

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG  
Faculdade de Letras - FALE  
Curso de Especialização em Ensino de Língua Inglesa – Abordagens contemporâneas -  
CEI

Heloísa Scofield Oliveira Braga

## **Learn up!**

(Material didático para o ensino de inglês)

Orientadora: Professora Doutora Marisa Mendonça Carneiro

Data da defesa: 04/08/2016

Belo Horizonte

2016



Heloísa Scofield Oliveira Braga

## **Learn up!**

Trabalho de Conclusão apresentado ao Curso de Especialização  
em Ensino de Língua Inglesa – Abordagens Contemporâneas –  
CEI - da Faculdade de Letras - UFMG, como requisito parcial  
para a obtenção do título de Especialista em ensino de Língua Inglesa.

Data da defesa: 04/08/2016

Belo Horizonte

2016

## Acknowledgements

I would like to express my special thanks of gratitude to my professors Ana Larissa Adorno, Andréa Mattos, Vera Menezes, Adriana Tenuta, Janaína Henriques, Marisa Carneiro and Míriam Jorge who gave me the golden opportunity to do this work on the topic Learning and teaching English, which also helped me in doing a lot of research and I came to know about so many new things I am really thankful to them.

Secondly, I would also like to thank my classmates and friends Elisa, Ariana, Phillip, Graciane, Demétrius, Adriana, Pollyana, Vanessa and Maira. “We strengthened our ties and the result was the complicity that gave us this short but memorable time. You understood me and helped me a lot! Thanks!”

To God, I thank you for the care and mercy and infinite love for our lives.

To my family and siblings, for their support and understanding, the basis for overcoming all difficulties.

I would also like to show my gratitude to my mother, Fátima and to my husband, Thales for being my inspiration, for having loved me unconditionally and supported me all the time.



## TABLE OF CONTENTS

Introduction .....	Page 05
Teaching Unit 1.....	Page 07
Teacher’s Guide Unit 1.....	Page 25
Teaching Unit 2.....	Page 30
Teacher Guide 2.....	Page 46
Test Booklet .....	Page 53
Rationale .....	Page 59
Bibliographical References.....	Page 66
Websites Consulted .....	Page 69

## Introduction

A good teacher can inspire hope, ignite the imagination, and instill a love of learning.

Brad Henry.

For over 10 years I have been teaching English as a foreign language to different age groups and at various levels of proficiency and I have always wanted to do my best for my pupils and show them how important it is to learn another language. It is well-known, nowadays, that the study of languages provides access to another culture. Currently, the English language has possessed the status of "official language", since we live in a globalized world in which the United States has a major political, economic and cultural power.

The learning of English brings the possibility of understanding the various ways of living the human experience, because it is linked to the various cross-cutting issues. So, educators should seek to find ways to promote an attractive, enjoyable and meaningful work to the student.

This present textbook consists of two teaching units designed for pre intermediate level learners, teenagers or young adults. It also has a test booklet and a teacher's guide for the units with suggestions and guidance. The focus of this work is to teach students in an Inductive Teaching way, approaching functions and chunks of language in order to reflect upon natural language use.

The textbook **LEARN UP!** main goals are to:

- Further students' critical literacy and view of the world, since they will be engaged into relevant social contexts;
- Broaden and enhance students' repertoire of language;
- Provide students with opportunities to organize their knowledge and develop learning strategies;
- Provide a view of teaching which is organized around the steps of engaging students in the task by providing them with the language items to be worked on, studying that language in a way that students become familiar with it, and activating their knowledge by experimenting with what they have learned (Harmer, 2008);
- Provide a view of culture which fosters a deeper perspective on other communities' cultural features as well as a critical look at stereotypes in general, while providing

students with opportunities to acknowledge, compare, and value their own immediate cultural environment;

- Improve fluency and accuracy since students are provided with lots of resources and contextualized real life situations;
- A view of social responsibility which is coherent with the educational belief that a language course should go beyond teaching the foreign language for the sake of it, and that the teaching/learning process is a means to also offer students a chance to reflect and act on their role as citizens of their communities and the world.

**LEARN UP!** is organized in thematic units which are divided into sections. Each section has specific characteristics and goals which are coherent with the broad objectives of the unit and the material. Therefore, learners are required to read, listen, write, speak, improvise, discuss and work in groups. Different opportunities for language awareness and practice are involved.

This textbook also focused on:

\*Grouping and pairing up students in different activities since Group work can reinforce the ability to refine understanding through discussion and explanation, give and receive feedback on performance and develop stronger communication skills.

Collaborative work encourages involvement, the development of critical thinking skills and interdependence.

This material has no commercial purposes and can only be reproduced with the author's permission.

“Learn everything you can, anytime you can,  
from anyone you can; there will always come a  
time when you will be grateful you did.”

–Sarah Caldwell

## **Unit 1 – CONSUMPTION HABITS**

### **Unit 1 Goals:**

- **talk about addictions and how to avoid them;**
- **Identify the features of a an effective poster;**
- **Discuss about the consequences of consumerism;**
- **Look critically at consumption habits;**
- **Recognize the kind of language used in posters.**

## **Unit 2 – BEING DIFFERENT ROCKS!**

### **Unit 2 Goals:**

- **Discuss the concept of beauty around the world;**
- **Expand the vocabulary related to appearance and personality traits;**
- **Debate about beauty standards;**
- **Practice the pronunciation of words that end with a silent e;**
- **Talk about cosmetic procedures;**
- **Systematize the use of agreeing and disagreeing expressions;**
- **Work some more on language used to persuade people.**

## Unit 1 – CONSUMPTION HABITS

### ENGAGE IN THE TOPIC

1- How often do you shop?

\_\_\_\_\_

2- What do you usually shop for?

\_\_\_\_\_.



(<https://www.youtube.com/watch?v=XdXAZUE9KyU>, accessed on July 5, 2016)

### Listen up!

#### Pre Listening Activity – Activating Background knowledge

3- Take a look at the picture above. Have you ever seen this movie? What do you think it talks about?

\_\_\_\_\_  
\_\_\_\_\_.

4- Can you say some famous brand names for these products?

- Watches - \_\_\_\_\_.
- Cars - \_\_\_\_\_.
- Dresses - \_\_\_\_\_.
- Jeans - \_\_\_\_\_.



- Tvs - \_\_\_\_\_.
- Video games \_\_\_\_\_.
- Sneakers – \_\_\_\_\_.
- Bags - \_\_\_\_\_.
- Beauty products - \_\_\_\_\_.
- Drink - \_\_\_\_\_.
- Motorcycle - \_\_\_\_\_.

5- Are you a fan of any famous brand? Tell a friend next to you about it.

### While Listening Activity – Listen up!

Oral Comprehension



(<http://tinyurl.com/gr2z668>, accessed on July 2, 2016)

6- The movie that follows talks about Rebecca Bloomwood, a fun-loving girl. Before watching the movie trailer, read the questions from activity 7 to 10.

7- Watch the Confessions of a Shopaholic movie trailer

(<https://www.youtube.com/watch?v=XdXAZUE9KyU>)

without sound once and mark TRUE (T) or FALSE

(F):

- ( ) Rebecca started believing in “magic” at the age of seventeen.
- ( ) Becky likes shopping, but she is not a shopping addict.
- ( ) At first, she works as a journalist for a gardening magazine.
- ( ) Then, Becky becomes a financial journalist for the magazine Successful Savings.
- ( ) She doesn’t like Luke, the editor of Successful Savings.
- ( ) Her own method of managing money is to hide her Visa bills under the bed and hope they’ll disappear.
- ( ) Rebecca doesn’t care for famous brands.
- ( ) Rebecca lives with her best friend Suze.

## addict

noun [C] • UK /ˈæd.ɪkt/ US /ˈæd.ɪkt/

★ **B2** a person who cannot stop doing or using something, especially something harmful:

a drug/heroin addict

a gambling addict

*HUMOROUS* I'm a chocolate/shopping addict.

Available at

<http://dictionary.cambridge.org/pt/dicionario/ingles/addict>, accessed on July 5, 2016

8- Now, listen to the movie trailer only, without seeing the video and confirm your answers from activity 2.

9- In the beginning of the movie, Becky describes what she is wearing. What is she wearing? What's her bag's brand? Is she fancy or casual?

\_\_\_\_\_

\_\_\_\_\_

10- Rebecca asks Luke if he speaks a funny different language. What language is this?

\_\_\_\_\_

11- Pair work – In your opinion, is Rebecca able to pay all her debts? Does she keep on working for magazine Successful Saving? Try to guess the answers and talk to a colleague about your guesses.

12- Now, listen to the ending spoiler of the movie

(<https://www.youtube.com/watch?v=Hf83CgPXGwY>) and find out what happens next.



(<https://www.youtube.com/watch?v=Hf83CgPXGwY>, accessed on July 5, 2016)

### **Post Listening Activity – Developing Critical Literacy**

13- Describe in your own words Rebecca's feeling when she sees a store. Are you like this, too? \_\_\_\_\_

14- If you had a friend, would you promote a clothes sale to help her/him pay late debts? What other options would you have?

\_\_\_\_\_

15- Do you know anyone who is a shopaholic?

\_\_\_\_\_

16- Do you only buy things when you really need them? Describe some moments you had (or have) that you thought “I do have to buy this”.

### Pronounce up!

17- Listen to your teacher saying the sentences below. Can you notice any difference in pronunciation?

- ❖ Becky was a shopping addict. (noun - /'æd ɪkt/)
- ❖ Suze advised Becky not to addict to shopping again. (verb - /ə'dɪkt/)
- What did you notice? Is the pronunciation the same?
- How is the verb accented? What about the noun?

### Pronunciation Changes (stress accent) in Words that are Both Nouns and Verbs

The noun is accented on the first syllable; the verb on the second syllable. Here are additional examples of words:

Noun	Verb
<b>CON</b> duct	con <b>DUCT</b>
<b>AT</b> Tribute	attr <b>IB</b> ute
<b>COM</b> bat	com <b>BAT</b>
<b>CON</b> flict	con <b>FLI</b> CT
<b>CON</b> test	con <b>TEST</b>
<b>CON</b> tract	con <b>TRACT</b>
<b>DE</b> crease	de <b>CREA</b> SE
<b>IM</b> pact	im <b>PACT</b>
<b>IN</b> crease	in <b>CREA</b> SE
<b>IN</b> sult	in <b>SULT</b>
<b>OB</b> ject	ob <b>JECT</b>
<b>PER</b> mit	per <b>MIT</b>
<b>PRE</b> sent	pre <b>SENT</b>

(<http://tinyurl.com/zba8n67>, accessed on July 1, 2016)

18- Practice the different accent of the words above.

## Unpack Up!

### Unpacking Text Genres

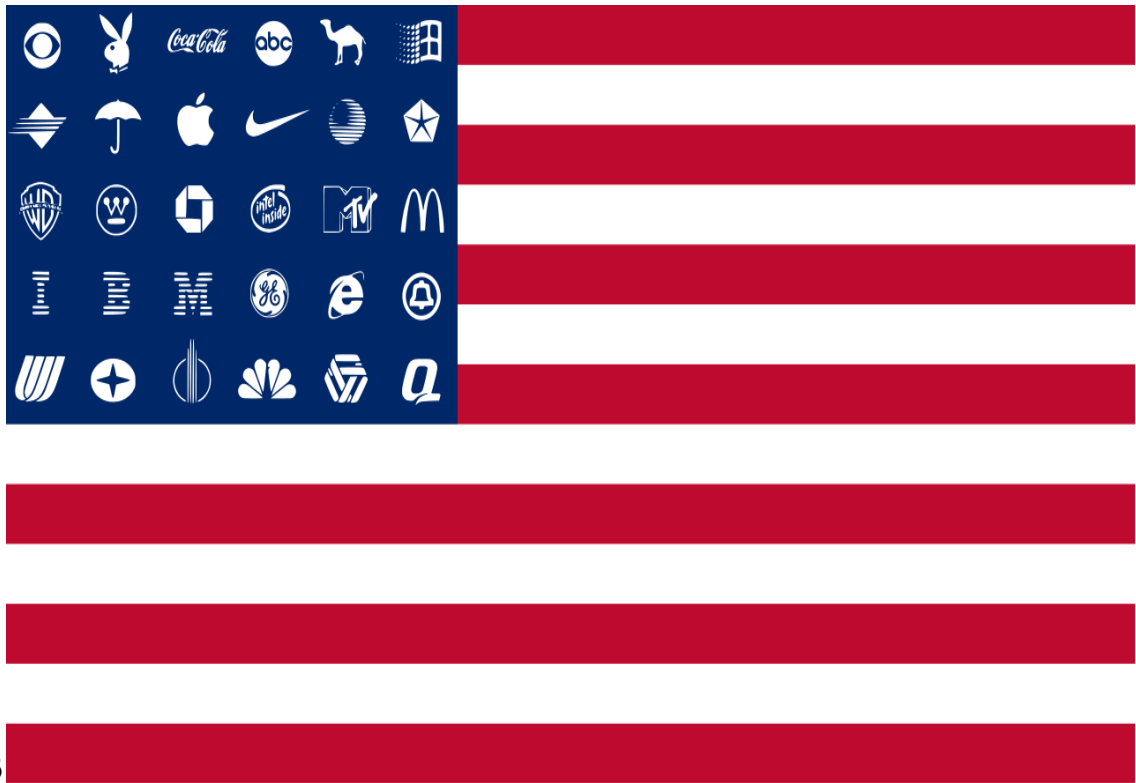
19- Check the pictures below. What do they have to do with the topic of the unit?



(<http://tinyurl.com/zx8fxjn>, accessed on July 5, 2016)



(<http://links.org.au/node/1972>, accessed on July 5, 2016)



3

(<http://tinyurl.com/hmqd7q4>, accessed on July 5, 2016)



4

(<http://tinyurl.com/hn8e8ol>, accessed on July 5, 2016)

# NEVER ENOUGH?

ANTICONSUMERISM CAMPAIGN

a critical look at  
consumerism,  
poverty and  
the planet



5

(<http://www.enough.org.uk/>, accessed on July 5, 2016)



6

(<http://tinyurl.com/h7dfs9q>, accessed on July 5, 2016)

20- a. Describe, in a few words, what you understood about the pictures.

---

---

b. Do you agree with the statements on pictures 2, 4 and 6? Why (not)?

---

---

c. Were the messages clear to you?

---

21- Read the texts again. Tick (✓) the texts' characteristics.

1. ( ) They grab people's attention.
2. ( ) They cannot be colorful.
3. ( ) They are convincing.
4. ( ) They are full of information.
5. ( ) They use enough white space so they do not look crowded.
6. ( ) Emphasis is a vital aspect of poster design.
7. ( ) They are clear, concise and informative.

22- Based on the texts' features, what text genre do those images belong to?

- a) Articles
- b) Posters
- c) Recipes
- d) E-mails
- e) Lists

23- In your opinion, are those messages persuasive? Would you use any of this to persuade someone?

---

24- Who is the target audience of these posters? Is the language used formal or informal?

---

---



**Let's strike against consumerism!**



(<http://tinyurl.com/jn9jzgb>, accessed on July 5, 2016)

**WRITE UP!**

**Pre Writing Activity**

25- Group work – Take a look at the posters, their characteristics and messages again. In groups of three people and based on what you have learned so far, come up with some motivating sentences to help people reflect on their shopping habits and buy only what they really want. Remember you have to be convincing and simple!

<ul style="list-style-type: none"><li>• 1- _____</li><li>• 2- _____</li><li>• 3- _____</li><li>• 4- _____</li></ul>
---

26- Think about the following sentences and discuss with your group. What makes a good poster? The colors? The arguments? The size?



27- Read the text about posters:

---

**What is a poster?**

A poster is a “public” piece of paper conveying information through text (words) and/or graphic images (symbols or pictures). It’s usually designed to be displayed vertically on a wall or window. Its main target audience is the person walking by.

Posters carry many kinds of information:

- ❖ they may call the population to rally, revolt or celebrate (e.g. political or propaganda posters);
- ❖ they may alert citizens to health hazards or the presence of other dangers in the community (e.g. educational posters);
- ❖ they may announce the coming of a wonderful theatre, music or dance performance (e.g. marketing posters).

All effective posters must:

- grab your attention;
- present the information clearly and fully;
- convince you to take part, take precautions, be on the lookout or buy a ticket.

Available at <http://artsalive.ca/collections/posters/whatisaposter.php?lang=en>, accessed on July16, 2016 (adapted).

---

**Hands On! Write up!**

**Preparation for write up!**

28- Work in pairs. Write your first draft about consumerism. Collect all the information you have about the topic and design a persuasive and simple poster. It may contain from 3 to 15 words. Use the questions below to guide you. After that, hand it in to the teacher for correction.

A. Who is your target audience? What kind of language are you going to use?

\_\_\_\_\_.

B. Where are you going to display this poster? \_\_\_\_\_.

C. Are you going to put symbols or pictures? \_\_\_\_\_.

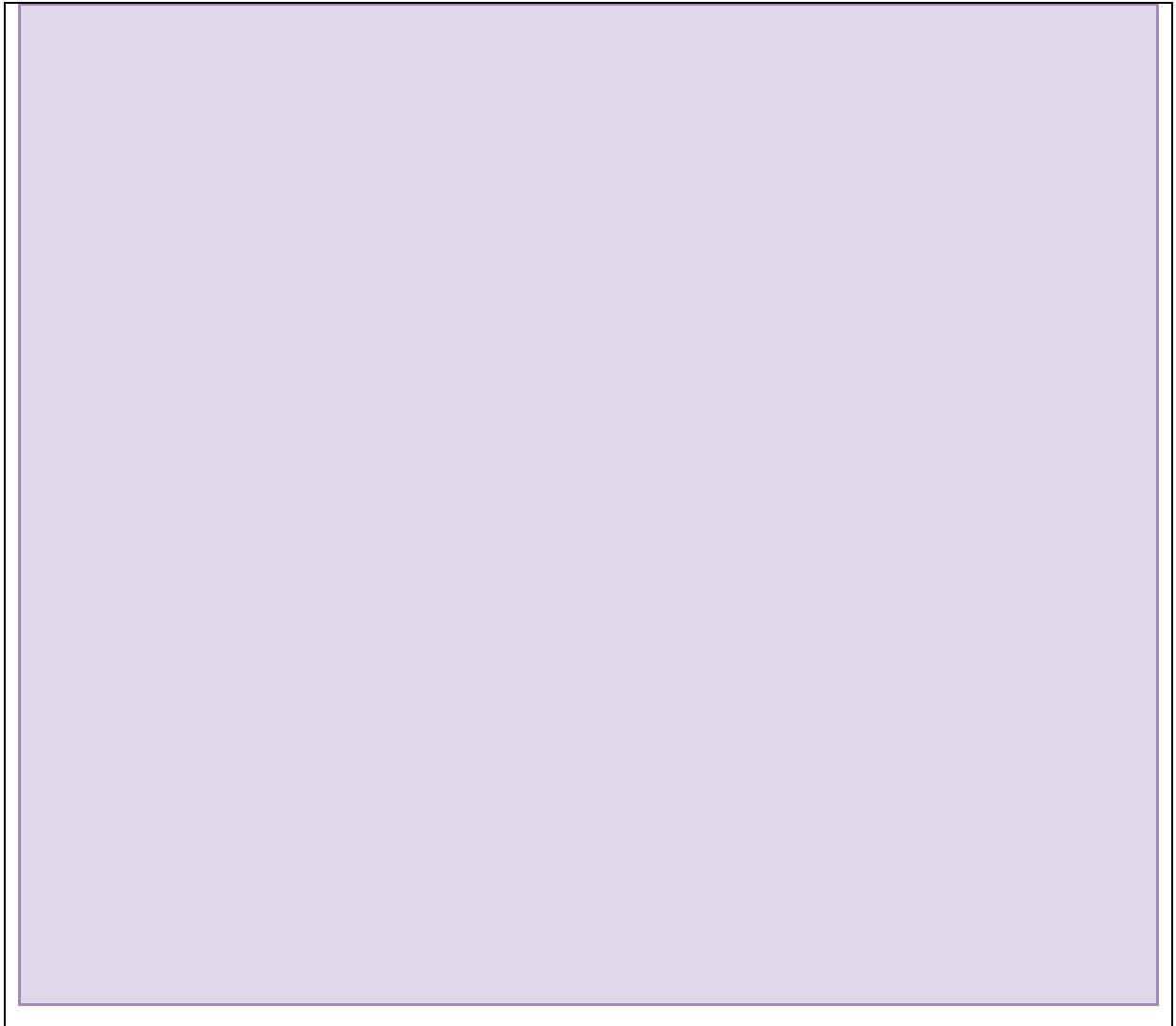
D. What information are you going to put in your poster? \_\_\_\_\_.

Write the draft in pairs.

29- Now, it's time to write your own poster against consumerism! Individual draft.

Write your draft alone.

30- After teacher's correction, write your poster against consumerism! Individual work.



### **Post Writing Activity**

31- Peer Editing – Work in pairs. Exchange posters with a classmate next to you. Compare differences and similarities. You must:

- Analyse your colleague's work;
- Give him/her some suggestions to improve the next writings.

**READ UP!**

### **Pre Reading Activity**

32- Do you know anybody who is addicted to something? Tell your classmates about it.

33- What did they call Becky? Why? \_\_\_\_\_.

### **During Reading Activity**

34- Read the text below:

### What Kind of “Holic” Are You?

Have you ever thought about what kind of “holic” you are? Let’s take a look into the reasons why people are so focused on things and consider the gains and the losses.

- Coffee-holic

There are so many coffee shops in Korea these days. This means many people demand that. Along with much interest about coffee, barista has become a popular job and many people want to know more about coffee.

One in three Korean teenagers suffers from over-consumption of caffeine. Drinking a suitable amount of coffee is obviously good for both body and mind, but too much coffee is bad for health, so be careful not to be a coffee addict.

- Workaholic

Are you tired of work? No time for hobby or leisure life because of work? Then you could probably be one of the workaholics. A workaholic indicates a person who places a high value on work in this task-oriented modern society. Workaholics feel lonely and they think they depreciate in value without working. Also, they easily get depression and OCD (obsessive-compulsive disorder) because they can’t say no at work. Most of all, it’s hard to have successful personal and family relationships.

- Shopaholic

This term indicates the person addicted to shopping. He or she may be a shopaholic who loves shopping just for joy or buys unnecessary things over the limit, though there is no exact standard of being a shopaholic. Usually, they look very trendy, fashionable, cheerful, and superficial. However, one of the reasons why they become shopaholics is a lack of confidence. They do the shopping particularly when the thing is related to their idle image, and they think that they will gain confidence if they buy that item.

- Hobby-holic

This indicates people who have a passionate interest in hobbies. Strictly speaking, a coffee-holic is one of the hobby-holics.

A hobby can even become a job. To have one’s own recreations is wonderful thing in this stressful society. However, just as the saying goes ‘Too much is as bad as too little’, we should maintain the

balance. (<http://www.cbnglobe.com/news/articleView.html?idxno=568> , accessed on July 5, 2016)

35- Read the sentences below. Mark **T** true or **F** false, according to the text.

- a. ( ) Decreasing intake of caffeine slowly rather than hurriedly with decaffeinated coffee may avoid being a coffee-holic.
- b. ( ) Sleeping less may avoid being a coffee-holic.
- c. ( ) Having a hobby may avoid being a workaholic.
- d. ( ) Using only credit cards while shopping may avoid being a shopaholic.

**After Reading Activity**

36- Are you going to pay more attention to your habits and addictions now?

\_\_\_\_\_

37- What are the positive or negative aspects of having one of these addictions?

\_\_\_\_\_  
\_\_\_\_\_

**Vocab Up!**

38- Name what you can see in the pictures:


internet addict (or webaholic)	Chain smoker	video game addict		
workaholic	shopaholic	alcoholic	cell phone addict	drug addict

A.  \_\_\_\_\_.

(<http://tinyurl.com/nbojtgvy>, accessed on July 15, 2016)

B.  \_\_\_\_\_.

(<http://preview.tinyurl.com/zwthncg>, accessed on July 15, 2016)

C.  \_\_\_\_\_.

(<http://tinyurl.com/jal354l>, accessed on July 5, 2016)



D. \_\_\_\_\_.

(<http://tinyurl.com/h5vk4fn>, accessed on July 5, 2016)



E. \_\_\_\_\_.

(<http://www.drugaddiction.org/>, accessed on July 5, 2016)



F. \_\_\_\_\_.

(<http://tinyurl.com/h867tpn>, accessed on July 5, 2016)



G. \_\_\_\_\_.

(<http://tinyurl.com/jklqfnn>, accessed on July 5, 2016)



H. \_\_\_\_\_.

(<http://tinyurl.com/jbxcmlu>, accessed on July 5, 2016)

39- Now, write sentences about the addictions.

a) A shopaholic is a person who enjoys shopping very much and spends too much time or money doing it.

b) A sugarholic is a person who \_\_\_\_\_.

c) A photoholic \_\_\_\_\_.

- d) A nonalcoholic \_\_\_\_\_.
- e) A workaholic \_\_\_\_\_.
- f) A chocoholic \_\_\_\_\_.

### Language Up!

40- Take a deep look at the sentences taken from the text. What is the similarity among them?

A **workaholic** indicates a person who places a high value...

A **coffee-holic** is one of the hobby-holics..

You could probably be one of the **workaholics**.

- -holic? What does it indicate? \_\_\_\_\_.
- Talk to a partner and try to find out. \_\_\_\_\_.
- Do the words end or start in -holic? \_\_\_\_\_.
- So, -holic is a suffix or a prefix? \_\_\_\_\_.

### Language Awareness

#### suffix forming nouns

#### **-holic**

indicating a person having an abnormal desire for or dependence on: **workaholic**; **chocoholic**.

#### **-aholic**

a combining form extracted from **alcoholic**, used in coinages having the general sense “a person who is addicted tooor obsessed with an object or activity,” as specified by the initial element: **chargeaholic**; **foodaholic**. Compare **-holic**.

<http://www.thefreedictionary.com/-holic>, accessed on July 7, 2016.

41- Let’s play with words?

- a) How can we call a person who eats a lot of **cookies** everyday?

\_\_\_\_\_.

- b) How can we call a person who loves surfing the **web** all the time nonstop?

\_\_\_\_\_.

c) How can we call a person who drinks too much vodka whenever he/she wants?

\_\_\_\_\_.

d) How can we call a person who drinks lots of soda instead of water?

\_\_\_\_\_.

**SPEAK UP!**

42- Work in groups of four people and discuss about the questions below.

43- What are the negative or positive aspects of Consumerism? Make a list.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

44- Would you be part in an anti consumerism movement or campaign? Why (not)?

\_\_\_\_\_  
\_\_\_\_\_.

45- Time to talk and act! Plan a campaign against consumerism. Talk to each other and create arguments in order to convince people. You may use your posters to persuade people.

Organize your movement! You are going to motivate the students from the other classes to reflect upon how much they spend buying things they do not need. Choose one student to write and arrange the arguments. Then, rehearse for the big day. Show your teacher your text beforehand.



**UNIT 1 - TIME TO REFLECT UPON YOUR LEARNING:**

**Now I can...**

				
<b>1- talk about addictions.</b>				
<b>2- use the suffix –holic.</b>				
<b>3- design an effective poster.</b>				
<b>4-talk about consumerism.</b>				
<b>5- identify the features of a poster.</b>				
<b>6- talk about how to avoid addictions.</b>				
<b>7- create a campaign with good arguments.</b>				

## Unit 1 – Teacher’s guide

### Unit 1 – Consumption Habits

**Warm-up** –Group work - Before opening the book, greet students and put them in the mood for the class. Write on the board the following words: Buy, necessity, wish, products, consumerism, money, materialism, addiction, society. Ask your pupils to guess the main topic of unit 1 using the words on the board. Once they have guessed it, ask them whether they shop a lot or not and why. Have the class talk for 1 or 2 minutes.

#### **ENGAGE IN THE TOPIC**

1- This is a brainstorming activity. Ask students if they ever ask parents or relatives for money to buy things.

2-Ask them how often they shop on what they spend their money, or parents’ money.

#### **Listen up!**

Pre Listening Activity – Activating Background knowledge

3- Start the discussion about the movie. Ask them what they know about it.

4- Students are not supposed to take too long to come up with famous brand names for the products. You may bring to class some trendy logos and ask students what words they associate with them.

5- Encourage students to talk to a classmate about how much they like a famous brand.

#### **While Listening Activity – Listen up!**

6- Students read the questions from activity 7 to 11 before watching the movie trailer.

a) ( **T** ) Rebecca started believing in “magic” at the age of seventeen.

b) ( **F** ) Becky likes shopping, but she is not a shopping addict.

c) ( **T** ) At first, she works as a journalist for a gardening magazine.

d) ( **T** ) Then, Becky becomes a financial journalist for the magazine Successful Savings.

e) ( **F** ) She doesn’t like Luke, the editor of Successful Savings.

f) ( **T** ) Her own method of managing money is to hide her Visa bills under the bed and hope they’ll disappear.

g) ( **F** ) Rebecca doesn’t care for famous brands.

h) ( **T** ) Rebecca lives with her best friend Suze.

7- Students listen to the movie trailer one more time or twice without seeing the video and confirm answers from activity 2. Motivate them to listen carefully and take notes.

8- Ask pupils to pay attention to Rebecca’s facial expression when she sees a store.

8-**Rebecca’s passionate for stores.**

9- Elicit from students the names of clothes in English. Make sure they remember everything.

**The brand of Becky's bag is Gucci. She is fancy.**

10- Students listen for specific information.

**Rebecca asks Luke if he speaks PRADA. Prada is a famous brand.**

11- Students pair up and predict what happens in the movie. You may ask them to imagine the whole story and tell the friend. Then, they confirm their guesses.

12- They listen to the ending spoiler of the movie and find out what happens next. Motivate students to talk to other partners and tell them whether they confirmed their guesses or not.

### **Post Listening Activity – Developing Critical Literacy**

From activity 14 to 17 - Students are led to a deeper interpretation and reflection on the topic. Elicit from them what other options Becky could have to solve her problems.

Students reflect upon their consumption habits and describe some moments they had (or have) that they thought “I do have buy this”.

### **Pronounce up!**

18- Ask stds to listen to you saying the sentences and try to notice difference in pronunciation. After listening and repeating the sentences, students generate the rules about pronunciation change in nouns and verbs. Std should try to remember more examples of words that follow these rules. Confirm their guesses and write on the board:

The noun is accented on the first syllable; the verb on the second syllable.

19- Ask stds to work in pairs and practice the different accent of the words above.

### **Unpack Up!**

#### Unpacking Text Genres

20- Encourage stds to analyze the pictures and talk to a classmate about what they could notice.

21- Std write what they understood about the pictures and whether they agree or disagree with the statements on pictures 2, 4 and 6 and why.

22- Read the texts again. Tick () the texts' characteristics.

() They grab people's attention.

( ) They cannot be colorful.

() They are convincing.

( ) They are full of information.

) They use enough white space so they do not look crowded.

) Emphasis is a vital aspect of poster design.

) They are clear, concise and informative.

23- Go through every text genre and ask stds what are the characteristics of an article or a recipe .What text genre do those images belong to? **Posters.**

24- Make stds think about their shopping habits.

25- Draw stds' attention to the language used in the posters and the target audience of the posters displayed on the page.?

### **Let's strike against consumerism!**

#### **WRITE UP!**

##### Pre Writing Activity

26- Stds are invited to take a look at the posters again. In groups of three people, they should come up with some motivating sentences to help people reflect on their shopping habits and buy only what they really want. Stds write the sentences down.

27- Have stds discuss about the following sentences: What makes a good poster? The colors? The arguments? The size?

28- Stds Read the text about posters:

#### **Hands On! Write up!**

##### Preparation for write up!

29- Stds work in pairs and write their first draft about consumerism. The teacher should monitor this activity the entire time. Ask stds to use the questions to guide them. After that, teacher corrects the text

- Individual work. After teacher's correction, it's time to write their own poster against consumerism!

##### Post Writing Activity

30- Peer Evaluation – Stds exchange posters with a classmate and compare differences and similarities. They should give each other some suggestions to improve the next writings.

#### **READ UP!**

##### Pre Reading Activity

31- Make stds activate their background knowledge about addictions. Stds exchange information.

32- Ask them if they think it's a quality or a flaw and if it's right to judge people on their habits.

During Reading Activity

33- Stds read the text What Kind of "Holic" Are You? and

34- Stds correct only the wrong sentences according to the text interpretation.

- a. Decreasing intake of caffeine slowly rather than hurriedly with decaffeinated coffee may avoid being a coffee-holic. **Correct.**
- b. Sleeping less may avoid being a coffee-holic.  
**Incorrect.** Sleeping **well** may avoid being a coffee-holic.
- c. Having a hobby may avoid being a workaholic **Correct.**
- d. Using only credit cards while shopping may avoid being a shopaholic.

**Incorrect.** Using only **cash** while shopping may avoid being a shopaholic  
After Reading Activity

35- Students are led to a deeper interpretation and reflection about the negative aspects of having one of these addictions. The focus of this activity is to develop students' critical literacy. They aren't allowed to criticize anyone who has an addiction.

### Vocab Up!

36- Since the learners already know about addictions, they are invited to practice more trying to understand what the words in the box means. This exercise is not difficult, however the teacher should go up and around the class to help stds.

internet addict(or webaholic)	Chain smoker	video game addict		
workaholic	shopaholic	alcoholic	cell phone addict	drug addicted

37- Encourage stds to write sentences about the addictions. They may follow the model or create other coherent ones. Teacher monitors this activity.


### Language Up!

38- Motivate stds to take a deep look at the sentences taken from the text generate the -holic rules. After discussing with the friends, the teacher should go to the board and confirm stds' guesses. Students are supposed to figure out that -holic is a suffix that can come in the end of a word. Ask stds to think about other words that end with holic.

39- Stds come up with the -holic words themselves and then confirm with the teacher.

### SPEAK UP!

40- Stds work in groups of four.



41- They have to discuss about the negative and positive aspects of Consumerism and make a list

42- Ask stds to imagine they were invited to be part of an anti consumerism movement or campaign. They should answer this invitation and explain why.

43- Time to talk and act! Stds plan a campaign against consumerism. They are going to motivate the students from the other classes to reflect upon how much they buy things they do not need. This task demands a lot from the students. Motivate them along the process.

- UNIT 1 - TIME TO REFLECT UPON YOUR LEARNING – Ask students to self-evaluate them. They should be honest when completing the chart. Motivate students to write some examples of each category.

## Unit 2 – BEING DIFFERENT ROCKS!



1-

<https://www.fatherly.com/mens-health/the-ideal-body-for-men-differ-in-19/>, accessed on July 2, 2016



2-

<http://rsvpmagazine.ie/18-different-countries-reveal-what-the-ideal-womans-body-looks-like/>, accessed on July 2, 2016





3-

[https://www.thefword.org.uk/2013/04/the\\_problem\\_wit\\_1/?utm\\_source=twitterfeed&utm\\_medium=twitter](https://www.thefword.org.uk/2013/04/the_problem_wit_1/?utm_source=twitterfeed&utm_medium=twitter), accessed on July 2, 2016.

4-



<http://theculturaldiversity.blogspot.com.br/>, accessed on July 2, 2016.



## ENGAGE IN THE TOPIC

1- Look at the pictures and answer the questions below:

a- What can you see in the pictures?

\_\_\_\_\_.

b- Are the people in the pictures the same or different?

\_\_\_\_\_.

c- What is one thing you would change about your appearance? Why?

\_\_\_\_\_.

**Listen up!**

### Pre Listening Activity – Activating Background knowledge

2- Is there an ideal and perfect Beauty Standard? Talk about people who have achieved it.

\_\_\_\_\_.

3- What are the main characteristics of the people around you?

\_\_\_\_\_.

### While Listening Activity – Listen up!

Oral Comprehension



(<http://tinyurl.com/gr2z668>, accessed on July 2, 2016)

4- Read the questions below before seeing the video.

5- Watch the 6 first minutes of the video EAST or WEST: Which Beauty Standard Is Better?  
(Available at <https://www.youtube.com/watch?v=mfj1xUie3zc>, accessed on July 2, 2016).

6- How many people are there in the video? What are their names?

\_\_\_\_\_.

7- What three categories are they going to talk about?

\_\_\_\_\_.

8- What are the first words that came to the speaker's mind about the ideal East Asian Women? \_\_\_\_\_.

8- According to the video, does society want a woman to behave in a certain way?

Do you agree with that? \_\_\_\_\_.

9- Mark (X) the correct alternative(s), according to what the video says:

- a. ( ) Men are supposed to be Breadwinners.
- b. ( ) Men provide things for the family.
- c. ( ) East Asian people are more extroverted people.
- d. ( ) West people are more outspoken and outgoing.

10- What else did you understand from the video?

\_\_\_\_\_.

**Post Listening Activity – Listen up!**

11- What are Felicia's (the girl in a striped blouse) preferences in a man? What about your preferences in a girl/ boy? Tell us about it.

\_\_\_\_\_

12- Do you think there is only one ideal beauty standard around the world? Why (not)?

\_\_\_\_\_.

13- Comment on the statements below. Say if you agree or disagree and why.

- The obsession over a thin frame or a thin body. It has gotten too much.

\_\_\_\_\_.

- There are injections and surgical procedures to make your skin fairer.

\_\_\_\_\_.

**Pronounce up!**

14- Look at the words that are in the box. Listen to the teacher say these words and respond:

- What sound is similar in all the words? Is there a silent letter in these words? What is it? Do you know any other word which has a silent letter?

\_\_\_\_\_.

**STYLE / APPEARANCE / GENTLE / DOCILE / CUTE / SUPPOSED / MORE / PROVIDE**

## English Words that End with a Silent E

Finding English words that end with a silent "e" is extremely easy because there are literally hundreds of them.



❖ Practice these words with a friend. Then, listen to the teacher.

\*Love \*Above \*Give \*Gave \*Cave \*Knave \*Stove \*Brave \*Dave  
\*Drove \*Drive \*Hate \*Date \*Fate \*Late \*Bite \*Pie \*Tape  
\*Spoke \*Wrote \*Page \*Lime \*Time \*Wine \*Name

Read more at <http://grammar.yourdictionary.com/word-lists/english-words-end-with-silent-e.html#p2dSHCPdPZYyiuUT.99>, accessed on July 11, 2016.

### Vocab Up!

15- The video you have just seen talks about people's appearance and personality traits.

A- Watch it again and read the sentences below, taken from the video.

- a- What symbolizes Asian beauty? Fair skin, silky smooth hair, slender (or slim).
- b- What are the ideal East Asian Women like? They are soft spoken, cute, gentle, docile, not too outspoken.
- c- Cute look, cute face. Big eyes.
- d- Women are supposed to be naturally more gentle, caring.
- e- East Asian people are more introverted, quiet, closed off.
- f- West people are more outgoing.
- Now, separate the underlined words into the categories below.

Appearance	Personality traits

15- B- It's time to infer now. Find the words (adjectives) for their meanings (taken from <http://www.thefreedictionary.com>, accessed on July 13, 2016).

**Adjectives (qualities)**

Outgoing, gentle, soft spoken, cute, docile, , caring, , quiet, closed off outspoken.

- a) Speaking with a soft or gentle voice. \_\_\_\_\_
- b) Attractive or pretty in a youthful or dainty way. \_\_\_\_\_
- c) Ready to accept control or instruction, obedient. \_\_\_\_\_
- d) Considerate or kindly in disposition. Not severe. \_\_\_\_\_
- e) Frank and unreserved in speech. \_\_\_\_\_
- f) Sociable and responsive to others; friendly. \_\_\_\_\_
- g) Feeling or showing care and compassion. \_\_\_\_\_
- h) Not speaking freely or openly, uncommunicative. \_\_\_\_\_
- i) Noiseless, calm, tranquil, mild, serene, pacific. \_\_\_\_\_

16- Use some of the adjectives learned above and answer the questions:

- I. What's the opposite of outgoing?
  - a. Cute
  - b. Outspoken
  - c. Closed off
- II. Is your best friend an outgoing person? Describe his/her qualities.  
\_\_\_\_\_
- III. What is your teacher like? Describe his/her qualities.  
\_\_\_\_\_

**READ UP!**

Pre Reading Activity

17- Talk to a partner beside you and discuss the questions below.

- a. Do you know what YWCA means? Try to guess.
- b. Are happy with your weight and height? Why (not)?
- c. Would you like to be thinner, taller or have a smaller nose? Why?
- d. Mark (X) what surgical procedures you would have the courage to do:

**\*Plastic surgery? ( )      \*Botox injections? ( )      \*nose Jobs? ( )**  
**\*Breast implants? ( )      \* lipoplasty (liposuction)? ( )**

## While Reading Activity

18- Read the text below and do the activities that follow:

### Beauty At Any Cost

A YWCA Report on the Consequences of America's Beauty Obsession on Women & Girls

Every woman in the United States participates in a daily beauty pageant, whether she likes it or not. Engulfed by a popular culture saturated with images of idealized, air-brushed and unattainable female physical beauty, women and girls cannot escape feeling judged on the basis of their appearance. As a result, many women feel chronically insecure, overweight and inadequate, as these beauty images apply to an ever-shrinking pool of women. Moreover, the diet, cosmetic and fashion industries are often too willing to exploit these narrow beauty standards so women and girls will become cradle-to-grave consumers of beauty products, cosmetic surgery and diet programs.

The issue is not new, but the extent to which it is invading the lives of younger girls and women of color, and the lengths to which women will go to achieve an unattainable look, is an increasing problem. The pressure to achieve unrealistic physical beauty is an undercurrent in the lives of virtually all women in the United States. From new levels of spending on cosmetic alteration to health risks and to the emergence of a "mean girls" culture, the lifelong burden of an unattainable beauty and body image is taking a terrible toll in all areas of women's lives, from economic well-being to health to interpersonal relationships.

<http://www.ywca.org/atf/cf/%7B711d5519-9e3c-4362-b753-ad138b5d352c%7D/BEAUTY-AT-ANY-COST.PDF>, accessed on July 15, 2016.

### GLOSSARY

**Take a toll - to have a bad effect on someone or something.**

**Engulf - to immerse, swallow up, to present with an excessive amount.**

**Taken from:** <http://www.thefreedictionary.com>

**YWCA = World Young Women's Christian Association , Taken from:** <https://en.wikipedia.org/wiki/YWCA>, accessed on July 15, 2016.

19- According to what we can understand from the text, what is a beauty pageant?

- a) A competition
- b) A difficult test
- c) A page
- d) A person

20- Are there any consequences of America's Beauty Obsession on Girls? Talk about them.

---

21- How do women feel when they are judged on their appearance, according to the author?

---

22- Why do you think the cosmetic and fashion industries want girls to believe there is only one ideal beauty standard for everybody?

---

23- Why do women become great consumers of beauty products, cosmetic surgery and diet programs?

---

24- What is the "mean girls" culture?

---

25- Why does the author use the expression cradle-to-grave consumers? What does he want to emphasize?

---

---

26- Did you like the text? What did you like the most about it? Do you agree with the author's ideas? Why (not)?

---

---

#### Post Reading Activity

27- Do you judge people on their appearance and looks? Do you like to be judged? Why do you think people do that?

---

28 -Are you happy with your appearance? Why (not)?

---

## Language Up!

29- Read the sentences taken from the text and pay attention to the underlined words:

- As a result, many women feel chronically insecure...
  - The issue is not new, but the extent to...
  - So, women and girls will become cradle-to-grave consumers...
  - Moreover, the diet, cosmetic and fashion industries are often too willing...
- a) What do these red words do in a sentence? Do they connect or separate ideas?  
b) Do these words have a plural form? Do all these words have the same meaning?  
c) Let's separate these connectives into usage categories?

CONTRAST	ADDITION	CONSEQUENCE

30- Now, circle the connectives from the text below and put them into usage categories.

### Body & Beauty Standards

With images of ideal beauty bombarding us daily, it is easy to forget that standards of beauty are arbitrary and they vary greatly both from one culture to another and over time. Such variations in ideals of beauty often reflect the roles women and men are expected to fulfill in a given society. For instance, in contexts where women are valued mainly for their fertility—their ability to bear and nurture children—often full-bodied women with broad hips and ample breasts are considered the most beautiful. In societies such as Fiji, large bodies are a symbol of one's status and power. It is not surprising, therefore, that individuals who would be classified as obese in the US are considered the most attractive and desirable members of this culture.

But as social conditions and gender roles change, so do ideas about beauty.

Women may have been gaining in freedom and power, but they were increasingly encouraged to discipline their bodies through diet and exercise to conform to ideals that were almost impossible to achieve.

<http://www.bradley.edu/sites/bodyproject/standards/>, accessed on July 19, 2016 (adapted).

CONTRAST	TO SIGNAL AN EXAMPLE	ADDITION	CONSEQUENCE / RESULT

31- Read the grammar explanation below and learn more:

### Language Awareness

#### Connectives

Connectives [connect and relate sentences and paragraphs](#). They assist in the logical flow of ideas as they signal the relationship between sentences and paragraphs.

Note especially how these connections function to develop, relate, connect and move ideas.

USAGE	CONNECTIVE WORDS
<b>addition of ideas</b>	and, also, besides, , too, moreover, in addition, then, another.
<b>time</b>	next, afterward, finally, later, last, , at last, now, subsequently, then, when, soon, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day.
<b>order or sequence</b>	first, second, (etc.), finally, hence, next, then, from here on, to begin with, last of all, after, before, as soon as, in the end, gradually.
<b>space and place</b>	above, behind, below, beyond, here, there, to the right (left), nearby, opposite, on the other side, in the background, directly ahead, along the wall, as you turn right, at the top, across the hall, at this point, adjacent to
<b>to signal an example</b>	for example, to illustrate, for instance, to be specific, such as, moreover, just as important, similarly, in the same way.
<b>results</b>	as a result, hence, so, , as a consequence, consequently, since, therefore, for this reason, because of this.
<b>purpose</b>	to this end, for this purpose, with this in mind, for this reason(s).





<b>comparison</b>	like, in the same manner (way), as so, similarly.
<b>contrast connectives</b>	but, in contrast, , however, still, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact.
<b>to summarize or report</b>	in summary, to sum up, to repeat, in short, finally, therefore, , in conclusion, as you can see.

<http://www.grammarbank.com/connectives-list.html>, accessed on July 17, 2016.

32 – Complete the sentences below using a **connective** and **make the sentence coherent**.

a) Cosmetic and fashion industries are always trying to convince people that their bodies are not adequate or beautiful \_\_\_\_\_

\_\_\_\_\_.

b) Almost all of my friends think about changing something in their appearance.

\_\_\_\_\_.

c) There is not only one perfect ideal beauty

\_\_\_\_\_

d) I like to believe that everybody is beautifully different

\_\_\_\_\_

e) Create a sentence using a connective.

\_\_\_\_\_

f) Create a sentence using a connective.

\_\_\_\_\_

### **WRITE UP!**

Pre Writing Activity – Brainstorming Ideas

33- Read the text and discuss it with a partner. Do you agree with Barrie? Why (not)?

#### **How to Embrace Your True Beauty (Not the Media’s Ideal)**

By Barrie Davenport

**“Beauty is not in the face; beauty is a light in the heart.” ~Kahlil Gibran**

In our youth and beauty-obsessed culture, every time we open a magazine, turn on the TV, or drive past a billboard, we see how far our personal reality is from the standard perpetuated by the media.

We are obsessed with beauty and appearance. And it's not just an issue of aging. Nearly all of us are impacted by feelings of unworthiness related to our looks. The levels of attractiveness promoted by the media are achievable by less than 2 percent of the population. The beauty elite are dictating the standards for the masses...

For me, true beauty comes from living fully, being who I am, and experiencing the beauty all around me.

Allow the light in your heart to shine for yourself and others, and in so doing, your entire being will glow with a fire of beauty. You will be a beacon of attractiveness to everyone you encounter.



About Barrie Davenport

Barrie Davenport is a certified personal coach, author, and founder of Live Bold and Bloom.

<http://tinybuddha.com/blog/embrace-true-beauty-medias-ideal/>, accessed on July 18, 2016, (adapted).


34- Check Harish's comment below and answer:

- a. Did anybody comment on Barrie's text?
- b. Does he agree with the author? \_\_\_\_\_
- c. What words made you confirm your answer?  
\_\_\_\_\_


30 Comments tinybuddha Login

Recommend Share Sort by Best

Join the discussion...

 **Harish Kumar** · 3 years ago  
 Thank you for this wonderful post, Barrie!  
 I completely agree that there is a great amount of negative conditioning coming from the media and from society about how "perfect" should appear, feel, do and be. I think that it manages to gradually diminish or even extinguish the inner light and radiance towards a focus on the external. However, the inner light is always there to rediscover and after some self-searching like the great examples that you mentioned, it shines more brightly, more radiantly and then everything else on the outside does not really matter that much. I realized that when I moved from external validation and following mind "memes" and conditioning to a focus on my inner light, I discovered a well-spring of hope, optimism, boundless joy and radiance within. Instead of worrying about how I look, I manage my energy, increase my hope, rediscover appreciation, increase my joy, begin to give to others and increase my enthusiasm. It always works for me to redirect the focus from judgment and worry to love, gratitude and not taking myself so seriously.  
 Thanks for a great and insightful post!!  
 Namaste and Richest Blessings,  
 Harish

5 ^ | v · Reply · Share >

 **Barrie/Live Bold and Bloom** → Harish Kumar · 3 years ago  
 Wow Harish -- that is so beautifully expressed. How have you come to such a balanced and self-aware place? How did you grow to embrace your inner light?

1 ^ | v · Reply · Share >

35- Write a draft with an answer to Barrie stating your opinion about her text. Tell Barrie whether you agree or disagree with her and why. Use the connectives you learned. You may follow Harish's model of message.

---



---



---



---

36- Work in pairs. Show your friend your notes and arguments and ask him/her to analyse them for you and give you more ideas.

37- Work in pairs.

- a. After checking each other's ideas, show them to your teacher and rewrite a better text alone with stronger arguments.

---



---



---

- b. Then, hand your final work over to the teacher.

## **SPEAK UP!**

38- Do you know what a debate is and how you can express your opinion? Read the texts below and discuss about them with a classmate.

### Text 1

**A debate is a discussion in which participants articulate, justify, and clarify their positions on an issue.**

### **Take a stand**

Who's pro and who's con? Every debate has two sides, the affirmative side and the negative side. The affirmative side, "pro", supports a proposition. The opposing or negative side, "con", opposes the proposition.

### **Opinions and Reasons**

- A resolution is an opinion about which there can be valid disagreement. The students either agree or disagree with the resolution regardless of what they personally believe. An opinion can be introduced by **an opinion indicator**:
  - "**I think/believe that** smoking should be banned in public places..."
- A reason explains why that opinion is held and can be introduced by **a reason indicator**:
  - "**...because/since** secondhand smoke is harmful for nonsmokers."

### **Debate do's**

Students need expectations spelled out. It may be a good idea to develop a list of Debate Do's together as a class. The following items should be on the list. We suggest that these Debate Do's be posted in the classroom and referenced often:

- **Be polite and courteous.**
- **Listen attentively.**
- **Be respectful and supportive of peers.**
- **Avoid inappropriate noises.**
- **Allow others to express their opinions; do not monopolize the debate.**
- **Use grammatically correct language.**
- **Speak clearly, slowly, and loud enough to be heard by the audience.**

Conclusion - At the end, once everyone has spoken, it is useful to briefly summarize what your group has said and why.

<http://www.learnnc.org/lp/pages/636>, accessed on July 18, 2016 (adapted).

## Text 2

### **Expressions for Agreeing and Disagreeing**

#### **Stating an opinion**

- In my opinion...
- As far as I'm concerned...

#### **Asking for an opinion**

- What's your idea?
- How do you feel about that?
- What do you think?

#### **Expressing agreement**

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- I'm afraid I agree with James.
- **(weak)** I suppose so./ I guess so.
- You have a point there.

#### **Expressing disagreement**

- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- That's not always true.
- No, I'm not so sure about that.

### **Interruptions**

- Can I add something here?
- Sorry to interrupt, but...





<https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>, accessed on July 18, 2016 (adapted).

39- Work in pairs. Now, students should assume the roles (in favor or against) in a debate about the topic Ideal Beauty Standard. Role play the debate. Practice using the expressions from the texts.

40- Group Work - Start the real debate. Take a stand and use strong arguments to convince everybody. You may use the tips from the text.

### UNIT 2 - TIME TO REFLECT UPON YOUR LEARNING

#### Now I can...

				
<b>1- talk about cultural differences around the world.</b>				
<b>2- agree and disagree politely.</b>				
<b>3- write a blog response message.</b>				
<b>4-talk about the consequences of thinking about only one ideal beauty</b>				

standard.				
5- talk about people's personality traits.				
6-identify words that end with a silent E				
7- Talk in a debate and create good arguments.				

## Unit 2 – Teacher's guide

### Unit 2 – BEING DIFFERENT ROCKS!

#### **ENGAGE IN THE TOPIC**

- 1- Engage stds on the topic. Ask students to analyze the pictures carefully and answer the questions. When students visualize something, they activate their background knowledge.
  - a- What can you see in the pictures? **We can see different people with different bodies and shapes.**
  - b- Are the people in the pictures the same or different? **They are different.**
  - c- Would you like to be different? Why (not)? **Personal answer.**
  - d- What is one thing you would change about your appearance? Why? **Personal answer.**

#### **Listen up!**

#### **Pre Listening Activity – Activating Background knowledge**

- 2- Make stds think about the ideal and perfect Beauty Standard that the media tries to convince us to have. Ask them to talk about people who have achieved it. Are they only celebrities?
- 3- Have stds look around the classroom and think about their families and other friends. They should describe the personality and physical appearance of these people. At this time, the teacher may help students remember.

### While Listening Activity – Listen up!

#### Oral Comprehension

- 4- Ask stds to read the questions before seeing the video. This way stds may feel more comfortable with the listening task.
- 5- How many people are there in the video? **Three.** What are their names? **Jimmy, Felicia and Mia.**
- 6- What three categories are they going to talk about? **Style, appearance and personality.**
- 7- What are the first words that came to the speaker's mind about the ideal East Asian Women? **Soft, spoken, cute, gentle, docile, not too outspoken.**
- 8- According to the video, does society want a woman to behave in a certain way? Do you agree with that? Mark (X) the correct alternative(s), according to what the video says:
  - e. ( x ) Men are supposed to be Breadwinners.
  - f. ( x ) Men provide things for the family.
  - g. ( ) East Asian people are more extroverted people.
  - h. ( x ) West people are more outspoken and outgoing.
- 9- Ask students to share with everybody what else they understood from the video.

### Post Listening Activity – Listen up!

- 10- What are Felicia's preferences in a man?
  - **A person who has personality, but Asian values**
  - Std's do not need to write a lot about their preferences in a girl/ boy.
- 11- **Personal answer.**
- 12- Teacher, put the following sentence on the board **There is only one ideal beauty standard around the world** and ask students to say their opinion.
- 13- Tell students to comment on the statements and say if they agree or disagree and why. Encourage students to write a comment and then exchange opinions with a partner.

### Pronounce up!

- 14- Students listen to the teacher say the words and try to notice the silent e in the words.
  - Ask students to give more examples of other words which has a silent letter.
    - ❖ Students practice these words with a friend. Then, listen to the teacher.



## Vocab Up!

15- Before doing activity number 15, ask stds what the topic of the video they have just seen is.

A- Then, stds watch it again and analyses the underlined words taken from the video.

- a- What symbolizes Asian beauty? Fair skin, silky smooth hair, slender (or slim).
- b- What are the ideal East Asian Women like? They are Soft spoken, cute, gentle, docile, not too outspoken.
- c- Cute look face. Big eyes.
- d- Women are supposed to be naturally more gentle, caring.
- e- East Asian people are more introverted, quiet, closed off.
- f- West people are more outgoing.
- Ask stds to separate the underlined words into the categories. After that, ask them to describe a friend who has these characteristics.

Appearance	Personality traits
<u>Fair skin, silky smooth hair, slender (or slim).</u>	<u>Soft spoken, cute, gentle, docile, not too outspoken.</u> <u>gentle, caring.</u> <u>introverted, quiet, closed off.</u> <u>outgoing.</u>

15- It's time to infer now. Std's can do this activity in pairs.

B- Std's are encouraged to find the words (adjectives) for their meanings

Adjectives (qualities)
Outgoing, gentle, soft spoken, cute, docile, , caring, , quiet, closed off outspoken.

- a) Speaking with a soft or gentle voice. **Soft spoken**
- b) Attractive or pretty in a youthful or dainty way. **cute**
- c) Ready to accept control or instruction, obedient. **docile**
- d) Considerate or kindly in disposition. Not severe. **gentle**
- e) Frank and unreserved in speech. **outspoken**
- f) Sociable and responsive to others; friendly. **outgoing**
- g) Feeling or showing care and compassion. **caring**
- h) Not speaking freely or openly, uncommunicative. **closed off.**
- i) Noiseless, calm, tranquil, mild, serene, pacific. **quiet**

16- Use some of the adjectives learned above and answer the questions:

- I. What's the opposite of outgoing?
  - a. Cute
  - b. Outspoken
  - c. Closed off**
- II. Encourage stds to use as many words to describe people as possible.
- III. Encourage stds to use as many words to describe people as possible.

### **READ UP!**

#### Pre Reading Activity

17- Std's pair up and discuss the questions. This is a way to exchange information, knowledge and activate stds's background knowledge. You may monitor this activity as well. Students may not remember all the vocabulary.

#### While Reading Activity

18- Do this activity differently. One student reads the first part of the text and the other student reads the second part. Then, students exchange information about the text they read.

19- Std's are invited to infer some information from the text.

According to what we can understand from the text, what is a beauty pageant?

- a) **A competition**
- b) A difficult test
- c) A page
- d) A person

20- Are there any consequences of America's Beauty Obsession on Girls? Talk about them. **Personal answer.**

21- How do women feel when they are judged on their appearance, according to the author? **Many women feel chronically insecure, overweight and inadequate**

22- Why do you think the cosmetic and fashion industries want girls to believe there is only one ideal beauty standard for everybody? **Because companies want to sell products and services.**

23- Why do women become great consumers of beauty products, cosmetic surgery and diet programs? **Because of marketing of products, fashion models, movies and tv.**

24- What is the "mean girls" culture? **Mean girls is a movie that shows girls who worry a lot about the beauty standard and only think about superficial things.**

25- Why does the author use the expression cradle-to-grave consumers? What does he want to **emphasize? Because, once babies are born they become consumers. The parents buy a lot of things for the baby.**

26- **Personal answer.**

Post Reading Activity

27- Ask some volunteers to share their opinion about judging people on their appearance and looks.

28 –Make stds comfortable with this question and make sure that by the beginning of this activity the students know all the negative aspects of wanting to have the fashion models’ beauty standard.

### Language Up!

29- Pair students up and ask them to study sentences taken from the text and pay attention to the underlined words. Walk around the classroom while students analyze the sentences.

A) What do these red words do in a sentence? Do they **connect** or separate ideas?

B) Do these words have a plural form? **NO**. Do all these words have the same meaning?**NO**.

- Let’s separate these connectives into usage categories?

CONTRAST	ADDITION	CONSEQUENCE
<b><u>but</u></b>	<b><u>Moreover</u></b>	<b><u>As a result</u></b>
		<b><u>So</u></b>

30- Now, circle the connectives from the text and put them into usage categories.

### Body & Beauty Standards

With images of ideal beauty bombarding us daily, it is easy to forget that standards of beauty are arbitrary **and** they vary greatly both from one culture to another **and** over time. Such variations in ideals of beauty often reflect the roles women and men are expected to fulfill in a given society. **For instance**, in contexts where women are valued mainly for their fertility—their ability to bear and nurture children—often full-bodied women with broad hips **and** ample breasts are considered the most beautiful. In societies such as Fiji, large bodies are a symbol of one’s status and power. It is not surprising, **therefore**, that individuals who would be classified as obese in the US are considered the most attractive and desirable members of this culture.

**But** as social conditions and gender roles change, so do ideas about beauty.

Women may have been gaining in freedom and power, **but** they were increasingly encouraged to discipline their bodies through diet **and** exercise to conform to ideals that were almost impossible to achieve.

CONTRAST	TO SIGNAL AN EXAMPLE	ADDITION	CONSEQUENCE / RESULT
<b>but</b>	<b>For instance</b>	<b>and</b>	<b>therefore</b>

31- Ask students to read and study the grammar explanation.

### Language Awareness

### Connectives

Connectives [connect and relate sentences and paragraphs](#).

- Provide some big cards with sentences connected by a connective. And ask stds to recognize the connectives.

32 – Motivate stds to complete the sentences with a connective and make the sentence coherent. The teacher monitors and helps stds.

### **WRITE UP!**

Pre Writing Activity – Brainstorming Ideas

33- Pair stds up. They read the text and discuss it with a partner.

**How to Embrace Your True Beauty (Not the Media’s Ideal)** By Barrie Davenport

34- Draw stds’ attention to the way Harish answered he agreed with Barrie and also commented a lot more about the topic.

35- Std write a draft of a blog comment with an answer to Barrie, stating their opinion about her text. They may follow Harish’s model of message.

36- Work in pairs. Peer editing. Std show their friends some notes and arguments and ask them to check it and suggest more ideas.

37- After checking each other’s ideas, stds show their texts to the teacher. After correcting, the std rewrites a better text alone with stronger arguments. Then, hand the final work over to the teacher.

### **SPEAK UP!**

38- ask stds if they know what a debate is. Encourage them to remember about any talk show that people debate about relevant topics. Stds read the texts and discuss them with a classmate. Stds brainstorm ideas.

Text 1 - **A debate is a discussion in which participants articulate, justify, and clarify their positions on an issue.**

Text 2 - Expressions for Agreeing and Disagreeing

39- Work in pairs. Now, students should assume the roles (in favor or against) in a debate about the topic Ideal Beauty Standard. Let stds role play the debate in pairs first. They may use tips from the texts.

40- Group Work – Stds start the real debate. They take a stand and use strong arguments to convince everybody. Half of the stds is for and the other half is against. Encourage stds to use natural language and to be kind to each other.

### **UNIT 2 - TIME TO REFLECT UPON YOUR LEARNING**

- UNIT 2 - TIME TO REFLECT UPON YOUR LEARNING – Ask students to self-evaluate them. They should be honest when completing the chart. Motivate students to write some examples of each category.

## Test booklet – Units 1 and 2

Name: \_\_\_\_\_

Time limit: 100 minutes    Worth: 10,0    Grade: \_\_\_\_\_.

1- Read the texts and do the activities that follow:

Text 1 - **Anti-Consumerism Movement Urges Less Shopping**

**Less Can Be More -- Buy nothing campaign gains strength**



Carol Emert,  
Chronicle Staff Writer

**Published 4:00 am, Sunday, November 26, 2000**

A demonstrator handed out anti-consumerism leaflets at Union Square in San Francisco on Friday.

While [Jan Cecil](#)'s friends and neighbors thronged the malls on Friday, filling their shopping bags with sweater sets, video games and aromatherapy candles, she spent the day outdoors with her family.

In contrast with the orgy of shopping that consumes much of the country from late November through early January, several adult members of Cecil's family have agreed not to exchange gifts this year. (Kids will still get presents.)

This year, "Buy Nothing Day" activities are planned in 40 countries, said [Kalle Lasn](#), a Vancouver activist who helped launch the first Buy Nothing Day in 1993.

Of course, many other Americans find fulfillment in gift giving and look forward to their annual shopping forays.

Nevertheless, the anti-consumerism movement is gaining ground, particularly among left-leaning people who are predisposed to a simple-living philosophy. While some non-leftists

have also signed on, the issue has become a rallying point for virtually every progressive cause, including environmentalism, social justice and labor.

Buy Nothing Day activities all over the world are coordinated through [www.adbusters.org](http://www.adbusters.org), for example.

Available at <http://www.sfgate.com/business/article/Anti-Consumerism-Movement-Urges-Less-Shopping-3236919.php>, accessed on July 10, 2016 (adapted).

## Text 2



Available at <http://www.casi2020.eu/blog/posts/let-s-strike-against-consumerism/>, accessed on July 10, 2016.

2- What does text 1 talk about? (0,5 point)

---

3- What is the Buy nothing day? (0,5 point)

---

4- Would you be part of it? Why (not)? (1,0 point)

---

5- What text genre is Text 2? Why do you know that? (0,5 point)

---

6- What is the objective of text 2? (0,5 point)

---

7- Design a poster about the Buy nothing Day movement. (1,0 point)



8- Listen to Beyonce's song twice (<https://www.vagalume.com.br/beyonce/pretty-hurts.html>, accessed on July 6, 2016) and answer :

a) What did her mama say to her? (0,5 point)

\_\_\_\_\_.

b) What is the prize she wants to take at the pageant? (0,5 point)

\_\_\_\_\_.

c) What's the name of the magazine she mentions? (0,5 point)

\_\_\_\_\_.

d) Beyonce uses a synonym for alone. What is it? (0,5 point)

\_\_\_\_\_.



e) Listen to the song one more time and complete the sentences below. (0,2 each correct answer, total: 2,0 points)

- What is your aspiration in life?

Oh My aspiration in life

\_\_\_\_\_ be to be \_\_\_\_\_

- What's in your head it doesn't matter

\_\_\_\_\_ your hair, \_\_\_\_\_ your teeth

- Pretty \_\_\_\_\_

We shine the light on whatever's worse

Perfection is the \_\_\_\_\_ of a nation

- But you can't fix what you can't see

It's the soul that needs the \_\_\_\_\_

- Blonder hair, flat \_\_\_\_\_


\_\_\_\_\_ says bigger is \_\_\_\_\_

9- Write a message to Beyonce, commenting on her song. Tell whether you agree or disagree with her lyrics and why. Use the expressions and vocabulary learned in units 1 and 2. (2,0 points)

## Test booklet - Answer key

Time limit: 100 minutes    Worth: 10,0

- 1- Stds have to read and compare the texts. T
- 2- What does text 1 talk about? (0,5 point) **It talks about a big campaign against consumerism. It's called buy nothing day.**
- 3- What is the Buy nothing day? (0,5 point) **It's a big campaign against consumerism.**
- 4- Would you be part of it? Why (not)? (1,0 point) **personal answer.**
- 5- What text genre is Text 2? Why do you know that? (0,5 point) **It's a poster. I know it because of the layout and the characteristics. It contains a simple and convincing message.**
- 6- What is the objective of text 2? (0,5 point) **Persuade people to shop less and recycle more and be sustainable citizens.**
- 7- Design a poster about the Buy nothing Day movement. (1,0 point)
- 8- Listen to Beyonce's song twice.
  - a) What did her mama say to her? (0,5 point) **Mama said, you're a pretty girl**
  - b) What is the prize she wants to take at the pageant? (0,5 point) **A crown.**
  - c) What's the name of the magazine she mentions? (0,5 point) **It's Vogue.**
  - d) Beyonce uses a synonym for alone. What is it? (0,5 point) **All by myself.**
- e) Listen to the song one more time and complete the sentences below. (0,2 each correct answer, total: 2,0 points)
  - What is your aspiration in life?
  - Oh My aspiration in life  
\_\_\_\_\_ be to be \_\_\_\_\_ **Would be to be happy**
  - What's in your head it doesn't matter  
\_\_\_\_\_ your hair, \_\_\_\_\_ your teeth **Brush your hair, fix your teeth**
  - Pretty \_\_\_\_\_ **Pretty hurts**
  - We shine the light on whatever's worse  
Perfection is the \_\_\_\_\_ of a nation **Perfection is the disease of a nation**
  - But you can't fix what you can't see  
It's the soul that needs the \_\_\_\_\_ **It's the soul that needs the surgery**

- 
- Blonder hair, flat \_\_\_\_\_ **Blonder hair, flat chest**  
\_\_\_\_\_ says bigger is \_\_\_\_\_ **Tv says bigger is better**
- 9- Write a message to Beyonce, commenting on her song. Tell whether you agree or disagree with her lyrics and why. Use the expressions and vocabulary learned in units 1 and 2. (2,0 points)

## RATIONALE

**There can't be room for boredom in class. Motivation is the key.**

Once, the American linguist and philosopher Noam Chomsky said:

“The truth of the matter is that about 99% of teaching is making the students feel interested in the material. Then, the other 1% has to do with your methods.”

Motivation has been widely accepted by both educators and researchers as one of the key factors that influence the rate and success of second language (L2) learning. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither is appropriate good teaching enough on its own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one's language aptitude and learning conditions.


That's the reason why this textbook works with socially relevant and interesting topics. Our reason to do so involves enabling, developing and enhancing students' critical literacy. It aims to maximize exposure to high frequency language appropriate to pre intermediate level students. Students are encouraged to notice new grammar and new vocabulary in contexts where the meaning is clear. They are, then, given opportunities to manipulate the new language and try it out in different situations

Learners discover why using one particular form rather than another one actually matters: not just because it's right or wrong, but because it does or does not communicate a meaning successfully. During the study phase of a grammar point, students are invited to study a set of examples and generate the rules themselves. Therefore, they are lead to consciousness awareness. They perceive and reflect upon their grammar.

The emphasis is always on what students can do with the language rather than what they know about the language.

By trying out whatever language they know, students act their way, negotiate meaning, get to check if they have understood the participants and consequently, they take risks. In the classroom, since students will be working in pairs or in groups, they increase spontaneous interaction and collaboration, build confidence and participate in a complete interaction. Consequently, what happens is that they devote time and energy to developing their own error adjustment tactics.

When the students are motivated during a group work or a pair work and listen to recordings or to the other students' speech they're familiar with, they are being helped to



notice how others express similar meanings and negotiate meaning. In addition, learners practice turn-taking and are exposed to different spoken features, such as false starts and interruptions.

To get beyond the limitations of a given lesson, this textbook has adapted and created some activities involving authentic materials and media. Once students start to use these materials and observe the impact the real world context has on them, teachers may actually seek out ways to incorporate them more into lesson plans. Lansford (2014) tells us that “The advantage of authentic materials is that they give higher-level students exposure to unregulated native-speaker language – the language as it is actually used by native speakers communicating with other native speakers.”

### **Methods**

As far as Second Language Acquisition is concerned, a lot of investigation about methods which make communication their central focus has been done. And up to now, some recent research studies have shown that mixing methods and techniques is the best way to teach English as a Foreign Language.

There is no single method that is to be considered effective and accepted by all (Harmer, 1998). Methodology is systematic and scientific way of teaching any subject. It is very necessary for teachers to know various types of methods and techniques of teaching English.

These two teaching units were developed under the perspectives of the Communicative Language Teaching and the Task-Based Language Learning approaches, having as the main goal to teach English as a foreign Language, promoting different kinds of interaction with the target language.

According to Oliveira (2004), some tasks such as problem-solving, decision-making and opinion-exchange may not provide enough negotiation of meaning if during the interaction between at least two people, one participant decides to talk more. It brings a less favorable context to the learning of a second language and would jeopardize the goal of the activity.

However, as the pupils struggle to accomplish a task, they have far too many chances to interact, it means, students cannot achieve the goal unless they speak L2. Therefore, there is pushed output in the context.

## What is **Learn Up**?

**Learn up!** is a two-teaching-unit textbook designed for pre intermediate teenagers or young adults, from 13 to 22 year-old-students. This book was written considering the public schools students, so our target audience is either Junior high school or High school learners. It includes an average of one Grammar section (Language Up!) in every unit. Typically, this follows a two-stage approach:

1-New grammar is presented in a realistic context, usually a video or a text.

2-Students focus on the way the new Language works.


Authentic reading texts such as websites texts have been adapted and graded to suit the pre intermediate level student. They have been selected not only for their Language content but also for their interest and appropriacy. All the two units talk about social relevant topics. The book sections are **Engage in the topic, Language Up!, Pronounce Up!, Unpack Text Genres Up!, Read Up!, Listen Up!, Speak Up!, Write Up!** and **Time to reflect upon your learning.**

### **ENGAGE IN THE TOPIC**

The textbook provides pre activities before all the four kinds of linguistic skills tasks. The pre activities were designed in order to activate students' background knowledge, stimulate their interest and familiarity with cultural, music and social relevant topics, such as consumerism and the ideal beauty standard around the world and their consequences. It is known that we make assumptions based on our own experiences and that an efficient interpretation of a text depends on the schemata activated by it. Our aim, in these pre tasks, is to raise the learners' previous schemata, so that will help them through the process of interpretation when they read the text or listen to a video (Rees, 2003).

### **Read Up!**

Thinking about developing reading skills, the book section Read Up! was designed considering top-down strategies. Such activities, according to Nuttal (2005), are often a preliminary to serious work on a text, because more sophisticated exercises tend to depend on a deeper comprehension, which can only be obtained by at least another reading. It takes into consideration Marcuschi's (2005) approach of minimal horizon.



Focused on developing reading skills furthermore, some post activities were created considering careful reading and aiming at developing readers' better critical thinking. The learners are stimulated to consider what is implied but not explicitly stated, putting together pieces of information in order to achieve a better judgement about the text, demonstrating that reading is an active skill and an interpretative interaction. Comprehension is accomplished by the combination of one's knowledge base plus top-down and bottom-up strategies. It takes into consideration Marcuschi's (2005) approach of maximal horizon and problematizing horizon.

It is expected that the learner perceives some of the strategies used in the input texts, so that they can be used for his/her own growth in the learning process of a critical writing. It is good to let the students realize that their lives influence their language, their discourse, their intentions and vice-versa. Harmer (1998) reminds us that

“At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.”

### **Unpack Text Genres Up!**

The book as a whole provides learning opportunities through different strategies exploited along the tasks. The oral and written text genres used: posters, debates, campaign arguments and blog comments were chosen exactly because they fit the need of our approach. In this scenario, the learner will be required and stimulated to identify, decipher, decode, articulate, respond, analyze, understand and construct meaning, activating multiple schemata from vocabulary, to social and cultural topics and also textual related questions, such as linguistics, intention and audience, from the moment to perceive that there are different references to the point of accepting and living in harmony with them (Dias, 2011).

### **Write Up!**

The teaching of reading is intimately bound up with the teaching of writing: the one provides the model for the other. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience. Harmer (1998) states that

“Writing as a skill is by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media.”

### **Listen Up!**

Listening demands listener engagement, too. Teachers need to listen to the tape or see the video to be played before they take it into class. Students need to be made ready to listen. To be in a position to predict what is coming. Due to the fact that a video is richer than an audio tape, we chose a movie trailer and a video which shows an interview in the two units. Speakers can be seen. Their body movements give clues as to meaning, so do the clothes they wear, their location etc.

### **Speak Up!**


Speaking activities provide opportunities for rehearsal and give both teacher and students feedback and they also motivate students because of their Engaging qualities.

### **Language Up!**

Although inductive learning is time-consuming, we highly recommend Inductive instruction because it makes use of student “noticing”. Students see how the concept works through several examples they are exposed to. Hird (2015) says that

the learner-centred nature of inductive teaching is often seen as advantageous as the learner is more active in the learning process rather than being a passive recipient. This increased engagement may help the learner to develop deeper understanding





and help fix the language being learned. This could also promote the strategy of ‘noticing’ in the student and enhance learner autonomy and motivation.

### **Pronounce Up!**

Pronunciation is an integrated part of foreign language learning because it influences learners' communicative competence as well as performance to a substantial extent. We do not demand that learners attain a native-like accent, but we know that their intelligibility can be greatly improved by effective pronunciation teaching (Fraser, 1999). In this section, we tried to explore students' perception of the sounds. In unit 1, they are invited to draw their attention to the pronunciation changes in words that are both nouns and verbs. In unit 2, learners are supposed to identify the silent letter in words.

### **Time to reflect upon your learning**

We also have a self assessment at the end of each unit. Students are able to evaluate themselves according to their commitment and engagement in every single task. Self assessment increases student responsibility and autonomy and involves students in critical reflection.

In summary, the teacher has the freedom to choose the techniques and methods he/she thinks are the best for their students' success. We hope you enjoy **Learn Up!**

## References

- CELCE-MURCIA, M., HILLES, S. Techniques and resources in teaching grammar. New York: Oxford University Press, 1988.
- BASTOS, H. M. L. A escrita no ensino de uma língua estrangeira: Reflexão e prática. In: PAIVA, V. L. M. O. (Org.). Ensino de língua inglesa: reflexões e experiências. Campinas: Pontes, 1996.
- CELCE-MURCIA, M.; BRINTON, D.; GOODWIN, J. Teaching pronunciation: a reference for teachers of English to speakers of other languages. Cambridge: Cambridge University Press, 1988.
- ANDERSON, A.; LYNCH, T. Listening. Oxford: Oxford University Press, 1988.
- CHOMSKY, N. Review of Verbal behavior by B. F. Skinner. LANGUAGE, V. 35, P. 26-58, 1959.
- GRELLET, F. Developing reading skills: a practical guide to reading comprehension exercises. Cambridge: Cambridge University Press, 1990. 10th edition.
- HARMER, J. How to Teach English: an introduction to the practice of English language teaching. Edinburgh: Longman, 1998.
- BRASIL, Ministério da Educação. Secretaria de Educação Fundamental. Parâmetros Curriculares Nacionais – Língua Estrangeira. Brasília: MEC, 1998.
- HOLDEN, Susan; ROGERS, Mickey. O Ensino da Língua Inglesa. 2ª ed. São Paulo, 2004.
- VYGOTSKI, L. S. A formação social da mente. São Paulo: Martins Fontes, 1996.
- VYGOTSKI, L. S. A Construção do pensamento e da linguagem. São Paulo: Martins Fontes, 2001.
- SARMENTO, Simone; MULLER, Vera. O ensino do inglês como língua estrangeira: estudos e reflexões. Simone Sarmento, Vera Muller, Organizadoras. Porto Alegre: APIRS, 2004.
- BROWN, H. *First language: the early stages*. Mass; Harvard University Press, 1981.
- ELLIS, R. *Understanding Second Language Acquisition*. London: Oxford University Press, 1985.
- ELLIS, R. *Second Language Acquisition*. London: Oxford University Press, 1997.
- LONG, M. *Comprehensible input and interaction*. Newbury House Press: 1983.
- SWAIN, M. Communicative competence: some roles of comprehensible input and comprehensible output in its development. In GASS (ed.) Rowley, Massachusetts: Newbury House Publishers, 1985.
- VYGOTSKY, L. 1934. *A Construção do Pensamento e da Linguagem*. São Paulo: Martins Fontes, 2001. Tradução de Paulo Bezerra.

- JORGE, M. Critical literacy, foreign language teaching and the education about race relations in Brazil. In: *The Latin Americanist*, 2012, p. 79-90.
- OLIVEIRA, A.L.A.M; TENUTA, A. M. Livros didáticos e ensino de línguas estrangeiras: a produção escrita no PNLD-2011/LEM. In: *Linguagem e Ensino*. Pelotas, v.14, n.2, 2011, p. 315-336.
- VYGOTSKY, L. 1921-23. *Educational Psychology*. In: DAVIDOV, V. V. (ed.). New York: Taylor & Francis, 1997.
- HATCH, E. *Second Language Acquisition – avoiding the question*. IN: FELIZX (Ed.). 1980.
- KRASHEN, S. *Second Language Learning and Second Language Acquisition*. Oxford: Pergamum. 1981.
- A Gramática e o vocabulário no ensino de inglês: novas perspectivas / Deise P. Dutra, Heliana Mello (organizadoras). – Belo Horizonte: Faculdade de Letras da UFMG, POSLIN, 2004. 168 p.: il. – (Estudos linguísticos; 7).
- GASS, Susan TORRES, Maria José A. Attention when: An investigation of the ordering effect of input and interaction. *Studies in Second Language acquisition*, v. 27, n. 1, p. 1- 31, 2005.
- Ellis, R. (2003). *Task-based language and teaching* Oxford, UK: Oxford University Press.
- Gass, S. M. (1997). *Input, interaction, and the second language learner*. Mahwah, NJ: Lawrence Erlbaum.
- Gass, S. M., Mackey, A., & Pica. T. (1998). The role of input and interaction in second language acquisition: Introduction to the special issue. *The Modern Language journal*, 82(3), 299-307.
- KRASHEN, Stephen. *The input hypothesis: Issues and implications*. New York: Longman, 1985.
- Long, M.H. (1985). A role for instruction in second language acquisition. In K. Hyltenstam and M. Pienemann (eds.), *Modelling and*
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). *Communicative tasks and the language curriculum*.

TESOL Quarterly.

Nunan, D. (1999). *Second Language Teaching and Learning*. Boston:

Heinle and Heinle Publishers.

Nunan, D. (2004), *Task-Based Language Teaching*, University of Hong Kong, Cambridge University Press.

Jane Willis, *A Framework for Task-Based Learning*, Longman ELT, 2003.

Swain, M. (1995b). Three functions of output in second language learning.

Long, M. 1985. A role for instruction in second language instruction. In K. Hyltenstam and

Long, M. and Crookes, G. 1993. Units of analysis in syllabus design: The case for task. In Crookes and Gass (eds.) 1993b.

Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.

Nunan, David. 1993. Task-based syllabus design: Selecting, grading, and sequencing tasks. In Crookes and Gass (eds.), 1993b.

GUIA DE LIVROS DIDÁTICOS: PNLD 2015: língua estrangeira moderna: ensino médio. – Brasília: Ministério da Educação, Secretaria de Educação Básica, 2014.

KRASHEN, S. D. *The input hypothesis: issues and implications*. London and New York, Longman, 1985.

LARSEN-FREEMAN, D., LONG. M. H. (1991) *An introduction to second language acquisition research*. New York: Longman.

LARSEN-FREEMAN, D. Second language acquisition and applied linguistics. *Annual Review of Applied Linguistics*, v. 20, 2000.

LONG, M. H. Input, interaction and second language acquisition. In: Winitz, H. (Ed.) *Native language and foreign language acquisition. Annals of the New York Academy of Sciences*, 379, 1981.

PAIVA, V.L.M.O. Como o sujeito vê a aquisição de segunda língua. In: CORTINA,

PAIVA, V.L.M.O. Modelo fractal de aquisição de línguas In: BRUNO, F.C. (Org.) *Reflexão e Prática em ensino/aprendizagem de língua estrangeira*. São Paulo: Editora Clara Luz, 2005.

PAIVA, V.L.M.O. Como o sujeito vê a aquisição de segunda língua In: CORTINA,

MARCUSCHI, Luiz A. Gêneros textuais: definições e funcionalidade. In: [http://www.proead.unit.br/professor/linguaportuguesa/arquivos/textos/generos\\_textuais\\_definicoes\\_funcionalidade.rtf](http://www.proead.unit.br/professor/linguaportuguesa/arquivos/textos/generos_textuais_definicoes_funcionalidade.rtf), accessed on July 9, 2016.

NUTTAL, Christine. *Teaching reading skills in a foreign language*. Oxford: MacMillan Heinemann, 2000.

RICHARDS, Jack. Addressing the grammar gap in task work. In RICHARDS, J. & RENANDYA, W. (Eds.) *Methodology in Language Teaching*. CUP, 2002 (153-166).

DIAS, R. A abordagem de ensino via gêneros textuais no livro didático de língua estrangeira: uma análise panorâmica. IN: SILVEIRA, E. M. (Org.). *As bordas da linguagem*, Uberlândia: EDUFU, 2011.

### Websites consulted

(<http://www.veramenezes.com/ailavera.pdf>, accessed on July 1, 2016)

(<https://oupeltglobalblog.com/2015/04/24/inductive-and-deductive-grammar-teaching/> by Jon Hird, August 2015, accessed on July 1, 2016)

([https://www.google.com.br/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi2o5bOu\\_vOAhUFIJAKHZXIAEoQFggeMAA&url=https%3A%2F%2Fwww.cdu.edu.au%2Fwalking\\_talking\\_texts%2Fdocuments%2FPronunciation-paperbyHelenFraser.doc&usg=AFQjCNFwCxBMk8KoQl35tihBs3Zh4ixpyw&sig2=2Gz2EcUkiVlqR-mm9KSx8g&cad=rja](https://www.google.com.br/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi2o5bOu_vOAhUFIJAKHZXIAEoQFggeMAA&url=https%3A%2F%2Fwww.cdu.edu.au%2Fwalking_talking_texts%2Fdocuments%2FPronunciation-paperbyHelenFraser.doc&usg=AFQjCNFwCxBMk8KoQl35tihBs3Zh4ixpyw&sig2=2Gz2EcUkiVlqR-mm9KSx8g&cad=rja), accessed on July 1, 2016)

(<http://www.cambridge.org/elt/blog/2014/05/authentic-materials-classroom-advantages/> by Lewis Lansford - May 16, 2014, accessed on June 29, 2016)

(<http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf> , accessed on July 4, 2016)

([http://www.tllg.unisa.edu.au/lib\\_guide/gllt\\_ch2.pdf](http://www.tllg.unisa.edu.au/lib_guide/gllt_ch2.pdf), accessed on July 3, 2016)

([http://disciplinas.stoa.usp.br/pluginfile.php/1209000/mod\\_resource/content/1/02%20MARCUSCHI%20G%C3%AAneros%20textuais.pdf](http://disciplinas.stoa.usp.br/pluginfile.php/1209000/mod_resource/content/1/02%20MARCUSCHI%20G%C3%AAneros%20textuais.pdf) , accessed on July 3, 2016)

(<http://docslide.com.br/documents/resumo-generos-textuais-definicao-e-funcionalidade-texto-do-marcushi-ismael-alves.html> , accessed on July 3, 2016)

([https://www.google.com.br/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwihheWB1oLOAhUJDJAKHUUXDX4QFggkMAE&url=http%3A%2F%2Fwww.cambridge.org%2Fdownload\\_file%2F762228%2F0%2F&usg=AFQjCNHgJeev9ihKL9sX0Ep-xRPO7IW01A&bvm=bv.127521224,d.Y2I](https://www.google.com.br/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwihheWB1oLOAhUJDJAKHUUXDX4QFggkMAE&url=http%3A%2F%2Fwww.cambridge.org%2Fdownload_file%2F762228%2F0%2F&usg=AFQjCNHgJeev9ihKL9sX0Ep-xRPO7IW01A&bvm=bv.127521224,d.Y2I), accessed on July 9, 2016)

(<http://webpages.charter.net/schmolze1/vygotsky/johnsteiner.html>, accessed on July 5, 2016)

([http://research.ncl.ac.uk/ARECLS/volume\\_5/turuk\\_vol5.pdf](http://research.ncl.ac.uk/ARECLS/volume_5/turuk_vol5.pdf), accessed on July 10, 2016)

(<http://www.letras.ufmg.br/arado/freebooks.htm>, accessed on July 1, 2016)

(<http://www.veramenezes.com>, accessed on July 1, 2016)

(<http://www.thefreedictionary.com>, accessed on July 18, 2016)

(<https://www.dlsweb.rmit.edu.au/toolbox/youth/content/factsheets/poster.pdf>, accessed on July 1, 2016)

(<http://www.learnnc.org/lp/pages/672>, accessed on July 13, 2016)

(<http://posters-west-rand.blogspot.com.br/>, accessed on July 1, 2016)

(<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1876493/>, accessed on July 1, 2016)

([http://omerad.msu.edu/meded/poster\\_files/Characteristics\\_of\\_an\\_Effective\\_Poster.pdf](http://omerad.msu.edu/meded/poster_files/Characteristics_of_an_Effective_Poster.pdf), accessed on July 1, 2016)

(<https://www.teachingenglish.org.uk/article/pre-listening-activities> by Gareth Rees, teacher and materials writer, 2003, accessed on July 12, 2016)

(<http://posterroom.blogspot.com.br/2008/08/five-characteristics-of-good-poster.html>, accessed on July 8, 2016)

(<https://www.google.com.br/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&ved=0ahUKEwjIsMzHnfjNAhWKE5AKHQe1Bp4QFghJMAU&url=https%3A%2F%2Fwww.utsa.edu%2Fmbrs%2Fresources%2Fcourses%2Frescar%2FPosterTalk.pptx&usg=AFQjCNFxlScwNTvTTRnomZueJ3TVYtl3AQ&cad=rja>, accessed on July 10, 2016)

([https://www.google.com.br/imgres?imgurl=http%3A%2F%2Fimages.slideplayer.com%2F20%2F5948436%2Fslides%2Fslide\\_3.jpg&imgrefurl=http%3A%2F%2Fslideplayer.com%2Fslide%2F5948436%2F&docid=2Pz8aERQiYvoTM&tbnid=B7mI5trty0af9M%3A&w=960&h=720&bih=625&biw=1366&ved=0ahUKEwjd\\_M7uoPjNAhXHhZAKHfjbANsQMwgoKAowCg&iact=mrc&uact=8](https://www.google.com.br/imgres?imgurl=http%3A%2F%2Fimages.slideplayer.com%2F20%2F5948436%2Fslides%2Fslide_3.jpg&imgrefurl=http%3A%2F%2Fslideplayer.com%2Fslide%2F5948436%2F&docid=2Pz8aERQiYvoTM&tbnid=B7mI5trty0af9M%3A&w=960&h=720&bih=625&biw=1366&ved=0ahUKEwjd_M7uoPjNAhXHhZAKHfjbANsQMwgoKAowCg&iact=mrc&uact=8), accessed on July 1, 2016)