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CEI – Curso de Especialização em Ensino de Inglês

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English for Specific Purposes: Reading the World

(Material didático para o ensino de inglês)

Belo Horizonte

Maio de 2021

Fernanda da Silva Ribeiro

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Orientadora: Prof^a. Dr^a. Ana Larissa Adorno Marciotto Oliveira

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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Fernanda da Silva Ribeiro

Às 15 horas do dia 25 de maio de 2021 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado English for Specific Purposes: Reading the World, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) 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:

O(A) Prof(a). Ana Larissa Adorno Marciotto indicou a aprovação do(a) candidato(a);

O(A) Prof(a). Edelvais Brígida Caldeira indicou a aprovação do(a) candidato(a);

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

Nota: 85

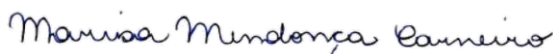
O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 25 de maio de 2021.



Edelvais Caldeira

O trabalho atende aos requisitos do CEI.



Profª. Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

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Last but not least, I heartily express my gratitude to my students, former and current ones, for bringing sense to my profession. Your confidence in my job pushes me forward and makes me become a better teacher each day. This new step I reach now adds not only to my self-confidence and growth as a language professional, but also to your future. Thank you for showing me that I always need to be in search of more.

Resumo

Este trabalho consiste em um material didático desenvolvido para o ensino de língua inglesa no Brasil, o qual consiste em duas unidades, assim intituladas, respectivamente: *Languages of the world* e *Girls just wanna have (fun)damental human rights*. Ambas as unidades, apesar de abordarem temas diferentes, têm como foco principal o ensino de Inglês para Fins Específicos (ESP) centrado no desenvolvimento de habilidades e estratégias de leitura (SOUZA *et al.*, 2005; SILVEIRA; VEREZA, 2010). A produção do material didático foi pensada para atender a alunos adultos cursando o ensino superior e cujo nível linguístico corresponde ao A2, conforme o *Common European Framework of Reference for Languages* (CEFR), portanto nível básico. A escolha e a organização do conteúdo, que também privilegia as demais habilidades linguísticas – escuta, fala e escrita – segue o que é proposto por Leffa (2007), no sentido de trazer primeiro o que é mais fácil e simples para o aluno para, depois, progredir gradativamente para atividades mais complexas e desafiadoras. Cada uma das unidades, que devem ser usadas sequencialmente pelo professor, é acompanhada pelo seu respectivo Guia do Professor (*Teacher's Guide*), o qual traz orientações acerca de como se utilizar o material, bem como traz a transcrição das atividades de áudio e as chaves de respostas de todos os exercícios, além de sugestões para o professor orientar sua prática em sala de aula. É importante ressaltar que todo o desenvolvimento do material didático é amparado e embasado por estudos e pesquisas acadêmicas, o que é apresentado no *rationale* que segue as duas unidades e cada Guia do Professor.

Palavras-chave: Inglês para Fins Específicos; leitura; ensino de inglês.

Abstract

This work consists of a didactic material developed for the teaching of English in Brazil, which consists of two units, thus entitled, respectively: *Languages of the world and Girls just wanna have (fun)damental human rights*. Both units, despite addressing different themes, have as their main focus the teaching of English for Specific Purposes (ESP) centered on the development of reading skills and strategies (SOUZA *et al.*, 2005; SILVEIRA; VEREZA, 2010). The production of teaching material was designed to serve adult students attending higher education and whose linguistic level corresponds to A2, according to the Common European Framework of Reference for Languages (CEFR), therefore basic level. The choice and organization of the content, which also privileges other linguistic skills – listening, speaking and writing – follows what is proposed by Leffa (2007), in the sense of bringing first what is easier and simpler for the student to, then, progress gradually to more complex and challenging activities. Each of the units, which must be used sequentially by the teacher, is accompanied by its respective Teacher's Guide, which provides guidance on how to use the material, as well as the transcription of the audio activities and the answer keys to all exercises, as well as suggestions for the teacher to guide their practice in the classroom. It is important to emphasize that the entire development of the teaching material is supported by academic studies and research, which is presented in the rationale that follows the two units and each Teacher's Guide.

Keywords: English for Specific Purposes; reading; English teaching.

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Introduction

It is of general knowledge that the English language is, today, a tool for communication with the world, being also a means of accessing information coming from countless news sources, a great many of which do not provide content in our native language. In this view, therefore, understanding texts in English opens up doors to an unlimited array of information, providing us, in turn, unlimited knowledge about what happens throughout the globe. This contributes in a significant way to our opinion formation and, as a consequence, to our own formation as citizens.

Based on this, my units were built thinking of students who would like to learn how to read in English in order to get informed and, concomitantly, develop their reading skills. In this sense, *English for specific purposes: reading the world* brings two units that, although focused on different themes (*Languages of the world* and *Feminism*, respectively units 1 and 2), must be used sequentially, since each of the units focuses on reading strategies which are developed and improved as students advance from one unit to the other. Moreover, given that the main goal of my two units is to help the learner develop reading skills, it is important to mention that the oral activities (listening and speaking) as well as writing were included in the material by requirement of CEI.

The choice of the overall content brought by the material (themes, texts, grammar, activities etc.) was made considering adult learners at university level (hence, over 18 years old) and whose knowledge of English is still elementary, which makes them Basic Level students (Common European Framework A2). Also, taking their age group into consideration, we cannot deny that adult learners bring their rich world knowledge to the classroom, which must be explored in favor of their successful learning and development of reading skills. From this I also add that the grammar topics covered by the two units were chosen to serve as reading skills in order to aid students build meaning in the texts.

Each unit is followed by a Teacher's Guide that is expected to be used in order to provide students with maximum support during their learning process. Both guides offer useful information for the teacher and students, instructions for the teacher on how to proceed in each activity as well as the answer key for the activities. That being said, each unit is organized as follows:

Unit 1: Languages of the world

Part 1: Getting started – Students will read a text about the linguistic diversity in Brazil and answer two questions about it. Part 1 finishes with “Food for thought”, a

section aimed at presenting and explaining an important reading strategy, which is *cognate words*.

Part 2: *My accent is my identity* – Part two is devoted to raise students’ awareness concerning accents as part of linguistic diversity and to draw their attention to the issue of language discrimination. Students will listen to Malala Yousafzai’s address and discuss the role of the different accents people show when they speak English. Students will also read a text about linguistic discrimination and study pronunciation focused on *silent E* (as in “love”, “castle”, “isolate” etc.).

Part 3: *Getting to know the world* – This part is based on the genre *Did you know?*, which informs through curiosities about people, things and places. Students will read some examples of the genre and study the grammar topic of the unit (two functions of the ‘s: as the contracted form of *is* and as the genitive case). In the end, they will focus on the characteristics of the genre and write their own *Did you know?* paragraph.

Part 4: *Checklist – My progress* – This is the moment in which students have the opportunity to think over their learning process and assess themselves by reading 5 sentences and choosing one number, from 1 to 5, which best represents their progress.

Unit 2: *Girls just wanna have fun(damental human rights)*

Part 1: *Getting started* – Students will read a text about feminism and then mark three sentences as true or false according to the text. Part 1 finishes with “Food for thought”, focused on *world knowledge* as an important reading strategy.

Part 2: *I have a voice* – Students will learn about Emma Watson and listen to a piece of her speech so as to do the activity. They will also study the grammar topics of the unit, which are the prefix *un-* and the function and position of modifiers.

Part 3: *Together we are stronger* – In this part, students will read a text about the women’s suffrage movement and review the reading strategies that have been studied since Unit 1. *Profile* is the genre studied in Unit 2, so students will read and study Carolina de Jesus’ profile, explore the characteristics of the genre and, after that, they will write the profile of a woman who is an inspiration for them.

Part 4: *Checklist – My progress* – This is the moment in which students have the opportunity to think over their learning process and assess themselves by reading 5 sentences and choosing one number, from 1 to 5, which best represents their progress.

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English for specific purposes:



Reading the world

Author: Fernanda da Silva Ribeiro

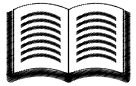


LANGUAGES OF THE WORLD

LEVEL
ONE
UNIT 1



PART 1 Getting started



Read the text below:

In the process of colonization of Brazil, the Tupinambá language, the most widely spoken along the coast, was adopted by many colonists and missionaries, taught to Indians grouped in the missions and recognized as Língua Geral. Today, many words of Tupi origin are part of the vocabulary of Brazilians.

Just as the Tupi languages have influenced the Portuguese spoken in Brazil, contact among peoples ensures that Indigenous tongues do not exist in isolation and change constantly. In addition to mutual influences, languages have among themselves common origins. They are part of linguistic families, which in turn can be part of a larger division, the linguistic branch. And just as languages are not isolated, neither are their speakers. In Brazil there are many Indigenous peoples and individuals who can speak and/or understand more than one language; and it is not uncommon to find villages where several tongues are spoken.

Among such diversity, however, only 25 peoples count more than 5,000 speakers of indigenous languages: Apurinã, Ashaninka, Baniwa, Baré, Chiquitano, Guajajara, Guarani [Guarani Ñandeva / Guarani Kaiowá / Guarani Mbya], Galibi do Oiapoque, Ingarikó, Kaxinawá, Kubeo, Kulina, Kaingang, Kayapó, Makuxi, Munduruku, Sateré-Mawé, Taurepang, Terena, Ticuna, Timbira, Tukano, Wapixana, Xavante, Yanomami, Ye'kuana.

Source: <https://pib.socioambiental.org/en/Languages>



**IN THIS UNIT,
YOU WILL LEARN:**

**HOW TO
UNDERSTAND A TEXT
WITH THE HELP OF
WHAT YOU ALREADY
KNOW**

**HOW IDENTIFY TWO
FUNCIONS OF
APOSTROPHE + S**

**HOW TO
PRONOUNCE WORDS
ENDING IN -E**

**HOW TO IDENTIFY
AND PRODUCE A
TEXTUAL GENRE**

Answer the questions below:

a) In a few words, what is the text mainly about?

b) Give 6 examples of indigenous languages spoken in Brazil.



To know more about other languages spoken in Brazil, visit this website: <https://brazilianexperience.com/brazil-from-a-to-z-linguas-languages-of-brazil/>

Food for thought



You don't need to know every word in a text in order to have a good understanding of it . Even if your knowledge of English is still very little, there are some techniques you can count on to read successfully.

Cognate words represent about 30% of a text in English.

Source: <https://inglesinstrumentalonline.com.br/>



HELLO!



PART 2

My accent is my identity

TWO



1) Answer:



a) What is an accent?

b) How much does having an accent matter to you?



2) Listen to Malala Yousafzai's address to her friends of class 2020 at University of Oxford and fill in the gaps with the words given.

gained
betterment
lose
outlast
ending



Source: https://youtu.be/Qxp_hLhxJoA

"While this is not the _____ that we imagined, our education will _____ any party or any ceremony. Don't be defined by what you _____ in this crisis, but by how you respond to it. You have _____ your education, now it's time that you go out and use it for the _____ of the world."



3) Opinion:



Think about the English language being spoken all over the world. What role do the different accents play?



4) Read the text below:

What is language discrimination?

Language discrimination occurs when a person is treated differently **because** of her **native language** or other characteristics of her **language** skills. For **example**, an employee may be experiencing **language** discrimination if the **workplace** has a “speak-English-only” policy but her primary **language** is one other than English. She may also be the victim of **language** discrimination if she is treated **worse** than other employees **because** she speaks English with an accent, or if she is told she does not qualify for a position **because** her English is not good enough. **Language** discrimination may also occur if a person is denied access to businesses or government services **because** he or she does not speak, understand, read or **write** English well.

Source: <https://legallaidatwork.org/factsheet/language-discrimination/>



Pronunciation corner



Silent E

native **e** language **e** because **e** example
workplace **e** worse **e** write



PART 3

Getting to know the world

THREE

DID YOU KNOW?

THE UNITED STATES HAS NO OFFICIAL LANGUAGE

It's true, there's no official language of the United States at the federal level. The debate about whether or not to adopt an official language has been going on since at least the 1750s.

Still, the vast majority of people in the United States speak English (about 300 million), which makes it the country's de facto (in practice, instead of in law) official language.

Source: <https://www.babbel.com/en/magazine/what-is-the-united-states-official-language>

THE JAPANESE LANGUAGE IS ONLY RECOGNIZED AS THE OFFICIAL LANGUAGE OF JAPAN.

Of course, Japanese is the de facto language of Japan, and it's also the only place where Japanese is the official language.

However, that doesn't mean Japan is the only place where the language is spoken! Japanese is recognized as a minority language in the Republic of Palau, where the island state of Angaur speaks primarily Japanese. As of 2010, around 1% of Californians and 15% of Hawaiian residents speak Japanese as well.

Source: <https://www.fluentu.com/blog/japanese/interesting-facts-about-japanese-language/>

Look at the excerpts extracted from the text:

It's true there's no official language
the country's de facto official language.

Do you know what the sentences above mean?



1) Pair work. Look at each sentence in the boxes below, paying attention to the elements in **orange**. After deciding their meaning, distribute the sentences above into one of the boxes below, so that each box has elements with the same meaning.

Japanese **is** the official language

Japan **is** the only place where
the language is spoken!

Japanese is the de facto
language **of** Japan

2) Write a synonym for each sentence below.

a) The country's the de facto official language

b) Japanese is the de facto language of Japan

3) Match:

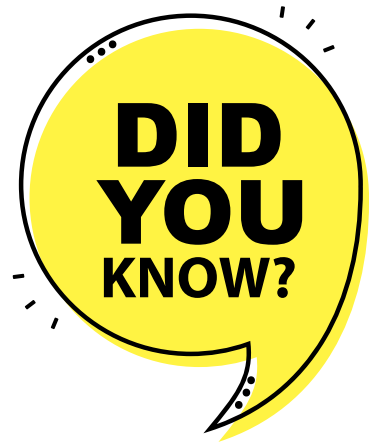
a) The 's can be a contracted form of **is**, as you can see in

b) The 's can be used to indicate **possession**, as you can see in

() the country's population,
Fernanda's student, today's news etc.

() the country's big, she's a teacher,
today's a great day, there's a task for
you etc.

Exploring the genre



DID YOU KNOW? is an informative, objective and short text that brings curiosities about a person or a place, for example. The curiosities may appear in the form of questions or not.



To see more examples of this genre, visit this website:
<https://www.rd.com/list/did-you-know-facts-most-people-dont-know/>



4) Writing. What curiosity about your language or another language do you know and would like to appear in a section on a blog? Share it below in a short paragraph. Use the grammar information and vocabulary you have learned to help you.

DID YOU KNOW?

BLOGGING





PART 4

Checklist - My progress

Now that you finished the unit, say how confident you are in relation to the items below. Circle one number for each item.

I can understand a text even though I don't know all the words in it.

1

2

3

4

5

I learned to pronounce words ending in silent E.

1

2

3

4

5

I can recognize two functions of the apostrophe + s ('s).

1

2

3

4

5

I can recognize the "Did you know?" genre when I read it.

1

2

3

4

5

I feel that I learned a lot in this unit.

1

2

3

4

5



LEVEL ONE
UNIT 1

LANGUAGES OF THE WORLD

Teacher's Guide

Unit 1– contents

Theme & vocabulary

The theme of unit 1 is **languages of the world**. Before the unit starts, it is important that the teacher does a warm-up activity, asking students what they know about the different languages in terms of similarities, differences, official languages, etc. The unit's goal is also to raise students' awareness regarding accents and language discrimination. Besides, the texts and audio provide vocabulary related to the unit's theme.

Reading strategies

In this first unit, *cognate words* are presented as a reading strategy.

Pronunciation

The pronunciation focus of the unit will be on words ending in *silent E*.

Grammar

Students will learn to recognize two functions of the apostrophe +s ('s): as a contraction of the verb form *is* and as a possessive element (*genitive case*).

Genre

The genre *Did you know?* will be the focus of the written production. Along part 3 of the unit, linguistic curiosities are presented through this genre to the students, and the genre is explained in detail.

Symbols used in this unit



This symbol brings reading suggestions to help students broaden their knowledge and expand their vocabulary.



The teacher should add extra information about a subject to help students understand it better.



PART 1

Getting started

ONE



Reading

Warm-up (10-15 min.)

- Ask students what they know about linguistic diversity and culture in Brazil. Feel free to add as many questions as your creativity allows. Questions can be organized as topics on the board;
- As students provide their answers, write them on the board and start a brief discussion afterwards.

Students' answers may vary.

Answer the questions below (5-10 min.)

- Ask students to look over the text. It is expected that they have a good understanding of its content, mainly because of the presence of cognate words in the text;
- After students read the text, ask them what it is about. In order to make sure they understand it, ask for some key words. For example, they are expected to say that the Tupi language influenced a great part of Brazilian vocabulary;

- Read the activity aloud and tell students what they have to do;
- Check the answers with the whole class.

Answers:

- Linguistic diversity in Brazil
- Kubeo, Kulina, Kaingang, Kayapó, Makuxi and Munduruku (**answers may vary**).

Food for thought (5-10 min.)

- This section focuses on *cognate words* as a reading strategy;
- The teacher should raise students' awareness to the fact that they already know many words in English, which are cognate words, even though they had not studied the language before. Also, students should know that those words account for a significant percentage of a text in English;
- Besides, *false cognates* should be known by the students. It is advisable that the teacher hands out and comments on a short list of false cognates, which can be expanded as students gradually memorize the words;
- The initial list of false cognates may include words such as: **pretend, intend, actual, college, pull, push, fabric, mayor, lunch, parents, realize, convict** etc.



PART 2

My accent is my identity

TWO

1) Answer (10-15 min.)

- Teach the meaning of the false cognate *accent*;

- Ask students what they know an accent is. If necessary, help them understand by giving additional explanation/examples;

- Ask students to reflect upon their own accent and compare the way they speak to other Brazilians' who live in different parts of the country. Ask them if their accent impairs communication so as to elicit their answers;

- Then read the activity aloud and tell students what they have to do;

- Check the answers with the whole class.

Answers:

a) Answers vary and may include:

- Accents are the different ways a language can be spoken;

- An accent is the pronunciation associated to a region, nation, social class etc.

b) Answers vary and may include:

- Having an accent does not matter, because communication is the most important;

- Having an accent is important, because it shows diversity etc.

Notes:



2) Listening (10-15 min.)

- Ask students what they know about Malala Yousafzai. In terms of language, ask them if they think English is her native or second language and why.
- The text below can be used to provide extra information about Malala:

Who Is Malala Yousafzai?

Malala Yousafzai is a Pakistani education advocate who, at the age of 17 in 2014, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Yousafzai when she was traveling home from school. She survived and has continued to speak out on the importance of education. In 2013, she gave a speech to the United Nations and published her first book, I Am Malala.

Source: <https://www.biography.com/activist/malala-yousafzai#:~:text=As%20a%20young%20girl%2C%20Malala,receive%20the%20Nobel%20Peace%20Prize.>

- Read the activity aloud and tell students what they have to do;
- Play the whole video once, so that students can watch it, and turn on subtitles. Tell students that Malala graduated in Philosophy, Politics and Economy from University of Oxford in 2020.

The video is on YouTube, entitled *Malala's Address to the Class of 2020*.

Available in: https://www.youtube.com/watch?v=Qxp_hLhxjoA&t=8s&ab_channel=MalalaFund

Duration: 1 minute and 14 seconds

FULL TRANSCRIPT:

Dear class of 2020,

Like all of you, I'm also missing my graduation ceremony this year. When I pictured my last few months at Oxford, I saw myself studying in the library, working day and night, revising, and then in the end, celebrating my achievements with my friends.

But right now, I'm stuck in the house, in my room, trying to study while my brothers interrupt me and annoy me, up to the extent that I have to put a sign outside my door that says, "Studying, do not enter."

While this is not the ending that we imagined, our education will outlast any party or any ceremony. Don't be defined by what you lose in this crisis, but by how you respond to it. You have gained your education, now it's time that you go out and use it for the betterment of the world.

Congratulations to the class of 2020. I wish you all the best.

- Play the video again, but this time from 0:37 seconds to 0:54 seconds, with subtitles off;
- Students will listen to this part of the video 3 times, preferably, in order to fill in the gaps;
- After everyone finishes, check the answers with the whole class.

Answers:

*"While this is not the **ending** that we imagined, our education will **outlast** any party or any ceremony. Don't be defined by what you **lose** in this crisis, but by how you respond to it. You have **gained** your education, now it's time that you go out and use it for the **betterment** of the world."*



3) Opinion (5-10 min.)



- The teacher should stress the importance of the English language in the world today, emphasizing its role as a *lingua franca*. Based on that, additional information should be brought such as the fact that the non-native speakers of English outnumber the native speakers. Also, it is important to highlight that a person like Malala is not a native speaker of English and, even so, is a successful communicator, even showing a Pakistani accent when she speaks English.

- In this view, based on what students answered in activity 1, they should now reflect on the role of the different accents all over the world. From the discussion opened up in this opinion activity, it is important that the teacher raises students' awareness concerning language diversity, intelligibility and, also, language discrimination.

- **Students' answers to the activity may vary.**

FOCUS ON PRONUNCIATION



Reading (5-10 min.)

- Give students some time to read the text in silence using the reading technique they have learned. Then ask them what the text is about;
- Connect the content of the text to the previous discussion in the opinion activity.

Notes:

Pronunciation corner

(5-10 min.)



- Ask students to pay attention to the final letter of the words in bold in the text. Then pronounce each word, drawing students' attention to the fact that the letter *-e* at the end of these words is not pronounced;
- Explain to students that, although *final -e* is pronounced in Portuguese, it is silent in most English words, so the last sound of the word should be that of the consonant preceding *-e*;
- Read the words in bold aloud and ask students to repeat them. Then read the text first and ask one student at a time to read it aloud afterwards. Keep track of how students pronounce the highlighted words;
- After everybody reads the text, correct any reading mistakes you find necessary and emphasize the pronunciation of the words in bold in the text, reminding students that final *-e* is silent in most English words.

Notes:



PART 3

Getting to know the world

THREE



1) Reading (15-20 min.)

- Tell students that part 3 will focus on the genre *Did you know?*, a short text which brings curiosities about people, places, things etc. Tell them they are going to get familiar with the genre through the texts in this part of the unit;
- Before the reading activity, ask students what curious facts they know regarding languages. Write the information they share on the board;
- Read the title of the first paragraph and ask students if they know what information it brings. In case they have difficulties, help them understand;
- Give students some time to read the first paragraph and tell them to pay attention not only to cognate words, but also to numbers, as they provide important information. Then ask students to share what they understood from the paragraph. After everyone speaks, give additional information if necessary;
- Proceed the same way with the second paragraph.

Notes:



GIRLS JUST
WANNA HAVE
FUNDAMENTAL
HUMAN RIGHTS

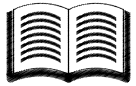
UNIT 2
MWO



PART 1

Getting started

ONE



Read the text below:

What is feminism?

Feminism is a social movement and ideology that fights for the political, economic and social rights for women. Feminists believe that men and women are equal, and women deserve the same rights as men in society. The feminist movement has fought for many different causes, such as the right for women to vote, the right to work and the right to live free from violence.

Famous feminists include Beyonce, Lena Dunham, Amy Poehler, Tavi Gevinson, Lorde and many more!

Feminism is about standing up and saying “This isn’t good enough!” Women should be paid equally for doing the same work, they should be 50% of representatives in parliament and be able to live their lives free from violence.

The first wave of feminism happened in the late 19th and early 20th centuries. First wave feminists were known as the suffragettes, they campaigned for women’s right to vote. Imagine living in a democracy where only half the population could vote! Unfortunately this is still the case in some countries, but we are lucky in Australia that women have the same democratic rights as men.

Adapted from: <https://rosie.org.au/our-world/womens-rights/what-is-feminism/>



IN THIS UNIT,
YOU WILL LEARN:

HOW TO
UNDERSTAND A TEXT
WITH THE HELP OF
WHAT YOU ALREADY
KNOW

HOW TO IDENTIFY
A PREFIX

HOW TO IDENTIFY
A MODIFIER

HOW TO IDENTIFY
AND PRODUCE A
TEXTUAL GENRE

Mark true (T) or false (F) according to the text:

a) The feminist movement defends that women should be superior to men.

True

False

b) The suffragettes fought for women's right to vote.

True

False

c) In Australia, men and women are treated equally.

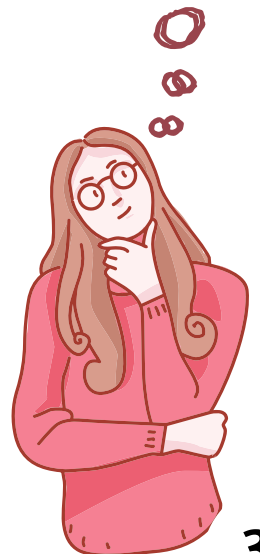
True

False

Food for thought



If you already have some prior knowledge of the content of the text, understanding it becomes easier. So, be frequently immersed in the world and expand your repertoire with themes that are constantly discussed.



"News in Levels" is an app to improve your English naturally. Available for Android and iOS.



PART 2

I have a voice

TWO



1) Answer:



a) Who is Emma Watson?

b) What is she famous for?

c) What role does she play nowadays in society?



2) Listen to a piece of Emma Watson's speech and put the excerpts below in order:

If there is one thing
I know for certain,

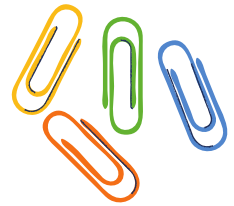
has too often become
synonymous with man-hating.

it is that this has to stop.

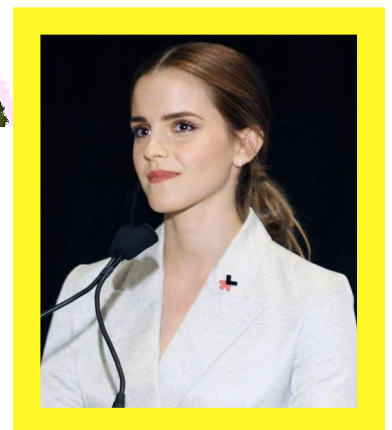
I was appointed six months ago

the more I have realized that
fighting for women's rights

and the more I have
spoken about feminism



3) Opinion: Can only women be considered feminists?

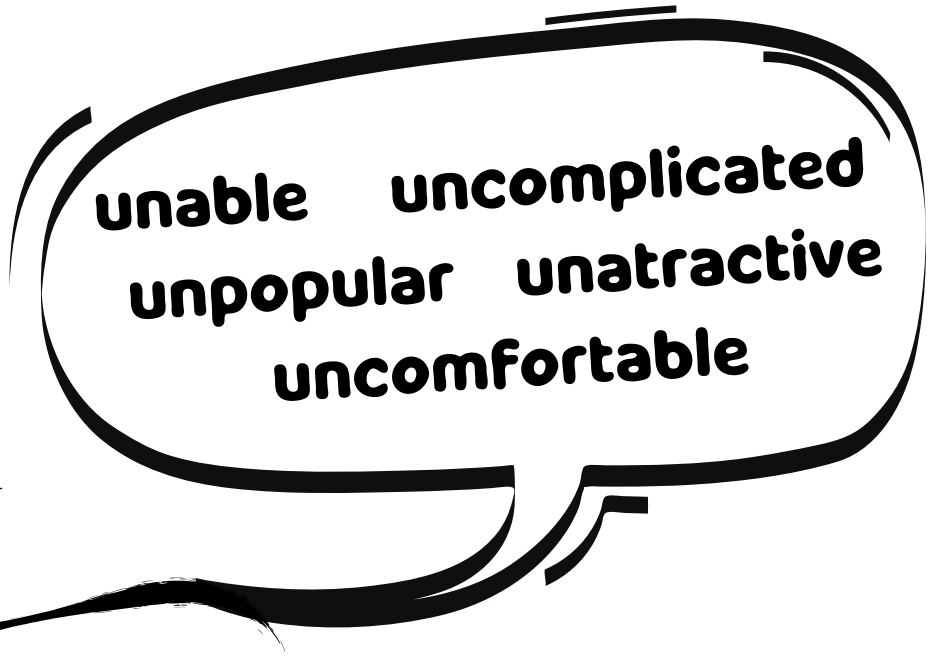


<https://www.globalcitizen.org/en/content/emma-watson-cares-and-so-should-you/>

4) Look at the following words, said by Emma Watson during her speech:

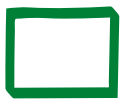


<https://www.redonline.co.uk/red-women/blogs/a515124/emma-watson-heforshe-un-ambassador-speech/>



a) What element do all the words above have in common?

b) This element conveys a _____ idea.



positive

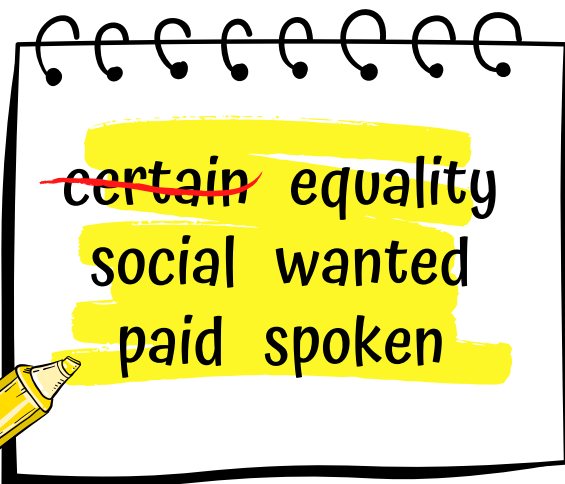


negative

c) the opposites of the five words above are _____, _____, _____, _____ and _____.



5) **Vocabulary building.** Give the antonyms of the words below by adding a prefix. The first one is done for you.



_____ *uncertain* _____



In 2017, the #metoo hashtag went viral and woke up the world to the magnitude of the problem of sexual violence. What had begun as local grassroots work had now become a global movement — seemingly overnight. Within a six-month span, our message reached a global community of survivors. Suddenly there were millions of people from all walks of life saying "me too". And they needed our help.

https://metoomvmt.org/get-to-know-us/history-inception/



To learn more about the #metoo movement, visit the website: <https://metoomvmt.org/>

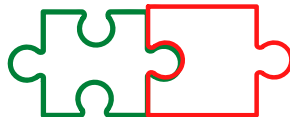


6) Look at the following six pairs of words highlighted in the text above:

#METOO HASHTAG	SEXUAL VIOLENCE	LOCAL GRASSROOTS
SIX MONTH SPAN	GLOBAL MOVEMENT	GLOBAL COMMUNITY

In each pair, which word is used to modify the other and which word is being modified? The first one is done for you.

Modifier



Modified

six-month

span



7) Read the sentence below and circle the correct word:

In English, it is common that a modifier appears before / after the word that is modified.



PART 3

THREE Together we are stronger



1) Read the text below. Attention to the underlined words.

The women's suffrage movement was a decades-long fight to win the right to vote for women in the United States. It took activists and reformers nearly 100 years to win that right, and the campaign was not easy: Disagreements over strategy threatened to cripple the movement more than once.

But on August 18, 1920, the 19th Amendment to the Constitution was finally ratified, enfranchising all American women and declaring for the first time that they, like men, deserve all the rights and responsibilities of citizenship.

The campaign for women's suffrage began in earnest in the decades before the Civil War. During the 1820s and 30s, most states had extended the franchise to all white men, regardless of how much money or property they had. At the same time, all sorts of reform groups were proliferating across the United States— temperance leagues, religious movements, moral-reform societies, anti-slavery organizations—and in many of these, women played a prominent role.

Adapted from: <https://www.history.com>



Tips and hints for reading

To get a general idea of the text, pay attention to information such as:

- ✓ Words similar to Portuguese;
- ✓ Words you already know;
- ✓ Images and numbers.

Remember: your world knowledge is also a powerful tool!





2) **Vocabulary building.** What is the equivalent of each underlined word in the text? Use context to help you.

Cripple

- a) encourage b) paralyze c) help d) mobilize

Ratified

- a) confirmed b) restricted c) approved d) rejected

Franchise

- a) request b) idea c) rejection d) authorization

Prominent

- a) important b) relative c) secondary d) special

Carolina de Jesus



Carolina Maria de Jesus was a Brazilian outskirts memorialist who lived most of her life as a slum-dweller. She is best known for her diary, published in August 1960 as Quarto de Despejo after attracting the attention of a Brazilian journalist, which became a bestseller and won international acclaim.

https://en.wikipedia.org/wiki/Carolina_Maria_de_Jesus

Exploring the genre



PROFILE is a written portrait of a person. Information in this genre include: who the person is/was, what the person has done/did, what the person is/was recognized for etc. A profile is predominantly descriptive.

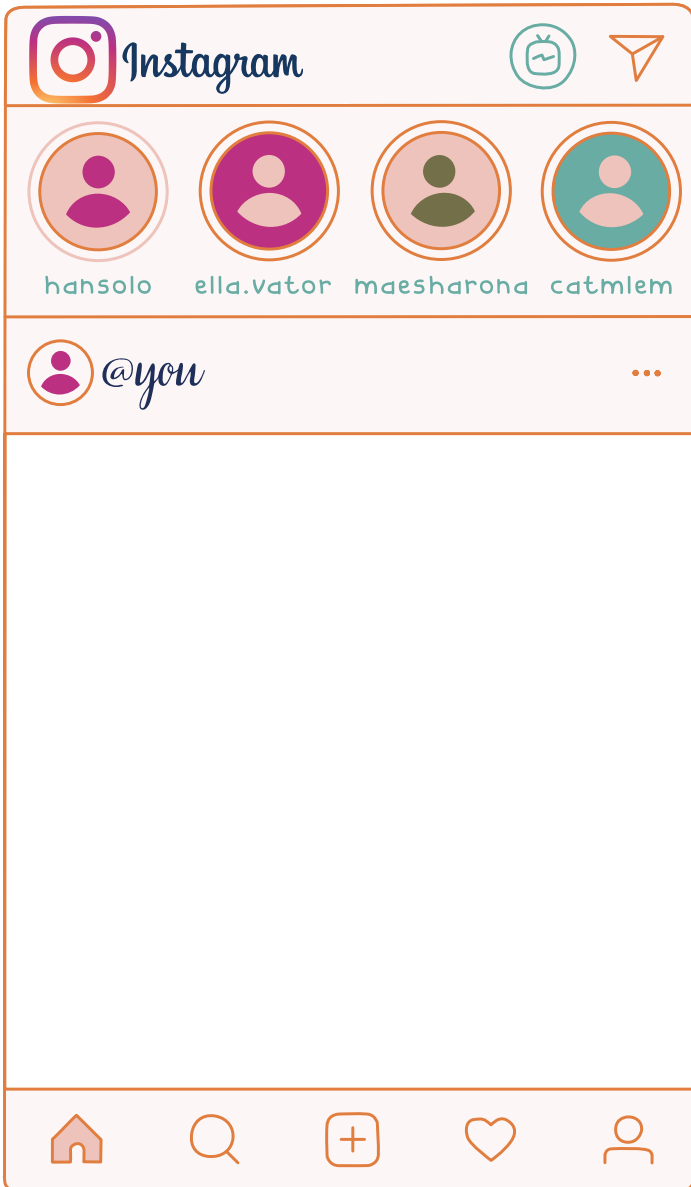




To read profiles of famous people around the world and to learn more about this genre, visit the website: <https://short-biography.com/?cn-reloaded=1>

New post on Instagram

What woman inspires you? Write her profile below and share it with your classmates on your social media.



Horizontal lines for writing the profile details.

DON'T FORGET

TO INCLUDE AS MANY MODIFIERS AS YOU CAN IN YOUR DESCRIPTION!



PART 4

Checklist – My progress

Now that you finished the unit, say how confident you are in relation to the items below. Circle one number for each item.

I can use information I already know in a text to help me understand it.

1

2

3

4

5

I can recognize a negative prefix in a word.

1

2

3

4

5

I can recognize a modifier and its function in a sentence.

1

2

3

4

5

I can recognize the profile genre when I read it.

1

2

3

4

5

I feel that I learned a lot in this unit. I also feel that my vocabulary has improved.

1

2

3

4

5

Teacher's Guide



GIRLS JUST
WANNA HAVE

FUN **DAMENTAL**

HUMAN RIGHTS

UNIT 2
T W O
M

Unit 2– contents

Theme & vocabulary

The theme of unit 2 is **feminism**. Before the unit starts, it is important that the teacher introduces the topic by asking students what they know feminism is. Students will have the opportunity to read about some important movements through history which have helped women have their rights assured. Moreover, students will also read about and listen to inspiring women's stories. Besides, the texts and audio provide vocabulary related to the unit's theme.

Reading strategies

World knowledge (using the knowledge you know about a topic to help understand the text), *skimming* (having a general idea of the text with the aid of some elements, such as cognates and images) and *inference* (using context to understand the meaning of an unknown word) are the strategies covered in the unit.

Grammar

Students will learn the prefix *-un*. They will also learn to identify modifiers and their position.

Genre

The genre *profile* will be the focus of the written production. In this unit, the profile of Carolina de Jesus is presented to the students, followed by an explanation of the characteristics of this genre.

Symbols used in this unit



This symbol brings reading suggestions to help students broaden their knowledge and expand their vocabulary.



The teacher should add extra information about a subject to help students understand it better.

Rationale

English for specific purposes: reading the world is a teaching material developed for basic level (A2) students who would like to learn how to read in English so as to have access to unlimited sources of information. In order to fulfill this aim, each unit brings important reading strategies for the students, who are encouraged to use them continually as they progress in their studies. Although the main focus of both units is on the development of reading skills, listening, speaking and writing activities are also part of the textbook by requirement of CEI. In this way, despite written texts and reading strategies are constantly presented in the material, the four skills are taught in an integrative and communicative way.

As teachers, we know that there is not a teaching method that stands out from the others, being regarded as the best method, and that each method makes an important contribution to the students' learning process in different ways. In this view, for my textbook, I have chosen to work with the communicative approach, first because my target audience are adult learners at university level and the more communicative a method is, the better for adults to succeed when exposed to the target language and when given the chance to express themselves through it. The second reason is that the communicative approach was developed on the following assumptions (LARSEN-FREEMAN, 2000; RICHARDS; RODGERS, 2014):

- a) Language is conceived as social interaction, which does not make it neuter when in use;
- b) The grammatical structures are not the class focus; rather, they are the teacher's attention focus so as to help students to learn how to use them appropriately;
- c) The learner is not seen as a *tabula rasa*, but as a being who is capable of building their knowledge and negotiating meaning during their social interactions;
- d) The teacher's role is that of a facilitator of students' learning, not as a model to be imitated;
- e) Students' mistakes are seen as a natural part of their learning process;
- f) The learning goal is to help students develop their communicative competence, which entails the building of grammatical, discursive and

sociolinguistic knowledge of the language, as well as strategies of compensation and communication;

- g) The materials used in class should be authentic, that is, taken from situations of real language use, without any modification in order to meet pedagogical purposes.

Moreover, we cannot deny the role English has in this century: that of a *lingua franca*, which unites nations and strengthens the bonds among people whose native languages are different. This has important implications when it comes to teaching, since, by understanding that English is spoken worldwide, it is essential to consider that accents and dialects are a natural part of the language globalization, mainly when we consider that the number of non-native speakers of English outnumbers the native speakers. As Crystal (1997, p.133) says, “these new Englishes are somewhat like the dialects we all recognize within our own country, except that they are on an international scale, applying to whole countries or regions.”

As a consequence, the teacher should raise students’ awareness to the fact that the English language is not the domain of a few countries, such as the United States, England and Canada, nor is the English spoken in these nations better than the English spoken by non-native speakers. So, when asked questions like “Is there a pronunciation model of English?” or “Which is the best accent: British or American?”, the teacher must base their answer on what Rajagopalan (2009) brings to us:

For me, these questions do not make sense anymore. The English language, long ago, is no longer a propriety of this or that nation, of this or that country. As well said by Widdowson (1994), a language like English (there are others such as Arabic, Spanish, Portuguese, Hindi etc.) can only be characterized as international due to the fact that it is no longer the monopoly of a single nation. That is, in its condition of international language, what I call “World English” [...] does not have native speakers. (RAJAGOPALAN, 2009, p. 41, my translation)¹

¹ Para mim essa[s] pergunta[s] não tem mais sentido algum. A língua inglesa, já há um bom tempo, deixou de ser propriedade dessa ou daquela nação, desse ou daquele país. Como bem diz Widdowson (1994), uma língua como o inglês (há outras como o árabe, o espanhol, o português, o hindi etc.) só pode ser caracterizada como internacional pelo fato de ter deixado de ser o monopólio de uma só nação. Ou seja,

Furthermore, in line with what I mentioned previously, the current number of non-native speakers of the English language is three times bigger than the number of native speakers. Because of that, when we consider that each living language is subject to the natural process of variation and change, traits like the accent should be seen as the speaker's identity, not as something that should be stigmatized. We must remember that:

ELF [English as a Lingua Franca] puts emphasis on the role of English in the communication between speakers of different L1s, that is, the primary reason to learn English nowadays. It suggests the idea of continuity in opposition to foreignness; it emphasizes that people have something in common instead of their differences; it implies that the language “mix” is acceptable [...] and that, hence, there is nothing inherently wrong in keeping certain characteristics of the L1, such as the accent; finally the latino name [*lingua franca*] symbolically removes the propriety of the English language from the Angles [...] All these effects are highly appropriate for a language that has an international function. (JENKINS, 2000, p. 11 *apud* BECKER, 2014, p. 229, my translation)²

After bringing a general view of my textbook and, also, some discussion on the role of English as a *lingua franca*, something that the teacher must be aware of, especially when it involves teaching to adults, the next part of this rationale will focus on the skills presented in Unit 1 – *Languages of the world* and Unit 2 – *Girls just wanna have fun(damental human rights)* so as to explain how the units combine theory and practice.

It is important to point out that all the written texts, images and audios/videos in both units are authentic materials, which are followed by the electronic addresses where they were taken from. In addition, both units are organized in four parts, and the ordering of the activities in both Unit 1 and 2, as well as the sequence of contents from one unit to

em sua condição de língua internacional, aquilo que chamo de “World English” [...] não tem falantes nativos.

² *ELF enfatiza o papel do inglês na comunicação entre falantes de diferentes L1s, isto é, a razão primária para se aprender inglês hoje em dia; sugere a ideia de comunidade em oposição a estrangeirismo; enfatiza que as pessoas têm algo em comum ao invés de suas diferenças; implica que a “mistura” de línguas é aceitável [...] e que, portanto, não há nada inerentemente errado em manter certas características da L1, tal como o sotaque; finalmente o nome latino simbolicamente remove a propriedade da língua inglesa dos anglos [...] Esses efeitos são todos altamente apropriados para uma língua que tem uma função internacional.*

the other, follow Leffa (2007), when he says that it is important to begin with what is more simple and easy for the student, enabling more immediate feedback, and then progress gradatively to what is more complex and challenging.

Reading – The reading activities are followed by explanations of reading strategies that help the student understand information from an authentic text even at a basic level. Also, given that my material aims at adults over 18 years old at university level, English for Specific Purposes with focus on reading skills, largely known in Brazil as *Inglês instrumental*, meets university students' needs (SILVEIRA; VEREZA, 2010). The goal of this approach is training them to read and understand texts through different strategies, from which I consider as the most important for the basic level adult student the knowledge of *cognate words*, *world knowledge*, *skimming*, *scanning* and *inference* (SOUZA, A. *et al.*, 2005).

Listening – According to Richards (2005), a good listening activity is composed of three parts: 1) *pre-listening*, which prepares students for listening comprehension through activities that activate students' schemata, make predictions, review key vocabulary etc.; 2) *while listening*, which focuses on information comprehension through exercises requiring selective listening, gist listening, sequencing, among others; 3) *post listening*, which typically involves a response to comprehension and may require students to give their opinion about a topic, for instance.

Given such organization, the listening section in my two units is built as follows. In both units, the pre-listening part requires that students answer questions that aim at activating their prior knowledge on the topic (in Unit 1, that Malala Yousafzai, besides being an activist, is not a native speaker of English; in Unit 2, that Emma Watson is not only an actress, but also a feminist and an activist who fights actively for gender equality). Given that my material is directed to basic level students, my while listening part in both units involves selective listening in order that students fill in gaps (Unit 1) and put sentences from an excerpt in order (Unit 2).

Finally, the listening section of both units also brings the same kinds of post listening activity, which require that students give their opinion based on what they learned in the section. In the case of Unit 1, the focus of the post listening activity is to raise students' awareness on the importance of accents and linguistic diversity. In this way, the post listening part allows learners to make a link to the pre listening part, since both involve a reflection on the importance of accents, first regionally and then globally. In the case of the post listening part of Unit 2, students are encouraged to think over the

feminism definition and say if, according to it, fighting for equal rights for everybody is only the women's role.

Following Richards (2005), foreign language learners need to take part in activities which require them to try out using the language so that new learning items can be gradually incorporated into their linguistic repertoire. Added to that, Brown and Lee (2015) state that the integration of two or more skills is fundamental when the teacher plans an activity insofar as “[o]ne skill will often reinforce another” (p. 316), contributing to “meaningful communication and the development of learners’ communicative competence.” (p. 316).

Speaking – The speaking activities in my textbook are mainly integrated to the listening section, since the post listening part involves students giving their opinion on a subject. Also, considering that my target audience are adult learners at basic level, which implies that their oral skills are still elementary, the speaking skills to be developed in order that students do well on the post listening part follow Brown and Lee (2015).

In order to help students answer the questions “Think about the English language being spoken all over the world. What role do the different accents play?” (post listening – Unit 1) and “Can only women be considered feminists?” (post listening – Unit 2), the teacher should encourage the development of speaking strategies in addition to the world knowledge that students bring to the classroom. According to Brown and Lee (2015), the strategic competence is a concept that few beginning language students are aware of and, thus, they should be encouraged to develop their own personal strategies for accomplishing oral communicative purposes. In this respect, the authors suggest some important communication strategies, reproduced below (BROWN; LEE, 2015, p. 358):

ORAL COMMUNICATION STRATEGIES TO TEACH L2 LEARNERS

- asking for clarification (*What?*)
- asking someone to repeat something (*Huh? Excuse me?*)
- using fillers (*Uh, I mean, Well*) in order to gain time to process
- using conversation maintenance cues (*Uh huh, Right, Yeah, Okay, Hm*)
- getting someone's attention (*Hey, Say, So*)
- using paraphrases for structures one can't produce
- appealing for assistance from the interlocutor (to get a word or phrase, for example)
- using formulaic expressions (at the survival stage) (*How much does _____ cost? How do you get to the _____?*)
- using mime and nonverbal expressions to convey meaning

Pronunciation – There is one explicit pronunciation activity in Unit 1 that focuses on words ending in *silent E* (GODOY; GONTOW; MARCELINO, 2006). The choice of such pronunciation topic lies on the fact that students tend to transfer the knowledge of the phonological system of the Portuguese language in order to convey meaning in the target language (CRISTÓFARO-SILVA, 2012) and, with regard to silent E, Brazilians are likely to pronounce this letter in final position, as they do in their native language. The problem is that the pronunciation of E at the end of most English words can lead to misunderstandings, as can be seen in the noun *tide* (/taɪd/) which may be pronounced as the adjective *tidy* (/ˈtaɪ·di/), or in the verb form *ate* (/eɪt/) which can be wrongly pronounced as the number *eighty* (/ˈeɪ·ti/).

Since this topic responds for a great part of Brazilians’ pronunciation difficulties, especially adults at basic level, I considered it important for the teacher to tackle this issue in Unit 1. This aligns with what Brown and Lee (2015) defend when they say that “[a]t the beginning levels, we want learners to surpass that threshold beneath which pronunciation detracts from their ability to communicate.” (p. 374). The pronunciation activity in Unit 1 is based on a text whose subject is language discrimination and which was chosen because it provides many examples of silent E words that can be practiced.

Grammar – For my material, I have chosen grammar topics that could serve as reading strategies to aid students in their process of learning to read in English: function and position of modifiers, the negation prefix *un-* and two functions of the *'s*: as a contraction of the verb form *is* and as an indication of the genitive case. All these grammar topics are taught in an inductive way (AZEVEDO; CARNEIRO, 2017). In this view, rather than explicating grammar rules and, in sequence, giving consolidation examples followed by exercises so that students can practice those rules, which is in accordance with deductive grammar teaching, the inductive approach is the opposite. This approach starts with some examples from which students can detect, or notice, recurrent patterns, which makes it possible for them to work out a rule, followed by language practice.

Writing – The writing activity is at the end of both units and is genre-based. Students have the opportunity to learn about two different written genres, *Did you know?* (Unit 1) and *profile* (Unit 2) and explore their characteristics as well as see additional examples, indicated by the “Keep going” symbol in the units. After studying the genres, students keep developing their genre awareness, this time by writing their own examples of *Did you know?* paragraph, based on linguistic curiosities, and of *profile*, describing a woman who is an inspiration for them. I have opted for saving the writing activity for the

end of the units so that students can use the vocabulary, grammar, and all the knowledge they acquired to help and guide them in their writing process.

Vocabulary – Considering vocabulary learning by adult students, they must be exposed to the new words quite frequently so that the repetition allows new lexical items to be incorporated to the knowledge that the learner already has stored in their memory. From this perspective, a good way for adults to learn new words is through a lexical notebook (LEWIS, 1993). The fruitful use of such learning tool should follow the steps below:

- a) Registration not only of the word and its translation, but also of the sentence where the word came from, since meanings change from context to context. The new word can also be followed by its collocations, as well as associated to its word class and frequency of use, among other possibilities;
- b) Daily notebook reading, from the first word up to the last word registered. Sökmen (2000) and Sousa (2007) suggest that a word starts to be internalized by the learner if seen at least five times in meaningful contexts.

The vocabulary notebook is an excellent tool, because it can be used by students of different ages and learning levels and, also, by the teacher in their process of continuing study, which serves as an encouragement for the students at the same time.

Teacher's guide – Each unit is followed by a Teacher's Guide that contains not only the answer key for the activities, but also additional information that can help the teacher give the students good guidance. To cite one example, the teacher will come across with an apple symbol in some activities, which means that additional information is necessary so that students can get the maximum benefit from the activities and, thus, expand both their world and linguistic knowledge. Furthermore, the teacher's material provides the teacher with a step-by-step explanation of how the activities should be conducted and what to expect from students in terms of learning when they are done.

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Unit 1

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