

Universidade Federal de Minas Gerais - UFMG
Faculdade de Letras - FALE
Programa de Pós Graduação em Estudos Linguísticos - Poslin
Curso de Especialização no Ensino e Aprendizado de Inglês - CEI

Unidade Didática para o Ensino de Inglês

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Belo Horizonte, 02/02/2016

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Teaching English to Upper Intermediate Students from
Private Language Schools
Travel and Beauty

Trabalho de Conclusão de Curso apresentado
junto a UFMG - FALE - CEI como pré requisito
para obtenção do título de especialista no ensino
de língua inglesa.

Débora Leite Ferreira

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Index

Introduction	4
Unit 1 - <i>Wanderlust</i>	5
Unit 2 - <i>What makes you beautiful?</i>	19
Teacher's Guide Considerations	32
Teacher's Guide Unit 1 - <i>Wanderlust</i>	34
Teacher's Guide Unit 2 - <i>What makes you beautiful?</i>	42
Rationale	50
References	55
Websites consulted	56

Introduction

These units were developed as a requirement of the Specialization on Teaching and Learning English course provided by UFMG. The topics chosen were *Traveling* and *Beauty* through the titles *Wanderlust* and *What makes you beautiful?* respectively. They were selected with the belief that these are themes that students will find interesting to talk about since most of them have possibly been on a trip and reflected on the beauty standards imposed by society.

The units are aimed at students from the age of 16 at Upper Intermediate level - B2 - in a private English course. The genres to be worked with are *review* and *opinion essay* and the grammar topics are *gradable and non-gradable adjectives* and *idioms* which students will be led into learning through inference and induction.

All activities were designed following the principles of the Communicative Approach. Therefore, there is a great amount of interaction and students need to negotiate meaning throughout the whole lesson. There are task-based activities so that students need to talk to each other in order to solve a "problem". Besides that, the principles of Critical Literacy are present as students use the language in order to think critically about the topics. They are not just passive receivers of the information, they are active participants who bring their knowledge into class and, along with the content learned, they can change the setting they live in.

At the end of this lesson, you will find a DVD with the videos you will need for the lessons.

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Débora Leite



LET'S GET STARTED!

1. In pairs discuss the questions:
 - a. "Travel broadens the mind" is a famous proverb. Do you agree with it? Why (not)?
 - b. How often do you travel? Would you like to travel more? Why (not)?
 - c. Do you know the meaning of the word *wanderlust*? If not, check your dictionary. After that, tell your partner how often you are taken over by this feeling.
 - d. What was the greatest and worst experience you've had while traveling?
 - e. Where do you usually stay when you travel?
 - f. What do you pay attention to when searching for accommodations?



OPEN YOUR EYES. OPEN YOUR MIND!

1. Read the photo caption and the introduction of an article on a website called *Airbnb.com* and discuss the following questions with a partner.
 - a. What do you think *Airbnb* is? What kind of service does it provide?

The home-sharing website *Airbnb.com* promotes itself as a way to connect travelers with places to stay all over the world, often at a cheaper rate.



Nikki Ricks previously listed her Chicago loft for rent on Airbnb to make spending money while on vacation. (Photo courtesy of Airbnb)

2. Now read the article and check your predictions. Were you right?

How Does Airbnb Work for Guests and Hosts?

Launched in 2008 and currently valued at \$10 billion, according to The Financial Times, Airbnb plays a role in the growth of an Internet-powered sharing economy, similar to ride-sharing apps Uber and Lyft.

Airbnb boasts one million stays monthly, with rentals in 34,000 cities and 190 countries. But before hosting strangers in your own home or renting a home from a stranger in another city, how can you confirm it's safe and you won't be ripped off?

Being a host

Nikki Ricks and her husband, Brandon, first used Airbnb during a 10-day vacation to Iceland last year. While away, they rented their vacant West Loop Chicago loft. "We were able to get someone to fill the entire time slot, and it was great extra cash in our pocket for our trip," she says.

Airbnb obtains a verified ID from all members, which requires uploading a government-issued ID card and connecting a social media profile. This ensures members, both guests and hosts, are who they say they are, but doesn't go any further.

Being a guest

So you're not ready to host, but want to hit the road? World traveler and blogger Sarah Moran offers some tips for finding a place to stay through Airbnb.

Moran and her husband, Kris, decided to quit their jobs and travel the world.



Kris and Sarah Moran used Airbnb frequently during their round-the-world trip. (Photo courtesy of Sarah Moran)

The Morans saved money for two years. About a year before their trip, the Phoenix couple booked a room in New York through Airbnb, and realized it would offer affordable options during their travels.

To be a good guest, Moran says, read the guest reviews before booking, and pay attention to red flags raised by negative reviews.

But a verified ID doesn't mean you'll get along, or that your guests won't be messy. "There's still a level of unknown with each guest," Ricks says.

"One time we found our sliding door cracked open a little — in winter — and also found five spoons covered in a huge jug of melted ice cream."

All transactions between host and guest take place online. Guest can review their hosts, and the hosts can review their guests. If the guest leaves a poor review, the host can reply to refute it or explain. If a guest was exceptionally nice or disconcerting, a host can note it on the guest's profile.

Source: Adapted from <http://www.angieslist.com/articles/how-does-airbnb-work-guests-and-hosts.htm>

Also, communicate with the host before and during your stay, she says. Many listings require guests to contact the host before booking, and prospective guests should take advantage.

Ask questions. If the host gets up at four in the morning to make breakfast and you're a light sleeper, it might not be the right fit.

"We have never had our reservation cancelled, walked into an apartment that didn't look like the pictures or was dirty or had miscommunication with our hosts," Moran says.

"We immediately feel more intimately involved in the community by staying in apartments over hotels," she says, adding that no one restocks the toilet paper or makes the bed each day.

"For us, it allows us to feel at home wherever we are in the world, and we couldn't imagine completing this journey without it."

3. Read the text again and discuss with your partner:

- a. How does *Airbnb.com* ensure its customers' safety?
- b. How can you define a good guest?
- c. What advice does Moran give to those who want to book a room through *Airbnb.com*?
- d. What could be the pros and cons of this kind of service?
- e. What kind of people would benefit from using this home-sharing service?
- f. Would you consider being a user of *Airbnb.com* as a guest and/or host? Why (not)?
- g. How can you explain *Airbnb's* popularity?



SPEAK IT UP!

'Tourism provides the opportunity for millions of daily interactions between tourists and hosts to create diverse socio-cultural understanding'

How can your socio-cultural understanding be changed through traveling?
Discuss with a partner.

Source: http://www.slovenia.info/pictures%5CTB_board%5Catachments_1%5C2012%5CPorocilo_14215.pdf

1. Besides traditional hotels and services like the one provided by *Airbnb.com* which other types of accomodation and traveling can you think of?
Make a list with your classmates and teacher.

Tourism and accomodations

Hotels

2. Get together in groups of 4 and discuss:

- a. Which of these do you use the most? Why?
- b. Which are more common among people your age?
- c. Which is better for traveling with family/friends/alone? Why?

3. Share your answers with the class.

4. Take a look at the pictures below. What can you say about each picture? Does any of them represent a kind of traveling/accomodation mentioned in the list created in exercise 1? Which picture is different? How does it differ from the others? Share your thoughts with the class.

a)



b)



c)



5. Now, read the descriptions of different kinds of accommodation and traveling that are most common among young people. Can you match the descriptions to the pictures?

Write the word in **boldface** under the pictures above.

A **hostel** is a budget-oriented, shared-room ("dormitory") accommodation that accepts individual travelers (typically backpackers) or groups for short-term stays, and that provides common areas and communal facilities.

With **Couchsurfing**, you can stay with locals in every country on earth. Travel like a local, stay in someone's home and experience the world in a way money can't buy.

VolunTourism involves traveling to a place to improve economic well-being, socio-cultural development, or environmental conservation by providing volunteer assistance and/or goods.

6. Look at the following adjectives. Talk to a classmate and discuss which ones best describe the suitable people for each type of tourism/accommodation. You can use the adjectives more than once. Write **H** for hostels, **C** for couchsurfing and **V** for VolunTourism next to each adjective.

_____	adventurous	_____	outgoing	_____	generous
_____	helpful	_____	easygoing	_____	sympathetic
_____	organised	_____	shy	_____	talkative

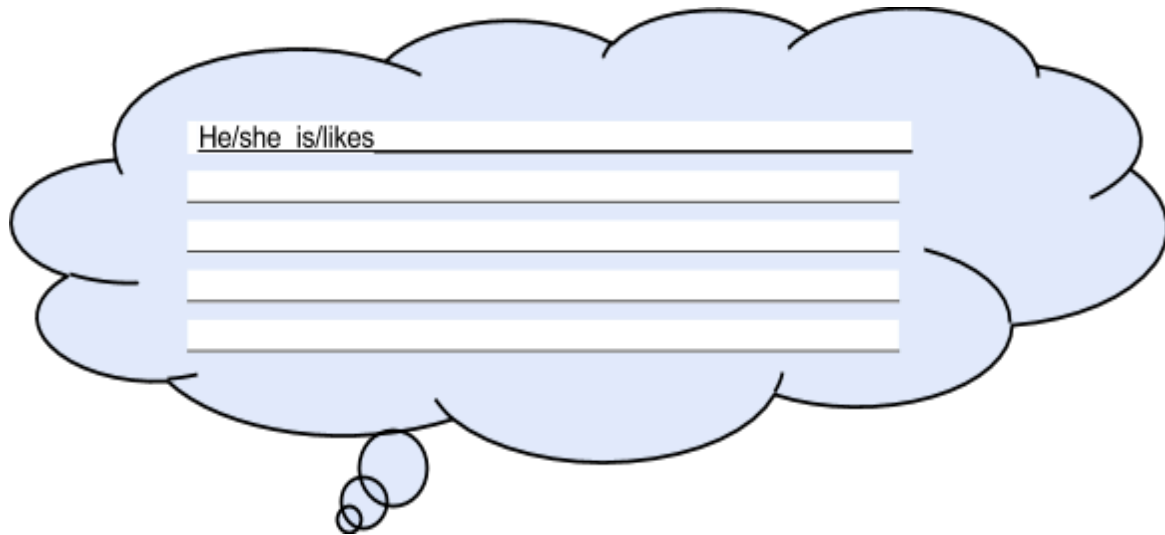
7. How well do you know your classmates? Would you be able to tell which kind of traveler he/she is?

Get together with a partner, talk to him/her for about three minutes and find out what kind of person he/she is. Which of those adjectives best describe him/her?

You can ask questions such as:

- Do you like helping people?
- What do you look for when you go on a trip?
- How well do you handle unexpected situations?
- Do you make friends easily?

8. Ask as many questions as you want until you are able to describe your partner.
Take notes of important information.



9. Now that you have finished, can you tell which of the accommodations or traveling would suit him/her best? _____

10. Talk to him/her and find out if he/she agrees with your choice. If not, find out why.

11. Report your answer to the classroom and pay attention to your classmates' reports too.

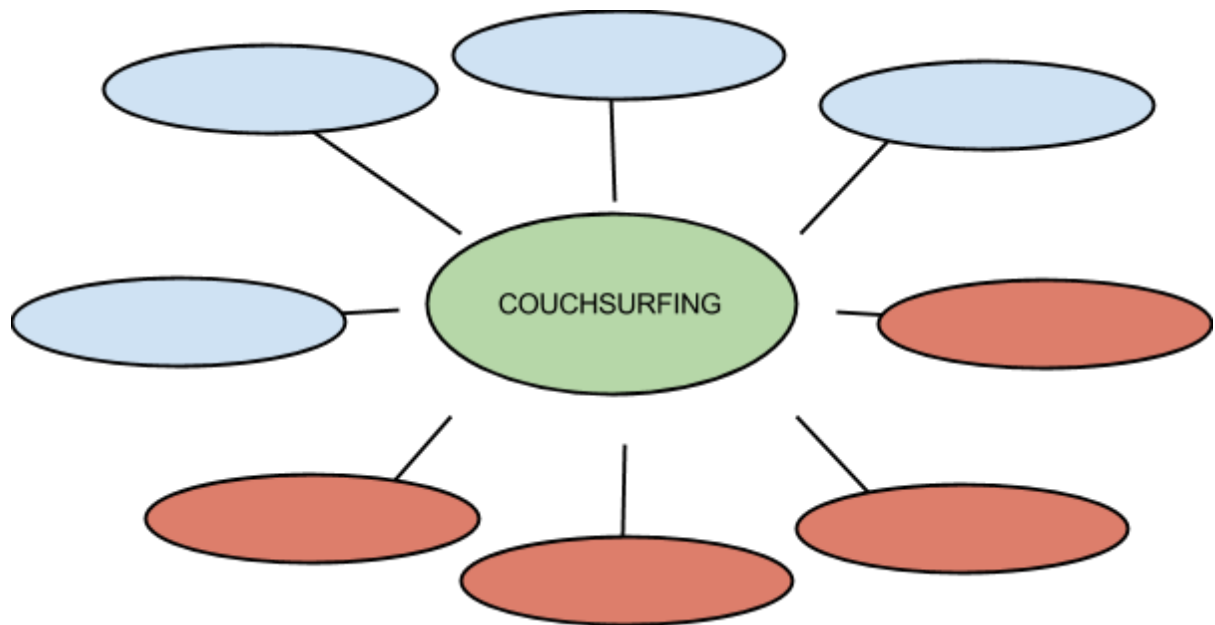
Ex.: Paula would benefit best from _____ because she's/she likes _____

12. Now, based on everybody's reports, decide which kind of tourism fits your class. Can you choose only one?



OPEN YOUR EARS. OPEN YOUR MIND!

1. When you think about Couchsurfing, what comes to your mind?
Can you think of pros and cons of this kind of accommodation?
Make a mind map with your classmates and teacher.



2. You are going to watch some people talking about Couchsurfing. Pay attention to how they describe it. Do they talk more about the pros or the cons of it? Take notes of what you hear and be ready to talk about them afterwards.



Source: <https://www.youtube.com/watch?v=sSakme86kTo>

3. Did they mention anything you put in your mind map? After watching the video do you feel differently about Couchsurfing? How so?

4. Watch the video again. Take notes of one or two (adverbs +) adjectives each speaker uses to describe Couchsurfing.

Remember: these adverbs intensify adjectives by grading them positively or negatively

Ex: **Joan** from Kenya: a bit different and real beautiful

Student A is going to pay attention to the speakers:
Sheridan from Australia: _____
Sebastian from Chile: _____

Student B is going to pay attention to the speakers:
Ian from the USA: _____
Andromeda from Mexico: _____

5. Which of the adjectives you wrote is preceded by an adverb? Which is not?



THINK ABOUT LANGUAGE!

1. Read a review left on *TripAdvisor.com* of a hostel in San Pedro de Atacama, Chile and underline the adjectives you find.

clare h
San Pedro de Atacama, Chile

“One of the best hostels we have stayed at in Chile”
★★★★★ Reviewed November 23, 2014 via mobile

While slightly more expensive than other hostels we looked at, as soon as we met the manager of Hostal Mama Tierra we knew we had made the right choice. She was very helpful and let us store our luggage, let us into our rooms early, and helped us to suss out some awesome tours. The breakfast here was amazing. Bread, fruit, cereals, scrambled eggs, juices, tea, milk. The staff kept the kitchen and shared areas clean at all times. The showers were amazing, clean and hot and no shortage of hot water.

Don't be put off by other reviews that say that this hostel is away from the main city areas, it is a short 3 minute walk and it is very nice to be away from the hustle and bustle of the hundreds of other tourists that visit San Pedro de Atacama.

Definitely recommend this hostel to anyone travelling to this region.

Stayed November 2014, traveled with friends

Less ▲

Was this review helpful?

[Ask clare h about Hostal Mama Tierra](#)

This review is the subjective opinion of a TripAdvisor member and not of TripAdvisor LLC.

2. Which of these adjectives could be preceded by the grading adverb **very**? Which could not? Put them under the correct column:

VERY	XXXXX
expensive	

3. Underline the word that best completes the sentence:

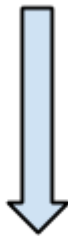
Adjectives preceded by grading adverbs are called *gradable/non-gradable* adjectives.

4. Write **Gradable** or **Non-gradable** at the top of the correct column they represent.

5. Think about the adjective **cold**, in how many ways can you grade it from most to least?
Talk to your partner and exchange ideas.

Ex.: extremely cold

cold



6. Now think about the adjective **freezing**. Can you do the same with it?

Complete:
Adjectives such as **freezing, exhausted, perfect, impossible** can/cannot accept a grading adverb.

7. Look at the extracts taken from reviews on travel websites. Which adverbs can be used with non-gradable adjectives? Which one(s) can be used with both gradable and non-gradable adjectives?

- a. "(...) the apartments are simply fantastic"
- b. "the food was absolutely perfect."
- c. "Hotel is very good, staff are really great"

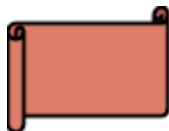
Non-gradable adjectives can also be called **EXTREME** adjectives. Can you think of the reason for that?

8. The adjective **exhausted** is the non-gradable correspondent of the gradable adjective **tired**. Look at the table below and, together with your partner, fill it in with the correct gradable or non-gradable adjective and a possible adverb. There may be more than one possible adjective. Complete with as many as you can.

GRADABLE	NON-GRADABLE
really good	
	absolutely gorgeous
a bit crazy	
	simply brilliant
a little scary	
	completely awful

9. Choose two adjectives of each column and make real sentences related to a place you have stayed in.

Ex.: The breakfast at Bamboo Hostel was simply perfect.



SPREAD THE WORD!

1. Look at the text below. From the title, can you guess what it is about? What kind of information do you expect to find in it?
2. Read the full text and answer the questions below:
 - a. What kind of text is it? _____
 - b. Where do you usually find it? _____
 - c. What's the purpose of this text? _____
 - d. Who's it addressed to? _____
 - e. Is the language formal or informal? _____
 - f. What kind of information does it contain? _____
 - g. How does the writer finish it? _____



inpash2911
Panama

"Great Hostel and good location!"

★★★★☆ Reviewed April 12, 2015

I stayed in this hostel with some friends. I was pleasantly surprised. Very eclectic and great location. It's close to the train and in a nice neighborhood, and walking distance to main attractions. There is also a supermarket literally next door which is very convenient.

The rooms are comfortable. I stayed in 3 different types of rooms, including the dorms and the new building. All are comfortable, and nice comfy beds. I suggested to put some hooks on the walls to hang clothes and put your toiletries as there are none at the moment.

The people at the hostel are very nice. Joseph works at night and is great! He is attentive, and just a nice guy. Kathy works in the day and is such a doll. She gives you great tips and is just helpful. I felt like at home. I travelled around Santiago, so came back to the hotel because we were treated very well. I never experienced any noise in the hostel at all. The breakfast is very basic but good enough to get the day started. I strongly recommend staying here.

Room Tip: If you are a couple, ask for rooms in the new building. They are a little more expensive but worth i...

[See more room tips](#)

Stayed April 2015, traveled with friends

★★★★☆ Location

★★★★☆ Cleanliness

★★★★☆ Service

Now, think about a place you have stayed in. It can be the one from your last trip or one that you remember easily, either because it was really good or really bad.

You are going to look for this place on www.tripadvisor.com and write a review of 120-150 words telling what your stay was like and if you recommend it or not.

Use the review on the previous page as an example and the following questions to guide you.

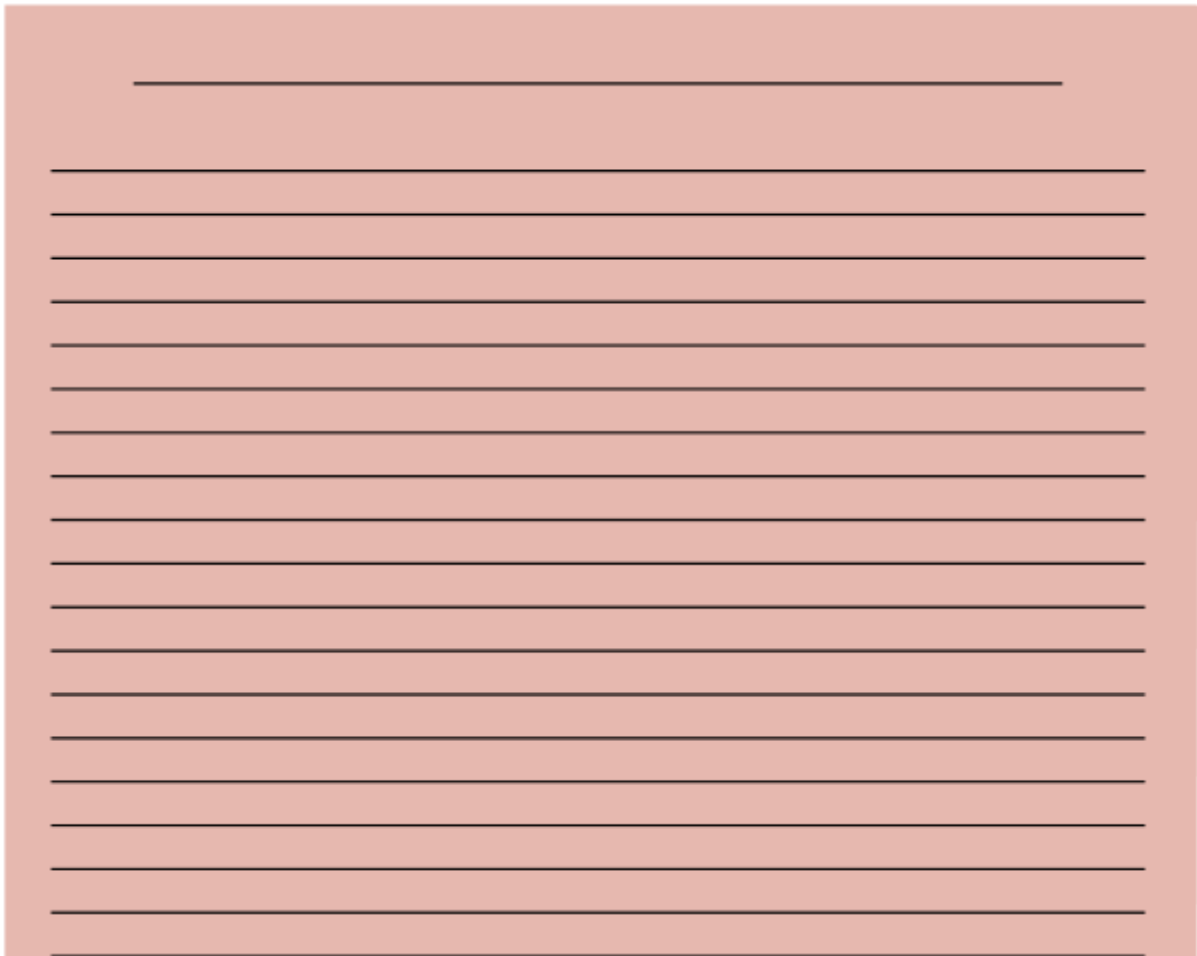
1. Was the bedroom nice?
2. How comfortable were the beds?
3. Were sheets and towels changed?
4. How clean was the bathroom?
5. What were the other premises like?
6. Did they have free wi-fi?
7. Was breakfast good enough?
8. How nice was the staff?
9. Do you remember any relevant anecdote?
10. Was the service worth the price?
11. Would you recommend it?

Remember to plan your writing before submitting it. You can make a list such as the one below:

TITLE _____

1. nice bedroom
2. simply perfect beds
3. sheets and towels changed every other day...
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Now, you are ready to write your review! After you post it online, give the page address to your teacher and classmates so they can know whether or not they should stay in this place.



A large rectangular area with a light pink background, containing a series of horizontal lines for writing a review. The lines are evenly spaced and cover most of the area, leaving a small margin at the top and bottom.

✓ Does your review have everything it needs? Hand it to a partner and have him/her revise it for you. Ask him/her to tick your checklist and write down any comments he/she has in the right box. Do the same with your partner's review.

- It's got 120 - 150 words.
- It's got an interesting title.
- It's useful.
- There are gradable and non-gradable adjectives.
- Spelling is ok.
- Grammar is ok.
- There is a recommendation.

Peer editor's comments



WHAT HAVE I LEARNED?

Now that you have finished this unit, get together with your classmate and discuss the things you can do. If you can, tick the box and give an example. If you can't, go back to the unit and revise it.

- I can talk about different types of accomodation and tourism.
- I can use gradable and non-gradable adjectives.
- I can write a review.

Unit 2

What makes you beautiful?



LET'S GET STARTED!


1. There's a saying that goes: "Beauty is in the eye of the beholder."

- a. What do you understand from this sentence?
- b. How could you rewrite it using your own words?

—

- c. Share your sentences with a partner and discuss:
- d. How much do you agree with this saying? Give reasons for your answers.

2. Based on the saying above, this is what Spanish actress Salma Hayek had to say:



People often say that 'beauty is in the eye of the beholder,' and I say that the most liberating thing about beauty is realizing that you are the beholder. This empowers us to find beauty in places where others have not dared to look, including inside ourselves.

(Salma Hayek)

izquotes.com

- a. What do you think she means when she says that "you are the beholder"?
 - b. Would you say that she agrees, disagrees or partially agrees with the saying "beauty is in the eye of the beholder?" How can you explain that?
 - c. And you, what do you think of what she said?
 - d. Share your opinion with a partner, then, share it with the class.
3. Think about the city, state and country you live in and the standards of beauty they have. What kinds of people are considered beautiful? For someone to be beautiful, what do they need to be or have? Make a list of adjectives that come to your mind when you think of the word *beauty*.

4. Would you say that your idea of beauty is similar to others that share your cultural background?
- a. In groups of 3 or 4 people, compare and contrast your lists.
 - b. How similar were they?
 - c. What conclusion can you reach?



OPEN YOUR EYES. OPEN YOUR MIND!

5. Read the introduction of an article on beauty around the world:

After learning that a certain group in Indonesia prefers women with bigger feet, we hunted for other surprising symbols of beauty from different cultures. Check out what people around the world consider sexy.

- a. Do you remember seeing any feature that was considered beautiful to other cultures but that you didn't find attractive at all? What was it? Share with your class.

6. Read the rest of the article and match the photos to the paragraphs they represent.

Long Necks, Stretched Lips, And Other Beauty Standards From Around the World

After learning that a certain group in Indonesia prefers women with bigger feet, we
hunted
for other surprising symbols of beauty from different cultures. Check out what people
around the world consider sexy.



Super-Sized Bods

Mauritanian women are lauded for gaining weight, to the point that young girls are sent by their parents to camps where they are forced to eat 15,000 calories a day in an effort to "fatten them up". Being bigger makes women here more desirable as wives, as a larger wife is seen as a status symbol for her husband.



Body Scars

In Ethiopia's Karo tribe, women's scars are considered both attractive and super-sexy. The practice of self-scarring is a form of adornment cherished by the people of this culture.



Long Necks

Women of the Kayan tribe in Thailand start wearing brass rings around their necks when they're just five years old, adding more rings as they grow older to elongate their necks. A super-long neck is considered beautiful and elegant in this region and women can wear over 20 pounds of rings as adults.



Surgery Bandages

Believe it or not, Iran is the rhinoplasty capital of the world (the more you know...). Nose jobs are so common - and so much of a status symbol - that women will often wear their post-surgical bandages longer than needed or create fake bandages to wear without actually having the surgery.



Long Earlobes

Stretched earlobes are a thing among the Masai of Kenya, where women pierce and elongate their lobes using stones and pieces of elephant tusk.



Stretched Lips

The Mursi Women of Southern Ethiopia insert clay plates into their lower lips to stretch them out, increasing the size of a plate to make their pouts ginormous. This ritual is a symbol of both sexual maturity and beauty.



Face Tats

In New Zealand, the Maori people consider women with tattooed lips and chins to be most beautiful. Kat von D would love it: the more tattoos, the more desirable a woman is.



1



2



3



4



5



6



7



VOCABULARY

Find in the text, the words that match the definitions below. Pay attention to the context!

1. A shiny yellow metal: _____
2. To be praised: *to be* _____
3. The shape that your lower lip has when you push it forward: _____
4. Extremely large: _____
5. A piece of cloth that you wear around a hurt part in your body: _____

7. Read the text again and discuss the following questions in groups of 2 to 3 people.

- a. Did any of these beauty standards impress you? How so?
- b. Are there any that seem “normal” to you? Why?
- c. Can you think of anything that people from your country consider beautiful that would cause some sort of strange feeling to other cultures?
- d. Why do you think people value external beauty so much?



OPEN YOUR EARS. OPEN YOUR MIND!

1. Look at the picture below taken from a video clip. What do you think is happening?



2. Now, listen to the song and watch the music clip. What message does it convey? Write your answer below:

3. Share your opinion with a partner. Do you have similar ideas? How can you complement each other’s answers?

4. Now, watch the video again and take notes of some of the phrases used to advise people on how to be more externally beautiful.

Ex.: Put your makeup on

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

5. In the chorus and at the end of the song, though, the message changes. Can you find some phrases/ questions used to show this message switch?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Compare your notes to, at least, two partners' notes. Have you missed anything? Help each other complete your phrases. Is there anything you did not understand? Check with another partner or your teacher.

7. If you like, listen to the song again and sing it. You can get a copy of the lyrics at the end of the unit. Are there any new words/expressions in the song? Look them up in a dictionary or talk to a partner about them. Write them down in your vocabulary journal.



THINK ABOUT LANGUAGE!

1. Look at some of the phrases you have written in exercises 4 and 5. Find the ones that have a particle/preposition and rewrite them below:

Ex.: Put your makeup **on**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Now, look at these phrases. Some of them can be called **Multi-words verbs**, that is, their meaning cannot usually be inferred by just looking at the verb and particle. Which of the phrases, **a** or **b**, below is a multi-word verb?

a. **Look into** the mirror.

b. **Get your shopping on**.

3. From the phrases you have written in exercise 1, which can you say is a multi-word verb? Discuss with a partner and circle them. Do you know what they mean? Look them up in a dictionary.

4. Among these multi-word verbs, we can notice that with some of them, we could move their particles and they would still have the same meaning. Decide where to put them in the table below. Are they separable or inseparable? Two have been done for you as an example.

SEPARABLE	INSEPARABLE
Put on	Get on

5. Check with a partner if you have similar charts. Did you have any questions? Now, check with your whole class and teacher. Refer to the lyrics of the song on page 31 to check.

6. Do you know the meaning of these multi-word verbs? If not, look them up in a dictionary and then, write them along with a sentence to remind you how they are used in context.



SPEAK IT UP!

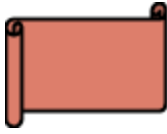
In groups of 2 or 3 people, discuss the following questions:

1. Would you say that the song that you listened is aimed more at women or men? Why?

2. Do you think both genders are under similar pressures for keeping themselves beautiful? What is similar? What is different?

3. You are going to change the lyrics of the song a little bit as if it had been directed to men. How could you change it? Choose one part and try to use some **multi-word verbs**.

4. Share your song with your class and discuss:
 - a. Was it easy or difficult to rewrite the song? Why?
 - b. Do you think one gender is more concerned about their external beauty than the other? Why would you say that is?



SPREAD THE WORD!

1. Read the title and first paragraph of the text below and answer the question:

a. How does the writer introduce his text? Does it make you want to continue reading?

2. Read the rest of the text and answer the following questions:

a. What kind of text is it? _____

b. Does it contain real facts? And opinions? _____

c. Who might be the audience? _____

d. Where could you find it? _____

e. Is the language formal or informal? _____

f. How does the writer finish the text? _____

g. Do you know Audrey Hepburn? Why is it important that she said things like the ones you have just read? _____

h. What message is the text trying to impart? _____

What's inner beauty?

**Altruism and generosity bring out the best in us, says David Servan-Schreiber
22 December 2010 } by Psychologies**

Sometimes a particular phrase or image we stumble across online affects us deeply. Recently I was moved by a slide show dedicated to Audrey Hepburn, with quotes and pictures showing her in her dazzling youth and her radiant maturity.

As a child in the Netherlands, Hepburn nearly died of hunger in a country devastated by World War II, and was rescued by the UN refugee programme. Towards the end of her life, she was asked about her beauty secrets. She replied with remarkable grace: 'For lovely eyes, seek out the good in people. For a slim figure, share your food with the hungry. For beautiful hair, let a child run his or her fingers through it once a day. People, even more than things, need to be restored, renewed, revived, reclaimed and redeemed. Never throw out anybody. The beauty of a woman is not in a facial mole. True beauty in a woman is reflected in her soul. It is the caring that she lovingly gives, the passion that she shows, and the beauty of a woman with passing years only grows.'

I'm aware I'm a long way from seeing beauty that way, and from never throwing anybody out. I could just let these lines drift away like an unattainable ideal. But if I allow myself to be touched by this altruistic and generous vision, I feel a warm glow in my heart. Something in me responds, bringing me closer to what is good and right, to everything in my precious being. And I want to be more like this woman who has gone so much further than I, and savoured that human generosity that is in all of us.

Adapted from: <https://www.psychologies.co.uk/self/what-is-inner-beauty.html>

3. Read the text again and answer:

- a.** What kind of relation does it establish with the rest of this unit?
 - b.** If you could summarize this text in a few words, what would they be?
-

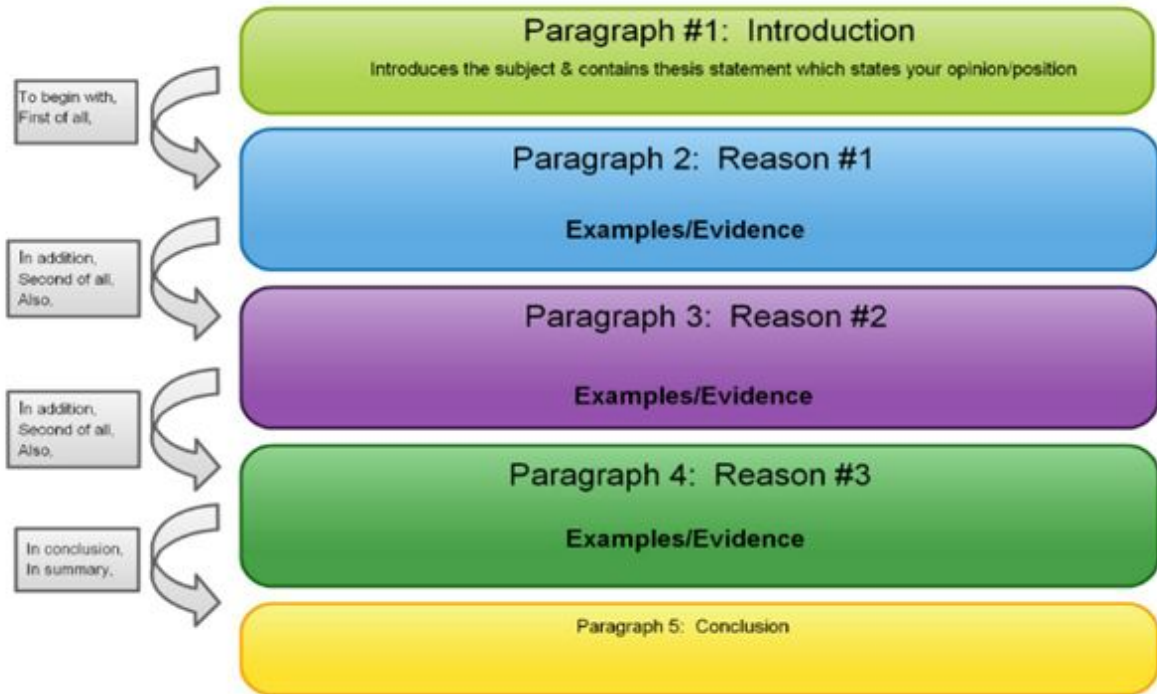
4. Now that you have talked about both external beauty standards and inner beauty, you are going to put your opinions into words.

Choose one of the topics below:

- a.** You are a columnist for an important online magazine and your job this week is to write a 200-250 word opinion essay about the things people (men and women *or* men or women) do in order to keep their external selves beautiful and the consequences it can bring.

b. You are a columnist for an important online magazine and your job this week is to write a 200-250 word opinion essay about how and why inner beauty is being undermined in our current society.

You can use the text on the previous page as an inspiration on how to write an *opinion essay/article* and the scheme below to help you.



Plan before you start

Topic chosen: _____

Introduction: _____

Examples/Evidences: _____

Conclusion: _____

Sources consulted: _____



Does your essay have everything it needs? Hand it to a partner and have him/her revise it for you. Ask him/her to tick your checklist and write down any comments he/she has in the right box. Do the same with your partner's essay.

<input type="checkbox"/>	It's got 200 - 250 words.
<input type="checkbox"/>	It's got an interesting title.
<input type="checkbox"/>	It's useful.
<input type="checkbox"/>	It's well-developed.
<input type="checkbox"/>	Spelling is ok.
<input type="checkbox"/>	Grammar is ok.
<input type="checkbox"/>	There is an interesting conclusion.

Peer editor's comments



WHAT HAVE I LEARNED?

Now that you have finished this unit, get together with your classmate and discuss the things you can do. If you can, tick the box and give an example. If you can't, go back to the unit and revise it.

<input type="checkbox"/>	I can talk about beauty standards around the world.
<input type="checkbox"/>	I can use multi-word verbs and identify if they are separable or inseparable.
<input type="checkbox"/>	I can write an opinion essay/article.

Try (Colbie Caillat)

Put your makeup on
Get your nails done, curl your hair
Run the extra mile
Keep it slim, so they like you
Do they like you?

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

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

You don't have to try, try, try, try (3X)
You don't have to try (2X)

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

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

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

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

Take your makeup off
Let your hair down, take a breath
Look into the mirror at yourself
Don't you like you?
'Cause I like you

Teacher's guide

Hello dear teacher!

Thank you for choosing this book to work with your students.
I hope you and your group have a lot of fun while using it!

Now, let's take a "tour" on how this book works.

All texts and audios are authentic in order to guarantee your students have a real-life experience while learning. It is divided into sections and in each section, one skill - reading, listening, speaking and writing - is focused. Activities are communicative, therefore students are encouraged to talk and solve problems most part of the time. The principal of Critical Literacy is also present through the tasks proposed. It is expected that you, as the teacher, encourage your student to use the language as a means of empowerment and social transformation. This means that the topics chosen should not only be seen as a way to learn the language per se. Rather, they propose dialogues and discussions that involve both real communication and social criticism. The objectives of using the English language is to develop communicative competence (learn to use and use to learn) and also to develop a critical sense (learn to transform).

It is believed that your role in class is being a facilitator: you will help your students to be responsible for their learning process and you will avoid giving them ready-made rules, for instance. Instead, you will lead them into thinking and building the rules. By doing this, you will have autonomous students; those who know why and how and not just what.

Let's get started!

This section works as a lead-in. It will raise students' interest in the topic that is going to be worked in the units. While students answer a set of questions, you will be observing their previous knowledge on the topic. Do not monitor for form at this point and only correct if communication fails to take place. This section is usually focused on speaking.

Correction tip: As you walk around the class, you can take a notebook and write down things you want to comment on later with your students. Do not focus only on the mistakes, talk about interesting things your students have said too. Do not expose anyone when you make this kind of correction. You can use this as a log in which you can keep your students' progress as well as their grades in all skills. Here follows a way of applying this kind of correction into your classroom.

Write down things your students have said on the board. For instance: "I didn't went anywhere last weekend." Do not say the name of the student who has made the mistake. Just write it on the board. Ask your students: "Is this sentence correct?" Some of them will probably say that it's not. Then, ask "what's wrong with it?" Some will likely say "*went* should be *go*". Ask "Why?" You might hear "Because you have already used *did*." Ask, "So, what is the name of this problem?" If nobody knows how to answer it, you can say "It's a *verb form* problem. The tense - simple past - is correct, but the form of the verb is not." When you conduct correction this way, you lead your students into thinking about why something is

wrong and how to correct their mistakes. Remember never to point whoever made such mistake in order not to embarrass anyone.

Open your eyes. Open your mind!

In this section, the reading skill is the one to be worked with. It will always have pre, while and post reading activities.

Tip: Explore images and captions to raise interest. Time your students for reading activities. Always have something for fast-finishers to do so that they don't get bored and/or disturb the others. Tell your students not to get stuck when they come across words they don't know. Help them develop reading strategies - skimming and scanning.

Open your ears. Open your mind!

This section is focused on listening. It could bring a video, a song or a podcast and as with all the other materials in this book, it is always going to be something authentic. There will also be pre, while and post listening activities.

Tip: Help your students understand that they don't have to comprehend everything at the first time. Give clear instructions and examples. If listening is too long or challenging, break it into parts, pausing when necessary. Make sure there is silence and concentration during listening activities.

Speak it up!

In this section, you will focus on evaluating your students' ability to communicate with fluency and accuracy. Obviously, they will have to work in pairs or groups and you may also evaluate how they collaborate and work with others.

Tip: When they are working in groups, observe from a distance; keep a log to write down the things you want to comment on later, but do not interrupt their discussions to correct them. Use the correction strategy suggested in **Let's get started!** section if you like.

Spread the Word!

You will be evaluating your students' writing in this section and their ability to write coherently and cohesively.

Tip: Remind students that planning their writing is as important as the actual writing. Give them time to do this planning. If pressed for time, set the actual writing for homework but do the planning in class. Always give your students the chance to rewrite their work. Instead of correcting their texts, rate them by using correction codes, for example.

Here follows a list of correction codes:

Prep (preposition)	P (punctuation)
SPL (spelling)	VF (verb form)
VT (verb tense)	WO (word order)
WW (wrong word)	? (incomprehensible)
∅ (missing word)	

Explain to your student the importance of peer-correction. Tell them that when they correct other people's work, they are putting their knowledge to test. Remind your students to be polite when making comments on each other's works.

Vocabulary

When present, students will work on guessing, inferring and looking up the meaning of words they may not know. Teach them to guess the meaning of words through context. You can also use this section for practicing pronunciation. Remind them to keep a vocabulary journal in which they will write down words they learn along with a sentence using such word.

What have I learned?

Now, students will reflect on what they have learned.

Tip: Focus on weaker students now. Check if there are still any questions and ask them to provide examples to prove they can really do what is being presented.

Hope you and your students have a great time!

Débora Leite

Unit 1: Wanderlust

Overview

In this unit, students will talk about the experience of traveling and different types of tourism and accommodations.

Vocabulary	adventurous, couchsurfing, easygoing, generous, helpful, hostel, organised, outgoing, shy, sympathetic, talkative, voluntourism, wanderlust
Grammar	Gradable and non-gradable adjectives
Reading	How does AirBnb work for guests and hosts? : Online Magazine Article
Listening	Welcome to Couchsurfing: Advertising Video
Speaking	Talk about different types of tourism and decide which one is the best for each student according to their personality.

Let's get started!

This activity is used as a lead-in. Students will be able to talk about their experience with traveling while the teacher observes their previous knowledge on the topic that is going to be presented in the Reading Section.

1. Ask students to get in pairs or small groups and answer the questions. Make sure you monitor students as they work. Do not monitor for form at this point.

Answer: **a)** and **b)** personal answers **c)** wanderlust: the wish to travel far away and to many different places (<http://dictionary.cambridge.org/dictionary/english/wanderlust>) **d), e)** and **f)** personal answers.

Open your eyes. Open your mind!

1. Tell students to look at the photo and read its caption as well as the introduction of the article and then, answer the questions in pairs. Ask some students to share their answers with the class. Unless a student knows what Airbnb really is, do not attempt to give the answer or have a long discussion now, as there will be one after their reading.
2. Students read the article in silence to check if their predictions were correct.
3. Students read the text again and discuss the questions with a partner. Monitor their work. Do not interrupt their conversation to correct mistakes unless it is hindering communication. If necessary, take notes on the mistakes and comment later.

Answers:

a) Airbnb obtains a verified ID from all members, which requires uploading a government-issued ID card and connecting a social media profile.

b) The person who reads the guest reviews before booking and pays attention to red flags raised by negative reviews.

c) Communicate with the host before and during your stay.

d) Accept any possible answers. Suggestions: Pros: Cheap, opportunity to socialize with natives, having a homey atmosphere... Cons: Maybe lack of privacy, messy or fussy hosts...

e) Accept any possible answers. Suggestions: People who are outgoing, easygoing,

that are open to new experiences and that have a low budget...

f) Personal answers.

g) Accept any possible answers. Suggestion: People are more open to new kinds of accommodation. It can be cheaper than staying at a hotel but more comfortable than a hostel, for instance.

Check answers with the whole class. Be open for possible discussions.

Speak it up!

Tell students to read the quotation and discuss the question that follows with a partner. Have some pairs share their answers with the class.

1. On the board, write Tourism and Accommodations and elicit from the students, different types of each. Have them make a list in their books also.
2. Divide them in groups of 3 or 4 and have them discuss the questions freely. Answers can vary as it will depend on the list that was created. Monitor groups.
3. Students share their answers with the whole class.
4. Ask students to look at the photos in exercise 4 and answer the questions. Suggestions: Photos show young people on vacation. Couchsurfing, Hostel, VolunTourism. Picture **b)** is different because it shows people working whereas pictures **a)** and **c)** show people hanging out in what seems to be a living room.
5. Ask students to read the descriptions of each type of accommodation and traveling and match the pictures to the word in boldface that represents it. **a)** Couchsurfing **b)** VolunTourism **c)** Hostel
6. Have students look at the adjectives in exercise 6. Make sure they know their meanings. If they don't, tell them to ask a partner and/or check in a dictionary. After that, tell them to discuss with a partner the characteristics that are best connected to each type of tourism and accommodation. Write **H** for **Hostels**, **C** for **Couchsurfing** or **V** for **VolunTourism**. Remind them that they can use the same adjective more than once. Do one or two so as to set an example. Answers may vary. If students can prove their point, accept their answers. **Suggestions:** Adventurous (H, C, V), Helpful (V), Organised (C, V), Outgoing (H, C,V), Easygoing (H,C), Shy (V), Generous (V), Sympathetic (V), Talkative (H,C)
7. Students will now get in pairs and talk to each other for about three minutes in order to find out what kind of traveler their partner is. Tell them to use the adjectives in the previous exercise to guide them through the questions they ask. Show them the

example questions and tell them to make others. Set the time and monitor students as they talk. Remind them to take notes of the information they gather.

8. Students write down the information collected.
9. Students write down the type of traveling/accomodation they think fits their classmate.
10. Tell students to share their conclusions with their partners in order to find out if they agree with each other.
11. Students share their answers with the whole class.
12. Mediate students through the decision of which kind of traveling/accomodation suits the class best. Make sure all students have the opportunity to say something.

Open your ears. Open your mind!

1. In the pre-listening, students will make a mind-map of the pros and cons of Couchsurfing. On the board, copy the mind-map that is in the book, and build it together with the whole class. Use the blue balloons for the pros and the red ones for the cons. **Suggestions:** Pros: free (cheap), contact with different cultures, socialization.. Cons: lack of privacy, unknown place and people, not as comfortable as a hotel... Give everyone the opportunity to speak and give their opinion.
2. Tell students they are going to watch a video about Couchsurfing. Ask them to pay attention to how the people in the video describe it and if they focus more on the pros or the cons of it. If they wish, tell them to take notes of key words. Remind them not to worry about having to understand everything at this point.

Script: Joan from Kenya: You know when you go to a hotel and you have no clue who is who? Couchsurfing is a bit different. If you come to my place, you get to know me, you get to know my friends and family, you get to know the activities I do. So couchsurfing is a real beautiful experience.

Gaye from the Phillipines: First and foremost, it's a hospitality network.

Daniel from Australia: It's a lot of fun. It opens doorways between people and events and activities that they might otherwise miss.

Ryohei from the USA: I don't like to refer to couchsurfing as a site, just a website. I prefer to refer to it as a community.

Ian from the USA: Couchsurfing for me is just a really great, genuine way to meet people.

Man: Hey

Sabrina from Germany: Wherever I go, I'll have a friend there, even if I didn't meet them yet.

Angie from the USA: Couchsurfing is really about meeting people from other cultures and getting to know other cultures and just making connections.

Christine from Kenya: Let's say I wanna know more about Europe, about Austria... whatever it is I wanna know more about. And if I can't go there, then couchsurfing brings it to me.

Sheridan from Australia: There's so many lovely people who've joined couchsurfing and it's... erm... really altruistic. It brings out the best in people.

Andromeda from Mexico: Couchsurfing for me is a door, a gateway to a fantastic, alternative way of traveling, which is much more authentic.

Christine from Kenya: It brings people together and it reminds them that we are all one.

Dorit from Israel: It's a great experience. We feel like we've.. erm.. you know, brought a piece of the world into our living rooms.

Evan from Australia: It's the ideal. It's the perfect thing. There's no money involved.

Nina from Iran: People in couchsurfing are so positive. I like them.

Ece from Turkey: I'm so thankful for couchsurfing. It really changed my life.

Xue Shao from China: I can speak very good English, I can talk to these people from all over the country and that's what couchsurfing brings to me.

Sebastian from Chile: It's fantastic. Just ... erm...think about the option of having friends all over.

3. Ask students to compare and contrast their notes of the video to the mind map that has been created in exercise 1. Ask some students how they feel about Couchsurfing after watching the video.

4. Tell students they will watch the video once more and now, they will pay attention to specific people speaking. Divide the class into two groups. Students A and Students B. Students A will pay attention to the (adverbs+) adjectives Sheridan from Australia and Sebastian from Chile use to talk about Couchsurfing. Students B will pay attention to Ian from the USA and Andromeda from Mexico. Play twice if necessary and/or pause at a specific point so as to give students time to write their notes. Show them the example given. Play until they hear the example so they have a clear understanding of what should be done.

Answers:

Student A:

Sheridan from Australia: really altruistic

Sebastian from Chile: fantastic

Student B:

Ian from the USA: really great, (alternative)

Andromeda from Mexico: fantastic, (alternative, more authentic)

If you have time, you can have students compare their answers. If not, you can check with the whole class.

5. Ask students to look at their notes and observe which adjectives are preceded by an adverb. Elicit from students what an adverb does - it modifies verbs, adjectives and adverbs.

Answer: (really) altruistic, (really) great, (more) authentic

Think about language!

1. Tell students to read the review and underline the adjectives they find.
2. Ask them to think and decide which of these adjectives could be preceded by the adverb **very** and put them in the correct column. At this point, students are beginning to be introduced to the concept of gradable and non-gradable adjectives. Tell them not to worry about the parts in blue at the top of the columns. They will be dealt with in exercise 4.

Answer:

Gradable	Non-gradable
VERY	XXXX
expensive	awesome
helpful	amazing
clean	(shared)
hot	
nice	

3. Have students complete the rule by observing the chart above.

Adjectives preceded by grading adverbs are called *gradable/ non-gradable* adjectives.

4. Tell students to go back to the chart in exercise 2 and think about the adjectives in each column. Then, complete the title of each column with either **GRADABLE** or **NON-GRADABLE**. They have just learned the concept of gradable and non-gradable

adjectives. Make sure, you elicit answers from students by making them think and come up with the answers and rules. Do not give them the answers right away.

5. Students will think about the adjective **cold** and decide on ways to grade it. Starting from most to least. Tell them to discuss it with a partner and write down their answers.

Suggestions:

extremely cold

very cold

cold

quite cold

slightly cold

a little cold

6. Have them think about the adjective **freezing** now. They will probably notice that it does not behave the same way as the adjective **cold**. Therefore, they will be able to complete the next rule.

Adjectives such as **freezing, exhausted, perfect, impossible** *can/cannot* accept a grading adverb.

7. Tell students to analyze the sentences taken from reviews on travel websites. They will be able to answer the questions that follow based on the previous exercises.

*Adverbs that can be used with non-gradable adjectives: very, really

*Adverbs that can be used with both gradable and non-gradable adjectives: simply, absolutely.

Ask students to think about the reason why non-gradable adjectives are also called **extreme adjectives**.

Suggestion: because they represent the extreme form of another adjective. For example, the extreme form of **good** would be **perfect**.

8. In pairs, ask students to complete the table that follows with the corresponding gradable or non-gradable adjective and an adverb.

Answer:

GRADABLE	NON-GRADABLE
really good	totally perfect/awesome/amazing/great...
very beautiful/good-looking/handsome...	absolutely gorgeous
a bit crazy	completely insane
pretty smart/intelligent...	simply brilliant
a little scary	totally terrifying
quite bad	completely awful

9. Now, tell students to practice more freely by choosing, at least, two adjectives of each column above and make real sentences related to a place they have stayed in during a trip. Accept any possible answers. Monitor students and make sure they understood the concept of gradable and non-gradable adjectives. After having checked that their sentences are accurate, have students share them.

Spread the Word!

1. Students will now begin their writing process. Tell them to read the title of the text that follows and, answer the questions. Call their attention to images and other aspects that will help them identify the type of text they are about to read.
2. Then, tell them to read it fully and, in pairs, answer the questions about it. Check answers with the whole class afterwards.

Answer:

- a. What kind of text is it? A review.
- b. Where do you usually find it? On the Internet. On travel websites.
- c. What's the purpose of this text? To give an opinion about this specific hotel and make a recommendation.
- d. Who's it addressed to? People interested in visiting this same hotel.
- e. Is the language formal or informal? Informal or neutral.
- f. What kind of information does it contain? About the facilities, staff, breakfast, neighborhood...
- g. How does the writer finish it? By giving a recommendation and a tip.

If pressed for time, do the planning in class and set the actual writing for homework.

Now, tell students to think about a place they have stayed in. It can be because it was either good or bad. They will, then, look for this place on *www.tripadvisor.com* and write a real 120-150 word review on it. They will use the review presented as an example and also the questions on the page to guide them through their writing.

Remind them to plan their writing before they actually start by making a list with key words. After having planned carefully, students are ready to write their review. Remind them to submit it online and give you and their classmates the page address so everyone can read it and use it as future reference.

Remember not to let them post their works on the website before having at least one peer check on it.

When they finish the writing, ask them to hand their texts to a partner, you may pair up stronger students with weaker ones, in order for them to revise each other's work.

Remind students to be polite when they comment on each other's work. Encourage them to look at the observations made about their texts and talk to each other. Then, they may correct the things they think they should.

What have I learned?

Students will now be able to reflect on what they have learned in this unit. As you go through each point, ask them to provide examples to prove they have learned such point. This is the moment, you may want to check if there are questions and then clarify unclear points. It is a good idea to focus on the weaker students now. Ask them to provide you with some examples. If they have understood, it is likely that the others have too.

Unit 2: What makes you beautiful?

Overview

In this unit, students will talk about beauty standards around the world and will reflect on both external and inner beauty.

Vocabulary	Bandage, brass, ginormous, pout(s), to be lauded. Students may be unsure of the meaning for: get one's sexy on, max one's credit car, run the extra mile.
Grammar	Separable and inseperable multi-word verbs.
Reading	Long Necks, Stretched Lips, And Other Beauty Standards From Around the World: Online Article
Listening	Try - Colbie Caillat: Song
Speaking	Discussion on how the pressure of

	following some kind of beauty standard affects men and women.
Writing	Genre: Opinion essay

Let's get started!

This activity will lead students into reflecting and talking about beauty. It will start with a broader view of beauty and then, it will narrow down to the discussion of external beauty standards around the world. This activity can also be conducted as a discussion with the whole class. Before, going to the actual activities, the teacher can explore the title of the unit and the photo at the top of the page. Ask students what they expect to study in this unit and what kind of message they think the picture is trying to impart. This will raise students' interest in the unit and will help you set the mood for the class. Remember that this a communication activity and unless communication is harmed, there's no need to interrupt students for correction. You may do it later if you wish.

1. Start by reading the saying "Beauty is in the eye of the beholder" and ask students to answer question **a)**. Select some students to share their thoughts. Then, ask them to answer question **b)** and then, share their answers with a partner in question **c)**. You can open the discussion when you get to question **d)**.
2. Ask them if they know Salma Hayek. (Mexican actress, born in 1966. Played Frida in the film Frida in 2002 being the first Latin American nominated for the Oscar as best actress). Tell them to read what she says about the saying "beauty is in the eye of beholder." Individually, tell them to answer questions **a)**, **b)** and **c)** and then, share their answers with a partner in **d)**. Ask some students to share their discussion with the whole class.
3. Tell students to think about the place they live in and the beauty standards that it has. Ask them what kinds of people are considered beautiful. You may ask them to give examples of people - specially famous ones - that are considered beautiful by most people. (Gisele Bundchen, Brad Pitt, Angelina Jolie...) Lead them into thinking about what these people have and are that make them look beautiful. Then, tell them to make a list of adjectives that come to their minds when they think about the word *beauty*.
4. Tell them to think about their idea of beauty in comparison to those that share their cultural background by **a)** sharing their lists with 2 or 3 classmates. Then, tell them to

do question **b)**. When you come to question **c)**, open the discussion. Be ready to discuss how we build the concept of beauty in our minds.

Open your eyes. Open your mind!

Tell students to read in silence the introduction of an article that will talk about beauty standards around the world. After they read it, check for words they don't know. Explain it briefly.

- a) Students think about features that they might have seen or heard of that were regarded as beautiful for some culture but that they didn't think the same. You can lead this activity as an open class one.
- b) Ask students to read the rest of the article and match the paragraphs to the photos on the next page. Tell them not to stop reading because of unknown vocabulary. Instead, have them just underline words they don't know because as the next activity is a vocabulary one, they might solve their doubts, then. **Answer:** 1, 6, 2, 4, 7, 3, 5

Vocabulary

Tell students to do the vocabulary activity. You can have them do it individually or in pairs. If you do it with the whole class, there is a chance some students will find the answers faster than others, therefore, they will be just copying the answers.

After they finish it, you can check together with the whole class and see if there is any other word in the text they have not understood. Advise them to look for the context and/or check in a dictionary. It is a good idea, if you have access to a computer with Internet in your classroom, to show how these words are pronounced. You may show, them, for instance, if there's any difference between American and British pronunciation. Have them repeat the words focusing on pronouncing them correctly.

7. Ask students to read the text once again so as to be ready to discuss the next questions in groups of 2 to 3 people. Make sure they read it before they form the groups, otherwise, they might start doing it right away. Monitor groups as they work. Only interrupt their conversation if they make mistakes which hinder communication. After they finish, you can use the correction tip at the beginning of this guide to conduct correction of possible mistakes. It is a good idea to correct mistakes that have appeared during group discussions before you open the discussion with the whole class. This way, these mistakes will not happen again in the open discussion. After this correction, ask them to share what they

have discussed with the whole class. If other mistakes appear, correct them at the end of the discussion.

Open your ears. Open your mind!

1. Tell students to look at the picture in their book and elicit from them what they think is happening in it. (She is taking her makeup off) Do not worry about them giving the right answer as they will watch the music clip and find out.

Try (Colbie Caillat)

Put your makeup on
Get your nails done, curl your hair
Run the extra mile
Keep it slim, so they like you
Do they like you?

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

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

You don't have to try, try, try, try (3X)
You don't have to try (2X)

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

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

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

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

Take your makeup off
Let your hair down, take a breath
Look into the mirror at yourself
Don't you like you?
'Cause I like you

2. Now, after having watched it, tell them to write down what message they think this song is trying to convey.
3. Tell them to share their answers with a partner and see if they have similar ideas and if there's anything their partners has perceived that they haven't and vice versa. You may ask some students to share their answers with the whole class. Try not to have a long discussion at this point. There'll be one at the **Speak it up!** section.
4. Students will watch the video again. This time, they will focus on specific information, which is, note down all the phrases used in the song to tell people what they should do to be beautiful. After, they finish, elicit answers from them and write what they have said on the board.
5. Play only the last verse of the song again so they can write the phrases used in this part.
6. Have them compare their notes with a partner and, in case they have missed anything, complement their answers. Then, elicit answers from them and write what they have said on the board.
7. After all this discussion, you can propose singing the song with your students. Tell them it is a good way to practice pronunciation in case they refuse to do it. Also, encourage your students to look up in a dictionary words or expressions they don't know. Remind them also that the context is very helpful. If there are any new words or expression, tell them to write them in their vocabulary journal along with a sentence to help them remember how to use it in context.

Think about language!

1. Ask students to go back to exercises 4 and 5 and look for verbs+particles and write them down. You can do this activity with the whole class both to save time and to make sure they understand what is expected from them.

Answer: Put your makeup on, get your sexy on, take it off, give it all away, get up, get your shopping on, think of you, take your makeup off, let your hair down, look into the mirror.

2. Now, explain to students that some of the phrases they have written are called **Multi-word verbs**, that is, their meaning cannot be usually inferred by just looking at the verb and particle, then, ask them to decide which of the phrases below is a multi-word verb.

Answer: b

3. Ask them to, now, talk to a partner and decide, from the phrases they have in exercise 1, which ones are multi-word verbs and circle them.

Answer: put your makeup on, get your sexy on, get up, get your shopping on, give it all away, take your makeup off.

4. Tell students that among these multi-word verbs, there are some that can be written in a different word order and still maintain the same meaning. Ask them to decide where to put them in the table below. Show them the example.

SEPARABLE	INSEPARABLE
Put on	Get on (2x)
Give away	Get up
Take off	

5. Ask students to compare their tables with a partner and discuss possible disagreements. After that, check with whole class.

6. Check if students know the meaning of all the multi-word verbs studied so far. If not, suggest they look them up in a dictionary and write them in their vocabulary journal. Also, write a sentence using these multi-word verbs, preferably one that is true for them so as to make it more personal and easier to understand.

Speak it up!

Tell students to get together in pairs or trios and discuss the questions that follow. Monitor groups as they work, but do not interrupt their conversation unless communication fails to take place.

Answer:

1. Women. It talks mainly about women things do to get better looking. Things such as wearing makeup, getting nails done, curling hair. Plus, it uses the word *girl*.
2. Personal answers.
3. Personal answers. Time your students for this activity. Consider about 10 minutes. As it is a speaking activity, it must not be assigned for homework as an individual exercise, for instance. You can allow them to check dictionaries, or the Internet in order to look for multi-word verbs related to the topic. Some suggestions are: work out, big up, brace up, eat up...

4.

a. Have students share their songs with the whole class and their opinion on how easy it was to write it.

b. Conduct the discussion with the class. If you have time and a strong group, you may transform this discussion into a debate. A suggestion is to divide the class into two groups, one that defends that women are under more pressure for keeping themselves beautiful and the other that says that men suffer this pressure more. After dividing the groups, give them time to prepare for the debate. You, the teacher, will be the mediator of the debate. Do not give your opinion and avoid correcting while they speak as this could break the flow of the debate. You can also be the judge at the end, but if you have someone else who can do that, it is even better.

Spread the word!

1. Tell students to read the title and introduction of the text they have in their book and answer the question that follows. Elicit answers from class.

Answer:

a. The author starts with an impact sentence that starts to answer the question in the title. It does make readers continue reading.

2. Tell them to read the text individually and then, answer the questions in their books.

Answer:

a. It is an opinion essay/article.

b. Both.

c. People who are interested in human behavior, for instance.

d. Online or printed magazine or newspaper. In the Psychologies section.

e. Formal.

f. With a conclusion stating his/her opinion and somehow answering the question posed in the title.

g. Audrey Hepburn was a famous actress and style icon who won several awards. She was also known for being a philanthropist. It is important because as a symbol of external beauty and style, she seemed to care much more about inner beauty.

h. The message that the beauty that really matters is the one within.

3. Tell them to read it again and answer the questions.

Possible answers:

a. It answers the question posed in the title of the unit by saying that what makes you beautiful is not the external things we do.

b. Free answers.

4. Tell them they are going to do some writing now. They can choose either one of the topics but they must follow the instructions. Tell them to use the previous text and the scheme below to help them write an opinion essay. Go over the scheme with them. You can compare the scheme with the previous text.

Remind them to plan before actually starting it. Tell them to use the space set for the draft and planning.

After planning, they may start. Tell them they are going to post it on their class blog.

If pressed for time, do the planning in class and set the actual writing as homework.

Remember not to let them post their works on the blog before having at least one peer check on it.

When they finish the writing, ask them to hand their texts to a partner, you may pair up stronger students with weaker ones, in order for them to revise each other's work.

Remind students to be polite when they comment on each other's work. Encourage them to look at the observations made about their texts and talk to each other. Then, they may correct the things they think they should.

What have I learned?

Students will now be able to reflect on what they have learned in this unit. As you go through each point, ask them to provide examples to prove they have learned such point. This is the moment, you may want to check if there are questions and then clarify unclear points. It is a good idea to focus on the weaker students now. Ask them to provide you with some examples. If they have understood, it is likely that the others have too.

Rationale

Introduction

The units here presented were developed following the principles of the Communicative Approach. Students will talk about the topics *Traveling* and *Beauty* through the title *Wanderlust* and *What makes you beautiful?* respectively. The topics are contextualized and there is the setting up of real-life situations and the development of all four skills - reading, listening, speaking and writing. Grammar is learned through induction and practice. There is a great deal of conversation and communicative activities as well as tasks in which students need to negotiate meaning in order to achieve a goal. They are totally student-centered as the teacher plays the role of facilitator. All materials are authentic reinforcing the fact that language should be taught as it appears in the real world. Students are active at all times by reacting critically to what they are being presented. They are not seen as Alina Pădurean, (2014) says that some traditional teachers may think: "(...) empty pots that need to be filled with ready-made information". Rather, all activities activate previous knowledge by having students interact and learn with each other.

Let's get started!

In this section, students' attention is drawn to the core of the units. Through these initial discussions, their previous knowledge is activated and their interest in the topic begins to be raised. The construction of knowledge starts from what students bring to their process of learning, therefore, they are seen as bearers of socio-cultural values (BOURDIEU, 1996) and take the central role of their own learning process.

Open your eyes. Open your mind! and Open your ears. Open your mind!

As the title of these sections suggest, reading and listening are believed to be mind-openers. Even though, these are called receptive skills, students are active. That is, they do not just sit and wait for information to come; they build knowledge through the information received.

In both reading and listening, all tasks go through stages divided as pre, while and post for the development of these skills.

In the pre phase, there is the use of top-down processing. Students infer the setting of the texts and unstated details of a situation, then, they read or listen to check their predictions. They, for instance, generate a list of things they already know and then read or listen so as to compare it to what they will find out. This can be found in activity 2 of **Open your eyes. Open your mind!** in unit 1. There is also the use of bottom-up processing when students, need to listen for specific adjectives and adverbs or phrases and write them down in order to start the process of observing how language works as in activity 4 of **Open your ears. Open your mind!**, unit 1 and activities 4 and 5 of the same section in unit 2.

In the while phase, there are gist listening/reading activities. It is the case of exercise 2 in the **Open your ears. Open your mind!** of unit 2. There are also selective reading/listening activities. This can be seen in exercise 3 of the **Open your ears. Open your mind!** of unit 1.

For the post phase, it is expected that students show their comprehension of the written or spoken texts by giving their opinions and analyzing sections of the texts that, at first, they were not able to recognize or process. An activity that meets this requirement is, for example, number 7 of the **Open your eyes. Open your mind!** in unit 2 and number 5 of **Open your ears. Open your mind!** in unit 1.

As Richards, 2008 proposes, listening here has two phases: listening as comprehension and listening as acquisition. The listening tasks developed are linked to the speaking ones in order to provide opportunities for students to notice how language is used in different communicative contexts. After observing the language used in the listening texts, students can practice it when speaking.

Vocabulary

It is well known that vocabulary plays an essential role in learning a new language. Communication can never be achieved if the recipient does not share the same knowledge of vocabulary as their interlocutor.

In order to know how much vocabulary the students have of the topics worked in the units, discussions have been proposed as a means to activate previous knowledge and possibly introduce new vocabulary. In activity 1 of the **Open your ears. Open your mind!** in unit 1, the building of a mind-map can serve as this previous knowledge activation helping the students prepare themselves for the vocabulary they may come across in the coming video. As Nation, (2001) proposes “An important way of helping learners gain control of this knowledge is for the teacher to enter into a dialogue with the learners, encouraging them to produce vocabulary that the teacher models”. That is, in some of the activities present in both units, when the teacher monitors the students in their conversations, he/she observes what and how language is being used and, after that, presentation and correction of appropriate vocabulary can be made.

In these units, different types of vocabulary presentations have been used. In unit 1, presentation took place by incidental acquisition through extensive reading and listening. Students come across a text, either written or spoken, and the teacher have students look for unknown lexical items and suggest they look them up in a dictionary or try, through context or talking to a partner, figure out their meaning. Another way is the one used in unit 2 - the deliberate vocabulary-teaching. Some lexical items were set aside and students’ attention is drawn to them. In unit 2, another way of looking at vocabulary can be observed. In exercise 7, in the **Think about language!** section, students are invited to look at some phrases and contrast them. In this case, they are looking at both meaning and form. They come to realize that the same group of words - **let something/somebody down** - can be used with different meanings and in different contexts. There is also the presence of images which help students recognize vocabulary as well.

Lastly, the use of a vocabulary journal is encouraged. Learners are advised to write new lexical items along with a sentence - preferably one that is true for them - in order to grasp the meaning and the appropriate context such items are used.

Think about language!

Grammar in the units developed is learned inductively, which means that students do not receive ready-made rules, they are the ones to observe the language in action and figure out these rules. They are provided with samples from authentic texts and focus on both meaning and form. Language is perceived in action and it is used to learn and learned to use as the Communicative Approach proposes.

Speak it up!

According to Larsen-Freeman, (2000, p. 129),

True communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon the information he receives from his listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

All activities were designed following this principle. Learners work throughout the units by having purposeful interactions. This means that in order to reach a goal, there must be communication. As proposed by the Communicative Language Teaching (CLT) Approach, there is a great deal of activities done in small groups where the teacher's role is of a co-communicator. He/she presents part of the lesson, as in when working with linguistic accuracy but always makes sure that the lesson is fully student-centered. He/she is an advisor, assisting when necessary. At times, taking notes of errors that will be worked on during more accuracy-based activities and at others, engaging him/herself in the discussions as well. Activities like these are, for instance, number 4 of the **Speak it up!** section in unit 1 and 1, 2 and 4 of the same section in unit 2.

Spread the word!

In this section, students are taken to the process of writing. They read a text, not without doing some top-down processing first by inferring what they will encounter. Then, they answer questions about this text, it is at this point that they will learn about the genre of the

text. After being familiarized with everything that involves that genre - where it can be found, who it is addressed to, type of language, length of text - students are ready to start planning their writing. Because the text written is not going to be read only by the teacher, planning is important. It also helps learners go from a “passive” mode to an “active” one smoothly. When this brainstorming is over, students can start writing.

Another important factor in this section is the encouragement of peer correction. Not only does it work as a time-saver for the teacher but also as an exercise for learners; an exercise in which they will be practicing their critical reading for style, content and language accuracy. It is of rather importance, though, that when the teacher proposes this kind of activity, he/she explains to the students how to make comments and correct others’ works. That is, with politeness and care. Even though, peer correction is going to take place, the teacher should also rate the students’ texts. By rating, it is expected that the teacher uses his/her judgement so as to fairly do it. At times, he/she may provide students with the correct form, word or sentence. At others, he/she should point at the mistakes and provide correction codes so as the students themselves can make the necessary adjustments.

Final considerations

In these units, students are encouraged to take responsibility for their learning process by being autonomous or by doing collaborative work. The self-assessment part - **What have I learned?** makes them reflect on how much they have been exposed to and learned in the lesson.

To sum up, the whole lesson is presented under the principles of the Communicative Approach. Learners know what they are doing and there is a purpose for each activity that goes beyond the limits of the classroom. There is real interest in interacting with peers and learning a language does not work around learning grammar and structures. Instead, communication, fluency and critical thinking form the basis of these units. Students are active at all times and the language they learn is used as a means of social transformation.

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