.
 - a) Do you watch this TV series?
 - b) What does it talk about?
 - c) Do you like horror stories?



<https://theblerdyreport.com/2016/09/28/stranger-things-season-1-review/>

- 2- Look the pictures below from “Stranger Things” and discuss with your classmate if the series take place in the present days or in the past. What decade is that? How can you be sure?



<https://pausadramatica.com.br/2017/10/31/5-razoes-pelas-quais-stranger-things-funciona/>



<https://nerdist.com/article/stranger-things-3-where-every-character-stands/>



<https://www.seventeen.com/celebrity/movies-tv/a28678739/cleven-el-stranger-things-4-villain/>



<https://www.thethings.com/relationship-stranger-things-mike-eleven/>

Let's listening!!!!

- 3- Watch a Stranger Things' scene and answer the question.

- a) The ice-cream seller asked the girls if...
 - i. They liked the ice-cream.
 - ii. They are allowed to be there.
 - iii. They are allowed to eat ice-cream.
 - iv. They have money to pay.
- b) What did Mike ask the girls?
 - i. What they were doing.
 - ii. Why are they shopping.
 - iii. Why they called him.
 - iv. Who were with them.
- c) Who the characters said that was sick?
 - i. Mike's mother
 - ii. Mike's grandfather.
 - iii. Mike's grandmother.
 - iv. Mike's sister.



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

d) Mark the excuses the boys gave for being in the mall.

- To buy a gift for Eleven.
- To pay some bills for their mother.
- To buy somethings for themselves
- To buy some stuffs for their grandmother.
- To buy some food.

After listening!!!

4- Watch the video again and say what these expressions from the scene mean.

a) “Am I your pet?”

b) “Treat like garbage.”

c) “I Dump your ass”

d) “You gotta be shittin me”

Pronunciation Spot!

The word **ass** is, normally, considered bad language. Its pronunciation can cause a misunderstanding with the word **as**. Let's see the difference.

Ass - /æʃ/

As - /æz/

Ass has the S sound in the end while **As** has the Z sound.

For further explanation watch:

<https://www.youtube.com/watch?v=p3KiwYUbmnc>

<https://dictionary.cambridge.org/pt/>



Let's talk

Let's get started

Reality TV shows are TV programme that, normally, show real-life situations. Normally, these formats portray ordinary people in different situations.



<https://thelookb.wordpress.com/2018/11/07/gastronomia-resenha-do-programa-master-chef-brasil-profissionais-06-11-18/>



<http://www.sempretops.com/reality-show/>



<https://novamais.com/noticias/42020/ivete-brown-telo-e-lulu-estao-confirmados-no-the-voice-brasil-2018>

Talk to your partner.

- 1- Do you like reality TV shows? Which one do you watch or have watched?
- 2- Is there any reality TV show that you think is bad? Which one? What are the reasons?

Giving your opinion.

- 3- Read and watch some opinions about Reality TV Shows.

Reality TV is stupid It's incredibly boring. I don't care what some sex addicted, drug using, fame addicted loser wants to do with their life. And then teen's end up worshipping these people. It's pathetic. Overall reality TV is stupid and useless, and society would be better without it. Society says that they're goo but they're not.

Posted by: [d6410](#) Report Post

Like Reply Challenge 0 0



"Reality shows are all the rage on TV at the moment, but that's not reality, it's just another aesthetic form of fiction."
 —Steven Soderbergh

"I enjoy reality TV shows. Watching them, and appearing in them. There's a spontaniety involved in the unscripted shows that I like to be involved with."
 —Traci Bingham

<https://www.debate.org/opinions/is-reality-tv-boring>

- a) Imagine that you were invited for a well-known YouTube channel to talk about a reality TV show that is popular in the moment. Choose the programme that you are going to talk about and present your point of view about it.
 - Use the ideas below to help you cover the content. Use some adjectives with -ing or -ed endings.

Tv reality shows
- How people are chosen for these realities. - How these programmes are edited. - How people are treated on these tv shows.

- b) After all presentations, sit in groups of three or four and select one classmate's presentation. Then, tell if the group agree or does not agree with the schoolmate. Defend your opinion in front of the class. Use, if necessary, expression from the Useful Language below.

Useful Language

I disagree.

I agree.

I don't think it's true.

I think it's true.

It depends.

Time to write

Let's get started

1- Reviews is a type of text that is very common in cinema and TV world. Look the two reviews below about the movie Avengers.

8 **Bwead**
Apr 28, 2019

Probably the largest scale film of our generation, with plenty of action and heart felt moments. Unfortunately, some of the plot holes are too big to forgive and forget and, at times, didn't even feel like an Avengers film.

<https://www.metacritic.com/movie/avengers-endgame>

10 **JeffB4125**
Apr 26, 2019

I see the trolls are already coming out for this film as well, its a damn shame. The film is fantastic, an unparalleled feat of blockbuster filmmaking. The breathtaking action and scale of the last act is amazing to be sure, but it's the first two acts, where delicate character moments, an irreplicable balance of ingenuity and wit, and emotion extracted without veering to the melodramatic (a fine line that only a script and direction as superb as this can walk without teetering) where the film really stands apart. For those who have followed the franchise from the beginning, this is the finale we deserved and then some. Bravo, bravo **Collapse** -

<https://www.metacritic.com/movie/avengers-endgame>

a) What are the main characteristics/purpose in writing and reading reviews?

- () It shows reviewer opinion.
- () It tells every detail about the story.
- () It can give a brief synopsis of the film.
- () It helps people decide whether they will watch it or not.

b) Reading these reviews, can we say that they are always positive or negative? Why? Explain it giving examples from the text.

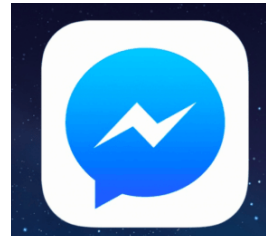
Now is your turn!

- a) Choose a movie or TV show that you watch or have watched and write a short review about it. Do these in a detached piece of paper. Follow these steps to help you.
- Give general information about the subject chosen. (things that everybody would know, just to contextualize.)
 - Say about the characters or the entertainer from the programme. Do you like them? Why? Why not?
 - Give your opinion how bad or well the movie/TV show was shot and directed.

Putting in the wall!!

After writing your review, put it in the wall of the classroom. Then, walk around the class reading your classmates' reviews. Make a list at least two reviews you liked and could watch the movie/tv show.

Unit 2 Social Media



<https://www.callbell.at/en/page-facebook-messenger-como-funciona/>



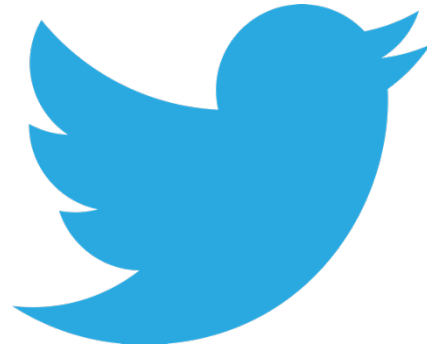
<https://pinterest.com/stockerinstagram/animacion-23403340108212>



<https://www.redbubble.com/es/people/stertube/works/2782893-6-youtube-2019>



<https://www.logotipos.net/blog/mo-ridades-logotipos-facebook/>



<https://www.kidspedia.org/wiki/Twitter>

Starting off

- 7- Which social media do you use regularly?
- 8- For what purpose have people used these tools recently?
- 9- How do you think it will be use in the future?

Reading

Let's get started

1- Look these pictures below and answers the questions with a partner.



Available: <https://www.facebook.com/makebymarimaria/>



Available: <https://twitter.com/clipeneto>



Available: <https://www.whindersson.com.br/>

- a) Who are these people?
- b) What do they have in common?
- c) Do you follow any digital influencer?

2- Do you think these people suffer a lot of pressure from the society? Do you think their lives are easy due the fact they get a huge amount of money?

In the text

You are going to read an article where the influencer Oenone Forbat, who makes a living taking pictures of herself, makes a selfie-reflection discussing about narcissism.

3- Before reading the text choose an option which you think that carries the meaning of the words/expression below used in the text.

a) Set up

- I. a situation in which someone is tricked.
- II. to start something.

b) Chubby

- I. fat in a pleasant and attractive way
- II. overweight and sick

c) Creep up

- I. it increases very fast.
- II. it slowly increases.

d) Thrill

- I. a feeling of extreme fear.
- II. a feeling of extreme excitement.

e) Jibe

- I. an insulting that is intended to make someone look stupid.
- II. good comments from someone.

4- Read the text and find out if your guesses are right.

which is altogether more alarming than a penchant for taking pictures of yourself. If my millennial mindset has taught me anything, it's that in order to understand something, you have to look it in the eye – no matter how much discomfort it causes. A self-aggrandising mission it might be, but I want to know what a narcissist is, if we're all using the term correctly – and if I am one.

UNDER THE INFLUENCE

I was 21 when I set up my Instagram account. The chaotic repercussions of being in an abusive relationship meant that I needed to change my course at university, so I had more time on my hands. I began filling it with workouts, using fitness as a form of therapy. I hired a personal trainer and launched myself into a rigorous training regime,

always the one in the group whose jokes wouldn't *quite* land – so to have my face, body and words appreciated by thousands of strangers and even acquaintances? It was a thrill; one that I'm sad to say now felt more validating than a high grade or an affectionate comment from a loyal friend.

Instagram was genuinely fun in those early days, before anyone really started to make money from their feeds. As fitness influencers, we were a community; we would sound out which picture was best to post and seek each other's help with writing captions. It felt like an empowering, real-time example of women supporting women. But a move to London from the comparatively sleepy university city of Cardiff, and time spent listening to empowering podcasts such as Deborah Frances-White's *The Guilty Feminist*, broadened my horizons, and woke me up to the importance of questioning whether those minimally clothed body shots, which would routinely garner the most likes, were actually benefitting me and my followers. Meanwhile, the world around me was placing an enormous amount of capital on a commodity that I had unwittingly amassed – followers. I felt conflicted; reluctant to associate myself with the term 'influencer', a word that calls to mind skinny

wormhole, the term has helped me to better understand the relationship I was in, and that it constituted emotional abuse. Now, five years later, to ask whether the career choices I've made since have nudged me closer to identifying as one is uncomfortable at best, nauseating at worst.

'The more people call you something, the more you start to believe it might be true'

combined with a way of eating that, with hindsight, was focused only on achieving a calorie deficit. My identity as 'the chubby girl who smoked' transformed into 'the one with abs'. I still smoked, not that you'd know it from my feed. I started moving mirrors around the house in search of the best lighting and borrowed underwear and gym kit from my housemates to pose in. I'd write long, laboured captions about how I'd 'transformed' on a Tuesday, 'worked out' on a Wednesday and 'thrown back' on a Thursday. Riding the first wave of Instagram, my following grew; slowly at first, and then faster and faster. I can recall the thrill of watching the 'likes' creep up; the strange gratification afforded to me by anonymous double taps. I'd never been unpopular, but I was

white women flogging detox teas, while simultaneously being a slim white woman who occasionally promotes products through the medium of selfies. Nothing caused me quite as much toe-curling unease as the idea that what I now called work – and work it is – was an excuse to be overly self-indulgent and vain. It felt awkward at times, not helped by well-meaning jibes from my sister that sharing so many photos of myself made me look self-obsessed. Then came the trend for labelling those people who were making a brand out of themselves narcissists.

My instant reaction was to laugh and meet immature comments like for like. But, truthfully, it hurts. The more people call you something, the more you begin to believe it might be true; I also know all too well that the term 'narcissist' means something. I first became aware of the word after stumbling across information about personality disorders online. In the years since, having fallen down many an internet

5- According to the text, what is the main reason for Oenone Forbat had the change of life?

6- What kind of influencer is she?

7- How did she feel in the beginning when she was called an influencer?

8- In the text, she mentioned a problem that she has struggled with. What problem is it?
How does she feel about it?

Discovering Grammar

Read the sentence below from the text and pay attention to the words in bold.

- I. [...] I **began** filling it with work outs [...]
- II. [...] I **hired** a personal trainer and **launched** myself into a rigorous training regime [...]
- III. [...] I **started** moving mirrors [...]
- IV. [...] I first **became** aware of the word [...]

Look at the verbs in **bold** above. Then read the statements below and underline the right answers.

- a) The words in bold describe actions that **is happen in the same moment that happens/ happened in the past.**
- b) The words **hired, launched** and **started** have a **regular/irregular** form because they all finish with *-ed*.
- c) The verbs **began** and **became** are **regular / irregular** verbs because they **follow / don't follow** the general rule of adding *-ed* at the end of the verb and have their own form.

Let's practice

9- Read the text below. Some verbs are missing. Choose the correct verb in the box and put it in the right spot in the simple past form.

Fell – remember – come – have - be - form

Looking back on my life and where I **1** from, I **2** how amazing life was as a child. We **3** technology, but we didn't let it control our life. Life **4** actually much simpler without social media and I want a simpler life again. In the past 10 weeks I have seen the difference it makes cutting out social media. I **5** a routine in which on Monday, Wednesdays, and Fridays I would wake up and set aside one hour of time to read a book for leisure instead of surfing social media. I have never **6** so relaxed, accomplished, and happier. I have also formed this habit of taking social media vacations when I would go on vacation. For the past 5 or so years I would turn my phone on airplane mode while on vacation to just live in the moment and take a break from social media. It was so refreshing. I am just ready to refresh my life and prepare for adulthood.

10- Look all the verbs form in activity 10. Check the alternatives that are true.

- () The verb *be* is irregular.
- () We use the auxiliary *did* to make all sentence in the past form.
- () We use the auxiliary *didn't* to make negative statements.
- () If the auxiliary *did* is used we keep the verb in the infinitive form without *to*.
- () We use *was* to plural subjects.

11- Let's practice a little more. Read the sentences below from an opinion article about cleanse social media. Choose the alternative which complete the sentence correctly.

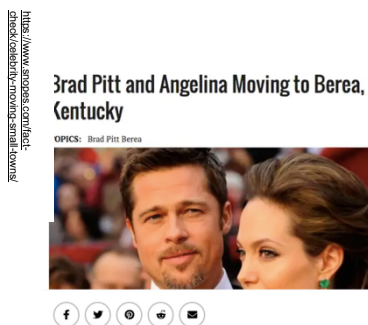
- a) Although I **tried/tries** my best to deal with these comments and try to understand where they **were/was** coming from, I slowly realized that these friend's insecurities **were/was** adding onto mine, and it **got/get** to the point where it **took/takes** a huge mental toll to deal with.
- b) It **haunts/haunted** me for a while, and it got to the point where I **knew/knows** I **has/had** to take action.
- c) It **made/makes** me realize that I didn't **deserve/deserved** the treatment I **was/were** receiving because NO ONE should be put down, even if it's because the other person has their own insecurities.

Adapted from: <https://www.thodyssseyonline.com/the-liberation-of-blocking>

Time to listening**Let's get started**

Discuss with a classmate.

- 1- Can you say which one of this news is true and which one is fake?



- 2- Do you believe in everything internet? you see on the
- 3- What do you do to make sure what you are sharing on your social medias is not fake?

Let's listening!!!!

- 4- Watch the video and answer the questions.

- a) What is the video about?

- A charity program from Oprah Winfrey.
 The Christmas' holiday of Oprah Winfrey.
 A fraud with Oprah Winfrey's name.



- b) How much money did they promise for the first 100k followers?

- five thousand dollars.
 fifteen thousand dollars.
 ten thousand dollars.

- c) In which social media people should be a follower?

- Facebook
 Instagram
 Twitter

- d) In the video is said that Oprah is the perfect target to this kind of thing. Why is that?

- Because she is a famous person.
 Because she is known in all the US.
 Because she is known as a generous person.

After listening!!!

- 5- In the video, they use the word “**Scam**” for a scheme that was done in Oprah’s name. Watch the video again and explain what a scam is. Is it legal? Give examples of other kinds of scams.

Pronunciation Spot!

Maybe you will think that the pronunciation of the word **scam** is not a problem. But, normally, Brazilian students pronounce words which has ‘s’ in the beginning with the sound of ‘is’. But, just pay attention, the words like scam with ‘s’ in the beginning we have to pronounce the ‘s’ Look:

/skæm/

And it is not /iskæm/.

For further explanation watch:

<https://www.youtube.com/watch?v=5GySNK-dCqw>

Let’s talk**Let’s get started**

- 1- Watch the video about an episode of TV series Blackmirror and talk to a partner.
- Do you think people show their true face on social medias?
 - How important are likes on social media to you?
 - Do you think that social media can bring negative consequences in people lives? Why or why not?
- 2- Watch a video of Sam Cohen speaks about the effects of social media on the mental health of people of all ages.



<https://www.youtube.com/watch?v=R32qWdOWrTo&feature=youtu.be>



https://www.youtube.com/watch?time_continue=524&v=HJQGHjBqBcA&feature=emb_logo

Now it is your turn!!

- a) In the video Sam Cohen shows the both side of the social media, negative and positive, from her point of view. In pairs, make a short video showing your partner your point of view about what Sam Cohen talks in the video. Use some quotes she used to help in your reflection. Pretend that is an interview. One should be the interviewer and the other one should be the interviewee. Make a script to follow. You can use the sentences below to help you.

Try to cover this question.
a) How do you think has social media change with the years?
b) How do you think social media can have a good or a harmful effect?
c) How do you think social media affect the people's behavior?
d) Make a self-reflection saying how social media has affected your life.

- b) When your video is finished, share it in the Instagram page that your teacher will make for the class. Visit the page and comment your classmates 'videos.

Time to write!**Let's get started**

- 1- In the Reading section you read a part of an article from a women magazine. Now read the article below and answers the questions.

Social Media Is A Lie

Just because it's not you in the picture, does not mean it has to be you.

by Gisel Vazquez University of Washington | Jun 17, 2019

It is so easy to get caught up in what other are doing that we do not stop to think about what we having going on for ourselves. We become consumed in scrolling and hitting that like button that we miss out on life. Losing time admiring the 'perfect' lives of others when we really need to focus on our on journey. I know so many people that get lost in other peoples lives that they are saddened to think about the current life they are living. Think about yourself in these situations if you need to take a break from social media do it. There is nothing more important than looking out for yourself. Do not let media influence you into thinking that the picture you see of someone else should be of you. You should have your own picture to take.

Whenever we scroll through social media feed, all we tend to see are perfect smiles and equally as perfect lives. One of the things that I have learned through my time here on earth is that we all want to present ourselves in the best light. Every time we post a picture we want to look our best and present what we think everyone else want to see. Most of us do not go to social media to express when we are sad or are having the worst of days. It can be discouraging to see all these perfect lives when we are sad or in a state of vulnerability. The most important thing to keep in mind when looking through your feed is that everyone is human and it may not be as perfect as it looks.

For some reason, it seems to me that the more time passes by the more we tend to forget that everyone that we see in the media is just as suggestible as us to feel any type of pain or sadness. We need to see past all the materialistic possessions. Fancy cars, nice houses, and extravagant vacations all seem like they would be amazing to have, **but we need to remember to be grateful for the things that we do have.**

- a) What can we say the text above and the one you read in the reading section have in common?
- () They both express others opinion.
 () They both express the reader opinion.
 () They both express the writer opinion.

- b) We, normally, can find an opinion article in magazines and newspaper like those that you have read in this unit. What are the main characteristics/purpose in this kind of text?
- It presents and discusses about a currently subject.
 - It presents and discusses about the world history.
 - It is normally written in the first person.
 - The writer is not an agent in the article.
 - Show true facts.
 - Show fictions facts.

Now is your turn!

- 2- Read the text and watch the video. Write an opinion article about “what can social media do for us”. Give your thoughts about how you agree or disagree with the video and the articles below. Make a contrast in what way this can be good or bad for our lives. Start the article with a brief description about you on social media.

Taking Selfies Doesn't Make You A Narcissist, It Actually Might Help You Love Yourself More

All in all, if you love to take selfies, don't think about people say, do what makes you happy and satisfied. Period.

You may have heard about narcissism a million times by now. Most commonly, it's been characterized by an excessive admiration of oneself and one's physical appearance. Besides, an inability to handle any criticism and a sense of entitlement is often described as symptoms of narcissism. Unfortunately, it is the most widely recognized approach to outline selfies in news and entertainment media, but summoning it includes throwing away a lot of insights regarding an individual's lived experiences. In fact, according to numerous studies, most selfie-takers blamed for narcissism don't really show these characteristics.

Some rare, individual cases of selfie misuse have been interpreted as some people who have narcissistic tendencies might be more likely to excessively post selfies than those who are mentally healthy which is NOT always the case. What frequently happens is that some moderate cases in regards to the correlation between people with narcissistic tendencies and selfie-taking gets streamlined and distorted for clickbait. Essentially, the suspicion behind calling selfies narcissist is that if you take a picture of yourself, you should think you are worthy of being seen.

For centuries, rich men had portraits painted of themselves and absurdly tall statues erected in their resemblance so how come people who take selfies become a narcissist? Consider it. Frequently, young people and women whose selfie methods are disparaged as narcissistic. The belief that young women's selfie methods are narcissistic could be viewed as fundamental concern about them abruptly neglecting the traditional watchmen of perceptibility. When young girls no longer need the supervisory mediation of an influential man with a modeling agency, the civil system is shaken.

The judgment of narcissism depends on the presumption that other individuals, social norms and organizations have the right to choose if you are worthy of looking at. To take it further, we could even say that the consumer economy flourishes on people, women, in particular, not being self-satisfied. Cosmetics and gym memberships are strong evidence of it. All in all, if you love to take selfies, don't think about people say, do what makes you happy and satisfied. Period.



<https://www.youtube.com/watch?v=0EFHbruKEmw>

After writing!

- 3- When your article is done share the text with a partner and read one from a classmate. Highlight the ideas which are similar with your article and the ones that might go in different direction from your thoughts. Talk to a partner about your opinion.

Teacher's guide

Teachers, these units were planned based in a class with 50 minutes. So, it is recommended that each section of the unit should be worked in a class. But is just an advice, it is up to you to decide the best way to work through the units and adjust for your reality. Before you start the unit, it is important for you to know the material and how you can work through it. So, let's get to know the headlines.

Starting off	You will see this headline in the beginning of every unit. This section is to break the ice with students, with it you can raise interest for the unit theme and activate their previously knowledge.
Let's get started	You will see this headline in the beginning of each skill. It is a warm-up to lead learners throughout the subject and ability the section will work.
In the text	You will see this headline in the reading section. While the text is read learners do the activity in this section to understand what the text is talking about.
Discovering Grammar	In this section we show grammar to learners in a meaningful way. The idea here is to learners build the rules.
Now is your turn!	When this headline shows up it is the time to learners do a task by their own. The idea here is to them produce their material.

Unit 1

Reading

- 1- Teacher, here the answers is personal. Ask students to do pairs or groups of 3. Let them talk with each other answering the question. Give them about 6-8 minutes. After that make a quick discussion with the whole class.
- 2- Ask students to this activity by their own. Give them 2 minutes to get this done. So, ask them to compare their answers and after that you can correct with them to make sure their answers are right.

In the text:

Teacher, before this activity starts it is recommended that you ask students about this movie, if they know the plot and the characters. After this, they can read the text doing the activities that follow. The exercise can be done individually or in pairs. You may encourage learners to look in the dictionary for words they do not know.

Answer key:

3-

a) Glimpse	(C) to partly close <u>your eyes</u> in order to see more <u>clearly</u> .
b) Mane	(A) to <u>see</u> something or someone for very <u>short time</u> or only <u>partly</u> .
c) Squint	(D) a small river.
d) Stream	(E) someone or something that is kind.
e) Sweet	(B) the <u>long, thick hair</u> that grows around the <u>face</u> and neck of a lion.

4-

(F) According to the text 1, the movie is a documentary. It said " <u>looks like scenes from a nature documentary</u> "
(F) For the reviewer in the text 1, all character are real animals. It said " <u>Of course the characters are computer-generated</u> "
(V) The reviewer from the text 2, like somethings in the remake movie. " <u>We love so many parts in the live action</u> "

(**V**) The six-year-old boy, from the text 2, liked the first movie.
He's seen the original multiple times and loves it.

(**V**) The reviewer, from the text 2, thinks the remake it is not for a young child.
I think an older, more mature child might enjoy this

5- Possible answer: The opinion between the two reviewers are different. Although both think the remake is good and very realistic, the first one seems very excited for the reality in the movie while the second one think that is a little bit too realistic for children.

Discovering Grammar

Teacher try to lead the students understand the use of the adjectives by themselves. Bring other example and exercises to do a better practice.

Answer key:

- 6- a) describing the qualities and states of nouns.
b) adjectives.
- 7- We use **ING** form in the end of a word to create adjectives that describes **things and people**, in other words to make a **description** of something. On the other hand, we use **ED** form in the end of a word to create adjectives that shows how we or other people **feel**. In other words, to say the **emotions and feelings** of someone.
- 8- 1) disappointed
2) unconvincing
3) interested
4) excited
5) boring

Time to listening

Students can answer the questions in groups or in pairs. Give them 5 minutes to discuss. After that make a general discussion with the class to warm them up. Make sure the learners know the characters that will be shown in the scene.

Answer key:

- 1- a) Personal answer.
b) Personal answer.
c) Personal answer.
- 2- Let the learners discuss this question in pairs, make their observation. After about 4 minutes give them the chance to speak for the class. It is expected that the students say that this TV series sets in the old ages because of the characters 'clothes and things they use like the phones.

Let's listening!!!!

Before watch the video is recommended that the teacher read the question with the students to clear any doubts about vocabulary. Play the video without subtitles two times for students. Ask them to answer the question. After that, ask them to compare their answer.

Answer key:

- 3- a) They are allowed to be there.
b) What they were doing.
c) Mike's grandmother.
d) To buy some stuffs for their grandmother. / To buy a gift for Eleven.

- 4- a) Someone who do everything other order to do.
- b) Treat someone very bad.
- c) To end a relationship, breakup.
- d) Try to full someone.

Pronunciation spot:

Teacher, this section is to learners understand the ‘s’ and ‘z’ sound in the end of a word. You shouldn’t take a lot of time in this section but make sure that your students get the main idea which is the difference when we pronounce the s or z sound in the end of a word. You can do a quick activity with them. Write in the board the table below. Be careful to not write the X in red because they are the answers.

Say which sound the word has.

Words	‘S’ sound	‘Z’ sound
was		X
box	X	
Buzz		X
boys		X
cats	X	

Then, ask students to do in ink the activity. After the activity is done read or play from the dictionary the words for them and if they want to change the answers allow them to do with a pencil. So, put the learners in groups of three to compare their answers. Make sure in the end to correct their answers.

Let’s talk

Ask students to answer the questions in the Let’s get started section. Encourage them to point out the positive and negative aspects in each one. Give them about 6-7 minutes to discuss. They can do the discussion in groups of three.

- 1- Personal answer.
- 2- Personal answer.
- 3- a) Ask your students to describe a TV show, the positive and negative aspects in it. They have to tell the name of the show, what it is about, why they like it or why they do not like it. Encourage your students to use the useful language presented.
- b) Ask your students to tell about their friends’ favorite show and their friends’ opinions about some TV show.

Time to write

1- Ask students to do activity 1 and 2. Give them 3-4 minutes. After that ask them to discuss with a partner their answers. In the end make a quick discussion to summarize the content.

Answer key:

- a) It shows reviewer opinion. / It can give a brief synopsis of the film. / It helps people decide whether they will watch it or not.
- b) It can be both.

Now is your turn!

Ask learners to write a review. They can follow the guidelines in this section to help them write. The teacher can ask them to deliver the first writing and correct it. After that return the writing to students do it again with your observation.

Putting in the wall!!

Ask students to put their reviews in the wall of the classroom. They need to read their classmates reviews and say which one catch their attention.

Unit 2

Reading

Let's get started

1- Ask students to answer these questions in pair or groups of three. Give them about 4-5 minutes. Encourage them to name other people they know that work as digital influencer. After their discussion encourage them to share the group discussion with the class.

Answer key:

- a) Mari Maria/ Felipe Neto/ Whindersson Nunes
- b) They are digital influencer.
- c) Personal answer.

2- Personal answer.

3- In this activity students are encouraged to guess the meaning of the word/expression because sometimes it can carry both meaning given. Ask students to find out by themselves and after that they can read the text.

4-

Answer key:

- a) II
- b) I
- c) II
- d) II
- e) I

5- Because she was in an abuse relationship.

6- A fitness influencer.

7- She felt conflicted.

8- Due the fact that she takes so many pictures of herself, people starting called her a narcissist. She suffered in the beginning, but she learned to deal with it.

Discovering Grammar

Teacher, in this section avoid telling students what they are going to learn. The idea is to lead them discover the grammar. Try to bring other examples from the text and give them examples to make them realize that we are talking about the simple past.

9- Possible answers:

Irregular	Regular
was	worked
had	borrowed
came	afforded

- 10- 1) came
2) remembered
3) had
4) was
5) formed
6) felt

11- The verb be is irregular. / We use the auxiliary didn't to make negative statements.
/ If the auxiliary did is used, we keep the verb in the infinitive form without to.

- 12- a) tried / were/ were/ got/ took
b) haunted/ knew/ had
c) made/ deserve/ was

Time to listening

Let's get started

Teacher, in this section you should work a little bit with the word fake. After that ask students to sit in pairs or groups to discuss the question.

- 1- The one about Angelina and Brad Pitt is fake while the one about the sharks is true.
- 2- Personal answer.
- 3- Personal answer.

- 4- Teacher, when you do this activity you should play just the audio first because in the video has some visual tips what can make the listening part loses its purpose. Play the audio twice and ask students to compare their answers. After that you can play the video once and ask if anyone would like to change their answer. In the end correct with students the answers.
 - a) A fraud with Oprah Winfrey's name.
 - b) five thousand dollars.
 - c) Instagram
 - d) Because she is known as a generous person.

- 5- Scam is an illegal plan for making money, it normally involves tricking people. Telemarketing fraud is one example.

Pronunciation spot:

Teacher, this section is to learners understand the 's' sound in the beginning of a word. You shouldn't take a lot of time in this section but make sure that your students get the main idea. Explain to students that, normally, we mispronounce these kinds of words when the 's' in the word is followed by a consonant. You can do a quick activity with them. It could be like a bingo. Play the audio from the listening part again and ask students to listening and write down the words they hear which have this sound. Play the video twice and the student who hears three words first need shout STOP THE BUS. If the student is right, she/he is the winner. There are four words to be found. But one of them is a compound word, so, probably, learners will hear just three of them. If they find the three first, you can play it again to them try to find the one which is compound. You can give them some candy to stimulate their engagement in the task.

These are the words which need to be heard.

Words
Steal
spotting
screen
timestamp

Let's talk

Let's get started

- 1- Ask students to answer the questions in the Let's get started section in pairs. Give them about 6-7 minutes to discuss.
 - a) Personal answer.
 - b) Personal answer.
 - c) Personal answer.
- 2-
 - a) In this section explain to students that they will make an interview with each other covering the content asked. Encourage them to do a script first, that way they may be more comfortable when talking in English.
 - b) Teacher you may create an Instagram page for the class. Do not let this page open. After all students post their videos make sure they want other people see their work. If they are not comfortable with that let just their classmates visited the page.

Time to write!

Let's get started

- 1- Before start reading, ask students if they remember the first text they read in this unit. What was talking about. After the reading ask them to answer the questions by themselves giving them 3-4 minutes to do that. Then, correct the questions with them making sure that the genre is covered.

Answer key:

- a) They both express the writer opinion.
- b) It presents and discusses about a currently subject. / It is normally written in the first person. / Show true facts.

Now is your turn!

- 2- Talk with your students about how to make an opinion article. Encourage them to use the simple past when they make their description. The idea here is to lead them compare the good and the bad things in having a social media and help them to be themselves.
- 3- Ask students to exchange their writings. In pairs they need to read one that is not theirs and write down the similarities and differences with their ideas. Make a class conversation with them. Let all the class share their thoughts.

Rationale

Breaking Through, as already said in introduction, aims to teach English as *lingua franca*, “an additionally acquired language that serves as a means of communication for speakers from different speech communities, who use it to communicate with each other but for whom it is not their native language” (Carter, McCarthy and O’Keefee, 2007,p. 29). Thus, in order to teach the language as a tool of communication, these units were designed based on the Communicative Language Teaching (CLT). In CLT the student is the center of learning while the teacher assumes a responsibility for determining and responding to learner language needs (Richards and Rodgers 2001).

The theme of the units tries to work throughout learners’ reality, subjects that is not far from what they have experienced. Promoting activities close with the students’ world we are offering them a language that is meaningful, when it is done, we support their learning process which is one of the CLT principle (Richards and Rodgers 2001). Janks (2013) points out that “aiming to produce students who see themselves as agents of change, critical literacy is meant to be transformative”. Therefore, in order to give voice to students, once the approach here claims to be student - centered, the activities in the units were designed to provide students a critical thinking allowing them a contact with a language which has a purpose, leading them to understand the reason they are learning English and giving them the power to build their narratives.

Keeping the idea to enable students in a meaningful environment, the material used in the units are all authentic, providing them a real contact with the language where they can experience a real situation once, as McCarthy and O’Keefee (2004) said that “scripted dialogues rarely reflect the unpredictability and dynamism of conversation, or the features and structure of natural spoken discourse”.

Believing that “the classroom is the relationship between teachers and students” (Novelli, 1997, p.47) and the process of learning is not individually “but a socially negotiated process that interacts with an individual’s goal, presuppositions about learning, abilities, perceptions, values, peer group position, background knowledge and expectations” (Dixon and Green, 1994) this material was designed to enable students a shared learning process where they are allowed to build their process together sharing thoughts and beliefs.

The units explore all skills that is part of a language learning (reading, listening, speaking, writing). As it is known, “comprehensible input is the crucial and necessary ingredient for the acquisition of language” (Krashen, 1987 apud Schütz, 1998) therefore, in each section students are exposed to some input that help them construct their knowledge about the subject in discussion with warm-up activities that present the context for the unit and stimulate learner’s background knowledge of the topic. In both units there are images and videos to raise students ‘awareness about the content, challenge them to freely expose their thoughts and ideas on the topic.

Each unit starts with the reading section. For some foreign students reading is not important, some of them think that speaking and listening are the most important skill to acquire, on the other hand, some other students “have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes (Richards and Renandya, 2002). Richards and Renandya (2002) say that “the extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading text also provide good models for written, and provide opportunities to introduce new topics, to stimulate discussion, and to study language”.

In the both units, reading section comes with a warm-up activity to activate students’ previous learning. Here, learner will have to use their background knowledge to share and discuss their point of view in order to answer the activity. After, there is the headline “In The Text” where it starts working with some value vocabulary where students are encourage to comprehend the meaning of the words from context and they are also asked to discuss meaning in pairs or groups, then, it works with general information taking in consideration the top-down process which according to Scovel (2001) “learner’s attention is directed toward the big picture, focusing on the general gist of whatever is being heard or read,” and it is followed by the headline “after reading”, working with the bottom-up process “when the flashlight of attention shines on the fine details of spoken or written discourse” (Scovel, p. 86, 2001).

Inside the reading section we have the headline “discovering grammar” in which the grammar topic is taught. Normally, work with grammar is a problem with some students who think it is an unnecessary work. Grammar is a part of the language, as Batstone (1994) says, “language without grammar would be chaotic”. He also adds that “a study of grammar (syntax and morphology) reveals a structure and regularity which lies at the basis of language and enables us to talk of ‘language system’” (Batstone, p.4, 1994). In other words, it is impossible

to learn a language without gets in the grammar point in some moment. The goal here is teach grammar inductively reducing the amount of teacher's speech and focusing on learner "where they [learners] discover the rule for themselves by analyzing the data provided" (Fotos and Nassaji, p.94, 2011). The exercises in the units provide learner to build the grammar rule by themselves while they are doing the activities with examples taken from real context. As both units were designed to teach grammar inductively through real context, some gaps in grammar point can appears, as Batstone (1994) says, when teaching grammar some features of the language may be lost or some forms may never emerge. So, as explain in the teacher's guide, teacher can bring out some other examples when necessary, but keeping the idea that the material goal is the focus on meaning, using language in communicate contexts.

Listening, which is the second section in the units, "is vital in the language classroom because it provides input for the learner" (Rost, 1994 apud Nunan, p.51, 1995). To drive student's attention and making listening more appealing both units work with subjects which are in the news in recent years. One important thing that was taken into consideration is the genre variation. Each video is played in different contexts to enable learners be exposure in different setting. In order to give some meaningful spoken language, the activities work with authentic videos where the students learn some expressions from the real communication leading them to understand the linguist interaction. Thinking on the level of students the material was made for, the listening section was designed to start with the top-down process leading learners to understand the general idea, then, in the "after listening" is worked some specific expressions. The videos are also short with the intention of holding the attention of the students and they do not get lost.

In the listening section there is the "Pronunciation Spot", where we add some important information to the students' process of learning. Although this material was meant to be to A2 and B1 level, "teaching pronunciation have to be taken in consideration in the very beginning when learning a foreign language" (Cristófaró, p.78, 2007) ¹. If students know the meaning and spelling, but do not know pronunciation it will be very hard for this person to communicate, which is the main goal in the whole material. Knowing the right way to pronounce a word can avoid misunderstanding. The objective here is not lead the students to think that there is a better accent, actually is the opposite. The purpose of this section is to lead them to understand that there is a way to pronounce words but that the better accent is the one which has the

¹ Free translation: O Ensino de pronúncia deve ser privilegiado desde o início de aprendizado de uma língua estrangeira.

communicative purpose and it is consistency in itself (Cristóforo, p.75, 2007)², the one you can make yourself understood. Thus, in this section there is a brief explanation about some words that might cause mispronouncing when students speak that it values a time to work with it.

The next section in the units is speaking. The intention in this section is to put the learners an active role, transforming them in the main part of the interaction. The section gives the opportunity to students connect with peers and encourage them to make use of the language worked in class. The oral communication tasks have a social purpose, ensuring that students are aware of the social destination of what they are producing and allowing them to appropriate the language. This section is prepared starting with a contextualization of the theme which is the preparation phase where learners are shown visuals of people in informal settings and brainstorm on what they might be saying” (Shumin, 2002 apud McCarthy and O’Keefe, 2004), still following Shumin’s idea, “the presentation phase has a video of people doing small talk, during which students focus on the topics of talk and the language involved”. Then, in the “after speaking” section the students make presentations about their classmates spoken production to experiencing the real setting sharing their thoughts in real life situations.

In the past, people were judge as literate if “they could read or write in certain situations and for certain purposes” (Hamer,p.323, 2001). The fact that someone could write or not it was crucial to be part in society or not. The last section is “writing” where the students will be able to organize all the input that they had during the unit and write down their own opinion sharing their understandings and point of view. In this section it is given an attention to genre in order to raise awareness in what kind of text learners will write. Johns (2008 apud Millar, 2011) says that the goal in promoting genre awareness is “to assist students in developing the rhetorical flexibility necessary for adapting their socio-cognitive genre knowledge to ever-evolving contexts”. However, the focus in this section is not to discuss genre, therefore, the exercises promoting are to help students understand the genre in a way that they can see its purpose, the public to whom which it is directed in a way that they can create their own. Thus, the purpose here is, as highlighted by Hyland (2003 apud Millar, 2011), “assist students both to create text and reflect on writing by helping them to focus on how a text works as discourse rather than on its content”.

² Free translation: O melhor sotaque é aquele que é eficiente para os propósitos de uma comunicação eficaz e que tenha coerência em si mesmo.

To engaged students in the writing task the section was thought with themes where students need to go into their own experiences, it provides motivation to find the right words to express themselves in a fun and attractive way. As, during the unit it has been discussed about the theme, in the writing they will be able to organize their thoughts and presents to the whole class. Moreover, in the section there are some helpful material to assist them build their writing. Through this writing they will be producing a piece of authentic writing for real purposes with real audiences in common everyday life. As pointed out in the teacher's guide, it is valued that teacher gives feedback and support students during the writing process.

Although the skills are segmented in the material, it is important to tell that all skills are integrated, and they work together. For example, in the writing section, in order to get some input about the subject students are asked to read about the content to create their own. In the speaking section students need to watch a video to create one with their view and, in all sections, they need discussion about the theme in the spotlight. Hamer (2001) points out that “when we are engaged in conversation, we are bound to listen as well as speak because otherwise we could not interact with the person we are speaking to”. Despite of the fact that in the units we have one section to each skill, they are all integrated in some way.

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