

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

GOING THROUGH!
(MATERIAL DIDÁTICO PARA ENSINO DE INGLÊS)

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Trabalho apresentado ao curso de Especialização em Ensino de Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

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INTRODUCTION

English is the most spoken language around the globe and everybody knows it. But unfortunately, not everyone has the access to a good material to learn it. Thinking about it, this material was developed in order to help other teachers, and also guide them to teach in a different way, working with the four skills – listening, speaking, reading and writing.

As a teacher, I've heard a lot about developing abilities, people that are good in listening, but cannot speak very well, or are good in reading and writing but has a big difficulty in listening. That is too common, but we can change it.

The units presented in this academic work have authentic material, produced to help the students with pre-intermediate level of English and even the teachers. It is divided in sections, what make it possible to increase the four competences in order to integrate them, leading the students to use the language effectively.

This is a material that must be used inside and outside the classroom because there are a lot of different activities on it that will encourage the students to study and to search for extra information.

On the first section we have “THINKING ABOUT”, that is a warm up to create a room for a discussion about the main topic that is going to be presented soon. The students have to feel comfortable to answer the questions, to analyze the pictures and to start a conversation with the classmates.

For the second section, it is time to “LET'S READ”, that shows authentic texts and different kinds of activities as pre, while and after reading, all to help the student to understand better what the main idea of the unit is.

In the “LISTENING ON” the students are presented to different kinds of listening activities like videos, songs and dialogues that have, as in the reading section, a pre, while and after listening. Moreover, in all sections presented the students are allowed to speak and to show their opinions about the topics proposed.

The “LANGUAGE FILE” is the next section and it has an important highlight. Its focus is the grammar, but it is presented in a different way - where the student could understand the rules naturally, while he/she was doing the previous sections.

With the grammar concluded, it is the student's time to practice it in “YOUR

TURN”, that offers the students a bunch of exercises. In order to help, we have “HELPFUL TIPS” that are focus on pronunciation tips about the topic.

The students will come across with some curiosities in “DO YOU KNOW?”. There, the objective is to add some information about the topics proposed, besides, there is a room for different searches and activities.

Relating to the main grammatical point, we offer the students the opportunity to develop the critical thinking about some topics that are highlighted in society. It will enable them to think about it and to develop their skills while they are learning. That is the “TALKING ABOUT IT”, in which updated topics like bullying and prejudice are presented.

“GROUP WORK” is the next one. Almost in the end of the unit, it will provide some situations and have the students come up with solutions using the vocabulary and grammar they have learned, what will also improve their speaking ability.

To finish, it is time for each student to put “HANDS ON” and practice a little hard everything that was discussed in the whole unit. This section may be developed in groups, pairs or individually. The importance is to increase the reading and writing skills and to help them put their ideas together and express their feelings about what was presented.

Finally, the students have the opportunity of self-evaluation in the “NOW YOU KNOW”. Thus, they will think about what they have learned, what is necessary to a better development and what he/she needs to improve. This is a helper for the teacher to follow the students understanding.

No further, all this work was developed with endearment and with the intention of helping and improving my work as an English teacher - what I consider a really rewarding job.

UNIT 1



*In this unit, you're going to learn about **BULLYING** and to talk about situations that happened in the past and discuss with your friends how we can help people that suffered this kind of violence. Let's work together!*



THINKING ABOUT

1. Let's discuss together what you already know about **BULLYING**.

- ✓ Where can we find it?
- ✓ How can we describe it?
- ✓ When does it happen?

2. Look at the picture.

- ✓ Do you know this scene?
- ✓ What does the picture refer to?



("Everybody Hates Chris", 2005 - 2009, EUA. Available on: <https://goo.gl/Yr3t4U>)

3. Now, check the definition of BULLYING in the Cambridge Free Dictionary:

Bully - /'bʊl·i/ → to threaten to hurt someone, often frightening that person into doing something.

Eg.: *He managed to bully her into giving him her car.*

(<http://dictionary.cambridge.org/us/dictionary/english/bully?q=bullying>)



LET'S READ!

1. Take a look at the text and title and discuss with your classmates:

- ✓ Do you know who Chris Rock is?
- ✓ What do you think the text is about?

2. Let's learn some words that will appear in the text. Using Cambridge Free Dictionary and matching the words with their meanings:

- | | |
|---------|-------------------------------------|
| A. runt | () use feet to violence |
| B. spit | () a person who is weak and small |
| C. kick | () influence, provide to something |
| D. bus | () throwing a liquid from mouth |
| E. fuel | () take a place |

3. Now, let's read and pay attention!

Comedian Chris Rock's has starred in a number of movies and toured the world in sold-out arenas. But little did we know he was bullied as a child.

The bullying began when he was in second grade. "We lived in Bed-Stuy, one of the most famous ghettos in the world," Chris says. "My mother and father wanted me to go to a better school, so I was bused to this poor, white neighborhood... I was the only black boy in my grade for most of the time. I was a little guy, too, a skinny runt."

Chris says his bullying isn't as uncommon as people may think. "Put the most successful men and women in the world in one room, and ask them to put their hands up to see which ones were bullied. Most of 'em!"

In 2007, Chris went so far as to tell host James Lipton of Bravo's Inside the Actors Studio that bullying was "the defining moment of my life ... it made me who I am." He even thanked the pack of boys who regularly [...] spit in my face, and kicked me down the stairs," because the experiences not only helped him to think quick on his feet, but also fueled his drive to succeed.

But Chris is the first to say all that bad has to be tempered with the good, or no good can come out of it. "Either somebody whose dad or mom owns the place, or someone who's put up with a lot of adversity and overcome it. But you need love, too," Chris says. "Bullying without love? You can be destroyed. But you know, I was bullied and I had love at home, so that was kind of the perfect storm for me, you know?..."

(Adapted from: <http://www.bet.com/news/health/2014/02/11/chris-rock-bullying-made-me-who-i-am.html>. Published in BET, February 11, 2014

4. Which title do you think is the most appropriate for the text above?

- () "Bullying without love can be destroyed"
- () "Bullied as a child"
- () "Bullying Made Me Who I Am"

Now, explain your choice using parts of the text.

5. Read again and take a look at these words. After that, discuss with the class.

LIVED	WANTED	BULLIED	DESTROYED
-------	--------	---------	-----------

- ✓ What do these words have in common?
- ✓ How can we form their ending?
- ✓ Are they following the same rule?
- ✓ Are the words above names or actions?



1. You are going to watch a video, but before, take a look at these questions and try to find the answer according to what you hear.

Who is talking?

**What did the narrator
talk about?**

Where did it happen?

2. Pay attention to part of this video from YouTube, “A comfy conversation on bullying”, from Connor Manning.



(<https://www.youtube.com/watch?v=OlSr2oZWSOI>)

3. Remember those questions presented in the beginning? Now, it is time to answer it according to what you've watched.

a) Who is talking and what the video is about?

- | | |
|--|--|
| <input type="checkbox"/> A teenager about cyberbullying. | <input type="checkbox"/> A teenager about bullying. |
| <input type="checkbox"/> A teenager about school. | <input type="checkbox"/> A teenager about English classes. |

b) According to the context, what is the meaning of “comfy” - /'kʌm.fɪ/?

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> cool | <input type="checkbox"/> difficult |
| <input type="checkbox"/> uncomfortable | <input type="checkbox"/> comfortable |

c) Mark (T) for true or (F) for false according to the video:

- ☐ When he was at high school, just some people bullied him.
- ☐ He put on a sweater to get comfy, but it is not cold.
- ☐ Words can't hurt a lot.
- ☐ Everybody has something that people say and hurts.
- ☐ Some people bullying Connor on his channel.

d) Did Connor suffer bullying on his channel? Justify orally.

- ☐ Yes ☐ No

e) What did he say?

- ☐ For him, today it is not important anymore.
- ☐ He is worry about what people say about him.
- ☐ He feels comfy with this situation.



LANGUAGE FILE

1. Now that you've read the text and watched the video, let's get to the point:

- ✓ Is the text related to the video from Connor? Why?
- ✓ What kind of bullying did they suffer - physical bullying, verbal, social or cyber bullying?
- ✓ When did these situations happen?

2. Complete this box with the rules according to what we've learned:

- In most part of the time, we add _____ to form the _____ tense, and when the verb ends with -E, we add _____.
- When ends with -Y, we cut the _____ and add _____.
- This rule can be follow with _____ verbs.



YOUR TURN!

1. Read what some famous people say about BULLYING from the website “Hey ugly”. Then, complete the missing words with the correct form of the verbs, according to the rules we learned.

- a) “I _____ (change) schools a lot when I was in elementary school because some girls were mean” – Jennifer Lawrence.

b) "I'd come back [to school] from Europe and I _____ (look) like a clown _____ (compare) to the cool way the other students _____ (look) and _____ (dress)" – Sandra Bullock.

c) "I didn't fit in at high school, I _____ (want) to be like Boy George and I felt like a freak. It took a long time for me to be OK with myself" – Lady Gaga.

d) "I was bullied quite a lot when I was growing up in my Peking Opera School. I _____ (allow) myself to be _____ (bully) [...]" – Jackie Chan.

(Adapted from: <http://www.heyugly.org/CelebritiesWhoHaveBeenBullied.php>)

2. Now, let's practice talking about the topic we've discussed in this unit.

a) Some people suffered _____.

b) When I was young, I talked _____.

c) When I was a kid, I liked _____.

d) Last week, a friend discovered _____.

3. You already know how to communicate in English using the SIMPLE PAST. Fill in the blanks below using the appropriate verb tense.

[...] Demi Lovato's body image insecurities _____ (start) when she was a toddler. From the age 2 or 3, she _____ (want) to have a flat tummy. She witnessed her mother's struggle with the eating disorder which worsened when her parents divorced. The singer believes her addictions and eating disorder are "hereditary."

Demi Lovato also _____ (suffer) from bullying at school which led her to cut herself. Her story led her to stardom which she then _____ (use) to inspire people by raising awareness for body image acceptance. [...]

The singer was reported to have had her last drink in January 2012. She continues to attend Alcoholics Anonymous meetings and is celebrating her four years into sobriety.

(Adapted from: <http://www.parentherald.com/articles/51625/20160629/demi-lovato-shares-history-addictions-eating-disorder-thought-shed-die.htm>)

4. Take a look at these statistics about bullying and put the correct form of the verb in the right place:

discover – report – base - enroll - associate – compare - miss

- a) Sixty four percent of children who were bullied did not report it; only 36 percent _____ the bullying.
- b) Researchers _____ that students with disabilities were more worried about school safety and being injured or harassed by other peers _____ to students without a disability.
- c) Race-related bullying is significantly _____ with negative emotional and physical health effects.
- d) 81.9% of students who identify as LGBTQ were bullied in the last year _____ on their sexual orientation.
- e) 31.8% of LGBTQ students _____ at least one entire day of school in the past month because they felt unsafe or uncomfortable.
- f) 64% of students _____ in weight-loss programs reported experiencing weight-based victimization.

(Adapted from: <http://www.pacer.org/bullying/resources/stats.asp>)



HELPFUL TIPS

1. To help you pronounce correctly theses endings of -ED, follow this tip:

/t/	/d/	/ɪd/
after an unvoiced sound	after a voiced sound	after /t/ or /d/
ex. <i>kiss</i> ed <i>talk</i> ed <i>help</i> ed <i>push</i> ed	ex. <i>love</i> ed <i>travel</i> led <i>discover</i> ed <i>annoy</i> ed	ex. <i>start</i> ed <i>add</i> ed <i>frustrate</i> d <i>excite</i> d
these words don't add an extra syllable ✗	these words don't add an extra syllable ✗	✓ these words add an extra syllable

(Adapted from: <http://my-english-blackboard.blogspot.com.br/p/pronunciation-of-s-endings.html>)

2. Following the hint above, let's listen and pronounce these words below using the correct pronunciation:

Infinitive	Past	Transcription	Infinitive	Past	Transcription
Work	Worked	/wɜ:kt/	Stay	Stayed	/steɪd/
Wait	Waited	/weɪt/	Open	Opened	/'əʊpənd/
Start	Visited	/'vɪzɪt/	Like	Liked	/laɪkt/

3. Listen and identify in which column the words in the box belong according the sound, if the end is with /t/, /d/ or /ɪd/ and write down the word:

Accepted	Cooked	Agreed	Crossed
Ended	Crashed	Answered	
Believed	Depended		

/t/	/d/	/ɪd/



TALKING ABOUT IT...

According to the **National Centre Against Bullying**, there are many different types of bullying that can be experienced by children and adults.

- **Physical bullying**
- **Verbal bullying**
- **Social bullying**
- **Cyber bullying**

(<https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/>)

1. Now, read some real life stories about bullying and identify what kind it is and discuss with a pair:

Kenneth Weishuhn took his own life after being bullied by classmates [...]. The bullying began with an anti-gay Facebook group, created by Kenneth's classmates [...]. According to his sister Kayla, the abuse that started after he "came out" was from people he had trusted [...].

(Adapted from: <http://www.puresight.com/Real-Life-Stories/kenneth-weishuhn-jr-1997-2012.html>)

On the first day of school, [...] an older girl switched seats [...] by me. I didn't want her to sit by me but she did. She pinched me. [...] She pinched me so hard that it left a bruise. My mom saw the bruise. My brother was sick the next day so I cried about having to ride the bus.

(Adapted from:
<http://www.pacerteensagainstbullying.org/pacer-story/kindergartener-on-the-bus/>)

- ✓ How do people react when suffering bullying?
- ✓ Where did it start from?
- ✓ Is family support important? And school support? Explain.

Now, discuss with your partner these topics you've seen and what you already know about bullying and where it happens. Follow the box below to guide your conversation.

USEFUL LANGUAGE

"I think that is...", "For me...", "The text number # is about...", "I don't agree because...", "In my opinion bullying is...", "It started from..."



GROUP WORK

1. You've learned a lot about bullying, now, it's your time to solve a bullying problem. You are going to choose one situation below, discuss in groups of 4 or 5 students, and present the solution of the problem to the class. You should take notes or write the important points to be presented to the class.

1. What would you do if you suffer bullying at school?
2. What would you do if a friend suffers bullying in front of you?

PAY ATTENTION:

- ✓ You have 20 minutes to discuss with your group and get to a solution.
- ✓ You need to explain what to do, who you're going to talk and how you can help the person.

- ✓ The presentation to the class is orally and all group have to participate.
- ✓ You have 5 - 10 minutes for the oral presentation.

IMPORTANT NOTES: _____



1. In pairs, you have to create a comic strip in advising against bullying. It must have at least 3 frames. To help you, take a look at the model below.



(<https://goo.gl/SdLcYN>)

GUIDELINES:

- ✓ We can use Pixton Website (<https://www.pixton.com/br/>) to produce the comic strip.
- ✓ Use the vocabulary you already know.
- ✓ Use the past tense form.
- ✓ Choose a title for the comic strip.
- ✓ Deliver a copy in the next class.

**NOW YOU KNOW...****In this unit I learned...**

- ☐ ...how to express situations that happened in the past;
- ☐ ...more about bullying;
- ☐ ...how to produce a comic strip.

I need to reinforce...

UNIT 1: TEACHER'S GUIDE

*Dear teacher, in this unit, we're going to talk about **BULLYING** and situations that happened in the past and discuss how we can help people that suffered this kind of violence.*

It was selected authentic texts, videos and audios to compose this material. You can access these medias online, using the password and login in the first page of this book.

This material was developed to help you inside and outside the classroom, so enjoy it! Let's work together!



THINKING ABOUT

TEACHER:

In this first part, improve students to think and talk about what they already know on bullying. Use the picture (that can be projected for the whole class or follow in each book individually) to enhance the discussion.

Let them discuss and answer the questions suggested on their books. Then, there is a room to discuss the definition presented in Cambridge Free Dictionary.

MAIN GOAL:

Let the students talk and improve their oral skills and activate their previous knowledge before the reading section.

ANSWER KEY:

1. Pesonal answers.
2. It refers to the sitcom "Everybody Hates Chris" – 2005 to 2009.



LET'S READ!

TEACHER:

This section is divided into two parts – before and after. Start the before part asking the students to take a look in the text and answer, orally, the questions suggested to warm them up.

Then, use a dictionary (we suggest the Cambridge Free Dictionary that is available online), guide them to find the meanings, this will help to better understand the main idea of the text.

You can read the text with your own voice once, and then let the students practice. Get as many students involved as possible. Make the corrections when necessary. After reading, it is time to discuss about the title. The students are encouraged to use their imagination. After everybody's participation, show the correct title and explain.

Finally, discuss some word's ending that appeared in the text, if necessary, go back and read it again. Focus on the words in the box and discuss orally with the students the suggested questions.

ANSWER KEY:

1. Personal answers.
2. (C), (A), (E), (B), (D).

4. "Bullying Made Me Who I Am"

Suggested answer: Because the author says that he had love at home and it was kind of perfect for him, and bullying without love can be destroyed. And he even thanked the pack of boys who regularly [...] spit in his face, and kicked him down the stairs.

5. a) They have the same ending –ED.

b) We add –ED or –D.

c) Are they following the same rule? No, because some LIVE ending in E and we add only –D. The words WANT and DESTROY, we add –ED and BULLY, ending in –Y, but before we have a consonant, so we drop the –Y and add –IED.

d) Are the words above names or actions? They are actions.

MAIN GOAL:

Develop the reading skill and their critical thinking about the topic of the text.
Start to focus on the grammar part.

**LISTENING ON****TEACHER:**

In this section, you're going to improve your students' listening skills using an original video called "A comfy conversation on bullying", from Connor Manning (video available on your online material). Inform the students to pay attention to the questions presented because they will need it afterward. This is just a part of the whole video, until 2:23.

After watching (if necessary, you can show the video twice), it is time to answer the questions presented before according to what they've watched. These activities can be in pairs or small groups. Be available to help the students if necessary.

Video Transcription:

Today is a day where we need to get comfy. [song] Yes, sweaters, it's sweater weather and I'm really pumped about it, so I put all sweaters to get comfy, yeah. So today I thought we have a little bit overcome the conversation if you don't mind, about something that has been on my mind. Everyone has, at least, one thing that when somebody says that thing at you, it hurts you really, that everybody has something like that, whoever came up with the phrase "Sticks and stones may break my bones, but words will never harm me", they can hurt a lot.

For me, recently, one of the worst statements that someone can say at me is kind of a response to my eccentric nature and kinda out of the ordinary behavior. Sometimes I make a video dancing alone in my house or all dance industries usually is in the house dancing or something of that nature. I know that supposed to be a joke and that's not even directed at me personally as an attack, it's just something that people say, it's kinda cliché at this point, when they say it hurts and it's this, what are you on not only does that hit me in a very, very deeply personal place, but it's also really opposite to the

truth, especially for me.

I don't like the assumption that somebody has to be on something that's strange or just different for most people, I don't like the assumption at all and a simple sure ironic fact is that not being on something leaves me to be more quirky, an eccentric, in other words, it leaves me to be myself. From getting on it and it basically this got me thinking about how we let things that people say about us affect us. And I realize that I was much better at this in middle and high school, which is very rare thing for me to say that I was better at something in middle school than I am now, but I was better at this.

Second, when I was in middle school and early high school, I guess you could say that I was bullied a lot, a lot of people made fun of me, but they weren't really successful at it. I gotta learn in a trial by fire scenario about having a thick skin when people say things to you and I was really good and applying that to my life when it comes to school and my social life.

I was very much French care during both middle and high school, and I love that, I love that about myself that I was able to just do things because I like them so obviously given that I was kinda out, there a lot of people tried to make fun to me, and I say tried because it just, it didn't work. On a daily basis people would say things to me, mean things about the various activities that I did, the things that I liked, the things that I said, the way I dressed. They would say things to me about those things and I would just look at them and say "yeah" and continue on, it just had no effect on me, whatsoever.

MAIN GOAL:

Check the listening skill and their understanding about the main idea.

ANSWER KEY:

3. a) A teenager about bullying.
- b) Comfortable
- c) (F) (T) (F) (T) (T)
- d) Yes. (Improve students to explain)
- e) For him, today it is not important anymore.



LANGUAGE FILE

TEACHER:

In the Language File, we're going to focus on the grammar, and before showing the rules, discuss about what they understand and discover by now. After discussing, explain when we use Simple Past Tense and help them fill the grammar chart.

MAIN GOAL:

Show the rule and how we form them for the regular verbs.


ANSWER KEY:

1. Suggested answer: Yes, because both are about bullying at school.

Suggested answer: Chirs Rock suffered physical, verbal and social bullying. Connor suffered verbal and cyber bullying.

Suggested answer: The situations happened in the past.

- In most part of the time, we add -ED to form the past tense, and when the verb ends with -E, we add -D.
- When ends with -Y, we cut the -Y and add -IED.
- This rule can be follow with regular verbs.



YOUR TURN!

TEACHER:

This section is where the student is going to practice everything taught in the sections above. You should explain the exercises and help them, be sure not to give the

answer, but guide them in how to find it. They are encouraged to go back and review something that he/she missed.

MAIN GOAL:

Practice what they previously learned.

ANSWER KEY:

1. a) changed b) looked – compared – looked – dressed
c) wanted d) allowed - bullied
2. Personal answers.
3. started – wanted – suffered – used
4. a) reported b) discovered - compared c) associated
d) based e) missed f) enrolled



TEACHER:

Now, you're going to help the student improve the speaking skill using the tips suggested and practice in class. The box presented shows how the ending of the pronunciation with the regular verbs should be.

In the second activity suggested it is students' time to listen, speak and practice. We have to use the audio recorded (available online) to show them the correct pronunciation and then, encourage them to repeat, noticing the termination.

To finish this section, the students are going to listen the words recorded and try to fill, by themselves, the chart with the pronunciation ending.

MAIN GOAL:

Improve the students' listening and speaking skills using the phonetic symbols to show them how easy it is to pronounce correctly.

ANSWER KEY:

3.

/t/	/d/	/ɪd/
Cooked	Agreed	Accepted
Crossed	Ended	
Crashed	Answered	
	Believed	
	Depended	



TALKING ABOUT IT...

TEACHER:

This section was created to develop critical thinking in the students and to improve and encourage them to point their ideas, including speaking and reading skills.

The first part is an open topic discussion about bullying tips and real stories from people that have suffered any kind of bullying. It is a good topic to show them that there is nothing to be afraid of and they have to speak with friends and family about it. The book also suggests some questions to be answered, but they can create their own questions and ask to the class.

After this discussion, they have to form pairs and present their opinions to the partner about what they already know. They should follow the **USEFUL LANGUAGE**. In this time, try to listen each group, and if extremely necessary, correct eventual mistakes.

MAIN GOAL:

Improve the speaking and reading skills and how to show an opinion.



GROUP WORK

TEACHER:

This section is for students practice the writing skill and presents to the class a solution for a problem. It is indicated to work in groups, and this can be done at home, as a homework or as an assignment to be evaluated. It is important to answer one of the questions suggested and follow the instructions.

MAIN GOAL:

Put in practice what they learned and develop the writing skill.



HANDS ON

TEACHER:

To conclude the unit, this activity proposes a creation of a comic strip using the vocabulary and structures they've learned. Again, it is necessary to follow some instructions, but they are encouraged to use their creativity.

The book presents a model, but they can draw or use the internet (suggested website or not) to create it. This activity is not going to be present to the class, only delivered to the teacher. After, it is optional to expose their work.

MAIN GOAL:

Develop the writing skill through the creativity.



NOW YOU KNOW...

TEACHER:

This is especially for students to mediate what they learned and what they need to reinforce at home or in extra classes. The teacher should encourage them to be sincere and not to lie to themselves. It is a great opportunity to get a feedback for the teacher's work.

MAIN GOAL:

Show what they really learn and what they need to study more.

UNIT 2



Viva La Vida



In this unit, we will continue talking about situations that happened in the past, things that you liked or not and have memories about it. Let's Viva La Vida!



THINKING ABOUT

1. Let's talk about your PAST ACTIVITIES.

- ✓ Who played with you when you were a child?
- ✓ What did you play?
- ✓ Were you happy in that time?

2. Look at the picture and discuss in class.

- ✓ Do you know what these kids are doing?
- ✓ What does the picture refer to?
- ✓ Are these activities common today? Explain.



(<https://goo.gl/iZGPIR>)



(<https://goo.gl/g0LySZ>)



(<https://goo.gl/phY3Hz>)



LET'S READ!

1. Take a look at the text below and discuss it with your classmates:

- ✓ Who wrote the text?
- ✓ What is the main idea?
- ✓ What do you know about prejudice?

Prejudice - /'predʒ·ə·dis/ an unfair and unreasonable opinion or feeling formed without enough thought or knowledge

Eg.: *The experience merely confirmed all his prejudices about living in the city.*

(<http://dictionary.cambridge.org/us/dictionary/english/prejudice>)

2. In order to help your understanding, before reading the text, use the Cambridge Free Dictionary and find the meanings of the words:

1 – chest

2 – roamed

3 – pageants

4 – contestant

5 – made-up

☐ go without direction

☐ a part of our body

☐ not true

☐ you have to do something to win

☐ kind of parade

3. Now, read and pay attention!

“I Always Knew That I Am Not A Guy”

By Maahi Arora

I always knew that I am not a guy. Some people may find this funny and laugh, but the reproductive organs I have are not what define me.

Whenever I used to look at girls, I used to compare my chest with theirs, and assumed that mine would grow too. But later, as I grew up, I got to know that whatever I was thinking about myself was just my imagination.

[...] So I started dressing up, took my mother's lipstick, applied it, felt happy. I wore my sister's floral dress, was even happier. And I went out of the house, roamed around my building compound, and I didn't care much about the people who watched and laughed, because I was happy that finally I could satisfy my soul.

Later though, I got a beating from my father [...] ! Of course. It had to happen. But I was happy! And that was the only thing that mattered to me that day and even now!

For a long while I had to hide my real identity. I had to go through the same old process of becoming a money making machine for my Indian parents. A good score in my exam meant taking science and maths as majors, meant I could become an engineer, and work in an IT MNC.

At the time, to make my real identity happy, I used to watch beauty pageants, especially Miss Universe! And the best part during my growing up years was seeing how India used to rock in pageants. I used to pretend to be the Indian contestant and walk down my not-so-beautiful living room, and pose for an imaginary photographer.

One fine day I decided to stop living a stupid made-up life – something I had been doing just to keep some people happy. So I joined an NGO that works with LGBTQ people. There, I made some amazing friends, and did some good work for the community too!

Then I realized that I am not the only woman with a story like this. There were many like me, and we all decided to have a drag party. I didn't know what drag was until then. We bought whatever we could and applied whatever make-up we felt like, helping each other to look our best. So many pictures were taken, and in those moments too, I felt really really happy!

That night, I decided that I will live my life the way I want to. And Maahi Arora was born.

(Access on January, 12th, 2017. Adapted from: <https://www.youthkiawaaz.com/2017/01/crossdresser-growing-up-in-india/>)

4. What another title can you give to the text? Explain your choice.

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

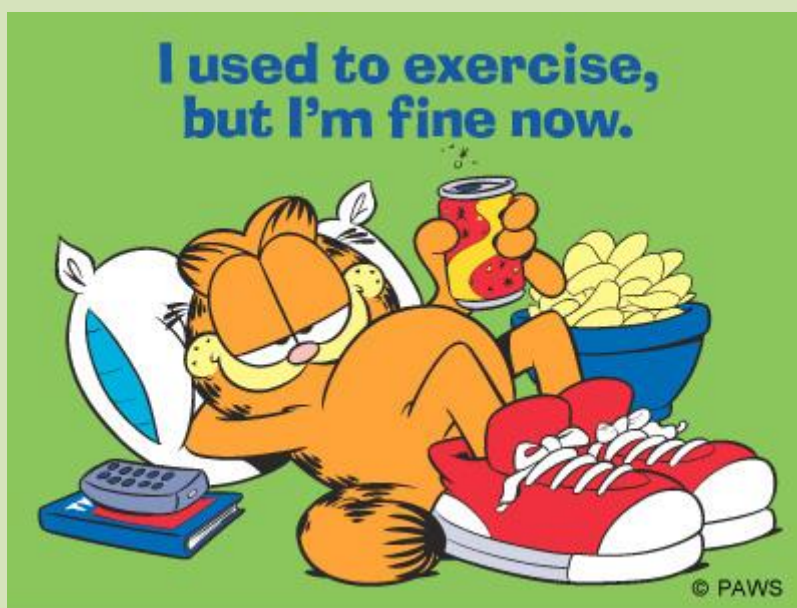
- () She had problems with her family because of her choice.
- () Now, she is happy.
- () Her life was a “lie”, because she wasn’t happy, until become Maahi.
- () She didn’t suffer prejudice when was young.

6. Look at this comic strip from Garfield and try to answer the questions. Pay attention to the sentences in the box.

“I used to look at girls”

“I used to compare my chest with theirs”

“I used to watch beauty pageants”



(<http://www.english4all.pro.br/images/usedto.bmp>)

- ✓ What do these sentences have in common?
- ✓ Are they beginning in the same way?
- ✓ Are they following the same structure?
- ✓ What are these sentences about?



LISTENING ON

1. Take a look at these questions in the balloons. You're going to listen to a song. While listening, try to find the answers:

Where did it
happen?

What did the singer talk
about?

2. Time to listen! First, let's watch the video clip from the song "Viva La Vida", performed by Coldplay. Pay attention!



(<https://www.youtube.com/watch?v=dvgZkm1xWPE>)

3. Now, you're going to watch one more time. Try to put the paragraph in order according to what you hear:

- () Feel the fear in my enemy's eyes
- () "Now the old king is dead!
- () I used to roll the dice
- () Long live the king!"
- () Listen as the crowd would sing:

4. Time to take a look at the lyrics and complete the words that are missed. But before, find at Cambridge Free Dictionary the meanings below:

- | | |
|--------------|--|
| A. sweep | () a bad person |
| B. crowd | () an old kind of a gun |
| C. sword | () to clean |
| D. shield | () something in pieces |
| E. wicked | () use as an instrument of protection |
| F. shattered | () a large number of people |



DO YOU KNOW?

[...] Chris Martin told *Rolling Stone* that he christened this song and the album "Viva la Vida" - meaning "long live life" or more literally, "the life lives" - after he saw the phrase on a painting by Mexican artists Frida Kahlo. He explained: "She went through a lot of s--t, of course, and then she started a big painting in her house that said 'Viva la Vida.' I just loved the boldness of it."

(Adapted from: <http://www.songfacts.com/detail.php?id=11520>)

Viva La Vida

(Coldplay)

I used to rule the world
 Seas would rise when I _____ the word
 Now in the morning I sleep alone
 Sweep the streets I used to own

I used to roll the dice
 Feel the fear in my enemy's _____
 Listen as the crowd would sing:
 "Now the _____ king is dead!
 Long live the king!"

One minute I held the _____
 Next the walls were closed on me
 And I discovered that my castles stand
 Upon pillars of salt and pillars of sand

I _____ Jerusalem bells are ringing
 Roman Cavalry choirs are singing
 Be my mirror my sword and shield
 My missionaries in a foreign field
 For some _____ I can't explain
 Once you go there was never
 Never an honest _____
 That was when I ruled the world

It was the wicked and wild wind
 Blew down the _____ to let me in
 Shattered windows and the sound of drums
 People couldn't _____ what I'd become

Revolutionaries wait
 For _____ on a silver plate
 Just a puppet on a lonely string
 Oh who would ever want to be king?

I hear Jerusalem bells are ringing
 Roman Cavalry choirs are singing
 Be my mirror my sword and shield
 My missionaries in a foreign field
 For some reason I can't explain
 I know Saint Peter _____ call my name
 Never an honest word
 But that was when I ruled the world

I hear Jerusalem bells a ringing
 Roman Cavalry choirs are singing
 Be my mirror my sword and shield
 My missionaries in a foreign field
 For some reason I can't explain
 I know Saint Peter will call my name
 Never an honest word
 But that was when I ruled the world





LANGUAGE FILE

1. Now, you've read the texts and listened to the song, let's discuss some important points:

- ✓ What is the relation between the text, the comic strip and the song?
- ✓ Are they talking about some memories they have?
- ✓ What do they use to refer to things they did?

a) Look at this sentence from the song: "I **used to** rule the world... now in the morning I sleep alone". Do you think that the narrator is still ruling the world? Why?

b) And, what about Garfield's sentence: "I **used to** exercise, but I'm fine now". Is he exercising at the moment? Explain.

c) "I **used to** pretend to be the Indian contestant [...]". Is the author saying that she continues doing this? Explain using parts of the text.

d) Remember the pictures on page 31, **did** you **use to** do that today? Why?

e) What are some of things that you used to do but now, you **didn't use to** do anymore?

Now, let's complete this box with the rules according to we've already learned:

When we want to talk about activities or situations that happened in the past but don't happen anymore, we use _____ + _____.

To form the negative sentences we need _____ + _____ + _____ +

And to create questions, it is simple, is _____ + person + _____ + _____.

The verb that comes after USED TO is in the _____.



YOUR TURN!

1. Complete the sentences about your memories from the past. You can also use your creativity:

a) When I was at my grandma's house, I used to _____.

b) With 5 years old I didn't use to _____.

c) I used to play _____.

d) I didn't use to _____ with my friends from the elementary school, but I used to _____.

e) I had a friend that _____.

f) I used to _____ before my friends and I

g) My mom didn't use to _____ after dinner.



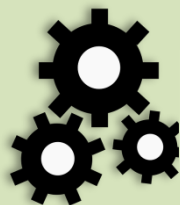
DO YOU KNOW?

In the first text, on page 32, the author mentioned the LGBTQ movement.

Do you know what this abbreviation stands for?

L	G	B	T	Q
Lesbian	Gay	Bisexual	Transgender	Queer or Questioning

(<http://ok2bme.ca/resources/kids-teens/what-does-lgbtq-mean/>)



HELPFUL TIPS

1. To help you pronounce correctly the words **USE** and **USED**, just follow this tip:

Usually, people make the mistake of pronouncing the letter 'e' of the word **used** and getting something like /iuzid/. This should be avoided at all costs. Therefore, practice the correct pronunciation: /juzd/.

There is still another pronunciation for 'used' which is / iúst /. Found normally followed by the word 'to'. Forming the expression **used to**. What joints should be pronounced /'jus•tu/, as found in the example below:

Eg.: I used to go to that school when I was a kid.

Notice that the final 'ed' sound is /t . Quite different, right?

(Adapted from: <http://blog.influx.com.br/2009/04/14/como-se-pronuncia-used-to/> and from: <http://dictionary.cambridge.org/us/dictionary/english/used>).

2. Following the hint above, let's practice pronouncing the sentences from this unit, using the correct pronunciation:

1. *I used to rule the world.*
2. *I used to roll the dice.*
3. *I used to compare my chest with theirs [...]*
4. *I used to pretend to be the Indian contestant [...].*

3. Listen to some sentences, identify and check (✓) in which column they belong according to the sound:

/juzd/	/'jus·tu/



TALKING ABOUT IT...

According to the **UNESCO Declaration of Principles on Tolerance**, “Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human”.

(<http://www.tolerance.org/>)

A kind of intolerance is the **prejudice**, that according to Kendra Cherry, from VeryWell, “Prejudice is a baseless and usually negative attitude toward members of a group. Common features of prejudice include negative feelings, stereotyped beliefs, and a tendency to discriminate against members of the group”.

We can find different kinds of prejudice, including:

- | | |
|--------------|-----------------------|
| ✓ Racism | ✓ Nationalism |
| ✓ Sexism | ✓ Religious prejudice |
| ✓ Classicism | ✓ Ageism |
| ✓ Homophobia | ✓ Xenophobia |

(Adapted from: <https://www.verywell.com/what-is-prejudice-2795476>)

1. Now, read this declaration about a girl that faced the prejudice at school. Then, discuss with your classmates:

Amina Adekola, 15, was in her 10th-grade global class learning about the Boko Haram massacres when another student asked, “Why are all Muslims* terrorists?” She said that she wanted to stand up for herself, tell him that she was a Muslim and not a terrorist. But she was embarrassed in the face of what she felt was an overwhelming majority. “About 90 percent of the kids in my class feel that way”, she said.

(Adapted from: <http://www.tolerance.org/magazine/number-51-fall-2015/feature/extreme-prejudice>)

*Muslims = a person who follows the religion of Islam.

- ✓ Where does prejudice come from?
- ✓ Do you think that the prejudice in the past is the same as today? Why?
- ✓ How do should people that face the prejudice react?

Now, in pairs, discuss these topics you’ve seen and what you already know about prejudice and compare then with the past. You can also search information on the internet. Follow the box below to guide your conversation.

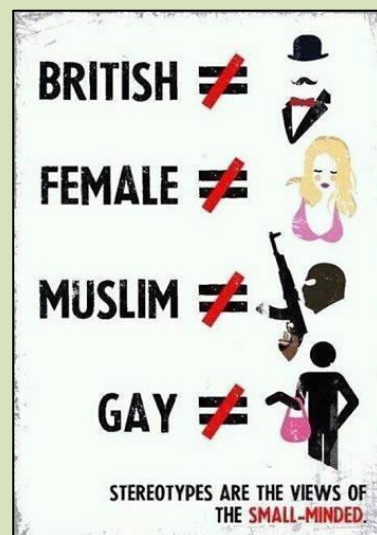
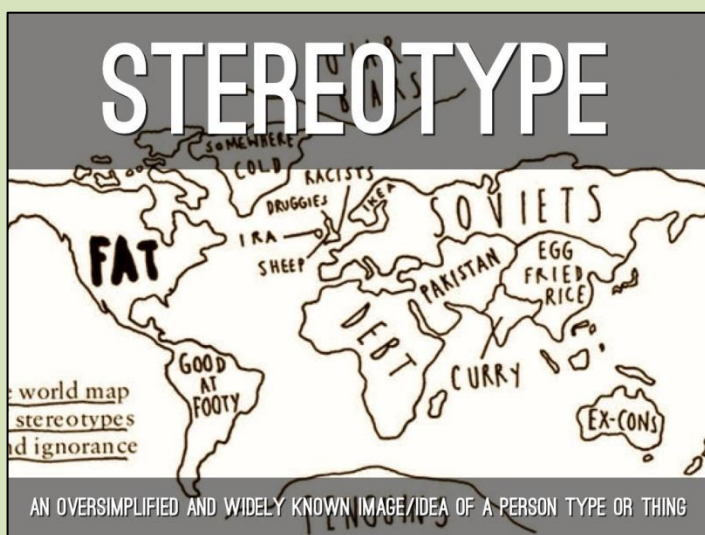
USEFUL LANGUAGE

“I think that...”, “For me...”, “In my opinion...”, “It came from...”, “People used to...”, “People didn’t use to...”, “In the past there was...”, “Today is...”.



GROUP WORK

1. At this moment we've learned a lot about prejudice, right? It's time to discuss again and solve a problem with your class. Look at the pictures and pay attention. The group should be in 3 or 4 students and you need to present the solution to the whole class.



(<http://likesuccess.com/topics/42848/racism-and-prejudice>)

(<https://trans4mind.com/quotes/stereotypes.html>)

Both pictures are about prejudice. Imagine the situation: a boy, 16 years old, tall, thin, from South Africa, comes to study in The United States. He has no friends, but he likes to talk with some girls from his class, because according to him, the girls are more receptive than the boys. What kind of prejudice can he face? And how can the school and family help him in feeling more comfortable in his new place?

PAY ATTENTION:

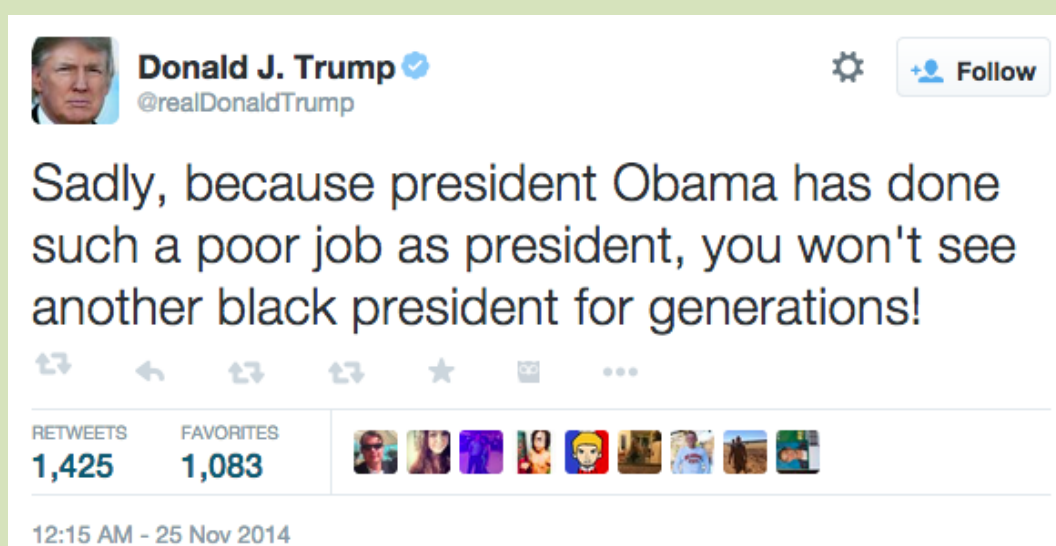
- ✓ You have 20 minutes to discuss with your group and get a solution.
- ✓ You need to explain what to do and how we can help him.
- ✓ The presentation to the class is orally and all group have to participate.

- ✓ You have 5 - 8 minutes for the oral presentation.
- ✓ You can also take some notes if necessary.

IMPORTANT NOTES: _____



1. You have to create an answer for this tweet with 60-100 words about the prejudice that people face today.



(<http://wonkette.com/588547/here-are-12-of-the-stupidest-things-ever-to-come-out-of-donald-trumps-mouth-hole>)

This print above is from one of numerous tweets that the new President of United States – Donald Trump, posted on his social network. Most of them related to prejudice like racism, intolerance, etc.

GUIDELINES:

- ✓ Use the vocabulary you already know.
- ✓ Deliver a print copy in the next class, in page A4.
- ✓ Check information on internet if necessary. Don't forget to put the references at the end.

DRAFT:



NOW YOU KNOW...

In this unit I learned...

- ☐ ...how to express past activities;
- ☐ ...more about tolerance and prejudice;
- ☐ ...how to produce a text based on specific topics.

I need to reinforce...

UNIT 1: TEACHER'S GUIDE

*Dear teacher, in this unit, we're going to talk about **PAST ACTIVITIES** and **TOLERANCE AND PREJUDICE**, based on what your students went through and their experiences, reinforcing the critical thinking.*

It was selected authentic texts, videos and audios to compose this material. You can access these medias online, using the password and login in the first page of this book.

This material was developed to help you inside and outside the classroom, so enjoy it! Let's work together!



THINKING ABOUT

TEACHER:

In this first part, improve students to remember what they normally did when they were a child, is kind of a short review of good memories.

In the second part, we have some pictures (that can be projected for the whole class or follow in each book individually) to increase the curiosity and to enhance the discussion. Let them discuss and answer the questions suggested on their books.

MAIN GOAL:

Let the students talk and improve their oral skills and activate their previous knowledge before the reading section.

ANSWER KEY:

1. Personal answers.
2. All about children's play, often in the past.



LET'S READ!

TEACHER:

This section is divided into two parts – before and after. Start the before part asking the students to take a look at the text and answer, orally, the questions suggested to warm them up. There is a room to discuss the definition presented from Cambridge Free Dictionary.

Then, using a dictionary (we suggested the Cambridge Free Dictionary that is available online), guide them to find the meanings. This will help them to better understand the main idea from the text.

You can read the text with your own voice once, and then let the students practice. Get as many students involved as possible. Make the corrections when necessary. After reading, it is time to discuss about the title. The students are encouraged to use their imagination. There are no correct answers. Then, we have an exercise to check their understanding. It can be done together or individually, 3-5 minutes are sufficient.

Finally, it is time to read a comic strip and discuss about some text sentences' and the vocabulary, trying to find out the answers to the following questions. The students should be improved to participate.

MAIN GOAL:

Develop the reading skill and their critical thinking about the topic of the text. Start to focus on the grammar part.

ANSWER KEY:

1. Personal answers.
2. (2), (5), (3), (1), (4).
4. Personal answers.
5. (T) (T) (T) (F)
6. a) All sentences use the structure USED TO.
 - b) Yes, subject + used to + verb + complement.
 - c) Yes, they are.
 - d) About situations that happened in a certain time in the past, but not now.



TEACHER:

In this section, you're going to improve your students' listening skills using an original song from Coldplay, "Viva La Vida" (videoclip available on your online material). Inform the students to pay attention to the questions presented because they will need it afterward.

After watching it (if necessary, you can show the video twice), it is time to answer the questions presented before according to what they've watched. These activities can be in pairs or small groups. Be available to help the students if necessary.

They have to recognize the order of a part of the song, while they listen to it one more time. After that, they have to check the vocabulary of the song, in order to help them fill in the missed words. Again, you can use the Cambridge Free Dictionary for this activity.

MAIN GOAL:

Check the listening skill and their understanding about the main idea.

ANSWER KEY:

1. a) This happen in the past. b) About what he did in a certain time.
3. (2) (4) (1) (5) (3)
4. (E) (C) (A) (F) (D) (B)

GAVE ALONE EYES OLD KEY HEAR

REASON WORD DOORS BELIEVE HEAD WON'T

DO YOU KNOW:

In this chapter you're going to see some curiosities about the topic we're discussing. You can explain, look for more information or let the students find them. It's a good point to develop speaking.



LANGUAGE FILE

TEACHER:

In the Language File, we're going to focus on the grammar, and before showing the rules, discuss about what they understand and discover by now. After discussing, explain when we use USED TO and help them fill in the grammar chart.

MAIN GOAL:

Show the rules and how to form the affirmative, negative and interrogative with USED TO.

ANSWER KEY:

All are suggested answers:

1. All are about situations that happened in the past and now, anymore.
2. Yes, they are talking about good or bad memories and experiences they had.
3. They used USED TO to expresses these memories and feelings about the past.
 - a) No, because a lot of things happened from that day until now.
 - b) No, he doesn't exercise any more, and we can see that he is fat because of it.
 - c) No, because now, she accepted herself and the way she is, and she is happy now and it's not necessary to pretend.
 - d) Not frequently, nowadays kids like to play on computers, tablets and cell phones.
 - e) Personal answer.

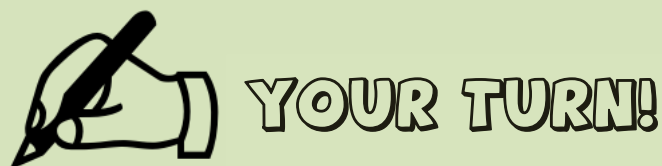
Now, help them fill this chart in:

When we want to talk about activities or situations that happened in the past but don't happen anymore, we use USED + TO.

To form the negative sentences we need DID + NOT + USE + TO.

And to create questions, it is simple, is DID + person + USE + TO.

The verb that comes after USED TO is in the INFINITIVE FORM.

**TEACHER:**

This section is where the student is going to practice everything taught in the sections above. You should explain the exercises and help them, be sure not to give the answer, but guide them in how to find it. They are encouraged to go back and review something that they could have missed.

MAIN GOAL:

Practice what they previously learned.

ANSWER KEY:

Personal answers.

DO YOU KNOW:

You can explain the topic that is related to the first text presented, look for more information or let the students find them. It's a good point to develop speaking.

**TEACHER:**

Now, you're going to help the student improve the speaking skill using the tips suggested and practice it in class. The box presented shows the correct pronunciation of USED TO.

In the second activity suggested it is students' time to speak and practice. We have some sentences from the previous texts and they have to practice the pronunciation as many time as necessary.

To finish this section, the students are going to listen to the words recorded and try to fill in the chart with the pronunciation (audio available online).

MAIN GOAL:

Improve the students' listening and speaking skills using the phonetic symbols to show them how easy it is to pronounce correctly.

Audio Transcription:

I bought a used car yesterday.

I used to dance all night long.

Mary used to study hard when she was young.

Dad gets another used cell phone for John.

My high school teacher used to sing for us.

Larry used this book at school last year.

I used to ride a bike when I was a kid.

He used to rule the world.

ANSWER KEY:

3.

/ju:zd/	/'ju:s·tu/
✓	
	✓
	✓
✓	
	✓
✓	
	✓
	✓



TALKING ABOUT IT...

TEACHER:

This section was created to develop critical thinking in the students and to improve and encourage them to point their ideas, including speaking and reading skills.

The first part is an open topic discussion about tolerance and prejudice from

some sources and a real story from a girl that have suffered prejudice at school. It is a good topic to show them that there is nothing to be afraid of and they have to speak with friends and family about it. The book also suggests some questions to be answered, but they can create their own questions and ask to the class.

After this discussion, they have to form pairs and present their opinions to the partner about what they already know. They should follow the **USEFUL LANGUAGE**. In this time, try to listen each group, and if it is extremely necessary, correct eventual mistakes.

MAIN GOAL:

Improve the speaking and reading skills and how to show an opinion.



GROUP WORK

TEACHER:

This section is for students to practice the writing skills and present to the class a solution for a problem. It is indicated to work in groups, and this can be done at home, as a homework or as an assignment to be evaluated. It is important to answer one of the questions suggested and follow the instructions.

They have to give a solution for the problem analyzing the picture and the situation proposed. They have to present and all group have to participate in this activity.

MAIN GOAL:

Put in practice what they learned and develop the writing skill.

**TEACHER:**

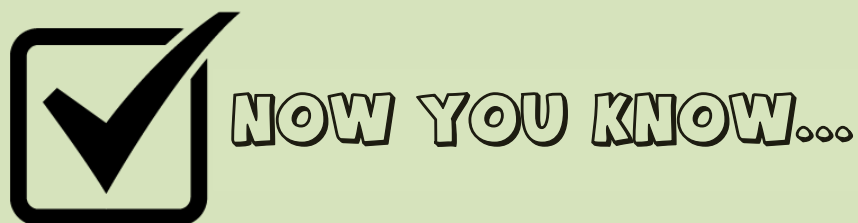
To conclude the unit, this activity proposes a creation of an answer using the vocabulary and structures they've learned. Again, it is necessary to follow some instructions, but they are encouraged to use their creativity.

In this activity, the students have to compare the picture proposed with what they know, it's allowed to search for more information, all about tolerance and prejudice and connect them with the past and today.

They have to write an answer for the president of the U.S., we can help them in any ways we think it is going to be positive.

MAIN GOAL:

Develop the writing skill through the creativity.

**TEACHER:**

This is especially for students to mediate what they learned and what they need to reinforce at home or in extra classes. The teacher should encourage them to be sincere and not to lie to themselves. It is a great opportunity to get a feedback for the teacher's work.

MAIN GOAL:

Show what they really learned and what they need to study more.

RATIONALE

When I was in high school I was inspired by some teachers and at the college, during my stage, I heard from these teachers that inspired me that I was crazy and being a teacher nowadays was insane.

That is why I became a teacher, more specifically, an English teacher because of my passion for the language, the belief to change the place I live, and maybe, the world. And that is the reason the actual scenario needs capable and open-minded professionals, and we need to find out the correct approaches when talking about teaching. Teaching is deeper than just giving them the information from their books. That is what PESSOA & FREITAS said in their text about “Challenges in Critical Language Teaching”. According to them,

[...] education should be committed to social justice, which means that teachers must not only teach the contents of a given subject, but also encourage students’ critical thinking so that they can be aware of oppression and learn how to fight against it. (PESSOA & FREITAS, p. 01, 2012)

For teaching the social nature of language it is necessary to work with oral and written genres, including elements that involve the learners in a communicative interaction. According to TENUITA & OLIVEIRA (2011), teaching a Foreign Language (FL) needs to involve a social, cultural and ideological contents, to be local and insert the student in real life situations. This academic work was developed for pre-intermediate students (B1, according the Common European Framework) for regular schools.

All sections of this essay was developed to encourage the students’ learning process by interaction with all resources available and with other people inside and outside the classroom. As FOSTER & OHTA (2005, p. 403) claimed, “Language development is essentially a social process. These approaches view mind as distributed and learning as something inter-mental, embedded in social interaction”.

In this view, knowledge is not owned solely by the learner, but is also a property of social settings and the interface between person and social context. Language development can be studied by examining distributed cognition—how a learner makes use of the L2 in interaction with other people and artifacts. (FOSTER & OHTA, 2005,

p. 403)

For LELOUP & PONTERO (2007) *apud* TENUTA & OLIVEIRA, “Listening is arguably the most important skill used for obtaining comprehensible input in one’s first language and in any subsequent languages. It is a pervasive communicative event”. Therefore, the listening skill is part of the communication process, that according to RAHMAN (2010), it is dynamic and interactive.

Involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. (RAHMAN, p. 02, 2010)

Thus, the **LISTENING** section is turned to sharpen the students’ ability to different materials available, like videos, songs, real conversations, bringing them to real life situations in order to better understand and discuss what they have learned. So they are able to receive the information, collect and transmit, producing the input (reception) into the output (production).

Speaking included frequent listening to English materials, such as listening to music, watching movies, listening to the radio, watching television programs, and accessing multimedia websites. Previous studies supported the finding that speaking and listening skills were usually intertwined in terms of language learning and development. (NOON-URA, 2008 *apud* BOONKIT, p. 1308, 2010)

However, we saw that the material has focused in developing the four skills, but the main objective is to establish the communicative approach. BOONKIT (2010) has already said in his article about oral skills - they are necessary for an effective communication in any language.

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. (BOONKIT, p. 1305, 2010)

In this context, many activities proposed in the **SPEAKING** section of these units require the oral production, based on pictures, opinions, background. Even if it is in a short way, the students are improved to show what they already know and what they have learned until that time. As RAHMAN (2010) stated, communication involves two or more agents in search for meaning and understanding, as an interactive process.

The **READING** parts, that are considered by ZAREMBA (2006) *apud* BOONKIT (p. 1306, 2010) as a receptive skill in language learning. The students are going to find authentic materials and exercises that will help them better understand the context and meaning by using resources available in class. According to GRABE & STOLLER, (2002, p. 19) *apud* ALKIALBI (p. 15, 2015), reading skills are “quite complex and they vary in numerous ways depending on tasks, motivations, goals and language abilities”.

This section has the purpose to allow the student’s comprehension starting from the pre, while and before reading, following the top-down & bottom-up process, that goes to the lower-level and higher-level processes.

The lower-level processes are lexical access (word recognition), syntactic parsing, semantic proposition formation and working memory activation. These processes represent the more automatic linguistic processes and are typically viewed as skills orientated. The higher-level processes include text model of comprehension, situation model of reader interpretation, background knowledge use and inferencing and executive control processes. They generally represent comprehension processes that make use of the reader’s background knowledge and inferencing skills. (GRABE & STOLLER, 2002, p. 19 *apud* ALKIALBI, p. 15, 2015)

In didactic books it is easy to find complex and large texts, with many exercises of interpretation, but this is not the point. They need to interact with the text and to be instigated to produce their own texts using different kinds of genres to develop themselves making them more confident and proficient in reading and writing ability.

The **GRAMMAR** section was taught in a different way, because it is known that grammar is important, otherwise, the language cannot exist. The focus in this essay is not just to show the rules, is to make the students learn and discover what the rules are from previous discussed topics and how to use them correctly in real life situations.

The communicative approach defined the aim of language learning as acquiring communicative ability, that is, the ability to use and

interpret meaning in real-life communication (Widdowson, 1978), not simply learning formal grammatical rules and structures. (NASSAJI & FOTOS, p. 08, 2011)

The structure is important, but it is also possible to call the learner's attention to process the forms. Using some task-based activities through the grammar, we allowed the student to participate in the learning process actively.

Last, but not least, we have the **WRITING** section that is one of the produced skills. Working with the writing ability, it is necessary to answer some questions before starting the production: who is going to write, who is going to read, what genre and for what. These questions could give the students a guide in how to start and what write.

According to the authors TENUITA & OLIVEIRA (2011), the process of writing should have steps as planning, production, review and, finally, rewritten. Then, students can write more than one time, and get involved with their production. Many times, we see that they feel uncomfortable and demotivated during any writing activity.

The diversity of genre working in class plays an important role in writing process, but it is more than just bringing different kinds of genre for class and expecting the students to produce brilliant texts about it. We should show them the main characteristics of each genre that we will work with, preparing and encouraging them to produce and to improve their knowledge.

In each unit it is possible to find a variety of activities that involves the writing skill. And there is a room for the teacher to evaluate this part carefully, because it is the writing part that the student will show what was taught in all chapter.

When it comes to language assessment, as teachers, we have to pay attention to the students' development, but also encourage their autonomy and give feedback, to show that they are progressing in the learning process.

Though feedback – both assessment and correction – can be very helpful during oral work, teachers should not deal with all oral production in the same way. Decisions about how to react to performance will depend upon the stage of the lesson, the activity, the type of mistake, and the particular students who is making the mistake. (HARMER, p. 104)

Besides that, the **TEACHER'S GUIDE** shows essential information on how to work in with section, what are allowed to do and how the teacher can help and improve the student's skills in a better and effective way.

These units were developed from an English teacher to other English teachers, to

help them realize that we can make the difference in our students' lives. Regardless of the approach we choose, it is possible to give our best, to improve and to call their attention to the importance of learning and speaking another language.

This paper was built applying all the knowledge acquired in this specialization program, created to give the most important information that a teacher in this technological world must know. Created by heart with the hope to give the insight to other people.

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