

Universidade Federal de Minas Gerais - UFMG
Faculdade de Letras – FALE
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Curso de Especialização em Ensino de Inglês – CEI

“Equality Against Child Exploitation”

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês, atividade do Programa de Pós-Graduação em Estudos Linguísticos da Faculdade de Letras da Universidade Federal de Minas Gerais como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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Contents

⊗ INTRODUCTION	03
⊗ Unit 1 “The XX factor”	06
• Warm up questions	06
• Reading	07
• Discovering Grammar	11
• Listening	14
• Discovering Phonology	17
• Speaking	18
• Writing	19
• Self-Assessment	21
⊗ Unit 2 “Are you kidding me?”	22
• Warm up question	22
• Reading	23
• Discovering Grammar	28
• Listening	32
• Discovering Phonology	35
• Speaking	37
• Writing	39
• Self-Assessment	42
⊗ ATTACHMENTS AND TRANSCRIPTIONS	43
⊗ IRREGULAR VERBS LIST	49
⊗ TEACHER’S GUIDE	50
⊗ RATIONALE	59
⊗ BIBLIOGRAPHY AND REFERENCES	64

Introduction

“I’ve never learned English at school.”

“Nobody can learn English at school!”

Statements like that can be quite common. Every English teacher has already listened to these sorts of affirmation more than once. It has not been any different for me ever since I started to study English and, unfortunately, my own experience confirmed those sayings, as I did not learn to read or speak English at school and was therefore not able to produce any meaningful output. Today, as an English teacher, this past makes me look forward to stop hearing those depreciative words.

Stepping back and trying to understand the context of school has made me wonder what practices could have possibly been done and the impact they have in the classroom today, since many students still complain about the same things. Numerous hypothesis can be drawn in an attempt to justify it: the number of students per class, the different language levels among the same group, methods and topics that are simply not appealing to the audience they are aimed at and the gap between the material and the students’ real-life context, to name a few.

Bearing in mind that the concepts of ‘learning English’ and ‘school context’ can therefore be considered conflictive, I tried to devise two textbook units as an attempt to tackle this issue. It is clear that they cannot solve all the aforementioned problems, but they absolutely take them into consideration when providing topics, proposing discussions, activities and teaching useful language structures in context. Both units present subjects that deal with social issues, always prompting fruitful discussions about different social contexts. The target audience is composed of teenagers from 12 to 16 years old with a A2 level of English.

The first unit’s title, *The XX Factor*, is a play on words with the name of a British reality television music competition, The X Factor. The title of this show refers to the star ‘something’ the judges are looking for in a contestant. In the unit’s title, an extra X is added referring to the chromosomes that determine sex, being XX the arrangement which defines a female. All of it may serve as a great introduction for this unit, which presents a girls’ movement called ‘Because I Am a Girl.’ This movement discusses girls’ conditions around the world and claims for their rights.

Unit 2, *Are you kidding me?*, complements the discussion by bringing up Child labor issues, associated to a Children’s Rights discussion. It is worth to say the two units could be worked separately or as a sequence. Their main goal is to generate curiosity, motivation and engagement as well as to motivate students’ awareness concerning their subject matter.

The units are divided into four parts that prioritize integrated skills as much as possible: Reading, Listening, Speaking and Writing. Grammar and Phonology are also contemplated in the units, as part of the Reading and Listening sections respectively. At the end of each unit, a Self-assessment chart is placed to encourage students to reconsider what they have learnt and what they should review. Each part of the units brings a variety of activities, namely: subjective questions, multiple-choice items, true or false check sentences, matching columns and chart filling. All those activities were devised to help learners understand and experiment with language structures as well as to exercise and brush up their skills.

The Reading presents authentic texts that were taken from websites, introducing learners to an online reading genre which is known by people at large – nonfictional informational electronic text. The aim is to expose learners to real life English as well as to teach them to recognize a genre and acquire specific vocabulary. A variety of Vocabulary and Comprehension activities are found in the Reading topic to introduce learners to the main theme and to guide them throughout the unit.

Grammar is also presented as part of the Reading section through complementary activities that challenge the learners to accomplish a range of exercises while inducing them to discover the rule that organizes the language. The examples are all taken from the text to assure the sample's context and the abilities' intersection. The activities are learner's centered to motivate their autonomy and interaction. By this way all the elements to stablish a communicative approach toward grammar learning are settled.

All Listening materials were mainly taken from YouTube and are, therefore, authentic. They provide additional information about the theme and present different sources of instruction, such as advertisements or music. In there we can find also the Beware Box containing curiosities and further information about the topic. Phonology is equally treated in this section with activities concerning the variety of vowels and consonant sounds that could be problematic for Brazilian Portuguese speakers.

The Speaking section is mostly comprised of collaborative tasks. Students are invited to work together in pairs, triads or small groups to build banners, discuss images or analyze maps. Afterwards, they should present their work or conclusions to the class. By doing that, they embrace the provided opportunity to practice their oral skills, such as vocabulary, grammar and have a free discussion on the subject at hand.

Finally, there is the Writing section, which could also be called the stand-up moment, when students are encouraged to reconsider all the contents that were previously studied in order to

produce meaningful and contextualized material: they will create banners collaboratively, write emails, create group discussion for exchange of information, inquire popular brands about their transparency.

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

In this Unit, you will learn about:

- *A social movement called “Because I am a Girl”;*
- *Nominalization: making words from verbs;*
- *Use of -ING after preposition;*
- *The Diphthong [ei];*
- *How to make a banner.*

UNIT II:

“The XX factor”¹

WARM UP questions

1. In triads or small groups, discuss these questions and present your answers to the class.

- Are women and men equal, physically, socially, politically?
- Are there specific roles for men and women in our society?
- Do they have the same rights everywhere in the world?
- What does this image mean to you? What is it?
- Have you ever heard about this TV program? What is it about?
- What is its name? What about its objectives?
- Do you know the genetic symbol difference between men and women?
- Considering all we have discussed so far, why do you think there’s a double X in the title of this unit?

¹ The unit’s name is indeed a paraphrased play on word of the popular TV program “The X factor” which is a British reality television music competition to find new singing talent

READING: vocabulary and comprehension

1. You are going to read a text about gender equality and girls' rights. Read the text below and answer:

- Where can you find texts like this? _____
- Which is the best option about the way it is written.
 - It retells events in order to entertain.
 - It describes the way things are.
 - It promotes a particular point of view.
 - It explains how to do something.
 - It retells events in order to inform.
- How could you classify this text? Circle the better choice.

Recipe

Letter

Novel

Advertisement

Internet Site

Poem

Because I am a Girl



WHAT WE DO ▾

RESEARCH, POLICY & INSIGHT ▾

GET INVOLVED ▾

ABOUT US ▾

HOME

WHY GIRLS?

PRIORITIES

THE REPORT

ACTION FOR GIRLS' RIGHTS

⬆ / WHAT WE DO / BECAUSE I AM A GIRL /

WHY GIRLS?



Because I am a Girl is dedicated to ensuring gender equality

Our [extensive research](#) shows that girls continue to be the single most excluded group in the world. They face discrimination and abuse simply for being young and female.

Girls and young women are often denied their right to:

- education,
- engage actively and equally in society,
- take important decisions about their futures and bodies,
- justice and equal opportunities,
- protection from gender based violence.

GIRLS' RIGHTS AND GENDER EQUALITY

We believe that gender equality is central to achieving long-term change. We have a vision of a world that values girls, promotes their rights and ends injustice.

Because I am a Girl is a global movement driven by Plan International to ensure girls everywhere can **learn, lead, decide** and **thrive**.

[JOIN THE MOVEMENT](#)

All girls have the right to quality, safe education and access to lifelong learning. An educated girl is more likely to marry later and have fewer, healthier children. She has a better chance of staying healthy herself.

All girls and young women have the right to take part fully in the political life of their community and country. We'll support and empower young female leaders to drive social, economic and political change.

All girls have a right to decide if and when to marry or start a family. Ensuring girls are able to make decisions about their futures is fundamental to achieving gender equality.



Gender equality is central to achieving long-term change.

Girls have a right to reach their full potential, to realise their personal ambitions. To do this, they must be able to live free from violence and discrimination and have equal economic opportunities.

GIRLS AND THE GLOBAL GOALS

In 2015 world leaders agreed an [ambitious set of goals for sustainable development](#). However, they will only be achieved if we can unlock the power of girls. Otherwise, girls will continue to be left behind.

Without a bold new movement that confronts the root causes of discrimination, girls will still be denied their rights and remain unable to reach their full potential.

Because I am a Girl is dedicated to ensuring gender equality and upholding the rights of all girls and young women by 2030. We strive to achieve this by collaborating with children, communities, civil society, governments and other partners to implement long-term programmes that target the root causes of inequality.

[Join Plan International's Because I am a Girl movement for girls' rights](#)



TWEET



SHARE



SHARE



EMAIL

SOURCE : (<https://plan-international.org/because-i-am-a-girl/girls-rights-and-gender-equality#>)

2. Now that you know the meaning of some important words from the text, answer these questions to understand the main intentions of the movement “Because I am a girl”.

- What are the rights taken from the girls only for being girls?

- What does this site want to provide for girls?

- How does the movement ‘Because we are girls’ intend to achieve its aims?

3. In pairs, match these words with their meaning in the text. Go back to the text if necessary and compare your answer with your partner.

- a. Achieve (___) to try very hard to do something.
- b. Engage (___) to control a group of people, a country, or a situation.
- c. Ensure (___) to grow, develop, or be successful.
- d. Lead (___) to succeed in finishing something.
- e. Strive (___) to become involved, or have contact, with someone or something.
- f. Thrive (___) to make something certain to happen.

SOURCE : (<http://dictionary.cambridge.org/>)

4. Look at the texts in the image below and associate them with the words given in the box:

LEARN – THRIVE – LEAD - DECIDE

All girls have a right to decide if and when to marry or start a family.
Ensuring girls are able to make decisions about their futures is fundamental to achieving gender equality.



All girls have the right to quality, safe education and access to lifelong learning.
An educated girl is more likely to marry later and have fewer, healthier children. She has a better chance of staying healthy herself.



Girls have a right to reach their full potential, to realise their personal ambitions.
To do this, they must be able to live free from violence and discrimination and have equal economic opportunities.



All girls and young women have the right to take part fully in the political life of their community and country.
We'll support and empower young female leaders to drive social, economic and political change.

Discovering grammar.

5. On activity 4 there are words that ends in -ING and -TION. Can you find all of them? Write them in the list below.

Educate: _____

Learn: _____

Discriminate: _____

Ensure: _____

Achieve: _____

Stay: _____

What do all these words have in common? _____

6. Complete the rule:

- _____ + _____ form nouns like *living, listening, working*.
- _____ + _____ form nouns like *limitation, education, relation*.

→ This process of making nouns from root words is called **NOMINALIZATION**.

Root word:	Act	Detect
+ ING	acting	detecting
+ TION	action	detection

7. Complete the chart:

Root Word	NOUN (s)
Occupy	_____ / _____
_____	Running
Edit	_____ / _____
_____	Investigation / _____
React	_____ / _____
Draw	_____

Protect	_____ / _____
_____	Communication/ _____
_____	Starting
Consider	_____ / _____

8. Now take a look at the following sentences taken from the text and circle the correct word to complete the new information about -ING:

- They face discrimination and abuse for being young and female.
- (...) gender equality is central to achieving long-term change.
- She has a better chance of staying healthy herself.

→ Before / After words such as *in, at, with, about, of, on, etc.*

we should add -ING / -TION to the root word.

- The words *in, at, with, about, of, on, etc.* are called PREPOSTIONS

9. Complete the sentences with the words in the box. *Mind the rule above.*

study – set – be (x 2) – accept – see – discuss – explain – developpe

- a) I have grown **from** _____ a young child **to** _____ a young woman.
- b) I was taught the importance **of** _____ my own paths and achieving my own goals.
- c) Adriana plans to attend Yale University with the goal **of** _____ Anthropology or Neurology.
- d) Tara always dreams **about** _____ her potentials.
- e) Do you object **to** _____ girls happy?
- f) They made a deal **after** _____ all night long.

g) There is no point in _____ these social conditions.

h) She convinced them by _____ her situation and difficulties.

→ **“Challenge” activity.**

Read the testimonial below and find the mistake:

“I can now make the best of my life because women, like the ones at Girls Inc., have taught me ways to overcome adversity, to appreciate myself and my body, and to take care of myself.”

Her Story: Tessa was emotionally impacted by bullying as young girl and coped by keeping to herself and not interacting with others. In middle school, she joined Girls Inc. and participated in activities about stereotypes, relationships, sexual health, and the media’s view of women. She shared her own experiences of be bullied and found her voice to speak up and not be victimized by others. Tessa gained a new sense of self-confidence and a boldness to try different activities offered by Girls Inc., her favorite being theatre.



Source: adapted from <http://www.girlsinc.org/about/national-scholars.html>

10. Read the texts below about *Plan International - Brazil* and find an example of - ING after preposition in each box. Rewrite it.

HEALTHY START

Improving children’s access to quality education by raising awareness of education in communities and preventing violence.

AFTER ABUSE: DANCING SAVED MY LIFE

Girlene, 30, from São Luís in Brazil, was abused by her father, raped by her stepfather and left to live on the streets at 13. Now, she’s found hope through dancing and is sharing her story to help ensure another generation of girls doesn’t suffer in silence.



USE:

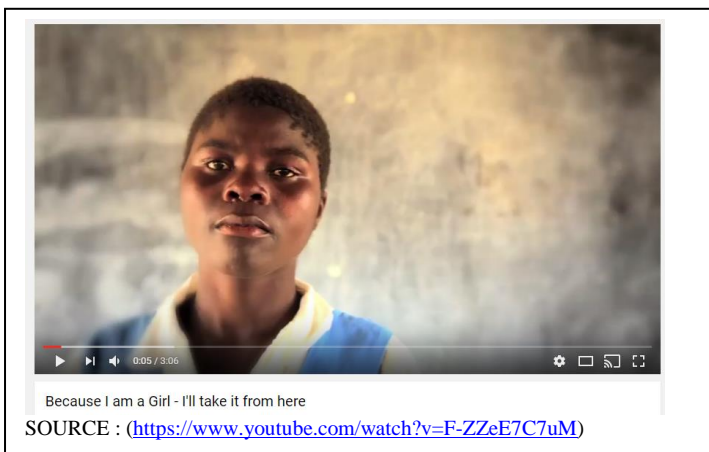
⊗ **If a verb comes before a preposition such as *in, at, with, about, of, on,* etc. the following verb must end with “-ing”.**

- She shared her own experiences **of** being bullied.
- She's very good **at** motivating young girls **after** listening to them.
- I have grown **from** being a young child **to** being a young women.

LISTENING

Part A:

1. The movement “Because I am a Girl” has helped lots of girls around the world and you can see how it can make difference in an African Girl’s life. In pairs, discuss the difference between the options. Use the Eng-Eng dictionary from your cellphone if necessary.
2. Listen to the audio and check the correct sentence:
 1. 1...when I grow up I want to be a doctor, a judge or maybe a scientist.
 2. 2...when I grow up I want to be a doctor, a judge or maybe an artist.



- 1 Men desire me.
 - 2 Men deny me
1. 1 ...I stand up first I cook I clean.
 2. 2 ...I get up first I cook I clean.
 3. 1 ...and have more children than I can keep healthy.
 4. 2 ...and have more children than I can feed healthy

5. 1 Girls like me, without an education, are the worst on planet.
6. 2 Girls like me, without an education, are the poorest on planet.

7. 1 We have full control over our lives.
8. 2 We have no control over our lives.

9. 1 ...they will help me to stay in a good new school.
- 10.2 ...they will help me to stay in a good safe school.

3. Listen to the audio again and write T for true and F for false: ²

- The girl loves playing and studying.
- She doesn't have any idea about what she wants to be when she grows up.
- She has dreams and she knows they will come true.
- She has to cook and to clean because she is a girl.
- She wants to change her reality but she doesn't know how to do it.
- She only needs a chance to study and to show what she is capable of.

Part B:

Knowing the singer



TENNILLE AMOR: MORE THAN MUSIC...

Singer/Songwriter, philanthropist, Planet 5050 Youth Champion with the United Nations, public speaker, movement maker, role model; Tennille Amor is "More Than Music." Her brand is steadily growing across a number of platforms, and her desire to unite people of every race, class, and creed around the world is what fuels her passionate drive.

Tennille's music is a fusion of mainstream pop, meaningful hip-hop, and her soulful reggae roots. Originally from Trinidad, Tennille has lived all over the world, including Scotland, Egypt, Singapore, and England. She is currently based in New York, but spends a lot of time in Los Angeles and Trinidad.

SOURCE: (<http://tennilleamor.com/bio/>)

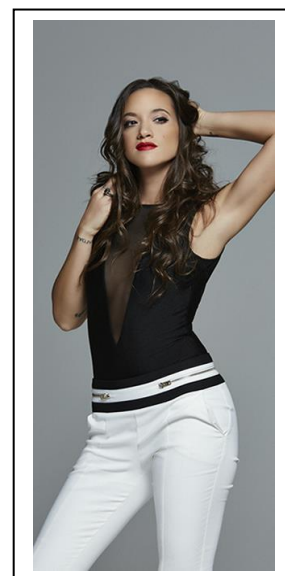
² The Audio Transcriptions are available in the end of this material. The video can be checked on: <https://www.youtube.com/watch?v=F-ZZeE7C7uM>

4. Listen to Tennifer Amor's song "I am a girl" and order the sentences:³

I am a girl
I am a Queen
I can be anything I wanna be
Woman of the world
Living my dreams

(chorus)

I'm gonna show you what I can achieve
I am a girl
I am a girl
I am a girl
I am a girl



(___) Climbing up the ladder
Every day I'm getting badder

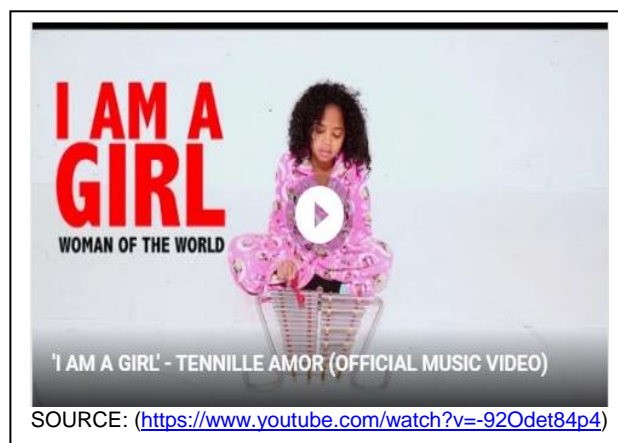
(___) There's no need to try and measure
I'm just saying that I know where I stand

(___) Tell me I'm not gonna make it (ha!)
Watch cuz I'm not gonna quit (nah!)

(___) One day you're gonna have to face it (yah!)
I don't need you holding my hand (nah)

(___) I can jump as high as you can (yah!)
I'm not saying I do it better

(chorus)



5. Listen to the song again and complete the sentences with the words from the box:

play – break – layers – always – gracious

I'm your daughter, I'm your mother I'm your sister, I'm your lover
Come walk a mile in my shoes
If you're being superficial
Then we're gonna have some issues
Cause no, I am not _____ pretty (yeeeh)
I deserve the chance to choose

³ Source: <https://www.youtube.com/watch?v=-92Odet84p4>

It's my life so I _____ by my rules

Wisdom in the words that I speak

All I'm asking for is equality (yup)

(chorus)

Don't keep me locked in your boxes, I'm gonna _____ free

I've got the strength of an army I'm ready to lead

Wild and courageous, passionate, _____ and deep

Bold and creative, there's so many _____ to me

(chorus)

Discovering Phonology:

6. Take a look at these words taken from the song and answer:

day – saying – make – face – always – play – gracious – layers – break

- What sound do they have in common? Underline them under the words.
- How many ways can they be written? Write them down.

- In your opinion, which of these symbols represent the sound more accurately?
 - [eɪ]
 - [aɪ]
 - [æ]
 - [ɪe]
- During the pronunciation of this sound, what happens with your mouth?
 - It opens
 - It closes
- Among these words, find the 5 ones that don't have the sound you found in the previous exercises.

case	pair	reggae	great	detail	information	grey	their
today	they	happy	Monday	weight	away	aid	neighbor
raise	eight	blame	papaya	wave	hair	age	break

- Finally, we could find 6 different ways to write the sound that groups these words. Can you write them down?

1	2	3	4	5	6

SPEAKING

1. You are going to watch an ad about a brandy that makes only products for girls. Therefore, before to watch it, discuss in pairs or triads the following question: Follow the instructions:

- WHAT DOES IT MEAN TO DO SOMETHING “LIKE A GIRL”?



- After having watched the video, discuss these question:

- Who are the actors? Do they all have the same profile?

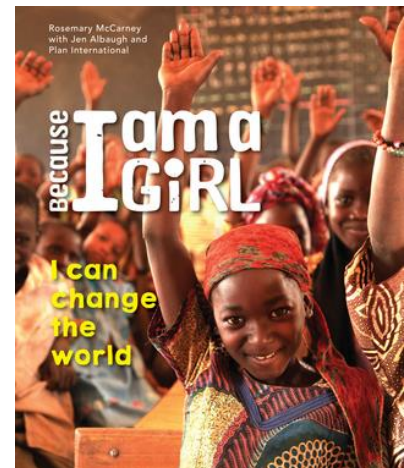
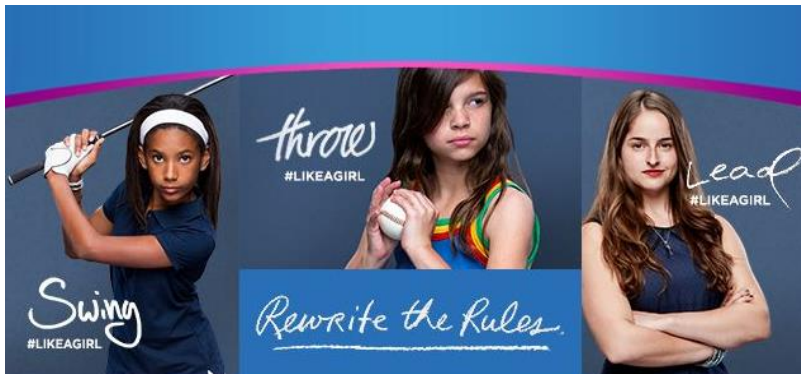
- What does the expression “Like a girl” mean in the video? All the actors have the same reaction to it?

- Is the context of the video “Like a girl” the same than the context of the movement “Because I am a girl”? Discuss the similarities and the differences between these two contexts.

- Which of these two contexts your personal situation is closer to? Why?

WRITING

1. In pairs or triads, look the banners below and discuss their purposes. Then build your own banner following the directions below. Use images from magazines, pictures and drawings to make it nice.

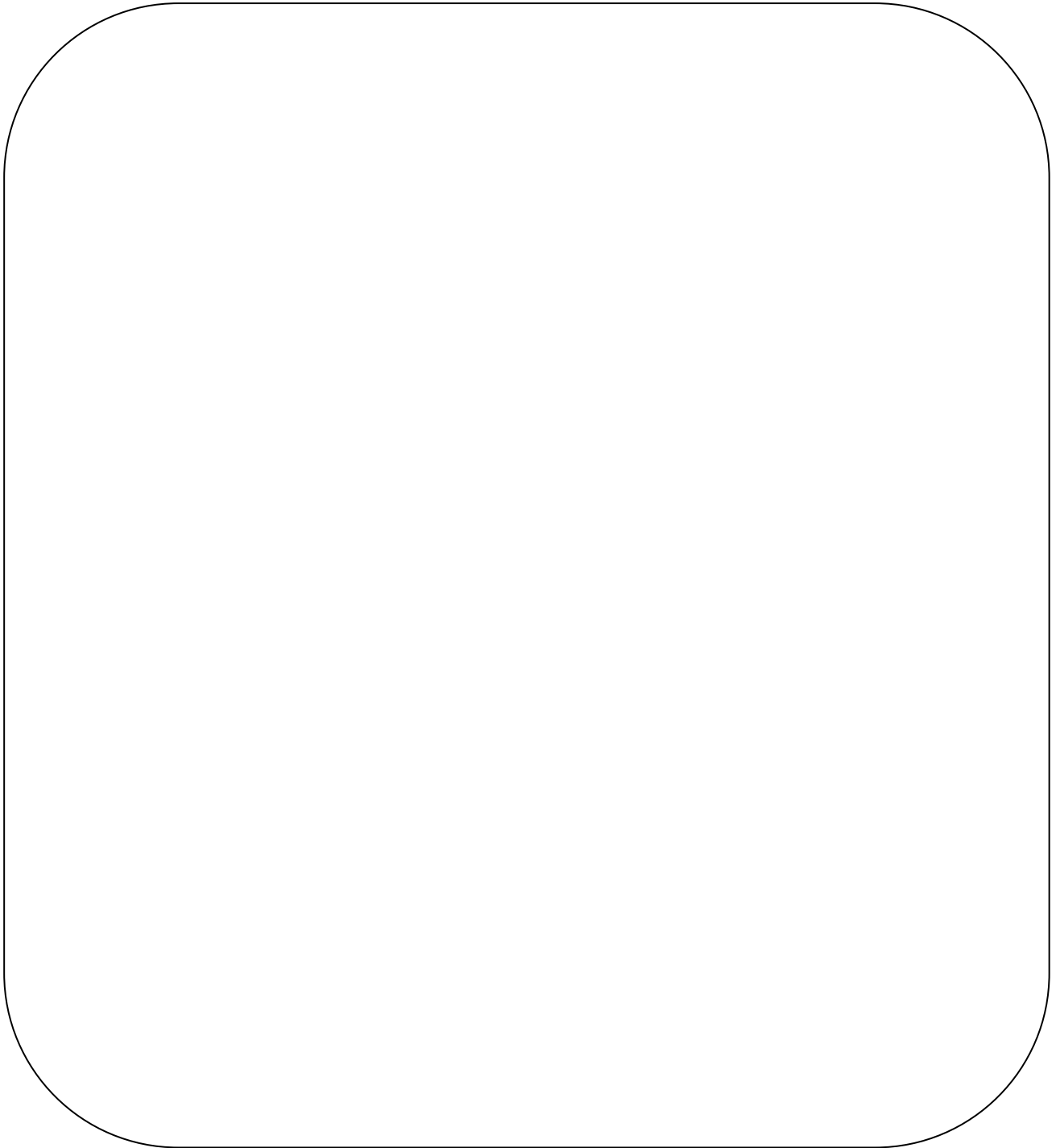


⁴ Image source : <http://www.leslierockwell.com/portfolio/because-i-am-a-girl-scout-2/>

⁵ Image source : <http://www.live-life-in-style.com/2015/10/Like-A-Girl-Rewrite-The-Rules.html>

- ***How to make a banner in 5 steps:***

1. Get all the material you will need: images you have selected; construction paper; pencils, crayons and markers; scissors; glue; ruler; assorted items for decoration (paints - ribbon – glitter, etc.) – optional;
2. Choose the theme and the title;
3. Work the message and how you are going to display it in your construction paper;
4. Use the space below to draft your ideas;
5. Hands on: *make it happens for real!*



2. Present your banner to the class.

Self-Assessment

→ *After having passed through this Unit, how do you feel when dealing with these subjects?*

Check your opinion:

Subject	<u>I'm finely able to.</u>	<u>I manage to.</u>	<u>I need improvement.</u>	<u>I'm really not able to.</u>
Discuss girls' rights in my context and around the world.				
Use and understand specific vocabulary about Gender equality.				
Transform verbs into nouns to accommodate ideas in my speech.				
Find the root word from a Nominalization with -ION or -ING.				
Build a banner about a specific subject.				
Read and explain my wills and ideas supported by a banner.				

In this Unit, you will learn about:

- ***Child labor around the world;***
- ***Children’s rights;***
- ***The passive voice in simple present tenses;***
- ***Varieties of the [ʃ] sound;***
- ***Ways to stand up against Child Labor;***
- ***Fashion Revolution.***

UNIT III:

“Are you kidding?”⁶

WARM UP questions

1. In triads or small groups, discuss these questions and present your answers to the class.

- Do you know the expression “Are you kidding me? What is its meaning?
- Have you ever seen children working around you? Where? What were they doing?
- Would you like to work instead of study? What would you like to do?
- Do you think children should work to survive? Why do some kids have to work?
- What is the relation between children labor and the title of the unit?

⁶ The name of the Unit supposes a discussion about the word’s formation – kidding – and its meaning.

READING: vocabulary and comprehension

1. Are any of these images familiar to you? Which one of them? Why? Discuss them in pairs and answer the questions below:



-1



2-



-3



-4



5-

SOURCE: google images – children labor

a) What kind of people do you see? ()Adults ()Teenagers ()Children

b) How old are they? _____

c) In which of the pictures you can see:

- Child labor? _____
- A plantation? _____
- Pocket money? _____
- Hazardous work? _____
- Unhealthy environment? _____

2. You are going to read a text about children labor. After have read, check the best alternative about the text main idea:

- to show the children’s harsh conditions.
- to denounce the abuse of the children’s parents.
- to inform about child labor around the world.



English ▾

Humanium is an international **child sponsorship NGO** dedicated to stopping violations of **children's rights** throughout the world



Home Children's Rights Situation in Countries Convention & Texts Topics Blog Who are we Get involved Contact

- Poverty
- Exploitation
- Abuse
- Discrimination
- Health Care
- Abandoned and Displaced Children
- Minors in the Justice System

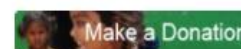
Child Labour

Child labour in the world

Today, close to 250 million children are working in the world. More than 150 million of these children are working in dangerous conditions. Additionally, each year more than 1 million of these children will be victims of human trafficking.

Definition of child labour

Child labour refers to any work or activity that deprives children of their childhood. In effect, these are activities that are detrimental to the physical and mental health of children and that hinder their proper development.



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Child labour includes:



• **Child labour before the minimum legal age** : The basic minimum legal age at which children are authorized to work is 15 years (14 in developing countries). For light work (only a few hours from time to time) the limit is fixed at 13 to 15 years (12-14 in developing countries). Finally, for hazardous work, the limit is pushed up to 18 years (16 years under certain conditions in developing countries).



• **The worst forms of child labour** :This encompasses all forms of slavery or similar practices such as forced labour, trafficking, debt bondage, serfdom. It also includes illicit activities and/or activities likely to endanger the safety, health, and morals of children, such as prostitution, pornography, forced or compulsory recruitment for armed conflict,

drug trafficking, etc.



• **Hazardous work** : This encompasses domestic tasks carried out over long hours in an unhealthy environment, in dangerous places requiring the use of dangerous tools or materials, or forcing the child to carry objects that are too heavy.

Certain activities are not considered labour or exploitation. Activities which simply involve helping parents to complete everyday family chores, to which children can dedicate a few hours a week and which permit them to earn some pocket money, are not considered child exploitation because they do not hinder their well being.

Negative effects of child labour

The difficulty of tasks and harsh working conditions create a number of problems such as premature ageing, malnutrition, depression, drug dependency etc.

From disadvantaged backgrounds, minority groups, or abducted from their families, these children have no protection. Their employers do whatever necessary to make them completely invisible and are thus able to exercise an absolute control over them. These children work in degrading conditions, undermining all the principles and fundamental rights based in human nature.

Additionally, a child who works will not be able to have a normal education and will be doomed to become an illiterate adult, having no possibility to grow in his or her professional and social life.





In certain cases, child labour also endangers a child's dignity and morals, especially when sexual exploitation is involved, such as prostitution and child pornography.

Furthermore, a child who works will be more exposed to malnutrition. These children are often victims of physical, mental, and sexual violence.

Overview of child labour in the world

Child exploitation exists on all continents and takes various forms according to the traditions and cultures of the region.

- In *South East Asia* and in *Pacific*, girls are sold to supply prostitution networks or to work as domestic workers. Many children are also sold to work in textile factories as well as to cover family debts.

- In *Africa*, parents sell their children, often for livestock (generally, the child will be sold for a cow). These children are exploited in plantations, mines, or will become domestic workers.

- In *North America* and in *Latin America*, children are victims of prostitution to satisfy the perverse appetite of tourists, and are exploited more and more by drug traffickers.



Child Rights to

- Life
- Education
- Food
- Health
- Water
- Identity
- Freedom
- Protection

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 Newsletter

Children's Rights Worldwide



Situation by country

- Africa
- Americas
- Asia & Pacific
- Europe & the Caucasus
- Middle East & North Africa

Need help for a child?



Yes, I want to help children !

- Become a Member
- Make a Donation
- Sponsor a Child

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SOURCE : <http://www.humanium.org/en/child-labour/?gclid=CKSLocOnjtUCFUgHhgodbpgCjg>

VOCABULARY SUPPORT:

- ☞ **Deprive**: to take something, especially something necessary or pleasant, away from someone.
- ☞ **Hinder**: to limit the ability of someone to do something, or to limit the development of something.
- ☞ **Bondage**: the state of being another person's slave (= a person who is owned by them and has to work for them).
- ☞ **Harsh**: unpleasant, unkind, cruel, or more severe than is necessary.
- ☞ **Undermine**: to make someone less confident, less powerful, or less likely to succeed, or to make something weaker, often gradually.
- ☞ **Doomed**: certain to fail, die, or be destroyed.

SOURCE : <http://dictionary.cambridge.org/>

3. Read the sentences and write T for true or F for false. Then correct the false ones. Go back to the text if necessary.

a) The minimal legal age for hazardous work is fixed at 13 to 15 years. (___)

b) Works that involves safety, morals and health are the worst forms of child labor. (___)

c) Activities which involve helping parents to complete everyday home chores can be considered child labor. (___)

d) Malnutrition, drug dependency and depression are positive consequences of child labor. (___)

e) Child exploitation is found on all continents in different forms. (___)



Discovering grammar.

4. Go back to the pages from 25 and 26. Take a look at the structures underlined in **RED**. Then write them down and answer the questions below:

Page 25: 1. _____
2. _____
3. _____
4. _____

Page 26: 5. _____
6. _____

- What do all these sentences have in common? Check the correct answer.
 - the number of words.
 - the subjects.
 - the verb structures.

- Who or what is performing the actions on these sentences? Where is the actor of the actions? Check the correct answer.
 - They don't have an actor.
 - Their actors are not mentioned.
 - The actors are in the beginning of the sentences.

- Do they prioritize the subject or the action?
 - _____

- What sentences are plural and which are singular? Complete the chart.

Singular

Plural

Nº

Nº

- The best interests of the child: any decision that is made, or any action that is taken, that may affect children must prioritise the best interests of the child, always.

One of the four guiding principles of Convention of the Right of the Child 1989

5. Now take a look at the box below and circle the right word to find out the rule about the Passive Voice.

⇒ **OBJECTIVE:**

⊗ Passive voice is used when the focus is on the (action – subject). It is not important or not known, however, who or what is performing the action. The focus is on the fact.

⇒ **FORM:**

⊗ Read the sentence below and find the definition for each number:

Children are authorized to work. (by their parents)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Past Participle of the main verb.			()	
Thing or person receiving the action.			()	
Verb to be.			()	
by + thing or person doing the action.			()	
Complement.			()	

6. Which of these sentences are in the Passive Voice? Check them. ⁷

- a. A large number of child laborers is regarded as a serious issue in terms of economic welfare.
- b. Children are not ready for long monotonous work.
- c. Children that are involved in child labor are in ridiculous working conditions.
- d. Child Labor is needed because families can't afford food.
- e. Poverty forces parents to send their children to hazardous jobs.
- f. Children are employed in various forms of work.
- g. Export industries in the developing world employ child workers.
- h. Child labor is not only a social problem but also an economic one.



⁷ Image Source : <https://rightsofchildrens.wordpress.com/>

7. Read the text about Kailash Satyarthi and complete it with the verbs given. Use the Passive Voice.

*THE SEEKER OF TRUTH*⁸



Profile

Name: Kailash Satyarthi

Occupation: human rights activist

Birth Date: January 11, 1954

Hometown: Madhya Pradesh, India

This year, Nobel Peace Prize _____ (share) by Kailash Satyarthi and Malala Yousafzai.

Kailash Satyarthi, the human rights activist, has been working on the global movement to end child labor since he left his job as an Electrical Engineer. Because of Satyarthi's efforts, over 78.500 child slaves _____ (save) and a successful model for their education has been developed.

Satyarthi's Bachpan Bachao Andolan (BBA)* has been reported that it rescued more than 80.000 child laborers. Just last month, 24 child workers between the ages of 8 and 15 were saved from a bag and shoe making factory in New Delhi.

Besides freeing children from forced labor, Satyarthi has also successfully created international attention about child workers issue. The international social tag "Rugmark" was created by Satyarthi. It _____ (use) to promise that a rug or carpet _____ (make) in a child labor-free factory. India is famous for handmade carpet. It _____ (report) that about 400.000 carpet workers are underage laborers by Harvard University's FXB Center**.

According to Satyarthi, child labor is not an isolated problem. There are globalized markets and factories where child laborers _____ (use). The problem is globally interlinked and that is why it is important that we build a worldwide movement.

*BBA is a non-profit social and political movement created by Kailash Satyarthi. It _____ (find) in thousands of villages in India and over 140 countries.

**The François-Xavier Bagnoud Center for Health and Human Rights at Harvard University (FXB) is an interdisciplinary center that conducts rigorous investigation of the most serious threats to health and wellbeing globally

⁸ Adaptation from: time.com/3494053/satyarthi-nobel-interview/ (Oct 11, 2014)

8. Unfortunately, child labor is also found in Brazil. Order the sentences from 1 to 4 and find out the information:⁹

- a)[with problems relating (___)] - [children living in the favelas are (___)] - [to health, food, access to water, education, and violence (___)] - [confronted on a daily basis (___)].
- b)[people with poor income. (___)] - [influenced considerably by (___)] - [health in Brazil is (___)] - [the lack of housing for (___)]
- c)[are(___)] - [these families(___)] - [in shanty towns.(___)] - [forced to live (___)]
- d)[employed as fishermen. (___)] - [numerous children (___)] - [on the coast, (___)] - [are also (___)]
- e)[Young girls (___)] - [employed as domestic (___)] - [workers. (___)] - [are often (___)]



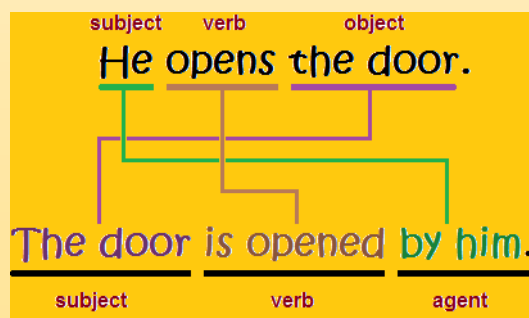
Passive Voice

- I. Children **are authorized** to work.
- II. Girls **are sold** to supply prostitution.
- III. These children **are exploited** in plantations.
- IV. Children's rights **are written** down in a special document.

⊗ The form of the passive voice is:

Subject + the appropriate form of *to be* + Past Participle

- ⊗ The object of the active sentence becomes the subject of the passive sentence.
- ⊗ The form of the verb is the appropriate form of **to be** (the tense of the active voice main verb) + the **past participle**.



Example:

LISTENING

Part A:

1. Do you know the ABC? Now you are going to learn another one. Listen to the audio or watch the video “ABCs of Child Labor” then answer the 2 first questions below.¹⁰



- According to the audio, what’s the main cause of Child labor? Choose the right choice.
 - a) Education.
 - b) Poverty.
 - c) Malnutrition.
 - d) United States Law.
- What option below could be considered the purpose of the video/audio’s title?
 - a) It shows the lack of education because of child labor.
 - b) It reveals a list of products involving child labor.
 - c) It invites to denounce child labor.
 - d) It mentions donations to help stop children labor.
- Listen to the audio again and write down the name of 5 products related to child labor. Compare your list with your friends’.

¹⁰ The Audio transcriptions can be checked in the end of the unit. <http://stopchildlabor.org/?p=4415>

Part B:

2. Listen to the audio and circle the right options of its transcription below. Listen to the audio again to verify your answers:¹¹

Fashion Revolution



SOURCE : <http://fashionrevolution.org/country/south-africa/>

Fashion is a force to be reckoned with. It inspires, provokes, leads and entertains.

But we no longer know who makes our clothes. We don't **(own – know)** the true cost of the things we buy.

All over the world people are **(suffering – dying)** and our environment is at risk as a result of our fashion supply chain.

On April 24th last year, over a thousand people were killed when the Rana Plaza factory complex collapsed in Dhaka, Bangladesh.

Many more were injured.

Fashion revolution **(said – says):**

Enough is enough. One simple question, one difficult answer.

Who made your clothes?

On April the 24th, the first fashion revolution day, people **(around – all over)** the world, the high street and high-end cotton farmers and factory workers, campaigners, the media and the consumers, will come together and demand transparency and create **(chance – change).**



SOURCE : <http://www.modemythes.be/page/19/>

¹¹ Source: <https://www.youtube.com/watch?v=XV4WsrnCJ5U>

How can you help?

Simply wear an item of clothing inside out, do a selfie and share it on your social media with the hashtag INSIDE-OUT, asking the (brand - mark) who made your clothes, and promote fashion revolution day globally.

There are already 55 countries taking part in fashion revolution, and you can (help – support) our movement by donating; and (help – support) us to build a worldwide platform we can all use to ask questions, raise standards and set an example of what better looks like. Fashion revolution will showcase realistic sustainable (resolutions – solutions) and translate them into a reality that works for fashion by celebrating best practice, collaborating, collecting and sharing evidence and by working alongside experts, brands and producers.

We can change (lives – life).

Please support fashion revolution in empowering every part of the fashion supply chain and creating the global (resources – insurances) to achieve this.

Thank you.

- What is the main fashion revolution purpose?
 - a) To make everybody love fashion and see it become a force for good.
 - b) To unite people and organizations to work together towards radically changing the way our clothes are sourced, produced and consumed.
 - c) To show that change is impossible and those who are on a journey to create a more ethical and sustainable future for fashion are losing their time.
 - d) To help people recognize that they have to do something to make a positive change on their behavior.

- How does fashion revolution intend to attain its aim?
 - a) By asking people to donate money to them.
 - b) By making people thinking about what they are wearing.
 - c) By pushing the industries to be more transparent.
 - d) By inviting people to take pictures with their clothes inside-out.

- What action should people do to support fashion revolution?
 - a) They are encouraged to think before buying new clothes.
 - b) They are asked to stop buying clothes made in India or China.
 - c) They are called to manifest their unhappiness on streets.
 - d) They are invited to send pictures asking to brands how were their clothes made.

Discovering Phonology:

3. Take a look at these words taken from the text and answer:

fashion – revolution – social – share – solutions – showcase

- - What sound do they have in common? Underline it under the words.
 - How can this sound be written? Write the different possibilities.
-

- Which words below can you find this same sound in? Circle them.

Bangladesh – hashtag – chain – insurance – clothes – achieve - Chicago

- Read some more examples to complete the chart about the [ʃ] sound:

EXAMPLES	SPELLING SOUND
mission, permission, session	-SION
pressure, treasure, measure	
social, special, official	-CIAL
ancient, sufficient, patient	
tissue, issue	
essential, substantial, partial	
lotion, portion, condition	
ocean	The only word of the kind
Asia/Asian, Russia/Russian, Persia/Persian	
gracious, delicious, ambitious	
sugar, sure, insurance	
sheep, wish, fashion	-SH: the most common
chef, machine, champagne, brochure, moustache	- CH : normally words taken from French.

- Therefore, -CH can also have a different pronunciation. Look the words below and write the number with the right sound explanation:

1. Wash
[waʃ]

2. Watch
[wɒtʃ]

3. Chic
[tʃiːk]

4. Cheek
[tʃiːk]

(___) and (___) “sh” [ʃ] → requires a **flow of air** through your teeth, which allows you to hold the sound for a long time. (This is probably why the sound is used as a way to say “be quiet” in English). “sh” [ʃ]

(___) and (___) “ch” [tʃ] → is produced with **one strong puff of air** through the teeth which is then **stopped**. “ch” [tʃ]



SPEAKING

CLASS ACTIVITY:

1. We have selected 6 Fundamental Children's Rights with their definition and images to illustrate them.
2. The teacher should cut the chart and give only one information to each student.
3. The students should walk around the classroom and interact in English to find the 2 other complementary missing parts.
4. At the end, the class will be divided in triads and students must present their results to the class in order to verify them.
5. After all the presentations, the groups should answer to these questions:
 - **In your country, and in your city, do people respect the 6 Fundamental Children's Rights?**

-
-
- **In your opinion, which is the right that is the most respected and which is the less respected in your country?**

-
-
- **What other rights would you add to this list? Think about at least 3 more.**
-
-

Did you know? Read the box below and answer:

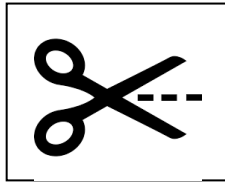








Just like adults, children have rights. Children's rights are written down in a special document called The UN Convention on the Rights of the Child. This was written in November 1989, and it lists all the rights that all children have.

These rights belong to every child in the world. So if you are under 18 years old – these are your rights!

Source : <https://www.unicef.org.au/our-work/information-for-children>

→ When was written the Children's Rights? _____



<p>1. Right to freedom</p>	<p>(___). is the right to safe drinking water and proper sanitary conditions.</p>	 <p>(___)</p>
<p>2. Right to education</p>	<p>(___). is the right of each child to eat. It is the right to not die of hunger and to not suffer from malnutrition.</p>	 <p>(___)</p>
<p>3. Right to food</p>	<p>(___). is the right that allows each child to receive instruction, to enjoy a social life, and to build his or her own future.</p>	 <p>(___)</p>
<p>4. Right to health</p>	<p>(___). is the child's right to express him or herself, to have opinions, to have access to information, and to participate in decisions which affect his or her life.</p>	 <p>(___)</p>
<p>5. Right to water</p>	<p>(___). is the right to have a surname, a first name, a nationality, and to know who his or her relatives are.</p>	 <p>(___)</p>
<p>6. Right to identity</p>	<p>(___). is the right that protect children against illness. They must be allowed to grow and become healthy adults. This contributes to developing an active society.</p>	 <p>(___)</p>

¹²Information source

Information : <http://www.humanium.org/en/fundamental-rights/>

Images' source: <http://www.vierhoven-delft.nl/protestants-kerkblad-delft---21-2015>

WRITING

1. In pairs or triads, look at the images below and answer:



© G. 97 THE PIONEER/MILWAUKEE, UNIVERSAL PRESS SYNDICATE.



- **What do these images show? What do they denounce?**

- **How can you change this reality? What can you do?**

- **What are your favorite clothes' brands. Look each other's clothes' and shoes' labels and write which of you is already the most fashion revolutionary engaged.**

2. **Don't you want to be an example against Child Labor? So, how about taking part in the "Fashion Revolution"?
Here is your opportunity?
Follow the instructions**

→ Turn your clothes inside out.

→ Take a picture of you and your labels to join the movement as well as these people below.

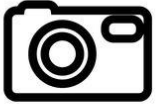
→ Don't forget to use the attach the question "Who made my clothes?" to your picture before sharing it in your social network.

→ Complete the letter below and send it to your favorite brand to be sure about its transparency.





1.
Take a selfie showing your label. You could turn your clothes inside out to make more of a statement.



2.
Upload your photo or video to social media



3.
Tag the brand and ask **#whomademyclothes**



Take part write a letter to a brand

Write to your favourite brand and ask them **#whomademyclothes?**

Dear _____

I am your customer, and I love your style.
But I want to know more. I want to know

I want to feel _____

I care deeply about _____

_____, So tell me, _____
to ensure _____

Sincerely,



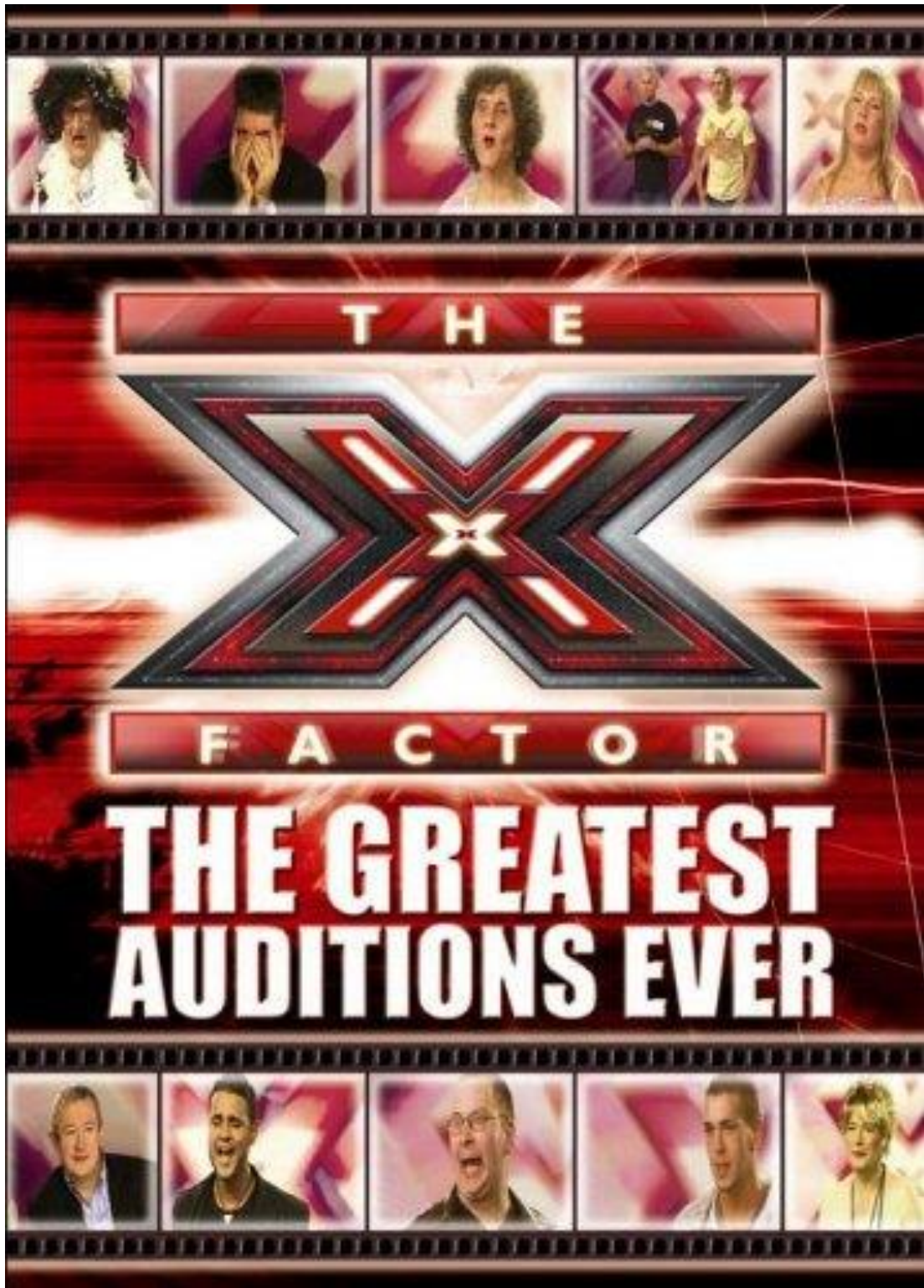
Self-Assessment

➔ *After having passed through this Unit, how do you feel when dealing with these subjects?*

Check your opinion:

Subject	<u>I'm finely able to.</u>	<u>I manage to.</u>	<u>I need improvement.</u>	<u>I'm really not able to.</u>
Discuss about child labor around the world.				
Use and understand specific vocabulary about Child labor.				
Recognize and use the Passive Voice as well as to accommodate it in the speech.				
Talk about child labor in Brazil.				
Relate child labor to Fashion Revolution.				
Recognize and understand the different employs of the sound [ʃ]				
Write an email to a brand asking about its policy and transparency.				

Attachments and Audio Transcriptions



I'll take it from here - Because I am a girl

Because I'm a girl I love bridging my sister's hair, dancing and playing with my friends, drawing diagrams and solving equations.

Because I am a girl I have dreams when I grow up I want to be a doctor a judge or maybe a scientist. And I dream of having a family with my true love. But I know that none of these dreams will come through.

Because I'm a girl I be forced to drop out of school like so many other girls in my age.

Because I'm a girl boys bully me, and men desire me.

School is no longer a safe place for me to be.

Because I'm a girl I get off first and cook and clean, I come last in my family.

Because I'm a girl I have to get married at 13; have babies before my body is ready and have more children than I can keep healthy.

Girls like me, without an education, are the poorest on the planet.

We have no control over our lives and no way out of poverty.

I know that staying in school would mean a better life than my mother then I could lead the way for my sisters and friends. We could decide our future, when to marry and which job.

And together we could show everybody how girls make the community stronger and richer.

The people at Plan see the potential in girls like me. They'll help me stay in a good safe school, find new and better ways for my family to earn money and gave me skills for life so that I stay healthy and be all I can be.

Give me a chance and I'll take it from here, Because I am a girl.

I Am a Girl by Tennille Amor

I am a girl

I am a queen

I can be anything I wanna be

Woman of the world

Living my dreams

I'm gonna show you what i can achieve

I am a girl

I am a queen

I can be anything I wanna be

Woman of the world

Living my dreams

I'm gonna show you what i can achieve

I am a girl

I am a girl

I am a girl

I am a girl

tell me I'm not gonna make it (ha!)
watch cuz I'm not gonna quit (nah!)
climbing up the ladder
every day I'm getting badder
one day you'r gonna have to face it (yah!)
I don't need you holding my hand (nah!)
I can jump as high as you can (yah!)
I'm not saying I do it better
there's no need to try and measure
I'm just saying that I know where I stand

I am a girl
I am a queen
I can be anything I wanna be
Woman of the world
Living my dreams
I'm gonna show you what i can achieve

I am a girl
I am a queen
I can be anything I wanna be
Woman of the world
Living my dreams
I'm gonna show you what i can achieve

I am a girl
I am a girl
I am a girl
I am a girl

Wisdom in the world that I speak
All I'm asking for is equality (yup!)
If you're being superficial
then we're gonna have some issues
cause no, I am not always pretty (yeeeh)
I deserve the chance to choose
It's my life so I play by my rules
I'm your daughter, I'm your mother I'm your sister, I'm your lover
come walk a mile in my shoes

I am a girl
I am a queen
I can be anything I wanna be
Woman of the world
Living my dreams

I'm gonna show you what i can achieve

I am a girl

I am a queen

I can be anything I wanna be

Woman of the world

Living my dreams

I'm gonna show you what i can achieve

I am a girl

I am a girl

I am a girl

I am a girl

Don't keep my locked in your boxes, I'm gonna break free

I've got the strength of an army I'm ready to lead

Wild and courageous, passionate, gracious and deep

Bold and creative, there's so many layers to me

Always #LikeAGirl

Hi!

Director] Okay, so I'm just going to just give you some actions to do, and just do the first thing that comes to mind.

Show me what it looks like to "Run like a girl."

My hair, Oh God...

Show me what it looks like to fight like a girl.

Now throw like a girl.

Awww...

My name is Dakota, and I'm ten years old.

[Director] Show me what it looks like to run like a girl.

Throw like a girl.

Fight like a girl.

What does it mean to you when I say run like a girl?

It means run as fast as you can.

So do you think you just insulted your sister?

No, I mean, yeah... insulted girls, but not my sister.

Is "Like A Girl" a good thing?

I actually don't know what it really... if it's a bad thing or a good thing. It sounds like a bad thing.

It sounds like you're trying to humiliate someone.

So when they're in that vulnerable time, between ten and twelve...

how do you think it affects them when somebody uses "like a girl" as an insult?

I think it definitely drops their self-confidence.

and really puts them down, because during that time they're already trying to figure themselves out.

And when somebody says, "You hit like a girl" it's like...

Well, what does that mean? Cause they think they're a strong person.

It's kind of like telling them that they're weak, and they're not as good as them.

And what advice do you have to young girls who are told they run like a girl, kick like a girl...

hit like a girl...swim like a girl....

Keep doing it, cause it's working.

If somebody else says that running like a girl, or kicking like a girl, or shooting like a girl.... is something that you shouldn't be doing, that's their problem.

because if you're still scoring, and you're still getting to the ball in time, and you're still being first You're doing it right. It doesn't matter what they say.

I mean, yes! I kick like a girl, and I swim like a girl, and I walk like a girl, and I wake up in the morning like a girl...

Because I am a girl.

And that is not something that I should be ashamed of, so I'm going to do it anyway.

That's what they should do.

[Director] If I asked you to run like a girl now would you do it differently?

I would run like myself.

Would you like a chance to redo it?

Yeah.

Why can't "run like a girl" also mean win the race?

ABCs of Child Labor...

School is an important part of every child development.

I like going to school.

Me too.

Me too.

And we're pretty confident with our ABCs.

But there are other kids just like us who don't have a chance to get their education.

Like him.

Like her.

Like her.

Like him.

They don't go to school.

They make products you use every day with hands like mine.

With hands like mine.

With hands like mine.

We are going to break it down for you.

And give you the ABCs of child labor.

Here we go:

Around the world there are 168,000,000 children trapped in child labor, harvesting **B**ananas and **C**offee.

Mining **D**iamonds

Electronics.

Fish.

Gold.

Hazelnuts.

Incense.

Just to name a few.

This is not **oK**ay.

Leather.

Melons. **N**ot good.

Palm **O**il.

Poverty is a main cause of child labor.

Quality education for these kids now.

Rice

Sugar Cane

Tobacco

U.S. law: allows kids to work legally at the age of twelve on farms.

This could be me.

We need to do something about this.

Exploitation of these lives for me is wrong.

You can do something about this.

Because **Zero** is the number of children in the world who should be trapped in child labor.

Zero.

Zero.

Is everyone listening?

Zero.

You can help reduce child labor by downloading the US Department of Labor's sweat and toil Act.

Download it now.

This app again supplies more than a hundred and thirty products that kids produce.

Use it as a source of information to ask questions, take action and demand change to every child has a chance to learn and play.

Fashion Revolution Day - A Global Movement

Fashion is a force to be reckoned with. It inspires, provokes, leads and entertains.

But we no longer know who makes our clothes. We don't know the true cost of the things we buy.

All over the world people are suffering and our environment is at risk as a result of our fashion supply chain.

On April 24th last year, over a thousand people were killed when the Rana Plaza factory complex collapsed in Dhaka, Bangladesh.

Many more were injured.

Fashion revolution says: Enough is enough. One simple question, one difficult answer.

Who made your clothes?

On April the 24th, the first fashion revolution day, people around the world, the high street and high-end cotton farmers and factory workers, campaigners, the media and the consumers, will come together and demand transparency and create change.

How can you help?

Simply wear an item of clothing inside out, do a selfie and share it on your social media with the hashtag **INSIDE-OUT**, asking the brand who made your clothes, and promote fashion revolution day globally.

There are already 55 countries taking part in fashion revolution, and you can support our movement by donating; and help us to build a worldwide platform we can all use to ask questions, raise standards and set an example of what better looks like.

Fashion revolution will showcase realistic sustainable solutions and translate them into a reality that works for fashion by celebrating best practice, collaborating, collecting and sharing evidence and by working alongside experts, brands and producers.

We can change lives.

Please support fashion revolution in empowering every part of the fashion supply chain and creating the global resources to achieve this.

Thank you.

IRREGULAR VERBS

Base Form	Simple Past	Past Participle	Base Form	Simple Past	Past Participle
be	was, were	been	keep	kept	kept
become	became	become	know	knew	known
begin	began	begun	leave	left	left
bend	bent	bent	lend	lent	lent
bite	bit	bitten	lose	lost	lost
blow	blew	blown	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	swim	swam	swum
get	got	gotten/got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tear	tore	torn
grow	grew	grown	tell	told	told
hang	hung	hung	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hide	hid	hidden	wake up	woke up	woken up
hit	hit	hit	wear	wore	worn
hold	held	held	win	won	won
hurt	hurt	hurt	write	wrote	written

TEACHER'S GUIDE

UNIT 1: GENERAL INSTRUCTIONS:

- This Unit is designed to be worked in approximately 6 classes of 50 minutes;
- The Warm up and Reading supposed to take 2 classes;
- The Listening and Phonology suppose o take 1 and 1\2 classes;
- The Speaking supposes to take 1 class;
- The Writing supposes to take 1 class;
- The Self-Assessment takes only some minutes.

UNIT 1 – Warm up questions

<i>Exercise</i>	1 – First of all, discuss the 3 first question with students. Then, show the image about the TV Program (attachment, p.50) and ask the students the 2 next questions. With the seventh question, write the genetic symbols XX and XY on the board and discuss with them the difference. Conclude listening to student's explanations about the title of the Unit.
<i>Page</i>	6
<i>Objective</i>	To introduce the subject and guide through an overview about the main subject
<i>Answer</i>	<ul style="list-style-type: none"> • Depends on students' answers.

UNIT 1 - Reading

<i>Exercise</i>	1 – After warming up questions to introduce theme and discussion to access students background about the subject.
<i>Page</i>	7
<i>Objective</i>	To introduce the subject and guide an overview to the text.
<i>Answer</i>	<ul style="list-style-type: none"> • On internet. • It describes the way things are. • Internet Site.

UNIT 1 - Reading

<i>Exercise</i>	2 – Comprehension item
<i>Page</i>	8
<i>Objective</i>	To developpe a general idea about the subject and understand the mains points: general comprehension.
<i>Answer</i>	<ul style="list-style-type: none"> • education; engage activity; decisions about their future and bodies; justice and equal opportunities; protection • ensure gender equality and unfolding the rights of all girls. • collaboration with partners to implement long-term programs that target the root causes of inequality.

UNIT 1 - Reading

<i>Exercise</i>	3 – Vocabulary item.
<i>Page</i>	9
<i>Objective</i>	To understand in depth the information about the theme: detailed comprehension.
<i>Answer</i>	<ul style="list-style-type: none"> • e-f--a-c-d-b

UNIT 1 - Reading

<i>Exercise</i>	4 – Complement exercise 3 and prepares to exercise 5
<i>Page</i>	10
<i>Objective</i>	Vocabulary that retakes important words from the text and contextualize them. It also introduces first grammar point: NOMINALIZATION
<i>Answer</i>	Decide – Learn Thrive – Lead

UNIT 1 - Reading: Discovering Grammar

<i>Exercise</i>	5 – Must be done after previous exercises
<i>Page</i>	11
<i>Objective</i>	To discover rules by observation and deduction.
<i>Answer</i>	Education – Learning – Discrimination – Ensuring – Achieving – Staying - They are all nouns.

UNIT 1 – Reading: Discovering Grammar

<i>Exercise</i>	6 – Complete the chart: rule formation
<i>Page</i>	11
<i>Objective</i>	To verify and learn the nominalization structure.
<i>Answer</i>	Root word + ING... Root word + TION...

UNIT 1 – Reading: Discovering Grammar

<i>Exercise</i>	7 – Complete the chart: practice
<i>Page</i>	11-12
<i>Objective</i>	To verify and practice the nominalization structure.
<i>Answer</i>	Occupation/Occupying – Run – Edition/Editing – Investigate, Investigating – Reaction/Reacting – Drawing - Protection/Protection – Communicate, Communicating – Start – Consideration/Considering

UNIT 1 - Reading: Discovering Grammar

<i>Exercise</i>	8 – Make students came up with similarities among the words given.
<i>Page</i>	11-12
<i>Objective</i>	To practice the the rule: -ING after preposition.
<i>Answer</i>	- After words such as in, at, with, about, of, on, etc. we should add -ING to the root word.

UNIT 1 - Reading: Discovering Grammar

<i>Exercise</i>	9 – Should be done after decoding the rule. Exercise to practice the rule.
<i>Page</i>	12-13
<i>Objective</i>	To verify the rule -ING after Preposition and make learner practice cohesion through lexical background skills.
<i>Answer</i>	a) being/being b) setting c) studying d) developing e) seeing f) discussing g) accepting h) explaining

UNIT 1 - Reading

Exercise	“ Challenge activity ” – can be used to make ‘fast finishers’ busy while the rest of the class is still ending the previous exercise
Page	13
Objective	To challenge students finding the mistake in the pattern.
Answer	Mistake: 4 th line: “She shared her own experiences of BEING bulled and found her voice...”

UNIT 1 – Reading: Discovering Grammar

Exercise	10 – Complementary exercise
Page	13
Objective	To identify -ING after preposition in context and remind the main subject.
Answer	by raising – through dancing

UNIT 1 - Listening

Exercise	1 and 2 – Part A: a) At first the video should be shown to learners without sound and they are invited to build hypothesis about the images and scenes. b) After that, the options are read and the difference of meaning between them are discussed by the students in pairs. c) The video is shown a second time with sound to complete the exercise and to verify their hypothesis.
Page	14-15
Objective	To practice comprehension and provides additional vocabulary and information about the subject.
Answer	Scientist # artist; desire # deny; stand up # get up; keep healthy # feed healthy; worst # poorest; full control # no control; new # safe. <ul style="list-style-type: none">• 1-1-2-1-2-2-2.

UNIT 1 - Listening

Exercise	3 – Part A: To be done after having watched the video a second time.
Page	15
Objective	To develop a more detailed comprehension and specific information request.
Answer	T-F(Doctor, Judge or Scientist)-F(She’s not sure they will come true)-F(She can be forced to drop out the school) -F(she knows how)-T-

UNIT 1 - Listening

Exercise	4 and 5 – Part B: Listen to the song same time than doing exercise 4. Students are invited to relate the song with the previous information.
Page	16-17
Objective	Add information about the theme and raise exposure to authentic English listening material. It is also an introductory activity to Discovering Phonology.
Answer	<ul style="list-style-type: none">• 2 – 5 – 1 – 3 – 4.• Always – play – break – gracious - layers

UNIT 1 – Listening: Discovering Phonology

<i>Exercise</i>	6 – Discovering Phonetics – Can be worked in pairs. These exercises about phonology should bring students awareness about their own phonetical device. Students can discuss their answers in pairs. Conclusion of the Listening section.
<i>Page</i>	17
<i>Objective</i>	To make learners consider the different employ of the sound [ei]
<i>Answer</i>	<ul style="list-style-type: none">• <u>day</u> – <u>saying</u> – <u>make</u> – <u>face</u> – <u>always</u> – <u>play</u> – <u>gracious</u> – <u>layers</u> – <u>break</u>• 3 – a; ay; ea• [ei]• It closes• pair – their – happy – papaya – hair.• “a” – “ai” – “ay” – “ei” – “ey” – “ea”

UNIT 1 – Speaking

<i>Exercise</i>	1 – a) The activity starts after the discussion question: What does it mean do something ‘like a girl’? b) Then the learners read the other questions to prepare themselves to watch the advertisement. In pairs or triads, they answer the questions.
<i>Page</i>	18
<i>Objective</i>	To rethink about prejudice that can be hidden in our behavior – enhance awareness
<i>Answer</i>	<ul style="list-style-type: none">➤ Personal answers.➤ Young man and women x boy and girl➤ Beginning – It means do not do something well / End- I means to do something properly.➤ Normally we consider the worse behavior when saying “like a girl” but answer may vary.➤ No, different context: different country, culture and social opportunities.➤ Personal answers.

UNIT 1 – Writing

<i>Exercise</i>	1-2 – Group activity: making a banner
<i>Page</i>	19-20
<i>Objective</i>	To encourage interaction between learners. Communication: they suppose to present their work to the class.
<i>Answer</i>	Can vary: TIPS: The images are from different sources: advertisement, social movement, scout group. They show different actors of different ages and different profiles. Each image belongs to a different context and claim for different rights or appreciation. All the images are about girls.

UNIT 2: GENERAL INSTRUCTIONS:

- This Unit is designed to be worked in approximately 6 classes of 50 minutes;
- The Warm up and Reading supposed to take 2 classes;
- The Listening and Phonology suppose o take 1 and 1\2 classes;
- The Speaking supposes to take 1 class;
- The Writing supposes to take 1 class;
- The Self-Assessment takes only some minutes.

UNIT 2 – Warm up questions

<i>Exercise</i>	1 – a) First of all, write the word KIDDING in the board and ask what is the root word for this derivation. Then ask for if its meaning and if someone know any example of its use. b) Ask students to discuss the warm up questions in triads or small groups, writing down their answers. c) Conclude listening to students' explanations about their answer and their opinion about the Unit's title meaning.
<i>Page</i>	22
<i>Objective</i>	To introduce the subject and guide through an overview about the main subject
<i>Answer</i>	<ul style="list-style-type: none"> • Personal answers. Depends on the students' answers.

UNIT 2 – Reading

<i>Exercise</i>	1 – After having discussed the warm-up questions, the unit presents some images that will be better discussed in pairs. Following the discussion, some questions proposed to guide their understanding about the subject and contextualize children labor
<i>Page</i>	23-24
<i>Objective</i>	Introduce the theme and bring the context as close as possible to learners, considering with them which of these images could be in Brazil.
<i>Answer</i>	<ul style="list-style-type: none"> a) Children b) Around 10... less than 12. One girl is maybe 5 or 6. c) - all of them – 1,3 – none – all of them – all of them.

UNIT 2 – Reading

<i>Exercise</i>	2 – Before answering the next activity it's important to ask learners to read the text and discuss their understanding about it. A collective lecture is suggested where each learner read a part of the text, taking profit of the situation to practice pronunciation. One item is proposed to find out the main idea of the text.
<i>Page</i>	24
<i>Objective</i>	To Comprehend and to analyze the vocabulary
<i>Answer</i>	<ul style="list-style-type: none"> • to inform about child labor around the world.

UNIT 2 – Reading

Exercise	3 – True or False cloze activities. The text’s information is taken in more details. This activity should be done individually and corrected shortly after. The false sentences must be corrected to certify the comprehension of the learners before go forward.
Page	27
Objective	To practice vocabulary to clarify the main terms of the text assuring learners’ comprehension
Answer	a)F (18 years and 16 for developing countries) – b)T – c)F (cannot be considered...) – d)F (negative effects) – e)T.

UNIT 2 – Reading: Discovering Grammar

Exercise	4 – The activities 4 to 8 aim to make learners discover grammar. They should be made individually.
Page	28
Objective	To make learners discover grammar – Passive Voice. Identify verb form from the text as well as its employ.
Answer	<ul style="list-style-type: none">• the verb structure;• the actors are not mentioned;• they priorities the action rather them the subject;• Plural: 1,4,5,6. – Singular: 2,3.

UNIT 2 – Reading: Discovering Grammar

Exercise	5 – Discovering Grammar - individual exercise – finding the rule: correction needed.
Page	29
Objective	To make students find the rule out. To help learners consider each term of the sentence.
Answer	<ul style="list-style-type: none">• Passive voice is used when the focus is on the <u>action</u>. It is not important or not known, however, who or what is performing the action.• 3 – 1 – 2 – 5 – 4

UNIT 2 – Reading: Discovering Grammar

Exercise	6 – Verify the rule – students must identify the passive voice - individual exercise – correction needed.
Page	29
Objective	To make students able to identify and recognize sentences in the passive voice
Answer	a – c – d – f.

UNIT 2 – Reading: Discovering Grammar

Exercise	7 – Text about Indian Nobel Prize Kailash Satyarthi. Passive voice transformation.
Page	30
Objective	To be able to transform sentences into passive voice in context.
Answer	is shared – are saved – is used – is made – is reported – are used – is found

UNIT 2 – Reading: Discovering Grammar

Exercise	8 – Order the sentences about child labor in Brazil.
Page	31
Objective	To contextualize the subject and practice the passive voice formation.
Answer	a) 3-1-4-2 b) 4-3-1-2 c) 2-1-4-3 d) 4-2-1-3 e) 1-3-4-2

UNIT 2 – Listening

Exercise	1 – Part A: The only needed question is: Do you know the ABC? Then the video doesn't need any extended explanation or introduction because the theme has been enough revised. The two first activities are individuals and the correction should be done shortly after them. The third item is individual but after students are invited to compare their lists. To complete the exercises the audio should be listened no more than three times.
Page	32
Objective	Oral Comprehension: exposure to authentic material
Answer	<ul style="list-style-type: none">• c) Poverty• b) It reveals a list of products involving child labor.• Banana, coffee, diamonds, melons, incense, sugar cane, tobacco, fish, hazelnuts, gold, electronics, leather, palm oil, rice,

UNIT 2 – Listening

Exercise	2 – Part B: Fashion Revolution. Ask students if they are fashion and what it means to them. Play the audio and ask them to circle the correct option as they listen.
Page	33-34
Objective	To work attention and pronunciation. To distinguish the correct sound and find the right meaning of the text. Prepare to Phonology section.
Answer	<ul style="list-style-type: none">• Know – suffering – says – all over – change – brand – support – help – solutions – lives – resources.• b) To unite people and organizations to work together towards radically changing the way our clothes are sourced, produced and consumed.• c) By pushing the industries to be more transparent.• d) They are invited to send pictures asking to brands how were their clothes made

UNIT 2 – Listening: Discovering Phonology

Exercise	3 – Phonetical activity. Individual exercises to discover and practice the sound of [ʃ]
Page	35-36
Objective	Make learners able to identify the differed possibilities for the -SH sound.

- Answer*
- fashion – revolution – social – share – solutions – showcase
 - shion – tion – cial – sha - tions.
 - Bangladesh – rashtag – insurance – Chicago
 - -SION; -SURE; -CIAL; C/T-IENT; -SUE; -TIAL; -SIA(N); -CIOUS; (-)SU-
 - 1 – 4 “sh” [ʃ] / 3 – 2 “ch” [tʃ]

UNIT 2 – Speaking

Exercise Class Activity - Collaborative exercise – Image / Title / Definition association
Page 37-38

Objective To encourage discussion and interaction among learners. Add information about Children’s Rights and associate them to the main subject children labor. Speech construction.

Answer 1-2-3-4-5-6: Titles
 5-3-2-1-6-4: Definitions
 2-3-6-5-4-1: Images

UNIT 2 – Speaking

Exercise Questions – Students are invited to enlarge discussion about children’s rights bringing the discussion to their context.
 The box BE AWARE adds new information and presents the context of Children’s Rights to students. This exercise can be asked to be done as homework, if they don’t have time to finish.

Page 37

Objective To call students attention to their rights and enhance new information.

Answer

- Students’ answers may vary.
- In Brazil children’s rights are respected depending on the place you are and on your social condition.
- Example: right to protection – right to play – right to have social life (friends) – right to practice sports, etc.
- The UN Convention of the Rights of the Child was written in November 1989.

UNIT 2 – Writing

Exercise 1 – Discuss the images to link the themes Child labor and Fashion Revolution.
Page 39

Objective To articulate the argumentation and present ideas to convince members.

Answer

- They show clothes made by children hands and denounce child labor.
- Getting information about the brand’s workers and brand’s policy to produce. Students should choose correct brands and inform themselves about brand’s policy before buying any product.
- Personal. Answers may vary.

UNIT 2 – Writing

Exercise 2- Write a letter to a brand after have taken part in a movement.
Page 40

Objective To complete sentences and organized the discourse for specific context

Answer EXAMPLE:
 Dear _____
 I am your customer, and I love your style. But I want to know more. I want to know

#whomademyclothes.

I want to feel as good about the story behind my clothes as they make me feel when I wear them. I care deeply about the people who have worked so hard to make the things I buy from you.

I want to know that they're being treated fairly, have the freedom to speak out, and are paid enough to live with dignity, opportunity, comfort and hope. So tell me, what are you doing to ensure that the people who make your clothes are being paid a living wage?

Sincerely,

RATIONALE

“The task of the learner is to ‘discover’ the foreign language, and the task of the language teacher is to provide a context in which the learner can develop strategies for discovery-strategies through which he or she can ‘learn how to learn’”

Tim Johns

Designed to be used with teenagers from 12 to 14 years old (Elementary School II) that are getting a basic level of English (A2), Unit 1 *The XX Factor*, brings up a discussion on gender equality, an issue that is rarely addressed at school, in spite of its increasing significant in our society.

As an educator, I’ve been questioned several times about social paradigms related to sex and gender, such as work privileges and social roles. Having in mind the relevance of such questions and the importance of a discussion on that matter, I considered the devising of materials that appropriately addressed the topic was overdue. In my opinion, a textbook unit must generate awareness, motivation and engagement, and therefore I felt this opportunity could not be ignored.

Unit 2, *Are you Kidding me?*, parts from a discussion on sex related issues and directs the public’s attention to children around the world and their questions. It discusses Child Labor, its practices in the contemporary world’s context and its different forms. Both units deal with issues that affect childhood and invite the target audience to consider other realities. Consequently, the material is intended to make students rethink about children’s place in society, their importance and their wishes, while reflecting on ways to improve their lives.

Bearing in mind that people are surrounded by technology and that the globalized society demands *global citizenship* (MATTOS, 2012), the units were conceived with their grounds on the concept of global interconnectedness. They aim at empowering learners by organizing themselves to stand up, promote social justice, protect the environment or reduce conflicts.

“Through activities that aimed at citizenship development, in addition to teaching English, the teachers participating in this research sought to prepare students for an effective future participation in the life of their communities, transforming and interfering in dominant practices.”¹³

¹³MATTOS, Andréa Machado de Almeida. *Education for Citizenship: Introducing Critical Literacy in the EFL Classroom*. In. Pedagogy, Editor: Robyn M. Gillies. Nova Science Publishers, Inc. New York, 2012. (p.197)

Before starting each Unit, some questions are proposed in order to bring out the students' background knowledge and introduce the topic, as well as some vocabulary that appears throughout the unit. The use of warm up questions before activities can be considered a top-down practice, which according to Batstone (1994), postulates that language happens when someone uses background information to predict the meaning of language they are going to listen or read. Taking into account the authenticity of the material, this introduction is crucial to build a word bank where students can turn to when they need to.

Following the warm up questions, the Reading section comes to add information to all that has been discussed. All texts in this section were taken from websites and an effort towards keeping their original layout was made in an attempt to bring students' experience in class closer to the one they would have with the primary source. The format choices are also intended to provide students with clues about the text's provenance, objective and genre, which are the introductory activities of the section.

Scovel (2011), states that exposure to a language is a necessary precondition for SLA. In agreement to that statement, no adaptation was made, even if the texts are slightly long, as a means to favor authenticity. In order to facilitate students' comprehension, vocabulary activities were included shortly after, in addition to the ones in the warm-up section. Those activities instigate students to go back to the text and consider the words in its context before guessing their meaning. Following the axiom *keyword in context*, target words are presented in a specific situation from an authentic material (GUAN, 2013.)

Subsequently, there are lexical activities composed of comprehension items aiming at highlighting and facilitating the understanding of significant points in the texts. Those activities will both prove themselves important throughout the lesson, as it deals with contents that permeate the unit and, serve as introduction for a grammar section, in which all the examples and situations are taken from the texts. The texts themselves feature underlined words that are going to be mentioned in an ulterior vocabulary or grammar section.

The units take into consideration the importance of the active role of the learner during his/her own learning process. The grammar sections encourage students to discover the rules that guide the target language structures. From sentences taken from the texts, learners are invited to pay attention to some grammar structure occurrences and analyze the context in which they happen. They are, therefore, inductively guided to find out what determines the use of a given language structure in the

authentic samples. This process allows learners to develop familiarity with the notion of a real contextual frame as well as its conventions in L2 writing.

“The inductive approach actively involves students in their grammar learning process, because they have to formulate grammatical rules by themselves and to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them.”¹⁴

After conceptualizing the rule some activities are presented to the students in order to make them sure about its usage or revise their conclusion. The advantage of this process is that learners can test and revise their own theory, rather than memorizing rules without understanding why. Based on English native speakers’ subconscious knowledge of English grammar, the inductive approach establishes a set of conscious grammatical rules which underlays intuitive grammatical competence (KE, 2008.) As a conclusion, a review is presented at the end of the grammar section to clarify any important detail that could go unnoticed, preparing the learners for the next sections.

Consecutively, there are the Listening section, worthy of notice for the variety of sources and diversity of materials. They are divided in two parts (A and B) that can be worked separately even if they are interrelated to the main topic of the unit. Splitting the Listening section favors not only the exploration of different medias, considering the accessibility and wealth of this material, but the attention given to oral comprehension in general.

Overall, the Listening section assessments are mostly based on communicative stimulus-response tasks, paraphrase recognition and recognizing phonological or morphological elements (BROWN, 2004.) Furthermore, the activities dedicated to phonology encourage students to pay attention to the articulation of sounds and how it differs depending on what is being pronounced. These sounds were also chosen for being known as problematics for Brazilian Portuguese speakers.

The Speaking section defines the moment when learners recapitulate the information acquired to organize and produce his/her own speech. The teacher’s role in motivating the students’ expression is of paramount importance. It is the moment when communication should be prioritized over accuracy, especially when it comes to teaching beginners. The activities in this section were designed with the objective of inspiring participation, hence the variety of materials such as images, maps, graphs or advertisements which dialog with the learners’ context and aim at encouraging them to explore English varieties that reflect the sociolinguistic reality of their English use (JENKINS, 2006.)

¹⁴ KE, Zhou. An Inductive Approach to English Grammar Teaching. HKBU Papers in Applied Language Studies Vol.12, 2008. Available at: http://lc.hkbu.edu.hk/book/pdf/v12_01.pdf

Interaction activities in this section also provide learners with situations to practice their speaking skills and discuss about the lesson topic.

The last section in both units is dedicated to improving the students' writing skill. It follows the other sections' correspondence with the main theme and proposes a production with real social destination, which means the student is invited to effectively take part in an activity (movement, action, discussion group) that can make a difference in his/her life or transform his/her context. The main objective of those activities is to teach learners how to organize ideas so that they meet particular communicative goals in context, as stated by Hinkel (2002):

“For example, combined with instruction in content and language uses in thematically-selected readings, the teaching of L2 writing can address matters of discourses structuring and information flow, as well as the uses of grammar structures and contextualized vocabulary.”¹⁵

In the end of the units there is a self-assessment chart which gives students an idea of what they should review or work more on as well as what they learned. As is stated by Brown (2004) the end-of-chapter self-evaluation checklists give students the opportunity to think about the extent to which they have reached a desirable competency level in the specific objectives of the unit. This self-assessment is also an opportunity for teacher's washback, measuring throughout it the strengths and weaknesses of his/her teaching activities.

As a conclusion, it is vital to state that the units were designed considering studies on Communicative Language Teaching conducted throughout the course at CEI and that all activities and practices aimed at serving communicative purposes and producing meaningful language for real life contexts. (LARSEN-FREEMAN, 2000)

Based on the Critical Literacy Approach, this material also allows students to assume an active role in their environment and to be more conscientious about how to transform it. Encouraging social issues understanding from a critical perspective, this material intends not only to promote the development of individuals as citizens but also provoke social change. Conceived at first to awake critical awareness about local exigencies, it also aims at further goals, promoting autonomy, transformation and authenticity to learners' learning process. It supports learners' *liberatory autonomy* and stimulates *situational understanding* to promote collective development. In other words, it was therefore

¹⁵ HINKEL, Eli. Teaching Grammar in Writing Classes: Tenses and Cohesion. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms*, (pp. 181-198). Mahwah, NJ: Lawrence Erlbaum Associates. 2002.(p.533)

“(...) inspired by the three-dimensional postmethod pedagogy system consisting of the parameters of particularity, practicality, and possibility. It must facilitate the advancement of a context-sensitive language education based on a true understanding of local linguistic, sociocultural, and political particularities besides tapping the sociopolitical consciousness that participants bring with them in order to aid their quest for identity formation and social transformation.”¹⁶

¹⁶ KUMARAVADIVELU, B. Toward a Postmethod Pedagogy. TESOL QUARTERLY Vol.35, n° 4, 2001. (p.537)

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