UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras - FALE

Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Curso de Especialização de Ensino de Inglês - CEI

Anna Myotin-Grant

"GET INVOLVED": A proposal for Social Justice Teaching

(Unidade Didática para o Ensino de Inglês)

Belo Horizonte

2018

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Monografia de especialização apresentada à Faculdade de Letras da UFMG como requisito para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Profa Dra. Adriana Sílvia Marusso

Belo Horizonte

2018

Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Inglês: Abordagens
Contemporâneas

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO DE Anna Myotin-grant, matrícula 2016708969. ACP

Às 12:20 horas o dia 08 de fevereiro de 2018, reuniu-se no auditório 1007 da Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Ensino *de* Inglês: Abordagens Contemporâneas, para julgar em exame final, o trabalho intitulado "Get Involved" - A proposal for Social Justice Teaching (Unidade Didática para o Ensino de Inglês), como requisito final para obtenção do Grau de Especialista em Ensino de Inglês: Abordagens Contemporâneas. Abrindo a sessão, a Presidente da Comissão, Prof(a) Dr(a) Junia de Carvalho Fidélis Braga, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra ao(à) candidato(a) para apresentação de seu trabalho. Seguiu-se a argüição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, 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).Dr(a).Junia de Carvalho Fidélis Braga, indicou a (X) **aprovação** ( ) **reprovação** do(a) candidato(a);

Prof(a). Estevão Carvalho Batista, indicou a (X) aprovação ( ) reprovação do(a) candidato(a).
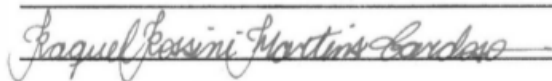
Prof(a). Raquel Rossini Martins Cardoso, indicou a (X) aprovação ( ) reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) (X) **aprovado(a)**/ ( ) **reprovado(a)**.

Nota. 85

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA, que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 08 de fevereiro de 2018.

Raquel Rossini Martins Cardoso

Obs.: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

Prof.ª Dr.ª Ana Larissa A. M. de Oliveira
Coordenadora do Curso de Especialização
em Ensino e Aprendizagem de Inglês
FALE/UFMG

Resumo

Esta monografia é uma proposta de Ensino da justiça social. Ela propõe duas unidades didáticas para o ensino de inglês como língua estrangeira voltadas para jovens adultos brasileiros de nível Pré-intermediário para ser adotado por cursos livres de idiomas. Os temas das unidades, *"Direitos da criança à educação"* e *"(Des) igualdade de gênero"* foram escolhidos visando promover reflexões e discussões que façam sentido e ao mesmo tempo conscientizar os alunos sobre as injustiças sociais que ocorrem em diversas áreas da vida. Tem como propósito não somente ensinar alunos sobre o idioma mas como também induzir uma reflexão crítica sobre as questões das injustiças sociais e educá-los para se tornar cidadãos críticos, os objetivos do Letramento crítico.

Utiliza a ideia de que o aprendizado do idioma é "apreender a se comunicar" e as premissas e princípios da Abordagem Comunicativa de Ensino. O princípio comunicativo, princípio da tarefa e o princípio da significação informaram a maior parte das decisões acerca da produção de material. É baseado no trabalho dos autores: Richards and Rogers (2002), Mattos (2014), and Brown (2004)

Espero que *"Getting Involved"* ajude alunos a não somente pensar de forma crítica sobre as injustiças sociais do mundo mas como também no seu papel em ajudar a solucionar essas injustiças.

Palavras-chave: Ensino de Justiça Social. Letramento Crítico. Abordagem Comunicativa de Ensino.

Abstract

This paper is a proposal for Social Justice Teaching. It proposes two didactic units for the teaching of English as a foreign language aimed at young Brazilian adults who are at the Pre-intermediate level to be adopted by Language schools. The themes of the units, *"Children's right to education"* and *"Gender (In) Equality"* *were* chosen to promote meaningful reflections and discussions whilst raising awareness of social injustices that occur in various areas of life. It is meant not only to teach students about the language but also to induce a critical reflection on social justice issues and educate them to become critical citizens, the goals of Critical Literacy.

It works with the idea that language learning is "learning to communicate" and it draws on the premises and principles of Communicative Language Teaching. The Communicative principle, task principle, and meaningfulness principle informed most decisions regarding material development. It is grounded on the work of the authors Richards and Rogers (2002), Mattos (2014), and Brown (2004).

I hope *Getting Involved* will help students to not only think critically about the social injustices of the world but also their role in helping to solve these injustices.

Keywords: Social Justice Teaching. Critical Literacy. Communicative Language Teaching

LISTA DE ILUSTRAÇÕES

SUMÁRIO

1 INTRODUCTION

Long ago I decided to pursue the career of English Teaching after I was invited by the English teacher of my British school to be an English tutor for my fellow foreign classmates. Since then I have been involved in developing my teaching practices and asking myself what to teach and how to teach it.

Starting CEI back in 2016 was one of the best decisions that I have made as an English teacher. It has equipped me with the knowledge and tools I needed to be a better teacher. It has allowed me to make informed choices in my teaching, whereas before I did something by intuition, now I was doing something that I knew about.

As an English teacher, material development has always been a challenge. The selection of materials and the elaboration of questions that were able to teach and test students effectively was always regarded as a daunting task by me. However, the knowledge I have acquired from CEI has helped me greatly while doing this paper.

Getting Involved is an attempt to integrate the principles of Communicative Language Teaching with Social Justice Teaching. It uses a Critical Approach to learning. The objective is to induce a critical reflection on social justice issues and foster the development of citizenship skills. More is said about this on the Rationale of this paper.

So, the name "Getting Involved" sprung to mind since the idea is not only to raise awareness of these topics but also "to promote social change, the inclusion of marginalized groups and citizenship education" (MATTOS, 2014, p. 129).

Two units were developed and two themes were chosen for each unit. Both units are aimed at young Brazilian adults who are at the Pre-Intermediate level and learning English as a foreign language, which refers to B1 level in the Common European Framework of Reference, that is Independent users. Both should be used together as they are interrelated.

The themes that were chosen for this paper, namely Children's right to education, and Gender (In) equality should be appealing since these learners are beginning to develop skills to talk about their experiences or dreams and also to give explanations for their opinions and preferences, so these themes are intriguing and generate a lot of discussion.

In Unit 1, "*Survive, Thrive and Transform*", students will work with Children's right to education. The unit aims to discuss a topic in a respectful manner while setting communicative goals. The unit is structured in sections that refer to the 5 language skills:

Listening, Reading, Speaking, Writing, and Grammar. Grammar is regarded as a skill and is taught inductively. Students work with the genres of letters. It also contains a Teacher's guide, with a description of what entails each section of the unit, guidelines on how teachers should work with this unit, and a Self -assessment section designed to enable students to conduct an effective assessment of their work. To me, this theme was a true example of how inequality can affect lives and what can be done to make it better.

It is organized in the following sections: *"Before we begin"*, which is a warm-up section designed to raise awareness of the topics, *"Listen-up"*, *"Read and Learn"*, *"Speak-out"*, *"Learn some more"*, *"Look it up"*, *"Grammar in Focus"*, *"Grammar in use"*, *"Now it's your turn to write"*, *Unit´s Round-up"* and *"Accessing my work"*.

The second unit, *"Stronger Together"* deals with Gender (In)Equality and how this cause should attract our attention in attempting to create an equal and just world. The aim of this unit, also communicative, is to express an opinion about a controversial topic. The unit is structured in the same way as unit 1, which will shortly be explained. Some sections refer to the 5 language skills. Again grammar is taught inductively and students work with the genre of an opinion article. Like unit 1 it contains a Teacher´s guide, with a description of each section and guidelines for teachers on how to work with this unit. It also contains a Self-assessment section. The theme of Gender Equality is of real interest to learners at that age. Also, the listening activity involves a talk delivered by Harry Potter's famous actress, Emma Watson. Students are going to be engaged by the notions of gender stereotypes and they will have a lot to say about it.

It is divided in the same way as unit 1. It starts with "Before we begin" then "Listen-up", "Read and Learn", "Speak-out", "Learn some more", "Look it up", "Grammar in Focus', "Grammar in use", "Now it's your turn to write", "Unit Round-up" and "Accessing my work".

Finally, I hope that the units developed as part of this paper achieve the learning objectives proposed. And that it inspires the development of other papers regarding Social Justice Teaching , which will be important in helping both teachers who are educators and learners to make significant changes that will reduce inequalities and create a better world.

This material was developed for educational purposes only and therefore not intended to be sold or used as the object to any other profitable goals. It can be used in classes when its author is expressly mentioned.

2 DEVELOPED MATERIAL

The developed material will be presented on the following pages.

Figure 1 – Page 1

Source: Created by the author (2018)

Figure 2 – Page 2

3. Listen again and answer the questions that follow:

1. Choose the ideas that best represents the campaign:
   a. It is concerned with the survival, health and safety of adolescents and children
   b. It is concerned uniquely with the survival of women, children and adolescents.
   c. Not only it is concerned with the survival of children women and adolescents but also with the creation of an environment that they can also flourish and be prosper

2. What are the ideals that represent the initiative:
   a. Survive, thrive and transform
   a. Grow, thrive and transform
   b. Innovate, create and transform

3. The video mentions some statistical facts in order to show results that have already been achieved because:
   a. it inspires people to do even more even faster
   b. it illustrates how little it was achieved
   c. it changes the topic

4. Are all possibilities of what the future can be, except:
   a. prosperous, hospitable with dignity
   b. poor, dangerous with suffering
   c. bright, humane with happiness

5. Now, analyze the sentences below, using (T) for true and F (false):
   a. Maternal deaths have been reduced by more than half ( )
   b. The death of children under the age of 5 have fallen by more than half since 1990 (   )
   c. By empowering each child, women and adolescent we can change the world ( )

Read and learn

4. Read the headline below and discuss the questions with your classmates.
Then check your predictions.
- What do you think would happen if children took over?
- How does this headline align or contrast with the previous listening?

Unicef CHAD Follow
Ensuring that Child Rights are realized in #Chad. Blog: http://www.yalna.org
Oct 24, 2017 - 1 min read

What if children were taking over?

We asked children in Chad to imagine what they would do for their country if all the adults would suddenly disappear. In that scenario, they would be in charge of solving everyday problems and set priorities. Here are their answers.

Source: Created by the author (2018)

Figure 3 – Page 3

"If I was in charge, I would create schools for deaf and mute children. We have the same rights and should have the same chance for education."

Amina Abakar, 13. When she was 5, she got meningitis and became deaf and mute since then. She attends the only school for deaf and mute in Chad, which is overcrowded. She taught us in sign language the sign of "education".

"If I was in charge, my first action would be to open a massive library and laboratory with free transportation to take all the students there to study."

Hassan Issa Haroun, 17. There is only a few libraries in N'Djamena and transportation is too expensive for Hassan to go there regularly.

"First, we'll need to stop crime by educating our peers. If someone steals something, he should get a warning and then be punished. I would punish landlords who are letting families live in slums"

Mahamat Dongos, 11, wants to become a police and arrest bad people. He lives in a mud house that could collapse at anytime when it rains.

"Our priority for the next generation is to plant trees and stop illegal logging If we don't stop cutting trees, our cities and crops will be taken over by the desert"

Sherila Mandweye, 15 is very concerned about climate change. In the Sahel belt, children are especially vulnerable to the impact of climate change, even though they have contributed the least to its causes.

"Our generation needs more cultural centers where we could learn music, theater, art and dance. This will open our minds. If I was in charge, I would build one cultural center in every corner."

Basile Madjitoloum 15, would love to go to a music or dancing school. But there is none in Chad...yet.

"Some children have toys and some don't. Some have nice clothes and others don't. I want to give toys and games to every child"

Fane Botoul, 5 is too young to think about what she would do if she was in charge. Fortunately, children her age do not have to make such decisions yet, but their hopes and dreams should drive our decision makers to take concrete steps for children.

Wcd   Unicef   Kidstakeover

Read article on: ttps://medium.com/@UNICEFChad/what-if-children-were-taking-over-994ba4981eb6

Source: Created by the author (2018)

Figure 4 – Page 4

5. Consider the text and answer the following questions:

1. What opinions are represented in this piece? Choose the best of the following alternatives:

    a) children's hopes and dreams are going to help to shape a better future
    b) children don't have any power in effecting change
    c) children can only dream and hope of a better future

2. What exactly are children taking over?

    _____

3. What is the author´s perspective? Does he see children taking over as a good or bad thing?

    _____

I'm just the same = I share an idea or an opinion
I'm different = I have a different take on the topic

6. Now, read the text again, select a powerful sentence. What are the reasons for your choices? Then, share your ideas with a partner. Are you the same or different?

--

Know your vocabulary

7. a What are the ideas expressed by the highlighted words? Are they positive, negative or neutral?

Positive	Negative	Neutral
in charge		

b. Can you find synonyms and antonyms for the highlighted words?

Term	Synonyms	Antonyms

Source: Created by the author (2018)

Figure 5 – Page 5

c. Read the article again. In pairs, discuss and match the meaning of the highlighted expressions to the definitions given by the Cambridge English Dictionary:

Cambridge Dictionary
Make your words meaningful

Useful Link:https://dictionary.cambridge.org/

1. overcrowded	a. the activity of cutting down trees to use their wood
2. in charge	b. a person who decides things
3. slums	c. a very poor or crowded area, especially in a city
4. mud houses	d. modest housing made of mud
5. logging	e. being the person who has control
6.decision-makers	f. containing too many people and things

8.   Now play TABOO! In this game the objective is to describe the given words without using the "taboo words".
Example: Overcrowded -> Taboo words: many, place, full
When you go in a room with lots of people, it is   .

| overcrowded
many
place
full | slums
poor
crowded
city | mud
houses
mud
made
house |
| logging
trees
cutting
wood | decision-makers
decision
makes
person | in charge
control
person
in command |

Source: Created by the author (2018)

Figure 6 – Page 6

Speak Out!

- **Why getting every child to school is important**
- **How the realities in your country differ from or are alike the reality of the children in Chad.**
- **UNICEF proposes a reflection. Where would you be today if you hadn't been to school?**

Learn some more

9.   UNICEF (The United Nations Children's fund) launched an interactive documentary called #imagine a school, which provides a "first-hand account of the challenges Syrian refugees face in their struggle to access education" (https://www.unicef.org/media/media_94432.html). People reacted to this on Twitter and posted reviews. Classify the reviews between which ones expresses fact (F) or opinion (O)

Did you know...

What is UNICEF?
UNICEF stands for The United Nations Children's Fund. It looks after the needs of children and mothers in the developing countries around the world Find out more on: http://news.bbc.co.uk/cbbcnews/hi/newsid_2310000/newsid_23 13300/2313357.stm.

UNICEF Education @UNICEFEducation · 21 Feb 2017
Children make up 50% of ALL refugees who have fled the conflict in #Syria. #ImagineaSchool imagineaschool.com/classes #EducationCannotWait   ( )

Tina Zita @tina_zita · 18 Feb 2017
Checking out the #imagineaschool hashtag. Wow!   ( )

( )

Katie Bareham @KatieBareham1 · 27 Jan 2017
No child should be without hope and dreams #imagineaschool

UNICEF MENA @UNICEFmena · 27 Jan 2017
2.4 million #childrenofsyria are out of school. #imagineaschool @UNICEFLebanon   ( )

Source: Created by the author (2018)

Figure 7 – Page 7

Follow on twitter: https://twitter.com/search?q=%23imagineaschool&src=typd

Look it up!

"fled" in English
> See all translations

fled
UK /fled/ US /fled/
○ PAST SIMPLE AND PAST PARTICIPLE OF flee
— Thesaurus: synonyms and related words
Running away and escaping

Useful link: https://dictionary.cambridge.org/dictionary/english/clunky

Get the sound right The /ʌ/ sound

10. Listen and repeat these sentences, focusing on the words in red. Then listen to the audio link to compare the model recording to your pronunciation:

   a. Children should be allowed to have fun and play in the sun

   b. Children shouldn't live in slums or mud houses

11. Now look at the phonetic transcription for the words slums, fun and sun. What are the similarities?

   a. slums :/slʌms/
   b. fun: /fʌn/
   c. sun: /sʌn/

12. Consider the following words. Underline the words with the /ʌ/ sound

   a. could , slums, food
   b. fun , wood, wool
   c. mood, sun, good

The /ʌ/ vowel is a mid-central sound. This means it is made with the tongue mostly relaxed, and at the center of the mouth (not too far forward or back). Your tongue should be at mid-height in the mouth, and your lips should be partially open. Vibrate your vocal cords and push air from your mouth.
https://tfcs.baruch.cuny.edu/%CA%8C/

13. Now practice saying the following tongue twister:

Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?

Source: Created by the author (2018)

Figure 8 – Page 8

14.   Now practice saying the following tongue twister:
Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?

Learn Grammar

15.   Consider the following sentence taken from the text. Does it refer to a real situation?

"If I was in charge, I would create schools for deaf and mute children "

16.   Now consider these second pairs of sentences. (https://corpus.byu.edu/coca/)

   a. "If you wish to keep your job, "I suggest you learn to distinguish between genuine threats and imagined ones"
   b. "If your body fat holds steady or decreases, you're getting enough calories"

Discussion Questions:

   ★ Which sentences express hypothetical ideas?

   ★ What types of situations do these sentences refer to?

   ★ What functions does the word "if" have in these sentences?

   ★ Do you recognize any verb tenses?

   ★ What about the meaning each sentence expresses?

17.   Compare sentences a,b and c and then circle the most appropriate answer.

   a. Sentence a refers to a situation that is always real/unreal

   b. Sentence b refers to a situation that is real/unreal and possible/impossible

   c. Sentence c refers to a situation that is real/unreal and possible/hypothetical

   d. Both sentences A and B refers to a situation that is real/unreal

   e. Both sentences B and C refers to a probable/improbable result

   f. The difference between sentences b and c is that sentence B refers to possible/impossible situations. And sentence C to hypothetical /possible situation

Source: Created by the author (2018)

Figure 9 – Page 9

https://www.ef.com/english-resources/english-grammar/conditional

18. Now match the sentences with the idea they express:

1. If your body fat holds steady or decreases, you're getting enough calories ( )	**A.** a possible condition and a hypothetical result in the future
2. If you wish to keep your job, "I suggest you learn to distinguish between genuine threats and imagined one ( )	**B.** a general truth in the present
3. If I was in charge, I would create schools for deaf and mute children ( )	**C.** a hypothetical condition and its probable result in the Present (Conditional)

19. a) Now match the beginnings of the sentences to the correct endings to make logical sentences:

1.	If I were to read a book...	**a.**	....I want that footage on TV the next day
2.	If I die...	**b.**	...I'll just be a burden
3.	If you tell him like you told me	**c.**	...Things would have turned out differrently
4.	If I hadn't left Pittsburgh	**d.**	...You'll have another struggle on your hands
5.	If I go down there	**e.**	...I'd learn something about my self

b) Now, use the sentences in 15a and write full sentences .
  1.
  2.

Grammar in Focus: Talking about Hypothetical Situations

20. Consider the sentence below and complete with true (T) or false (F).

A. "If I was in charge, I would create schools for deaf and mute children
  a. The sentence refers to a real situation ( )
  b. The sentence refers a possible condition ( )
  c. The second part of the sentence refers to a hypothetical future result ( )
  d. This type of sentence consists of a hypothetical situation ( )

21. Now consider sentences a-e and answer the following questions:

  a. If I were a boy, I think I could understand
  b. If I had 500 instead of 250 I could have bought a 50s LP Junio
  c. If I just lay here would you lie with m e
  d. If I go, will you love me?
  e. If I die young bury me in satin

Source: Created by the author (2018)

Figure 10 – Page 10

22. **Now consider sentences a-e and answer the following questions:**

  f. **If I were a boy, I think I could understand**

  g. **If I had 500 instead of 250 I could have bought a 50s LP Junio**

  h. **If I just lay here would you lie with m e**

  i. **If I go, will you love me?**

  j. **If I die young bury me in satin**

  1. **Are the sentences used to talk about undesirable or desirable situations?**

  2. **What kind of experiences do they express?**

  3. **Play the speaking game: WHAT WOULD YOU DO**

What would you do if you had enough money to not have to work?
Use the following structure: If I had enough money to not have a full-time job, I would...

  4. **Play**

http://yp.scmp.com/over-to-you/brain-game/article/102679/what-would-you-do-if-you-had-enough-money-not-have-work

Grammar in Use:

23. **Garfield is a series of comics involving Garfield, Odie (the dog) and Jon Arbuckle. Read the comic and answer the questions that follow:**

GARFIELD: IF YOU EVER GOT OUT OF BED...

THE WORLD WOULD PROBABLY END

NO NEED FOR PANIC, WORLD

  a. **In the comic, the expression " the world would probably end" is used to indicate that Garfield getting out of bed is likely/unlikely**

  b. **It refers to a possible/probable result and a real/unreal situation**

  c. **Garfield's last frase is comic because he has/doesn't have the intention of getting out of bed**

Source: Created by the author (2018)

Figure 11 – Page 11

Now it's your turn!

24. Your task is to imagine you are sponsoring a child. It's time for you to imagine what would you say to one of the children in Syria. You should write a short letter to UNICEF to send to one of the children. Here are the things Dyana, 13 and Jomma, 14, said and below SOME TIPS from Childfund international on how to write letters to a sponsored child.
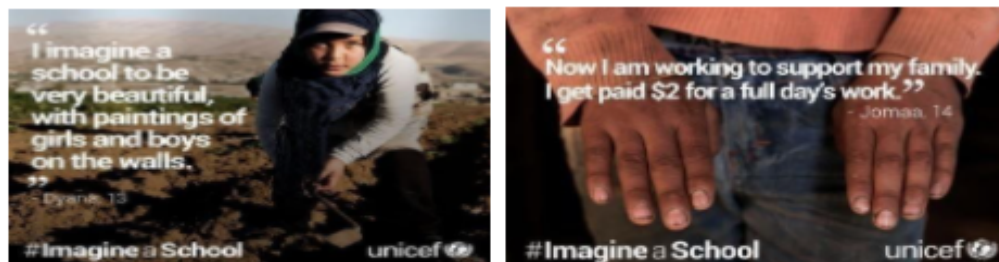
TIPS FOR WRITING A LETTER TO YOUR SPONSORED CHILD:

1. **Keep your messages positive.**
   - favorite memories
   - family
   - favorite stories
   - age-appropriate trivia
   - profession or hobbies
   - how you celebrate holidays
   - life in your town

Remember, the reader is your sponsored child.

2. **Give the child lots of encouragement.**

Asking Questions

Strike a balance between telling the child about yourself and asking questions of your child.

Ask open-ended questions.

Source: Created by the author (2018)

Figure 12 – Page 12

A child will find it much easier to start and maintain a dialogue if you provide the material first. Ask for descriptions, thoughts and ideas.

Examples of good open-ended questions and statements include:

- What do you do on a normal day?
- What games or activities do you enjoy?
- What is your favorite way to spend an afternoon?
- Tell me about someone that has made your life better.
- Will you send me a drawing of your home or village?
- Who are the people that live with you?
- What are your favorite holidays? How do you celebrate them?
- What are your favorite subjects in school and why?
- Tell me about your favorite places.

Read more on https://www.childfund.org/letter-writing-tips/

unicef | for every child

Before writing the letter think about:

Who is writing the letter?

Who are you writing to?

What is the **genre** of this text?

Why are you writing?

What are you writing for?

Paragraph 1: greeting and purpose of the letter

Paragraph 4: share a happy memory

Source: Created by the author (2018)

Figure 13 – Page 13

Paragraph 1: greeting and purpose of the letter

Paragraph 4: share a happy memory

Paragraph 2: tell something about yourself

Paragraph 5: finish with a inspirational/encouraging statement.

Paragraph 3: ask open-ended questions

Paragraph 6: finish the letter and say goodbye

Useful Language Box

How to start a letter:
Dear (name)...I´m writing to...

Ending a letter:
Best wishes/Hope to hear from you soon

Draft your work

25. In your notebook write a draft version of your email, dividing each idea in paragraphs. If you have any doubts check tips for writing letters to your sponsored child.

Check your work and write the final version

26. Now check your work for grammar, spelling and punctuation. Correct the mistakes and write your final version.
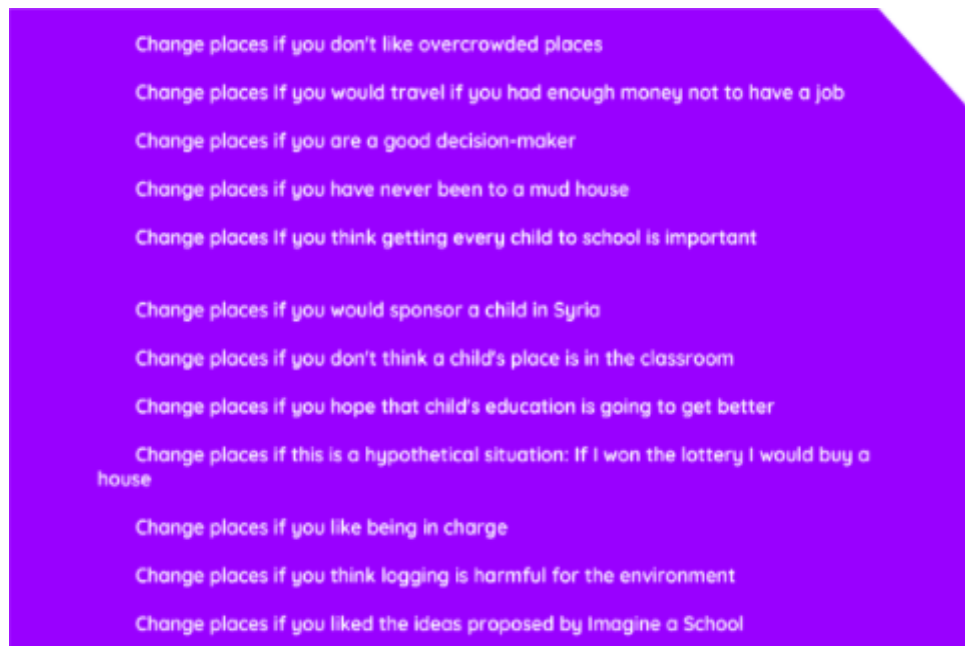
Unit Round-up

Now play the Game: CHANGE PLACES.

The game works like this: you will hear some sentences and if they are true for you you change places in the class. Example: Change places if you would buy a car if you had the money

Source: Created by the author (2018)

Figure 14 – Page 14

Change places if you don't like overcrowded places

Change places If you would travel if you had enough money not to have a job

Change places if you are a good decision-maker

Change places if you have never been to a mud house

Change places If you think getting every child to school is important

Change places if you would sponsor a child in Syria

Change places if you don't think a child's place is in the classroom

Change places if you hope that child's education is going to get better

Change places if this is a hypothetical situation: If I won the lottery I would buy a house

Change places if you like being in charge

Change places if you think logging is harmful for the environment

Change places if you liked the ideas proposed by Imagine a School

Assessing my work...

Now I can...

Tick the box you find more appropriate.

	Yes, definitely	Yes, but with some difficulty	Not yet
discuss a topic respectfully and politely	☐	☐	☐
read and guess meaning from context	☐	☐	☐
talk about general facts	☐	☐	☐
talk about hypothetical conditions in the past	☐	☐	☐
talk about a possible condition and a hypothetical result in the future	☐	☐	☐
use the vocabulary I learnt to make logical sentences	☐	☐	☐
Write an informal email	☐	☐	☐

Source: Created by the author (2018)

Figure 15 – Page 15

Teacher's Guide

This unit has been divided into sections. Each section was designed to train specific language abilities. Find below an outline of each section:

Before we begin...	This section contains warm-up activities designed to function as a presentation stage, in which students are introduced to the issues surrounding the topic.
Listen-up	In this section listening activities that develop bottom-up and top-down listening skills have been developed. Students are also tested in Macro-skills and micro-skills involved in listening comprehension
Read and learn	This section focuses on the skills involved in comprehending the meaning behind the text. It goes beyond reading comprehension. It aims at developing student´s formal schemata through awareness of text genres and conventions and through assessing how the text aligns or contrasts with the real world.
Know your vocabulary	In this section the focus is the understanding of a particular term or concept. Students do this in pairs, so that they can negotiate the meaning of the words and expressions.
Speak Out	All speaking activities in this paper are integrated. This section often appears after a reading or listening, since oral production should not be considered in isolation. Again, students are tested on Macro and micro-skills involved in speaking. Students are assessed on their ability to engage in meaningful conversation, whilst expressing ideas and opinions.
Learn Some More	In this section, students have the opportunity to read or listen to additional information about a particular topic. This is aimed at expanding background knowledge of the world they live in.
Look it up	These contains glossary entries that are key to decoding a message or a concept present in the other sections.
Get the sound right	This section is dedicated to pronunciation activities. Students learn to recognize the sound and distinguish between different sounds.
Learn Grammar	This section contains samples of a particular

Source: Created by the author (2018)

Figure 16 – Page 16

	grammatical aspect and it is designed to make students notice a particular construction subcounsciously through the recognition of patterns, through inductive learning..
Grammar in Focus	This section allows the student to dive into a specific aspect of the grammatical construction, by understanding language forms and functions.
Grammar in Use	In this section, grammar is presented in a contextualized manner normally through the use of comics
Now it's your turn!	In this writing section, students are able to finally express their views on the topic. It aims at equipping the student with the resources they need to become a text producer.Writing is a social practice and also a process.
Unit Round-up	In this section students are tested on what they have learnt during the entire unit. Language is presented in a lively and interactive way and students have to perform certain language-related tasks
Assessing my work...	This final section is aimed at fostering student´s autonomy through self-assessment activities. Students evaluate their performance thus become motivated.

Unit 1 - Survive, Thrive and Transform

Stage	Pre-Intermediate
Aims and objectives	To engage in meaningful, respectful discussion.
Vocabulary	mud houses, slums, in charge, overcrowded, logging, decision-maker.
Writing	Informal Email

Before we begin...

- Students look at the pictures in their book. Elicit from students what they can understand from the pictures. Ask them if it makes them feel comfortable or uncomfortable. Discuss children's access to education, elicit from students what they think is the cause referred to in picture 3. Discuss the importance of education and going to school.

KEY: *a) It shows the realities of children who didn't go to school b) not all children have access to education. No, in some countries like Africa and Syria the situation is far worse than others.*

Source: Created by the author (2018)

Figure 17 – Page 17

c)student's own answers

Note: Teachers should create an environment for a healthy debate about the issue where all students get involved and share their opinions.

Listen-up

- Pre-listening: Elicit from students What the Global Strategy for Women's, children's and adolescent's health might be. Explain what Every Woman Every Child is.

Note for teachers:

What is *Every Woman Every Child*?

Launched by UN Secretary-General Ban Ki-moon during the United Nations Millennium Development Goals Summit in September 2010, *Every Woman Every Child* is an unprecedented global movement that mobilizes and intensifies international and national action by governments, multilaterals, the private sector and civil society to address the major health challenges facing women, children and adolescents around the world. The movement puts into action the *Global Strategy for Women's, Children's and Adolescents' Health*, which presents a roadmap to ending all preventable deaths of women, children and adolescents within a generation and ensuring their well-being.

Also visit: https://www.everywomaneverychild.org/

- Play the recording. Students listen and answer the question: what points are made in the video?

    KEY: Helping every women, child and adolescent survive, thrive and transform the world

- Now play the recording again. Students answer the questions.

Note: Teachers should check students' comprehension of listening questions before doing the exercise.

    KEY: 1) C   2) A   3) A   4)C

Read and learn

- Pre-reading: Give students time to read the headline and make predictions about the text. What would happen if children took over?Invite students to share their ideas.Elicit from students how this theme might align or contrast with the previous listening. (children's rights, children as hope for the future)

    KEY: A) students make their own predictions B) Both are about seeing children as agents of change, children as hope for the future

Source: Created by the author (2018)

Figure 18 – Page 18

- While-reading: Students read the full text and check their predictions. Teachers should pre-teach the highlighted expressions using flashcards, images avoiding direct translation. Check if students understand what slums and mud houses are.
- Now students can do item 5. Students answer the questions.

  KEY:
    1. A
    2. they are taking over the world
    3. student´s own answers
- Now students are ready to do item 6. Instruct students to identify sentences that they think are powerful. Then teachers should follow The text Rendering Experience Protocol.

Note for teachers on how to conduct Text-rendering experiences:

1. Students read the text all the way through, then a second time to select a powerful sentence, phrase, and word. Each should come from a different part of the document.

2. Students work in collaborative groups and select a facilitator and a scribe. The facilitator manages the process while the scribe records the phrases and words identified. (Sentences are not recorded.)

3. Round 1: Each member reads his or her selected sentence with no further commentary by the individual or the group.

4. Repeat procedure for every group

5. The members of the group discuss their impressions of the document on the basis of the sentences, phrases, and words that were stated.

6. The members of the group discuss new understandings of the document that have emerged

Adapted from: FISHER, Douglas; FREY, Nancy. Engaging the adolescent learner: Setting the stage for 21st-century learning. Fostering Classroom Discussion about Complex ideas and texts. International Literacy Association, 2013.

- **Post-reading: Ask students to make a summary pointing out the things the children mentioned in their commentaries.**

Know your vocabulary

Refer back to the test. Ask students to look at the highlighted words. Elicit which words they already know. *The teacher should work as a facilitator of knowledge so it is fundamental that teachers pre-teach vocabulary using the available resources.*

Now students can do exercise 7a and b.

Source: Created by the author (2018)

Figure 19 – Page 19

7.a. What are the ideas expressed by the highlighted words? Are they positive, negative or neutral?

Positive	Negative	Neutral
in charge decision-makers	overcrowded mud houses slums	logging

b. Can you find synonyms and antonyms for the highlighted words?

Term	Synonyms	Antonyms
overcrowded in charge slums mud houses logging decision-makers	full in command ghetto, slump houses made of mud desertification managing	empty subordination subordinate

Now students can do exercise c. Monitor students while doing this task.

Students can now do item 7c.

   KEY: 1) F   2) B   3) C   4) D   5) A   6) B

- Note for teachers: Taboo. Photocopy the table contained in exercise 8 and cut out.Divide students in teams. Give the same number of slips of paper to each group. Students pick a slip of paper and they have to describe the given word without using the taboo words. Example: explain overcrowded without using the word many, places or full

---

Speak out
- All speaking activities in this book are integrated activities. Teachers should make sure that the text has been read in advance in order to enable healthy debates.

- Have students discuss the questions in small groups. Teachers should monitor students' performance while doing this task. The focus is to encourage different ideas and views.

- Now, have each pair or small group share their thoughts with the whole class

EXTRA activity: If there is time, ask students to prepare a 3 min speech why getting every child to school is important and where they would be today if they hadn't been to school.

Learn some more and Look it up

Note: Teachers should explain that there are organizations that care about these problems and that they have developed some initiatives to address the issues addressed earlier in the unit.

Source: Created by the Author

Figure 20 – Page 20

- Ask students if they know what UNICEF is and what they do. Read the information in Did you know section to the class

- Elicit from students what they think the documentary is about

- Now students can do item 9 KEY: 1

  (F), 2 (O), 3 (O), 4(F)

- Students check meaning of fled in the glossary

Get the sound right

Note for teachers: Teachers should avoid reading the words to the students. The reason for this is that they should notice their own pronunciation and distinguish between different sounds. So, instruct them to say the words to them

- Students listen and repeat the sentences in 10. Ask students: What do the red words represent? Why are the words in red

Note for teachers: Before doing item 11 teachers should explain what phonetic transcriptions are and present the IPA.

- Ask students to do iten
  12 KEY: the sound /ʌ/

- Students are now able to do item 12 and find the words with the /ʌ/ sound KEY: a) slums
  b) fun
  c) sun

- Finally students get some practice with the Tongue Twister

- Now, teachers read the purple box and have students practice the /ʌ/ sound individually

Learn Grammar

- Ask students to read the sentence in silence.

KEY: no, it doesn't. It refers to an unreal situation

- Now ask students to consider these second pairs of sentences

- Now say they should work with the discussion questions. Students discuss, when they finish they share their ideas with the class. Teacher monitors students

Source: Created by the author (2018)

Figure 21 – Page 21

Note to teachers: Allow time for students to think about these questions and it is
also advised to put students in small groups of 3 s in order to have students do
collaborative work.

KEY: 1) B,C   2) B,C are unreal and A is real 3) If is used to introduce a
hypothetical idea 4) Present, Future, Past 5) students own answers

- Now, it is time to check their understanding. Have students do activity 17.

KEY: A) real   B) real, possible   C) unreal, hypothetical
        D) real   E) probable   F) possible, hypothetical

Note to teacher: Students may get confused when asked to tell the tense of each
sentence. Students may struggle with conditional sentences so patience is advised as
well as slowly leading students to notice inductively what recurring patterns they can
identify.

- Now ask students to do item 18

KEY: 1) C, 2) A, 3) B

- Ask students to analyze the sentences when answering the discussion
  questions. Explain the meaning of hypothetical by giving examples.

- Have students re-read sentences, ask them to write down the sentences in
  their notebooks and analyze each half of the sentence at a time. Teachers
  should go around the class and monitor students while doing the activity.

- Now students can do item 19. Students do part a in which they match the
  two parts of the sentences. Monitor students while doing this activity.

- KEY:

1. E   2. B   3.D   4.C   5.A

- When students have finished, ask them to do exercise b.
  KEY:

1. If I were to read a book I'd learn something about myself
2. If I die I´ll just be a burden
3. If you tell him like you told me, you´ll have another struggle on your hands
4. If I hadn't left Pittsburgh things would have turned out differently
5. If I go down, there I want that footage on TV the next day

---

Grammar in Focus

- Read the sentence with students and remind them. Does this refer to a real or
  hypothetical situation? Now students can do item 20.

KEY: A (F), B (F), C (T), D (T)

- Students now do activity 21. Students discuss questions 1 and 2
- Turn to activity 3. Students play the speaking game "what would you do?". Make a
  circle with your class with you included in it. Then asks students to think about what
  they would do if they had enough money to not have to work. Encourage students to
  ask follow-up questions after they hear someone speaking.

Source: Created by the author (2018)

Figure 22 – Page 22

- Turn to activity 4. Students play Hot Potato. Teacher, you could prepare the questions beforehand, but asking them to do it is a great opportunity for practicing and learners will feel they have ownership of their learning. Instruct students to write questions asking people what they would do in unusual situations. Check questions for accuracy. After they have finished, collect these slips of paper and put them in the middle of the class on the floor, then ask students to stand up and make a circle. Put some music students will like and ask them to pass the ball around. Pause every now and then and have students answer a question every time.

Note for teachers: Answers in this section don't have to contain specific terminology, teachers need to assess whether the student has understood a particular concept or rule through observing the student's language use.
Grammar in Use

- Ask students: "Do you have the habit of reading comics?" Do you know the comic Garfield? What is a remarkable characteristic of this comic? Answer: irony and Garfield, the lazy cat
- Ask students to read the comic and elicit from students what they understood
- Students can now do item 23

KEY: A) unlikely B) probable, unreal C) doesn´t

Now it's your turn!

- Elicit from students what is sponsoring. And ask how they would feel if they ever decided to do this.

- Elicit from them if they remember the name of UNICEF´S documentary and what it was about. Answer: #imagineaschool, about poor children in Syria who were denied access to education.

- Now students can do item 24. Read the task and check comprehension. elicit what they have to write. Answer: an email
- Elicit from them if they remember the name of UNICEF´S documentary and what it was about. Answer: #imagineaschool, about poor children in Syria who were denied access to education.

- Now students can do item 25. Read the task and check comprehension. elicit what they have to write. Answer: an email

Note to teachers: This is a time-consuming task that may take up more than one lesson. It is recommended that teachers allow time in-between the drafting and the final version.

- Elicit from students what they imagine they would write to these children and ask them to read the *Tips on how to write letters to a sponsored child*

Source: Created by the author (2018)

Figure 23 – Page 23

- Teachers should explain that writing is a process and that students always have to plan their writing and sometimes do two or three versions of the same piece. Explain also the importance of revising their work.
- Instruct students that now it's time to plan their email. The questions proposed should be discussed with the whole group. Ask all students: who to? what for? why? Who are you writing for?

- Then go carefully through what should be in each paragraph and ask them to refer to the Useful language box for help in starting and ending a letter

- Students can now do their draft version of the email. See item 26

- Remember to allow time between item 25 and item 26.

- Students now write their final versions in the book but also on a separate paper to hand in and be corrected

Unit Round-up

- Ask students to revise the concepts worked with during the unit and tell them they are going to play a game called Change Places. Ask them to close their books. Give the following instruction. You will hear some sentences and every time that sentence is true for you you´ll have to change places. This is a lively game and should spark up your lessons.

Change places if you have already been abroad
Change places if you feel empowered when someone listen to you
Change places if you remember a recent political backlash
Change places if you think Wonder Woman sends the wrong messages
Change places if you haven't done any water sports yet
Change places if you have lost your glasses
Change places if you deploy any strategies to study for tests
Change places if you think Gender Equality is important
Change places if you have known someone for more than 5 years
Change places if you have studied english since you were a child
Change places if you can pronounce the /ae/ sound
Change places if you can express your opinion

Assessing my work..

- Students are expected to carry out a self-evaluation, assessing what they have learnt during the unit.

Source: Created by the author

Figure 24 – Page 24

Source: Created by the author (2018)

Figure 25 – Page 25

Listen again and answer the questions that follows:

1. Choose the ideas that best represent the campaign:
    a. End gender inequality and promote freedom ( )
    b. Promote the idea that Feminism is too strong, too aggressive, isolating ( )
    c. Understand that men can play a crucial role in addressing the issue ( )
    d. Perpetuate gender stereotypes and gender-based assumptions ( )
    e. Point out that men don't have the benefits of equality either ( )

2. Why does the speaker mention episodes of her early life?
    a. to change the subject
    b. to illustrate a point
    c. to criticize men

3. What point is she trying to convey when she mentions 1997 Hillary Clinton's speech?
    a. To criticize the ideals defended by the ex-secretary of the state
    b. To illustrate the fact that that less than 30% of the audience were male
    c. To show how this cause has already achieved great results

4. Now, analyze the sentences below, using (T) for true and F (false):
    a. The idea is not to mobilize as many men and boys as possible because only woman can be advocates for change ( )
    b. There is no country in the world when all woman can expect to receive her rights, which means no single country has achieved gender equality ( )
    c. By making men freer to be vulnerable and human we are also changing women's lives ( )

Read and learn

5. Read the headline bellow and discuss with your classmates:
    a. What is this text going to be about?
    b. For what reasons could Wonder woman have lost her job at the UN?

One less woman in politics: Wonder Woman loses job as UN ambassador

Plans to use superhero in an honorary role in empowerment campaign to fight for gender equality prompted criticism that the choice sent the wrong messages

Source: Created by the author (2018)

Figure 26 – Page 26

6. Now you are going to read the full-text. Check your predictions.

The UN has dropped the superhero Wonder Woman as an ambassador for empowering girls and women after a brief stint that drew widespread criticism.

The campaign around the comic book character, who turned 75 this autumn, lasted for less than two months. Among its key aims were challenging female stereotypes and fighting discrimination and violence against women and girls.

But the appointment prompted an angry backlash from some quarters. More than 44,000 people signed a petition that claimed to have been started by "concerned United Nations staff members" which called on the UN secretary general, Ban Ki-moon, to appoint a non-fictional woman to the role.

"It is alarming that the United Nations would consider using a character with an overtly sexualised image at a time when the headline news in United States and the world is the objectification of women and girls," the petition's authors wrote.

Her scanty clothing - "a shimmery, thigh-baring bodysuit with an American flag motif and knee-high boots" - meant that deploying her as a role model for the UN was culturally insensitive in many parts of the world, the petition added.

Wonder Woman's tenure as an honorary ambassador was launched on 21 October with an event that saw a silent protest by audience members who turned their backs on the panel, which included current and former Wonder Woman actors Gal Gadot and Lynda Carter.

Others protested in the lobby, holding up signs that said "I'm not a mascot" and "Let's get real".

Diane Nelson, president of DC Entertainment, the Warner Bros subsidiary behind Wonder Woman, told the event the campaign would feature various initiatives "over the course of the next year", suggesting that the partnership was envisaged to last into 2017.

But now the UN has confirmed Wonder Woman's time as an honorary ambassador will end this week. "From the UN's side, there was no plan for it to be much longer than this," said Jeffrey Brez, the UN's chief of NGO relations and advocacy.

DC Entertainment had approached the UN to explore a joint project to mark the character's 75th birthday, Brez said. The campaign aimed to harness Wonder Woman's popularity to allow the UN to target new audiences with its messages on equality for women and girls.

The angry response in some quarters prompted the UN to make celebrating the achievements of "real-life Wonder Women" one of the campaign's core goals.

The collaboration had lasted longer than previous UN roles given to fictional characters, Brez added, pointing out that a character from the video game Angry Birds served as climate change ambassador for a single day in March.

Other fictional characters to have been given honorary roles include Winnie the Pooh as honorary ambassador for friendship in 1997, and Tinkerbell as honorary ambassador for "green" to promote environmental awareness in 2009.

Warner Bros and DC Entertainment have been "extremely pleased" with the partnership's role in raising awareness of the empowerment of women and girls, a spokeswoman said.

"Wonder Woman stands for peace, justice and equality, and for 75 years she has been a motivating force for many and will continue to be long after the conclusion of her UN honorary ambassadorship."

Topics
United Nations
Wonder Woman / Ban Ki-moon / Comics and graphic novels / Women / news

f   🐦   ✉   in   P   G+   Reuse this content

Source: Created by the author (2018)

Figure 27 – Page 27

7. a. Were your predictions right?

b. Does this headline align or contrast with the ideas presented in the previous listening? Create a Venn Diagram to register what they have in common and what is different.

Venn Diagram

DIFFERENT   SAME   DIFFERENT
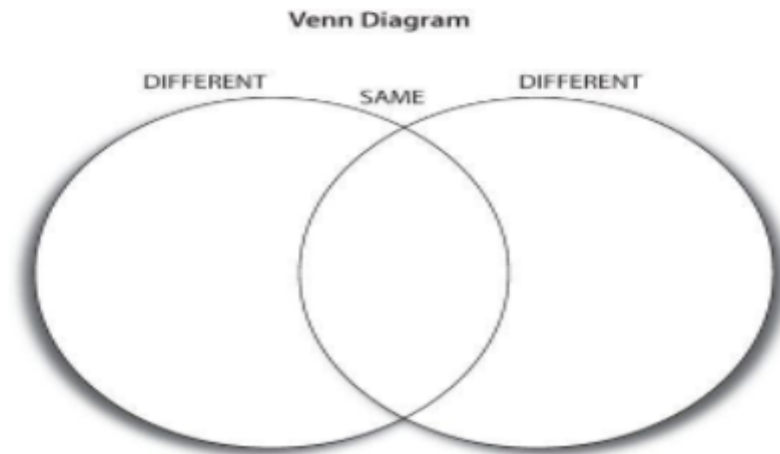
Know your vocabulary

8. a. What are the ideas expressed by the highlighted words? Are they positive, negative or neutral?

Positive	Negative	Neutral

b. Can you find synonyms and antonyms for the highlighted words?

Synonyms	Antonyms

9. Read the article again. In pairs, discuss and match the meaning of the highlighted expressions to the definitions given by the Cambridge English Dictionary:

Source: Created by the author (2018)

Figure 28 – Page 28

Cambridge Dictionary
Make your words meaningful

Useful Link:https://dictionary.cambridge.org/

1. stands	a.reacting to change in politics/society
2. overtly	b. controlling something in order to use its power
3. envisaged	c. desiring something as possible in the future
4. backlash	d. using something in an effective way
5. empowerment	e. showing something publicly, not a secret
6. deploying	f. representation of a particular set of ideas
7. harness	g. process of gaining freedom and power

10. It's time to play Back to the Board!! Listen to a teacher explaining how to play this game.

One person from each team must sit on a chair

https://www.youtube.com/watch?v=p7j-2xteKB4
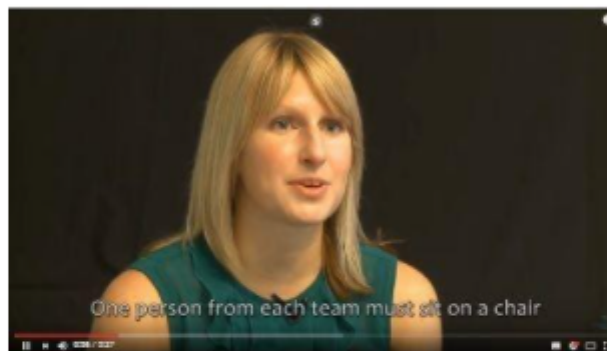
Words:

stands	overtly	envisaged
backlash	empowerment	deploying
harness		

Source: Created by the author (2018)

Figure 29 – Page 29

Speak out!!!

11. Take a moment to discuss the following questions in pairs

- What type of text is this? What are the conventions of this text you just read?
- What do you think about dropping Wonder Woman figure as ambassador?
- How might this be related to recent events in politics/society?

Learn some more

12. The movie Wonder Woman has also received some criticism from the media. A review published by the Vulture, a NY Magazine, created a chain of reactions on Twitter. Read the reviews below published on twitter and the editor´s original review. Which of the following reviews:

1. blames someone for publishing the review ( )	4. praises the fictional character but criticizes all other aspects ( )
2. praises the review, generally speaking ( )	
3. considers it a moral outrage ( )	5. criticizes the quality of the review ( )

Source: Created by the author (2018)

Figure 30 – Page 30

A)
Charlsey
@chemiosmosis · 2 Jun 2017
⟲ 163   ♡ 841   ⌄

Does @vulture not have an editor? HOW did they let such a disgusting review get published?

B)
Somi
@SomiEkhasomhi · 2 Jun 2017
⟲ 12   ♡ 146   ⌄

I might be missing something, but I think that Vulture review of Wonderwoman is, by and large, a positive review.

C)
Vulture ✓
@vulture · 1 Jun 2017
⟲ 45   ♡ 211   ⌄

#WonderWoman is a star turn for Gal Gadot, but the rest is pretty clunky

D)
Ryan Broderick ✓ @broderick · 2 Jun 2017
⟲ 567   ♡ 1.6K   ⌄

This @vulture review of Wonder Woman is impressively embarrassing. Did the fake critic from The Onion write this?

E)
Jorge I. Castillo
@jicastillo · 2 Jun 2017
⟲ 672   ♡ 1.9K   ⌄

Wondering how toxic masculinity can seep into a film review? Just check David Edelstein's spectacularly sexist review in @vulture

Follow on Twitter: https://twitter.com/i/moments/870812035742744576

Look it up!

clunky

adjective - UK 🔊 /ˈklʌŋ.ki/ US 🔊 /ˈklʌŋ.ki/ disapproving

clunky adjective (SOLID)

○ heavy and solid in an ugly way:
The clunky handsets looked old fashioned as soon as they were launched.
He wore a clunky gold ring.

― Thesaurus: synonyms and related words

Useful link: https://dictionary.cambridge.org/dictionary/english/clunky

Get the Sound right The /æ/ sound

13. Listen and repeat the following words. 🔊
        Slums   Backlash

14. Now listen to the following word and repeat. 🔊 Put the words with a similar sound in the appropriate box.

Source: Created by the author (2018)

Figure 31 – Page 31

but	sang	bud	began	ran	hat	fan	bad
swam	run	fun	drunk	sung	swam	drank	hut

slums	backlash

15. **Listen to these minimal pairs.** 🔊 **What are the differences in pronunciation and in meaning?**

    a. bad   bud
    b. began begun
    c. drank drunk
    d. fan   fun
    e. hat   hut
    f. ran   run
    g. sang   sung
    h. swam swum

Learn more at: https://www.englishclub.com/pronunciation/minimal-pairs-a-u.htm

Minimal Pairs

A set of words which differs from each other by a single sound. This sound variation causes a difference in meaning. Notice this by observing the minimal pair bat and but.
Learn more at: LADEFOGED, P.: A Course in Phonetics. 4th Ed., Heinle & Heinle, 2001.

The /æ/ sound

The 'Near-Open front Unrounded Vowel' is a diphthong. A diphthong happens when there are to vowel sounds in a syllable. To produce the sound put your tongue low and at the front of the mouth and stretch out your lips, then make a short voiced sound with your mouth open.
http://www.englishlanguageclub.co.uk/ae-sound/

16. **Now practice with the following Tongue Twisters:**

1. The fat cat had an uncanny way of catching rats.
2. Sam ran after the tram to escape the traffic jam.
3. He has to grapple with exams he can't understand.
4. Fuzzy Wuzzy was a bear, Fuzzy Wuzzy has no hair, Fuzzy Wuzzy wasn't very fuzzy, was he?

Source: Created by the author (2018)

Figure 32 – Page 32

Learn Grammar

17.   Consider the following sentences and answer the questions:

> · " The campaign about the comic book character, who <u>turned</u> 75 this autumn <u>lasted</u> for less than two months"
>
> · "The UN <u>has dropped</u> the superhero Wonder Women as an ambassador for empowering girls and woman..."
>
> · "Others <u>protested</u> in the lobby, holding up signs that said "I´m not a mascot" and "Let´s get real"
>
> · "Warner Bros and DC entertainment "<u>have been</u> extremely pleased" with the partnership´s role in raising awareness of the empowerment of woman and girls..."

Discussion Questions

★ In which sentences does the action start and end in the past?
★ In which sentences is there an action that starts in the past and continues until now?
★ In which sentences is the action finished/completed?In which are they not?
★ What do you notice about the meaning?
★ What is different about the form? suffixes, verb tenses

18.   Did you notice that sentences a to d are situated in the Present and the Past? Now choose the most appropriate answer:

a.   In sentences   ,   the action is finished or completed (in an specific time)
b.   in sentences   ,   the action starts in the past and continues until now (but the time is unstated or unimportant)
c.   In sentences   ,   the action starts and end in the past (but ended)
d.   In sentences   ,   the action is unfinished/ongoing (and still relevant now)

YET, JUST, ALREADY
Observe the following dialogue and circle the most appropriate answer:

• - We lost our luggage. Have you seen it?
• - I haven't seen it yet.

A.   - Oh, don't worry. <u>I've just</u> found it two minutes ago.
B.   - Right! So, you have already found it. Great!

Source: Created by the author (2018)

Figure 33 – Page 33

★ When did the speaker A lost his luggage? In the past/present/future
★ The use of the past participle seen indicates an action that has/doesn't have an effect on what is happening now
★ The idea conveyed by the use of yet is best described as not until now/until now and in the future/not until later
★ The use of just implicates in the assumption that it was easily found/recently found/surprisingly found
★ The use of already indicates that something happened earlier/later than expected

Grammar in Use

19. The Awkward Yeti is a series of comics involving a "Brain", a " Heart" and "Lars", the blue Yeti. Read the comic below and discuss the questions with your classmates:

Speak out

- Who do you think Lars is sending a message to in the frame 1?

- What do you think the characters are waiting for?

- Which evidence can you find that might make the reader think that something is wrong?

Source: Created by the author (2018)

Figure 34 – Page 34

Grammar Box

What are the functions of the Present Perfect?

To talk about an action that occurred sometime in the past, but has a result in the present (now) .

To talk about an action that began sometime in the past and have not changed up to now. We can use since (used with a point in time) or for (used with a period in time)

To talk about general experiences (ever/never) or events that have or haven't happened.

To talk about an action when the exact time may be unstated. We can use yet , just, already .

Grammar in Focus: Differences between Past Simple and Present Perfect

20.   Match the sentences a and b to pictures 1 and 2. What differences can you notice?

- I lost my glasses, but found them this morning
- I have lost my glasses

(   )   (   )

Source: Created by the author (2018)

Figure 35 – Page 35

21.   Play the Speaking game What´s on your bucket list?

Have you ever made a bucket list? A list of things you definitely want to do before you die. Make your list. Talk with your classmates.

Use: I have already….
I haven't _____ yet...

22.   Now play HOT POTATO!

Think about your personal lives and write 3 questions using yet and already in separate slips of paper to people in the class. There will be music and a ball passing around, when the music stops you will have to answer the question.
Example: For how long have you known your best friend?

Now it's your turn!

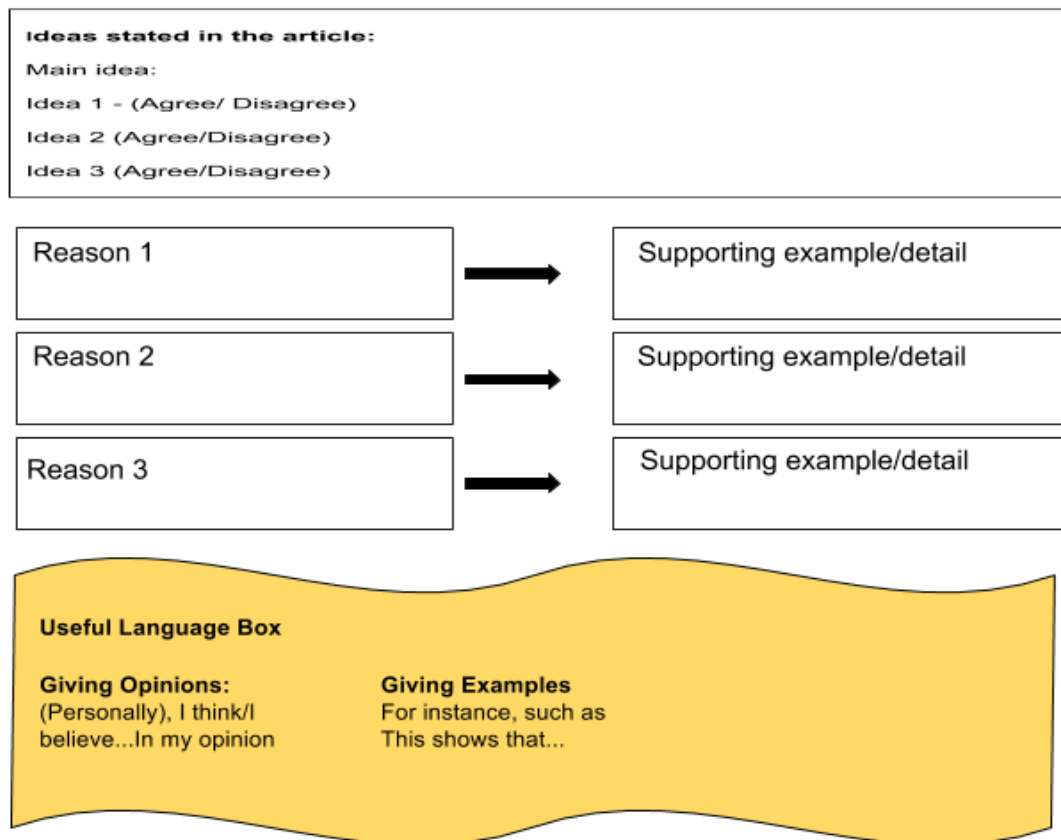**23.   It's time for you to share your thoughts about the topic. Your task is to write an opinion article to be included in the tag #Guardian Opinion, a space created by the newspaper to give a voice to everyone, including you! You should write your piece in response to the article "One less woman in politics, Wonder Woman loses job as UN ambassador".**

Source: Created by the author (2018)

Figure 36 – Page 36

Ideas stated in the article:

Main idea:

Idea 1 – (Agree/ Disagree)

Idea 2 (Agree/Disagree)

Idea 3 (Agree/Disagree)

Reason 1	→	Supporting example/detail
Reason 2	→	Supporting example/detail
Reason 3	→	Supporting example/detail

Useful Language Box

Giving Opinions:
(Personally), I think/I
believe...In my opinion

Giving Examples
For instance, such as
This shows that...

Draft your work

24.   In your notebook write a draft version of your article, dividing each idea in paragraphs. Remember to write an introduction and a conclusion.

Check your work!
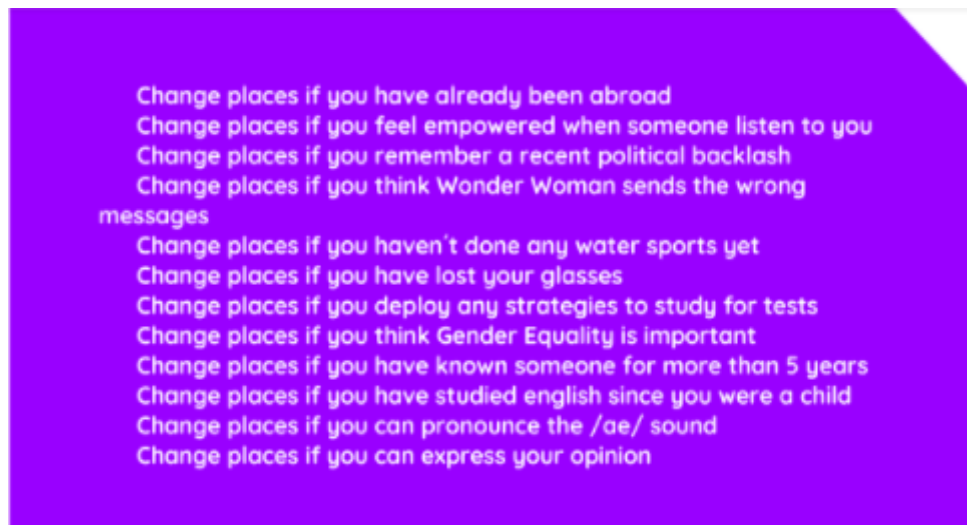
25.   Now check your work for grammar, spelling and punctuation. Correct the mistakes and write your final version.

Unit Round-up

Now play the Game: CHANGE PLACES.

The game works like this: you will hear some sentences and if they are true for you you change places in the class. Example: Change places if you would buy a car if you had the money

Source: Created by the author (2018)

Figure 37 – Page 37

Change places if you have already been abroad
Change places if you feel empowered when someone listen to you
Change places if you remember a recent political backlash
Change places if you think Wonder Woman sends the wrong messages
Change places if you haven't done any water sports yet
Change places if you have lost your glasses
Change places if you deploy any strategies to study for tests
Change places if you think Gender Equality is important
Change places if you have known someone for more than 5 years
Change places if you have studied english since you were a child
Change places if you can pronounce the /ae/ sound
Change places if you can express your opinion

Assessing my work...

Now I can...

Tick the box you find more appropriate.

	Yes, definitely	Yes, but with some difficulty	Not yet
express an opinion about a controversial topic	☐	☐	☐
read and guess meaning from context	☐	☐	☐
talk about events that started and finished in the past	☐	☐	☐
talk about events that started in the past but have an effect on what is happening now	☐	☐	☐
use the vocabulary I learnt to make logical sentences	☐	☐	☐
Write an opinion article	☐	☐	☐

Source: Created by the author (2018)

Figure 38 – Page 38

Teacher's Guide

This unit has been divided into sections. Each section was designed to train specific language abilities. Find below an outline of each section:

Before we begin...	This section contains warm-up activities designed to function as a presentation stage, in which students are introduced to the issues surrounding the topic.
Listen-up	In this section listening activities that develop bottom-up and top-down listening skills have been developed. Students are also tested in Macro-skills and micro-skills involved in listening comprehension
Read and learn	This section focuses on the skills involved in comprehending the meaning behind the text. It goes beyond reading comprehension. It aims at developing student´s formal schemata through awareness of text genres and conventions and through assessing how the text aligns or contrasts with the real world.
Know your vocabulary	In this section the focus is the understanding of a particular term or concept. Students do this in pairs, so that they can negotiate the meaning of the words and expressions.
Speak Out	All speaking activities in this paper are integrated. This section often appears after a reading or listening, since oral production should not be considered in isolation. Again, students are tested on Macro and micro-skills involved in speaking.Students are assessed on their ability to engage in meaningful conversation, whilst expressing ideas and opinions.
Learn Some More	In this section, students have the opportunity to read or listen to additional information about a particular topic. This is aimed at expanding background knowledge of the world they live in.
Look it up	These contains glossary entries that are key to decoding a message or a concept present in the other sections.
Get the sound right	This section is dedicated to pronunciation activities. Students learn to recognize the sound and distinguish between different sounds.
Learn Grammar	This section contains samples of a particular

Source: Created by the author (2018)

Figure 39 – Page 39

	grammatical aspect and it is designed to make students notice a particular construction subcounsciously through the recognition of patterns, through inductive learning..
Grammar in Focus **Grammar in Use**	This section allows the student to dive into a specific aspect of the grammatical construction, by understanding language forms and functions. In this section, grammar is presented in a contextualized manner normally through the use of comics
Now it's your turn!	In this writing section, students are able to finally express their views on the topic. It aims at equipping the student with the resources they need to become a text producer. Writing is a social practice and also a process.
Unit Round-up	In this section students are tested on what they have learnt during the entire unit. Language is presented in a lively and interactive way and students have to perform certain language-related tasks
Assessing my work...	This final section is aimed at fostering student´s autonomy through self-assessment activities. Students evaluate their performance thus become motivated.

Unit 2 - STRONGER TOGETHER

Stage	Pre-Intermediate
Aims and Objectives:	**To express an opinion about a controversial topic**
Grammar:	**Difference between Past Simple and Present Perfect**
Vocabulary:	**empowerment, deploying, backlash, overtly, envisaged**
Writing:	**Opinion Article**
Before we begin...	

- Students look at the pictures in their book. Elicit from students what can they understand from the pictures. Discuss the notion of gender stereotypes and gender representation (colors, princess, dress).

  KEY: a) yes   b) Gender stereotypes   c) they are used to represent boys and girls

Source: Created by the author (2018)

Figure 40 – Page 40

> **Note: Teachers should create an environment for a healthy debate about the issue where all students get involved and share their opinions.**

Listen-up

- Pre-listening: Elicit from students what the campaign is about. Check that students understand the term ambassador. Explain to students what the UN is.
- Play the recording. Students listen and answer the question: what points does she make?
  KEY: Emma defends gender equality

- Now play the recording again. Students answer the questions.

Note: Teachers should check student's comprehension of listening questions before doing the exercise.

KEY: 1) A,C,E 2) B 3) B 4) F/T/F
Note for teachers:

HeForShe

HeForShe (often referred to as He for She) is a solidarity campaign for the advancement of women initiated by UN Women. Its goal is to achieve equality by encouraging men and boys as agents of change and take action against negative inequalities faced by women and girls.[2][3] Grounded in the idea that gender equality is an issue that affects all people—socially, economically and politically—it seeks to actively involve men and boys in a movement that was originally conceived as "a struggle for women by women". (WIKIPEDIA)

Read and learn

- Pre-reading: Give students time to read the headline and make predictions about the text. Elicit from students how this theme might align or contrast with the previous listening.

  KEY: A) students make their own predictions B) Student´s own answers

- During-reading: Students read the full text and check their predictions. Teachers should work with the highlighted expressions. They can now do exercise 7a
- Students do exercise 7b and create a Venn Diagram to register what both texts have in common and what is different.

- KEY:

Different 1: men as agents of change; feminism is not synonyms with man-hating Same: Gender stereotypes; feminism
Different 2: superhero figure sends the wrong idea

- Post-reading: Ask students to identify 3 key points in the text that they find most relevant

Source: Created by the author (2018)

Figure 41 – Page 41

Know your vocabulary

Students can do exercise 8.a and 8.b. Teachers should encourage students to negotiate and discuss meanings.

KEY:

Positive	Negative	Neutral
envisaged empowerment deploying	backlash harness	stands overtly

Term	Synonyms	Antonyms
stands overtly envisaged backlash	represents public,clear daydream,envision react,counterattack	obiviate secretly,covertly refrain stand still
empowerment deploying harness	liberation,equality using control	disempowerment inativity ----------

---

- Refer back to the test. Ask students to look at the highlighted words and do exercise 9. Elicit which words they already know. Focus on the words *empowerment* and *backlash*

  KEY: 1) F   2) E   3) C   4) A   5) G   6) D   7) B

- Go to item 10. Students now play "Back to the Board". Divide the class in Team A and B. Choose one person from each team to stand with their backs to the board and display two words that were part of the vocabulary unit (you can also use words from unit 1). Then the other students have to explain to the person who has their back to the board simultaneously until the person guesses the word. Ask students to keep score in the Score panel in their books. The team with the most correct guesses, wins the game.

Speak out

- All speaking activities in this book are integrated activities. Teachers should make sure that the text has been read in advance in order to enable healthy debates.

Source: Created by the author (2018)

Figure 42 – Page 42

- Have students discuss the questions in small groups. Teachers should monitor students' performance while doing this task.

- Now, have each pair or small group share their thought with the whole class

- Finally, provide a summary of some key ideas

Learn some more and Look it up

Note: Teacher should point out the original review: "Wonder Woman is a star turn for Gal Gadot, but the rest is pretty clunky".

- Elicit from students which reviews are positive and which are negative

- Students read the reviews and do the exercises.
  KEY: 1)a 2)b 3)c 4)d 5)e
- Students check meaning of clunky in the glossary

Get the sound right

Note for teachers: Built on a student's prior knowledge. Revise the / ʌ/ sound. Ask students examples of words with this sound.

- Then do item 13. Students pronounce the word slums and backlash. Ask which has the / ʌ/ sound?

- Do item 14. Give students enough time to do this, as this may be challenging.

  KEY:

slums	backlash
but run fun sung bud drunk swam sung hut	sang began hat fan bad ran drank

- Now students do item 15. Teacher discusses differences in meaning and pronunciation. Conduct plenty of repetition here. Then, say one of the words in each letter and ask them: is it number 1 or number 2?

- Teachers then refer to the pink boxes and explain Minimal Pairs and the /æ/ sound.

- Finally, turn to activity 16, when they practice the sounds with some tongue twisters.

Note to teachers: To make it more fun, ask students to repeat slowly at a first time and then ask them to repeat the tongue twister very fast. It is a fun way to practice saying the sound.

Source: Created by the author (2018)

Figure 43 – Page 43

Grammar

Students look at the sentences. Teacher´s ask "Do you recognize any verb tense?"," When does each action happen? (past/present/future)

- Have students work on the class discussion questions. Elicit differences in both meaning and form.

-

KEY: 1. A,C/2.B,D/3. finished: A,C; not finished: B,D/4.B,D are still relevant to the moment now, whereas A,C are not/5.Past/Present/ed ending/verb has/have

- Students can now do the activities proposed in

18 KEY: a. (A,C), b. (B,D), c. (A,C), d. (B,D)

YET, JUST, ALREADY

- Teachers should present yet, just, already as keywords in creating meaning

- Students read the dialogue and answer the questions

Note: teachers should elicit implied/hidden meanings present in the

dialogue KEY: 1. past/2.has/3.not until now/4.recently found/5.earlier

---

Grammar in Use

- Ask students: "Do you have the habit of reading comics?" Do you know the comic Heart and Brain?

- Students read the comic and prepare to oral discussion

Speak out

Divide the class in groups of three and have students discuss the questions then report the findings of each group

- Ask students what are the functions of the Present Perfect?

- Refer students to the Grammar Box and have then write notes

- Students can now do activity 20 of the class

book KEY: Picture 1 :B/ picture 2: A

- Students play the Speaking Game. What´s on your bucket list? Take some time out to brainstorm with students the things in life that each person wants to accomplish. Then put your students in smaller groups to talk about what they have and haven't done, things both on their list and on their classmates' lists. What have some people done already that some haven't done yet? What are the items each person wants to have already done five years from now? Ten years from now?

Source: Created by the author (2018)

Figure 44 – Page 44

- Students play Hot Potato. Teachers, you could prepare the questions beforehand, but asking students to do it is a great opportunity for practicing and learners will feel they have ownership of their learning. Instruct students to write 3 questions each using yet and already, asking people some personal life questions. Check questions for accuracy. After they have finished, collect these slips of paper and put them in the middle of the class on the floor, then ask students to stand up and make a circle. Put some music students will like and ask them to pass the ball around. Pause every now and then and have students answer a question every time you do so.

Now it's your turn!

- Elicit from students what their task is. Ask questions: "What is an opinion article? "What are the conventions of this type of text?

- Have students read the text on the class book

- Instruct that students should always plan, draft, revise and re-draft their pieces

- Monitor each student individually, assisting them in the planning, drafting, revising and final stages of the writing process

- Finally, ask them to write the final version of their opinion article

Unit Round-up

- Ask students to revise the concepts worked with during the unit and tell them they are going to play a game called Change Places. Ask them to close their books. Give the following instruction. You will hear some sentences and every time that sentence is true for you you´ll have to change places. This is a lively game and should spark up your lessons.

Assessing my work...

- Students are expected to carry out a self-evaluation, assessing what they have learnt during the unit.

Souce: Created by the author (2018)

3 RATIONALE

Get Involved draws on the premises and principles of Communicative Language Teaching (From now on now referred to as CLT) and it is an attempt to promote Social Justice Teaching supported by Critical Literacy, while at the same time striving to achieve communicative goals in language learning.

It works with the idea that language learning is "learning to communicate" (RICHARDS; RODGERS, 2002, p. 156) therefore it aims to promote learning to ultimately develop communicative competence. CLT works with three principles: Communicative Principle, Task principle, and Meaningfulness Principle (RICHARDS; RODGERS, 2002, p. 161).

According to the authors "learning activities are consequently selected according to how well they engage the learner in authentic language use (rather than merely mechanical practice of language patterns)" (RICHARDS; RODGERS, 2002, p.161).

Observing the three principles, this paper will work with three basic premises:

1. "Activities that involve real communication promote learning" (Communicative Principle);

2. "Activities in which language is used for carrying out meaningful tasks promote learning" (Task Principle);

3. "Language that is meaningful to the learner supports the learning process (Meaningfulness Principle) (RICHARDS; RODGERS, 2002, p. 161).

These principles have informed most of this paper´s decisions regarding material development. This is going to be explained further throughout this chapter.

Since it is a proposal for Social Justice Teaching, the units in this paper were designed to induce a critical reflection on social justice issues, issues that are the fruit of inequalities. (MATTOS, 2014, p. 126). The first unit deals with Children's rights to education and how these rights work in favor of some and not of others. The second unit deals with Gender Equality and how this issue should attract our attention in attempting to create an equal and just world.

These themes were chosen not only to foster critical thinking but also to educate students to become critical citizens (MATTOS, 2014, p. 127). Since, according to the author, this should be the aim of Critical Literacy. Methodology which was integrated as a suggestion

for teaching EFL in Brazil shortly after the publication of the National Curriculum Guidelines for High School Teaching (BRAZIL, 2006).

More should be said about Critical literacy, a methodology that has inspired the making of this paper. According to Janks:

> Essentially, Critical Literacy is about enabling young people to read both the word and the world in relation to power, identity, difference and access to knowledge, skills, tools and resources. It is also about writing and rewriting the world [...] (JANKS 2013 *apud* MATTOS, 2014, p. 227)

So, the name *Getting Involved* sprung to mind since the idea was not only to raise awareness of these topics but also "to promote social change, the inclusion of marginalized groups and citizenship education" (MATTOS, 2014, p.129).

Mattos and Valério (2010; 2014) *apud* Mattos (2014) have proposed a discussion on how Critical Literacy may be integrated with the Communicative Approach, which according to the author, is one of the most common methodologies for teaching English as a Second or Foreign Language nowadays.

But one is connected to the other. Since Critical Literacy sees language as "a space for meaning-making and representations of the subjects and the world" (JORDAO, 2014 *apud* MATTOS, 2014 p. 73) and thinking about what it entails critically, which Critical Literacy names reflexivity , then the connection becomes even clearer.

If we adopt Menezes de Souza explanation, namely that:

> reflexivity means "not only to read, but also to read by reading ourselves , in other words, to be conscious all the time of how I am reading, how I am making meaning, and not to think reading is a transparent process[...] (SOUZA, 2011 *apud* MATTOS, 2014, p 296.)

We can see how meaning is of paramount importance as is for Communicative Language Teaching.

CLT has two main aims: make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills (RICHARDS; RODGERS, 2002, p. 155).

In the next paragraphs will follow a discussion of the theoretical background that provided the basis for the development of the activities for each of the core skills: Listening,

Reading, Speaking, Writing, Grammar, and also other skills in the sections: "Get the sound Right", "Learn your Vocabulary" and "Assessing my work". There is an additional reading section called "Learn some more".

Each of the five skills refers to the sections: "Listen-up", "Read and Learn", "Speak Out". "Now it's your turn to write" and "Learn Grammar!" Although they are treated separately throughout the units, each section referring to a specific language skill, they should all be integrated. For instance, students may be learning how to read while at the same time practicing written skills.

The listening skill refers to the section "Listen-up!". The activities developed in this section are aimed at developing students' Top-down and Bottom-up listening skills. Bottom-up skills "involves the ability to recognize the linguistics features of a language", this means L2 learner's knowledge of the language itself and top-down skills "contends that the decoding of verbal messages depends more on listeners" prior knowledge of the world and/or the topic of the text than on knowledge of the language itself or its acoustic signals (Bernhardt, 1991; Carell, Devine, Eskey, 1991; Swaffar Arens, & Byrnes,1991; Kern, 2000, Buck, 2003; Flowerdew & Miller, 2005 *apud* Ableeva, 2008). An example of top-down activity is "What points are made in the video?", not only do they need to understand the video but are also led to make associations with the previous background knowledge that they may have, aimed at expanding students' schemata.

Getting Involved uses the Communicative Approach to teaching and assessing L2 listening comprehension (ABBLEVA, 2008). This approach has two basic premises: authenticity and purposefulness. So, the listening tasks contain samples of authentic language taken from authentic sources that are meaningful to the learner. The activities also focus on language use, for example: identifying a function that a particular word or sentence has, such as "Why does the speaker mention episodes of her early life?". The purpose of this is to test whether the learner has understood how the language has been employed and to what purpose.

The Reading skills refer to the section "Read and learn". It is important to point out that the aim here is not solely reading comprehension. Since *Getting Involved* is grounded on Critical Literacy, the objective is to make students question the text, to be critical about what they are reading, and to engage the reader to respond to the text. For example, "why do you think getting every child to school is important?" or "What values are present in this piece?", also asking them to identify a powerful sentence in the text, a Text-rendering Experience

Technique (FISHER; FREY, 2015). Meaningful discussions are essential for a deep understanding of complex texts and ideas (FISHER; FREY, 2015).

The section follows the lesson stages mentioned in Grabe and Stoller (2013). So, in the pre-reading, they are required to make predictions on what they are about to read. For example: "Why would a superhero figure send the wrong message?", before they read the text. Then the while-reading activities confirm predictions and clarify comprehension. Then in the post-reading, they are asked to share their ideas with the class or make a summary with the most important points.

It is aimed at developing micro-listening skills as well as macro-listening skills, which according to Brown (2004) refers to a range of possibilities. An example of the application of micro-listening skills in this material, involves the recognition of words, that is, how a particular meaning might be expressed in a different way whereas macro-listening involves recognizing a particular function of the text. As examples of the latter, we can consider the question type "fact and opinion", in which students identify whether the passage refers to a fact or an opinion or the type of question "author´s attitude and opinion" where students identify the author's views and opinions. These types of questions can be found in the section "Learn some more".

It is also aimed at developing different reading strategies, so they are required to scan the text and identify some specific information and also to skim it to get the central idea or ideas of the text (BROWN, 2004).

Following this, is the Speaking section referred to as Speak-Out. Here it is important to point out that the author believes that speaking activities work best if they have a topic to guide the discussion. For that reason, the speaking activities are always integrated either with a reading or a listening section. Also, as Brown points out:

> no speaking task is capable of isolating the single skill of oral production. Concurrent involvement of the additional performance of aural comprehension and possibly reading, is usually necessary (BROWN, 2004, p. 143).

Again the concepts of micro and macro skills, according to Brown (2004) were employed in this section. Micro-speaking skills refer to the linguistic aspect of language. Are they able to use grammatical structures to convey meaning? Do they do so naturally? And the macro-skills "imply the speaker's focus on larger elements such as fluency, discourse,

function, and style" (BROWN, 2004, p. 142). Now an exemplification of how this works in Getting Involved would be the unit´s aims, (engage in meaningful and respectful discussion and to express an opinion about a controversial topic). The latter refers to macro-speaking skills, specifically "appropriately accomplish communicative functions according to situations, participants and goals" (BROWN, 2004, p. 143).

Next, the grammar section is referred to as Learn Grammar. It should be pointed out that *Getting Involved* adopts teaching grammar as a skill, which means "guiding the learner's attention to grammar and designing tasks which help us to teach learners the skill of using and attending to grammar in language use" (BATSTONE, 1994, p.99).

This is why this chapter discusses 5 skills and not 4. So the key to this section was the idea of Contextualization and Grammar in use. Grammatical structures are always presented in a contextualized manner and with samples of real, authentic language. In line with CLT, it shifts away from the focus on language forms to a focus on meaning and language use in communicative contexts (NASSAGI; FOTOS, 2011).

Grammar is always presented inductively in Getting Involved which means "knowledge of grammatical rules should be acquired through exposure to samples of speech that present a particular construction" (SHALIPA, 2013, p. 178). So in *Getting Involved*, students are prompted with these samples and then there are discussion questions to make them notice the targeted structure. So, the role of the teacher is to elicit the rule from the given input, and of the student to subconsciously learn it by recognizing the recurring patterns (THORNBURY, 2006).

Then, students have to do some activities which will test whether or not they have understood the rule. These are matching activities and fill in the gaps activities which work as concept-checking exercises. And in regard to the section Grammar in Use, this is designed specifically to present the targeted structure in a contextualized and meaningful way.

Only then, in Grammar in Focus, are they expected to have inferred the rule and should then be able to complete the tables, such as Conditionals and difference between Past Simple and Present Perfect.

The writing section, referred to as "Now it's your time to write" understands writing as a process. So an interesting feature of *Getting Involved* is that it allows students to work with all stages of the writing process, planning, drafting, editing, rewriting (OLIVEIRA; TENUTA, 2011).

It teaches students to plan what they are writing, and this is important since on the planning stage the contextual elements for the production of a text need to be considered. For example, when writing a letter to a sponsored child, students need to ask: who is writing the letter? Who are you writing to? What is the genre of this text? Why are you writing? What are you writing for? (OLIVEIRA; TENUTA, 2011)

This concerns the fact that a writing piece should have a social destination. (OLIVEIRA; TENUTA, 2011). For example, the opinion article to be posted on the Guardian has a social destination. It is a text that exists in the real world. A paragraph is not a text that exists in the real world. Ultimately, this section shifts away from decontextualized texts, or fragments of texts that are not integrated with the real use of the foreign language. (OLIVEIRA; TENUTA, 2011).

Rather, this section focuses on giving the students the elements they need to become a text producer (OLIVEIRA; TENUTA, 2011). They are given enough input and they are taught what to write and how to write it. For example, when writing the letter for a sponsored child they are given tips on how to write these types of letters. Also, in the planning stage, a comprehensive outline is provided.

It is also important to point out that in the writing practices students are supposed to work with different genres of text, varying the types of genres taught through the units. The diversity of genres is defended by the authors (OLIVEIRA; TENUTA, 2011).

The definition of text genres adopted in this material is: "a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture" (MARTIN, 1984 *apud* PALTRIDGE, 1996, p. 238). This is in line with the fact that writing should always have a social destination.

Now, this paper will discuss some of the theoretical backgrounds that provided the basis for the production of the pronunciation, vocabulary, and self-assessment activities, but it is not in the scope of this paper to extensively discuss the theories adopted for these sections.

Firstly, Pronunciation is referred to as Get the sound right. It is important to point out the target audience is not only learners of a foreign language but also Brazilians.

The key concept here is noticing. The difference between the L1 and L2 sounds must be noticed. (ZIMMER, SILVEIRA, ALVES, 2009). For example, the activities in which students have to work with minimal pairs are a good example of how to help students

distinguish between the different sounds. How these sounds can produce a difference in meaning, for example, in the case of the minimal pairs.

Students are required to identify similar sounds, find the different sounds that are different. This helps students' perceptions. It is also recommended that students try out their pronunciations, checking pronunciation if they need to do so.

Then, in the vocabulary section referred to as "Know your vocabulary", students are expected to negotiate meaning. So for example, they are asked to identify connotations, whether positive, negative, or neutral. According to Nation and Jenkins (2002) "vocabulary learning is helped when learners negotiate meaning with other learners".

Students are required to infer meaning from context and also pre-teach the highlighted words, either with realia or images, flashcards, which is specified in the Teacher's Guide. In short, vocabulary should also be taught inductively.

Finally, in self-assessment referred to as Assessing my work, teachers are advised to instruct their students to be honest with themselves when conducting their self-assessment. Meta-language is avoided; such as the formal name of verb tenses and specific skills and language is kept short and simple. The reason for that is the goal is to make students capable of rendering an accurate assessment of their performance (BROWN, 2004). Therefore, in this way, self-assessment is done more effectively and accurately.

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