

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Programa de Pós-graduação em Estudos Linguísticos - POSLIN
Curso de Especialização em Ensino de Inglês – CEI

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HOW CAN WE ACHIEVE A BETTER WORLD?
Teaching material for young adults

BELO HORIZONTE
Janeiro/2023

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Camila Cardoso Barros
Orientador: Prof. Cândido Samuel Fonseca de Oliveira

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

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BELO HORIZONTE
Janeiro/2023



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Camila Cardoso Barros - Matrícula 2021659172.

Às 14:00 horas do dia 17 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado **How can we achieve a better world?**, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Luciana de Oliveira Silva, indicou a aprovação () reprovação do(a) candidato(a).

O(A) Prof(a). Ronaldo Corrêa Gomes Júnior, indicou a aprovação () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) reprovada(o) ().

Nota 80

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 17 de janeiro de 2023.

O trabalho atende aos requisitos do curso.

Ronaldo Gomes Jr.

Luciana de Oliveira Silva

RESUMO

O presente trabalho consiste em uma sequência didática de Língua Inglesa, composta por duas unidades: Unit 1 – Gender (in)equality: what can we do? e Unit 2 – Climate action: if we don't change. As unidades apresentam como público alvo o nível B1, com foco em jovens adultos, e foram construídas a partir dos 17 Objetivos de Desenvolvimento Sustentável adotados pela Organização das Nações Unidas. Os dois temas correspondem aos objetivos 5 e 13, e foram selecionados de acordo com o interesse pessoal e a necessidade de reflexão sobre ambos em nossa sociedade. Cada unidade é composta por cinco seções principais: reading, listening, grammar, writing and speaking, com atividades pautadas em textos e vídeos significativos. O material didático, não produzido para fins comerciais, tem como objetivo ensinar o idioma, ao mesmo tempo em que busca promover reflexões sobre questões ambientais e sociais que afetam, direta e indiretamente, nossas vidas. O desenvolvimento dessa sequência didática foi uma oportunidade desafiadora, contribuindo para a formação acadêmica, profissional e pessoal.

Palavras-chave: Sequência didática. Ensino. Língua Inglesa. Gênero. Meio ambiente.

ABSTRACT

The present work consists of an English didactic sequence, formed by two units: Unit 1 – Gender (in)equality: what can we do? and Unit 2 – Climate action: if we don't change. The units present as target public level B1 students, focused on young adults, and they were built based on the 17 Sustainable Development Goals set and adopted by the United Nations. The two themes correspond to the goals 5 and 13, and they were selected according to personal interests and due to the need to reflect on these issues in our society. Each unit is composed of five main sections: reading, listening, grammar, writing and speaking, with activities focused on meaningful texts and videos. The didactic material, not produced for commercial purposes, has the aim of teaching the language, at the same time that seeks to promote reflections on social and environmental themes that affects our lives directly or indirectly. The development of this didactic sequence was a challenging opportunity, contributing for academical, professional and personal qualification.

Keywords: Didactic sequence. Education. English. Gender. Environment.

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INTRODUCTION

My first contact with English teaching was even before I concluded my High School studies. Since I was a kid I studied English in a private course in my hometown Cataguases (Minas Gerais) and after some years I had the opportunity to become a monitor, so I had to help other students with extra support. In this occasion, I realized that my dream as a little child still remained and becoming a great teacher turned up as one of my biggest goals.

To achieve this objective, I moved to Viçosa (Minas Gerais) to study at UFV (Universidade Federal de Viçosa) and there I became even more passionate about English and teaching. During all these years I dedicated myself and tried to grasp each opportunity that would help with my personal, academic and professional growth. After graduating, I was accepted in the master's degree program at the same University, but my studies, still I progress, are in the Discourse Analysis area, not directly related to English teaching.

In this sense, in the beginning of 2020 I searched for programs that would offer me the basis and support needed to improve my skills as teacher. At this institution, UFMG (Universidade Federal de Minas Gerais), I found the “Especialização em Língua Inglesa” and as soon as I looked at the group of professors and the subjects' syllabus I knew I had to try it. During the eighteen months, apart from impressive material, discussion and classes quality, I also had the opportunity to gather with colleagues from all the regions of Brazil, that, just like me, were trying to improve themselves as teachers. All the factors incredibly led me to the final moment of building two units as a closure for this educational path I have walked through.

When I had to think of ideas to produce the units, I reflected upon my wishes not only as a teacher, but also as a student. Learning a new language demands dedication, focus, a great professional, but also appropriate and enjoyable didactic material. In our country, unfortunately many times the materials chosen do not reflect our reality and wishes, and, when there is the possibility to involve our culture, most of the teachers don't do it. Another key point for me, it is also reflecting about social, environment and educational issues, because I truly believe that studying a language is also learning about its culture and how to think critically.

In essence, I designed the two units based on the 17 Sustainable Development Goals (SDGs), a set of objectives adopted by the United Nations (UN) in 2015 in order to ensure that by 2030 people would have greater quality of life in all areas. According to the UN¹:

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritize progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, AIDS, and discrimination against women and girls. The creativity, knowhow, technology and financial resources from all of society is necessary to achieve the SDGs in every context.

The two goals chosen were numbers 5 – *Gender equality* and 13 – *Climate action* that originated the two units **GENDER (IN)EQUALITY: what can we do?** and **CLIMATE ACTION: If we don't change....** The goals were selected due to my personal perspectives, besides the necessity to discuss them in our society, specially nowadays.

The material and units were designed focusing on the **level B1**, mainly for **young adults** in the context of a **private language course context**, as it usually presents reduced number of students, providing greater opportunities to discuss the themes and contents. Both units are divided in five main sections: *reading*, *listening*, *grammar*, *writing* and *speaking* and each unit contains the linguistic resources needed to improve the skill, but also up-to-dated topics in order to make the knowledge process meaningful.

This didactic material aims to make students learn English as they reflect about social and environment issues that directly or indirectly affect their own lives. It's important to highlight that it was not produced for commercial purposes and it can only be used and shared with the author's permission. All the texts, tasks and videos selected were thought to involve and engage students. In general, producing it was a very self-challenging journey that made me understand even more the importance of our role as teachers. Lastly, this opportunity incredibly contributed to my formation as a teacher and doing the course as I was inside the classroom, made me reflect and directly apply many things learned during the process.

¹ Available at: <https://www.undp.org/sustainable-development-goals>. Access on December, 8th, 2022.

TEACHER'S GUIDE

Dear teacher, this guide was built in order to give you suggestions and to provide the answers expected. Remember: each context demands different strategies and adaptations, so feel free to use the activities as it better suits you. The topics presented can be sensitive and lead to various opinions, so, as a teacher, you must be aware and conduct the discussions the best way possible.

UNIT 1 – GENDER (IN)EQUALITY: What can we do?

READING

Pre-reading

Task 1: Encourage students' discussion concerning the comic strip presented. If needed, collect some information about women's status in your society/ country/ region, such as: number of women in positions of power, gender violence, etc.

While-reading

Task 2 answers:

35%: Percentage of women between 15-49 years of age who have experienced physical and/ or sexual intimate partner violence or non-partner sexual violence.

1 in 3: Girls aged 15-19 who have experienced some form of female genital mutilation/ cutting in the 30 countries in Africa and the Middle East.

30: Number of countries where this harmful practice is most common with a high risk of prolonged bleeding, infection (including HIV), childbirth complications, infertility and death.

Task 3 answers:

(5)

(3)

(1)

(4)

(7)

(6)

(2)

Task 4 answers:

(FALSE) The Covid-19 pandemic affected women's situation.

(TRUE)

(FALSE) Women and men should fight equally.

(TRUE)

LISTENING

Task 5: Students are expected to know that the woman represented is Malala Yousafzai, a female education activist who was shot fighting for the right of every child to have great education. Malala received the Nobel Peace Prize and she is one of the strongest female voices nowadays.

Task 6 answers:

a) Nobel Prize Lecture in 2014.

b) She was shot in 2012 in a protest while fighting for her and girls' rights to study.

c) It was not easy, but she did not give up and she stills fights for it.

d) Although she recognizes it is not easy to speak up and fight, she encourages girls and says that it is time to think bigger.

Task 7 answers:

a) shot / fought.

b) was / was.

c) chose / decided.

d) survived / have grown.

GRAMMAR

Task 8: Students are expected to understand that the grammar structure is different: the first presents only *one verb*, the second the verb *have + other*. You should stimulate students to think about meaning changes, but, if they are not able to do it so far, present the grammar table. In the "*Let's understand*" section, try to provide as many meaningful examples possible so that students can understand the differences between *Past Simple* and *Present Perfect*. It's important

that students have previous knowledge about the Past tense, so that they can properly comprehend the Present Perfect.

Task 9 answers:

- a) told.
- b) had.
- c) have learned.
- d) took.

Task 10 answers:

Became, has joined, earned, began.

Task 11: In this writing step, you should help students in their needs. Some doubts concerning vocabulary and grammar are expected, so it is our role as teachers to solve these issues. It may be necessary to show more biographies and we strongly recommend it, mainly about strong women. Students may search for information online, which makes the process more meaningful.

Task 12: Speaking activities may be difficult especially for students who don't feel like talking in public. Try to make your students as comfortable as possible. As the genre presented is an oral one, you can also show some examples of interviews on the media, so that students can appropriately understand its rules and context.

UNIT 2 - CLIMATE ACTION: If we don't change...

READING

Pre-reading – Discussion: Encourage students to discuss the main question presented: *Do you know what ecological footprint is?* If some know the answer, ask them to share with the classroom; if not, it's a great opportunity to introduce this new concept. Read the definition and reflect about our impact in the environment.

Task 1: Individually, students need to access the link provided in order to do the quiz. It takes around 2 minutes and it's important that all students and teacher do it, so that it can be possible to compare and exchange the results. Discuss on the data and explore the resources available in the website.

While-reading

Task 2: In this part, students are expected to answer that all the actions can be done individually, and in this sense, it is important to highlight how powerful our own attitudes can be. Although the first step is individual, society in general plays an important role. Encourage your students to discuss these points.

Task 3 answers:

(4) (2) (3) (1)

Task 4: This task can be done in pairs or groups and students have to make a list with tangible actions according to their own context and specific needs. After it may be interesting to share and exchange with the other groups. Ask students to keep this list as it will be used in a further activity.

LISTENING

Task 5: The song “Earth” was produced in order to call the attention for the environment and climate issues. Present it, as well as the main singer Lil Dicky and ask students if they know the song or the artist. In the beginning of the video, some inappropriate words (depending on the age group) are shown, so be aware to start it from 1:40min. After the video, ask students which aspect called their attention, how they understand the critics and elements used on the video.

Task 6: The sixth task aims to stimulate the students with vocabulary. One of the strategies of the song is to present an extensive number of animals to demonstrate how all the animals and living beings are connected to the environment. In this moment, it is suggested that this listing becomes a “competition”, so students feel motivated to find as many animals as possible. The following **answers** are expected: baboon, zebra, lion cubs, cow, pig, squirrel, sea animals (shark, fish, etc...), vultures, rhinos, giraffe, kangaroo, elephant, wolf, poney, horse, koala.

Task 7 answers:

(1) hear

(2) trugged

(3) hope

- (4) wear
- (5) look
- (6) eat
- (7) act
- (8) chill
- (9) respect
- (10) built

GRAMMAR

In the grammar section, students will learn the first conditional. When introducing it, it's important to state that in English there are four conditionals with different applications. Students are expected to know the zero conditional in advance, so they can learn the first conditional appropriately.

Task 8 answers:

- a) melts / will rise.
- b) don't protect / will be.
- c) have / will help.
- d) recycle / will reduce.
- e) will save / turn off.

WRITING

Task 9: In this writing activity, reinforce with students that the infographic is both a visual and verbal genre, so they need to explore different resources. The list done in task 4 can be used as a tool to help them, but other actions and information may be added.

SPEAKING:

Task 10: As presented before, speaking tasks need extra attention. In this one, mainly due to the fact that personal opinions may appear, it's important that the teacher has the appropriate classroom management. The best alternative is to raffle both themes and "positions". As in the previous unit, extra examples can be shown to help students.

RATIONALE

As it was previously described in the introduction, this teaching material was developed focusing on young adults in the level B1, located in a private language course context. It is important to state that the levels in English are described according to the Common European Framework of Reference for Languages (CEFR)² which aims to achieve clear learning objectives, better progress, test confidence, among others, involving the four abilities in the language learning process: *listening*, *reading*, *speaking* and *writing*. In the total, there are six levels determined: A1, A2, B1, B2, C1 and C2. In the level B1 and according to the CEFR, students are expected to dominate certain abilities concerning each skill, as described subsequently:

Listening: Can take part in a casual conversation for a reasonable period of time.
 Speaking: Can go to a counter service shop (where goods are not on display) and ask for most of what they want.
 Reading: Can understand letters with a range of personal opinions.
 Writing: Can write simple letters stating facts and events.

Apart from the abilities presented, B1 students should have a great range of vocabulary as well as the domain of pre-intermediate grammar structures. This level was chosen due to the fact that these students can understand more complex structures and also communicate in English. In addition, the target audience being young adults seems appropriate as in this age range students can reflect, discuss and approach important themes more critically and maturely.

Additionally, the context as a private language course was thought especially because of the number of students and the freedom to discuss some topics, because as we know, certain schools unfortunately do not “allow” certain discussions. Nevertheless, as pointed out in the beginning of the teacher’s guide, each context and group of students present specificities that will demand from the teacher certain adaptations and changes. That’s the reason why even though this teaching material was produced with a target public in mind, it can be totally adapted for different contexts.

² All the information concerning the CEFR and the description of the abilities of the B1 level are available at: <https://www.cambridgeenglish.org/learning-english/parents-and-children/how-to-support-your-child/what-are-the-different-levels-of-learning-a-language/>. Access on December, 12th, 2022.

Throughout the subjects and classes of the specialization course, both theoretical and methodological texts were read in order to help us with the graded assignments, but more than that, they extremely contributed to our understanding of the whole process not only teaching, but also learning English. In the following lines, I will describe and present some of the most relevant aspects from my point of view.

Firstly, it is required the knowledge upon theories in Language Teaching, as we need to understand the different views and approaches of the teaching process so that we can apply the most suitable ones according to our characteristics and demands as teachers. Richards (2002) presents some categories: 1) *science-research conceptions*; 2) *theory-philosophy conceptions*; 3) *values-based* and 4) *art-craft conceptions*. According to the author, the first one is defined as the operationalization of learning, following determined models, intrinsically related to the scientific field, and some examples are Audiolingualism, Task-Based Language Teaching and Learner Training. In the second category, there is the predominance of the use of reason and rational thought and the most popular example is the Communicative Language Teaching, based on the concept of communicative competence. The third is related to the values of the society one is inserted in and also the role of education in it. Lastly, the art-craft focuses on the development of personal skills that are designed for specific circumstances. In general, each of them demands specific skills and as Richards (2002) points out that these conceptions must be analyzed as “forming a continuum”, which means that they can be complementary.

Additionally, apart from what was presented before, the teaching process must also be led according to principles that are the core of an approach to language teaching. In this sense, Brown (2007) established a list of principles that are divided into three main categories: 1) *cognitive principles*; 2) *affective principles* and 3) *linguistic principles*. According to the author, the first category involves automaticity; meaningful learning; the anticipation of reward; intrinsic motivation and strategic investment. In the affective domain, there are the language ego; self-confidence; risk-taking and the language-culture connection. Lastly, the linguistic principles are the native language effect; the interlanguage and the communicative competence. On the whole, all these twelve principles must be mobilized in order to achieve the learning objectives, but from my perspective, it is essential to emphasize the last one: the communicative competence, as Brown (2007) highlights its importance, as it provides the most important principle:

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world (BROWN, 2007, p. 69).

As for the quotation and personally, I truly believe that communication must always be our goal when teaching a second language, primarily considering English, as nowadays it is a global language, being used in a huge majority of contexts. Moreover, technology also plays an important role in all learning processes in our contemporary society, as Dias and Pimenta (2015) state:

Most of today's kids, teenagers, and young adults have become so deeply familiar with them that they sometimes cannot understand how life could be experienced or how to interact with others without them. Children and young people are socially engaged by networking websites such as Facebook and Twitter, and also by apps (mobile applications) they download to their smartphones. Most often, a major part of them can fluently speak the language of technology. But as the digital divide phenomenon takes place locally and globally (Warschauer, 2002, 2011), we have to acknowledge that still a significant portion of today's kids and young adults cannot have access to the wealth of opportunities provided by the virtual interconnectedness of the world. (DIAS; PIMENTA, 2015, p. 713).

The authors also mention that this intrinsic connection to technology provides the opportunity "to powerfully use digital tools to develop their listening and speaking capacities" (PRENSKY, 2010), to make decisions in collaborative ways, to connect with their colleagues and friends and to share their opinions around the world." Regarding this, teachers should be able to mobilize these resources in order to achieve teaching purposes. Besides that, we also need to understand that today's students are much faster and immediated, which means that some tasks that were applied in the past, do not work anymore. In this sense, the teaching materials must follow the new patterns, approaching texts, videos, audios and genres that are more connected to their reality, so that their apprenticeship can be significant.

Another key aspect is related to the promotion of genre awareness inside the classroom, which according to Millar (2011, p. 2) is "the ability to select and use an appropriate genre based on a number of factors, including the purpose of communication, the context, and the people involved", which, in general, is the capacity to relate the genre to different settings according to each purpose. In agreement, the author emphasizes:

The purpose of the communication and the context, including the audience, the topic, and the mode, directly shape the organization and the language of a text. Genre proponents “aim to draw together language, content, and the context of discourse production and interpretation” (Paltridge 2001, 2). The main belief “is that we don’t just *write*, we write *something* to achieve some *purpose*: it is a way of getting something done” (Hyland 2003, 18; italics in the original). (MILLAR, 2011, p. 3).

In other words, we need to reflect upon usage and meaning while producing and reading different texts considering the genre proposed. In terms of applying it in the classroom, Millar (2011) lists some challenges we may face as teachers, firstly considering which genres to select for our students and secondly the one I think it is the hardest, characterized by the author:

Knowledge about genre depends on analysis of authentic texts. Unlike product approaches, which tend to prescribe one way to write a paragraph or essay and give students one sample model to follow, genre approaches analyze many authentic text samples to find commonalities. This means that if teachers wish to analyze a particular genre with their students, they need either access to prior studies or access to a number of authentic texts. With the increasing reach of the Internet, gaining this access is becoming more and more feasible for many teachers around the world. However, there are also many other teachers with very limited access to any resources, let alone a stockpile of authentic texts. (MILLAR, 2011, p. 6).

This quotation can be intrinsically associated to these didactic units, as the objective was to produce a teaching material that was based on authentic texts and videos/ audios. Although this is very important, it is also a hard task, because finding authentic and appropriate material for each age group and context it is difficult. Besides that, it is not enough to have great books: teachers must be able to take advantage of this and adapt to each class, in order to help students learning in the most significant way possible.

Considering these didactic units, I firstly aimed to think of a wider topic: *the 17 Sustainable Development Goals*. I believe that a sequence should follow a certain pattern because this can make students properly acquire the knowledge as well as they reflect. Here we just thought of two units, but thinking in advance, this could even be a sequel for other books, in different levels, so at the end of a “learning cycle” students could see all the seventeen goals.

In both units, the main goal chosen functions as a common thread for the activities, which means that each section (reading, listening, grammar, writing and speaking) is connected. The reading section is extremely important, because apart from helping with comprehension skills, it also helps with vocabulary acquisition and it is also great for debates. The two texts picked aims

to make students use their English appropriately and matching the titles and headlines is a great way of improving their ability to fit and relate the information. Concerning listening, both the video and the song were thought so that students could relate their capacity of understanding spoken English in Malala's speech, and the song can straiten the connections with students, as music is a substantive part of their lives and routine, and they can also identify themselves with the singers presented, which can lead to other conversations about the song's theme, but also their personal preferences. When we reflect about grammar, Swam (2002) highlights that:

Students don't learn English: they learn grammar, at the expense of other things that matter as much or more. They know the main rules, can pass tests, and may have the illusion that they know the language well. However, when it comes to using the language in practice they discover that they lack vital elements, typically vocabulary and fluency: they can recite irregular verbs but can't sustain a conversation [...] Such an approach is also psychologically counterproductive, in that it tends to make students nervous of making mistakes, undermining their confidence and destroying their motivation. (SWAM, 2002, p. 3).

Considering grammar, society tends to have difficulties both in teaching and learning, but it is a key point. Nevertheless, we should not reduce students' development to their grammar knowledge, as it was exposed before that from my perspective, communication must be our goal when teaching. In addition to this, writing shows a need to more formal structures, so teachers should know the balance of which forms are extremely necessary for them, always thinking about the genres being taught. Lastly, speaking it is like an "Achilles heel", because many of them feel uncomfortable while speaking in front of their colleagues, so again, teachers need to encourage them and provide situations that can make them less likely to feel exposed. A great alternative is to put them in pairs or small groups, so that they can interact more intimately and are not in front of the whole classroom.

To sum up, theory and practice must always be connected: students and teachers must reflect about their needs so that they can properly play their roles. In the case of this teaching material, the activities were built considering both the theoretical background, but realizing their practical demands. As a teacher inside the classroom, developing these units helped me to reflect as my whole in the learning process and, in general, the whole specialization course extremely contributed to my growth not only as a professional, but also as a student.

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UNIT 1 - GENDER

(IN)EQUALITY: WHAT CAN WE DO?

The Sustainable Development Goals are the key for a better world. In this first unit, we'll learn English as we discuss the 5th goal, one of the greatest challenges in our society: gender equality.

READING

PRE-READING

Discussion: The following comic strip was one of the winners of the *Comic and Cartoon Competition on Gender Equality* in 2015, organized by the UN Women together with the European Commission, the Belgian Development Cooperation and UNRIC.

TASK 1: Look at the picture. How can we relate it with women's status in our society? Do you believe that women have the same rights and opportunities as men?



Source: <https://beijing20.unwomen.org/en/get-involved/comic-competition/winners>

Read the text extracted from the United Nations' website about the 5th Sustainable Development Goal.

WHILE READING

TASK 2: Look at the following numbers extracted from the text, and while reading, try to answer: What do they represent? How do they help the reader?

35%	1 in 3	30
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TASK 3: Number the following headlines according to the paragraphs in the text.

- () Are there any other gender-related challenges?
- () How much progress have we made?
- () What's the goal here?
- () How does gender inequality affect women?
- () What can we do to fix these issues?
- () But, why should gender inequality matter to me?
- () Why?

TASK 4: Read the following sentences and, according to the text, choose TRUE or FALSE.

You must correct the false ones.

- () The Covid-19 pandemic did not directly affect women's situation.
- () The limited opportunities for women can be a consequence of disadvantages they face in the education system.
- () Women and men should fight for inequality, but men do not need to fight so hard.
- () Gender inequality can have negative consequences in many aspects of women's lives.

POST READING

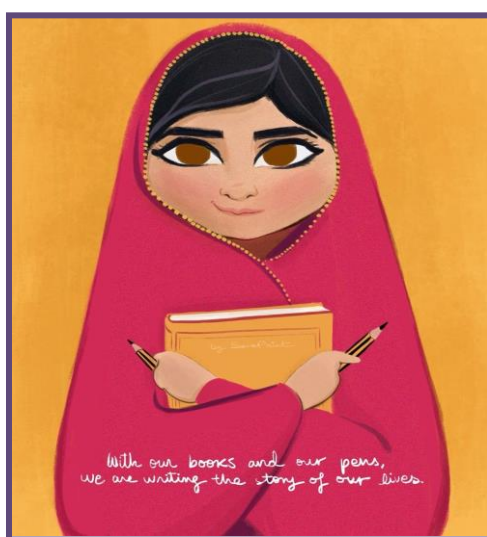
Discussion in pairs: What can you do to help fight gender inequality? Write down your ideas and discuss them with your partner.

LISTENING

<https://www.youtube.com/watch?v=ey5wuRxCZfw>

PRE LISTENING

TASK 5: Look at the following picture and read the quotation. Do you recognize the woman portrayed? What did she probably mean with the sentence?



Source: <https://br.pinterest.com/pin/198017714849010377/>

WHILE LISTENING

TASK 6: Answer the following questions about the video.

- In which context did she give the speech?
- What happened to her? Write it in your own words.
- Was it easy for her to speak up for her wishes and dreams? How did she deal with this?
- What advice does she give to young girls?

TASK 7: Listen again. Fill in the blanks with the missing verbs.

- a) Some people call me the girl who was _____by the Taliban and some people call me the girl who _____for her rights.
- b) One _____to remain silent and wait to be killed and the second ____to speak up.
- c) I _____the second one. I _____to speak up.
- d) We _____and since that day our voices _____louder and louder.

WHILE LISTENING

Discussion in pairs: What is the importance of girls like this one for our society? Can you think of other inspirational women? Share your ideas with your classmates.

GRAMMAR

TASK 8: Look at the following fragments from the text and the highlighted parts. Considering the structure and meaning, discuss the sentences with your friends.

- ★ "The COVID-19 lockdown further caused domestic violence to increase in many countries [...]."
- ★ "International commitments to advance gender equality have brought about improvements in some areas [...]."

LET'S UNDERSTAND...

Past Simple x Present Perfect

Past simple: used for finished actions in the past (*I worked a lot yesterday*).

The structure is the verb in the past and it can be...

1. regular: *caused, faced, experienced...*

- Most verbs: add -ed.

- Verbs ending in Y after consonant: cross out Y and add -ied.

2. irregular: *do not follow a pattern*: eg. spend - spent; go - went; do - did; take - took.

3. negative: did not + verb in the infinitive: didn't study; didn't go.

4. interrogative: did + subject + verb in the infinitive: eg. did you dance?

Present perfect: used for experiences (*I have been to Europe*), recent past actions (*I have just finished*), actions that started in the past and still happen or have effects in the present (*I have lived in Brazil since 2020*).

The structure is: have/ has (not) + verb in the participle (*have declined, have experienced*).

+ have / - have not: I, you, we, they

+ has / - has not: he, she, it

interrogative: have/ has + subject + verb in the participle

GOING BEYOND...**! Some time expressions used !**

Past simple: ago, yesterday, last (night)...

Present perfect: yet and already (emphasis), since, for...

Then you read the following inspirational quotes and complete them with the verb in brackets, according to the idea conveyed.

- a) "My mother _____(tell) me to be a lady. And for her, that meant be your own person, be independent." – *Ruth Bader Ginsberg (2020), second female justice appointed to the U.S. Supreme Court.*
- b) "I _____(have) to learn to fight all my life – got to learn to keep smiling. If you smile, things will work out." – *Serena Williams, American tennis player.*
- c) "I _____(learn) over the years that when one's mind is made up, this diminishes fear; knowing what must be done does away with fear." – *Rosa Parks (2005), American civil rights activist.*
- d) "It _____(take) me quite a long time to develop a voice, and now that I have it, I am not going to be silent." - *Madeleine Albright, who served as the 64th United States secretary of state.*

Extra activity: What do you know about the women presented? In pairs, search for information about them.

WRITING

Thinking about... Simone Biles is another fantastic woman! Read her short biography and highlight the most interesting information. Did you know who she was?

Simone Biles became prominent when she won the 2016 individual gold medal for gymnastics in the all-around event at Rio de Janeiro in Brazil. She is an American who has joined many competitions in her chosen sport and has acquired many medals from it. As a gymnast, she is great in different categories like floor, vault, and even all-around gymnastics. Her passion for doing the sport earned her a total of 30 medals in both the Olympics and in World Championship competitions. Thus, her popularity began to surge magnanimously. [...]

Source: <https://www.britannica.com/biography/Simone-Biles> (adapted)

TASK 10: Identify the verb tenses studied in the previous section. How were they used?

THINKING ABOUT...

A biography is an account of a person's life written by someone else. Biographies are in general true stories about real people. They are set within a real historical framework and it can present social and political conditions that existed during the subject's life. Biographies can be about people who are alive or dead and in general the verbs used are in the past simple or present perfect.

Source: <https://book-genres.com/> (adapted)

TASK 11 - Writing: Now that you have read the biography, it is time to write your own. Choose a woman and write a text presenting her. Remember to present the genre's main characteristics. After that, share it with your classmates.

SPEAKING

Just like Malala did, famous people usually tell their stories in different contexts. One common one is the INTERVIEW.

GOING BEYOND...

An interview is a genre that usually involves two people in which one person asks questions about specific or general topics to the other. It can be formal or informal, according to the context.

***Interviewer:* the person who asks x *Interviewee:* the person who answers.**

Activity - Role Play: A role play is when we act like we are another person.

TASK 12: In pairs, one should pretend that is the person chosen in the writing activity and the other an interviewer. Then, exchange the roles.

Suggestion: In order to make it funnier, you can also characterize yourself as the interviewee and the interviewer.



5 GENDER
EQUALITY



GENDER EQUALITY: WHY IT MATTERS

1. What's the goal here?

To achieve gender equality and empower all women and girls.

2. Why?

Women and girls represent half of the world's population and therefore also half of its potential. But, today gender inequality persists everywhere and stagnates social progress. Women continue to be underrepresented at all levels of political leadership. Across the globe, women and girls perform

a disproportionate share of unpaid domestic work.

Inequalities faced by girls can begin right at birth and follow them all their lives. In some countries, girls are deprived of access to health care or proper nutrition, leading to a higher mortality rate.

3a. How much progress have we made?

International commitments to advance gender equality have brought about improvements in some areas: child marriage and

In 2019,
women
only held
28 per cent
of managerial
positions
worldwide

female genital mutilation (FGM) have declined in recent years, and women's representation in the political arena is higher than ever before. But the promise of a world in which every woman and girl enjoys full gender equality, and where all legal, social and economic barriers to their empowerment have been removed, remains unfulfilled. In fact, that goal is probably even more distant than before, since women and girls are being hit hard by the COVID-19 pandemic.

How does gender inequality affect women?⁴

Disadvantages in education translate into lack of access to skills and limited opportunities in the labour market.

Women's and girls' empowerment is essential to expand economic growth and promote social development. The full participation of women in labour forces would add percentage points to most national growth rates—double digits in many cases.

Are there any other gender-related challenges?⁵

Yes. Worldwide, 35 per cent of women between 15-49 years of age have

experienced physical and/or sexual intimate partner violence or non-partner sexual violence. 1 in 3 girls aged 15-19 have experienced some form of female genital mutilation/cutting in the 30 countries in Africa and the Middle East, where the harmful practice is most common with a high risk of prolonged bleeding, infection (including HIV), childbirth complications, infertility and death.

The COVID-19 lockdown further caused domestic violence to increase in many countries, showing the critical importance of social protection for women and girls.

The **Spotlight Initiative**, an EU/UN partnership, is a global, multi-year initiative focused on eliminating all forms of violence against women and girls (VAWG).

But, why should gender equality matter to me?⁶

Regardless of where you live in, gender equality is a fundamental human right. Advancing gender equality is critical to all areas of a healthy society, from reducing poverty to promoting the health, education, protection and the

well-being of girls and boys.

What can we do to fix these issues?⁷

If you are a girl, you can stay in school, help empower your female classmates to do the same and fight for your right to access sexual and reproductive health services. If you are a woman, you can address unconscious biases and implicit associations that form an unintended and often an invisible barrier to equal opportunity.

If you are a man or a boy, you can work alongside women and girls to achieve gender equality and embrace healthy, respectful relationships.

You can fund education campaigns to curb cultural practices like female genital mutilation and change harmful laws that limit the rights of women and girls and prevent them from achieving their full potential.

To find out more about Goal #5 and other Sustainable Development Goals, visit:

<http://www.un.org/sustainabledevelopment>



UNIT 2 - CLIMATE ACTION: If we don't change...

The Sustainable Development Goals are the key for a better world. In this second unit, we'll learn English as we discuss the 13th: climate action.

READING

PRE-READING

Discussion: Do you know what ecological footprint is? According to the World Wide Fund for Nature (WWF), ecological footprint is "the impact of human activities measured in terms of the area of biologically productive land and water required to produce the goods consumed and to assimilate the wastes generated. More simply, *it is the amount of the environment necessary to produce the goods and services necessary to support a particular lifestyle.*"

Let's reflect!

Source: https://wwf.panda.org/discover/knowledge_hub/teacher_resources/webfieldtrips/ecological_balance/eco_footprint/

TASK 1: Access the website <https://www.footprintcalculator.org/home/en> and take the first step. What is your ecological footprint? Is your average consistent with your lifestyle? Share and compare with your friends.

→ According to the Global Goals' definition, "climate change is a real and undeniable threat to our entire civilization. *The effects are already visible and will be catastrophic unless we act now.* Through education, innovation and adherence to our climate commitments, we can make the necessary changes to protect the planet. These changes also provide huge opportunities to modernize our infrastructure which will create new jobs and promote greater prosperity across the globe."

Source: <https://www.globalgoals.org/goals/13-climate-action/>

TASK 2: Read the infographic below. Divide the actions presented in things we can do individually (I) and in society (S), according to your ideas. What is the majority? What do you already do?

THINGS TO DO

Find a Goal 13 charity you want to support. Any donation, big or small, can make a difference!

Recycle paper, glass, plastic, metal and old electronics.

Compost. Composting food scraps can reduce climate impact while also recycling nutrients.

Choose reusable products. Use an eco-bag for shopping and a reusable water bottle or a cup to reduce your plastic waste.

Buy eco-friendly products. Read the packaging to see if products are produced in an eco-friendly way.

Bike, walk or take public transport. Save the car trips for when you've got a big group.

Consume less meat and become vegetarian for one day a week. The meat production industry has a huge impact on the environment.

Reduce your use of paper. Avoid printing and substitute it with electronic devices or carriers. Don't shop for pets! Visit your local animal shelter and adopt an animal there.

Offset your carbon emissions. You can calculate your carbon footprint and purchase climate credits from [Climate Neutral Now](https://www.climateactionnow.org/).

Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media at [@TheGlobalGoals](https://www.theglobalgoals.org/).

Source: <https://www.globalgoals.org/take-action/>

READING

Read the interview below on how the pandemic has changed the way we deal with sustainability.

After the Sustainable Innovation Forum 2021, Climate Action caught up with [Heidi Asten](#), Partner at *Herbert Smith Freehills* to discuss how the pandemic has changed the global approach to sustainability.

(1) _____

I am a specialist environmental lawyer, based in Australia and part of Herbert Smith Freehills' multi-disciplinary and global climate change and ESG team. During the course of my career environmental issues have moved from sometimes being perceived as activist or localized, to becoming understood as critical to financial prospects as well as social value. Local developments in climate and environmental law often influence developments in other jurisdictions. Our global team works well together across environmental, corporate, litigation and project delivery specialists to share insight and experience helping clients to understand and proactively respond to developments and opportunities.

(2) _____

We work with clients at all stages of their response to climate change risk. For example, we assist clients setting emissions reduction targets to do this in a robust way, to communicate this to their stakeholders in line with applicable regulatory requirements and disclosure obligations, and to take the actions necessary to deliver on their targets. We advise on project approvals, response to challenges to project approvals, complying with conditions, offsetting and reporting. Our role means we regularly engage with key regulators and so we bring that practical experience to our advice on strategic thinking.

(3) _____

Our clients are increasingly sophisticated in their approach to sustainability, and integration of environmental considerations with other ESG factors as well as financial outcomes. I have been pleased to see in recent years that there is increasing focus on climate but also on other environmental concerns, in particular the need to protect and enhance biodiversity, as well as soil quality and clean, effective water systems. Because all aspects of the environment are interconnected, in my view our response to environmental issues needs to be similarly interconnected. With the recent commitment to development of the Global Biodiversity Framework and ongoing progress of the Taskforce for Nature-Related Financial Disclosures (TNFD), I anticipate that broader environmental considerations will become more clearly understood as important to management of practical and financial risk in the same way that climate change considerations have done.

(4) _____

Rather than necessarily a sense of urgency, I would characterize it as a greater willingness to grapple with complexity. There can be complexity in balancing competing considerations, but there is great opportunity for those who can identify ways of responding to climate

change risk while also protecting or enhancing other environmental values as well as ESG and financial factors. For many projects, as we move towards a circular economy with greater focus on re-use, repurposing and recycling, I anticipate greater attention will be paid to end-use of project components even for 'green' projects, which creates opportunity for creative whole-of-life cycle thinking. Similarly, there is great interest and increasing value in offsets or credits that achieve multiple environmental purposes.

Source:

<https://www.climateaction.org/climate-leader-interviews/heidi-asten-on-how-the-pandemic-has-changed-the-global-approach-to-sustaina>

TASK 3: The questions have been intentionally removed. According to Heidi's answers, order them appropriately.

() How do you think the pandemic has changed the global approach to sustainability? Has it injected urgency into proceedings?

() How in your role do you engage with climate change? Are there any exciting projects you're currently working on that you could tell us about?

() What other sustainability challenges do you think should be higher up the global agenda? Have you seen changes to the way your clients are approaching biodiversity, clean water etc. issues?

() Can you tell us a bit more about your background Heidi, and your role at Herbert Smith Freehills?

POST READING Discussion in pairs - TASK 4: From the texts presented, we can understand that helping our world concerning climate change is everyone's role. List with your friends some actions that we can do in our educational context to help.

LISTENING

PRE LISTENING

TASK 5: The music industry, apart from entertainment, is also responsible for approaching social and environmental issues. Listen to the song "Earth", by Lil Dick (from 1:40 min) and write some notes on how the climate topic is approached.

→ <https://www.youtube.com/watch?v=S2SMvfGe72U>

WHILE LISTENING

TASK 6: Try to list as many as animals presented. You can help each other, if needed. Did you know all of them? How are animals and the environment connected?

TASK 7: Listen again from minute 4:27 min to 4:51 min and complete the extract below with the appropriate verbs in the correct tense.

I'm a man

Can you (1) _____ me?

I've (2) _____ the Earth for so long

And still don't know squat

I (3) _____ it's not a simulation

Give each other names

like Ahmed and Pedro

And, yeah, we like to (4) _____ clothes,

girls still (5) _____ beautiful

And we know all the human tricks

(6) _____ a lot of tuna fish

But these days, it's like

we don't know how to (7) _____

All these shootings, pollution,

we under attack on ourselves

Like, let's all just (8) _____

(9) _____ what we (10) _____

DID YOU KNOW?

'Earth' is probably the biggest collaboration the world has ever seen, with a huge number of stars featuring on the track, including: Justin Bieber, Ariana Grande, Halsey, Zac Brown,

Brendon Urie, Miley Cyrus, Wiz Khalifa, Snoop Dogg, Kevin Hart, Adam Levine, Shawn Mendes, Charlie Puth, Sia, Hailee Steinfeld, Lil Jon, Rita Ora, Miguel, Katy Perry, Lil Yachty, Ed Sheeran, Leonardo DiCaprio, Meghan Trainor, Joel Embiid, Tory Lanez, John Legend, Bad Bunny, Psy, Kris Wu, Backstreet Boys, Benny Blanco and Cashmere Cat. **WOW!**

GRAMMAR

Thinking about changes is also thinking about the future. In English, one of the structures used to talk about possibilities and hypotheses is the first conditional. Let's check the rules?

LET'S UNDERSTAND...

FIRST CONDITIONAL

The structure is **IF + present simple + will/ will not + infinitive**.

We mainly use the first conditional to talk about likely/ possible situations in the the future and its consequences.

Examples: If we use more public transport, our cities will be cleaner.

If the earth gets warmer, the sea will get warmer.

ATTENTION! As we use the present simple tense, it may be needed to change the verb if in third person, as he, she or it.

TASK 8: Let's practice! Complete the following sentences with the verbs in their CORRECT form. Remember the rules previously presented.

- If the ice _____(melt), the sea levels _____(rise).
- If we _____(not protect) the environment, animals _____(be) in danger.
- If you _____(have) shorter showers, you _____(help) our water resources.
- If you _____(recycle), you _____(reduce) deforestation.
- You _____(save) energy if you _____(turn off) the lights.

WRITING

THINKING ABOUT...

An infographic is a visual representation of information and data. By combining elements of text image, chart, diagram and, more recently, video, an infographic is an effective tool to present data and explain complex issues in a way that can quickly lead to insight and better understanding.

Source: <https://infogram.com/page/infographic>

TASK 12:

Look at the example below.



Source: <https://oceanservice.noaa.gov/ocean/earthday.html>

TASK 9: In groups, design an infographic similar to the one presented with alternatives, solutions and examples on how we can help our world. Remember the list created for Task 4. You can use *online* tools and create beautiful layouts!

SPEAKING

THINKING ABOUT...

Debate has been considered a potentially effective tool for speaking, which can scaffold and feed the learning process in ways that can lead to language development. Speaking occupies the lion's share of attention during debate. In addition to planned speech, debates involve a lot of impromptu speaking, as debaters have to think quickly and respond to opponents' arguments, especially during the 'clash' stage.

Source: <https://journals.sagepub.com/doi/full/10.1177/13621688211050619>

Some suggestions:

- Everyone should switch to electric cars.
- Plastics should be banned worldwide.
- Renewable energy sources harm the environment.
- Is ecotourism a sustainable practice?
- Our national parks and zoos are essential to the environment.