

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG

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***Teaching English to Teens and Adults:
Current and Engaging Topics for Discussion***

Belo Horizonte

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Material Didático para Ensino de Inglês

***Teaching English to Teens and Adults:
Current and Engaging Topics for Discussion***

Monografia de especialização apresentada ao Curso de Pós-graduação em Língua Inglesa da Faculdade de Letras da UFMG, como um dos requisitos para a obtenção do título de especialista em Língua Inglesa.

Orientadora: Júnia de Carvalho

Fidelis Braga

Belo Horizonte

2023



UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS DA UFMG
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA - CEI/ELI

ATA DE DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Às 15:45 horas do dia 01 de dezembro de 2023, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa -CEI/ELI, para julgar, em exame final, o trabalho intitulado **Teaching English to Teens and Adults: Current and Engaging Topics for Discussion**, apresentado por **Deylson Gonçalves dos Santos**, como requisito final para obtenção do Grau de Especialista em Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra a(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Júnia de Carvalho Fidelis Braga, indicou (X) **aprovação**/ () **reprovação** do(a) candidato(a);

Prof(a). Dr(a), Ronaldo Correa Gomes Júnior indicou a (X) **aprovação**/ () **reprovação** do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) (X) **aprovado(a)**/ () **reprovado(a)**.

Nota: 97

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Júnia de Carvalho Fidelis Braga, Professora do Magistério Superior**, em 12/12/2023, às 07:45, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por **Ronaldo Correa Gomes Junior, Professor do Magistério Superior**, em 12/12/2023, às 08:27, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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RESUMO

Este trabalho acadêmico intitulado Ensino de Inglês para Adolescentes e Adultos: Tópicos Atuais e Atraentes para Discussão, é o requisito final para a conclusão do curso de especialização do CEI - UFMG. Este material é direcionado a jovens de nível intermediário (B1) de cursos de inglês. Os temas escolhidos para a primeira unidade são “Imagem Corporal” e para a segunda unidade, “Diversidade Cultural”. Todo o material utilizado neste trabalho acadêmico é autêntico, o que é uma ótima oportunidade para os alunos terem contato com o “verdadeiro inglês” falado em todo o mundo. Além disso, toda a análise gramatical é a partir dos textos selecionados, eles são contextualizados e a análise gramatical é desenvolvida de forma indutiva, o que ajuda os alunos a pensar criticamente sobre uma estrutura e a chegar a uma conclusão sobre as regras, com o professor mediando o processo. Cada unidade é dividida em tópicos que abordam todas as habilidades do idioma, os tópicos são: aquecimento, vocabulário, leitura, gramática, compreensão auditiva e pronúncia.

Palavras-chave: material didático; nível intermediário; imagem corporal; diversidade cultural.

ABSTRACT

This academic work entitled *Teaching English to Teens and Adults: Current and Engaging Topics for Discussion*, is the final requirement for the completion of the specialization course at CEI - UFMG. This material is addressed to young adults at intermediate level (B1) from English courses. The themes chosen for the first unit is “Body Image” and the second unit, “Cultural Diversity”. All the material used in this academic work is authentic, which is a great opportunity for students to get in touch with the “real English” spoken throughout the world. Besides that, all grammar analysis is from the texts selected, they are contextualized and developed in an inductive way, which help students think critically about a structure and come to a conclusion about the rules, with the teacher mediating the process. Each unit is divided into topics that go through all the language skills, the topics are: warm-up, vocabulary, reading, grammar, listening and pronunciation.

Keywords: teaching material; intermediate level; body image; cultural diversity.

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INTRODUCTION

This academic work entitled *Teaching English to Teens and Adults: Current and Engaging Topics for Discussion*, is the final requirement for the completion of the specialization course at CEI - UFMG. We were asked to develop and present two teaching units considering the characteristics and needs of a specific target audience.

When initially developing this work, which is addressed to young adults at intermediate level (B1) from English courses, I thought of bringing current topics that the students would feel motivated to discuss, open their hearts and even help one another in case they face the challenges brought.

In this context, I strongly believe that learning a language is also an opportunity to participate and engage in current topics, creating and recreating meaning to our life in different dimensions - personal, professional and academic.

Consequently, I have chosen in the **first unit** the theme “**Body Image**”. In this unit, students are expected to critically think about the standards imposed by society on us, regarding our appearance and understand how much it can affect us.

In the **second unit**, I have chosen the theme “**Cultural Diversity**” and, once again, I found a great opportunity to have my students engage in a meaningful topic. They are expected to think about the adaptations they should make when traveling to a place with a different culture. They will also reflect on how a language changes from place to place and that none of them is better than another one.

All the material used in this academic work is authentic, which is a great opportunity for students to get in touch with the “real English” spoken throughout the world. Besides that, all grammar analysis is from the texts selected, they are contextualized and developed in an inductive way, which help students think critically about a structure and come to a conclusion about the rules, with the teacher mediating the process. Each unit is divided into topics that go through all the language skills, the topics are: warm-up, vocabulary, reading, grammar, listening and pronunciation.

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UNIT 1 - Body Image

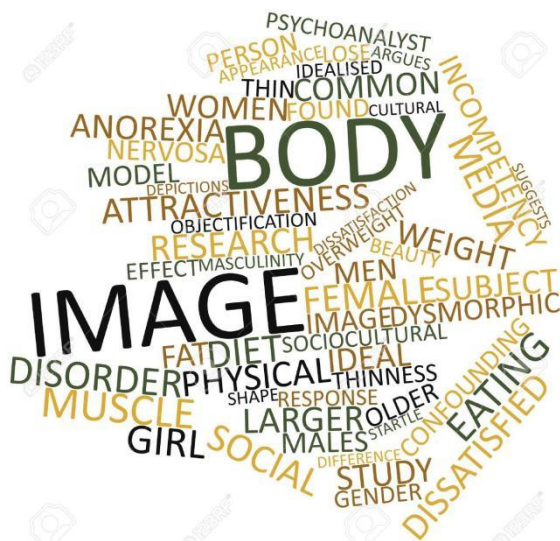


Warm -up

1 Discuss the questions below in pairs:

- ✓ What comes to your mind when you think of “body image”?
- ✓ Do you think social media affect the way we judge our appearance?
- ✓ What do you think that we should worry about our body?
- ✓ Do you think that the way we see ourselves can affect our lives? How?

2 Take a look at the word cloud below and answer the following questions:



- ✓ Are the words connected to body image mostly positive, neutral or negative?

- ✓ What are the risks involved with this concept?

Vocabulary



3 Match the words below to their definitions:

- | | |
|-------------------------|--|
| 1 Body Shape | () your thoughts/feelings about the way your body looks. |
| 2 Skin | () the way you think and feel about yourself. |
| 3 Muscles | () a form of communication: radio, t.v., newspaper, etc. |
| 4 Self-esteem | () eating disorder in which a person obsesses about their weight to a point of eating very little. |
| 5 Anorexia | () a public source of promoting a product, event, or service. |
| 6 Bulimia | () the shape of someone's body, used especially when talking about exercise and diets |
| 7 Binge Eating Disorder | () eating disorder in which a person consumes a large amount of food then they try to get ride of the calories in an unhealthy way, usually vomiting. |
| 8 Advertisements | () the outer covering of the body. |
| 9 Media | () the strong fibers that connect to bones and cause the body to move. |
| 10 Body Image | |

4 Write the words below in the right sentence:

Body Shape - Skin - Muscles - Self-esteem
Binge Eating Disorder - Advertisements - Media

- A) This diet can help you get the _____ you want.
- B) Lots of people suffer from _____ mainly when they are anxious.
- C) Your _____ is so smooth.
- D) There are lots of _____ on the _____ encouraging people to go on crazy diets to lose weight fast.
- E) Our body image is directly connected to our _____.
- F) Men usually work out to increase their _____ mass and lose fat mass.

Reading



1 Answer the questions below about “body image” in pairs and, then, share your ideas with the whole group:

- ✓ How do you feel about yourself? Do you enjoy looking at yourself at the mirror?
- ✓ Do people worry too much about their appearance? Should we start worrying more?
- ✓ Are we judged by the way people see us? Is that fair?
- ✓ Do you know any proverb that teaches a lesson on this topic?

2 Look at the image below, analyze the characteristics of the text, the title and the output medium and answer the following questions:

← → 🏠 📄 au.reachout.com/articles/what-is-body-image 📄 ☆

For Young People For Parents For Schools About Us Urgent help

REACHOUT Topics Connect with others Explore Q Search Log in / Sign up

🏠 > Body image

Understanding body image

🔊 Listen ▶

f Body image is just the way you think about your physical self. Healthy body image is when you feel relaxed about your body, whereas unhealthy body

Related topics

- ✓ Where is this text found?
- ✓ Who is the target reader?
- ✓ What are the characteristics of an advertising text?
 - () persuade the reader to take an action;
 - () tell a story;
 - () to give scientific information on a very specific topic

Read an excerpt of the text below about “Body Image”:

Understanding body image

Body image is just the way you think about your physical self. Healthy body image is when you feel relaxed about your body, whereas unhealthy body image is when you think about your body in a negative way. If you have unhealthy body image, that's okay. There are ways to help; the first step is just to figure out what's causing it in the first place.

What do ‘healthy’ and ‘unhealthy’ body image mean?

Healthy body image is about feeling comfortable in your own skin

- Feeling happy most of the time with the way you look.
- Feeling good about yourself.
- Valuing yourself by who you are, not by what you look like.

Unhealthy or negative body image is believing your body isn't good enough

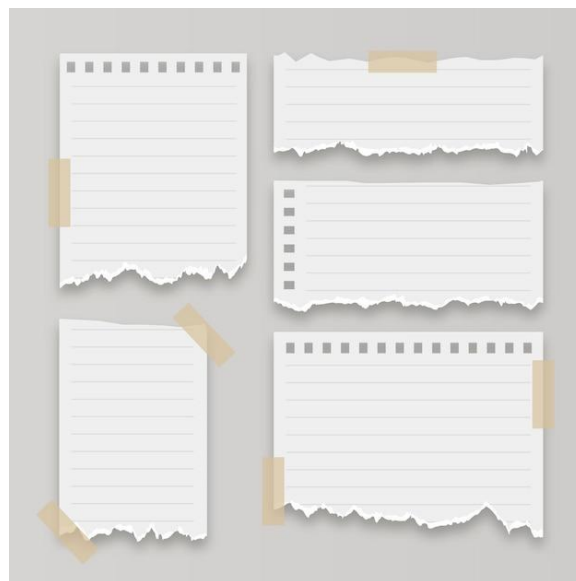
- Thinking that you look too fat.
- Feeling like you're not pretty enough or muscular enough.
- Believing that your looks determine your value as a person.
- Fixating on trying to change your body shape.

Why do I feel negative about my body, and what can I do about it? [...]

Available on: <https://au.reachout.com/articles/what-is-body-image> Accessed on: June 21, 2023.

Reading Comprehension and Writing

1 Imagine you are one of the writers of this article and you have to finish the text. You also have to connect body image with the topics: **media, family and friends, clothing style and self-love**. Write the end of the article and separate the information into topics.



Writing Checklist

After writing, check whether you accomplished the topics below:

- () Did I write about all the suggested topics ?
- () Are the topics listed in parallel structure?
- () Are words spelled correctly?
- () Did I check the validity of what I suggested?
- () Did I reread my writing in order to correct any mistakes?

2 The excerpt from the text ends with the question “Why do I feel negative about my body, and what can I do about it?” What would you recommend to someone who has an unhealthy body image?

3 Read the entire text on the link above now and answer the questions about the text above:

- ✓ What does body image mean?
- ✓ What’s the difference between healthy and unhealthy body image?
- ✓ In case you have an unhealthy body image, which of the tips from the text do you think that works better for you?
- ✓ How can we create a healthy body image?
- ✓ Why do you think it is also important to look for professional help when body image really affects your well-being?

Grammar



1 Analyze the sentences below and answer the questions:

- I. Healthy body image is about **feeling** comfortable in your own skin
 - II. ...start **noticing** what makes you feel healthy and gives you energy:
 - III. **Having** a healthy body is more important than your shape.
 - IV. I **am having** a light meal now.
- ✓ Are the bold verbs in sentences I, II and III talking about something that is happening at the moment of speaking? What about sentence IV?
 - ✓ In the sentence III, is the verb “having” describing an action happening at the moment of speaking or it is not associated with any tenses?
 - ✓ What do the verbs in bold have in common regarding the form they were used?
 - () they are used in the -ing form;
 - () they are in the infinitive form (to + verb)

2 Look at the verbs in bold and match them to the **uses/rules of the verb+ing**

- I. Healthy body image is about **feeling** comfortable in your own skin
- II. ...start **noticing** what makes you feel healthy and gives you energy:
- III. **Having** a healthy body is more important than your shape.
- IV. I **am having** a light meal now.

The verb goes with -ing when it is:

- () As the subject of a verb.
- () After verb to be (am, is, are) to show that the action is happening now.
- () After prepositions (e.g.: in, for, by, with, about etc).
- () After certain verbs (enjoy, admit, start, etc).

3 Analyze the the sentences below and answer:

I. Having a healthy body is more important than your shape.

II. I am having a light meal now.

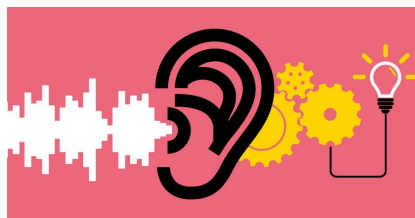
Match the sentences I and II to the uses / meaning of the verb + ing:

- () The verb “having” is the subject of the sentence and the verb that connects the subject to the predicate (the part of a sentence in which something is asserted or denied of the subject of a sentence) is the verb “is”.
- () The verb “having” is describing what is happening at the moment of speaking.

4 Complete the sentences below about your **own life and experiences** with a verb+ing:

- a) I don't mind...to have a healthy body.
- b) ... is the best way to have a high self-esteem.
- c) I'm.... now not to care about the pressure to have a perfect body.
- d) I'm thinking of to feel good about myself the way I am.

Listening



1 Discuss the questions below in pairs:

- ✓ Do you think girls dress up and wear make up because they like or it has to do with the pressure society make on them?
- ✓ What is the standard for beautiful girls in the current time?
- ✓ How do you think girls feel when they don't fit this standard?
- ✓ Which one is more important, having the society approval on our appearance or being happy with ourselves? Why?

2 Listen to the song below, fill the gaps with the missing words and answer: What is the change the speaker in the song go through from the beginning to the end of the song? (Available on: <https://www.youtube.com/watch?v=GXoZLPSw8U8>)

Try - Colbie Caillat

Put your _____ on	You just have to get up,	yourself
Get your _____ done	get up, get up, get up	Do you like you? Do you
Curl your hair	You don't have to	like you?
Run the extra mile	change a single thing	[CHORUS]
Keep it _____	You don't have to try, try,	You don't have to try so
So they like you, do they	try, try (4x)	hard
like you?		You don't have to bend
Get your sexy on	Ohh	until you _____
Don't be _____, girl	Get your _____ on, at	You just have to get up,
Take it off	the mall, max your	get up, get up, get up
This is what you want, to	_____	You don't have to change
_____	You don't have to choose,	a single thing
So they like you, do you	buy it all	You don't have to try, try,
like you?	Do they like you? Do	try, try (4x)
[CHORUS]	they like you?	
You don't have to try so	Wait a second,	You don't have to try, try,
hard	Why should you _____,	try, try (4x)
You don't have to give	what they think of you	
it all away	When you're all alone, by	

Noooo	You don't have to try, try,	Take a _____
Oooh	try, try (4x)	Look into the _____, at yourself
[CHORUS]		Don't you like you? Cause I like you
	Take your _____ off	
	Let your hair down	

3 Role-play

Student A: You are a teenage girl who hasn't been satisfied with yourself recently. Your body shape and your hair is not like the ones you see on the social media, this makes you feel so blue. Talk to your best friend about your feelings. Also mention the crazy diets you have been doing to lose weight fast and the changes you are planning to have on your appearance.

Student B: Your best friend is beautiful, she just don't fit the standards imposed by the society. She has been depressed lately because of it. Talk to her, help her see her own identity and beauty. Also advise her on the crazy plans she is going to tell you about.

Pronunciation



Connected Speech

Native speakers do not say a word by word when speaking. Some words are grouped together to help with the rhythm. The pronunciation of the end and the beginning of the words may change too to make the connection between words in pronunciation. These changes are part of 'connected speech'.

1 Listen to the song “Try” again and pay attention to how the words below are pronounced.

Keep it Take it off get up it all

✓ Are these phrases pronounced word by word or the words are linked to the next one?

✓ How these links are usually made?

() with words that end in vowel sound and the next word starts with consonant sound;

() with words that end in consonant sound and the next word starts with vowel sound;

2 Now, practice saying these phrases with your teacher and remember to link the words whenever necessary:

.

Smell a flower

Tell her

Buy an apartment

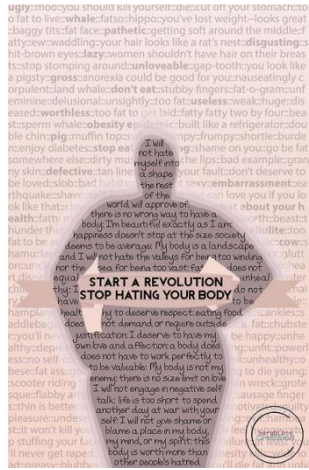
Call it off

Hands on

Choose one of the suggestions below and plan, do and present it:

A - Poster

Considering the theme covered in this unit “Body Image”, create a poster encouraging people to accept themselves the way they are. Include a picture and some written text in your poster.



B - Interview

Suppose you are a reporter and you will interview a celebrity who has suffered from bulimia in her teen times. Think of some questions to ask her, and record an interview with this person. Remember to say a message in the end of the interview encouraging people to accept themselves the way they are.



UNIT 2 - Cultural Diversity



Warm -up

1 Discuss the questions below in pairs:

- ✓ What do you think the proverb “When in Rome, do as the Romans do” mean?
- ✓ Do you think you should adapt to a new culture when we travel abroad?
- ✓ What would the foreigner think about us if we insist in doing something that is different for them?
- ✓ Do you know any habits that we have that sounds strange abroad? What about the other way round?
- ✓ Do you think that stores should also be aware of the cultural differences, mainly in touristic cities?

Vocabulary



2 Match the words below to their meanings:

- | | |
|--------------------|--------------------|
| A) Payment methods | D) Policy |
| B) Market | E) Free market |
| C) Foreigner | F) Tropicalization |

- () It is a way that customers pay for a product or service. It may include cash, a gift card, credit cards, prepaid cards, debit cards, or mobile payments.
- () An area or arena in which commercial dealings are conducted.
- () It includes statements of rules or standards. It does not change frequently.
- () Process of how to be adapted to a local context, a system, strategy or business solution to maximize income and profit.
- () It is an economic system based on supply and demand with little or no government control.
- () Someone from another country.

Reading



1 Talk in pairs

- ✓ McDonald's have different menus around the world, so what comes in a sandwich in Brazil may be different in Mexico. Why is that?
- ✓ Do you think it is better to buy local products or foreign ones?
- ✓ In your opinion, are the policies in University Entrance Exam too strict?
- ✓ What is the best payment method now? Why?

2 Look at the image below, analyze the characteristics of the text, the title and the output medium and answer the following questions:

The screenshot shows the G&M News website header with navigation links: EXPERTS, LEARNING, G&M EVENTS, IGAMING, LAND-BASED GAMING, B2C. The article title is "When in Rome, do as the Romans do" by Alvaro Paz-Lopez de Ayala, dated August 12, 2022. The article text states: "Our expert Alvaro Paz-Lopez de Ayala, Regional Director for LatAm at TechSolutions Group, emphasizes the importance of tropicalization when developing online gaming operations in other territories or regions. In this regard, he says, it is essential to consider (and use on the proprietary platform) the diversity of local payment methods, as well as include culturally attractive content for each market." A bio for Alvaro Paz-Lopez de Ayala is provided, mentioning his long-time experience in the gaming and betting industry and his role as Regional Director for LatAm at TechSolutions Group.

- ✓ Where is this text found?
- ✓ Who is the target reader?
- ✓ What are the characteristics of an advertising text?
 - () inform the reader about something which is current;
 - () tell a story;
 - () to give scientific information on a very specific topic

Read an excerpt of the text below “When in Rome, do as the Romans do”:



An old, famous Latin proverb says: “Cum Romae, ut Romani faciunt fac” (When in Rome, do as the Romans do). This advice has always been accepted, practiced and respected, at least since the Roman Empire of Julius Caesar.

Even today, ancient Romans could understand that the most important thing to be able to adapt to a new environment is to do what locals do. This not only help people to be accepted and to successfully adapt to a new society, but also to be able to understand locals’ mentality, think and live.



THE NEED FOR TROPICALIZATION

This pattern of behavior not only serves for social adaptation, but also for business. It is what we in our field call ‘tropicalization.’

The success of tropicalization means that this is the first step we must take for a foreign business to prosper. The language, the national holidays, the time, the bonuses, the gaming modalities, the payment methods, the social networks, the systems, etc., are part of the tropicalization. Adapting to local payment systems is not only very important, but essential for a foreign company to start operations in a new region.

It sounds quite simple, and it really is. It all depends on the regulation of each country and the policies of each payment system. To begin with, this will depend on whether the country is regulated or not. In the second case, if we do not have a license, well, there’s nothing to be done. We are not fit to work in this country with absolute tropicalization.

Available: <https://g-mnews.com/en/when-in-rome-do-as-the-romans-do/>

Reading Comprehension and Writing

1 After reading the text “When in Rome, do as the Romans do”, answer the questions below:

- ✓ What is the idea of the proverb “When in Rome, do as the Romans do”?
- ✓ Do you think it is easier to adapt to a new culture when visiting a new country or to maintain your culture? Why?
- ✓ Is it important for companies to adapt when dealing with foreigners? Give an example.

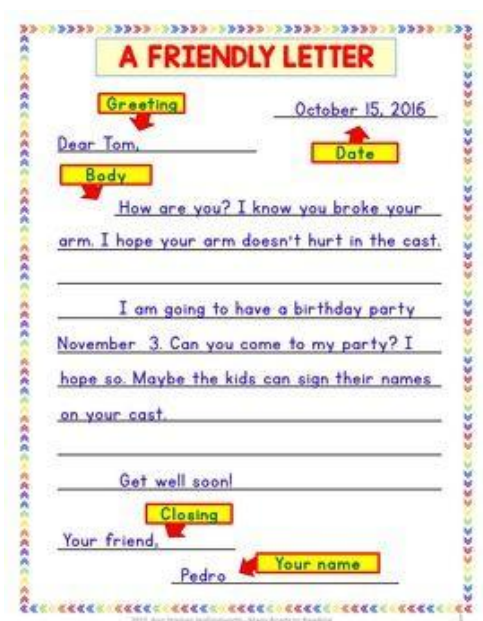
Writing

1 Imagine your school will receive an exchange student from a country completely different from yours. You were chosen to write an informal letter to this new student giving some advice on what is accepted or not in your country. Welcome this student, give him some suggestions on how to behave in some situations, and make yourself available for whatever he/she needs.

Informal letter structure:

Date and place; greeting; body of the letter; closing and signature. See those steps in the picture below:

Now, write your informal letter as suggested above:



A series of horizontal lines provided for writing the informal letter, framed by a yellow border.

Writing Checklist

- () Did I use the informal letter structure? (Date, place, greeting, a message, closing and signature?)
- () Are the words spelled correctly?
- () Did I sound friendly and welcome the student?
- () Did I mention situations and how to behave in my country?
- () Did I make myself available for whatever he needs?

Grammar



1 Analyze the sentences below from the text and answer the following questions:

- I. "... ancient Romans **could** understand that the most important thing to **be able to** adapt to a new environment is to do what locals do."
- II. "... this is the first step we **must** take for a foreign business to prosper."
- III. "... but also to **be able to** understand locals' mentality."

A) What verb form comes after "could", "be able to" and "must"?

- () verb-ing () infinitive with "to" () infinitive without "to"

B) Match the columns with the ideas that the modal verbs in bold express:

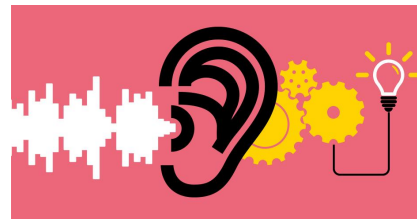
- | | |
|--------------|--|
| 1 Could | () capable; same as can (present) and could (past) when expressing abilities. |
| 2 Be able to | () ability to do something in the past. |
| 3 Must* | () obligation, necessity; same as "have to" |

* Obs.: Must express an idea of obligation and/or necessity, but "**mustn't**" express an idea of prohibition. Eg.: He mustn't drive if he drinks alcohol.

2 Answer the questions below:

- A) Could you read and write when you were 5 years old?
- B) Are you able to swim?
- C) Were you able to swim when you were 10?
- D) What must you do if you travel to the USA?

Listening



1 Discuss the questions below in pairs:

- ✓ Do you think that cultural diversity can be seen in the media? How?
- ✓ In a song, what could be a clue that the song is not from the USA, for example?
- ✓ Do words and accent change from place to place? Give an example.
- ✓ Should we all keep American vocabulary and accent as a standard English in a way that we all should speak exactly like them? Why?

2 Listen to the song “Calm Down” from Rema & Selena Gomez on the link <https://www.youtube.com/watch?v=MPElu8zgWSc> and circle all the words that sound different from what we are familiar with due to accent or vocabulary.

Calm Down	Girl, this your body e put	No tell me no, no, no, no,
Canção de Rema	my heart for lockdown, for	whoa, whoa, whoa, whoa
	lockdown, oh, lockdown	Oh-oh-oh-oh-oh-oh-oh-oh-
Vibez	Girl, you sweet like Fanta o,	oh-oh-oh
Oh, no	Fanta o	Baby, come gimme your lo-
Another banger	If I tell you say "I love you",	lo-lo-lo-lo-lo-lo-lo-lo-lo-lo-
	no dey form yanga o, oh,	lo-love
Baby, calm down, calm	yanga o	You got me like whoa-
down		

whoa-whoa-whoa-whoa-
 whoa-whoa-whoa-whoa
 Shawty, come gimme your
 lo-lo-lo-lo-lo-lo-lo-lo-lo-lo-
 lo-lo-love, hmm

I see this fine girl, for my
 party, she wear yellow
 Every other girl they dey do
 too much, but this girl
 mellow

Naim I dey find situation I
 go use take tell am hello
 Finally, I find way to talk to
 the girl but she no wan'
 follow

Who you come dey form for?
 (Uhum)

Why you no wan' conform?
 (Uhum)

Then I start to feel her bum-
 bum, whoa (uhum)

But she dey gimme small-
 small, whoa

I know say she sabi pass
 Don Juan (uhum)

But she feeling insecure
 'Cause her friends go dey
 gum her like chewing gum
 (uhum)

Go dey gum her like
 chewing gum

Yeah, I know I look shy but
 for you I get down, oh
 And my hips make you cry
 when I'm moving around
 you (yeah)

Do it once, do it twice (do it
 twice)

I push back, you hold me
 tight

Get a taste for a night

Baby, show me you can
 calm down, calm down

Dance with me and take the
 lead now, lead now (lead
 now)

Got you so high that you
 can't come down, come
 down

Don't you ask, you know
 you're allowed, allowed (oh
 no)

When it's you I can't say no-
 oh-oh-oh-oh-oh-oh-oh-oh-
 oh-oh

Baby, gimme lo-lo-lo-lo-lo-
 lo-lo-lo-lo-lo-lo-lo-lo-lo-lo-
 love

You got me like whoa-
 whoa-whoa-whoa-whoa-
 whoa-whoa-whoa-whoa

Shawty, come gimme your
 lo-lo-lo-lo-lo-lo-lo-lo-lo-lo-
 lo-lo-lo-lo-lo-lo-lo-lo-lo-lo-
 lo-lo-love, hmm

As I reach my house I say
 make I rest small (make I
 rest small)

As me I wake up na she dey
 my mind o (na she dey my
 mind o)

Day one, day two, I no fit
 focus (I no fit focus)

Na so me I call am, say
 make we link up (say make
 we link up)

Got my hand on your heart
 now, I can feel it race
 If I leave then you say you
 can never love again

Wanna give you it all but
 can't promise that I'll stay
 And that's the risk you take
 (you take)

Baby, calm down, calm
 down

Girl, this your body e put
 my heart for lockdown, for
 lockdown, oh, lockdown

Girl, you sweet like Fanta o,
 Fanta o

If I tell you say "I love you",
 no dey form yanga o, oh,
 yanga o

No tell me no, no, no, no,
 whoa, whoa, whoa, whoa

Oh-oh-oh-oh-oh-oh-oh-oh-

oh-oh-oh (your love, your love)	lo-love You got me like whoa-	Shawty, come gimme your lo-lo-lo-lo-lo-lo-lo-lo-lo-lo-
Baby, come gimme your lo-	whoa-whoa-whoa-whoa-	lo-lo-love, hmm no
lo-lo-lo-lo-lo-lo-lo-lo-lo-lo-	whoa-whoa-whoa-whoa	

3 “Calm down” is a song made by a Nigerian singer, Rema. This song has lots of traits of an African style, Afrobeat. The contrast is even stronger when we compare the accent from Selena Gomez, an American singer, and Rema. Based on that, find examples from the song:

A) Informal English (vocabulary, pronunciation or grammar structure:

B) Nigerian words:

EXTRA - CURIOSITY TIME!

Find the meaning of some Nigerian words and expressions used in the song on the link:
<https://teacherola.com/top-190-learn-english-with-rema-selena-gomez-calm-down/>

Pronunciation



Sometimes, to distinguish “can”/’kæn/ from “can’t”/’kænt/ , mainly in American English is not an easy task. Watch the video below and see the differences from “can” to “can’t” in both American and British English.

Link: <https://www.simpleenglishvideos.com/pronounce-can-cant-british-american-english/>

1 Analyze the sentences below and write whether “**can**” or “**can’t**” would be **stressed** or not, **weak** pronunciation.

- A) Can you hear me?
- B) Yes, I can.
- C) He can do that!
- D) He can’t do that.
- E) I am sorry, but I can’t.
- F) Can’t you swim?

General Rule:

Can is unstressed (weak) at the beginning (questions) and in the middle (affirmative sentences) of a sentence.

Can’t is stressed in these positions.

At the end of a sentence, they are both stressed. The context can be used to help you identify whether you heard “can” or “can’t”.

TEACHER'S GUIDE / ANSWER KEY

Unit 1: Body Image

This unit was developed for teenagers/adults at an intermediate level. It is about the standards imposed by society on people's appearance. This theme was chosen for being an engaging topic for teenagers and adults, they will probably feel motivated to discuss and even give current examples about the topics presented.

Warm-up

1 Start by exploring the title of the unit and the image, ask students what they think the unit is about. Right after it, ask students to discuss the questions in pairs and then have a group discussion mediated by the teacher.

Answer key: personal answers.

2 Ask the students what words they would associate with "body image". Then, ask them to analyze the word cloud and answer the questions individually. After that, have a group oral discussion over the questions.

Answer key: - Mostly negative
- The risks are that body image can affect us negatively. (expected answer).

Vocabulary

3 Go through the list of words, teach their pronunciations and ask students to match the words with their definitions. Check it.

Answer key: 10 - 4 - 9 - 5 - 8 - 1 - 6 - 2 - 3

4 Ask students to insert the words from the box into the sentences. Check it.

Answer key: a) body shape b) binge eating disorder c) skin d) advertisement / media e) self-esteem f) muscles.

Reading

1 Before reading the text, discuss the pre-reading questions in pairs and then in groups.

Answer key: personal answers.

2 Analyze the image and discuss the text genre in groups.

Read the text and go through any vocabulary questions students have. Ask them how helpful the tips were, if there are any of the tips that they already follow.

Answer key: - on the internet;
 anyone who is interested in body image issues;
 (x) persuade the reader to take an action

Writing

1 Explain the context of the activity for the students and ask them to write the end of the article following the topics suggested. Right after writing it, ask them to do the checklist.

Answer key: personal answers.

2 Discuss the question as a whole group, before asking them the question, show them some expressions used to give advice.

Answer key: personal answers, but they are expected to write sentences with “You should”, “you had better”, etc.

3 Ask students to go to the link at the end of the text and read the entire article. After that, ask them to go through the reading comprehension questions in pairs, then, discuss the questions as a whole group.

Answer key: - Body image is just the way you think about your physical self.

- Healthy body image is when you feel relaxed about your body, whereas unhealthy body image is when you think about your body in a negative way.

- (tips: personal answer)

- creating a healthy body image: personal answer

- personal answer, but it is expected that the students realize that unhealthy body image is a serious issue.

Grammar

Conduct the activity in an inductive manner, so that the students will come to the conclusions towards the grammar point.

1 Read the sentences with the students and highlight the bold words so they can focus their attention on the topic that will be learned. Go through the questions as a whole group and lead students to the answers until they get the right one.

Answer key: - I, II, III are NOT about something happening at the moment of speaking. IV is about something happening now (present continuous).

- “having” is a gerund form because it is the subject of the sentence.

- (x) they are used in the -ing form.

2 Ask students to match the sentences to the proper rule. After they have done so, check it and give extra examples on the board for each rule.

Answer key: III / IV / I / II

3 Follow the same steps as in exercise 2 above.

Answer key: I / II

4 Ask students to complete the sentences with real examples,if possible, and then ask them to share their sentences in pairs. Go through the students and give support and make corrections whenever necessary.

Answer key: personal answers.

Listening

1 Conduct the pre-listing questions with the whole class, try having the participation of all the students.

Answer key: personal answers.

2 Tell the students they are going to listen to a song that talks about redefining women's beauty standards. As they listen to it, ask them to fill in the gaps with the missing words.

Answer key: make up; nails; slim; shy; shopping; credit cards; care; break; make up; breath; mirror.

3 Contextualize students in the activity, help them build their dialogs and act out.

Answer key: personal answers.

Pronunciation

1 Play the song again and tell the students to pay attention to how the words are linked in the song, mainly the words given in the activity.

Answer key: - linked to the next one;

- (x) with words that end in consonant sound and the next word starts with vowel sound;

2 Guide the students in the pronunciation of the phrases given, focusing attention to the links between consonants - vowels.

Hands on

Present the suggested activities to the students and give ideas on how to start and what to do in each of them. Put them in small groups so they can do it. After that, have the students present their projects to the class.

Unit 2: Cultural Diversity

This unit was developed for teenagers/adults at an intermediate level. It is about cultural diversity that we are even more exposed to now due to globalization. This theme was chosen for being an engaging topic for teenagers and adults, they will probably feel motivated to discuss and even give current examples about the topics presented.

Warm-up

1 Start by exploring the title of the unit and the image, ask students what they think the unit is about and if they have any examples of different customs around the world. Mention any example you also know. Right after it, ask students to discuss the warm-up questions in pairs and then have a group discussion mediated by the teacher.

Answer key: personal answers.

Vocabulary

2 Go through the list of words, teach their pronunciations and ask students to match the words with their definitions. Check it out.

Answer key: A - B - D - F - E - C

Reading

1 Before reading the text, discuss the pre-reading questions in pairs and then in groups.

Answer key: personal answers.

2 Analyze the image and discuss the text genre in groups.

Read the text and go through any vocabulary questions students have. Ask them how helpful the tips were, if there are any of the tips that they already follow.

Answer key: - on the internet;

anyone who is interested in cultural diversity;

(x) inform the reader about something which is current;

Read the text with the whole class and help students with pronunciation or any other doubt they have in the text.

Reading Comprehension and Writing

1 Ask students to discuss the questions in pairs and then have a group discussion mediated by the teacher.

Answer key: personal answers.

Writing

1 Explain the context of the activity for the students and ask them to write an informal letter following the structure suggested. Right after writing it, ask them to do the checklist.

Answer key: personal answers.

Grammar

Conduct the activity in an inductive manner, so that the students will come to the conclusions towards the grammar point.

1 Read the sentences with the students and emphasize the bold words so they can focus their attention on the topic that will be learned. Go through the questions as a whole group and lead students to the answers until they get the right one.

Answer key: A) (x) infinitive without “to”;
B) 2 - 1 - 3

2 Ask students to discuss the questions in pairs and then as a group.

Answer key: personal answers.

Listening

1 Conduct the pre-listening questions with the whole class, try having the participation of all the students.

Answer key: personal answers.

2 Tell the students they are going to listen to a song that the accent and vocabulary is quite different from what they are familiar with. As they listen to it, ask them to circle the words that are / sound different.

Answer key: some of the expected words are: banger, dey, yanga, she wear, mellow, naim, she no wan, gimme, sabi,

3 Ask students to go back to the song and give examples of informal English and Nigerian words.

Answer key: a) she no wan, gimme, she wear;
b) dey, yanga, naim, sabi.

EXTRA - CURIOSITY TIME!

In case you have time, ask students to go to the link, read the article and talk about what they learned about Nigerian words. If you don't have much time left, ask students to do it as homework and mention some of the words they learned in the following class.

Pronunciation

Say a sentence using either "can" or "can't" and ask your students if you said an affirmative sentence or a negative. After that, tell them that it isn't easy to distinguish "can" from "can't" when speaking. Show the students the video on the link attached.

1 Tell the students that the emphasis we give to can or can't in different sentences is also a clue to distinguish them. Ask them to analyze the sentences and decide whether we emphasize the modal verb or not.

Answer key: a) unstressed b) stressed c) unstressed d) stressed e) stressed f) stressed

After this analysis, introduce the general rule giving examples of different sentences.

RATIONALE

“Teaching English to Teens and Adults - Current and Engaging Topics for Discussion” was designed under the light of the concepts of “**The Post Method**”. The aim was to develop the activities with the principles of the macro-strategies of the post method, mainly these ones: promote learners autonomy, activate intuitive heuristics, contextualize linguistic input, ensure social relevance, raise cultural consciousness. (B KUMARAVADIVELU, 2003)

In this regard, the post method are aligned with BNCC general competencies that prepare learners to be an active citizen of the XXI century. Even though this material was not aimed at students from regular schools, it was important to ensure that the competencies from BNCC are covered as well, since they enhance human social-emotional-intellectual abilities, regardless of being in a regular school or not. Some of the competencies that were taken into account while designing this material were: critical thinking, cultural repertoire, self-knowledge, discussion, empathy and so on. (BRASIL, 2017)

In order to have a current material that matches with the needs of the time we live in, UNESCO skills for a citizen of the XXI century were also considered in the units, such as: critical thinking, problem solving, decision making, learning to learn/metacognition, communication, collaboration (teamwork), citizenship (local and global), and personal and social responsibility (including cultural awareness).

The post method theories were chosen to design this material, it is also important to emphasize that teachers have the autonomy to design their classes, and they always should do so, considering some variables like: cultural, political, social and linguistics aspects. Also, it is important to bear in mind that instead of sticking to a single method, teachers can intentionally select characteristics of specific methods and work focused on the students needs and the contexts they are inserted in. (LEFFA, 2012)

Considering all these principles mentioned above, it is clear that the teachers should be aware of their roles and responsibilities as to foster students' skills. In this sense, the macrostrategies of the post method can do wonders. How?

Firstly, by maximizing learning opportunities, teachers should have a balance of their turn and the students' turn, being a mediator of the learning-teaching process and avoid being teacher-centered. As a mediator, they have to promote students' autonomy by helping them on how to learn strategies and provide them means to go further by themselves. The technological era that we live in makes it easier, as we have loads of digital resources that can be presented to the students in a way to practice the language by themselves, so each one in the group can focus on their needs and purposes to maximize the areas of the language they need more practice. To maximize students' learning opportunities, they can also be given a chance to create their own pathway, focusing on their needs and purposes. In this regard, teachers will conduct them in extra activities that they will be presented and will do on their own, consequently, promoting autonomy.

As for **language awareness**, teachers are expected to draw students' attention to its properties and contexts, helping them infer and internalize the grammatical and communicative usages. All the lessons should also be contextualized in a meaningful way, also taking into account social and cultural aspects of the language, variations of the language in all aspects as well should be highlighted, such as: geographical, dialects, accents, styles, registers etc. (B KUMARAVADIVELU, 2003)

All the **grammatical analysis** should be presented in a contextualized way, they should be taken from the authentic texts from the lesson, this helps students see that the grammar aspects are not just a rule, but they occur in real life, indeed. As authentic materials we can define those which are developed for speakers of a language in general, in the real use of the language, rather than material developed exclusively for language studies purposes.

Besides the contextualization, the grammar points are presented in an inductive way. "An inductive activity is one in which students infer the rule or generalization from a set of examples." (Larsen-Freeman, 2014, p. 264) This approach promotes students' autonomy and also helps teachers to be a mediator of the process and not the center. Also, it is vital to highlight that grammar should be taught considering three principles, as Larsen-Freeman (2014, p. 258) presents: form/structure; meaning and use. In summary, students not only need to know the structure of a grammar point, but they also must be aware of the different meanings that are conveyed by different structures and also the different uses it can have in different contexts, such as different places, different times and different registers.

Concerning **writing**, contextualization was taken into consideration as students need to be aware of the practicality and usage of the text and the genre they are reading and writing. For that, it was presented the characteristics of the genre and a checklist. The checklist aims to help students accomplish the writing task, as they are reminded of the steps they are supposed to accomplish. The writing is also connected to the theme of the lesson and to the text read previously, as it gives students an inspiration of what they are expected to do and write about.

The **speaking** activities are presented throughout the lessons and are also linked to almost all the other abilities, providing not only an opportunity to enhance speaking, but also to have social interactions. Once students are in a social context interacting with social individuals, they can overcome some barriers, like shyness, and they can also learn from one another and have their moment of speaking with less fear, as they are speaking to a small group, rather than with the whole class. As soon as they have spoken in small groups, the teachers can conduct a group discussion with the whole class, calling a student at a time, respecting their progress and how much they can speak or feel comfortable to do so.

Another aspect that social interaction provide is the opportunity that students have to use the language in a contextualized way and in a real environment, because the discussion is a real discussion that can occur. Fiorin (2011) highlights that Bakhtin, a linguistics scholar, for example, has the language in use as his object of study and he says that language must be dialogic to accomplish its goal. That shows the importance of speaking moments in second language acquisition/learning courses.

As for the theories of Second Language Acquisition, it was also considered the “Comprehensible Input Theory” from Stephen Krashen. Students must be exposed to the language in a way that they can understand to acquire a new language. Obviously, we all must be aware of the fact that it is not necessary to understand a written or oral text a hundred percent, but we are expected to have a general comprehension of what we were exposed to. There are strategies to accomplish it, such as: teaching vocabulary beforehand, having a pre-activity which involves the topic that we will be exposed to, visual support etc. Vygotsky with his theories of Proximal Zone also helps us understand that with our support, or with scaffolding, students can reach higher levels of knowledge. (BROTHERHOOD, 2019) This shows how important it is for teachers to be aware of their mediator role and how to do so enhancing students skills. On the other hand, teachers cannot “spoon feed” students in a way that they won’t have challenges in their learning process. The comprehensible theory (i+1)

also shows that students have to be introduced to materials that are slightly above their current level. This will help them keep motivation to learn.

In this regard, all the skills were developed with pre, while and post activities. The pre-activities have the purpose to activate students' background knowledge and prepare them for what is to come in the main activity, mainly in the listening exercises, which are the ones they face more challenges. The while-activities have the aim to keep students focused during an activity, for example, in listening exercises, if they have no purpose while listening, they can get distracted. Finally, for post-activities, they are invited to reflect on deeper issues, using critical thinking and drawing conclusions, role-playing as they will have even more knowledge and preparation for that.

Finally, in regard to **listening and pronunciation**, songs were chosen to be worked as they are connected with the theme of the lesson, they are the interest of the students and they provide authentic material to consider aspects of connected speech and English as lingua franca.

By designing this material, I want my students to have contact with real English by having access to authentic materials and that contact could be as engaging as possible, by the thematic lessons chosen. To achieve it, I tried to make it as meaningful as possible, in a way that participation would flow naturally in class and the teacher would conduct the class mediating it, always focusing on the students and the lessons, rather than on himself.

Applying the theories acquired in this graduation program to my teaching experience made this work possible and it was also possible to expand my horizons to other working fields I could devote myself to as well. I am grateful for the opportunity to spend this time studying hard at CEI and I hope the material presented has accomplished the objectives proposed too.

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<https://www.manastha.com/how-to-deal-with-body-image-issues/>

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