

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras - FALE
Curso de Especialização em Ensino de Inglês - CEI

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UNIDADES DIDÁTICAS PARA O ENSINO DE INGLÊS
RAISING AWARENESS OF DIVERSITY AND EQUALITY

Belo Horizonte

2020

Eder Vinícius Cimini Barbosa

**UNIDADES DIDÁTICAS PARA O ENSINO DE INGLÊS
RAISING AWARENESS OF DIVERSITY AND EQUALITY**

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

Orientadora: Ana Larissa Adorno Marciotto
Oliveira

Belo Horizonte

2020



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do aluno(a): Eder Vinícius Cimini Barboza

Título do trabalho: Unidades Didáticas para o Ensino de Inglês
Raising Awareness of Diversity and Equality

Às 9.20 horas do dia 07 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 arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Raquel Rossini indicou a aprovação do(a) candidato(a);

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

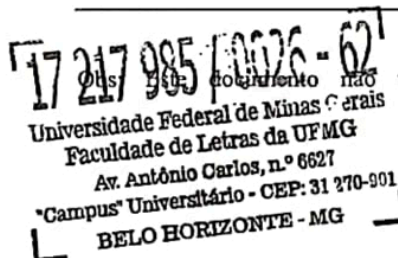
Pelas indicações, o(a) candidato(a) foi considerado(a) aprovado.

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, 07 de fevereiro de 2020.

Raquel Rossini Martins Cardoso
Marisa M. Carneiro

Nota: 82/100



OBS: Este documento não terá validade sem a assinatura e carimbo da Coordenação.

RESUMO

Raising Awareness of Diversity and Equality é um trabalho acadêmico desenvolvido como parte do Curso de Especialização em Ensino de Inglês (CEI) na Universidade Federal de Minas Gerais (UFMG). Inspirado pela paixão pelo ensino e pela necessidade de atualizar suas práticas pedagógicas, o autor percebeu a importância de abordar questões sociais e culturais diversas através do ensino de línguas. Este trabalho é fruto de reflexões e discussões ao longo do curso e representa uma tentativa de colocar em prática uma visão de ensino de inglês como língua estrangeira.

O trabalho consiste em duas unidades de ensino que focam em temas do cotidiano e promovem debates sobre questões sociais, baseando-se nas abordagens de Letramento Crítico e Ensino Comunicativo de Línguas. Os temas abordados incluem gênero, religião, parentalidade do mesmo sexo, igualdade salarial e preconceitos raciais e sexuais. As unidades são destinadas a alunos de escolas regulares com idades entre 14 e 17 anos e nível intermediário B1 de proficiência em inglês, podendo também ser adaptadas para adultos.

Cada unidade segue uma estrutura semelhante, dividida em seções como "Time to reflect!", "Time to speak!", "Time to write!" e "Time to listen!". As unidades utilizam materiais autênticos e incentivam o trabalho cooperativo para promover a colaboração e a compreensão interconectada do aprendizado de línguas. Além disso, cada unidade é acompanhada de um Guia do Professor, com sugestões, respostas, dicas e recursos extras.

O objetivo deste trabalho é inspirar e motivar os alunos a aprenderem inglês de maneira significativa e crítica, incorporando conteúdos substanciais. As discussões resultantes das interações propostas nas unidades visam engajar e incentivar a proatividade dos alunos. Este material é destinado apenas para fins educacionais e não pode ser comercializado sem permissão.

Palavras-chaves: Língua inglesa – Estudo e ensino; Língua inglesa – Composição e exercícios; Aquisição da segunda linguagem.

ABSTRACT

Raising Awareness of Diversity and Equality is an academic work developed as part of the English Teaching Specialization Course (CEI) at the Federal University of Minas Gerais (UFMG). Inspired by a passion for teaching and the need to update his pedagogical practices, the author recognized the importance of addressing diverse social and cultural issues through language teaching. This work is the result of reflections and discussions throughout the course and represents an attempt to put into practice a vision of teaching English as a foreign language.

The work consists of two teaching units that focus on everyday themes and promote debates on social issues, based on Critical Literacy and Communicative Language Teaching approaches. The themes addressed include gender, religion, same-sex parenting, equal pay, and racial and sexual prejudices. The units are intended for students in regular schools aged 14 to 17 with an intermediate B1 level of English proficiency, but they can also be adapted for adult learners.

Each unit follows a similar structure, divided into sections such as "Time to reflect!", "Time to speak!", "Time to write!" and "Time to listen!". The units use authentic materials and encourage cooperative work to promote collaboration and interconnected understanding of language learning. Additionally, each unit is accompanied by a Teacher's Guide, which includes suggestions, answers, tips, and extra resources.

This work aims to inspire and motivate students to learn English in a meaningful and critical way, incorporating substantial content. The discussions resulting from the proposed interactions in the units aim to engage and encourage students' proactivity. This material is intended for educational purposes only and cannot be commercialized without permission.

Keywords: English language – Study and teaching; English language – Composition and exercises; Second language acquisition.

ACKNOWLEDGEMENTS

First, this project would not have been possible without the support of my family. Special thanks to my cousin Rodrigo Barboza for literally giving me “a home” during my stay in Belo Horizonte. Also, to my mother and family members for being so kind and patient, understanding my absence during this project.

I would like to thank professors Ana Larissa Adorno Marciotto Oliveira for her expert advice and directive instructions, Andrea Mattos and Thaïs Cristófaró Silva for sharing their knowledge and experiences and Luciana de Oliveira Silva for suggesting this course.

I would like to thank my classmates, especially Gladiely, Solange, Elecíntia and Luciana, for their support, suggestions, collaboration and encouragement during the studies and group work. You supported me greatly and I am thankful.

And lastly, I want to thank my students for being so receptive and willing to learn through the methods and procedures applied in the classroom. They helped me understand the application of theory into practice.

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INTRODUCTION

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” Nelson Mandela

Raising Awareness of Diversity and Equality comes as a completion of the English Teaching Specialization Course (CEI - Curso de Especialização em Ensino de Inglês) at the Federal University of Minas Gerais (UFMG - Universidade Federal de Minas Gerais). Teaching has always been a passion of mine. And, after being away from the classrooms for many years, I felt it was necessary to improve my skills based on the current methodologies and teaching approaches. In addition, I believe that as teachers we can talk to our students in their language (more than this, we can give them a voice) and be part of their education by going into their hearts.

Teaching at regular schools and working with students that overcome diverse social and cultural issues, I realized that I could use my role as a teacher to come up with new perspectives through language teaching. I did not know how to do it at first, but I felt something was missing in my daily practice. With the intention to fill the gaps of knowledge and understanding of practices that could fulfill my vision, this course came as a start point for reflections and decision making. *Raising Awareness of Diversity and Equality* results from all the thoughts, discussions and questionings during the studies throughout this course. It is an attempt to put into practice my vision of teaching English as Foreign Language. It sums up months of study that changed the way I view my practice in the classroom today.

This paper consists of two teaching units that focus on themes that are related to daily life situations and evoke the debate on social concerns. They are derived essentially from Critical Literacy and Communicative Language Teaching approaches, which propose teaching with meaningful purpose without losing the idea of teaching language. In consonance with the stated approaches, I found relevant themes as gender, religion, same-sex parenting, equal pay, racial and sexual prejudice. For that, and for the audience in which the units are created (students at regular schools between ages of 14 to 17), both units are intended to be applied to learners with

Intermediate B1 English proficiency level. Also, it can be adapted and used for adult language teaching with the same level of English.

Both units follow the same structure, with a few exceptions. The units are divided into sections, such as *Time to reflect!*, *Time to speak!*, *Time to write!*, or *Time to listen!*. Units are interconnected and related to a contemporary topic (Diversity and Equality in Unit 1 and Family Diversity in Unit 2). The unit structure is intentionally designed to encompass the language skills (listening, speaking, reading and writing) and to offer room for learning a language with a more critical perspective. All tasks are based on authentic materials (e. g. YouTube videos, magazine articles, and advertisement posters). The students are invited to work cooperatively throughout the units in order to promote collaboration and to understand how language learning is interconnected. Each unit is followed by a *Teacher's Guide* that comes with suggestions, answer key, tips and extra resources.

After all, this paper proposes to inspire and motivate students to learn language incorporated with useful and substantial content. Since the topics presented in the units are complex and varied, it is expected that units do not cover all possibilities. Therefore, it is expected that the discussions and thoughts resulting from the interactions and learning proposed, results in learner's engagement and proactiveness.

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Unit 1

Talking about diversity and equality

Level Intermediate B1

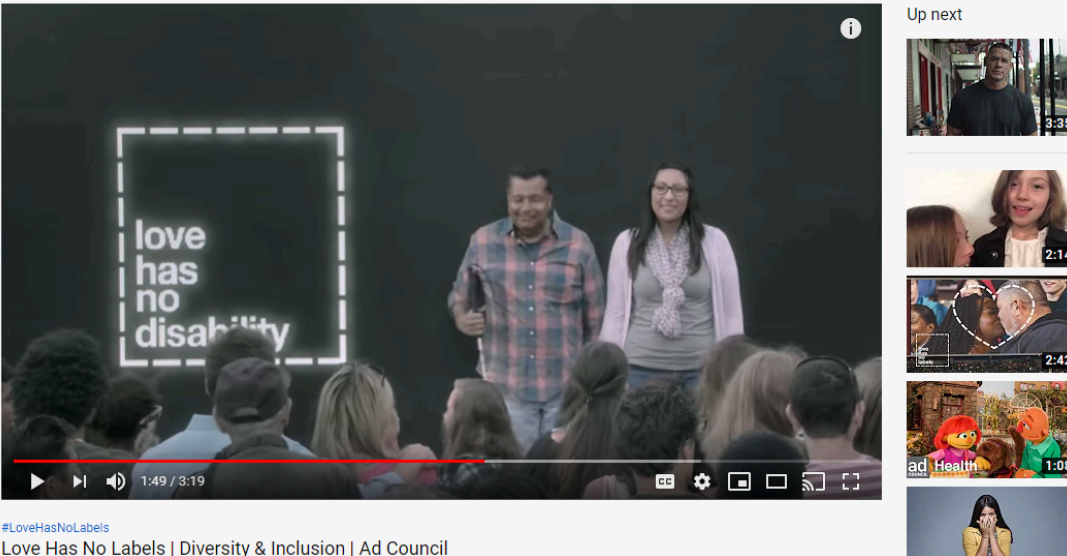
Unit objectives

In this unit you will learn:

- about equality and diversity.
- vocabulary related to equality and diversity.
- to recognize sounds of /s/, /z/ and /iz/.
- to write a motto or a slogan for an advertisement campaign.
- to talk about actions or events which will probably happen in the future or have a real possibility of happening.

Let's reflect!

1. Watch the video and answer the questions.



#LoveHasNoLabels
Love Has No Labels | Diversity & Inclusion | Ad Council

Up next

- 3:35
- 2:14
- 2:42
- 1:08

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

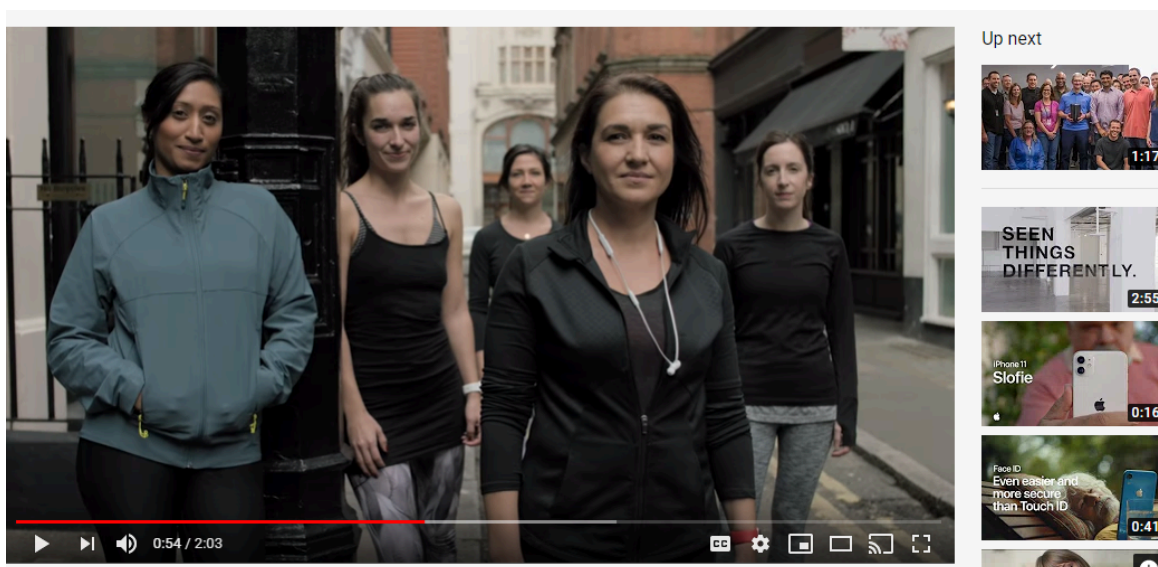
Last access: January 2020

- What is the video about?
- How are the skeleton's images related to diversity and equality?
- What is the audience reaction to the campaign? Why?

Time to listen!

Before you listen

- Do you usually watch advertisements on TV or the internet? Why or why not?
- Do you remember watching advertisements? If so, what was it about?
- Watch the video to answer the questions. Discuss with one of your classmates.



- What is the focus of the campaign presented in the video?
 - How the words “power”, “plural”, “believe” and “open” are related to equality and diversity?
 - Why do you think the campaign is called “Open”?
- Complete the missing information according to what you hear.
 - Open a _____, and see what _____ next.
 - Embrace races, _____, ideologies, _____, creating a tool.
 - _____ is plural, not _____.
 - The _____ way the world works, is _____ in, _____ out.
 - The _____ is, we don't see _____ the same.

Check your pronunciation – Ending sounds: /s/, /z/ and /iz/.

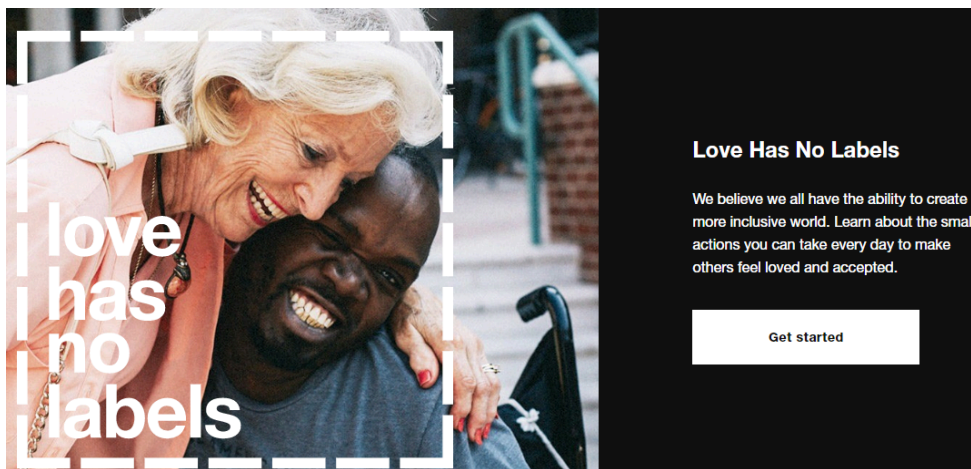
1. Watch the video again, listen to these words and write /s/, /z/ or /iz/ according to their ending sounds.

opens / /	racers / /	personalities / /	faiths / /
happens / /	works / /	ideologies / /	others / /
things / /	ages / /	differences / /	

2. Circle the appropriate words to complete the rules.

- The -s forming the plural and 3rd person sounds like /s/ when the last sound of the word is voiced / voiceless/ buzzed.
- The -s forming the plural and the 3rd person sounds like /z/ when the last sound of the words is voiced / voiceless / buzzed.
- The -s forming the plural and the 3rd person sounds like /z/ when the last sound of the words is voiced / voiceless / buzzed.

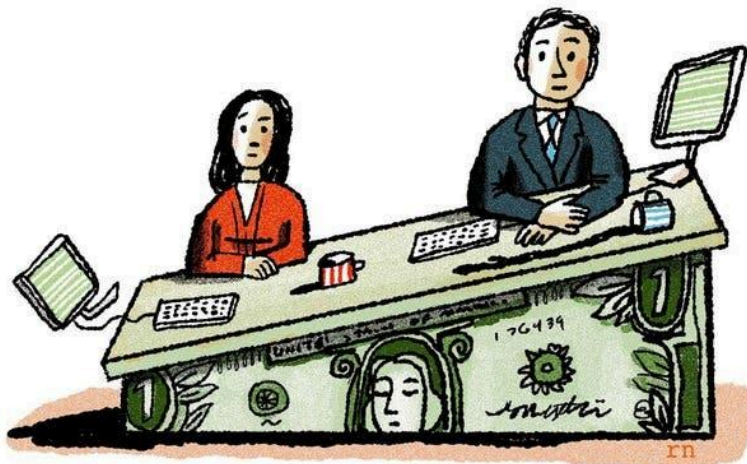
Expand your horizon! Look at the Love Has No Labels homepage and find out more about an inclusive world! Available on: <https://lovehasnolabels.com/>



Time to read!

Before you read

1. Look at the picture, then write (T) true or (F) false.



- Women usually get the same pay when doing the same job done by a man.
- Women need more opportunities to get higher level jobs.
- Running house errands are tasks for both women and men.

2. Read the text and answer the questions

Sure, The Audi Ad Was Sweet, But Very Few Women Actually Work There

Pay equality doesn't mean much when there aren't many women around.

By Emily Peck, HuffPost US

Audi is getting lots of credit for running a Super Bowl ad **endorsing** equal pay for women. It's a great message well worth spreading, considering that women still make just 80 cents for every dollar earned by men.

The **hiccup** is that Audi doesn't seem to employ very many women.

Just 22 percent of the automaker's U.S. employees are female, the company told The Huffington Post in an email. At higher levels, the numbers are worse: Just 12 percent of **senior** management is female. There are only two women on its 14-person U.S. executive team. And the company's global management board consists entirely of men.

In the Super Bowl ad, a father watches his young daughter compete in a go-kart race and wonders if or how he should explain to her that women are still paid less than men. At the end of the spot, this text appears: “Audi of America is committed to equal pay for equal work. Progress is for everyone.”

The contradiction here is an important reminder that equal pay is just one component of gender equality at work. If you pay women equally — as Audi assured HuffPost that it does — but only employ a handful of them, the idea of “equality” loses some of its potency. [...]

Audi told HuffPost it’s working hard to hire more women. “The company has pledged to put aggressive hiring and development strategies in place to increase the number of women in their workforce, at all levels, and will work aggressively towards that goal,” Audi said in a statement. [...]

A huge **roadblock** on the path to equality is that women are more likely than men to step off career paths early on — to care for children typically. Women dropping out of the workforce is a key piece of the pay gap. It’s unclear what Audi is doing about that.

Adapted from: https://www.huffpostbrasil.com/entry/audi-ad-women-employees_n_5898d5cae4b0c1284f2778fa

Last access: July 2019

3. According to the author, what does the company get credit for?

4. Does the author agree with it? Why? Explain your answer.

5. Write (T) true or (F) false according to text.

- a. () Audi is committed to equal pay for equal work. The author believes that this is accomplished because of the company's large number of women in high positions.
- b. () The author cheers the fact that Audi is promoting equal pay and congratulates them for it.
- c. () Audi implements a plan to increase the number of women in their workforce.
- d. () On the path to equality women should occupy any job position.
- e. () Audi Super Bowl ad is a great way to foster gender equality.

6. Mark an (x) on the option that matches the best explanation for the highlighted word.

" There has been a rough patch, " said a **senior** administration.

- a. () a person who is a specified number of years older than someone else.

- b. () a more experienced person.
- c. () a person who holds a high and authoritative position.

Noah did not **endorse** the life of his cousin.

- a. () declare approval or support.
- b. () sign a check or bill to state the responsibility for paying it.
- c. () recommend a product in an advertisement.

There is still another **roadblock** to action.

- a. () temporary structure put across a road to stop traffic or stop illegal activity.
- b. () anything that stops progress. (figurative)

“You think so? You hear a little **hiccup**”.

- a. () a noise that you make in the throat without wanting it.
- b. () a problem that delays or interrupts something for a while.

Sentences above were taken from COCA (Corpus of Contemporary American English)

A piece of language

1. Read the sentences and write (T) true or (F) false.

a. [...] “If you pay women equally — as Audi assured HuffPost that it does — but only employ a handful of them, the idea of “equality” loses some of its potency.” [...]

b. Believe in everything. Even if it means sacrificing everything.

- () Sentence *a* does not present *if* form to link the expressed ideas.
- () Both sentence *a* and *b* present *if* form to link ideas.
- () In sentence *b*, the clause with *if* form is not related to the clause without the *if* form.

2. Read these other examples. Answer the questions:

If she calls for justice. I wonder **if** it’ll be heard.

If we empower women, we will make a world more equal.

Sentences above were taken from COCA(Corpus of Contemporary American English).

a. What idea do the sentences above convey? Mark the correct alternative:

- () It describes a logical conclusion.
- () It describes what will probably happen in the future.

b. Complete the rule using **Simple Present** and **will + be**.

When we want to talk about possibilities in the future, we use **if** + _____ in the part of the sentence that describes the condition, and _____ in the other part of the sentence that presents the prediction.

3. Make sentences to talk about possibilities in the future using the given words. Pay attention to this structure: **if** + Simple Present / **will** + Be .

a. included and valued – better world

b. share attitudes and beliefs – peace and love

c. diversity acceptance – inclusion

d. people's abilities – equal pay

Time to talk and write!

Before you speak

1. Look at these pictures.





2. Read this definition for advertising on Merriam-Webster Dictionary.

advertising noun

ad·ver·tis·ing

Definition of advertising

the action of calling something to the attention of the public especially by paid announcements.

3. Compare the definition provided to the pictures you see above. Select one of the pictures and orally answer the questions. Work with your classmate! Use one of the given expressions to begin your speaking!

a. What is the picture about? Is it an advertising poster? Is it related to diversity and equality? Why?

The picture is about... it is related to diversity because...

This is an advertising poster that... it talks about... because...

b. Does the picture have a motto or slogan? What is it saying?

Yes. It does. ... Because it...

No. It does not...

4. Check the options that are related to the main type of diversities shown in the pictures. More than one option is possible.

- | | | | |
|--------------------------------------|----------------------------------|--------------------------------------|----------------------------------|
| <input type="checkbox"/> preferences | <input type="checkbox"/> culture | <input type="checkbox"/> lifestyle | <input type="checkbox"/> gender |
| <input type="checkbox"/> language | <input type="checkbox"/> age | <input type="checkbox"/> nationality | <input type="checkbox"/> ability |
| <input type="checkbox"/> job | <input type="checkbox"/> racial | <input type="checkbox"/> religion | |

TEACHER'S GUIDE – UNIT 1

UNIT OBJECTIVES

In this unit you will learn:

- about equality and diversity.
- vocabulary related to equality and diversity.
- to recognize sounds of /s/, /z/ and /iz/.
- to write a motto or a slogan for an advertisement campaign.
- to talk about actions or events which will probably happen in the future or have a real possibility of happening.

UNIT CONTENTS

➤ THEME AND VOCABULARY

The theme of this unit is awareness of equality and diversity. Students will have the opportunity to read and listen about prejudice (racial, sexual, disability and religion), equal pay and also, empowerment and plurality. Besides, they will learn vocabulary related to the topic.

➤ GRAMMAR

- Students will learn to talk about actions or events which will probably happen in the future or have a real possibility of happening.

➤ GENRE

This unit is planned to raise awareness on advertisements. Students will learn how to write a motto or slogan for an advertisement campaign.

Note: before starting the unit, present the title of the Unit 1, introduce the unit objectives to the students. Give them a brief explanation on what they are supposed to learn in each topic.

Let's reflect!

WARM-UP

- Make a short description about the video. Emphasize that the video is about love. Ask students to watch the video. Ask them to orally answer the questions 1a-c. Ask students to discuss their answers together in a big group. Answers may vary. Suggested answers.

- a. The video is a campaign that talks about inclusion and diversity.
- b. Skeletons' images show that people are equal. Labels are not necessary for people.
- c. The audience is surprised. They do not know who the skeletons are until they appear in front of the crowd.

Time to listen!

PRE-LISTENING

- Ask students to answer the questions 1-2. Ask students to discuss their answers together in a big group.
 1. Answers may vary.
 2. Answers may vary.

LISTENING

- Ask students to watch the video. Ask them to answer the questions 3a-c. Tell the students to write their answers. Ask students to compare their answers with a classmate. Discuss their answers and the video's content. Answers may vary. Suggested answers.
 - a. The focus is to show that inclusion and diversity is what the company believes to achieve great results.
 - b. When talking about equality and diversity these are common words that usually are discussed once you can relate them to themes such as plurality, beliefs, empowerment and inclusion.
 - c. Because the term "open" can be related to inclusion and diversity.

Note: this is a famous brand name campaign video (Apple Incorporation). It was intentionally chosen for its content only as it shows relevant discussion about the unit topic. In any moment it is intended to promote the brand but to accomplish the teaching purpose of this unit.

POST-LISTENING

- Ask students to answer exercises 4a-e. Ask students to listen to the video as many times as necessary. Elicit that activity involves listening for specific words that complete the information provided. Answer key.
 - a. Open your mind, and see what happens next.
 - b. Embrace races, ages, ideologies, personalities, creating a tool.
 - c. Humanity is plural, not singular.
 - d. The best way the world works, is everybody in, nobody out.
 - e. The power is, we don't see things the same.

Check your pronunciation – Ending sounds: /s/, /z/ and /iz/.

- Ask students to watch the video and write /s/ or /z/ according to what they listen.
- After students write the /s/ or /z/, ask students to put their finger on their throat to pronounce the letters L and P for example.
- Elicit that when producing the L sound, they can feel a vibration in their neck/throat (voiced sound) and when they pronounce the letter P, they will notice that the sound does not come from their neck/throat and it does not have vibration (voiceless sound). Also, elicit students that pronounce the C letter they feel a hissing or buzzing sound (sibilant sound).
- Ask students to try the tip of putting the finger on their neck to pronounce the other letters to feel the difference between a voiced , a voiceless consonant (or sound) or a sibilant sound. Ask students to use the words provided in exercise 1.
- Ask students what they feel when pronouncing the consonant letters as asked. Students may feel a vibration or not according to the pronounced letter, or a hissing and buzzing sound.
- Discuss with the students their answer on exercise 1 and elicit that in English the -s forms the plural and the 3rd person sounds like a /s/, /z/ or /iz/ at the end of the words. Answer key.

opens /z/	races /iz/	personalities /iz/	faiths /s/
happens /z/	works /s/	ideologies /iz/	others /z/
things /z/	ages /z/	differences /iz/	

- Tell students that the pronunciation of the words ending in -s form depends on the final consonant sound.
 - Voiced consonant sound means that it uses the vocal cords and they produce a vibration or humming sound in the throat when they are said.
 - Voiceless consonant sound is when there is no vibration in your throat.
 - Sibilant sounds are when sound is produced by forcing air out toward your teeth and it is characterized by a hissing or a buzzing sound.

- Ask students to try the tip of putting the finger on their neck to pronounce the last consonant sound again and other letters to feel the difference between a voiced, a voiceless consonant (or sound) or a hissing and buzzing sound.
- Check the students' answers for exercise 1.
- Ask students to answer exercise 2. Answer key.
 - a. **Voiceless.** b. **Voiced.** c. **Buzzed.**

Expand your horizon!
- Suggest students to look up for more information on the Love Has No Labels campaign. Available on: <https://lovehasnolabels.com/>

Time to read!

PRE-READING

- Ask students to look at the picture and answer the exercise 1a-c. Answer key.
 - a. (**F**) Women usually get the same pay when doing the same job done by a man..
 - b. (**T**) Women need more opportunities to get higher level jobs.
 - c. (**T**) Running house errands are tasks for both women and men.

READING

- Ask students to read the text individually.
- Ask them to underline the words they do not recognize when they are reading.
- After they read it, explain the words they underlined as you discuss the text. Give examples whenever possible.
- Read the exercise aloud and ask students to answer the question 3-4. Discuss the answers together. Suggested answers.
 1. **The company gets credit for endorsing equal pay for women.**
 2. **No. The author says that the company does not employ many women.**

POST-READING

- Ask students individually to answer exercises 5-6. Ask students to compare the highlighted words on exercise 5 with the ones on the text. Explain to students that the highlighted words have different meanings according to the context they are inserted. Help them whenever it is necessary. Answer key.
 - 5. a. (**F**) b. (**F**) c. (**T**) d. (**T**) e. (**T**)
 - 6. " There has been a rough patch, " said a **senior** administration.

- a. () a person who has a specified number of years than someone else.
- b. () a more experienced person.
- c. (x) a person who holds a high and authoritative position.

Noah did not **endorse** the life of his cousin.

- a. (x) declare approval or support.
- b. () sign a check or bill to state the responsibility for paying it.
- c. () recommend a product in an advertisement.

There is still another **roadblock** to action.

- a. () temporary structure put across a road to stop traffic or stop illegal activity.
- b. (x) anything that stops progress. (figurative)

“You think so? You hear a little **hiccup**”.

- a. (x) a noise that you make in the throat without wanting it.
- b. () a problem that delays or interrupts something for a while.

Piece of language

GRAMMAR

- Ask students to read the sentence on exercises 1.
- Ask students to answer exercise 1. Answer key.
 1. (F) Sentence *a* does not present *a form* to link the expressed ideas.
 - (T) Both sentences *a* and *b* present *if form* to link ideas.
 - (F) In sentence *b*, the clause with *if form* is not related to the clause without *if form*.
- Ask students to read the other examples and answer the questions 2a-b. Answer key.
 - a. () It describes a logical conclusion.
 - (x) It describes what will probably happen in the future.
 - b. When we want to talk about possibilities in the future, we use **if + Simple Present** in the part of the sentence that describes the condition, and **will + be** in the other part of the sentence that presents the prediction.
- Ask students to answer exercise 3a-d. Ask them to follow the structure provided. Remind students about samples offered in previous activities. Answers may vary. Suggested answers.
 - a. **If we feel included and valued, we will build a better world.**
 - b. **If they share attitudes and beliefs, they will spread peace and love.**

- c. If diversity acceptance is part of our culture, inclusion will be just one more step.
- d. If the company hires for the people's abilities, it will promote equal pay.

Time to talk and write

PRE-SPEAKING

- Ask students to look at the pictures provided.
- Ask students to read the word's definition selected.
- Ask students to select one of the pictures for further discussion.

SPEAKING

- Ask students to orally answer the questions 3a-b. Suggest students to make this task in-pairs. Ask students to share their discussion together in a big group. Suggested Answers.
 - a. This picture is an advertisement poster and it is related to diversity because it talks about racism.
 - b. Yes. It has a slogan. It is saying "Give nothing to racism".

POST-SPEAKING

- Ask students to answer exercise 4. Answer key.

() preferences	(x) culture	() lifestyle	(x) gender
() language	() age	() nationality	() ability
() job	(x) racial	(x) religion	

PRE-WRITING

- Read the exercise 5 aloud and explain what students have to do. Ask students to read the tips and suggestions given.
- Advise students to read the texts and watch the videos again presented in the unit.

WRITING

- Give students time to write their texts. Answer any possible questions they may have. Help them whenever necessary.
- Ask students to work with a classmate to evaluate and discuss each other's works.

POST-WRITING

- Students should share their work with the other classmates and give feedback on it.

VIDEOS TRANSCRIPT UNIT 1

- Love has no labels: <https://www.youtube.com/watch?v=PnDgZuGIhHs>

Narrator #1: My heart does not see race.

Narrator # 2: Love has no age limit.

Narrator # 3: That's my best friend.

Narrator # 4: We are neighbors and best friends.

Narrator # 5: We all have different religions but we have universal love as well.

Narrator # 6: I love my sister.

Narrator # 7: Love is love.

Narrator # 8: Our family is no less than any other family.

- Open – Inclusion & Diversity: <https://www.youtube.com/watch?v=cvb49-Csq1o>

Narrator: Open. Open a door, and it opens all the others. Open your mind, and see what happens next. No great thing, no beautiful invention was created in a vacuum. It happens when we leave our comfort zone and come together, embrace faiths, cultures, disabilities, differences. Embrace races, ages, ideologies, personalities, creating a tool or device nobody saw coming. Humanity is plural, not singular. The best way the world works, is everybody in, nobody out. So, who we're made of is everyone. Differences not just celebrated but essential. Many more women in charge, equal pay for equal work everywhere. A new generation of Apple, more diverse than the one that came before. Open is not just who we are, but what we believe as a company. Because humanity isn't singular. It's plural. The truth is, we don't see things the same. The power is, we don't see things the same.

Unit 2

What's your family like?

Level Intermediate B1

Unit Objectives

In this unit you will learn:

- about family diversity.
- vocabulary related to family diversity.
- to write messages on post-it notes.
- to give advice, order or warning and to make a request.

Let's reflect!

1. What is the best memory you have of your family? Explain it.
2. Do you have a big or small family? Are bigger families happier than small ones? Why?

Time to listen!

Before listening.

1. Look at the pictures. Answer exercise 2.

a.



b.



c.



d.



e.



2. What are the pictures above representing? Match the pictures according to the description:

a. a single parent family. ()

b. a nuclear family. ()

c. a childless family. ()

d. a traditional family. ()

e. an extended family. ()

3. Watch this video. Answer exercises 4-5.



From: <https://www.youtube.com/watch?v=c95edsw17QE>

Last access: January 2020

4. Match the columns according to what you hear from the video. Sentences on the second column complete the dialogue to the ones on the first column.

- | | |
|---|---|
| (a) Every family is different. | () And so is this! |
| (b) Get out! | () It's hideous! It's horrible! It's home! |
| (c) This is an average American family. others. | () But some families are more different than others. |
| (d) Fire in the house. | () You sunk my battleship. |

5. Write (T) true or (F) false, according to the video:

- () It presents different types of families.
- () The Addams's Family is an average family.
- () Morticia asks Wednesday to say goodbye to her father.
- () Wednesday needs somebody to cheer her up.

Time to talk!

1. Look at these magazine covers. Answer the questions:



a. What are the magazine covers about?

b. What types of families are they representing?

2. Talk to your classmates about their families. Use the table to take your notes.

a. Who do you live with? Check an (x) to the appropriate boxes in the table below.

	Classmate 1	Classmate 2	Classmate 3
With both parents			
Only father			
Only mother			
With brothers and sisters			
With remarried parents			
With other relatives			

b) Analyze the results and discuss which type of family is most common in your class. Share your findings with your classmates.

Example: *“In my class, three students live with their parents. One lives with his mother and one brother.”*

Time to read!

Before you read

1. Have you ever thought about your relationship with family and friends? What can you say about it?
2. Read the text:

Creating a Healthy Relationship with Your Parents

Having a good relationship with your parents can be challenging. Read these expert tips to help you navigate this often-difficult process

Article by Kathleen Smith, PhD, LPC

A funny thing happens when you become an adult. You finally start **to realize** that your parents are real humans, flaws and all. Also, just because you're not a kid anymore doesn't mean that there won't be any challenges in your relationship with your aging parents. Family is family, and there is always opportunity for conflict as well as growth.

Perhaps your parents still treat you like a child, assuming you need assistance when you don't. Maybe they need their own support as they age, and you find it challenging to be the caretaker or decision maker. Even as an adult, you might **vacillate** between wanting your parents to nurture and care for you and wanting them to treat you like an independent adult. [...]

Navigating these family roles takes time, practice, and lots of communication. You knew when you were a teenager that you and your parents were not the same people, so it's important to remind yourself about these differences as an adult. Your parents may have different priorities, values, and goals than you do. They may have different opinions about parenting or family roles. While you don't have to agree with any of these opinions, your parents will likely prove a lot more receptive to your choices if you treat these differences with respect. You can be honest about who you are and what's important to you without being dismissive of their own beliefs. Let's take a look at some other strategies for communicating this respect and building a healthier relationship with your parents.

Take Responsibility

If you want to set mature boundaries in your adult relationship with your parents, then don't ask your parents to do things for you that you can do for yourself. They are more likely to treat you like an adult if you act like one. [...]

Don't Assume

Often conflict erupts in families because people make assumptions about what someone wants or how they will react to a situation. For example, don't assume your parents don't have plans and will want to babysit at the last minute. Don't assume that they won't be interested in hearing about what's happening at work or the movie you saw last week. Share what's important to you, and ask them to do the same. Never assume they won't understand or can't handle a disagreement. Avoiding the truth is only a very temporary solution, and it's one that leads to inevitable conflict.

Stay in Contact

When things are tense with a parent, it can be all too easy to not return a phone call or not fly home for Thanksgiving. When you were a kid, you couldn't escape your parents, but cutting off contact is a choice many adults make. [...] If you can develop healthy communication with

your parents, you can do it with almost anyone. If you have children, you're also modeling the kind of relationship you'd like to have with them someday.

Honor Their Legacy

Take the time to honor your parents' stories, because you don't want to wait until it's too late to learn about your family history. You might see your parents in a different light if you know more about how they grew up or where they came from. Often people find themselves more forgiving of their parents' mistakes when they learn about the bigger picture. Above all, helping your parents preserve their memories can help them feel valued and respected in their later years, a time when many aging adults may feel forgotten or dismissed by younger people.

If you're not sure where to start in improving your relationship with your parents, think about how you manage challenges with any other adult that you respect, like a good friend or a colleague. Give your parents the same patience and understanding that you would give to anyone you care about. When you see challenges as an opportunity for growth, everyone benefits. You can't change your parents, but you can change yourself. So, consider what it would take to start building a relationship with them that you'll treasure for life.

Adapted from: <https://www.psycom.net/healthy-relationship-parents>

Last access: December 2019

3. Answer the questions:

a. Author suggests strategies for a healthier relationship with parents. List three of them.

b. Which of the author's strategies is the most difficult to stick to? Why?

4. Read the sentences below. Check if the sentences are true (T) or false (F) according to the text.

a. You may have problems with your parents as you become an adult. You realize they are humans like you. ()

b. Conflicts become more common as you age. Parents do not interfere anymore as you are able to take your responsibility for your actions. ()

c. There is nothing you can do to change your role in a family. Parents will always be parents. They want you to follow their rules. ()

d. The best way to boost our relationship with parents is to give the same respect that you would give to someone you care about. ()

5. Read the text again and mark an (x) on the correct alternative. Talk to a classmate and decide if you agree.

a. “You finally start **to realize** that your parents are real humans, flaws and all.” The extract **to realize** mostly nearly means as in:

() What an unusual capacity that family has to understand and forgive.

() Often children and teenagers fail to learn important lessons.

() These conclusions helped me to comprehend my family.

b. “You might **vacillate** between wanting your parents to nurture and care for you and wanting them to treat you like an independent adult.” The term **vacillate** can be best replaced by:

() Persist

() Remain

() Hesitate

() Ponder

A piece of language

1. Read the sentences from the text. Answer the question:

Take responsibility.

Don't assume.

Stay in contact.

Honor their legacy.

a. What are the words related to actions ?

2. Read the sentences again. Check with (x) the language forms that are presented in them.

() Verb + noun phrase

() Don't + verb

() Don't + verb + noun phrase

() To be + verb + ing + noun

() No + noun

3. Follow the patterns to make suggestions or give orders. Make a list of what are DOs or DONTs. Follow the examples.

DOs

Respect your brothers.

DON'Ts

Don't fight with your sister.

Attention!

We use imperative forms to give orders and warnings, to make instructions and to give advice. It is one of the ways you can ask someone to do something without sounding rude. Here are some ways that you can use the imperative form.

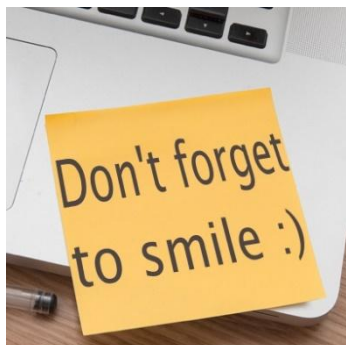
- ✓ You use the affirmative imperatives as equal to the infinitive form without **to**. Examples:



- ✓ You should soften the imperative form including yourself by using **let's** or **please** while talking to people.



- ✓ You also use the imperative form without to, preceded by **do not** or **don't**(negative imperative).



Let's practice your understanding

1. Use the following verbs to give affirmative orders to people.

- | | |
|--------------|--------------|
| a. to answer | b. to listen |
| c. to get | d. to go |

2. Use the following verbs to warn people. They can't make it!

- | | |
|------------|---------------|
| a. to sit | b. to disturb |
| c. to hurt | d. to turn |

3. Use the following verbs to make suggestions. Include yourself into the dialogue.

- | | |
|------------|-------------|
| a. to go | b. to watch |
| c. to call | d. to stay |

Time to write!

Before you write

1. Read the Cambridge dictionary definition for the word post-it. Answer exercise 2.

Post-it (note)

noun [C] trademark

a brand name for a small, colored piece of paper for short messages that can be stuck temporarily to something else.

2. Have you ever written messages on post-it notes? What would you write on it?

Writing instructions

3. Make six or more suggestions for a better relationship with your classmate or family members. Take the texts used throughout our unit to guide your work. Use post-it notes to write your suggestions (you can make your own post-it notes if you do not have them, use a piece of paper). Work with a classmate to evaluate your text and discuss it. Exchange your work with other classmates. Answer the questions below before you start.

a. Who is it addressed to?

b. The language in the text is presented in

() short paragraphs.

() short messages.

c. To give suggestions we normally use

() the imperative form.

() the present continuous.

Tip: you and your classmates could stick your post-it notes to a wall outside the classroom.

TEACHER'S GUIDE – UNIT 2

UNIT OBJECTIVES

In this unit you will learn:

- about family diversity.
- vocabulary related to family diversity.
- to write messages on post-it notes.
- to give advice, order or warning and to make a request.

UNIT CONTENTS

➤ THEME AND VOCABULARY

The theme of this unit is to raise awareness of family diversity. Students will learn about types of family and vocabulary concerning the topic. Unit presents discussions on diversity and people's relationships.

➤ GRAMMAR

Students will learn to make a request, to give advice, order or warning.

➤ GENRE

Unit is intended to raise awareness on post-it notes. Students will learn to write on post-it notes to give suggestions for a better relationship with their classmates or family members.

Note: before starting the unit, present the title of the Unit 2, introduce the Unit objectives to the students. Give them a brief explanation on what they are supposed to learn in each topic.

Let's reflect!

WARM-UP

- Ask them to orally answer the questions 1-2. Ask students to discuss and their answers together in a big group.
 1. **Answers may vary.**
 2. **Answers may vary.**

Time to listen!

PRE-LISTENING

- Ask students to look at the pictures on exercise 1. Ask students to answer exercise 2.

Answer key.

- a. a single parent family. (c)
- b. a nuclear family. (b)
- c. a childless family. (d)
- d. a traditional family. (e)
- e. an extended family. (a)

LISTENING

- Ask students to watch the video on exercise 3. Discuss the video's content with students.
- Ask them to answer exercise 4. Discuss with students their answers. Answer key.
 - (a) Every family is different. (c) Then so is this!
 - (b) Get out! (d) You sunk my battleship.
 - (c) This is an average American family. (a) But some families are more different than others.
 - (d) Fire in the house. (b) You sank my battleship.

POST-LISTENING

- Ask students to answer exercise 5. a classmate. Answer key.
 - a. (T) It presents different types of families.
 - b. (F) The Addams's Family is an average family.
 - c. (F) Morticia asks Wednesday to say goodbye to her father.
 - d. (T) Wednesday needs somebody to cheer her up.

Time to talk!

PRE-SPEAKING

- Ask students to look at the magazine covers. Ask students to answer exercise 1. Answer key.
 - a. **The magazine covers are about families.**
 - b. **They represented types of families such as traditional, nuclear and single parent families.**

- Ask students to look at the table provided on exercise 2a. Ask students for any question related to the vocabulary presented on the table.

SPEAKING

- Tell students to write on the table provided when performing exercise 2a. Ask students to interview their classmates.

POST-SPEAKING

- Ask students to analyze the information gathered during exercise 2a. Ask students to discuss their analyses with their classmates. Ask students to follow the example provided on exercise 2b to make their speaking.
- Elicit that it is important to use vocabulary learned on exercise 2a to perform the oral presentation.

Time to read!

PRE-READING

- Ask students to orally answer exercise 1.
 1. **Answers may vary.**
- Ask students to orally share their answers to their classmates.
- Elicit students that exercise 2 is about relationships.

READING

- Ask students to read the text individually.
- Ask students to underline the words they do not recognize when they are reading it.
- After they read it, explain the words they underlined as you discuss the text. Give examples whenever possible.
- Ask students to read the text again.
- Ask students to answer exercise 3-4. Answer key.
 - 3a. **Answers may vary.**
 - 3b. **Answers may vary.**
 4. a. (**T**) b. (**F**) c.(**F**) d.(**T**)
- Help them whenever necessary.
- Check the answers with students.

VIDEO TRANSCRIPT UNIT 2

- The Addams Family Official Movie Trailer:

<https://www.youtube.com/watch?v=c95edsw17QE>

Narrator: This is an average American family. And so is this. And so are these. Every family is different. But some families are more different than others.

Unknown Voice: Get out!

Morticia: It's hideous!

Gomez: It's horrible!

Morticia and Gomez: It's home!

Gomez: Is that really as tight as you can make it?

Wednesday: Hello.

Morticia: Wednesday. What do you have there?

Wednesday: I am not sure.

Morticia: Strange. There's usually a murderous clown attached to the other end of these.

Morticia: Come now, Gomez.

Morticia: Don't forget to kick your father, good night.

Wednesday: Yes, mother.

Gomez: Pugsley, blow F-6! Fire in the hole!

Pugsley: Yes!

Uncle Fester: You sunk my battleship!

Gomez: Well done, Pugsley!

Wednesday: How I wish something would light it up this already tedious day.

Wednesday: Thanks for trying, Ichabod.

WEBSITES CONSULTED

UNIT 1

Affirmative Imperative Post-it Note Picture

- <https://thewashingtonnote.com/8-tips-to-deal-with-type-1-diabetes/> Last access: December 2019.

Equal Pay Picture

- <https://www.nytimes.com/2014/11/15/business/keeping-a-vigilant-eye-on-pay-equity-for-women.html> Last access: January 2020.

Extracted Sentences Samples From COCA (Corpus of Contemporary American English)

- <https://www.english-corpora.org/coca/> Last access: January 2020.

Diversity and Inclusion Campaign Poster Picture

- <https://www.dw.com/en/why-nikes-polarizing-campaign-is-courageous/a-45386402-0> Last access: July 2019.

Gender Diversity Picture

- <https://www1.nyc.gov/site/cchr/media/single-sex-restrooms.page> Last access: July 2019.

Racial Diversity Picture

- <https://www.hrc.co.nz/news/give-nothing-racism/> Last access: July 2019.

Religion Diversity Picture

- <https://www1.nyc.gov/site/cchr/media/i-am-muslim.page> Last access: July 2019.

Pride Campaign Poster Picture

- <https://br.pinterest.com/pin/324188873171604980/?lp=true> Last access: July 2019.

Webster Merriam Dictionary

- <https://www.merriam-webster.com/dictionary/advertising?src=search-dict-box> Last access: July 2019.

UNIT 2

Childless Couple Family Picture

- <https://www.mamamia.com.au/couples-without-children/> Last access: December 2019.

Don't Imperative Form Post-it Note Picture

- http://codingwithbabs.com/rails_with_javascript_some_tips_on_getting_started Last access: December 2019.

Don't Imperative Form Post-it Note Picture

- <http://www.imagechef.com/pt/t/2el6/Post-It-Note> Last access: December 2019.

Extended Family Picture

- <https://www.livetradingnews.com/a-key-to-the-door-of-good-health-regular-exercise-158598.html#.XfjjRWRKjIU> Last access: December 2019.

Let's Imperative Form Post-it Note Picture

- <https://pixabay.com/illustrations/let-s-do-it-reminder-post-note-1432952/> Last access: December 2019.

Let's Imperative Form Post-it Note Picture

- <https://br.depositphotos.com/54948019/stock-illustration-travel-and-tourism-concept-lets.html> Last access: December 2019.

Magazine Cover Madonna's Family Picture

- <https://www.papelpop.com/2017/09/madonna-malawi-people/madonna-people-cover-2000x1333/> Last access: December 2019.

Magazine Cover Nuclear Family Picture

- <https://finance.yahoo.com/news/anti-lgbt-group-launches-petition-parents-magazine-showing-sex-couple-cover-004248554.html> Last access: December 2019.

Magazine Cover Obama's Family Picture

- <https://people.com/archive/cover-story-the-obamas-get-personal-vol-70-no-5/> Last access: December 2019.

Magazine Cover Single Parent Picture

- <https://www.pinterest.co.kr/pin/27866091424145538/> Last access: December 2019.

Nuclear Family Picture

- <https://safetynet.com/blog/rethinking-traditional-money-timelines/> Last access: December 2019.

Please Imperative Form Post-it Note Picture

- <https://www.hiltonbairdcollections.co.uk/handwritten-post-notes-improve-collection-times/> Last access: December 2019.

Single Parent Family Picture

- <http://parentpumpradio.com/myths-beliefs-and-perceptions-regarding-single-parent-families/> Last access: December 2019.

Traditional Family Picture

- <https://www.wnycatholic.org/news/article/featured/2015/09/02/100976/pew-research-study-says-u.s.-catholics-open-to-non-traditional-families> Last access: December 2019.

RATIONALE

Raising Awareness of Diversity and Equality tries primarily to foster a reflection on social issues (gender equality, religious, equal pay, racism and sexual diversity). According to Ferreira (2006), because teachers and students are positioned in discourse, they can act in and experience new possibilities for social change. When people read, write, or speak they are taking part in a social discourse through their identities of class, race, gender, sexuality, age, and other factors. This paper is an attempt to shed light upon relevant social themes integrated into the learning process of ESL (English as Second Language) / EFL (English as Foreign Language). The National Curriculum Guidelines for High School Teaching (BRAZIL,2006) suggests that Critical Literacy can be integrated into language teaching in order to achieve one of the main objectives of education, which is to help learners become critical citizens. Furthermore, in consonance with the National Curriculum Parameters (1998), PCNS (Parâmetros Curriculares Nacionais), it is significant that teachers share their power and give voice to their students. The teacher's role in this context turns out to be crucial. Teachers may take advantage of their role as a guide to their students. Believing that teachers can make a difference, the units in this paper were developed in the interest of helping teachers and students to be in contact with meaningful language as well as bring the debate about important issues formerly mentioned.

The units planned in this final paper were conceived within the framework of Communicative Language Teaching (CLT). In Mattos and Valério (2010, p.140), the authors point out that “the goal of the Communicative Approach to Language Teaching is learning language to use, and using language is viewed as the dynamic resource for the creation of meanings, its implementation made possible by activities involving real-life situations.” The based-task activities in the two units contemplate real-life situations and build up knowledge to establish constant awareness of the topics. Additionally, Critical Literacy is also taken into consideration in this final paper, in Mattos (2012) she claims that “one possible critical approach to enhance student's learning, to develop students' sense of citizenship and to provoke social change.”

Adding to the idea of language learning with purpose and meaningful language use, the units are designed to offer a mixed of features with authentic materials as in Nunan (1999)

defines “as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching”. Inputs provided by authentic materials in this work such as articles, advertisements, dictionaries excerpt, pictures and YouTube videos, illustrate the dynamic of diversity. They intend to facilitate comprehension and language elaboration. Also provide the base for discussion on themes considered disturbed and problematic such as gender, sexuality and religion. The activities were developed to create real interaction purposes.

Believing that language learning is due to interaction and collaboration, learners and teachers find well planned materials focusing on language skills (writing, reading, listening and speaking) as Brown (2004, p.119) reports “the integration of skills is of paramount importance in language learning.” Also, considering that the learner’s own personal experience and knowledge to interact with the target language inputs (audio-visual) is relevant to succeed in language learning. Moreover, empowered by the main premises in this work (communication and critical thinking), activities invite learners to freely develop their language construction by interacting with classmates, teachers and or simply using the provided materials. In collaborative work, students will share and hear different opinions, learn other perspectives and are expected to be more engaged and motivated in learning.

Vocabulary activities are integrated and contextualized in the lessons. Considering the background knowledge (top down) and stimulating meaning perception (bottom up), learners do not need to create useless vocabulary lists. Students have the opportunity to understand vocabulary by managing its meaning throughout warm-up exercises and open-ended questions that bring reflections and help them understand how language is used during the lessons. According to Hadley (2002), “DDL learners are not simply recipients of knowledge, but as researchers studying the regularity of the language”. In this case, learners are responsible for their own learning process. Units contain vocabulary activities intended to give learners autonomy and understand the patterns to communicate ideas proficiently. In both units, there are highlighted words in the reading sections. Students can, during the reading activities, grasp and match the words’ meaning with their context in which they are inserted.

In the **listening** sections, subjects are introduced by authentic videos related to the units and offer authentic spoken language samples. Field (2002, p. 244) reminds us that “authentic

passages, where the language has not been graded to reflect the learners' level of English, afford a listening experience much closer to real life one." In addition, Ableeva (2008) states that "although listening comprehension primarily involves bottom-up, top-down and interactive processes, it also includes individual, social and cultural dimensions." Activities in the units recall learners' previous cognitive experience, require that the students make inferences about what they are going to hear, listen for the main idea and specific details, and finally, discuss with their partners what they have heard. Also, in Unit 1, textual genre awareness (advertisement) is emphasized in order to introduce the learner inputs for further activities. Through the listening activities, students are engaged and familiarized with the themes intended in this work: plurality, prejudice, empowerment, acceptance and tolerance. Concerning listening comprehension, the material is developed to teach skills but also is preceded by schema building as preparation for the lesson. Nunan (1995, p. 55) quotes "if teachers suspect that there are gaps in their learner's knowledge, the listening itself can be preceded by schema building activities to prepare learners for the listening task to come." In unit 1, the pronunciation section (*Check your pronunciation – Ending sound of /s/, /z and /iz/*) is also included. Silva (p.10, 2018)¹ mentions that "in learning a foreign language should, essentially, prioritize the teaching of pronunciation of the language you are teaching. The familiarity with the foreign language sound patterns offers the learner the opportunity to perform significantly more accuracy of the language being learned."

Same as in listening, the **speaking** tasks feature similar attention to the topics related to this paper. It has a special focus on the *Time to speak!* section but also, oral practices are integrated in other sections. The authentic material used here has the clear intention of eliciting the discussion and it is expected that students engage in the debates proposed. As in Unit 2 learners, have the opportunity to interact with different peers, and are encouraged to make use of the core language presented in class. Also, in both units, multimedia tool (e.g. YouTube videos) are used for contextualization, as in consonance with Hughes (as cited in McCarthy and O'Keeffe, p. 35), contextualization is necessary in speaking tasks, they should not be separated from the social and cultural life of the students.

¹ Free translation: O aprendizado de língua estrangeira deveria, essencialmente, priorizar o ensino de pronúncia de língua que está sendo aprendida. Argumento, ainda, que a familiaridade com os padrões sonoros da língua estrangeira oferecerá ao aprendiz a oportunidade de ter um desempenho significativamente mais acurado na língua que está sendo aprendida.

Reading strategies are essential to help learners to get most of the reading process. One of the most useful strategies is making use of interactions between top-down and bottom-up processes as described by Harmer (2001):

It has been said that in top-down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture: This is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across. In bottom-up processing, on the other hand, the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. (HARMER, 2001, P. 201)

The two units come with reading segments that are introduced by questions related to the theme, so that students will activate schemata. Learners have to make use of their background knowledge to predict information and make assumptions (top-down). Then, they are required to read for more details (bottom-up). Comprehension is achieved after looking closer into micro features of the language, such as lexis and grammar. To make reading more communicative, it is also necessary that readers establish a connection with the writer's work and their partners. Pre-listening activity is offered in both units in order to have students discuss what they are about to read or what they already know. And finally, post-reading activities are presented to highlight information and summarize the ideas from the texts. Units 1 and 2 reading activities, keep the focus of this paper, to foster critical thinking. Activities are planned to stimulate learners to the construction of meaning based on the texts, helping them go beyond and establish connections between the texts and their own contexts. Adapted authentic texts are chosen to make reading more significant and broaden the theme's knowledge within units.

In the *Piece of language* segment, **grammar** is taught inductively and also, as a skill. It tries to reduce the teacher's talking time and focuses on the learner. "This approach, then, means guiding the learner's own attention to grammar and designing tasks which help us to teach learners the skill of using and attending to grammar in language use" (Batstone, 1994). Also, Batstone says "teaching grammar as a skill, we can offer them [learners] rich and recurring opportunities to re-notice and restructure their hypotheses about language" (Batstone, 1994. p. 117). The *Piece of language* section presents structures with examples taken from authentic texts (some of the examples are taken from the Corpus of Contemporary American English-COCA).

By observing and analyzing the language structure's context, learners are able to work out the rules by themselves. In addition, *Piece of language* in Unit 2 includes a genre-based approach (Post it notes) that is integrated to the writing segment on the same unit.

Activities found in the **writing** sections are conceived to endorse maximum use of all the comprehension and understanding from previous tasks such as listening, speaking, reading, grammar features and genre awareness elicited throughout the units. These sections take in consideration the learner's awareness to the characteristics of the genre derived from the previous activities (advertisements on Unit 1 and post-it notes on Unit 2). Contextualization is considered as well. Harmer (2001) claims that:

Students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, as well as by whom. Many of our students' writing tasks do not have an audience other than the teacher, of course, but that does not stop us and them working as if they did.

In Unit 1, the speaking section is integrated into the writing part, which serves as a warm-up activity that implements discussion which guides the writing procedure. In both units, students are guided through dictionary definitions to the genre applied in the tasks and questions, to elicit comprehension of what will be their written production. Learners are encouraged to use the vocabulary and grammar topic of each unit. Besides, some helpful tips are also available to students. Moreover, learners are invited to produce their own texts, following the process involved and are stimulated to make individual and collaborative work.

After all, despite the fact that this work is an attempt to bring the discussion over the related themes, it is not intended to end the conversation. It is intended to stimulate students to extend their learning beyond the classroom. It promotes the language use learned at school, provides students with tools for reflection upon the studied subjects and finally contributes to an education that can lead them as agents of a changing society. According to Janks (2013), "essentially, critical literacy is about enabling young people to read both the word and world in relation to power, identity, difference and access to knowledge, skills, tools and resources. It is also about writing and rewriting the world: it is about design and redesign." And she continues, "a critical approach recognizes that language produces us as particular kinds of human subjects and words are innocent, but instead work to position us."

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