

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras - FALE

Curso de Especialização em Ensino de Inglês – CEI

Ana Paula Borges

DESIGNING FUTURES

(Unidade Didática para o Ensino de Inglês)

Belo Horizonte

2020

Ana Paula Borges

DESIGNING FUTURES

(Unidade Didática para o Ensino de Inglês)

Monografia de especialização apresentada à 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: Ana Larissa Adorno Marciotto Oliveira

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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do aluno(a): Ana Paula Borges

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Às 10.20 horas do dia 06 de fevereiro de 2020, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Língua Inglesa para julgar, em exame final, os trabalhos de conclusão de curso, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, os professores da banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra ao(à) candidato(a) para apresentação de seu trabalho. Seguiu-se a argüição 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:

Prof(a) Ana Carolina Adorno indicou a aprovação do(a) candidato(a);

Prof(a) Marisa M. Carneiro indicou a aprovação do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovado.

O resultado final foi comunicado publicamente ao candidato pela Presidente da Comissão. Nada mais havendo a tratar, a Presidente encerrou a sessão, da qual foi lavrada a presente ata.

Belo Horizonte, 06 de fevereiro de 2020.

Marisa M. Carneiro

Nota: 76/100

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First, I must thank God for providing me with this opportunity to take this course, for His protection and guidance. I would like to thank my whole family for being so patient and for supporting me during the course. I would also like to thank my mother, my father, my sister, and my brother for encouraging me, believing in me, and for the positive words. You helped me finish this course because you are the people who made the path smoother.

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Finally, I would like to thank all the professors for sharing their experiences and knowledge in a meaningful way, which has made the course unforgettable. Thank you so much!

RESUMO

Este material consiste em duas unidades independentes, projetadas para adolescentes intermediários, que contêm as quatro habilidades linguísticas (leitura, audição, fala e escrita) de forma integrada. Ambas as unidades foram desenvolvidas com materiais autênticos. A primeira unidade faz com que os alunos discutam os estereótipos, o que é uma questão importante nos dias de hoje, dada a variedade de pessoas com quem interagimos no dia a dia. Seu objetivo é levantar a discussão sobre rotular as pessoas em categorias e conscientizar os alunos sobre esse tipo de julgamento. A segunda unidade centra-se na diversidade, promovendo os alunos a pensar criticamente sobre como uma pessoa e as suas diferenças podem complementar outra, para contribuir para o desenvolvimento da vida privada, social e profissional. Ele também fornece um guia do professor com todas as etapas para ajudar os professores a usar o material com seus alunos. Por fim, ao final, é apresentada uma justificativa que contém todas as teorias que serviram de base para a criação de todo o material.

Palavras-chaves: material didático de inglês, ensino de inglês, material autêntico.

ABSTRACT

This material consists of two independent units, that were designed for intermediate teenage students, which contain the four language skills (reading, listening, speaking, and writing) in an integrated way. Both units were developed using authentic materials. The first unit makes students discuss stereotypes, which is an important issue nowadays, considering the variety of people we interact with in our daily lives. Its objective is to raise the discussion about labeling people into categories and to make learners aware of this type of judgment. The second unit focuses on diversity, promoting students to think critically about how a person and her or his differences can complement another one, to contribute to the development of private, social, and work life. It also provides a teacher's guide with all the steps to help teachers use the material with their students. Finally, at the end of it, a rationale is presented, which contains all the theories that provided the background for the creation of all the material.

Keywords: English teaching material, English teaching, authentic material.

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1. Introduction

I have loved the English language since I was a little child. I used to say that I would be an English teacher, but I did not have the opportunity to start a course at that time because of my family's economic and social level. However, I kept this huge dream in my heart. At the age of seventeen, I finished my studies at high school and then I started to study Languages at Universidade do Estado de Minas Gerais (UEMG). I realized then that it was extremely important to apply for an English course, as I would need it for my professional career and personal life.

During my time at the university, my desire to improve my language skills increased, so I found myself on a path where I wanted to continue to study even more, to be able to contribute to my dream and future as a student. Hence, I applied for this English Specialization Course, which promoted enriching moments and experiences that made me more aware and critical to guide my learners through meaningful learning situations.

The material presented here was developed as a final project for an English Specialization Course at Universidade Federal de Minas Gerais (UFMG), therefore it is not allowed to be used for commercial purposes. It is important to mention that its author must authorize the use of the material by other teachers or educators.

“Designing Futures” was created to be used with intermediate teenage students from public or private schools. The units were devised following the theories that were studied during the course, also following my desire to promote students with an enriching chance to develop their language skills and also make them critical citizens. Thus, this material aims to develop language skills and to make the contents studied go beyond the classroom walls, as well as to make students aware and prepared to live in a diverse world.

This material consists of two independent units which contain the four language skills (reading, listening, speaking, and writing) in an integrated way. Both units were developed using authentic materials.

The first unit makes students discuss stereotypes, which is an important issue nowadays, considering the variety of people we interact with in our daily lives. Its objective is to raise the discussion about labeling people into categories and to make learners aware of this type of judgment.

The second unit focuses on diversity, promoting students to think critically about how a person and her or his differences can complement another one, to contribute to the development of private, social, and work life.



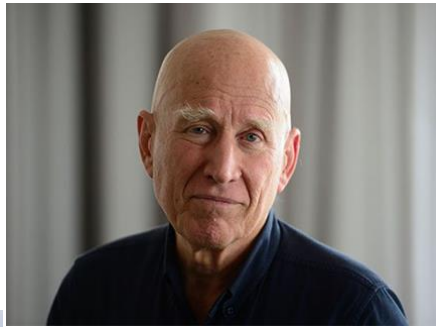
*Designing
futures*

*By
Ana Paula Borges*

1 Breaking molds

Describe the people in the pictures.

Predict what they do for a living.



⇒ Check who they are and what they do. Present them to your classmates.
Student A reads page 8 and student B reads page 9.

Student A

- 1) Read about Luciana Barreto and Henrique Fogaça, then present them to your classmates.

Luciana Barreto



She is a journalist, human rights activist, speaker, and TV host with nearly two decades of television news experience. She stands out for her ease in performing special live coverage. She studied at Puc-Rio and began her career when she was 23 as a reporter and TV host.

Adapted from: <http://lucianabarreto.com/luciana-barreto/>

Henrique Fogaça



Henrique Aranha Fogaça is a Brazilian chef, businessman, skateboarder, and singer. He is known for being a judge on the Brazilian version of the MasterChef talent show, broadcast by Band. Also, Fogaça is a vocalist and composer for the hardcore band Oitão.

Adapted from:

https://pt.wikipedia.org/wiki/Henrique_Foga%C3%A7a

- 2) Did your predictions about them meet with the information from the text? Why? Why not?

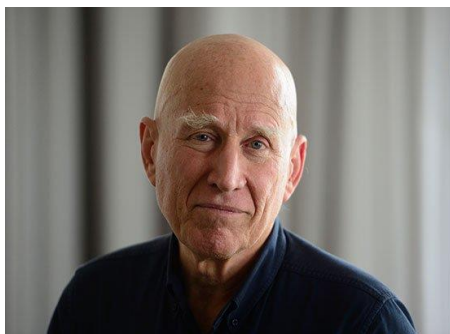
**Student B**

- 1) Read about Karina Oliani and Sebastião Salgado, then present them to your classmates.

Karina Oliani

Karina Oliani is the first Brazilian doctor to have the title of specialist in emergency medicine and rescue in remote areas. In 2007, she founded, together with her partner, Medicine of Adventure, a medical entity whose main objective is to disseminate and strengthen this new medical concept in Brazil. In the following years, Karina dedicated herself exclusively to producing, directing, and presenting her programs, creating in 2009 her own production company, Pitaya Filmes.

Adapted from: <http://karinaoliani.com.br/>

Sebastião Salgado

He was born in the countryside of Minas Gerais in 1944. He is, for sure, the most recognized professional of Brazilian photography. He has won numerous international awards and has countless publications and exhibitions [...] He dedicates himself mainly to the documentary/journalistic genre, and he is recognized worldwide as a major reference.

Adapted from: <https://www.fotologia.net/7-dos-melhores-fotografos-do-brasil-para-voce-se-inspirar/>

- 2) Did your predictions about them meet with the information from the text? Why? Why not?



1) A. Do you know what stereotype is? What kind of stereotypes are there in society?

B. Read the following article about “Gender Stereotypes in Fashion”.

What main idea can we get from the article?

Gender Stereotypes in Fashion

Aubrie Hickmon and Cindy Diaz Rey
December 20, 2018



Girls wear pink. Boys wear blue. Girls wear dresses. Boys wear suits.

These are just some of the gender stereotypes associated with fashion. In the past, these stereotypes have been very concrete, and very rarely did people “cross-dress.” However, in today’s world, those lines are getting blurrier and blurrier.

Looking back at each decade, there are fashion trends throughout all of them, but for the most part, those trends have been different for each gender. Take the ‘50s for example. Men dressed in suit and tie during the week and wore slacks and a nice shirt on the weekends. Women wore dresses and pearls pretty much every day, and always looked pretty and put-together. Then if you look at today, it’s

[...]

In today’s world, what it means to dress like a boy or like a girl, isn’t such a strict thing. There’s fluidity in fashion, just like there is in gender. So no matter your gender, no matter how masculine or feminine you are, dress how you want because the stereotypes don’t matter.



C. How can you summarize the text?

D. How does the text relate to the definition of stereotype? Talk to your partner and report your findings to the whole class.

E. Read the article again. Find the expressions that mean:

Curiosity box

Stereotype –
noun -
/ˈster.i.ə.taɪp/ -
a set idea that
people have
about what
someone or
something is
like, especially
an idea that is
wrong.

Adapted from: <https://binghamprospector.org/opinion/2018/12/20/gender-stereotypes-in-fashion/>

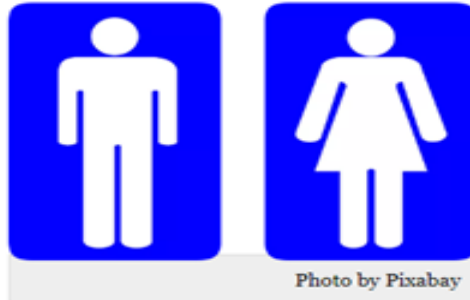


Photo by Pixabay

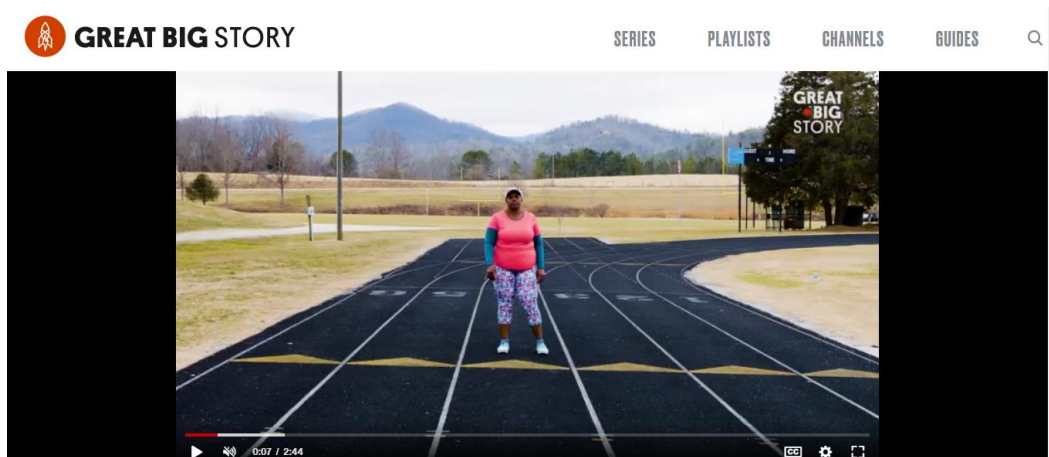
<https://dictionary.cambridge.org/pt/>

1. To wear typical clothing of the opposite sex _____ (2nd paragraph)
2. To become visually indistinct _____ (2nd paragraph)
3. A pair of pants _____ (3rd paragraph)
4. Small, round objects, usually white, that form around a grain of sand inside the shell of a sea creature, especially an oyster _____ (3rd paragraph)

Listening time



1) A. Look at the photo below and discuss: What do you think the video is going to talk about? Then, watch it and check your answer.



Available on: <https://www.greatbigstory.com/stories/this-is-what-a-runner-looks-like>

B. Listen again. Are the sentences true or false? Correct the false ones.

1- She's been running long distance for about 18 years. ()

2- Mirna has done nine marathons. ()

3- She started running because she had a too quiet life. ()

4- Her first mile was pretty easy and fast. ()

C How do you think the sentence below can become inspiring?

"Thank you for being you, thank you for living in your own space, and taking up space, and not being afraid to do that, because that has allowed me to do that."

Talk to your partner about it. Report your ideas to the class.

Grammar time



1) Read the following sentences from the video. Answer the questions.

a- *I've done nine marathons and 10 ultra-marathons with my longest being 100k.*

b- *10 years ago I lived a very stressful life, and so took a huge toll on my health.*

A. Which sentence describes:

a. A complete action in the past _____

b. A situation that happened in the past and impacts the present time _____

B. Read the sentences below:

I've been running long distances for about eight years.

Traditionally, trail races and other outdoor events have not always been welcoming to people like me.

What do they express? Circle the correct option below:

a) Complete action in the past

b) Action that happened in the past and impacts the present time

- c) Ongoing action
- d) Past experiences

C. Time to practice again

1) Read the passages below about stereotypes and decide whether they describe:

- a- Complete action in the past
- b- Action that happened in the past and impacts the present time
- c- Ongoing action

Put the correct letter in the parentheses.

a) *I moved to Delhi from a small town, to escape being told what to do and how to behave. But Delhi, too, made it very clear I was different because I was South Indian – the pressure to fit in continued.* ()

Adapted from: <https://www.storypick.com/break-for-freedom/>

b) *Fear of the stage, of connecting with people, of performing, and most of all, fear of coming out of the closet. I've conquered all of them now.* ()

Adapted from: <https://www.storypick.com/break-for-freedom/>

c) *My life has always been about rejecting notions inherent to any one community, class, or group. It's always been about stepping out of line.* ()

Adapted from: <https://www.storypick.com/break-for-freedom/>

d) *After two years, I still feel that the work has just begun. I have started an important conversation and it needs to continue.* ()

Adapted from: <https://bit.ly/2TrTllo>

e) *I went from a teen mom to a CEO of a national company. I beat the stereotypes and feel like a great mom to my daughter.* ()

Adapted from: <https://bit.ly/2tZu6MY>

Pronunciation time



1) Let's study the sounds of **ed** at the end of regular verbs.

/d/	/t/	/ɪd/
lived /lɪvd/	walked /wɔ:kt/	need /ni:d.ɪd/
played /pleɪd/	watched /wɔ:tʃt/	want /wɔ:nt.ɪd/
cried /kraɪd/	book /bʊkt/	consulted /kən'sʌlt.ɪd/
<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>
Voiced sounds	Voiceless sounds	/t/ or /d/ sounds

Pronunciation

support The sound of **ed** at the end of the verbs depends on the final sound of each word. If the final sound has some vibration **ed** is going to be pronounced as /d/. If the final sound does not have any vibration, **ed** is going to be pronounced as /t/. Finally, if the final sound ends in /d/ or /t/ **ed** is going to be pronounced as /ɪd/.

1) Listen to the verbs below. How is **ed** pronounced? Put an x in the correct sound.

Video available on: https://www.youtube.com/watch?v=-sGWj_q0fpQ (16:28 – 18:17)

	/d/	/t/	/ɪd/
asked			
rained			
demanded			
showed			
shopped			
waited			
wanted			
coughed			
remembered			

Speaking time



1) In groups, choose two of the quotations below and discuss them. Choose one that you like the most and explain why.

Expressions to use:

I find it's inspiring because ...

It's a good reflection because ...

I agree with that because ...

I'd say that ...

<https://thejanegroup.org/21-things-know-stereotypes/>

Our thoughts are
unseen hands
shaping the
people we meet.
Whatever we
truly think them
to be, that's what
they'll become
for us.

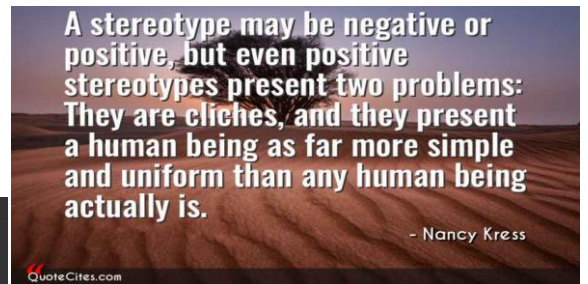
~Richard Cowper



<https://bit.ly/30jxzSu>



<https://quotecites.com/quotes/tag/stereotype>

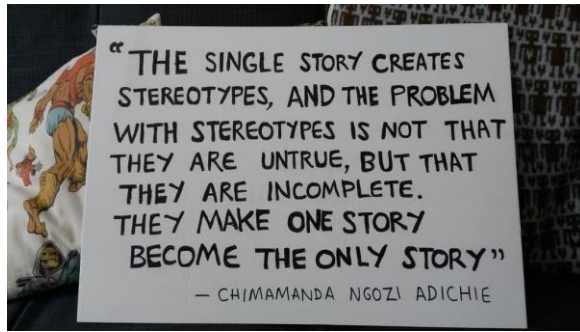


<https://www.instagram.com/p/B0PTYZoJYrR>

Stop letting people, letting
society put stuff on you, put
stereotypes on you and you just
accept it and try to fake it, like it's
okay, because you're used to it.



<https://bit.ly/35MwiEx>



2) Would you like to try to make your own quotation? If so, share with the class.



1) **A.** “The Prospector website” is the student news site of Bingham High School in The United States. The purpose of the Bingham Prospector is to educate the student body by reporting the truth. Their goal is to inform, entertain, and persuade readers with news and opinions from their responsible writers. Now, imagine that you are going to write a short article for this website about stereotypes. Choose one of the types of stereotypes below. You can look for more information about it on the internet. Remember that it is a formal writing. To help you, follow the guidelines presented below, and before you write think about the important information for each step and write it on the third column to organize your ideas. (minimum 70 words)

Job stereotypes	Country stereotypes
Beauty stereotypes	Gender stereotypes

Choose a title for your article	It is better if you choose a title when you finish writing the article.	
Paragraph 1	Write an introduction about the topic you are going to write about.	

Paragraph 2	Present your ideas, examples concerning the subject. Support them by mentioning real situations.	
Paragraph 3	State your ideas to make people reflect on the stereotypes in society.	

B. Peer-editing – In pairs edit the text to make it better (check punctuation, spelling, grammar). Then, share your main ideas with the whole class about the stereotype discussed in the article.



Self-assessment

It is time to reflect on your performance throughout this unit. How much have you learned?

Choose the best emoji that suits your progress and then stick it in the box.



I can do it well and confidently.



I think I can do it better.



I need to practice more. I am not confident about it.

Talk about stereotypes	
Read an article	
Use different types of past situations, related to complete action in the past; action that happened in the past and impacts the present time, and ongoing action.	
Pronounce the /ed/ sound	

Talk about a quotation and explain why I like it the most.	
Write an article	

2

Embracing the differences

Speaking time



1) A. Look at the pictures from a video called “Six People Finding Strength in Diversity” and read **its** introduction. What idea can you take from them? Discuss with your partner.

“Our world is made stronger because of diversity. It’s the things that make us unique that also bring us together and move us forward.”

Adapted from: <https://youtu.be/sQW97d7cWp>

Reading time



- 1) **A.** Before you read the text and the infographic about the benefits of diversity in the workplace, think about how our differences contribute to the development of a company. Take your cellphone, go to the Mentimeter website by using the QR CODE below, and answer the question:

What are the benefits of diversity in the workplace?



B. After answering the question on the site, talk to your partner about the ideas presented and report your findings to the whole class.

C. Now, read the introduction and the infographic. Do your ideas match the authors' ideas?



PRODUCT ▾

PRICING

CUSTOMERS

RESOURCES ▾

What is diversity in the workplace?

Diversity in the workplace means that a company employs a **wide range** of diverse individuals.

In other words, a diverse workforce includes **people with different characteristics**.

Diversity in the workplace means that a company's workforce includes people of **varying gender, age, religion, race, ethnicity, cultural background, sexual orientation, religion, languages, education, abilities, etc.**

Here is the list of the **top 10 benefits** of diversity in the workplace:



What are the benefits of diversity in the workplace?

Adapted from: <https://www.talentlyft.com/en/blog/article/244/top-10-benefits-of-diversity-in-the-workplace-infographic-included>

D. Read the text again and by looking at the context, match the phrases to their definitions:

<https://dictionary.cambridge.org/pt/>

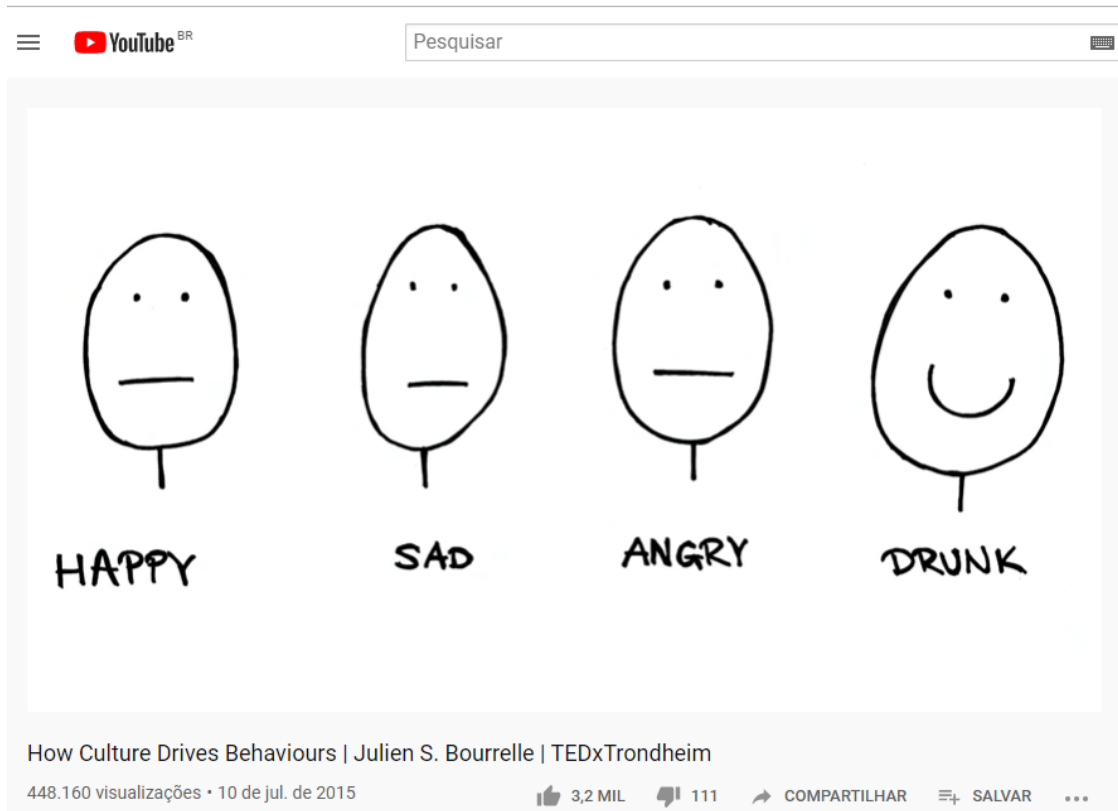
- | | | |
|---|---------------------|---|
| 1 | Wide range of | () the way you think about something. |
| 2 | Cultural background | () the rate at which employees leave a company and are replaced by new employees. |
| 3 | Perspectives | () extensive or diversified in scope. |
| 4 | Profits | () It indicates many things from a contextual point of view, e.g. rituals, how people talk, dance, and behave. |
| 5 | Engagement | () the process of encouraging people to be interested in the work of an organization, etc. |
| 5 | Employee turnover | () money that is earned in trade or business after paying the costs of producing and selling goods and services. |

E. Choose one of the benefits mentioned by the author and think about why and how diversity can promote that positive result. Report your reflections to your colleagues.

Listening time



1) **A.** Look at the picture and discuss: How does the picture relate to diversity issues? Watch the video and check if your ideas match the video's ideas.



Available on: <https://youtu.be/l-Yy6poJ2zs> from 00:00 to 03:44

B. Watch the video again and answer the questions:

- 1 Why did he mention, “*My mental programming has changed*”?
- 2 What are the three ways that you can relate to the culture of a place? Explain them.
- 3 Why did the guide have an unexpected reaction to one of the travelers?

C. What does the sentence “*Embedded within that statement is the key to benefiting from diversity.*” refer to?

D. Talk to your partner: Have you ever had a similar experience concerning cultural differences? If so, how did you manage it? Report to the whole class.

Grammar time



1) **A.** Read the following sentences taken from the video and then answer the questions:

- a) I was sitting on La Grand-Place, which is a beautiful square in the center of the town. Suddenly, a man came and sat next to me, and started talking to me, so I turned to him and I answered.
- b) She was explaining us with passion about what she was doing, and then suddenly she stopped.

B. Underline the part of the sentence that tells us the background action and circle the part of the sentence that tells us what happened at one moment.

C. Now, observe the tenses of the verbs used in both clauses and then complete the box below:

We use

- _____ for an action that happened at one moment (and sometimes interrupted the background action).
- _____ for a background action or situation in the past.

2) Time to practice again:

A. Analyze the sentences below taken from a website in which people post situations they have had related to cultural differences. Underline the part of the sentence that tells us a background action or situation and circle the one that is related to an action that happened at one moment.

Then, complete the sentences with the correct form of the verbs in the box.

DISCUSS

REALIZE

STRIKE

GET

USE

FIND

GO

NOTICE

- a) Everything was amazing and beautiful, and the people we met were so friendly! On the last day of the trip, when we _____ ready to leave, I _____ hat I had more French money than I wanted to bring home.

- b) There was still time for the train to start and _____ random stuff. Suddenly, something _____ my mind. And I was reminded of the beautiful valleys, and enormous green farms that we could encounter during the journey.
- c) We _____ the microwave for the first time. We did not have much idea about the exact timing for which the bread had to be put up in the oven. Suddenly, we _____ some smoke coming out of the oven.
- d) My family _____ in and out of shops and I _____ that shopkeepers did not seem to take kindly to people who were only browsing.

Adapted from: <https://www.quora.com/What-was-your-most-embarrassing-moment-as-a-foreigner-in-another-country>

Pronunciation time



- 1) How do you pronounce these words?

DISCUSSING

REALIZING

STRIKING

GETTING

USING

FINDING

GOING

NOTICING

- 2) Can you think of other examples with the /ŋ/ sound?
- 3) To improve your pronunciation, listen and read the explanation about this sound. Then, practice by saying the words in exercises 1 and 3.

PRONUNCIATION
STUDIO

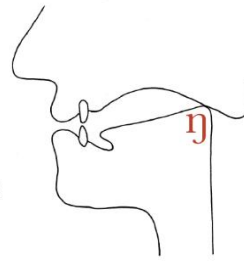
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the NG Sound



/ŋ/ is a nasal sound made in the same position as /k/ and /g/, so the tongue is raised at the back, touching the soft palate and the noise is released through the nose. Have a go:

thing
sinking
England
incredible



All the /ŋ/ sounds in this lesson are in red, so let's get going.

Adapted from: <https://pronunciationstudio.com/the-ng-sound/>

Speaking time



- 1) Role-play - You work in a multinational company where there are people from different countries, different styles, perspectives, and backgrounds. The purpose of this diversity is to contribute to the development of the company based on people's unique cultural, professional, and social experiences.

Situation	Action
<p>This company has a problem related to its development and profits.</p>	<p>Think of some ways of improvement to help the company.</p>
<p>Don't forget!</p>	
<p>All the members' opinions should be heard in order to try to solve the problem, so you have to discuss and negotiate the ideas.</p>	

Writing time



- 1) **A.** You are going to write an infographic on benefits of diversity in society. Reflect on the advantages of having **people from different backgrounds in different areas of life**. If necessary, you can search for more information on Google to support your ideas. Use the box below to summarize your ideas. Then, follow the steps below on how to create an infographic. To create

your project, use Canva on Google. Choose a template, colors, and pictures to make your text more comprehensible.

Important: This kind of text has to attract the audience’s attention by using colors, coherent pictures, and simple and summarized texts. Be clear and objective.

Advantages	Reasons



Available on: <https://piktochart.com/blog/how-to-create-an-infographic-and-other-visual-projects-in-5-minutes/>

B. Peer-editing – In pairs edit the text to make it better. Share your main ideas with the whole class. Then share your infographic with your colleagues and your teacher.

Reflection time



Self-assessment

It is time to reflect on your performance throughout this unit. How much have you learned?

Choose the best emoji that suits your progress, and then stick it in the box.



I can do it well and confidently.



I think I can do it better.

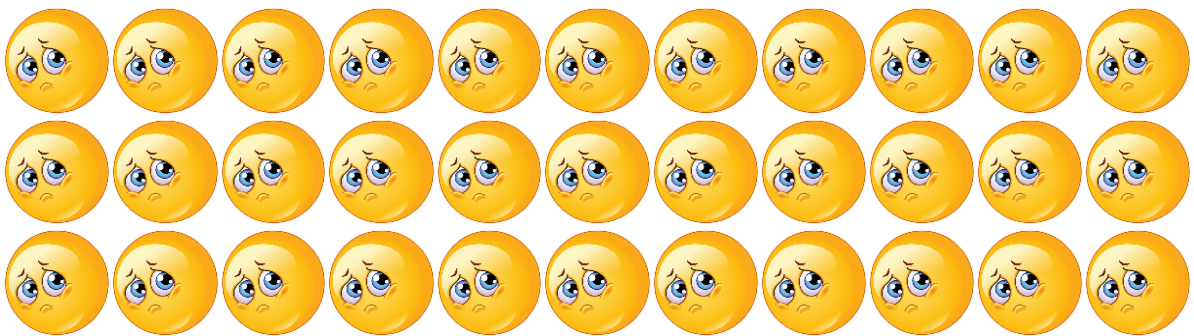


I need to practice more. I am not confident about it.

Talk about diversity.	
Read an infographic.	
Talk about the benefits of diversity in the workplace.	
Use background situations with actions that happened in a certain time of the past.	
Pronounce the /ŋ/ sound.	

Discuss about a problem and try to solve it bng decisions in groups.	
Write an infographic.	

Stickers



6. TEACHER'S GUIDE

Unit 1- Breaking molds

About the unit

Before students open their books, write *Breaking Molds* on the board. Explain that this is an idiom and ask what students think it means. If they have trouble guessing, provide them with a few examples in context. For example, say: *Many schoolchildren don't think women can be builders, footballers or lorry drivers, according to a survey. (Adapted from: <https://bit.ly/3a7qMjd>) So, breaking this mold is necessary!* What does it mean? (Put an end to a restrictive pattern of events or behavior by doing things in a markedly different way.) Available on: <https://idioms.thefreedictionary.com/break+the+mold>

Ask: How do you think we can break the mold related to gender stereotypes in jobs? Elicit responses from several students and have a class discussion.

Unit Opener Questions

Have students open their books and look at the pictures on page 6. Ask students to describe the people in the pictures and predict what they do for a living. Then, divide the class into pairs and tell them that they are going to check if their predictions are correct. Tell Student A to open the book on page 8 and Student B to open the book on page 9.

Ask them to read the texts silently and then to tell their partners about the people: who they are and what they do for a living.

After they finish talking, ask students if their predictions match the texts.

Reading: An article about “Gender Stereotypes in Fashion”.

Objective: to read an article and talk about gender stereotypes in fashion.

1 A Read aloud the questions. Elicit students' ideas and then ask them to read the definition of stereotype and check their answers.

B Have students read the article with a partner, taking turns reading each paragraph aloud as the other follows along. To confirm understanding, ask a few general comprehension questions, such as: *What does the article talk about?* (The article talks about how fashion has been changing over the decades, to not specify styles, colors, and clothing for men and women.) *What was the gender fashion stereotype like in the past?* (They were concrete, and it was not common to see men or women wearing “opposite gender styles”). *What about nowadays?* (The gender stereotype is more flexible, and people can decide what kind of clothes they want to wear.)

Ask students what message we can get from the article. Have a class discussion.

C Encourage students to summarize the article.

- ❖ Possible answer (Answers may vary): In the past, people used to follow the fashion trends for the male and female genders strictly. Nowadays, there is no strict fashion anymore, it is fluid, so people can dress the way they want to.

D Read aloud the question. Have students work with a partner to answer the question. Walk around the room and help them as needed.

After a few minutes, invite volunteers to share their findings with the whole class.

E Ask students to read the text again and find the following expressions by checking the context.

Have students work individually to find the correct words.

Have students compare their answers with a partner. Tell them to discuss any answers that are different to try to find the correct one.

- ❖ Answers: 1 cross-dress 2 blurrier 3 slacks 4 pearls

Listening – Breaking Stereotypes with an Ultramarathoner

Objective: to watch and listen to a story about a little overweight woman who started running a marathon.

1 A Direct students' attention to the photo and ask them to predict what the video is going to talk about.

Play the video. Have students listen and check their answers.

B Read the directions aloud. Have students skim the sentences to see what information they will hear.

Play the video again. Ask students to complete the task individually.

Check answers as a class. If necessary, play the video again for students to hear the correct answers by themselves.

- ❖ Answers:

1. False (She has been running long distances for about eight years).
2. True.
3. False (She started running because she had a stressful life, which brought her some health problems).
4. False (Mirna's first mile was pretty awful and slow).

C Read the directions aloud. Ask a volunteer to read the question aloud. Have a pair discuss the question. Encourage the pair to share their reflections with the class.

Grammar- Simple past, present perfect, and present perfect continuous

Objective: to talk about complete actions in the past; actions that happened in the past and impacted the present time and ongoing action.

1 A Individually, students analyze the sentences. Tell them they were all taken from the video. Ask them to answer the questions.

Check the answers as a class.

❖ Answers: A complete action in the past: B

A situation that happened in the past and impacts the present time: A

B Read aloud the directions. Ask a volunteer to read aloud the sentences.

Have students do the exercise individually. Tell them to compare their answers with a partner. Then check answers as a class.

❖ Answers: *I've been running long distances for about eight years:* Ongoing action

Traditionally, trail races and other outdoor events have not always been welcoming to people like me: Action that happened in the past and impacts the present time.

C Read the exercise directions aloud. Tell students to analyze the sentences and answer the questions.

Have students complete the exercise individually. Check answers as a class.

❖ Answers:

a) A b) B c) C d) B e) A

Pronunciation- Improving the *ed* sound of regular verbs.

Objective: to improve and practice the /ed/ sound.

1 Tell students that they will study the *ed* sound of regular verbs.

Draw students' attention to the pronunciation chart. Explain to them that there are three different sounds for the *ed* ending of regular verbs: /d/, /t/, and /id/, depending on the final sound of each word.

Pronounce the words to make students aware of the differences. Ask them to repeat each word. Clarify any students' questions.

Read aloud the pronunciation support box. Explain to students about the voiceless sounds, voiced sounds, and /t/ or /d/ sounds.

Play the audio (16:28 – 18:17). Tell students to listen to the audio and check what the correct pronunciation of the *ed* sound in each verb is.

Play the audio again and ask students to check their answers one more time.

Have students work individually. Check the answers as a class.

❖ Answers:

	/d/	/t/	/id/
asked		X	
rained	X		
demanded			X
showed	X		
shopped		X	
waited			X
wanted			X
coughed		X	
remembered	X		

Play the audio again and ask students to practice the words. Make sure they are pronouncing them using the correct /ed/ sound.

Speaking- Talking critically about stereotypes

Objective: to talk critically about some quotations related to stereotypes.

1 Read the directions aloud and ask some students to read aloud the quotations.

Ask students to choose two quotations and talk to a partner. Encourage students to use the expressions given.

Encourage students to share their reflections with the whole class.

2 Encourage students to create their own quotations on stereotypes. Then, ask them to send it to their colleagues.

Writing- Writing a short article about stereotypes for a website.

Objective: to write a short article about stereotypes for a website.

A Read the directions aloud. Tell students that they will choose one of the stereotypes given to write about. Explain to them that they can search for more information on Google to support their ideas.

Direct students' attention to the chart and the guidelines. Encourage them to complete the third column by writing the important information. Tell them that by doing this it will help them to write clearly and objectively.

Have students work individually to complete the chart.

Remind them that the text should have at least 70 words, and that it is formal writing.

When they finish writing, ask them to go back to the guidelines and check if they included all the information required. Ask them to count the number of words.

B Have students exchange their short articles. Have students check each other's writing and offer suggestions related to grammar, punctuation, and spelling.

Encourage students to share the main ideas about the stereotype discussed with the whole class.

Self-assessment- Reflecting on their performance on learning throughout the unit.

Objective: to reflect on their performance on learning.

Read aloud the directions.

Have students work individually.

Encourage them to reflect on their attitudes and performance throughout the unit. Encourage them to be honest about their own learning.

Explain to them that they have to choose the best emoji that suits their progress. Tell them to get a sticker at the end of the book and stick it on the box, in front of each question.

Identify each student's problem area and encourage him or her to review the topic. Reteach it as needed.

Unit 2 - Embracing the differences

About the unit

Before students open their books, write, "*Embracing the differences*" on the board. Ask what students think it means. If they have trouble guessing, provide them with a few examples in context. For example, say: *The diversity of religion, race, gender, culture etc. are things that are bound to be different from person to person that you meet. Now is the time to embrace this diversity.* (Available on: https://www.huffpost.com/entry/embracing-diversity-in-ou_b_11369122)

Ask students: *How can we embrace our differences?* Elicit responses from several students and have a class discussion.

Unit Opener Questions

A Have students open their books and look at the pictures on page 18. Tell them that the photos were taken from a video called "Six People Finding Strength in Diversity".

Draw students' attention to the title of the video, its introduction, and the photos.

Have a volunteer read aloud the introduction.

Have students discuss in pairs.

Encourage them to share their reflection with the whole class. Have a class discussion.

Reading and Speaking- An infographic about the benefits of diversity in the workplace.

Objective: to read an infographic about the benefits of diversity in the workplace.

1 A Read aloud the questions. Have students think about how our differences can contribute to the development of a company.

Ask them to go to the Mentimeter website on their cellphones by using the QR CODE given in their books.

Explain to them that they have to think about a word that best suits their idea of the question.

After answering the question on the site, have students talk to a partner about the answers given by their colleagues.

After a few minutes, encourage them to share their findings with the whole class. Have a class discussion. Encourage them to use as much information as possible to support their ideas.

B Read aloud the directions. Tell students to read the text silently for overall comprehension.

Ask students if their answers to the previous exercise match the author's ideas. Encourage them to share and explain their ideas to a partner.

C Read the directions aloud. Have students complete the task individually by matching the phrases to the correct definition. Tell them to read the text again and find the definition for the words by checking the context.

Have students compare their answers with a partner. Tell them to discuss any answers that are different to try to find the correct answer. Then check as a class.

❖ Answers:

(3) (6) (1) (2) (5) (4)

D Read aloud the direction. Tell them to go back to the text and choose one of the benefits mentioned by the author and think about how diversity can promote the positive result chosen. Have students work in pairs. Encourage them to report their findings to the class.

Listening and speaking- Listening and discussing about cultural diversity.

Objective: to listen and discuss how cultural diversity drives behaviors.

1 Direct students' attention to the picture. Ask students how the picture relates to diversity issues.

Have students discuss in pairs and then share their ideas with the class.

Explain to them that they will listen to part of a Ted Talk and tell them to check if their answers match the video's ideas.

Play the video from 00:00 to 03:44.

After watching the video, encourage students to say if their ideas are similar or different from the information on the video.

B Read the directions aloud. Have students skim the sentences to see what information they will listen for.

Play the video again. Ask students to complete the exercise individually.

Check answers as a class. If necessary, play the video again for students to hear the correct answers themselves.

❖ Answers:

1 He mentioned that his mental programming has changed because he did not use to talk to strangers because of his cultural background. Now, he has changed, since he is living in another city, where social behaviors are different.

2 The three ways are: to confront, to complain, and to conform.

When you confront, you think that your behaviors are the right ones.

When you complain, what happens is that you will isolate yourself into social bubbles of foreigners living in segregation with the society.

When you conform, you adapt your way to behave to the whole society. By doing this you benefit from diversity.

3 The guide has an unexpected reaction to one of the travelers because she reacted based on her social background, so she thought the man was not paying attention to her explanation. She thought she was not getting the emotional feedback she used to in her social environment.

4 This extract refers to the fact that we have to change our cultural lens to see the way people behave based on their cultural differences and benefit from this diversity.

C Read aloud the question. Have students work in pairs.

Encourage students to share their experiences with the whole class.

Grammar: Simple past and past continuous

Objective: to talk about background actions that were interrupted by another expected situation.

1 Have volunteers read the sentences. Ask them to analyze the sentences to answer the questions.

Have students work in pairs. Check the answers as a class.

❖ Answers:

a) I was sitting on La Grand-Place, which is a beautiful square in the center of the town. Suddenly, a man came and sat next to me, and started talking to me, so I turned to him and I answered.

b) She was explaining to us with passion about what she was doing, and then suddenly she stopped.

B Read aloud the directions.

Draw students' attention to the sentences. Have students work in pairs to complete the chart. Check the answers as a class.

❖ Answers:

We use:

- *the verb in the past* for an action that happened at one moment (and sometimes interrupted the background action).
- *verb to be in the past + verb + ing* for a background action or situation in the past.

C Read aloud the exercise directions.

Have students complete the exercise individually. Ask them to compare their answers with a partner. Then, check answers as a class.

❖ Answers:

a) Everything was amazing and beautiful, and the people we met were so friendly! On the last day of the trip, when we were getting ready to leave, I realized that I had more French money than I wanted to bring home.

b) There was still time for the train to start and we were discussing random stuff. Suddenly, something struck my mind. And I was reminded of the beautiful valleys, and enormous green farms that we could encounter during the journey.

c) We were using the microwave for the first time. We did not have much idea about the exact timing for which the bread had to be put up in the oven. Suddenly, we found some smoke coming out of the oven.

d) My family was going in and out of shops and I noticed that shopkeepers did not seem to take kindly to people who were only browsing.

Pronunciation- Improving the /ŋ/ sound.

Objective: to improve and practice the /ŋ/ sound.

1 Tell students that they will study the /ŋ/ sound.

Read aloud the directions.

Encourage students to pronounce the words given.

Observe each student's pronunciation problem.

2 Read aloud the directions.

Have students work as a class. Have volunteers say more words with the /ŋ/ sound.

3 Read aloud the directions.

Tell them to listen and read the explanation and examples of the /ŋ/ sound.

Have students practice the words in exercises 1 and 3.

Check for any pronunciation problems. Practice again as needed.

Speaking- Discussing a problem and trying to solve it by making decisions in groups.

Objective: to role-play a meeting situation to try to solve a problem by making group decisions.

1 Read the directions aloud. Tell students they will work in groups of four students.

Ask each group to decide what kind of company it is and where each student is from.

Tell students that they have to think about a solution to help the company's development. They can use the internet to search for any necessary information.

Remind them that all the members' ideas must be heard, and they, in a group, have to try to find the best solution(s).

Walk around the room and help them as needed. Ask volunteers to role-play conversations for the class.

Writing – Writing an infographic on benefits of diversity in society.

Objective: to write an infographic on the benefits of diversity in society.

Plan

Read the directions aloud. Tell students that they will write an infographic on the benefits of diversity in society.

Take students to a computer lab.

Direct students' attention to the infographic guidelines. Tell them to follow the steps given.

Direct students' attention to the chart and tell them that using it to organize their ideas and information will help them plan their writing and organize the important information. If necessary, fill out an example chart on the board using ideas from the class.

Have students work individually to complete the chart using their information and ideas. Tell them that they can use the internet to find out some information to support their ideas.

Tell them that they will use Canva (https://www.canva.com/pt_br/) to create their infographic.

Ask them to open the site on Google. Provide them with a login or ask them to create an account.

Before they create their work, explain to them how to use the app.

- ✓ Canva app support

To teach students how to use Canva, use the link below:

<https://www.canva.com/learn/canvas-quick-start-guide/>

Write

Have students write their infographic, using the Canva site. Remind them to include pictures and text. The pictures must not be just an extra part; instead, they have to connect to the verbal language, to facilitate comprehension.

They can use the infographic studied in the Reading section as a guide.

Walk around the room and help them as needed.

Check

Have students check their writing individually and then exchange their infographics with a partner. Have partners check each other's writing and offer suggestions.

Discuss

When they finish writing, encourage them to send it to their colleagues and teacher by WhatsApp. Tell them to choose one colleague's infographic and analyze if their ideas match their colleague's ideas or if they are different.

Encourage several students to share their partner's main ideas with the class.

Self-assessment- Reflecting on their performance on learning throughout the unit.

Objective: to reflect on their performance in learning.

Read aloud the directions.

Have students work individually.

Encourage them to reflect on their attitudes and performance throughout the unit. Encourage them to be honest about their own learning.

Explain to them that they have to choose the best emoji that suits their progress. Ask them to get a sticker at the end of the book and stick it on the box, in front of each question.

Identify each student's problem area and encourage him or her to review the topic. Reteach it as needed.

7. Rationale

The present material was developed as a final project for an English Specialization Course - CEI - at Universidade Federal de Minas Gerais (UFMG), hence it is not allowed to be used for commercial purposes, and the author must authorize its use by other educators or teachers.

The final project consists of two independent units, which contain the four language skills (reading, listening, speaking and writing) in an integrated way. It is relevant to mention that both units were created using authentic materials. Following Harmer's ideas (2001, p. 205),

Authentic material is language where no concessions are made to foreign speakers. It is a normal, natural language used by native - or competent - speakers of a language. This is what our students encounter (or will encounter) in real life if they come into contact with target-language speakers, and, precisely because it is authentic, it is unlikely to be simplified, spoken slowly, or full of simplistic content (as some textbook language tends to be).

Concerning the themes of the units, they were chosen considering important issues to be discussed with teenage students, since it is extremely necessary to make them aware and critical citizens about their attitudes and beliefs in any environment they live in and interact with.

Therefore, the first unit focuses on stereotypes, which is an important issue nowadays, considering the variety of people we interact with in our daily lives. Its objective is to raise the discussion about labeling people into categories and to make learners aware of this type of judgment.

The second unit focuses on diversity, encouraging students to think critically about how one person and her or his differences can complement another one, to contribute to the development of private, social, and work life, instead of excluding people and putting them into boxes.

Considering both units, it is relevant to mention that the topics discussed in both were chosen having students' social context in mind, so learning happens more engagingly, since students are invited to talk about issues that are part of their lives. Another motivation to choose these issues was my interest in critical topics as well as my desire to contribute to a better world, where differences are respected and embraced. That is why the material is called "*Designing Futures*", since it is believed that the present and future times can be changed by good education.

The approach to develop the units is Communicative Language Teaching (CLT) which considers “communicative competence the goal of language teaching” (RICHARDS; RODGERS, 2002, p. 155), instead of having grammar or structures if the language is the main goal. Another important aspect is mentioned by Finocchiaro and Brumfit (*apud* RICHARDS; RODGERS, 2002, p. 156) when the researchers argue that the learning must be contextualized, and the target linguistic system must be learned through the process of communicate.

Following the principles of CLT, the activities proposed in the units “Breaking the mold” and “Embracing the differences” were developed using authentic materials. This aims to promote students with real situations, to enable them to transfer the topics studied to their lives. According to Richards and Rodgers (2002), those activities contain real communication and authentic language use and promote learning.

Another important thing to mention is that there are lots of activities that are compatible with the Communicative Language Teaching approach (RICHARDS; RODGERS, 2002). Thus, to vary and provide students with different uses of target communicative situations, different kinds of language functions were proposed for the units, such as negotiation, interaction, and information sharing. The objective was to give students opportunities to practice and expand their linguistic repertoires.

Regarding the students’ role through the units, they are seen as negotiators. All the activities are based on collaborative work in which students should interact with their partners, the whole class, the teacher, and also themselves so that they can complete the tasks in a meaningful way. According to Bree and Candlin (1980), as negotiators, learners contribute and gain from each other’s learning, so they learn in an interdependent way (*apud* RICHARDS; RODGERS, 2002, p. 166).

Regarding the teacher’s role, it is important to say that this professional is considered a guide during the classes. In other words, his or her role is to facilitate communication among groups, “Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place (RICHARDS; RODGERS, 2002, p. 223).

As a warmup for Unit One and Unit Two, it was proposed a speaking activity. The intention is to focus students’ attention on the topic that will be studied and also use their previous knowledge concerning the topics, connecting what they already know to what they will learn. The units aim to engage students from the beginning by using a curious and motivating way.

Concerning the reading section, the material contains pre, while, and post activities. They were developed by having genres as important tools to develop this skill. The reason why genres were chosen to work with is the fact that they are real communicative situations, which are presented in real life, so learners can understand the importance of practicing that specific type of text since they can face them in their personal, academic, or social life.

The vocabulary section is presented through the reading one. The words were chosen considering the vocabulary that was relevant to understanding the texts. According to Brown (1994, p.365),

The best internalization of vocabulary comes from encounters (comprehension or production) with words within the context of surrounding discourse. Rather than isolating words and/or focusing on dictionary definitions, attend to vocabulary within a communicative framework in which items appear. Students will associate new words with a meaningful context to which they apply.

Regarding the listening section, as in the reading one, it uses authentic material. The passages chosen were selected carefully, by having students' English level in mind, as well as their context. Unit One and Unit Two start the activity with a pre-listening, in which learners are invited to reflect and brainstorm ideas about a video that they will watch. The intention is to engage them with the topic by using their previous knowledge. After that, they are exposed to the videos in order to answer some questions concerning the video ideas, which is a listening-activity. As a post-listening activity, the material offers students an opportunity to reflect on the ideas discussed in the videos to consolidate the topic studied.

When it comes to the grammar section, it is presented through the listening activity, thus it is developed by using authentic material and in a contextualized way. In addition, the grammar in this material follows the inductive method for teaching and learning. As Thornbury (1999) states, the knowledge of grammatical rules should be learned by samples of real speech that have a particular construction. Moreover, one of the contributions of the inductive method is that students get knowledge naturally and efficiently.

In the pronunciation section, students are encouraged to practice and improve the ending sound of regular verbs in the first unit and the /ŋ/ sound in the second unit. The practice is done through real-life audio, so that learners are exposed to more authentic language.

Considering the speaking skill, according to Carneiro and Oliveira (2017, p. 103), "oral communication is an interactive and dynamic process", which involves the exchange of meanings between listeners and speakers to interact in several situations. With this in mind, the activities prepared for the speaking sections were developed to engage students in different

communicative functions, such as problem-solving and giving opinions. Besides, learners are encouraged to interact with each other, either to solve a problem or to share and discuss an idea.

The writing section, as the reading and the listening ones, was developed through genres. Since students face several types of texts nowadays, they need to be exposed to different genres at school. This exposition enables them to manipulate information and achieve different communication purposes through writing (REPPEN, 2002).

Following the guidelines for teaching writing given by Muñoz, Gaviria, and Palacio (2006), when preparing the writing section some steps were taken into account. As a first step, a genre was selected according to the theme and the genre students were presented with during the units. It is also important to mention that the writing task is guided by the prompt, which establishes the audience, purpose, and length, in other words, “the conditions under which they will write” (O’Malley; VALDEZ, 1996, *apud* MUÑOZ; GAVIRIA; PALACIO, 2006).

Technology plays an important role during the writing section in Unit Two. The teacher should take learners to a computer lab to do the activity using Canva, which is a simplified graphic design tool site. By using this site, learners will create an infographic, which was presented in the reading section. Before students do the activity, the teacher must explain some important aspects, such as what the site is like, how to use it, what steps to follow, and how to share their projects. All this information is presented in the Teacher’s book.

The use of technology in this material is supported by Lorenzi and Padua’s ideas (2012) when the authors say that technology in current days creates new ways of communication and expression, so the writing of these multimodal texts needs to be learned. As a result, “learners will benefit enormously from creative learning environments” (BRAGA; SILVA; JUNIOR, 2017, p.138).

Finally, at the end of each unit, students are encouraged to reflect on their own performance throughout the developed activities by doing a self-assessment. As Brown (2004) affirms, autonomy is considered the primary principle for successful learning, so through this self-assessment moment learners are responsible for assessing their performance as well as what they should improve on.

In short, the material was developed to contribute to more contextualized and enriching classes, in which students are considered negotiators and the teacher a mediator. Through the activities, students are seen as autonomous learners, responsible for their learning process. To complete the exercises, they must interact with their partners, the whole class, and the teacher, by sharing ideas and discussing, so they can build their point of view about the discussed issues.

Hence, the units go beyond teaching English. They seek to make students aware of the issues of diversity and stereotypes whether in the personal, public, or work environment, to make them critical citizens as well as make them respect the differences.

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<https://thejanegroup.org/21-things-know-stereotypes/>

Adapted from: <https://www.ozy.com/true-story/but-youre-so-smart-you-cant-be-black/62591>

Adapted from: <https://www.instagram.com/p/BOP7YZoJYrR/>

<https://quotecites.com/quotes/tag/stereotype>

<https://www.marieclaire.co.uk/news/celebrity-news/breakfree-from-labels-inspiring-celebrity-quotes-on-fighting-stereotypes-8232-17572>

<https://br.pinterest.com/pin/552676185503493156/>

2) Texts and sentences

She is a journalist, human rights activist, speaker, and TV host with nearly two decades of television news experience. She stands out for her ease in performing special live coverage. She studied at Puc-Rio and began her career when she was 23 as a reporter and TV host. Adapted and translated from: <http://lucianabarreto.com/luciana-barreto/>

Henrique Aranha Fogaça is a Brazilian chef, businessman, skateboarder, and singer. He is known for being a judge on the Brazilian version of the MasterChef talent show, broadcast by Band. Also, Fogaça is a vocalist and composer for the hardcore band Oitão. Adapted and translated from: https://pt.wikipedia.org/wiki/Henrique_Foga%C3%A7a

Karina Oliani is the first Brazilian doctor to have the title of specialist in emergency medicine and rescue in remote areas. In 2007, she founded, together with her partner, Medicine of

Adventure, a medical entity whose main objective is to disseminate and strengthen this new medical concept in Brazil. In the following years, Karina dedicated herself exclusively to producing, directing, and presenting her programs, creating in 2009 her own production company, Pitaya Filmes. Adapted and translated from: <http://karinaoliani.com.br/>

He was born in the countryside of Minas Gerais in 1944. He is, for sure, the most recognized professional of Brazilian photography. He has won numerous international awards and has countless publications and exhibitions [...] He dedicates himself mainly to the documentary/journalistic genre, and he is recognized worldwide as a major reference.

. Adapted from: <https://www.fotologia.net/7-dos-melhores-fotografos-do-brasil-para-voce-se-inspirar/>

Article: _____ “Gender Stereotypes in Fashion. Adapted from: <https://binghamprospector.org/opinion/2018/12/20/gender-stereotypes-in-fashion/>

I moved to Delhi from a small town, to escape being told what to do and how to behave. But Delhi, too, made it very clear I was different because I was South Indian – the pressure to fit in continued. Adapted from: <https://www.storypick.com/break-for-freedom/>

Fear of the stage, of connecting with people, of performing, and most of all, fear of coming out of the closet. I’ve conquered all of them now. Adapted from: <https://www.storypick.com/break-for-freedom/>

My life has always been about rejecting notions inherent to any one community, class, or group. It’s always been about stepping out of line. Adapted from: <https://www.storypick.com/break-for-freedom/>

After two years, I still feel that the work has just begun. I have started an important conversation and it needs to continue. Adapted from: <https://www.thebetterindia.com/168092/india-superwomen-heroes-wonderwoman-gender-equality-spotlight/>

I went from a teen mom to a CEO of a national company. I beat the stereotypes and feel like a great mom to my daughter. Adapted from: <http://whisper.sh/stories/d9758c28-2f7d-4c54-b0bc-4ad0bff92945/14-Inspirational-Stories-From-Teen-Moms-Who-Defy-Stereotypes->

“The Prospector website” is the student news site of Bingham High School in The United States. The purpose of the Bingham Prospector is to educate the student body by reporting the truth.

Their goal is to inform, entertain, and persuade readers with news and opinions from our responsible writers. Adapted from: <https://binghamprospector.org/about/>

3) Videos

<https://www.greatbigstory.com/stories/this-is-what-a-runner-looks-like>

Adapted from: https://www.youtube.com/watch?v=-sGWj_q0fpQ (16:28- 18:17)

Unit 2

1) Images

Adapted from: <https://pronunciationstudio.com/the-ng-sound/>

<https://youtu.be/sQW97d7cWp>

<https://piktochart.com/blog/how-to-create-an-infographic-and-other-visual-projects-in-5-minutes/>

<https://pt-pt.facebook.com/EspacoSmiles>

<https://www.publicitarioscriativos.com/vote-nos-novos-emoticons-do-teclado-emoji/>

<https://br.pinterest.com/pin/112801165648534525/?lp=true>

https://approachableleadership.com/keynote/keynote_icon_1/

<https://www.vectorstock.com/royalty-free-vector/flat-books-with-bookmarks-circle-icon-with-long-vector-5531191>

<https://www.assortedstuff.com/listen-to-this-2/>

<https://www.iconsdb.com/orange-icons/light-bulb-6-icon.html>

<https://apkpure.com/english-pronunciation/org.az20.depronunciation>

<https://pointssimplified.com/>

<https://optimumtalent.com/leadership-assessment-development/leadership-development/>

2) Texts and sentences

Everything was amazing and beautiful, and the people we met were so friendly! On the last day of the trip, when we were getting ready to leave, I realized that I had more French money than

I wanted to bring home Adapted from: <https://www.quora.com/What-was-your-most-embarrassing-moment-as-a-foreigner-in-another-country>

There was still time for the train to start and we were discussing random stuff. Suddenly, something struck my mind. And I was reminded of the beautiful valleys, and enormous green farms that we could encounter during the journey. Adapted from: <https://www.quora.com/What-was-your-most-embarrassing-moment-as-a-foreigner-in-another-country>

We were using the microwave for the first time. We did not have much idea about the exact timing for which the bread had to be put up in the oven. Suddenly, we found some smoke coming out of the oven. Adapted from: <https://www.quora.com/What-was-your-most-embarrassing-moment-as-a-foreigner-in-another-country>

My family was going in and out of shops and I noticed that shopkeepers did not seem to take kindly to people who were only browsing. Adapted from: <https://www.quora.com/What-was-your-most-embarrassing-moment-as-a-foreigner-in-another-country>

Adapted from: <https://www.talentlyft.com/en/blog/article/244/top-10-benefits-of-diversity-in-the-workplace-infographic-included>

3) Video

<https://youtu.be/l-Yy6poJ2zs> from: 00:00 to 03:44

Mentimeter QR code

<https://www.mentimeter.com/s/dcd04c5bbb88ee24b70aee9ee9aaa73f/7c97b0003740/edit>

Canva website

https://www.canva.com/pt_br/