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Teaching English through Critical Thinking

Belo Horizonte

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

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Introduction

The teaching units presented in this work were developed based on the idea that learning a language is more likely to happen when learners need to communicate real meaning. The goal is to provide students with opportunities to use their natural strategies for language acquisition. This way, more emphasis on skills than systems is elicited, authentic materials are used and interaction is promoted.

The two units have connected themes, were devised for the same audience and may be taught in sequence. The units' topics were chosen concerning the students' ages (teenagers between 15 and 21) and their vulnerability to a common issue in all ages: stereotyping. It can be done by parents, teachers and peers. When teenagers are stereotyped, they might assume they have to fit some standards and may also get incapable to grow beyond society's limited labels.

Besides the age, the units "*Beauty Stereotypes*" and "*Labels Are For Jars*" were created having in mind students of English as second language at private language schools and on the Intermediate Level (Common European Framework B1). It was taken into account that at such level learners can produce texts on topics that they are familiar with or are of their personal interest. They are able to describe experiences, dreams, hopes and plans, what is also within the units.

Each unit is followed by a test booklet that is expected to be used as a way to check the students' learning of the units and a teacher's guide with instructions for the activities, answers and useful information for the teacher. The units were organized as with the following sections:

Let's get started: this section aims at introducing the topic through brainstorming activities that have as input the definition of a key word. It can be used as a warmer and should bring out students' background knowledge about what will be discussed and also provide them with new vocabulary that might be useful throughout the unit.

Reading: the central idea in this section is the development of the students' reading skills through a genre-based approach and the use of authentic texts. This way, it exposes

students to two different reading genres that are usually found online (infographics and web blogs), preceded by a pre reading task and followed by questions that require the use of different reading strategies. As an after reading activity, they are given the chance to expose their opinions about what was read. It is also in this section where the new vocabulary is mainly explored.

Language in use: extracts of the reading text are used in this section as a way to introduce the grammar topic to be explored in the unit. The grammatical functions of the underlined structures are elicited in the activities, making the students aware of their use before they are exposed to their form. The activities that follow the grammar notes give students the opportunity to practice what they have just learnt in a contextualized way.

Pronunciation tip: in this section, the grammar topic gets a brand new cover through its practice in a more natural way. With tips on either intonations (unit 2) or contractions, homophones, common confusions and rhymes (unit 1), students can better understand how language works and the important role pronunciation plays in communication.

Let's listen: the authentic materials used in this section were taken from the youtube. Considered as an important tool, the website provides the teacher with updated information and also allows the students to refer back to it at anytime and anywhere. The videos were chosen in order to promote discussions about the unit's topic and the activities were developed aiming the use of different listening strategies.
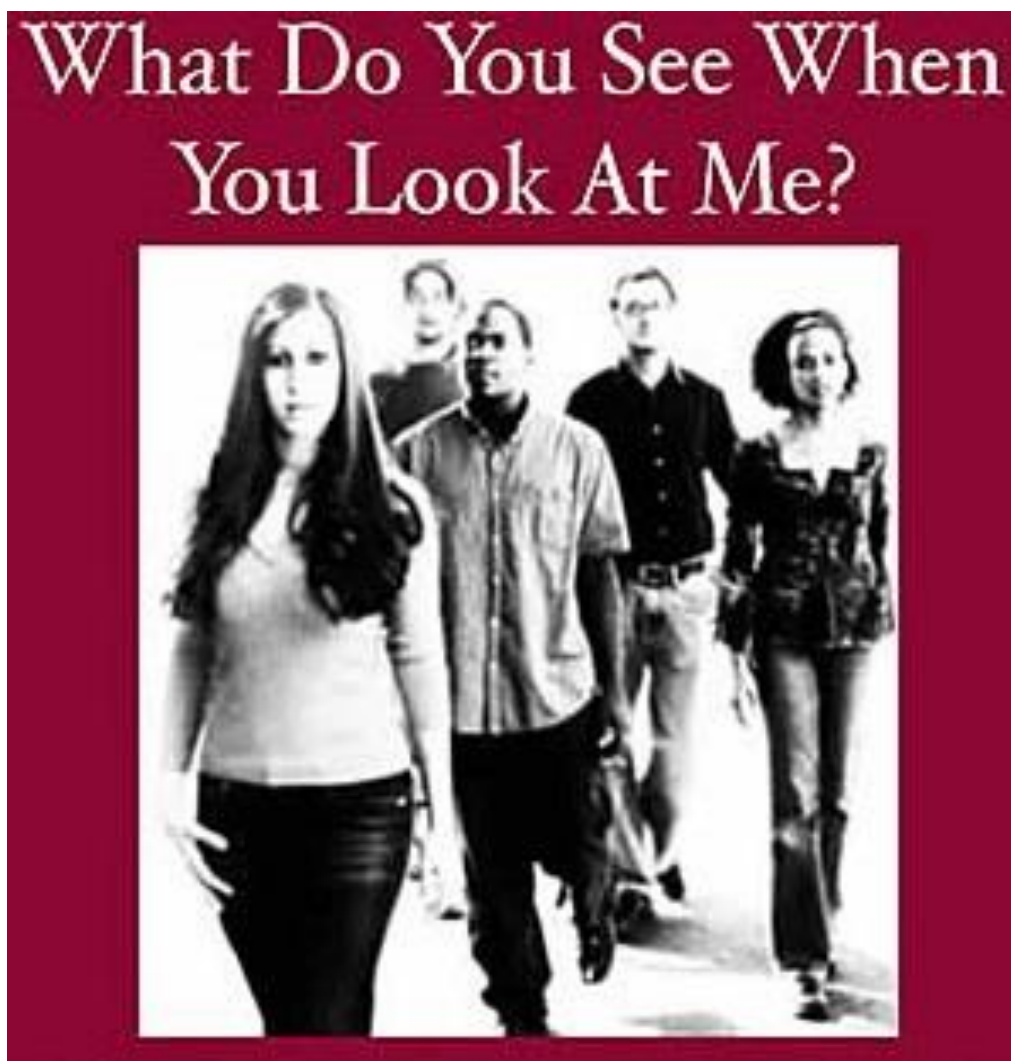
Let's talk: real-life talking is elicited in this section and students are provided with useful language related to the situation the conversation is taking place. Also, they are encouraged to express their opinion and give feedback to others.

Write it down: in order to accomplish the tasks in this section, students are led to refer to thematic information shared all over the unit added to the understanding of characteristics of the genre explored in the reading section.

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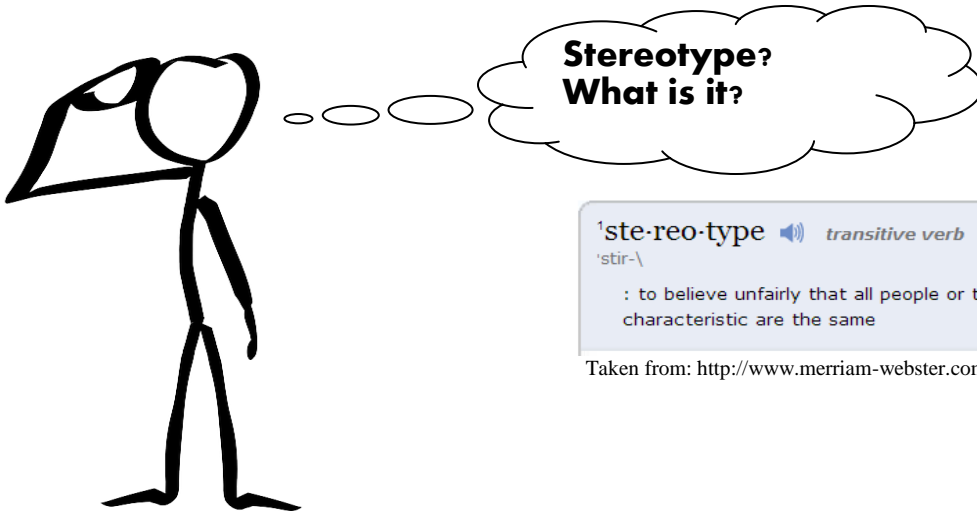
UNIT 1
Beauty stereotypes

Taken from: **http://cltampa.com/dailyloaf/archives/2009/05/04/review-stereotypes-in-america-at-studio620**

LET'S GET STARTED!

> **Stereotype?**
> **What is it?**

> ¹ste·reo·type 🔊 *transitive verb* \ˈster-ē-ə-ˌtīp, ˈstir-\
>
> : to believe unfairly that all people or things with a particular characteristic are the same

Taken from: http://www.merriam-webster.com/dictionary/stereotype

1.Based on the dictionary definition for "stereotype", discuss with a partner the messages below. Are they related to stereotypes? Why?

Muslims are not all terrorists

I can actually SEE you

MY HAIR IS REAL

I'll MARRY whoever I WANT.

I AM NOT A COLOR

I will NOT CUT YOUR GRASS

We're NOT All MEXICAN

Not all Asians are studious, have squinty eyes, and speak the same language.

I AM NOT WHITE TRASH

Taken from: gedaydream0.wordpress.com/category/uncategorized/

2.Take a look ate the picture below. Which of the dolls are you more familiar with?

3. In pairs or small groups, discuss the following questions:

- Are there differences between the two dolls? If yes, name some.

- In your opinion, would one of the dolls represent the body shape of an average 19-year-old girl? Why?

- Would you say that Barbie has affected what the "perfect" girl is supposed to have looked like since its founding in 1959? Justify your answer.

- Do you think Barbie may have created any stereotypes in our society? If your answer is affirmative, please give some examples.

4. As a class, share your findings.

READING!

Taken from: http://henningerconsulting.com/an-infographic-on-infographics/
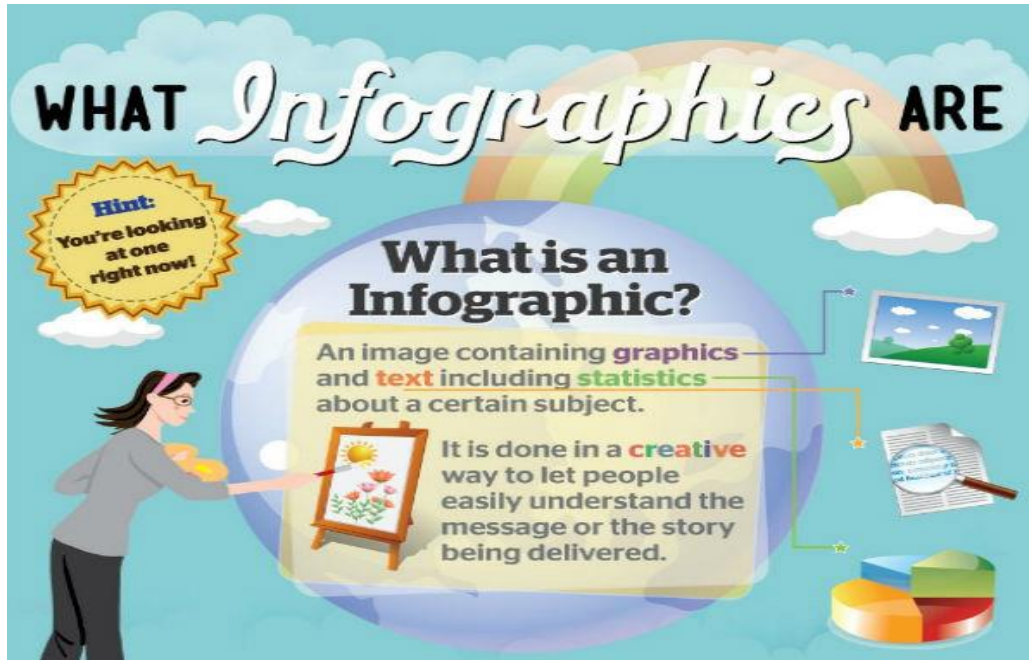
1- You are going to read an infographic taken from a magazine website. Talk to a partner and decide which features belong to an infographic:

( ) Data is showed.

( ) The viewer is induced to think about the substance rather than about methodology, graphic design, the technology of graphic production or something else.

( ) Many numbers are presented in a small space.

( ) Large data sets are coherent.

( ) The eye is encouraged to compare different pieces of data.

( ) Data is revealed at several levels of detail, from a broad overview to the fine structure.

( ) A reasonably clear purpose is served: description, exploration, tabulation or decoration.

2- Now, skim the text that follows and decide which of the features checked were found in the text and <u>underline them</u>.

Infographic: Is a Barbie Body Possible? How the Mattel doll shapes up against real women By Tim Nudd

May 1, 2013, 11:58 AM EDT

Is a Barbie Body Possible?

Our **photo-realistic** rendering shows just how bizarre a life-sized Barbie would actually look, and uncovers the **impossible physical proportions** of the doll idolized as perfection by so many.

Barbie vs. Real Women

	*Barbie	US Average
Head	22"	21 - 22"
Neck	9"	12 - 13"
Bust	32"	35 - 36"
Biceps	7"	10 - 11"
Forearms	6"	9 - 10"
Wrist	3.5"	6 - 7"
Waist	16"	32 - 34"
Hips	29"	37 - 38"
Thigh	16"	21 - 22"
Calf	11"	14 - 15"
Ankle	6"	8 - 9"

(Measurements complied from multiple sources and represent rough estimation. See Rehabs.com/Explore for details.)

Taken from: http://www.adweek.com/adfreak/infographic-barbie-body-possible-149069

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Barbie Up Close

Neck
With a neck twice as long and six inches thinner than the average woman, **Barbie would be incapable of lifting her head.**

Waist
With a 16 inch waist (smaller than her head) Barbie only has room for half a liver and a few inches of intestine.

Waist-Hip Ratio
Barbie has a waist-hip ratio of 0.56 - That means her waist measurement is exactly 56 percent of her hip circumference. The average woman has a WHR of 0.80.

Wrists
Don't ask Barbie to do any heavy lifting. With 3.5 inch wrists she would be completely incapable.

Legs
Barbie's legs are 50% longer than her arms. The average woman's legs are only 20% longer. They're also much thinner, at only 16 inches of girth.

Feet
With 6 inch ankles, a child's size 3 foot, and top heavy weight distribution, **Barbie would have to walk on all fours.**

Taken from: http://www.adweek.com/adfreak/infographic-barbie-body-possible-149069

3. Scan the text. Match the parts of the body to their corresponding pictures. Then, CIRCLE the most contrasting Barbie's body part if compared to a real woman, according to the text.
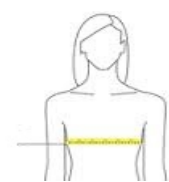
a) Forearms

b) Bust

c) Waist

d) Calf

( )   ( )   ( )   ( )

4. Based on the text, decide if the body part described belongs to Barbie or to Real women. Use B for Barbie and R for real women:

a) Hips: measure about 37 inches . ( )

b) Legs: 20% longer than the arms. ( )

c) Waist-hip ratio: 56% of her hip circumference. ( )

d) Feet: shoe size 3 . ( )

5. Mark true (T) or false (F) and justify the false ones:

a) (   ) The physical proportions of a life-sized Barbie seem to be normal.

_____.

b) ( ) Barbie's biceps are 3-4 inches thinner than real women's.

  _____.

c) ( ) The real women's measurements presented are derived from a unique source.

_____.

d) ( ) So many people idolize Barbie's body.

_____.

After reading

6. How would you answer the questions proposed in the text: " Is a Barbie's body possible?" Why?

_____

_____

_____.

LANGUAGE IN USE!

1. Take a look at these extracts from the text:

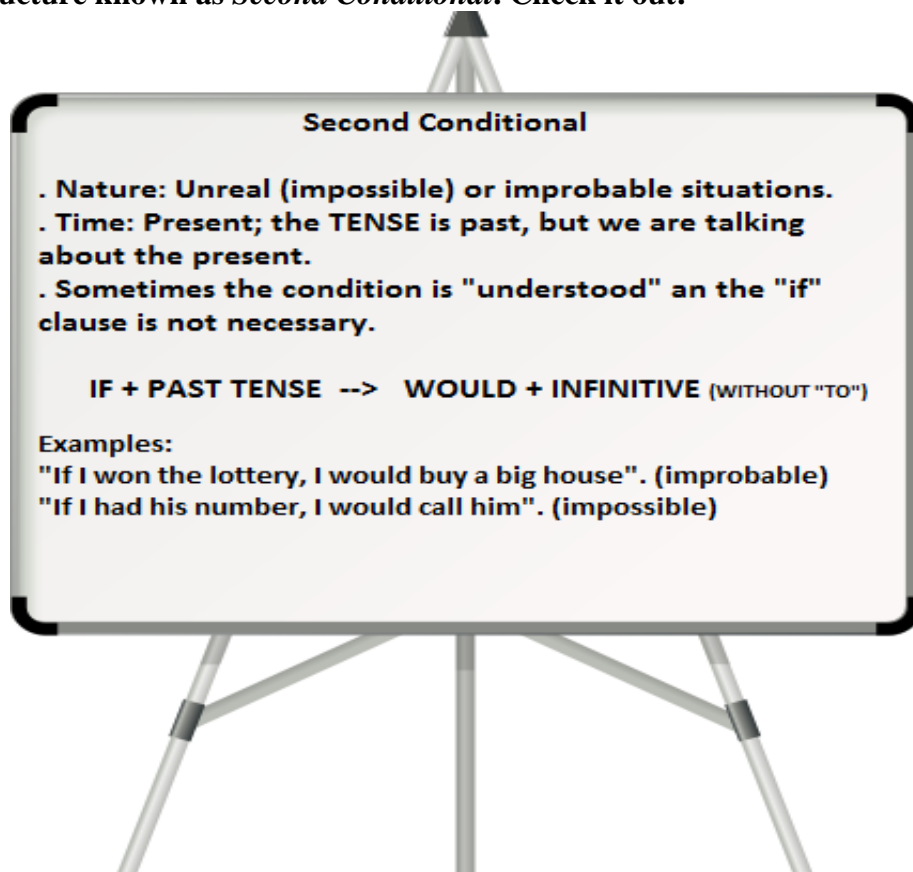"…Barbie <u>would</u> be incapable of lifting her head".
"…With 3.5 inch wrists she <u>would</u> be completely incapable to do any heavy lifting".
"…Barbie <u>would</u> have to walk on all fours".

2. Some of the uses of "would" are listed below. Check the option that is related to the use of "would" underlined in exercise 1.

( ) express narrative events in the past.
( ) express the conditional mood.
( ) express a polite request.

Grammar review: **The use of "would" discussed above is related to grammatical structure known as *Second Conditional*. Check it out:**

Second Conditional

. Nature: Unreal (impossible) or improbable situations.
. Time: Present; the TENSE is past, but we are talking about the present.
. Sometimes the condition is "understood" an the "if" clause is not necessary.

IF + PAST TENSE -->   WOULD + INFINITIVE (WITHOUT "TO")

Examples:
"If I won the lottery, I would buy a big house". (improbable)
"If I had his number, I would call him". (impossible)

3. Rewrite the conditional sentences from exercise 1. Add the conditional clause, making it related to the woman. Follow the example:

(neck) If a woman had a Barbie's neck, she would be incapable of lifting her head.

(wrists)_____

(feet)_____

PRONUNCIATION TIP!

1. **It's common to use "would" in its contracted form. Check the chart below to check its pronunciation and also homophones, common confusions and rhymes.**

Long form	Contraction	Pronunciation (number of syllables)	Homophones (same pronunciation)	Common confusions (different pronunciation)	Rhymes with
I would	**I'd**	|ide| (1)	eyed	id	cried/died
you would	**you'd**	|yood| (1)	-	jude (name)	food/renewed
he would	**he'd**	|heed| (1)	heed	hid/head/feed	feed/need
she would	**she'd**	|sheed| (1)	-	shed/seed	seed/he'd
it would	**it'd**	|itud| (2)	-	-	-
we had	**we'd**	|weed| (1)	weed	wed	he'd/she'd
they had	**they'd**	|theid| (1)	-	-	spade/paid

Taken from: http://www.englishclub.com/pronunciation/contractions.htm

2. In pairs, practice saying "would" in the sentences from exercise 3 in the contracted form.

Willing to know more about contracted forms pronunciation?
Check the websites out! You will practice, learn and have fun!
http://pronuncian.com/Lessons/Default.aspx?Lesson=133
http://www.englishclub.com/pronunciation/contractions.htm
http://www.youtube.com/watch?v=MzhjD-XrYjg

LET'S LISTEN!

1.Watch the video *"Beautiful People: Why We Think They're So Great"*. **Then, choose the alternative that represents the video's category:**
( ) Science and technology.
( ) Beauty and behavior.
( ) Politics and education.

Beautiful People: Why We Think They're So Great

Taken from: http://www.youtube.com/watch?v=7Mr2QC2gj5k

1. **Before you watch the video again, read the options and underline the key words. Then, watch the video again and choose ONE right answer for each question.**

a) **Positive personality trades are attributed to:**
( ) studies developed over the years
( ) people considered physically interesting
( ) people's kindness, integrity and intelligence

b) **The speaker considers unfair:**
( ) the fact that some people are beautiful
( ) that prettier people's personality is predictable
( ) the biological reasons behind the discussion

c) **As the silver foxes got more domesticated, they acquired:**
( ) less dangerous physical traits
( ) less weird faces
( ) less aggressive personality

d) **Is referred as a human's "leftover survival skill":**
( ) the world's variety of personal types of beauty
( ) the ability to be attracted to something less intimidating
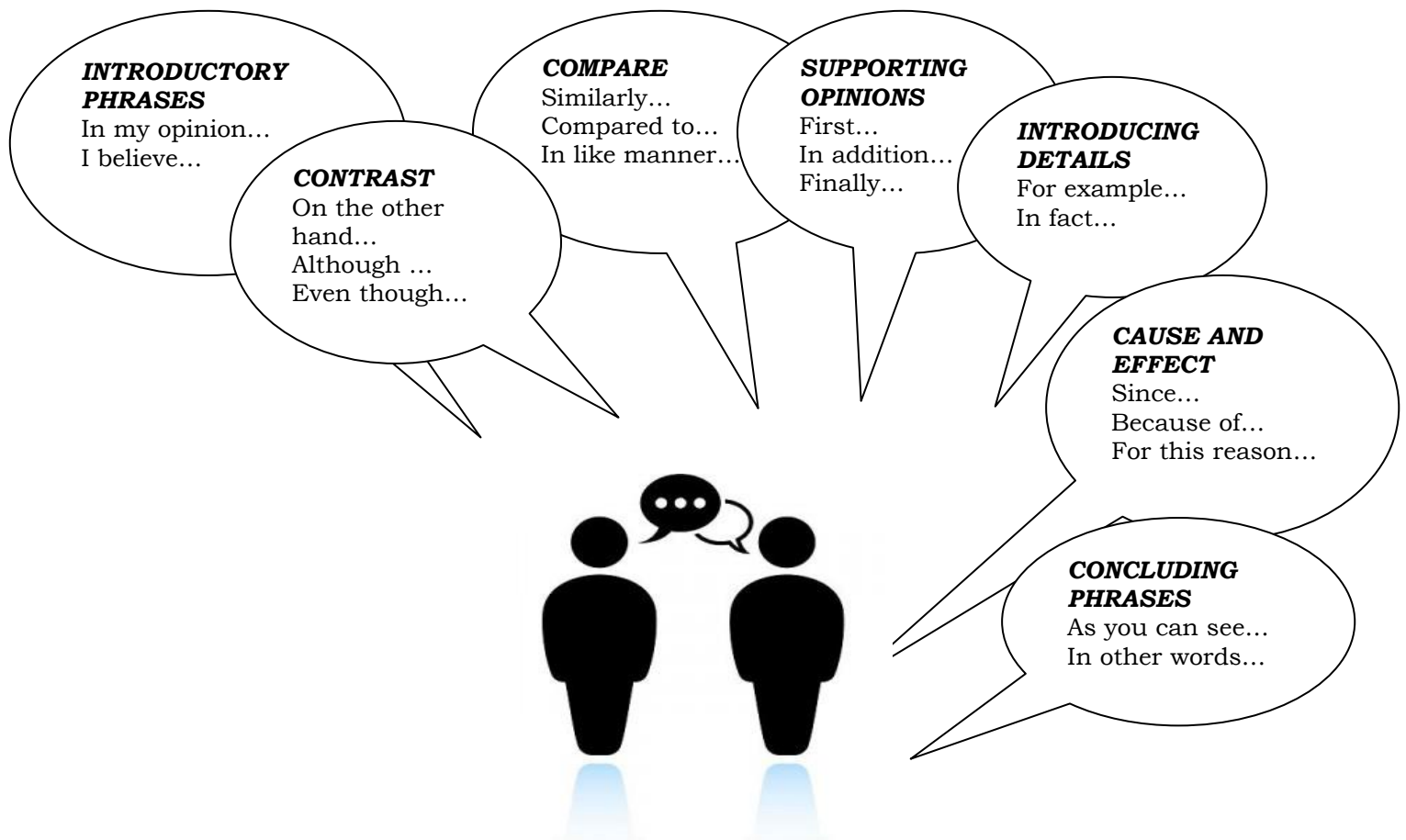( ) the existence of some traits that are attractive to the whole world

2. **Write down 1 (one) fact that proves the theory presented on the video is correct.**

_____
_____
_____
_____.

LET'S TALK!

1. **Think about the question proposed at the end of the video: "Do you automatically think highly of attractive people?" Share your YES/NO answer with the whole class.**

2. **Now, sit with a/some partner(s) with an opinion that diverges from yours. Use the information presented in the video and the chunks of language given below in order to persuade him/her/them. You are supposed to agree in only one answer.**
   By the end of the discussion, be prepared to:

   - Present the arguments you used to convince each other (without saying who they belong to).

   - Ask the class which of the answers they think was probably the one selected.

INTRODUCTORY PHRASES
In my opinion...
I believe...

CONTRAST
On the other hand...
Although ...
Even though...

COMPARE
Similarly...
Compared to...
In like manner...

SUPPORTING OPINIONS
First...
In addition...
Finally...

INTRODUCING DETAILS
For example...
In fact...

CAUSE AND EFFECT
Since...
Because of...
For this reason...

CONCLUDING PHRASES
As you can see...
In other words...

Whole class discussion: **How can we link the information shared above to our very first discussion on stereotypes (dolls)?**

WRITE IT DOWN!

Computer lab work

1. Create an infographic about the Unit Topic *"Beauty stereotypes".* **Use the ideas you shared in the** *Whole class discussion* **section. Also, check the instructions given in the infographic below:**

1. Read the text to answer questions 2, 3 and 4.

Taken from: http://misrepresentationofwomen.weebly.com/standards-of-beauty.html

2. Read the text and mark T (true) or F (false):

1 ( ) The project was developed to bring attention to Galia Slayen.
2 ( ) The project designer is concerned with the body image that the Barbie promotes.
3 ( ) Slayen wrote the article "Black Barbie and the Deep play of Difference".
4 ( ) Ducille believes that black Barbies are free of steretypes.

3. Check the sentence that is CORRECT according to the text:

1 ( ) A real woman would be healthy if she had the body measurements of a Barbie.
2 ( ) Slayan believes that Barbies don't influence the conception of beauty for girls.
3 ( ) The project developer thinks that Barbies represents multiculturalism.
4 ( ) For Ducille, dolls with different skin color and clothes still look like white Barbie.

4. The word _unattainable_ found in the text means:

1 ( ) impossible to be reached or achieved.
2 ( ) impossible to be understood.
3 ( ) impossible to be modified.
4 ( ) impossible to be found.

5. Label the parts of the body with the words in the box:

Hips	waist	wrist	forearm	calf	ankle	neck
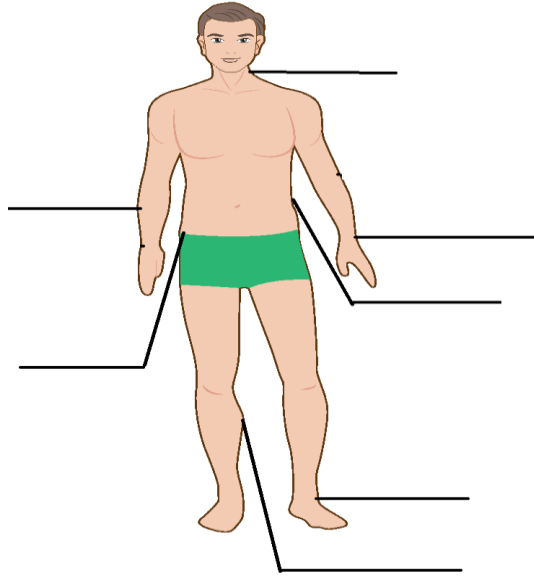
6. Watch the video and answer to questions 7 and 8:

Taken from: https://www.youtube.com/watch?v=f0tEcxLDDd4

7. It is NOT something any of the adults would change in their bodies:

( ) ears
( ) forehead
( ) mouth
( ) skin
( ) height
( ) face

8. Order from 1 to 6 the "changes" mentioned by the kids:

( ) teleportation in the body
( ) cheetah legs
( ) mermaid tail
( ) wings
( ) shark mouth
( ) extra pointy ears

9. Unscramble the words order to form second conditional sentences! Follow the example and find out what kids dream about!

1. fly   If   I   fly   would   a rainbow   I   could   touch
_____.

2. reach   would   If   the   cookie jar   I   were   taller   I
_____.

3. I   dad   a king   live   in a castle   my   were   If   I
_____.

4. would   If   my   dog   him   to school   take   him   could   talk   I
_____.

10. Write a paragraph with your own answer to the question from the video: "If you could change one thing about your body, what it would be"? Even if you don't want to change anything, don't forget to explain WHY.
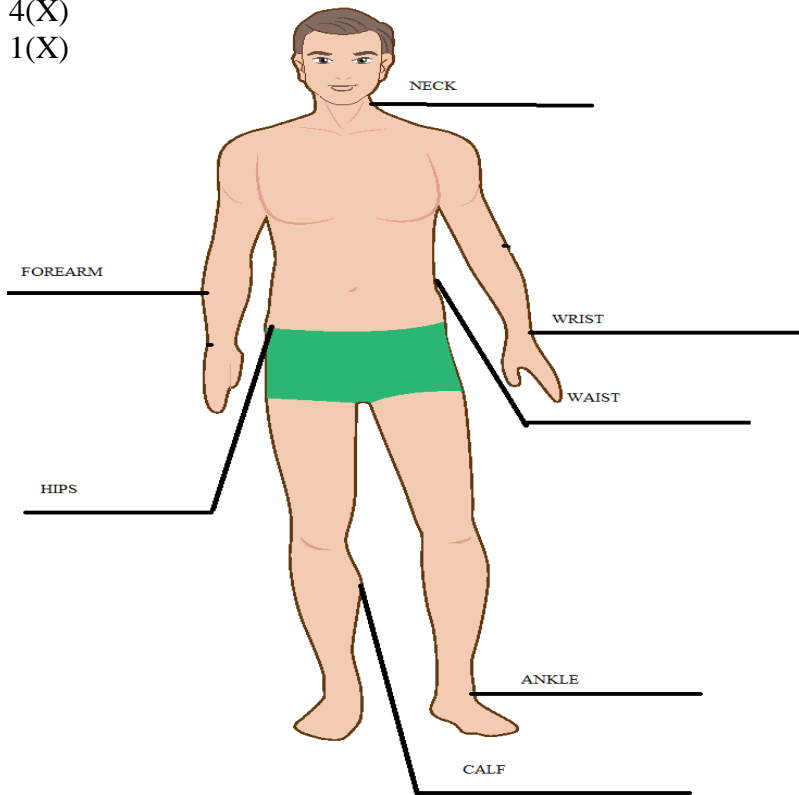
_____
_____
_____
_____
_____
_____
_____
_____.

11. Consequence chain:

Complete the sentence: "If I didn't have this class now I would…"
Then, have the classmate next to you continue the chain using your answer!

2. 1(F)   2(T)   3(F)   4(F)
3. 4(X)
4. 1(X)

5.

NECK

FOREARM

WRIST

WAIST

HIPS

ANKLE

CALF

7. (X) mouth

8.
(3) teleportation in the body
(5) cheetah legs
(1) mermaid tail
(6) wings
(2) shark mouth
(4) extra pointy ears

9.
1. If I could fly, I would touch a rainbow.

2. If I were taller, I would reach the cookie jar.

3. If my dad were a king, I would live in a castle.

4. If my dog could talk, I would take him to school.

10. Students' own answers.

11. Students' own answers

Class 1 (60 min)

LET'S GET STRATED! (25 min)

Brainstorm: What's a stereotype? (5 min)
Write the question on the board and elicit answers from the students. Make a brain map with their ideas.
Then, have them open their books and read the dictionary's definition.

Activity 1: Finding different stereotypes (8 min)
Have students discuss the pictures in pairs. Then, encourage them to share their ideas as a whole class.
Students' own answers.

Activities 2 and 3: Discussion (5 min)
Walk around the classroom to monitor the activity. Make sure all students are participating.
Students' own answers.

Activity 4: Whole class discussion (7 min)
Encourage all groups to share their ideas.
Students' own answers.

READING! (35 min)

Preparing to read: What's an infographic? (5 min)
Write the word "Infographic" on the board, then split it in half (info + graphic) and ask the class the meaning of each part. Then, have them read the infographic about infographics in their books.

Activity 1: Features of an Infographic – exploring genre (5 min)
In pairs, students decide which options belong to infographics.
Students' own answers.

Activity 2: Text skimming (8 min)
Students quickly read the infographic and underline the features on exercise 1 found in the text. Have each pair read one option underlined.
Answer: all options may be underlined.

Activity 3: Text scanning/Vocabulary (5 min)
Students look for specific information in the text and match the pictures to the words. Then, they circle the most contrasting part of the Barbie's body if compared to a real woman. Elicit answers aloud.
Answers: (d)   (c)   (a)   (b)
                Circle the *waist.*

Activity 4: Text scanning/Vocabulary (3 min)
Students use B for Barbie and R for real woman. Elicit answers aloud.
Answers: (R) (R) (B) (B)

Activity 5: Text comprehension (5 min)
Students mark T (true) or F (false) and justify the false ones. Check the answers aloud and
use the board to write down the justifications.
Answers:
a) (F)
Expected justification: *Barbie has impossible physical proportions.*
b) (T)
c) (F)
Expected justification: *Multiple sources were used.*
d) (T)

Activity 6: After reading (5 min)
Students write down an answer for the question: *Is a Barbie body possible? Why?*
(You may have the students do this activity as a homework assignment)
Students' own answers.

Class 2 (60 min)

LANGUAGE IN USE! (25 min)

Activity 1: Grammar in context (3 min)
Students read the extracts from the text. You may have them say the meaning of "would"
in each sentence.

Activity 2: Uses of "would" (7 min)
Students choose the option that explains the use of "would" in the previous exercise.
You may have them give an example for the other uses of "would".
Answer: Express the implicit conditional mood

Grammar review: **Explicit grammar – Second conditional (5 min)**
Students check the uses of the second conditional and its structure in the sentence. Elicit
the implicit conditional clause.

Activity 3: Grammar practice (10 min)
Students rewrite the sentences adding the second conditional that was implicit in the text.
Explain the example given, eliciting that they must make the sentences related to the
woman. Monitor the development of the activity. Use the board to write down the
answers.
Answers:
If a woman had a Barbie's wrists, she would be incapable to do any heavy lifting.
If a woman had a Barbie's feet, she would have to walk on all fours.

Activity 1: contracted form of "would" (15 min)
Students check the board for the pronunciation and also homophones, common confusions and rhymes. Have them read it aloud and use the dictionary/internet for any vocabulary doubts.

Activity 2: pronunciation practice (5 min)
Students practice saying the contracted form of "would" in the sentences from activity 3 (Grammar section).

Websites (15 min)
Go over the websites for more tips on pronunciation of some contracted forms. Have students practice the examples provided.

Class 3 (60 min)

LET'S LISTEN! (35 min)

Activity 1: listening for the main idea. (7 min)
Have students read the instructions for the activity and the options before listening.
After listening they choose the option that corresponds to the video's category. Make sure they won't worry about understanding every single word said in the video, but focus in finding one of the options presented in the exercise. Check the answer aloud or click on "read more".
Answer: Science and technology.

Activity 2: listening for specific purposes. (13 min)
Have students read the options and underline the most important words (key words) and predict synonymous that may be found in the video. They play the video again and ask students to choose one option for each question. Play again and pause if necessary.
Answers:
a) People considered physically interesting
b) That prettier people's personality is predictable
c) Less dangerous physical traits
d) The ability to be attracted to something less intimidating

Activity 3: Listening and writing (15 min)
Play the video again and encourage students to find one evidence that proves the theory presented in the video. They may use their own words to explain it.
Possible answers:
. *As the foxes got more domesticated, as they got friendlier, they also seemed to acquire more physical traits related to cuteness.*
. *Friendless in silver foxes is connected to genes that control the hypothalamus, pituitary and adrenal glands, which all modulate fear and aggression.*
. *Because humans have much more complex brains and thought processes than we did in the wild, those attractive traits don't really correlate to anything, anymore.*

Activity 1: Think and share (5 min)
Students think about the question proposed by the end of the video: "Do you automatically think highly of attractive people?" and then share their yes/no answer with the class. Make sure they won't explain their answer yet.
Students' own answers.

Activity 2: Language of persuasion (20 min)
Divide the class in small groups of people with different opinions. Have them use the chuncks of language given and the information from the video in order to persuade each other. They must agree in one answer. Monitor them to make sure everybody is sharing opinios.
After that, one person from each group will present the arguments used to convince each other (without saying who they belong to). Finally, the class will guess which of the answers they think was probably the one they selected.
Students' own answers.

Class 4 (60 min)

Whole class discussion (10 min)
Have students link the discussion promoted at **LET'S TALK** section to our very first discussion on stereotypes (dolls).

WRITE IT DOWN! (50 min)

Activity 1: Computer lab work

Pair activity. Students create an infographic about the Unit Topic *"Beauty stereotypes"*. Have them refer to the pre-reading activity in the Reading section. Also, let them know they are expected to use the information shared in the Listening and Speaking parts.
After that, introduce them the website they are supposed to use to make their infographics. They may use another one if preferred.
At the computer lab, they will register at the website and agree on the information they want to include in the infographic. Monitor the development of the task, helping them with the tools for writing and editing, if necessary. Also, remind them to include data from the Unit's sections.
Also, provide students with the opportunity to share they work online so they can receive and give feedback on others' infographic. Besides that, give them the chance to revise and, if necessary, rewrite their texts.

Video: Beautiful people: Why we think they are so great?

I'm a sucker for a pretty face. Actually we all are. Why is that?

Anthony here for D news and over and over study show that humans seem to attribute positive personality traits to physically attractive people. Integrity, intelligence, kindness, we just think that prettier people have those things by the default, whether we realize it or not.

It seems unfair. And it is. But there's some sort of biological reason for it. A recent published study from Cambridge University wanted to find out just that. They selectively bred silver foxes for 20 years based on how friendly they were towards humans. And with each generation they got and more domesticated. And as they got more domesticated, as they got friendlier, they also seemed to acquire more physical traits that would best be scientifically described as … Oh, look at their adorable little faces. Rounder scowls, smaller noses, shorter muzzles, flatter faces…
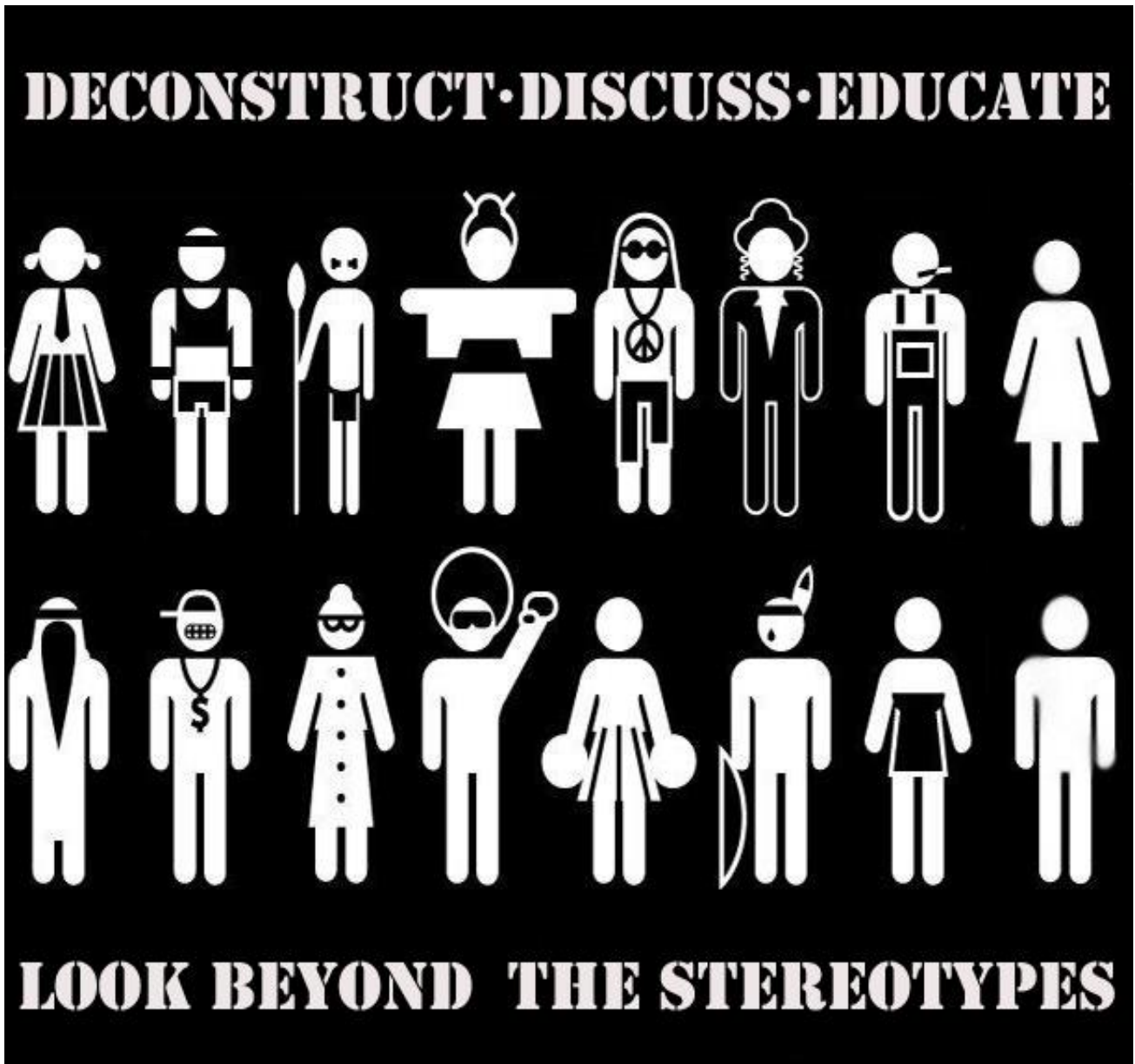It turns out that friendless in silver foxes is connected to genes that control the hypothalamus, pituitary and adrenal glands, which all modulate fear and aggression. And as those genes changed, the physical features that are responsible for, changed too. So, what does that mean? It means that we associate cuteness or attractiveness with physical traits that also mean something is less dangerous, it is a survival thing. We know to be attracted to something that is less likely to tear our trots out. Handy!

Now, in humans the idea of beauty changes from culture to culture and everybody has their personal type. But, there are some trades which have been found to be attractive to the majority of the world. And it could be that we not just wired to find those things attractive, we are wired to find those things attractive because we are also wired to find them safe. It's one of those leftover survival skills that actually hinder us in day to day life. Because humans have much more complex brains and thought processes than we did in the wild, those attractive traits don't really correlate to anything, anymore.

You know, I basically avert my eyes from pretty people and just give them whatever they ask for, as I stammer out a thank you to them for allowing me to be in their presence. How about you? Do you automatically think highly of attractive people? What's wrong with us? Let me know in the comments and subscribe for more D news.
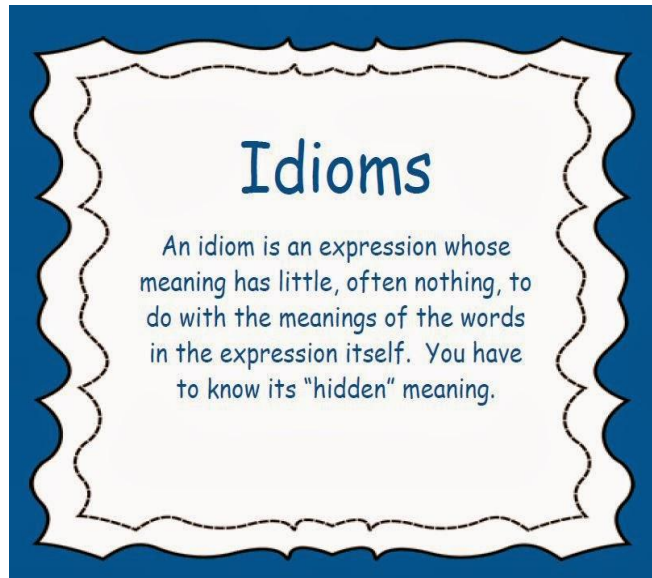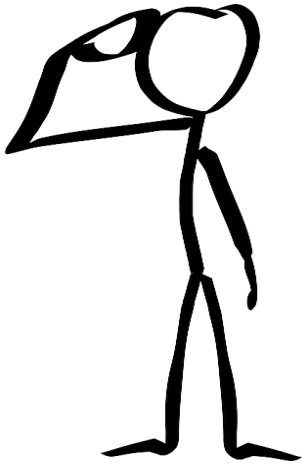
UNIT 2
Labels are for jars

DECONSTRUCT·DISCUSS·EDUCATE

LOOK BEYOND THE STEREOTYPES

Taken from: http://dreamers-chronicles.blogspot.com.br/2012/07/of-generalizationsassumptions-and.html

LET'S GET STARTED!

Idiom?
What is it?

Idioms

An idiom is an expression whose meaning has little, often nothing, to do with the meanings of the words in the expression itself. You have to know its "hidden" meaning.

Taken from: **http://speechuniverse.blogspot.com.br/2013/03/secret-code-idioms.html**

1. In pairs, try to guess the "hidden" meaning of idioms in the pictures below. Then, share your guesses with the class.

label jars ...not people

DON'T JUDGE A BOOK BY ITS COVER

WALK IN SOMEONE ELSE'S SHOES.
thingsweforget-blogspot.com

Images taken from: http://www.inclusivelife.org/labels-are-for-jars/ http://wavepath.wordpress.com/tag/communications/
http://bankingbeyondbranches.com/2011/11/09/are-you-selling-a-blue-or-orange-product-sociocentric-activities-for-branchless-banking/
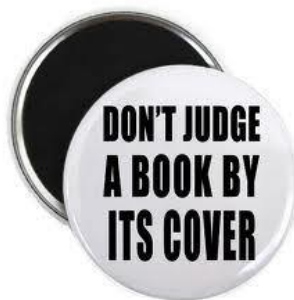
2. Can you think of other idioms (either in English or in your language)? Share them with the class.

READING!

Preparing to read: *categorizing a blog's post*

1. Take a look at the chart below, it presents the most common categories for blogs' posts according to Google Index. Which of them are you interested in? Share your preferences with the class.
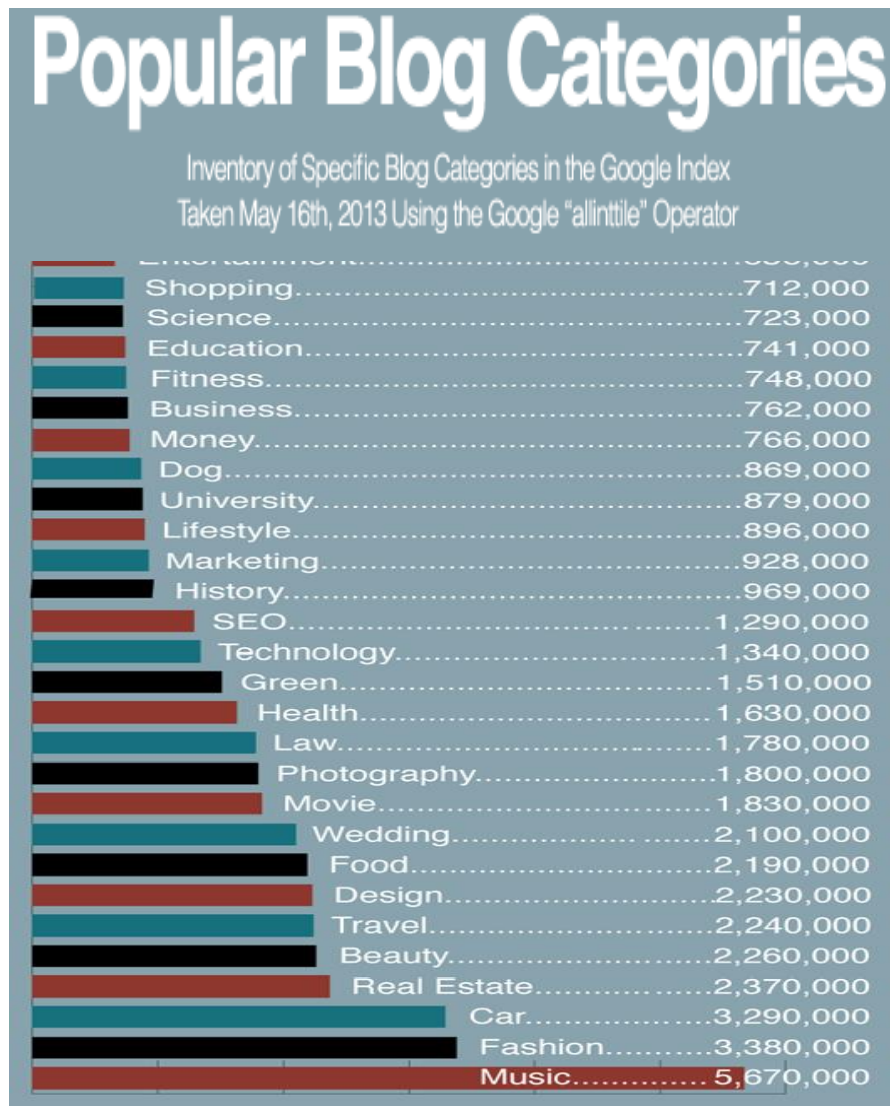

Popular Blog Categories

Inventory of Specific Blog Categories in the Google Index
Taken May 16th, 2013 Using the Google "allinttile" Operator

Category	Count
Shopping	712,000
Science	723,000
Education	741,000
Fitness	748,000
Business	762,000
Money	766,000
Dog	869,000
University	879,000
Lifestyle	896,000
Marketing	928,000
History	969,000
SEO	1,290,000
Technology	1,340,000
Green	1,510,000
Health	1,630,000
Law	1,780,000
Photography	1,800,000
Movie	1,830,000
Wedding	2,100,000
Food	2,190,000
Design	2,230,000
Travel	2,240,000
Beauty	2,260,000
Real Estate	2,370,000
Car	3,290,000
Fashion	3,380,000
Music	5,670,000

Taken from: http://www.wpvirtuoso.com/43-most-popular-blog-category-topics/

2. The blog's article (also known as "post") that follows is uncategorized. Skim it and then circle the category from exercise 1 that represents the post.

Search this site...   GO

Hey there! Thanks for dropping by terryhuynhmanagementblog! Take a look around and grab the RSS feed to stay updated. See you around!

terryhuynhmanagementblog

Just another WordPress.com site

Uncategorized

5 Steps on How to Overcome a Stereotype

Filed under: Uncategorized — Leave a comment   June 1, 2011

Stereotyping is defined as judging someone on the basis of our perception of the group to which a person belongs to. These are generalizations we rely on every day to help us make decisions quickly.

The world is filled with many stereotypes and misconceptions about people based on race, gender, religion, politics, and ideologies. It is difficult in overcoming or redefining a stereotype. Here are some suggestions on helping to eliminate stereotyping.

1. Begin by examining the stereotype and ask "Why?" If we can see that a stereotype is based on wrongly held assumptions, we can take away the power of the stereotype.

2. Evaluate the reasons for the power of the stereotype. For example, is the stereotype powerful because it is based on differences? Most stereotypes are based in the miscomprehension over not understanding other people and ideas.

3. Encourage acceptance of differences rather than demonizing differences. We are all products of our environment, with different upbringings and backgrounds. When we accept these differences, we overcome and redefine stereotypes.

4. Think "outside the box". Just because everyone may believe in a certain way, that does not make it right. We must look at things from multiple perspectives.

5. Check your own ideas about people who are different than you. Think about the kinds of stereotypes you place on others.

Recent entries

Are Leaders Born or Made?

John Kotter's 8 Steps of Leading Change

Authenticity vs. Authentic Leadership

Ethical Leadership in "Remember the Titans"

The Trait Theory of Leadership

Four Types of Communication

Performance Management and Appraisals

Do Incentives Motivate Workers?

How to Praise Your Employees

The "Multigenerational" Workplace

Browse popular tags

Meta

Register

Log in

Entries RSS

Comments RSS

Follow

Follow

3. Some of the most common parts of a blog are listed below. Scan the text and match them to the extracts:

a) Blog header

b) Recent articles

c) Blog content

d) Blog search

e) Blog article title

(   ) *5 Steps on How to Overcome a Stereotype*

(   ) *Are leaders born or made?*

(   ) *Search this site… (GO)*

(   )*Terryhuynhmanagemmentblog – Just another WordPress.com site*

(   )*"Stereotyping is defined as judging someone…"*

4. Match the verbs taken from the blog to their definitions*:

a) (to) drop by

b) (to) grab

c) (to) rely on

d) (to) overcome

(   ) *to need/trust someone or something.*
(   ) *to deal with and control a problem or a feeling.*
(   ) *to visit someone for a short time, usually without arranging it before.*
(   ) *to quickly take the opportunity to get, use, or enjoy something.*

*Definitions taken from:
http://dictionary.cambridge.org/us/spellcheck/englishportuguese/?q=to+place+something+on+someone

5. Which of the following suggestions to overcome stereotypes was NOT mentioned in the text:

( ) Be willing to talk to others about differences.
( ) Ask yourself the reason for the stereotype.
( ) Be open to accept that people are not uniform.
( ) Reflect on the stereotypes you place on other people.

6. The expression "think outside the box" used in the text can be replaced with:

a) ( ) Be gentle.
b) ( ) Be careful.
c) ( ) Be honest.
d) ( ) Be original.

After reading

7. Were the suggestions provided in the article useful for you? Rate them from 0 (zero) – not useful to 5 (five) - very useful.

( ) 0   ( ) 1   ( ) 2   ( ) 3   ( ) 4   ( ) 5

LANGUAGE IN USE!

1. Read the extract from the text and notice that the underlined verbs are in the IMPERATIVE FORM:

 "<u>Begin</u> by examining the stereotype and <u>ask</u> "Why?".

The main uses of the imperative form are listed below. Check the option that represents the use of imperative form in the extract above (refer to the text again, if necessary):

a) ( ) Give an order.
b) ( ) Give a warning.
c) ( ) Give an advice.
d) ( ) Make a request.

2. Find in the text 4 other verbs that were used with the same purpose as checked in exercise 2. List them below:
_____
_____
_____.

Grammar note:

. To form the **imperative**, use the *infinitive form of the verb without "to."*

. To make a negative imperative, *put "do not" or "don't" in front of the verb*.

. The **imperative** is formed the same for all subjects (you, he, we, they), but you can include yourself in the imperative by adding "Let's," as in, "**Let's go** for a swim."

. If you want to be more polite when using an **imperative**, just add "please." For example, "**Please leave** me alone. I'm trying to learn English!"

. **Always** and **never** may be added to imperatives to state always-true situations. These adverbs of frequency must *come before* the verb.

3. Practice using imperatives by reordering the sentences:

a) label   Don't   people
_____.
b) work   to stop   stereotyping   Let's   together
_____.
c) avoid   that   words   Please,   hurt
_____.
d) thoughts   never   don't agree   with   Never   reproduce   you
_____.

PRONUNCIATION TIP!

Intonation with Imperatives:

1) Read the chart. In pairs, practice saying the sentences from activity 2 at "Language in use!" section with the appropriate intonation.

Imperatives in Orders	Imperatives in Warnings	Imperatives in Advice
Adults do not usually give each other orders, unless they are in a position of authority. The intonation of an order is important**: each word is stressed, and the tone falls at the end of the sentence:** "*Sit down now*!" ('Sit', 'down' and 'now' are all stressed, and the tone falls on 'now'.)	You can use the imperative to warn someone of danger. **All the words in the warning are stressed, but the last word has a higher tone** than the first word: "Watch *out*!" "Look *out!*" "Don't *cross*!"	When you give advice using the imperative, the words are **stressed normally**: "Eat an apple – it's much better for you than a biscuit!" "Don't tell him you're resigning now! Wait until Monday when he's in a better mood."

Read more on: http://www.english-at-home.com/grammar/imperative-form/

LET'S LISTEN!

1. You're going to watch a video of two people that don't know each other. Watch the first part of the video and mark the option that describes *what the man expects to hear*.

( ) That the woman is American.
( ) That the woman is foreign.

Taken from: https://www.youtube.com/watch?v=XUO59Emi3eo

2. Watch the rest of the video. Did the woman's answer meet the man's expectations? Why? Share your findings with the class.

3. Watch the full video. Complete the board according to the example:

San Diego	*The woman's hometown*
Orange County	
Seoul	
San Francisco	
England	

After listening

4. In pairs, decide on a title for the video.

_____.

LET'S TALK!

1. Work in pairs. Role-play the situation showed in the video from the previous lesson, but this time, both man and woman will have a conversation free of stereotypes.

As the man, make sure you will:	As the woman, make sure you will:
• Know her name, hometown and the city she was born; • Compliment any feature of her appearance; • Know what kind of food she likes; • Ask her out for dinner; And, mainly, get to know all that without stereotyping her!	• Also know his name, hometown and the city he was born; • Appreciate his compliment and compliment back; • Tell him the food you like; • Accept or not his invitation (if not, say why); And, mainly, avoid stereotyping him!

WRITE IT DOWN!

1. You have seen this advertisement in a blog for young people:

Write a blog's article about how to stop stereotyping in your school. Say what stereotypes are, their main types and how to avoid them.

The writer of the best article will win a laptop computer.

KEEP CALM AND STOP STEREOTYPING

As writing an article, don't forget to:	Useful language
Think of an interesting title;	
Try to involve your reader directly (eg. by using a question or by using informal language);	*Have you ever heard of…?* *I'm sure you'll agree…*
Develop well your points;	*Let's start with…* *A good example is…* *Besides that…*
Express your opinion;	*I think that/ In my opinion…* *It seems to me that…*
Finish by summarizing you main point and giving your opinion or expressing your feelings.	*All these things considered, I believe that…* *In conclusion, the facts suggest that…*

TIPS!
Try to write directly to the reader for maximum impact.
Use imperatives when giving advice on how to avoid stereotyping.

Write your article.

1. **Find the verbs described below in the word search:**

Word Search - Verbs

- *to need/trust someone or something.(5 letters)*
- *to deal with and control a problem or a feeling. (7 letters)*
- *to visit someone for a short time, usually without arranging it before.(6 letters)*
- *to quickly take the opportunity to get, use, or enjoy something. (4 letters)*

```
Y  H  W  Y  N  X  Z  Y  T  V
S  P  R  O  C  Z  D  P  G  B
E  M  O  C  R  E  V  O  N  J
W  Y  W  F  F  Q  B  U  O  F
M  K  B  Z  H  A  K  G  Y  V
R  O  H  P  R  P  A  W  L  M
Z  M  A  G  O  O  D  T  E  A
M  A  M  Y  S  R  Q  X  R  B
E  V  V  G  E  G  D  N  M  S
N  M  O  X  T  R  M  V  E  U
```

2. Complete the rules for imperatives with the words in the box. Then match the sentences to the rules used to form them:

Please	Let's	negative	infinitive	before

a) Use the _____ form of the verb without "to."
b) To make a _____ imperative, put "do not" or "don't" in front of the verb
c) You can include yourself in the imperative by adding "_____"
d) If you want to be more polite when using an imperative, just add "_____".
e) Always and never may be added to imperatives to state always-true situations. These adverbs of frequency must come _____ the verb.

(   ) Be more aware of comments that stereotype other people.
(   ) Let's increase exposure to people in groups who are often stereotyped.
(   ) Don't stereotype yourself.
(   ) Please, give people a chance!
(   ) Always put yourself in others' shoes.

3. Read the text and answer questions 4 and 5.

Pink and Purple: Blogging for LGBTQ Families Day

June 2, 2014 by labelsareforjars

My daughter's favorite colors right now are pink and purple. Fine by me.

My son's favorite color right now is purple. Fine by me.

Though these choices have remained static for both of them for a while, they could very well change tomorrow to something like yellow and green or blue or silver or teal.

Great! Perfect!

Because...they are colors. Favorites. Whims. They mean nothing at all. To me.

Yet, to others, they mean so much. My daughter likes pink and purple. Obvious choices, think many people. And, that must mean that she also likes princesses, and dress up, and baby dolls, and sparkly things. And, while she likes many of those things, she also likes climbing and rough housing and SWIMMING, perhaps most of all. One preference indicates nothing about her, really.

My son likes purple. Strange and unacceptable choice, think many people. That must also mean....so many things about him. But, like my daughter, one preference indicates nothing about him, really.

Why is it okay, still, to assume things about my son — and about the parents who are raising him — based on his color preferences. Really?!? I sit here writing this post realizing that I asked many of the same questions over six years ago when I started this blog. Colors are for everyone. Colors mean nothing. Colors are....colors. My mantra. Our mantra. And yet, so very hard for so many folks to wrap their heads around.

Ours is a family created out of love. And we love each and every ounce and preference of our kids, whether "outsiders" see their preferences and interests and habits — and our family as a whole — as normative or not (either way is of no matter to me). To me, the best thing we can do for each other, as a family, and for the world, is to love. To love hard, and deep, and passionately — to love ALL of it.

Taken from: http://labelsareforjars.wordpress.com/2014/06/02/pink-and-purple-blogging-for-lgbtq-families-day/

4. Check correct option:

a. ( ) The text was written in July.

b. ( ) The recent articles are not available.

c. ( ) The title is unknown.

d. ( ) The text is a blog's post.

5. Answer the questions:

a) Are colors meaningful to the author? Justify your answers using words from the text.

_____

_____

_____.

b) What are the daughters' and son's favorite colors? What do such choices mean to many people, according to the author?

_____

_____

_____.

c) What's the author's mantra?

_____

_____.

d) In the author's opinion, what verb describes the best thing we can do to each other as a family?

_____.

6. Watch the video and answer questions 7 and 8.

Taken from: https://www.youtube.com/watch?v=Jbcr23KerV4

7. Check the option that DOES NOT define stereotyping:

a. ( ) Define an individual according to its class or category.
b. ( ) Consider that an individual is like the rest of a specific kind.
c. ( ) Assume that certain people act, fell and do things the same way.
d. ( ) Take into account the big picture of the individual.

8. List the 3 (three) kinds of stereotypes mentioned:

_____

_____

_____

9. Write a short paragraph followed by a list of tips on how to avoid stereotyping. The paragraph is expected to explain what stereotypes are, why we should avoid them and your own ideas. The list must contain at least 5 imperative sentences.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____.

10. Discuss with a partner the meaning of one of the imperative sentences below and how it is related to stereotypes.

1.

Word Search - Verbs

2.

a) infinitive	(a)
b) negative	(c)
c) Let's	(b)
d) Please	(d)
e) before	(e)

4.
d) (x)

5.

a)No. Possible answers: "They mean nothing at all. To me"
"Colors are for everyone. Color means nothing"

b) Daughter: pink and purple. Son: purple. The daughter's option is obvious and the son's options is strange and unacceptable.

c) That colors are for everyone and mean nothing.

d) Love.

7.
d. (x)

8.
Old people
Gay people
College professors

9 and 10: Student's own answers

Class 1 (60 min)

LET'S GET STRATED! (15 min)

Have students read the definition for idioms. **(2 min)**

Activity 1: Think and share (8 min)
Students read the idioms and try to guess their meaning, then they share with the class. Have them take notes of the answers.
Answers:
Label jars, not people: means it's OK to put a description on a jar so you know what's inside (a *label*), but it's not okay to judge people by attaching a *label*, or description to them.
Don't judge a book by its cover: means that you should not decide upon something based just on outward appearances.
Walk in someone's shoes: means that you should try to understand someone before criticising them.

Activity 2: other idioms
Students share other idioms they already know.
Students' own answers.

READING! (45 min)

Activity 1: preparing to read (5 min)
Students check the chart with the most popular blogs' posts categories. They also share their own preferences with the class.
Note: SEO (search engine optimization) is the process of choosing targeted keyword and phrases related to a website intended to improve the ranking of the website in search results from search engines.
Definition taken from the Babylon dictionary

Activity 2: skimming (10 min)
Students read the text quickly to find which of the blogs' categories from activity 1 represents the post. Have them circle the category in the chart. Answers may vary.
Expected answer: lifestyle
Possible answer: education

Activity 3: scanning (5 min)
Students scan the text and match the parts of a blog to the extracts. Check the answers aloud.
Answers:
(e) 5 Steps on How to Overcome a Stereotype

(b) Are leaders born or made?

(d) Search this site… (GO)

(a)Terryhuynhmanagemmentblog – Just another WordPress.com site

(c)"Stereotyping is defined as judging someone…"

Activity 4: vocabulary –verbs (5 min)
Students match the verbs taken from the blog to their definitions. Encourage them to refer to the text so they can infer the meanings by the context. Have them say the answers aloud.
Answer:
(c) to need/trust someone or something.
(d) to deal with and control a problem or a feeling.
(a) to visit someone for a short time, usually without arranging it before.
(b) to quickly take the opportunity to get, use, or enjoy something.

Activity 5: multiple-choice (5 min)
Students choose the option NOT mentioned in the text.
Answer: Be willing to talk to others about differences.

Activity 6: idiom (5 min)
Students find a synonymous to the expression "think outside the box".
Answer: Be original

Activity 7: after reading (10 min)
Have students decide how useful for them were the suggestions provided in the text.
You may have them share them answers aloud or compare with a partner.
Students' own answers.

Class 2 (60 min)

LANGUAGE IN USE (25 min)

Activity 1: Uses of imperatives (5 min)
Students read the extract and check the option that represents the use of imperative form in the extract. Read the options aloud and elicit that they represent different uses of imperatives. Have them refer to the text again to notice the use of imperatives in context.
Answer: Give an advice

Activity 2: recognizing the structure (10 min)
Students look for 4 other verbs that were used to give advice in the text. Encourage them to write the verbs in context (complete sentences). Ask them to compare their answers with a partner. Check the answers aloud.
Answers:
Evaluate the reasons for the power of the stereotype.

Check your own ideas about people who are different than you.

Encourage acceptances of differences.

Think about the kinds of stereotypes you place on others.

Think outside the box.

Grammar note (5 min)
Read it aloud, eliciting examples for each point.

Activity 3: grammar practice (5 min)
Students reorder the sentences and find imperatives. Check the answers aloud and elicit the rules applied in each sentence by using the previous chart (grammar note).

Answers: a) Don't label people.
          b) Let's work together to stop stereotyping.
          c) Please, avoid words that hurt!
          d) Never reproduce thoughts you don't agree with

PRONUNCIATION TIP! (10 min)

Activity 1: Intonation with imperatives (10 min)
Students read the information in the chart aloud, using the right intonation in the examples given. Then, in pairs, they practice saying the sentences from activity 2 in the "Language in use!" section with the appropriate intonation. Make sure they will apply the intonation for imperatives in advices.

Encourage them to check the website **http://www.english-at-home.com/grammar/imperative-form/** at home, for more information.

LET'S LISTEN! (25 min)

Activity 1: Listening and predicting (5 min)
Students watch the first part of the video and mark the option that describes *what the man expects to hear*. Have them compare their answers.
Answer: That the woman is foreign.

Activity 2: Listen and discuss (7 min)
Students watch the rest of the video and check if the woman's answer met the man's expectations and why. Have them share their findings with the class.
Suggested answer: The woman's answer did not meet the man's expectation because he showed to be not satisfied.

Activity 3: Listening for specific information (10 min)
Students watch the video again and complete the board according to the example. Have them read the options before listening. Elicit the meaning of "hometown". Play the video again with stops and check the answers.
Answers:

San Diego	*The woman's hometown*
Orange County	*Where the woman was born*
Seoul	*The woman's grand grandparents hometown*
San Francisco	*Man's hometown*
England	*Man's grandparents hometown*

Activity 4: After listening (3 min)
In pairs, students decide on a title for the video and write it down. Have them compare the answers.

LET'S TALK! (20 min)

Activity 1: role-play (20 min)
In pairs, students role-play the situation showed in the video from the previous lesson, but this time, both man and woman will have a conversation free of stereotypes. Play the video again or have them refer to the previous section. The pairs choose their roles and read the instructions referring to it. Monitor them as they role-play the situation. You may encourage them to present the situation to the whole class.

WRITE IT DOWN! (40 min)

Activity 1: writing for a blog
Have students read the advert. Elicit the 3 main points that should be included in their article (what stereotypes are, their main types and how to avoid them). Read both the information in the chart and the tips aloud. Encourage them to refer to the Unit's section in order to collect information.
After that, have them peer-edit their work and allow them to revise and, if necessary, rewrite it. Finally, promote a real contest with a real prize (not necessarily a laptop, may be just extra points). You may go beyond the classroom walls by creating a web blog to post their work and promote the contest. If you don't feel like doing this, you may use the school's walls to hang their posts and ask the other classes to vote for the best one.

Audio script

Hi There!
Hi!
Nice day, huh?
Yeah, finally, right?
Where are you from? Your English is perfect!
San Diego, we speak English there.
WHERE ARE YOU FROM?
Well, I was born in Orange County, but I never actually live there.
I mean before that.
Before I was born?
Yeah, well, where are your people from?
Well, my great grandma was from Seoul.
Korean. I knew it. I was she's either Japanese or Korean. But I was leaning more towards Korea.
Amazing!
I'm Shacino.

There is a really good teriyaki barbecue place near my apartment. Actually, really like Kimchi.
Cool!
What about you? Where are you from?
San Francisco.
But where are you FROM?
I'm just American.
Really? You're native American?
No, I'm just regular American.
(Silence)
Well, I guess my grandparents are from England.
Oh, well… (Starts speaking British English with a strong accent)
I think your people's fish and chips are amazing.
You're weird.
Really? Weird? Must be a Korean thing.

<center>**Rationale**</center>

Teaching English Through Critical Thinking is an attempt to link classroom language learning with language outside the classroom. Believing that the learner's own personal experiences must be considered and that interaction in the target language is also essential, the units in this work were developed in accordance with the premises of the Communicative Language Teaching.

This teaching material consists of activities that enable the learners to focus not only on language but also on the learning process itself. The choices concerning what would be practiced in each section were made considering the fact that "in communication, the speaker has a choice of what she will say and how she will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice, and the exchange, therefore, is not communicative (LARSEN-FREEMAN, 2000, p. 129)".

Therefore, the first section **_Let's get started_** provides students with the opportunity to freely expose their thoughts and ideas on the topic and, having the teacher as a facilitator, they can negotiate meaning in order to make themselves understood and understand others, even when their knowledge of the target language is incomplete (LARSEN-FREEMAN, 2000). Both visual and written inputs are provided aiming at the maximum usage of the learners' background and the acquisition of useful vocabulary related to the topic.

The **_Reading_** section plays an important role when it comes to genre awareness. The activities lead the learner to be aware of the parameters that determine the text's genre: purpose, audience, context and format. Students are, then, empowered by the great independence of genre-based instruction. Besides that, the genres chosen for the units are usually found online, characterizing them as technology-based genres. And considering that the act of reading those types of texts is a common activity for a huge group of people nowadays, the use of those texts in the classroom becomes even more adequate.

The grammar topics are introduced in the **_Language in use_** section. In order to provide students with a meaningful communicative context that doesn't exclude form-focused

instruction (NASSAJI & FOTOS, 2011), the activities first expose students to the language - so they can notice and understand the items that are being used. Then, comes an attempt of using the language themselves in "safe' practice ways and in more demanding contexts (SCRIVENER, 2005). Grammar teaching is just supposed to be considered as "old-fashioned" if equated with language teaching. We know that grammar instruction should not be central, but it plays an important role in language teaching and learning as pointed by Nassaji and Fotos (2011, preface).:

> There are a number of reasons for this re-evaluation of the role of grammar. First, the hypothesis that language can be learned without some degree of consciousness has been found to be theoretically problematic (e.g., Schmidt, 1993, 1995, 2001; Sharwood Smith, 1993). In addition, there is ample empirical evidence that teaching approaches that focus primarily on meaning with no focus on grammar are inadequate (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991; Swain, 1985). Third, recent SLA research has demonstrated that instructed language learning has major effects on both the rate and the ultimate level of L2 acquisition. In particular, research has shown that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context.

Considering that learners need knowledge of forms *and* meanings *and* functions and that they must also use this knowledge taking into consideration the social situation in order to convey the intended meaning appropriately (LARSEN-FREEMAN, 2000), the ***Pronunciation tip*** section practices the grammar topics in specific social situations and raises awareness for the importance of pragmatic competence.

As in the rest of the units, the materials found in the ***Let's listen*** section are authentic. That means students are given the opportunity to listen to language as it is used in real-life communication. Therefore, the activities developed for this section teach learners on strategies to improve their comprehension, by either exploring genre features or listening strategies, as listening for the main idea and listening for specific purposes.

In each unit the ***Let's talk*** section brings different activities. In Unit 1 the speaking task promotes a debate leading the students to use the discourse markers that are common in this kind of oral genre. When developing this activity, it was intended not just to provide the students with the discourse markers, but also to show that in this kind of discourse people are not supposed to 'fight' for their ideas in a rude manner. Thus, the activity suggests a debate so the students can share ideas, learning how to work in group and

getting to a common sense. In Unit 2 students are supposed to role-play a situation adapted from the video previously seen. The task was chosen taking into consideration the assumption that "Role plays are very important because they give students an opportunity to practice communicating in different social contexts and in different social roles (LARSEN-FREEMAN, 2000, p.134)".

The activities found in the **_Write it down_** section were carefully designed in order to promote the maximum use of all the vocabulary, grammar topics and genre awareness elicited all over the units, added to useful language and writing guidelines that were also provided. Besides that, the teacher's guides bring essential information when it comes to motivation. Writing becomes meaningful when it is not just a piece of paper the teacher will grade and put in a drawer. So, the suggestions found in the teacher's guides are related to the purpose of writing. By sharing their work online or using it to get into a contest, students are encouraged to do their best and they feel that their work was not in vain. At the top of it, as advised in the teacher's guide, teachers are supposed to give students the opportunity to revise and rewrite, if necessary, they final text.

Besides the Communicative Language Teaching, this work was also based in the premises of the Critical Literacy approach applied to English Teaching. Considering that language is never neutral, Critical Literacy appears as a way to go beyond surface meaning of a text. The idea is to encourage students to question the social, political and ideological elements in what is being heard, seen, read and written. The theme chosen to elicit such discussions in the units presented was "stereotypes".

The activities were developed concerning the fact that stereotypes are commonly found in our everyday activities since they enable us to respond rapidly to situations because we may have had a similar experience before. However, stereotypes make us ignore differences between individuals because we may think things about people that might not be true. By stereotyping we assume that a person has a range of characteristics that we assume all members of that group have. This way, critical thinking on the implications of the use of stereotypes sounds very useful.

Freire believed that education and knowledge have power only when they help learners liberate themselves from oppressive social conditions. In order to make that possible in

this work, discussions on the multiple sides of the theme were elicited. In Unit 1, students are provided with contrasting information related to beauty as presented in the reading and listening sections. When reading, they get to know that Barbie would never be a real woman -considering her body proportions - and are also led to think about the beauty stereotypes created by the doll. Then, they are provided with a video that brings reliable data on the theory that people considered beautiful are also considered harmless. Critical literacy appears, then, as a means of identifying the writer's or speaker's purpose and for eventually using the language oneself for such purposes.

Another important element that constitutes the Critical Literacy is the digital communication, which was promoted in the units mainly through the use of technology-based genres. Concerning these assumptions, Mattos e Valério (2010, p. 146) elicit that:

> O letramento crítico visa à inclusão do indivíduo no mundo. No entanto, para efetivamente fazer parte da sociedade contemporânea globalizada e atuar dentro e sobre ela, o aprendiz deve ter acesso às diferentes modalidades e dimensões da linguagem da era tecnológica atual. O leitor-cidadão que se pretende formar pode circular pela linguagem visual, digital, multicultural e crítica, cotidianamente. No entanto, faz-se urgente tal formação, pois a velocidade e facilidade de acesso às informações possibilitadas pelas inovações tecnológicas aumentam em um ritmo espantoso a lacuna entre o letrado e o iletrado, que se vê cada vez mais distante da sociedade que quer integrar.

Still concerning the students' integration in the society so they can comprehensively explore the new language and culture, Unit 2 brings activities for discussions on idioms. Students very often describe situations for which an idiom is the best way of expressing what they want to say, and giving them the idiom therefore expands their ability to communicate their meaning. Besides that, idioms are an enjoyable way of using language and enjoyment helps to learn more effectively.

Language awareness is also one of the Critical Literacy premises and it states that the thinking needs to go beyond the linguistics in order to be able to locate the learner in relation to what was not said. In other words, it aims at revealing the text's audience and ideology. This work promotes language awareness when it brings a topic that elicits reflection on cultural differences that, with the help of a well developed pedagogical plan, can make the learner aware of the sociolinguistic rules of the foreign culture and language (MATTOS & VALÉRIO, 2010).

Believing that the world could be a better place for all, **Teaching English through Critical Thinking** is an attempt to conciliate Critical Literacy with the Communicative Language Teaching. Through critical language awareness the learner gets prepared to develop his role in the society, aiming at social justice. Added to that, the communicative competence is highlighted through engaging and dynamic activities.

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