

Universidade Federal de Minas Gerais Faculdade de Letras

Curso de Especialização em Ensino de Inglês

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS
Beyond the book: Develop critical thinking
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Belo Horizonte
February 2nd, 2016

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MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS
Beyond the book: Develop critical thinking

Trabalho apresentado ao curso de Especialização em
Ensino de Língua Inglesa da Faculdade de Letras –
UFMG como requisito parcial para a obtenção do
título de Especialista em ensino de Língua Inglesa.

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INTRODUCTION

In the last decade, many historically oppressed social groups have sought for equal rights, not only claiming for legal changes, but also empowering its members and creating space for discussing social injustices. It's possible that students have faced situations connected to that evident social change - and, it is not hard to believe, maybe they did not have the opportunity to study it or even had time to think about it more carefully, without reproducing the common sense opinion. That is why I believe it is so fundamental to open space for that debate, presenting concepts, historical facts and, also, examples of people who defend human rights and equality. The reason is mostly based on the fact that the internet has endless resources for research which can be either good and bad. The content online, even the big papers and magazines, are not always carefully revised and sometimes filled with tendentious and harmful ideas, based on data from unreliable sources.

Teaching them how to navigate a subject, how to understand simple concepts and upgrading their awareness to it, until they can built their own opinion, not only about the subjects studied but about anything they decided to study about.

There are extra content for the student at the end of the unit and also for the teacher throughout the teacher's guide. The importance of deconstruct barriers inside the classroom is incalculable. In other words, "the ultimate aim is, through education, to develop the critical consciousness of the individual and the institution, and the community's responsibility for social change" (FAJARDO, 2015).

There are many possibilities of discussing important themes in classes and, for this material, I chose equality, based on both fights against racism and against sexism. Since, 2015 was a year of substantial change all over the world especially among these two subjects, I decided guiding students to a social change by sharing content that they would be able to understand and expand

their horizons with materials in the targeted SL was my main goal. Both units were designed to create an environment of communicative exchange, personal opinion and also in one way or another to develop the subjects around their personal lives when they are invited (and are quite welcome) to share their own story and speak their minds in a non judgmental setting.

Alongside the units there is also a DVD with all the content presented, including the videos used. This is the mandatory final project for Curso de Especialização em Inglês (CEI). This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with the express authorization of the author.



What happened?

unit 1

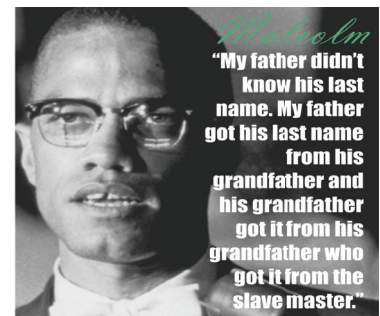
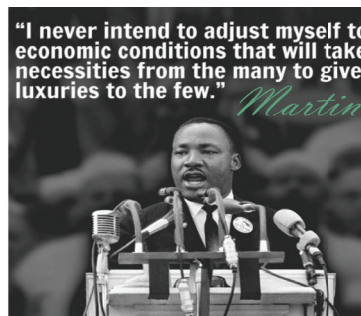
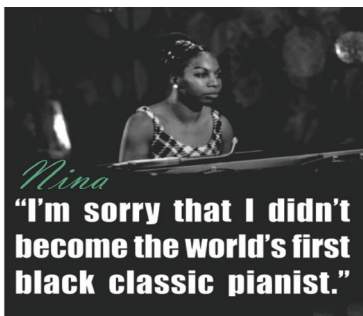
1

What happened?

get started!

Do you know Nina Simone? What do you know about her? Did you know that she played a very important role in Black Music and Civil Rights Movement? Write some words or facts that you have heard about her and also Black Music and Civil Rights Movement. Use the blank space bellow to do it.

Who are they?



1) Answer the following questions:

a. Did you know any of these people?

b. What did they do? Or what do you think they did?

c. What were they important for? Or why do think they were important for?

2) The filmmaker Liz Garbus was in the audience when Nina Simone performed in Switzerland, her first words: “You don’t understand me, you don’t know what I mean when I say I’m tired... this is my last jazz concert and I’m graduating to a higher plane.” Garbus’ latest documentary, titled *What Happened, Miss Simone?*, is her attempt to understand what the iconic singer and civil rights activist meant.

Read the topics about Nina Simone’s life. Match the titles listed below to put the story in order:

- 1 - Simone was a lonely child
- 2 - One of her songs was banned
- 3 - She once told Dr. Martin Luther King, Jr., “I’m not nonviolent.”
- 4 - Simone was Malcolm X’s neighbor
- 5 - She performed in a nearly-empty Paris cafe before her Eighties resurgence

Simone and her family lived next door to an iconic figure and his wife Betty. The families became close. “It was just a great, great time,” says Ilysa, one of Malcolm and Betty’s six daughters. “There was music. There were discussions. Whether it was at our house or Lisa’s house, Nina Simone’s home, it was definitely party with a purpose.”

Simone was happy living in Liberia, though she wasn’t performing. So when she needed money, she moved to Paris and performed in a cafe every night for \$300. “I was desperate, and no one believed that I was there...”. Fortunately, moving to France also brought her closer to a good friend who started taking care of her. He had Simone see a doctor, who diagnosed her for the first time with bipolar disorder – and he helped her book gigs more befitting of a living legend.

Simone talked about her rigorous classical music training – how she started playing piano at the age of 4, then inspired her neighbors to raise money for her to attend Julliard in NYC.

Radio stations didn’t just ban “Mississippi Goddam” – they sent the records back. She wrote the song in protest, which turned her into a rare female black voice speaking on behalf of the civil rights movement.

She was never one to lie about her beliefs, not even to the leader who actively made it known that he stood for peaceful, passive protesting. “I remember one time she walked right up to Dr. King and said, ‘I’m not nonviolent,’” guitarist Shackman says, laughing. “He said, ‘That’s okay, sister. You don’t have to be.’”

say it!

activist [ˈæktɪvɪsts]: a militant reformer

ban [bæn]: To prohibit or forbid

befitting [brɪˈfɪt ɪŋ]: Appropriate; suitable

fortunately [ˈfɔːtʃənətli]: Unexpected good luck

gig [ɡɪɡ]: A job, a booking for musicians

iconic [aɪˈkɒnɪk]: Representative, symbolic

purpose [ˈpɜːpəs]: A reason, an aim, a goal

racism [ˈreɪsɪzəm]: Discrimination based on race

Now that you have read the text about Nina Simone, go back to the **get started** section. Can you complement your board with other words and facts?

check!

3) Write (T) True or (F) False:

- (T) Nina Simone was a Civil Rights Activist.
- () Martin Luther King was her neighbor and friend.
- () Nina didn't go to parties in Malcolm's house.
- () The protest song Mississippi Goddam was banned.

4) According to the text, complete the sentences about what happened in Nina Simone's life:

1. First, she had piano lessons, when she was _____.
2. Then Nina wrote Mississippi Goddam and _____.
3. Next she said to Dr. Martin Luther King that _____.
4. She moved to Liberia, Africa and when she needed money _____.

Nina Simone	Martin Luther King, Jr.	Malcolm X
<i>(February 21, 1933 – April 21, 2003) was an American singer, songwriter, pianist, arranger, and civil rights activist. And was known as the 'High Priestess of Soul.'</i>	<i>(January 15, 1929 – April 4, 1968), was an American Baptist minister, activist, humanitarian, and leader in the African-American Civil Rights Movement.</i>	<i>(May 19, 1925 – February 21, 1965), was an American Muslim minister and a human rights activist. He was one of the most influential African Americans in history.</i>

bio.

5) Write the important facts about Nina, Martin and Malcolm biography:

1. Martin was born in January 15, 1929 and he was a leader in _____.
2. A _____, _____ and _____. Who was born on February 21, in 1933.
3. He was an important _____ Muslim minister, and he _____ born in 1965.

listen! share your thoughts

Nina Simone was born in the southern town of Tryon, North Carolina. In pairs discuss what you think her childhood was like, write a few words about it: _____

6) Listen to the singer's description of what happened during a period of her life and check if your predictions were right.

Check your answer with a peer and see what you have written differently.

Listen to it again attentively and choose the correct option to answer below:

(<https://www.youtube.com/watch?v=RvByxvEd8qA>)



1. What kind of conversation is this?
 small-talk interview argument
2. She talked about what period of her life?
 old age teenage years childhood
3. In the recital when she was 12, her parents were told to:
 go home sit on the back row stand
4. They told her she didn't get a _____ because she was black.
 scholarship sponsor study

7) In the extract from the text: *"She was never one to lie about her beliefs (...)"*
 How do you know if it's on the past? Underline the verbs or time expressions that help you identify that.

to talk about the past ...

Looking at the verbs you have underlined, you can say that the Simple Past of regular verbs in English are formed by adding _____ at the end of the verbs.

Now, look at the following sentences and then underline the verbs:

"The families became close." "There was music. There were discussions." "They sent the records back."

Are they in the past too? _____. How do you know? _____.

What can you say about their form? Are they regular? _____.

Circle the correct answer: Irregular verbs **do / don't** have a standard form.

There **is / isn't** a rule for irregular verbs.

8) Complete the sentences with the correct form of the verbs in parenthesis. If needed, use the irregular verbs list on the page 285:

- There (be) were fun parties, at Nina Simone's house to discuss the Civil Rights Movement.
- Nina (want) _____ to be the first black classical pianist.
- Martin Luther King (give) _____ his famous speech I have a dream in 1963.
- Malcolm X (have) _____ six daughters with his wife Betty Shabazz.
- Simone (spend) _____ the last days of her life in Paris.
- All of them (fight) _____ for Civil Rights.

9) Complete the table below writing the sentences in the past:

Affirmative	Negative	Interrogative
Nina played the piano. _____ _____.	Martin Luther King was not violent. _____ _____.	Did Malcom X change his last name? _____ _____?
(Martin dies in April)	(Nina was born in July)	(Nina died in April)
_____ _____.	_____ _____.	_____ _____?
(Malcom is a Muslim)	(Malcolm was Martin's neighbor)	(Martin led the Movement)

10) The verb **be** is irregular, in the past it becomes **was** and **were**. Mark the pronouns that you...

use **was** with () I () you () he () she () it () we () they

use **were** with () I () you () he () she () it () we () they

"**was**" is () singular () plural

"**were**" is () singular () plural

time to practice!

Look at the sentences in exercise 9. What can you say about their structures? How do you form affirmative sentences in the Simple Past? What about negatives and interrogatives? In pairs, discuss:

Nina (subject) is (verb) a pianist (complement).

Affirmative	Negative	Interrogative
<i>Nina was a pianist.</i> <i>Martin did everything.</i>		

Choose an affirmative sentence from the exercise number 8 and write it in the negative or interrogative.

What is the difference between sentences with was/were and did? Option 1, 2 or both?

1. () Did is used as auxiliary verb in negatives and interrogatives.

2. () Was / were are the past of the verb be.

Speak up!

In pairs search for information about James Baldwin, Gloria Steinem and Ida B. Wells. What did they fight for? Why did they become activists? In pairs discuss the interesting facts and share with the class your findings. After it, complete the gaps together.



Born on _____ 2, 1924. James Baldwin published in _____, the _____ Go Tell It on the Mountain, going on to garner acclaim for his insights on race, spirituality and humanity. And he also wrote essays like Notes of a _____ and The Fire Next Time. He died on _____ 1, 1987 in Saint-Paul de Vence.



Gloria Steinem was born March 25, 1934, in _____, Ohio. She became a freelance writer and grew more engaged in the _____ movement and feminism. She helped create both _____ and Ms. magazines, helped form the National Women's _____, and is the author of many books and essays.



A daughter of _____, Ida B. Wells was born in Holly Springs, _____, on July 16, 1862. A journalist, Wells led an anti-lynching crusade in the _____ in the 1890s, and went on to found and become integral in groups striving for African-American justice. She died in _____ in Chicago, Illinois.

11) Which story did you find more interesting? Choose one and write some *key words/phrases* about them. Now, get together with a partner, tell them to close their book while you read these *key words/phrases* to them. Can they guess who you are talking about? Have your partner do the same with you.

How to write a bio?

A **biography** is defined as a non-fictional story written about someone's life. To get started it is important to define if you want to talk about their whole life or an specific part of it. Determine what is the most important fact about this person. It should be organized chronologically, so start from the beginning with birth and childhood, then adult life and so on.

Now that you know what a biography is, write a short one about the person that you admire the most. It must be about someone you know or that is close to you so you can interview this person, remember to say the reason that made you want to write about this person.

FIRST: Draft! Write a list, search or interview if you must. Get your ideas together.

SECOND: Start writing the biography, remember the important information (name, birth, career, their achievements, etc.) and to use simple past tenses.

THIRD: Now that everything is ready, you will share it on our our blog as we have done in the last unit. Post a comment on at least one of your classmate's biography. The class will vote on the best one!

extra stuff!

Watch the ted talk by filmmaker Yoruba Richen which is fascinated with the overlaps and tensions between the gay rights and the civil rights movements.

(Source: Yoruba Richen: What the gay rights movement learned from the civil rights movement / TED talk)

Teacher's guide

Hello, teacher!

As you have seen, each unit has its own guide and it contains besides the steps to direct the development of the exercises, it also has extra material that could be used in class.

This unit can be taught in 3 classes of 1h each, though if you have the opportunity to use extra material or decide to give students extra time for the activities that would be great.

Remember to use at least five minutes of each class to practice spelling by practicing with the phonetic transcription at every reading section. The section "extra stuff!" contains extra material that is usually related with the themes of both units (the one taught and the next one) and you should encourage your students to seek for extra learning outside class.

You should not speak Portuguese during classes, though the only rule is to act as a promoter / facilitator in order to encourage your students and guide them through the learning process. Motivate, boost their confidence, create a safe environment for sharing, develop cultural knowledge, but, most of all, inspire them. If needed, use definitions and synonyms (you can find a list of websites at the end of the book).

This unit's topic is Civil Rights Movement, guided by Nina Simone's fascinating life. The topic is filled with cultural and historical background facts and it represented a big step for equality. This class should be guided carefully. None of the people that appear are supposed to be role models for anyone, what they did and how it was done should be perceived and studied keeping in mind the times in which they lived in. If possible, try to connect the class with recent events.

This is not a light topic, but it can not only inspire students and broaden their horizons as it can change the way they understand things, being meaningful. And this should be the greatest gift of all.

Hope you have fun and feel inspired!

Best of luck,

The author.

overview

The unit is divided more or less between sections that are highlighted in the colored boxes.

WARM UP

The first page of the unit is a warm up to introduce the student to the subject. They are supposed to brainstorm about themes connected to the unit.

READING

The reading part consists of a text in which students should understand the excerpt in order to complete the exercise. Remember to read the section “say it!” in which students will see a list of definitions of words from the text and also the phonetic transcription for practice.

LISTENING

Before the listening they should complete the text assessment. There is a small biography section called “bio.” that will introduce the students to style of writing that will be used further on. The listening is based on a Nina Simone’s interview discussing her childhood.

GRAMMAR

The grammar part expands what they have had contact with throughout the unit. You should encourage them to do the exercises and guide their answers if needed. The idea at the last grammar exercise is to create a formula to use the past.

SPEAKING

The speaking part consists in letting them search, discuss and finish the activities. They need internet access.

shall we?

WARMING UP & GETTING STARTED

individually // time: 10 to 15 min

Teacher: Before introducing the subject properly ask them to write inside the box what they know or had seen (*it could really be anything, this is supposed to be a brainstorm - tell them that*) about Nina Simone, Black Music and Civil Rights Movement.

Answer key WARM UP: As this is an open activity, there are no wrong answers.

WHO ARE THEY?

Teacher: Tell them what a quote is. Read the quotes with them, help with any doubts about the vocabulary. After, ask them “who do you think these people are?” “do they look important?” And then answer the questions of activity 1.

EXTRA!!!

* **Quote definition: 1. to repeat (a passage, phrase, etc.) from a book, speech, or the like, as by way of authority, illustration, etc.**

* **Explain what are quotation marks “ ___ ”**

Answer key 1: As this is an open activity, there are no wrong answers. This is supposed to let them get in touch with their previous knowledge and it’s ok to not know them, or what they have done. Explain that they will at the end of the unit, though is really important to try to answer the questions with what they think or could deduce from the quotations.

EXTRA!!!

* **If you are using a blog to interact with the students, share the videos of their speeches. They are available at the our website.**

reading

INTRODUCING THE SUBJECT

individually // time: 20 to 25 min

Teacher: This activity is divided in 3 parts. (1) The students will connect the titles with each section of the text that is scrambled. After they have finished they should read the text again in the right order. This activity should be done individually. Ask what do they think about her now, what did she do? Can they answer the questions from activity one about her, now?

* TEACHING TIP: This is a magazine article, introducing the Netflix's documentary about Nina Simone's life. Is the first one that was approved by her family.

Answer key 2: The first part is already done as an example. 4 - 5 - 1 - 2 - 3

CHECK!

Teacher: (2) Ask them to get back at the **GET STARTED** activity and add extra words to it. Now that they learned a little bit more.

* TEACHING TIP: Doubts about vocabulary that aren't in the section SAY IT! can be dealt with at least two options, *encourage them to search in the dictionary or give them synonyms and definitions.*

EXTRA!!!

* **If there's enough time, you could also show them the trailer of the documentary available at our website.**

SAY IT!

Teacher: (3) Review the definitions with them and explain at least two phonemes. Encourage them to read the phonetic transcription.

* TEACHING TIP: Remember to say that this is an american transcription and that they could vary in different regions of the same country. Because there are a lot of ways to pronounce a word, like we have in different cities of Brazil. Though one should stick to a singular accent in order to achieve a good pronunciation.

EXTRA!!!

* **This is extra material related to pronunciation and not with the context of the unit, but it's fun to understand how pronunciation works and how we can be misunderstood when using it wrongly. It's a video by Porta dos Fundos titled "Woody Allen" and it's available at our website.**

Teacher: A true or false activity about the text, to check comprehension.

Answer key 3: The first part is already done as an example. T - F - F - T

Teacher: They should complete the sentences about her life, using the information of the text they have read. All of the information are easy to find, but they are open ended questions. You can guide the students to use the simple past, but they can write anything according to text.

Answer key 4: The first part is already done as an example. Their answers they should be similar to:

1. *piano*
2. four / four years old / a child / a young girl (options)
3. the song was banned / had problems (options)
4. she moved to Paris / went to Paris / worked (options)

BIO!

Teacher: Introduce what a biography is and read the short biographies with them. They contain only the dates of birth and death, and a description of them.

Teacher: They should complete the activity with the information from the short biographies.

Answer key 5: The first part is already done as an example.

1. January 15, 1929
2. singer - songwriter - pianist - arranger - civil right movement. (they can choose)
3. American - was

* TEACHING TIP: Explain how do we write dates. Month Day, Year. That it's different from what we do in Portuguese. Remember to explain that weekdays and months always begin with a capital letter.

listening

FURTHER ON

group // time: 15 to 20 min

Teacher: Before showing the video, tell them that *the south was where racism was the worst. Even though we will not trace geographic nor actual historical lines, is important to know the background. Nina was born in the southern part of a North Carolina city that was divided in two (the white and black neighborhoods).* They should do it with peers in a group or in pairs. Ask them to discuss and write their answers. They don't have to write the same answer, they should exchange ideas for 5 minutes.

Answer key 6: There are no wrong answers, they should share their thoughts about her childhood.

Teacher: Before showing the video, reassure them that it's ok if don't understand everything at first. You will show the video two times. Play the video once and ask them to review their predictions about her childhood. Were they right? They should discuss with their peers for 5 minutes to see what they have written differently.

Play the video once more and ask them to do the activity, marking the RIGHT option as they can see in the example.

Answer key 5: The first part is already done as an example.

1. interview (option 2)
2. childhood (option 3)
3. sit on the back row (option 2)
4. scholarship (option 1)

INTRODUCING GRAMMAR TO THE MIX

Answer key 7: The sentence is: "She was never one to lie about her beliefs". Underline **was**.

grammar

individually or group // time: 15 to 20 min

TO TALK ABOUT THE PAST

Teacher: Remember that you should act as a facilitator. By now, they should know that we are studying the past tenses, there is a simple clue to how we use verbs on the past. There is a list of irregular verbs at the end of the book.

* TEACHING TIP: Choose 3 verbs that would fit the CVC rule, write them on the board and ask them what does this words have in common until they reach the answer consonant + vowel + consonant. And then write them on the past and ask again until they reach the answer that the last consonant is doubled + ed.

Teacher: They have to answer the questions in order to begin formulating how the past is used.

Answers: became, was, were, sent (underlined verbs)
No. They are irregular.

Yes. Because the verbs are in the past.
don't isn't (circled answer)

Answer key SPEAK UP:

Born on **August** 2, 1924. James Baldwin published in **1953**, the **novel** *Go Tell It on the Mountain*, going on to garner acclaim for his insights on race, spirituality and humanity. And he also wrote essays like *Notes of a Native Son* and *The Fire Next Time*. He died on **December** 1, 1987 in Saint-Paul de Vence.

Gloria Steinem was born March 25, 1934, in **Toledo**, Ohio. She became a freelance writer and grew more engaged in the **woman's** movement and feminism. She helped create both **New York** and *Ms.* magazines, helped form the National Women's **Political Caucus**, and is the author of many books and essays.

A daughter of **slaves**, Ida B. Wells was born in Holly Springs, **Mississippi**, on July 16, 1862. A journalist, Wells led an anti-lynching crusade in the **USA** in the 1890s, and went on to found and become integral in groups striving for African-American justice. She died in **1931** in Chicago, Illinois.

Answer key 11: It's a personal answer, so there are no wrong answers.

writing

individually

HOW TO WRITE A BIOGRAPHY

Teacher: This activity is to wrap up the unit and practice writing. Read and explain what a biography is, ask them if they have ever read a biography book. They should write a biography about someone that they know (can be anyone that they can interview). It shouldn't have more than three paragraphs.

The activity is divided in three sections. That you should check if they had followed all the steps.

FIRST: DRAFT!!! It's important to draft, they can write a list as we've seen in the past unit, or just brainstorm the information that their text has to have.

SECOND: Begin to write, paying attention to the information that is supposed to be in it.

THIRD: They should use the last unit's blog to share their texts and should comment on at least one their peers text sharing their opinions.

AFTER IT, THE CLASS SHOULD VOTE ON THE BEST BIOGRAPHY.

EXTRA STUFF!!!

* **This TED Talk by Yoruba Richen is amazing! It's extra material good to practice listening and also has a food for thought. It sets a path to the next unit, though the students don't need to watch if they don't want to.**

F L A W L E S S

unit 2



Flawless!

get started!

What does the word **equality** mean to you? And what about **gender equality**?
Brainstorm below by writing all the words that you believe that are related to gender equality.

What do you think?

1) Mark the options that you believe to be related to **who you are** or that **describe your personality**:

- | | | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> passive | <input type="checkbox"/> talkative | <input type="checkbox"/> logical | <input type="checkbox"/> disobedient | <input type="checkbox"/> strong |
| <input type="checkbox"/> dependent | <input type="checkbox"/> active | <input type="checkbox"/> cruel | <input type="checkbox"/> flexible | <input type="checkbox"/> weak |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> independent | <input type="checkbox"/> tactful | <input type="checkbox"/> docile | <input type="checkbox"/> wicked |
| <input type="checkbox"/> gentle | <input type="checkbox"/> emotional | <input type="checkbox"/> blunt | <input type="checkbox"/> obstinate | <input type="checkbox"/> influenceable |
| <input type="checkbox"/> sensitive | <input type="checkbox"/> decisive | <input type="checkbox"/> bossy | <input type="checkbox"/> opinionated | <input type="checkbox"/> secure |
| <input type="checkbox"/> tough | <input type="checkbox"/> kind | <input type="checkbox"/> submissive | <input type="checkbox"/> cocky | <input type="checkbox"/> insecure |
| <input type="checkbox"/> cry a lot | <input type="checkbox"/> verbal | <input type="checkbox"/> obedient | <input type="checkbox"/> delicate | <input type="checkbox"/> energetic |
| <input type="checkbox"/> rarely cry | <input type="checkbox"/> analytical | <input type="checkbox"/> determined | <input type="checkbox"/> vulnerable | <input type="checkbox"/> zealous |

1. In pairs, discuss which one of these characteristics are for **men** and which are for **women**. Write at least three of each below.

2. Does your answer about yourself match what you have discussed? Why or why not?

3. In pairs, discuss: Relating those characteristics to the work environment, are men and women more, less or equally capable? Why? Are there jobs for men or women? Share with the class.



2) Before reading the text, match the words to its meaning and look at the phonetic transcription:

- | | |
|-----------------------------|--|
| 1. different [ˈdɪfrənt] | ___ out of the ordinary; unusual. |
| 2. strong [strɒŋ] | ___ having the ability or power to create. |
| 3. important [ɪmˈpɔːtənt] | ___ capable of exerting great physical force. |
| 4. creative [kriːˈeɪtɪv] | ___ using or showing new methods, ideas, etc. |
| 5. innovative [ˈɪnəˌveɪtɪv] | ___ limited in outlook; lacking breadth of vision. |
| 6. narrow [ˈnær əʊ] | ___ of great significance or value; outstanding. |

We should all be feminists

Men and women are **different**. We have different hormones, sexual organs and different biological abilities; men have testosterone, and are in general physically **stronger** than women. There are slightly more women than men in the world, about 52% of the world's population is female, but most of the positions of power and prestige are occupied by men. The Nobel Peace Laureate, Wangari Maathai, put it simply and well when she said: "The **higher** you go the **fewer** women there are."

So, in a **literal** way, men rule the world. This made sense a thousand years ago. Because human beings lived then in a world in which physical strength was the most **important** attribute for survival. The physically stronger person was more likely to lead, and men in general are physically stronger; of course, there are many exceptions. But today we live in a vastly different world. The person more likely to lead it's the more **creative** person, **intelligent**, **innovative**, and there are no hormones for those attributes. A man is as likely as a woman to be intelligent, creative and innovative. We have evolved, but it seems to me that our ideas of gender have not.

Gender matters everywhere in the world. And I would like today to begin to dream about and plan for a different **fairer** world. A world of **happier** men and women who are **true** to themselves. And this is how to start: we must raise our daughters differently. We must also raise our sons differently. We do a **great** disservice to boys in how we raise them. We define masculinity in a very **narrow** way. Masculinity becomes this **hard small** cage and we put boys inside the cage. We teach boys to be afraid of fear. We teach boys to be afraid of weakness, of vulnerability. The problem with gender is that it prescribes how we should be rather than recognizing how we are. What if, in raising children, we focus on ability, instead of gender? What if, we focus on interest, instead of gender?

My friend once told me many years ago that I was a feminist, and he was **right**. I am a feminist. And when I looked up that word in the dictionary that day, this is what it said:

feminist : a person who believes in the social, political, and economic equality of the sexes.

adapted text from Chimamanda Ngozi Adichie's TED talk

Now that you have read the text about Feminism, go back to the **get started** section. Can you complement your board with other words and facts?

check!

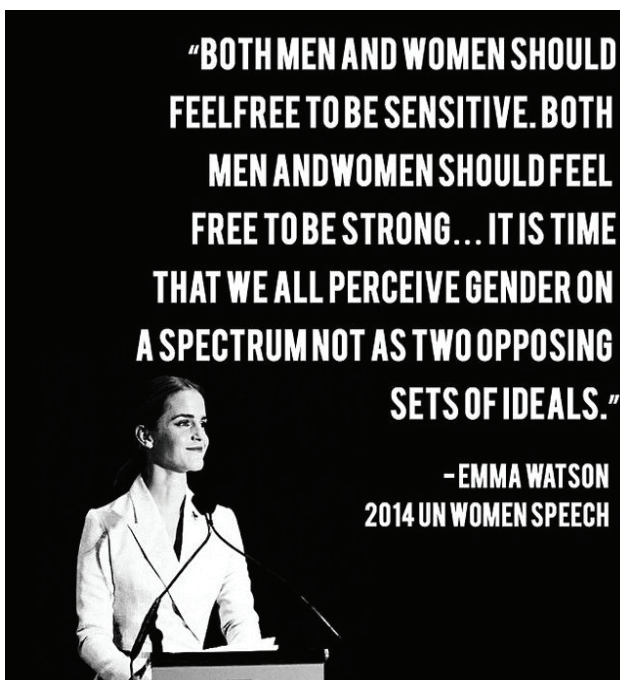
3) Answer the following questions about the text:

1. What is the definition of feminism? Do you agree with it?

2. Which word in **bold** from the text would you choose to describe equality nowadays? Why?

3. The author says that we should raise children differently. Why? Do you think that should change?

4) See below a quote by UN Women Goodwill Ambassador Emma Watson about gender equality.



In pairs, discuss what do you think she meant by “Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum not as two opposing sets of ideals.”.

What is it that she is trying to say? Is the perception of men and women too narrow? What is the ideal women and men? Can you define men and women as opposites or not? Discuss with your peer and write down a comment about what you think:

5) What is the message in the cartoon below?



“When I grow up, I’m not gonna be one of four women astronauts hired–I’m gonna be one of eight women astronauts hired that year.”

In pairs, discuss why would she be one of eight instead of one of four?

listen!

share your thoughts

Viola Davis won an Emmy Award for outstanding lead actress in a drama in 2015. She was the first woman of color to receive it. Why would she be the first to win this award? In pairs, discuss and share your thoughts with the class.

6) Let's watch Viola Davis' speech. And understand why she was the first one to win this award. Were your reasons close to what she said?

Listen to it again attentively and fill the gaps in the text and answer the questions below:
(https://www.youtube.com/watch?v=OSpQfvd_zkE)



In my mind, I see a line. And over that line, I see _____ fields and _____ flowers and beautiful _____ women with their arms stretched out to me over that line. But I can't seem to get there no how. I can't seem to get over that line." That was Harriet Tubman in the 1800s. And let me tell you something: The only thing that separates women of _____ from anyone else is opportunity. You cannot win an Emmy for roles that are simply not there. So, here's to all the writers, the _____ people that are Ben Sherwood, Paul Lee, Peter Nowalk, Shonda Rhimes. People who have redefined what it means to be _____, to be _____, to be a leading woman, to be _____. And to the Taraji P. Hensons and Kerry Washingtons, the Halle Berrys, the Nicole Beharies, the Meagan Goodes, to Gabrielle Union. Thank you for taking us over that line. Thank you for the Television Academy. Thank you.

1. Choose two words from the gaps in Viola's speech and answer the question: How equality change our society?

2. What is the connection between Viola Davis speech and the cartoon from activity 6?

7) The sentence extracted from the text:

"People who have redefined what it means to be beautiful, to be sexy, to be a leading woman. To be black."

The words **beautiful**, **sexy** and **black** are connected to what noun?

() people () means () woman

Does this words give characteristics to the noun? () yes () no

to describe we need...

To use adjectives. They are words that describe or modify another person or thing in the sentence, or basically they can alter a noun.

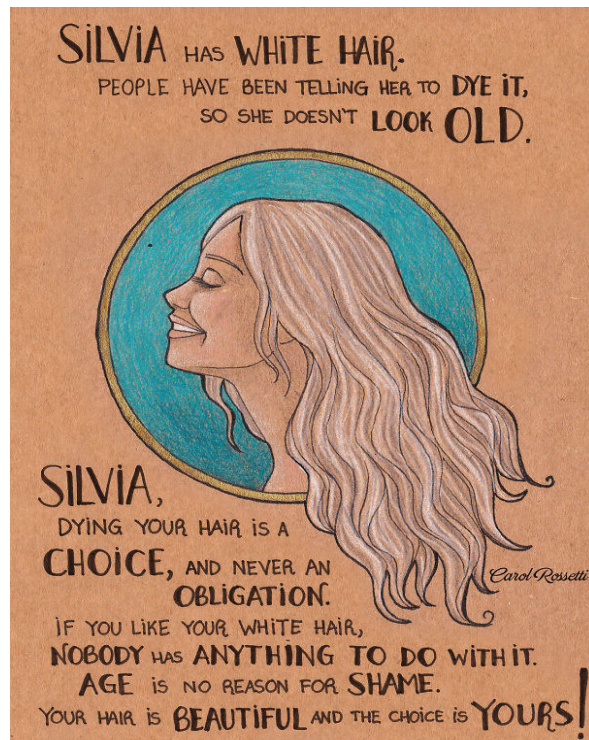
We learned that adjectives modify nouns.
 The sentence: "Your **hair** (*is a noun*) is **amazing** (*is an adjective*)."

8) Find the noun and the adjective of the sentences below:



nouns: _____

adjectives: _____



nouns: _____

adjectives: _____

9) In pairs discuss:

1. Does other's opinion about one's life or choices matter?
2. Who should define what looks good on you? You or other people?

10) Let's watch the Dove campaign in which women had to choose which door would they enter "beautiful" or "average".

The video: <https://www.youtube.com/watch?v=7DdM-4siaQw>

1. After watching the video, in pairs discuss which door would you choose? Why?
2. Which door would you tell your peer to enter?

time to write!

You have seen a few comic strips so far, let's see Carol Rossetti's work at her website and get inspired by her kind words. With a peer, ask: *What people say about you that make you feel sad or bad about yourself?* Create your own comic strip at www.makebeliefscomix.com or if you want to draw **go fot it!** Just remember that the important message is to make a classmate feel flawless!

Be creative! Be beautiful! You are awesome!

Share your comic strip with your classmates. Post them at the classes' blog. You should coment three classmates' work with at least 3 adjetives. Vote on the best one!

**extra
stuff!**

Watch the MTV Decoded video about Intersectional Feminism by Franchesca Ramsey. (Source: MTV Decoded)

And also, the Hungry Builders campaign at: www.youtube.com/watch?v=MqgjTZQiySw

Teacher's guide

Hello, teacher!

As you have seen each unit has its own guide and it contains besides the steps to direct the development of the exercises, it also has extra material that could be used in class.

This unit can be taught in 3 classes of 1h each, though if you have the opportunity to use extra material or decide to give students extra time for the activities that would be great.

Remember to use at least five minutes of each class to practice spelling by practicing with the phonetic transcription at every reading section. The section "extra stuff!" contains extra material that is usually related with the themes of both units (the one taught and the next one) and you should encourage your students to seek for extra learning outside class.

You should not speak Portuguese during classes, though the only rule is to act as a promoter / facilitator in order to encourage your students and guide them through the learning process. Motivate, boost their confidence, create a safe environment for sharing, develop cultural knowledge, but most of all inspire them. If needed, use definitions and synonyms (you can find a list of websites at the end of the book).

This unit's topic is Feminism, guided by present day women such as Viola Davis, Carol Rossetti, Liza Donnelly, Emma Watson and Chimamanda Ngozi. The topic is filled with cultural background and most of them are quite new to us and they also represent a big step towards equality. This class should be guided carefully. None of the people that appear are supposed to be role models for anyone. If possible, try to connect the class with past or recent events.

This is not a light topic as usual, but it can not only inspire students and broaden their horizons as it can change the way they understand things, being meaningful. And this should be the greatest gift of all.

Hope you have fun and feel inspired!
Best of luck,

The author.

overview

The unit is divided more or less between sections that are highlighted in the colored boxes.

WARM UP

The first page of the unit is a warm up to introduce the student to the subject. They are supposed to brainstorm about themes connected to the unit.

READING

The reading part consists of a text in which students should understand the excerpt in order to complete the exercise. There is always one exercise, if not the section “say it!”, to practice phonemes and vocabulary.

LISTENING

Before the listening they should complete the assessment. In which they must discuss in pairs or groups about the subject. The listening is based on a Speech Vila Davis gave after receiving an award.

GRAMMAR

The grammar part expands what they have had contact with throughout the unit. You should encourage them to do the exercises and guide their answers if needed.

SPEAKING

A lot of exercises they should discuss among each other. Though the speaking part consists in letting them search, discuss and finish the activities. They need internet access.

shall we?

WARMING UP & GETTING STARTED

individually and group // time: 10 to 15 min

Teacher: Before introducing the subject properly ask them to write inside the box what they know or had seen (*it could really be anything, this is supposed to be a brainstorm - tell them that*) about **equality** and **gender equality**.

Answer key WARM UP: As this is an open activity, there are no wrong answers.

WHAT DO YOU THINK?

Teacher: The idea is to begin introducing the concept of gender. The cultural and social differences, in order to do that they will have to choose (any amount they want) of adjectives (which is also the grammar topic of the unit) that describe them. After the first part there are 3 questions that they should discuss in pairs. The last questions should be a group discussion.

Answer key 1: As this is an open activity, there are no wrong answers. If they have doubts about the vocabulary feel free to help them by using synonyms or telling them to search in the dictionary (or whatever method suits it best).

EXTRA!!!

*** If you can, in the last question make it a group discussion, in which they can write on the board which characteristics are “feminine” and “masculine”.**

reading

INTRODUCING THE SUBJECT

individually and group // time: 20 to 25 min

Teacher: This activity is divided in 3 parts. (1) The students will connect the scrambled words with their meanings and phonetic transcription. After they have finished they should read the text. Ask what do they think about feminism. Would they answer the questions from activity one differently, now?

* TEACHING TIP: This text is a part of a TED Talk, with small modifications, available at https://www.youtube.com/watch?v=hg3umXU_qWc.

Teacher: Review the definitions with them and explain at least two phonemes. Encourage them to read the phonetic transcription.

* TEACHING TIP: Remember to say that this is an American transcription and that they could vary in different regions of the same country. Because there are a lot of ways to pronounce a word, like we have in different cities of Brazil. Though one should stick to a singular accent in order to achieve a good pronunciation.

Answer key 2: The first part is already done as an example.
definition: 1 - 4 - 2 - 5 - 6 - 3

CHECK!

Teacher: (2) Ask them to get back at the **GET STARTED** activity and add extra words to it. Now that they learned a little bit more.

EXTRA!!!

* **If there's enough time, you could also show them the Ted Talk or part of it. If there isn't any time left, encourage them to watch it at home.**

Teacher: They should answer the questions with their own opinion. Check comprehension.

Answer key 3: There are not right or wrong answers, but they should be connected to the text and based on the concepts presented in this unit.

Teacher: They should discuss in pairs about Emma Watson's speech and express their opinion about it.

Answer key 4: There are not right or wrong answers. Verify comprehension with both the text and her speech.

CARTOON!

Teacher: Introduce what a cartoon is and read it with them. Explain that it's usually a critical comic presentation of a situation, using drawing and dialogues.

Teacher: They should discuss the perception of the girl of the cartoon. Explain, if they can't understand it, that she is talking about the growth of the number of female astronauts.

* TEACHING TIP: Encourage your students to talk not only about astronauts, but also other areas that historically have more men.

listening

FURTHER ON

group // time: 15 to 20 min

Teacher: Before showing the video, ask if they know who Viola Davis is and if they can name a series or movie that she had been in (such as the TV series *How to Get Away with Murder* and the movie *The Help*). If not introduce her and say she was the first black woman to win an Emmy award as a leading actress. They are supposed to discuss in pairs this information and share with the class.

Answer key LISTEN!: There are no wrong answers, it's based on their opinion about the reasons why.

Teacher: Before showing the video, reassure them that it's ok if they don't understand everything at first. You will show the video two times. Play the video once and ask them to review their predictions about why she was the first.

Play the video once more and ask them to do the activity, in which they should fill the blanks there are all adjectives.

Answer key 6: The transcript of the video is at the end of the book.

green lovely white color awesome beautiful sexy

Answer key 6.1: There are no specific right answer, though they should write a sentence with one of the adjectives.

Answer key 6.2: The absence of opportunity to women, specially women of color in a lot of different fields. (This is not the specific answer, it can be any other variation of it).

INTRODUCING GRAMMAR TO THE MIX

Answer key 7: woman / yes

grammar

group // time: 15 to 20 min

TO DESCRIBE WE NEED...

Teacher: Remember that you should act as a facilitator. By now, they should know that we are studying the adjectives, there is a simple clue to how we use them and why.

* TEACHING TIP: ask them to describe Viola's speech in one word, write on the board and ask another student do create a sentence with it.

Teacher: They should separate the nouns and adjectives, act as a facilitator if they have problems with it. Both represent problems women face about their appearance, mainly their hair.

Answer key 8: MAÍRA - noun: hair / afro

adjective: ugly, wiry, kinky, nappy, bad

SILVIA - noun: hair, she

adjective: white, old, beautiful

Teacher: In pairs they should discuss their opinion about if a person's choices about their own life should matter to others, and who should define what looks good on them.

Answer key 9: There are no wrong answers.

Teacher: They should watch the Dove campaign and discuss in pairs and then share with the whole class what would they choose and why, and which door would they choose for their peer.

writing & speaking

individually // time: -- min

TO DESCRIBE WE NEED...

Teacher: The idea about the writing and speaking exercise (though this unit is mainly based on pair and group discussions) they should create a comic strip or cartoon. Enter in the Carol Rossetti's website and read with them a few cartoons. They can use www.makebeliefscomix.com that is a website in which you can create cartoons, it's really easy to use. There's a tutorial in our website. With a peer they should answer "What people say about you that make you feel sad or bad about yourself?". They should make their peer feel happy and good about themselves like Carol does with others. After it, they should share in the classes' blog, comment with at least three adjectives in three other classmates work and vote on the best work.

EXTRA STUFF!

Two good things to share: the MTV Decoded video about Intersectional Feminism by Franchesca Ramsey and also, the Hungry Builders campaign at: www.youtube.com/watch?v=MqgjTZQiySw which is very funny, and should create a good debate if you have enough time for it.

RATIONALE

This very material was developed considering it was going to be used by teenagers and young adults in a private English course, which are learning English as a Second Language in an intermediate level (B1). It has been prepared to offer more than grammatical and linguistic content; due to the fact that the teacher has the opportunity and the duty to present meaningful knowledge, useful for life in many aspects, supporting critical thinking and enlarging abilities for personal growth in students (MATTOS AND VALERIO, 2010). In our society, culture and politics cross each other and the student must be invited to take part in the discussion, equipped with the proper tools to do so. The content was carefully chosen in order to introduce relevant topics and also use them to favor grammar comprehension. “Choices that teachers make in classrooms are always, in part, decisions about what students and, hence, the nation should become” (CERVETTI; PARDALES; DAMICO, 2001).

Therefore, the framework is based on real life situations, task based discussions and opinion sharing talks in order to develop the four skills - reading, writing, listening and speaking - and also grammar comprehension through inductive exposure to the grammar topic and inferred practice. Because the topic is so complex and emotional there is plenty of conversation as well presented as ways for them to discuss, share thoughts and negotiate meaning in the classroom and also online, aiming at the completion of a task given.

Representativeness and Inclusion

According to Richards and Rodgers (1986), there are two different paths to the communicative approach: the weak one that is the one in which the student learns systematically how to produce the targeted language in order to communicate; and the strong one in which the student must communicate to learn it. Setting the ground to develop material that inspire students to communicate about social changes, instead of focusing on their daily lives or creating an imaginary scenario to role play a normal conversation, focused on building up knowledge that can actually widen their perception and establish constant awareness.

I decided to introduce issues I believe to be important, and after careful evaluation, the topic determined to the first unit was Nina Simone and because she fought for civil rights alongside other important characters of the time such as Martin Luther King Jr., Malcom X, the topic became Civil Rights Movement, and that is why I realized I had to mention Ida B Wells, James Baldwin and also Gloria Steinem. One of the reasons for it is that Netflix, the most prolific provider of on-demand Internet streaming media and producer of series, documentaries and others, released on June 26, 2015 a documentary about the singer.

The title of the unit has its name derived from the documentary “What happened?”. It is set to connect the facts of their lives and guide the student through the historical background and grammar comprehension (and also revision) of the Simple Past which they will be lead to learn through inductive grammar method and inference.

The second unit is based on Feminism, meaning gender equality, and its title derived from the Beyoncé song Flawless, which represents the concept of body affirmation and acceptance. The grammar topic is Adjectives and the unit’s title was used to deconstruct the idea of flaws and qualities attached to the subject. Contemporary texts, campaigns, video and artists such as the writer Chimamanda Ngozi Adichie, the cartoonist Liza Donnelly, the artist Carol Rossetti (that is

a Brazilian, which is commonly forgotten as source to SLA material), the actress and UN ambassador Emma Watson and the actress Viola Davis. All of them create a reliable basis to built in knowledge and also present materials that students can relate as being part of their daily lives.

All of the people chosen to represent the unit's topic are important to the matter discussed. Their personal and professional lives, their speech, their ideas and knowledge, their skin, their hair, body and worldview are somehow displayed throughout the activities in order to represent the one's that are usually left behind or seen as a character because of their country, cultural background or skin color.

According to Mattos and Valerio (2010) the flexibility of knowledge exchange instead of only teacher input it is what creates the dynamic that facilitates learning by igniting the creativity and intuition spark on students when there are no power relationships in the classroom. Everyone contributes with their own cultural background and personal opinions.

Both unit are bottom-up and designed to introduce the subject by tapping previous knowledge, then developing the subject by introducing different context and types of texts that they must negotiate meaning, contextualize, analyse and discuss (HYLAND; 2002) in order to continue. Developed following the principles of Communicative Approach and paying close attention to Critical Literacy Theory, there is a concern to share important and thoughtful information with students and also develop their critical thinking and cultural background through second language practice by working different text genres such as interviews, articles, biographies, speeches and cartoons; encouraging them to share their opinions and discuss topics with peers and also research. Extra material is also offered as a means to continue learning more about the topic and creating the need to understand other perceptions on the same topic.

Grammar and Skills Practice

“The goal is to enable students to communicate in the target language. To do this students need knowledge on the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also a single form can serve a variety of functions. (...) They must be able to manage the process of negotiating meaning with their interlocutors. Communication is a process, knowledge of the forms of the language is insufficient.” (Larsen-Freeman, 2001)

Language learning activities should be relevant to the students lives, should be relatable and engaging, using it as space to also foment important subjects that have striking cultural roots in the language that is been learnt is crucial to develop a wider and worldwide mindset. Andrea Mattos (2012) states that “the modern citizen need to actively participate in their community, making constructive interventions and contributing to the advances of their social practices” which describes the idea of teaching students how to be critical and get involved in cultural and social systems. All of the texts and also images are authentic and they can tap into previous knowledge as they are being guided by the teacher that act only as a facilitator during the learning process.

Students should be presented to historical facts, and different contexts in which grammar was applied. “Through a combination of product and process teaching, teachers can give their learners both a focus on specific grammatical forms and opportunities to deploy these forms in language use. The two approaches have complementary functions.” Rob Batstone (1994) described grammar focused activities as not only a cultural aspect but as an important way to be clear and the rule of interaction: to hear in order to be heard and comprehension is key.

“Grammar has evolved to help us to function effectively in social life. In fact, it is hard to disentangle grammar from the very processes of socialization which we take for granted. To

co-operate effectively in groups, we need both to get things done in our own interests, and also to attend to the needs and wishes of others.”

(BATSTONE, 1994)

During all activities students are presented with an ongoing process that will be finished with the writing at the end of the unit, and all of them are bottom-up and have pre, during and post activities. Learners navigate the unit with the mindset that all activities are connected with the idea of interaction and communicative exchange. In which exercise they should perform using the language for different purposes, sharing their opinion as they acquire knowledge about the subject and grammar basis to produce new content (Richard and Rogers; 1986). The SL act as a bridge to other cultures, and the importance of presenting authentic material that does not mimic another dimension that students cannot relate, of strange and false communication exchanges. The importance of it lies in the idea that English, as many other languages, is a world language that is not spoken in England and the USA, but also in Nigeria and New Zealand, for example. Also, that accents are not quite precise because they can and do vary. As if a native-like accent could identify the learner with the most powerful country at the time, and this could be provide somehow greater social and economical opportunities (BARCELOS, 2003) and this is they kind of concept shared by Brazilian students that should be discussed in class during pronunciation activities.

The unit is divided in colored sections based on the skill that is targeted during the activities. “Get started” is the first one, opening the unit with a brainstorm that students should fill in with anything they knew or can remember about the subject. The second main activity is based on “reading”, presenting a text related to subject that sheds light on the matter, there is also the section “say it” or an activity based on vocabulary expansion and suitable pronunciation via phonetic transcription and instructing the teacher to explain about accent and pronunciations, and that students do not have to produce language as native speaker (BARCELOS; 2003). “Check”, is the section that would provide certification of comprehension and demonstrate what the student had known before and got to learn after the reading section. Grammar and Listening follow and

the unit is finished by practicing Speaking and Writing. Using inductive grammar and targeting only key concepts is what enables the unit being about a different topic (SWAN; 1995) and not grammar based. Both listening videos introduce women of color, Nina Simone and Viola Davis, one of the purposes was an act of anti racism by representing them in different contexts even if they are sharing a similar speech divided by decades of distance. The listening activity leads to the speaking (“speak up!”) and writing. The students should produce a text based on what they have had contact with throughout the unit. The writing activity is divided in three parts, before, during and after. Where they must follow each one in order to validate the next. And this type of production develops not only writing and speaking skills, when they must discuss and exchange information with other in order to produce, but it also will be included in any communicative situation on and offline.

“Because nothing that we do linguistically will be excluded from a genre. So everything that we do linguistically can be perceived as something from a genre or another. And there are a lot of genres produced systematically and with great incidence on our daily lives that deserve our attention. Maybe in a fundamental way, the ones that appear on different present media, without excluding online media, are well known to internet users.” Translated text. ¹

Using different medias and genres to develop linguistic, grammatical and communicative knowledge based on interactivity.

¹ “Pois nada do que fizermos lingüisticamente estará fora de ser feito em algum gênero. Assim, tudo o que fizermos lingüisticamente pode ser tratado em um ou outro gênero. E há muitos gêneros produzidos de maneira sistemática e com grande incidência na vida diária, merecedores de nossa atenção. Inclusive e talvez de maneira fundamental, os que aparecem nas diversas mídias hoje existentes, sem excluir a mídia virtual, tão bem conhecida dos internautas ou navegadores da Internet.” (Marcuschi, 2002; p. 35)

APPENDIX

Videos and online software:

- 1 - Woody Allen _____ www.youtube.com/watch?v=-tEPNz8E5jc
- 2 - Trailer of What Happened, Miss Simone? _____ www.youtube.com/watch?v=moOQXZxriKY
- 3 - MLK Speech _____ www.youtube.com/watch?v=z_ZgSK9yIbk
- 4 - Malcom X Interview _____ www.youtube.com/watch?v=UQYgyM-S2K4
- 5 -Online Software to create cartoons _____ www.makebeliefscomix.com/Comix/

Dictionary Reference and Quotes:

- 6 - Quote Definition _____ www.dictionary.reference.com/browse/quote?s=t
- 7 - Nina Quote www.soniceditions.com/image/nina-simone-at-the-piano-
- 8 - MLK Quote _____ www.hollywoodreporter.com/
- 9 - Malcom X Quote _____ www.enotes.com/topics/malcolm-x

Images:

- 10 - Ida, Gloria and James _____ www.biography.com/
- 11 - Unit 1 Cover _____ www.vulture.com/2015/06/nina-simone-documentary.html
- 12 - Nina Cover _____ catracalivre.com.br/documentario-inedito-sobre-nina-simone
- 13 - Nina Reading _____ www.netflix.com/br/title/70308063
- 14 - Nina Listening _____ www.reversamag.com/dia-das-mulheres-nina-simone/
- 15 - Unit 2 Cover _____ www.thecasualmess.com/2014/08/free-desktop-wallpaper-flawless.html
- 16 - RIP Unit _____ www.cover/rebloggy.com/post/feminism-stickers-sticker-set-sugarbones/
- 17 - Yes We Can _____ info-copa.tumblr.com/
- 18 - Emma Watson Quote _____ br.pinterest.com/pin/104497653829475908/
- 19 - Liza Donnelly Cartoon _____ www.lizadonnelly.com/
- 20 - Viola Davis _____ www.thewrap.com/wp-content/uploads/2015/09/Viola-Davis1.jpg
- 21 - Carol Rossetti Cartoon _____ www.carolrossetti.com.br/

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