

UNIVERSIDADE FEDERAL DE MINAS GERAIS

Faculdade de Letras – FALE

Programa de Pós-Graduação em Estudos Linguísticos – POSLIN

Curso de Especialização de Ensino de Inglês – CEI

UNIDADE DIDÁTICA PARA ENSINO DE INGLÊS

Cláudia Santarosa Pereira

Orientadora: Prof^a. Dr^a. Andréa Machado de Almeida Mattos

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

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Introduction

Teachers can and do make a difference in the lives of their students.

(MOSCOWITZ, 1989).

This was the reason why I personally chose the CEI (*Curso de Especialização em Ensino de Inglês – Faculdade de Letras - UFMG*) program, to find ways of making the difference. Throughout the course I could revisit some approaches to ESL/EFL, as well as be introduced to a number of theories that I was not familiar with, having the opportunity to experiment with some of them not only in the CEI modules' disciplines, but also in my daily classroom life.

The required final paper was the production of two complete units in which we should bridge the gap between theories and practice. The units cover the four skills (listening, speaking, writing and reading), besides focusing on a language aspect and dealing with different text genres and offering a pronunciation practice. All the materials selected were authentic, which enable learners to relate the unit topics with the real world, bringing a sense of relevance to what they are studying, besides promoting interest and motivation, once they get more involved when what is brought into class is meaningful.

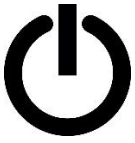
The first unit designed addresses career planning, and it was planned targeting young adults and adults, studying in a language institute, although it can be adapted for students in *Ensino Médio*, especially the ones in the third year, because that is when they deal with choices concerning their professional development. The level is A2, based on the *Common European Framework of Reference for Languages (CERF)*. It provides students with a vocabulary review and expansion on jobs and professions, going through an article with tips for choosing or changing a career. The article gives material to focus on the language aspect (that is –ing forms after prepositions. The video selected for the listening shows people taking a quiz named *Do you know the best career for you?*' and reacting to it. The video and quiz were taken from *Buzz Feed*, a website which is popular for its funny and sometimes awkward quizzes. Learners will have the opportunity to take the quiz too and post their comments on line in the writing section, promoting the opportunity to practice and have fun at the same time. The proposed speaking is a job interview role play, connected to the genre section which approaches job advertisements. The unit as whole gives room for students to

think about their career paths, sharing their doubts hopes and ambitious in the professional field.

The second unit was inspired in a *TEDx Teen* video that will appear as a lead in for the listening section, in which a top model, Chantelle Brown, who suffers from a skin condition, discusses the meanings of beauty. This unit allows space promoting a critical view of body images and the influences that the media and environment have in our own perceptions of us. Due to its topic the unit appeals to teenagers (16 +) and young adults, since topics such as self- image, self-esteem, bullying, media influence, which appear throughout the unit is part of their everyday life. As Unit 1, it suits better language institute contexts and the level is also CEFR A1. Besides the video, the unit has a vocabulary section with adjectives connected with physical appearance and beauty. For the listening section there is an interview with the young singer Alessia Cara, who is really engaged in empowering issues and defends the idea of natural beauty, which is directly connected with Chantelle's point of view. In the interview she talks about her video clip *Scars to you beauty*. The song was chosen as to introduce the language aspect section that talks about modal verbs, which leads to the speaking and writing sections. In these sections learners will practice the use of modal verbs to ask for and give advices, both orally and written.

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UNIT 1 – PLANNING A CAREER



1) HOW FAR DO YOU AGREE WITH THE QUOTES BELOW?

1)

Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.

Pele

2)

Pleasure in the job puts perfection in the work.

Aristotle

3)

Choose a job you love, and you will never have to work a day in your life.

Confucius

4)

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.

Steve Jobs

<https://www.brainyquote.com/topics/work>

LANGUAGE CORNER:

I FULLY AGREE, BECAUSE...

I PARTIALLY AGREE. IN MY OPINION...

I COULDN'T AGREE MORE. I BELIEVE...

I COMPLETELY DISAGREE. I GUESS...

2) LOOK AT THE PICTURE. HOW MANY JOBS CAN YOU NAME?

Work in teams!

You have 30 seconds to name as many jobs as you can. The team with more jobs wins!



<http://welcomeqatar.com/jobs/>



1)

HOW OFTEN DO YOU TAKE QUIZZES ON THE INTERNET?

WHAT KIND OF QUIZZES DO YOU OFTEN TAKE?

WHY DO YOU TAKE THEM?

2)

YOU ARE GOING TO WATCH A VIDEO ABOUT SOME PEOPLE TAKING A QUIZZ.

HOW MANY PEOPLE CAN YOU SEE? WHAT IS THE QUIZZ ABOUT?

TICK (✓) THE JOBS YOU HEAR

accountant ()

actor ()

architect ()

bus driver ()

cook ()

doctor ()

engineer ()

lawyer ()

librarian ()

musician ()

nurse ()

professor ()

songwriter ()

stylist ()

teacher ()

writer ()








<https://youtu.be/Ai7qIfgaLnY>

youtuber ()

3)

WHO SAID SO? MATCH THE PEOPLE FROM THE VIDEO WITH THE SENTENCES THEY SAID. NOTICE THAT ONE SENTENCE WILL BE LEFT OUT!

A)		1. () I essentially chose whatever would pay the bills.
B)		2. () If I end up being an accountant I'm just going to throw this quiz in the trash.
C)		3. () I really want to see if my parents were right and if I really should have been a lawyer.
D)		4. () I don't know I'm kind of nervous because I have no idea what its gonna tell me.
E)		5. () I got that. I'm a marketing manager... 6. () Directing communications. I've done that, it was okay.

4)

WATCH THE VIDEO AGAIN AND CHECK.

5)

DISCUSSION

WHICH PERSON FROM THE VIDEO DO YOU IDENTIFY WITH? WHY?



1)

**THESE WORDS FROM THE VIDEO WERE USED TO DESCRIBE PERSONALITY
CONNECTED TO THE JOBS:**

organized – straightforward – confident – direct

MATCH THEM TO THEIR OPPOSITE.

a) indirect ≠ _____

c) insecure ≠ _____

b) backhanded ≠ _____

d) messy ≠ _____

2)

SEE OTHER PERSONALITY ADJECTIVES. MATCH THEM WITH THEIR MEANING.

a) creative

1. () somebody who talks a lot.

b) extroverted

2. () showing determination.

c) introverted

3. () somebody who enjoys mixing with people.

d) industrious

4. () someone who is very outgoing.

e) sociable

5. () someone who is quiet and shy.

f) talkative

6. () a very hard working person.

g) determined

7. () someone who is an original thinker, or has artistic skills.

3)

DISCUSSION

A) DO YOU BELIEVE THAT PERSONALITY CAN INFLUENCE ON CAREER CHOICE? HOW?

B) MAKE A LIST WITH 3 ADJECTIVES THAT BEST DESCRIBES YOU. THEN COMPARE WITH A PARTNER. WHICH ONES DO YOU HAVE IN COMMON?



1)

LISTEN TO THE FOLLOWING WORDS.

organized - extroverted- introverted- determined - convinced

2)

WHAT DO THEY HAVE IN COMMON?

CAN YOU NOTICE ANY DIFFERENCE BETWEEN THEM?

3)

COMPLETE THE CHART WITH THE ADJECTIVES FROM EXERCISE 1.

PAY ATTENTION TO THEIR FINAL SOUND.

/d/	/t/	/ɪd/

4)

LISTEN TO THESE WORDS AND PUT THEM ON THE CORRECT COLUMN IN EXERCISE 3.

narrow-minded – backhanded – self-centered – skilled- relaxed



1)

IN THE VIDEO “DO YOU KNOW THE BEST CAREER FOR YOU” WE SAW SOME PEOPLE TAKING A QUIZ ON JOBS AND CAREER AND REACTING TO IT.

IT’S YOUR TURN NOW!

USING YOUR CELL PHONE READ THE QR CODE BELLOW AND TAKE THE QUIZ.

BuzzFeed News Videos Quizzes Tasty As/Is More


Career You Should Actually Have

Find your true calling.
Posted on July 3, 2016, at 3:01 p.m.

 **Farrah Penn**
BuzzFeed Junior Writer

 **Kevin J. Nguyen**
BuzzFeed Motion Pictures Staff

[f](#) [t](#) [e](#) [p](#) [t](#) [l](#)



Farrah Penn for BuzzFeed

[f](#) Share [p](#) Pin



2)

DISCUSSION

- a) DID YOU AGREE WITH THE RESULTS? WHY? WHY NOT?
- b) DO YOU THINK THIS TEST CAN INFLUENCE YOUR CAREER CHOICE? HOW?

3)

HERE ARE SOME REACTIONS POSTED ON THE QUIZ PAGE:



Maddy

I seriously regret taking this quiz. I am a biotechnologist and I am actually planning my career in the field of science ,research and now the quiz result suggest me to Stay away from a career in healthcare, science.Great!!

Like · Reply · 52 · 1y · Edited



Dulcianna Nelson · Penn State

I got the exact opposite of my work preferences. I relish pressure - they say I don't. I love being a manager - they say I'd hate it. They say I feel comfortable with jobs I know, but I prefer change and even selected that option. The results were literally 100% wrong.

Like · Reply · 6 · 1y



Rachel Stringer · Companion/Caregiver at The Tardis

I got "The Straightforward Career." I want to be a librarian or child care professional, and the description is spot on. 😊 I feel validated, thank you, BuzzFeed.

4)

WHAT ABOUT YOU? WHAT COMMENTS WOULD YOU MAKE ABOUT YOUR RESULTS? WRITE YOUR IDEAS.

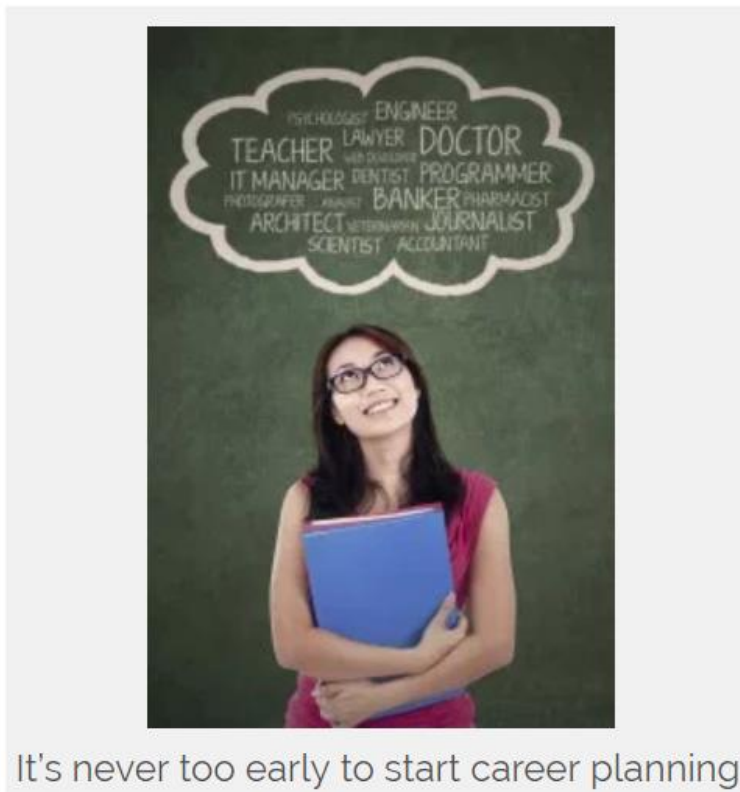
5)

NOW GO BACK TO THE QUIZZ PAGE AND POST YOUR COMMENT THERE. DON'T FORGET TO SAND A PRINT OF IT OR THE LINK TO YOUR TEACHER!



1)

LOOK AT THE PICTURE AND ANSWER.



A) WHAT IS THE GIRL THINKING ABOUT?

B) HOW IS SHE FEELING?

C) DO YOU AGREE WITH THE SENTENCE AT THE BOTTOM OF THE PICTURE? WHY? WHY NOT?

2)

YOU ARE GOING TO READ A TEXT NAMED "CHOOSING A CAREER". BASED ON THE TITLE, LAYOUT, SOURCE, ANSWER THE FOLLOWING QUESTIONS:

a) WHERE WAS THE TEXT TAKEN FROM?

() MAGAZINE () WEBSITE

b) WHO WAS IT WRITTEN TO?

() ANYONE LOOKING FOR A JOB () HIGH SCHOOL

c) WHAT KIND OF INFORMATION DO YOU EXPECT TO FIND?

() JOB OFFERS () TIPS TO DECIDE ON A CAREER

3)

NOW READ AND CHECK.

Choosing a Career

In this section

- ▶ Students
- ▶ Career Events
- ▶ **Choosing a Career**

- Apprenticeship
- Employment Trends
- Occupations
- Nursing
- STEM Careers
- Teaching

Choosing a career is one of the most important decisions you will make in life. It's about so much more than deciding what you will do to make a living. To start with, think about the amount of time we spend at work. We are on the job approximately 71% of every year. Over our lifetimes, this comes to roughly 31½ years out of the 45 years most of us spend working, from the beginning of our careers until retirement. The importance of selecting a career with which we are satisfied cannot be overemphasized.

While some people are lucky enough to just know what they want to do and end up in satisfying careers without giving it much thought, most of us are not. Many people don't put enough effort into choosing occupations or pick them for the wrong reasons. Maybe they choose careers that seem secure or pay well. They then end up unhappy. The best way to make sure that doesn't happen to you is to make a well-thought out decision.

Career planning 4 step planning process

Knowing Yourself

Skills, likes/dislikes and values

Finding Out

Exploring what is out there

Making Decisions

Comparing options

Taking Action

Working towards your goals

http://www.qualifax.ie/index.php?option=com_content&view=article&id=39&Itemid=39

4)

READ THE TEXT AGAIN.

ARE THE SENTENCES TRUE (T) OR FALSE (F)? CORRECT THE FALSE ONES.

a) Choosing a career is only about deciding what you will do for living. ()

_____.

b) It is very important to choose a career, since we spend a great amount of time at work. ()

_____.

c) Many people end up choosing the wrong career because they do not think carefully. ()

_____.

d) Some people only take money into consideration when deciding on job. ()

_____.

5)

THE TEXT SUGGESTS 4 STEPS IN THE CAREER PLANNING PROCESS. WHICH ONE IS THE MOST IMPORTANT? IN GROUPS, RANK THEM FROM THE MOST IMPORTANT (1) TO THE LEAST (4).

LANGUAGE CORNER:

IN MY OPINION, THE FIRST ONE IS MORE IMPORTANT BECAUSE...

I BELIEVE THE SECOND ONE IS MORE IMPORTANT...

I WOULD SAY THE THIRD ONE IS THE MOST INTERESTING BECAUSE...

LANGUAGE CORNER:

I AGREE WITH YOU, AND ALSO...

I PARTIALLY AGREE, BECAUSE...

I DON'T AGREE WITH YOU, IN MY OPINION...

I COMPLETELY DISAGREE. I GUESS...



1) LOOK AT THE SENTENCES TAKEN FROM THE TEXT. PAY ATTENTION TO THE WORDS IN ITALICS.

- a) The importance of *selecting* a career with which we are satisfied cannot be overemphasized.
- b) Many people don't put enough effort into *choosing* occupations or pick them for the wrong reasons.

- THE SENTENCES HAVE A VERB IN THE –ING FORM?
() YES () NO
- WHAT COMES BEFORE THEM THE –ING FORM?
() VERB *BE* () PREPOSITION

2) LOOK AT THIS OTHER SENTENCE:

If you live somewhere that doesn't offer many opportunities in your field and you aren't *willing* to relocate, you will have trouble getting a job.

- THE SENTENCE HAVE A VERB IN THE –ING FORM?
() YES () NO
- WHAT COMES BEFORE IT THE –ING FORM?
() VERB *BE* () PREPOSITION

3) COMPLETE THE SENTENCES WITH *BEFORE* OR *AFTER*. THEN CHOOSE THE CORRECT OPTION

THE -ING FORMS CAN BE USED:

- a) _____ the ***verb be***,
() to indicate actions in progress () as the object of the verb.

- b) _____ ***prepositions***,
() to indicate actions in progress () as the object of the verb.

4) FIND OUT 1 MORE EXAMPLE IN THE TEXT OF **-ING +PREPOSITION**

5) READ THE FOLLOWING TIPS ON HOW TO CHOOSE A CAREER AND MATCH THE 2 COLUMNS:

- | | |
|---------------------------------------|---|
| a) "Don't choose a career without ... | 1. () thinking about where you are now." |
| b) "Look for a balance between..." | 2. () taking the time to learn about it." |
| c) "Begin by..." | 3. () getting to know your skills, interests and values." |
| d) "(...) you can work on..." | 4. () making enough money to support yourself and work that fulfills you." |

http://www.qualifax.ie/index.php?option=com_content&view=article&id=39&Itemid=39

6) GROUP WORK LET'S PLAY A GAME!



Instructions:

- Roll the number dice and move;
- Answer the question on the square you're standing. Your answers **must** be actions!
- The first one to get at the **Finish** is the winner.



1)

LOOK AT THE TEXTS BELOW AND COMPLETE THE CHART.

A)

COME JOIN OUR TEAM!

DHL

DHL Supply Chain

OPEN INTERVIEWS

Thursday, September 15th from 9:00am – 2:00pm
2842 Spiegel Dr. Groveport, OH 43125

NOW HIRING FORKLIFT OPERATORS

Fri-Mon, 3pm-1am

Full-Time, Permanent Positions, Weekend and Night Shifts! Training Available!
Earn **\$13.50/hr. + .75 shift differential** and opportunities for incentives!

NEW PAY RATE!

WEEKLY PAY AND GREAT BENEFITS – MEDICAL, DENTAL, VISION, 401K, HOLIDAY PAY

Candidates must meet the following specifications:

- Must have a clean drug screen and background check
- Must be at least 18 years old • Must bring a photo ID

EXEL IS NOW DHL SUPPLY CHAIN!

CD000000000004

<http://allnewspaperads.com/wanted-forklift-operators-for-dhl-job-ads-usa/>

B)

SCMS

requires

PROFESSORS and ASSOCIATE PROFESSORS

in

FINANCE with Banking & Taxation, MARKETING, HUMAN RESOURCES, OPERATIONS MANAGEMENT, ENGLISH & COMMERCE

Candidates with requisite qualification (Ph.D. preferred) and experience may apply within 7 days to shyla@scmsgroup.org or surface mail to: **The Head-HR Division, SCMS Group of Educational Institutions, Prathap Nagar, Cochin - 683106.**

<http://allnewspaperads.com/scms-group-of-educational-institutions-wanted/>

c)

<http://carpet.vidalondon.net/carpet-designer-jobs-in-msia/>

	job offered	Working days/ hours	requirements	contact
A				X
B		X		
C				

2) TICK THE BEST ANSWER

a) The texts aim at people:

looking for a job looking for a course

b) The purpose of the texts is:

to offer course opportunities to offer jobs

c) Where can you find them? Choose all the possible answers.

newspaper section

TV news

magazine

books

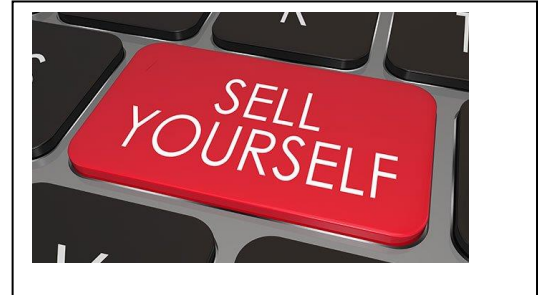
web sites

school notice board



IMAGINE YOU ARE APPLYING FOR ONE OF THE JOBS FROM THE PREVIOUS SECTION. WORK IN GROUPS OF 3, FOLLOWING THE INSTRUCTIONS:

- **STUDENT A** WILL BE IN CHARGE OF THE SELECTION;
- **STUDENT B** WILL BE CANDIDATE 1;
- **STUDENT C** WILL BE CANDIDATE 2;



IN THE GROUP DECIDE:

- WHAT JOB THEY WILL APPLY FOR;
- WHAT SKILLS AND QUALIFICATIONS THE EMPLOYER IS LOOKING FOR;
- WHAT PROFILE WOULD BE SUITABLE FOR THE VACANCY.

STUDENT A SHOULD TAKE INTO CONSIDERATION:

- THE CANDIDATES SKILLS (ACCORDING TO THE JOB);
- THE CANDIDATES PERFORMANCE;

STUDENTS B AND C SHOULD THINK ABOUT:

- PERSONAL INFORMATION;
- WHY THEY ARE BE SUITABLE FOR THE JOB;
- WHAT SKILLS THEY HAVE THAT WOULD BE INTERESTING FOR THE JOB.

STUDENT A MUST DECIDE WHICH CANDIDATE SHOULD BE HIRED AND WHY AND REPORT TO THE CLASS.

UNIT 1 – Planning a career

Teacher's guide

Target public: Young adults/ adults – language institute

Level: A2 (CEFR)

Topic: jobs; career; personality

Sections

- I. **Lead in:** discussion about some quotes on work/ job; vocabulary review about jobs (game).
- II. **Listening:** “Do you know the best career for you?” (a video with people reacting on a quizz about career).
- III. **Vocabulary:** personality adjectives.
- IV. **Pronunciation:** adjectives ending with /t/ and /d/
- V. **Writing:** a comment (after taking the same quizz from the video students will post a comment about their results)
- VI. **Reading:** text: “*Choosing a career*” (a website article with some tips and advices about career planning).
- VII. **Language Focus:** -ing after prepositions.
- VIII. **Genre:** Job ads.
- IX. **Speaking:** role play (job interview)

I. Lead in

Activity 1:

- Students read que quotations about success and career and decide how far they agree with them.
- Students share in pairs or small groups their ideas. Call students' attention to the *Language Corner*. (If necessary, explain them the expressions and work on pronunciation).
- To wrap up, conduct a discussion with the whole class.

Answers

Students' own answers.

Activity 2:

Game

- Divide the class into small teams.
- Have students look at the picture on page 2.
- Ask them to name as many jobs/ professions as they can (in order to control the activity ask students to write the words in a piece of paper). Set a time limit of 30 seconds.
- When time is over, collect their papers and check.
- The group with the most correct words is the winner.

II. Listening

(Note: The activities will be developed from the video *Do you now the best career for you?* available at: <https://bit.ly/2M02Uld>)

1) Before listening

- Briefly discuss the questions in exercise 1, either in small groups or with the whole class.

Answers

Students' own answers.

2) While listening

Activity 1:

- Students watch the video and complete exercise 1.
- Check with the whole class by eliciting the answers.

Answers

Jobs seen in the video: accountant, actor, bus driver, lawyer, librarian, musician, professor, songwriter, stylist, writer.

Activity 2:

- Students do the activity. Remind them that they will watch the video again later to check and encourage them to try to remember who said each sentence.
- Play the video again. Students check. (If you want have students check their answers in pairs before playing again).

Answers

1.C – 2.A – 3.E – 4.D – 5. Ø – 6.B
(sentence 5 will be left out)

Transcript

A: If I end up being an accountant I'm just going to throw this quiz in the trash

B: I studied acting and German and entrepreneurship and did a bunch of different stuff, was an actor, was a writer, worked for an ad agency for a year

A: I was a songwriter and a musician and after that it led me into television internet and film.

C: I essentially chose whatever would pay the bills.

D: I really want to see if my parents were right and if I really should have been a lawyer.

C: Maybe show me something that I wouldn't have considered as an option.

E: I don't know I'm kind of nervous because I have no idea what its gonna tell me.

B: Oh which career would you rather have? This is hard cuz I feel like I want to say celebrity stylist, but my heart is saying librarian.

A: Math professor? No. Bus driver? No. Youtuber? Yeah Did I win yet? Nope there's more questions.

D: Despite what my apartment looks like right now I'm organized

C: I feel like I'm pretty good at making decisions however I'm here taking a quiz to help me decide on my career.

E: Which best describes you? I think it depends on the situation, probably. But I'm, actually one of those people who like if someone's upset at me and you confront them like "you're mad at me aren't you? Can we talk about it?"

B: You thrive in an environment where you can immediately see the results of your efforts.

A: I feel the most confident in a low pressure job that feels second nature to you.

E: In the workplace you're not afraid to be straightforward and direct.

D: The career for you would include working in data

B: Directing communications. I've done that, it was okay.

C: Or the fine arts, hey!

E: I think I tried to answer everything correctly, but I'm surprised by how accurate this seems.

B: I tutor on the side and I love to teach and it's something I considered for a long time and I wonder if it's because there's like this sort of personality clash.

A: If you feel lost or confused about what you should be doing with your life, it takes a lot of hard work to figure that out.

E: I think it's a lot more important for us to focus on the type of person that we're, actually and for us to do things that we enjoy.

C: Life is pretty long and you don't have to stick to one thing.

3) After listening:

- This can be done with books closed.
- Discuss the question with the whole class. (Remember to invite everyone to talk, encouraging the less talkative ones to take part in the discussion. If necessary ask backup questions to individuals in order to involve everyone in the activity.).

Answers

Students' own answers.

III. Vocabulary

Activity 1:

- Focus students' attention on the adjectives from the video. Do not work on meaning now.
- Students match the adjectives with their opposites. Encourage them to guess the ones they do not know from the context (video).
- Check answers and work on the meanings.

Answers

a) direct – b) straightforward – c) confident – d) organized

Activity 2:

- Students do the activity individually. (If you want have them check their answers in pairs).
- Check with the whole group.

Answer

1.F – 2.G – 3.E – 4.B – 5.C – 6.D – 7.

Activity 3:

- Discuss the first question with the whole group.
- Students do activity 2 in pairs.
- To wrap up, have pairs report to the class their similarities and differences.

Answers

Students' own answers.

IV. Pronunciation

(Note: The audios for this section can be found online. Suggestions:

Cambridge Dictionary <https://dictionary.cambridge.org/>

The free Dictionary: <https://www.thefreedictionary.com/>

Howjsay: A Free Online Talking Pronunciation Dictionary: <https://howjsay.com/>

Activities 1 and 2:

- Books closed. Play the words once.
- Books open. Play the words again and have students answer questions 2.

Activity 3:

- Students complete the chart either individually or in pairs.
- Check the activity by eliciting the answers. If necessary play the words again before checking.
- (Suggestion: copy the chart on the board or project it to help students visualize the answers.)

Answers

/d/ - organized, determined

/t/ - convinced

/ɪd/ - extroverted, introverted

Activity 4:

- Play the other group of words and have students complete the activity. (Alternative: Ask students to try to write the words in the correct columns before listening to them)
- Check the activity by eliciting the answers.

Answers

/d/ - self-centered, skilled

/t/ - relaxed

/ɪd/ - narrow-minded, backhanded

Follow-up suggestion: In pairs, students can test each other by saying a word and having their partner telling which column it belongs to.

V. Writing

Activity 1:

(Note: For this activity students will need their cell phones and a QR code reader. It is advisable to ask them to provide this tool in the previous lesson. The quiz can be accessed by the link or reading the <https://bzfd.it/2LQPc3Y> or the QR code in their books)



- Students will take the same quiz from the video in the speaking section. Help them to access the link using their cell phone and the QR code on the book. (If the students' devices do not have the tool to read the code, show them the link.)
- Give students time to take the quiz. Monitor the activity, providing help with vocabulary if necessary.
- When students finish move to activity 2.

Activity 2:

- Discuss the questions either in pairs or with the whole group.

Answers

Students' own answers.

Activity 3:

- Direct students' attention to the comments posted on the quiz page. Have them read the posts. While they read provide help with vocabulary and language if necessary.

Answers

Students' own answers.

- **Activity 4:**

- Have students write their reactions on their test results. At this moment students can write their ideas, as a plan for the post they will make later. While they write provide help with vocabulary and language if necessary.

Answers

Students' own answers.

Activity 5:

- Students access the link of the quiz done in activity 1 and post their reaction on their results on the page. This activity can be done in class or assigned for homework, depending on the timetable.
- Remind students that they will have to send (via email, *WhatsApp* message, etc.) a print screen or the link to the comment to the teacher. (Teacher can also ask students to print a copy of the comment to hand).

Answers

Students' own answers.

VI. Reading**1) Before reading****Activity 1:**

- Focus students' attention to the picture and the sentence under it. Discuss the questions in exercise 1, either in small groups or with the whole class.

Answers

- *Students' own answers.*

Activity 2:

- Have students complete the activity. Remind them that at this moment it is not necessary to read the text.

Activity 3:

- Students read the text and check the answers from activity 2.

Answers

A) *website* – B) *anyone looking for a job* – C) *tips to decide on a career*

B) While reading

Activity 4:

- Students read the text and complete exercise 3.
- Check with the whole class by eliciting the answers.

Answers

- A) *F - Choosing a career is **much more** than deciding what you will do for living.*
- B) *T*
- C) *T*
- D) *T*

C) After reading:

Activity 5:

- Students work in small groups to discuss and rank the steps in the career panning suggested in the text from the most to the least important. Call students' attention to the language box. Monitor the activity by walking around the classroom and providing help whenever necessary.
- To wrap up the activity, conduct a discussion with the whole group.

Answers

Students' own answers.

VII. Grammar Aspect

Activity 1:

- Direct students' attention to the sentences taken from the reading section, and have them answer the questions that follow them.

Answers

yes
preposition

Activity 2:

- Follow the same procedure of the previous activity.

Answers

yes
verb be

Activity 3:

- Have students complete the activity either individually or in pairs.
- Check answers with the whole class.

Answers

- A) *before* - to indicate actions in progress
B) *after* - as the object of the verb

Activity 4:

- Ask students to go back to the text on the reading section and find out 1 more example of *-ing + preposition*.
(Note: there will be other uses of *-ing* forms in the text, as adjectives, nouns or after other verbs, however they are not the aim of this lesson, which focus only on the *-ing+ preposition* form.)
- At this point students should notice the structure *-ing + preposition* as oppose to continuous tenses). Teacher can ask some checking questions such as: *When can we use -ing forms? Is it only used after verbs? What other words can appear before -ing forms?*

Answers

(...) *without giving it much thought.*

Activity 5:

- Students complete the activity.
- Check with the whole class.

Answers

1.C – 2. A – 3.D – 4. B

Activity 6:

For this game you will need dices (according to the number of groups) and counters (if you do not have specific plastic pieces students can use coins, erasers, pen cap, etc.)

- Board game. (This game can be found at the end of the unit).
- Divide the class in small groups. Give each group a dice and a counter for each player.

- Go through the rules in the book with them.
- Monitor the class during the game, providing any help necessary and taking notes of important mistakes for further feedback.
- Give a general feedback.

(Note: this game was developed using the web tool found at: <https://www.tes.com/teaching-resource/create-your-own-board-games-6315552> . Teachers can create their own versions of the game or make any adjustment they feel necessary according to the group's need).

VIII. Genre

Activity 1:

- Direct students' attention to the texts and have them complete the chart that follows.
- Check by eliciting the answers from students.

Answers

	job offered	Working days/ hours	requirements	contact
A	<i>forklift operators</i>	<i>Fri – Mon 3 pm – 1 am</i>	<i>clean drug screen background check be at least 18</i>	<i>2842 Spiegel Dr. Groveport, OH 43125</i>
B	<i>Professor and associate professors</i>	<i>X</i>	<i>Qualification (Ph.D. preferred) experience</i>	<i>shyla@scmsgroup.org</i>
C	<i>Graphic designer</i>	<i>5 working days</i>	<i>Adobe illustrator Adobe photoshop</i>	<i>06.317 1268 012.641 9934 Eciv.design@gmail.com</i>

Activity 2:

- Students choose the correct answer. Remind them to look at the texts again if necessary.
- Correct the answers with the whole class.

Answers

A) looking for a job

B) to offer jobs

C) newspaper section, magazine, web sites, school notice board

IX. Speaking.

- Divide the class into trios.
- Go through the instructions with them. Clarify any doubt.
- Give students some time for preparation. At this moment teacher should provide any help needed.
- Have each group present their dialogues. During students' performance take notes for further feedback.
- Give a general feedback.

Answers

Students' own answers.

Start

What are you afraid of?

What can't you live without?

What is the importance of reading for you?

Name 3 things you can't stand doing.

Go ahead 2 spaces.

What skills you need to work on?

Miss a turn.

Tell 2 things you dream about doing.

Go back 3 spaces

What would you like to be famous for?

What are you good at?

Play again.

What are you interested in?

Tell something you insist on doing.

What wouldn't you pay for?

What are you worried about?

Play again.

Finish

Miss a turn.

What would you like to be famous for?

What are you looking forward to?

What games are you into playing?

What do you like talking about?

UNIT 2 – CHANGING THE IDEAS OF BEAUTY



1)

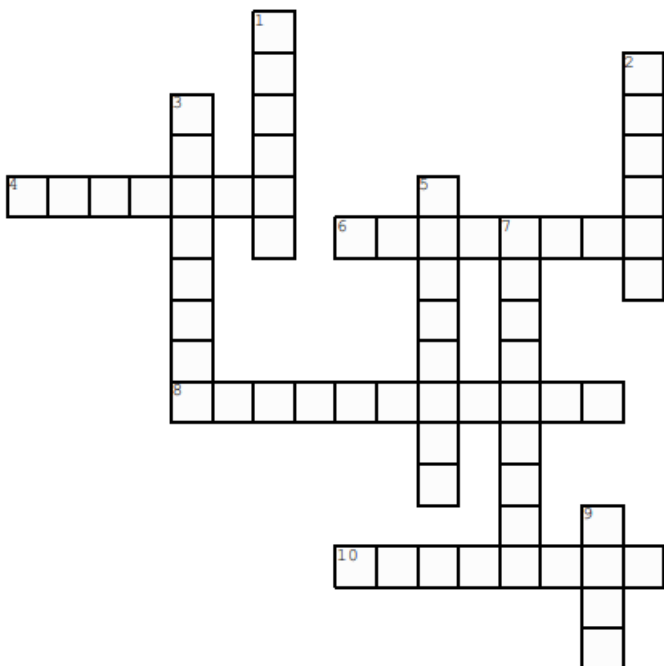
WHAT CAN YOU DESCRIBE WITH THE FOLLOWING WORDS?



http://www.abcya.com/word_clouds.htm?utm_campaign=elearningindustry.com&utm_source=%2Fthe-8-best-free-word-cloud-creation-tools-for-teachers&utm_medium=link

2)

COMPLETE THE CROSSWORD WITH THE ADJECTIVES FROM ACTIVITY 1.



Across

4. graceful and attractive in appearance or behaviour
6. moving in smooth, relaxed, attractive way, or having smooth, attractive shape
8. physically attractive
10. very beautiful or pleasant

Down

1. pleasant to look at, or (especially of girls or women or things relating to them)
2. pleasant or enjoyable
3. very pleasant and attractive
5. physically attractive in a traditional, male way
7. very beautiful and delicate
9. pleasant and attractive (especially something or someone small or young)

Created with [TheTeachersCorner.net](http://www.theteacherscorner.net) Crossword Puzzle Generator



1)

LET'S HAVE A GAME!

WORK IN TEAMS AND FOLLOW YOUR TEACHER'S INSTRUCTIONS

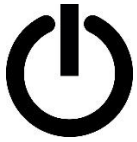
2)

NOW PUT THE ADJECTIVES FROM THE PREVIOUS SECTION IN THE CORRECT COLUMN, ACCORDING TO SILABLE STRESS.

●	● ●	● ● ●	● ● ●
cute	charming	elegant	exquisite

3)

LISTEN AND CHECK.



1)

YOU ARE GOING TO WATCH A FRAGMENT OF A VIDEO FROM *TEDx TEEN*. WHAT ARE THE SPEAKER'S QUESTIONS? TAKE NOTES.

2)

CAN YOU ANSWER CHANTELLE'S QUESTIONS?

3)

WATCH ANOTHER PIECE OF THE VIDEO.

A) WHAT'S HER OPINION ABOUT BEAUTY?

B) DO YOU AGREE WITH HER?



https://www.youtube.com/watch?v=YJ5V_3GAucc



1) HOW FAR DO YOU AGREE WITH THE FOLLOWING STATEMENTS? CHOOSE THE BEST OPTION FOR YOU.

A) *"I think that the way that we think of beauty comes from different things like: social media, the Internet, magazines, especially, if that's coming from a model. I feel like those are kind of what define beauty today."* (Chantelle Brown - Canadian fashion model)

() I COULDN'T AGREE MORE

() I PARTLY AGREE

() I TOTALLY DISAGREE



B) *“Accepting your body and body image is very important, because there are images that are put out in the media and in your face every day that you need to look this certain kind of way, that it’s gonna take you far in life.” (Michelle Carter - American athlete)*

I COULDN’T AGREE MORE



I PARTLY AGREE



I TOTALLY DISAGREE



C) *“In the United States, workouts tend to focus on body image and how you look. For me, it’s really all about the brain.” (Chirs Cornell - American Musician)*

I COULDN’T AGREE MORE



I PARTLY AGREE



I TOTALLY DISAGREE



2)

SHARE WITH THE CLASS YOUR IDEAS. DO YOU HAVE THE SAME OPINION?

3)

READ THE ARTICLE. DOES IT MENTION ANY OF THE IDEAS FROM EXERCISE 2?

The Media And Body Image

These days we know that the media and body image are closely related. Particularly, the body image advertising portrays affects our own body image. Of course, there are many other things that influence our body image: parenting, education, intimate relationships, and so on. The popular media does have a big impact, though.

The Media and Body Image

Together, Americans spend 250 billion hours watching television every year. According to the California State University at Northridge, advertising accounts for about 30 percent of all television air time. The average child watches 20,000 television commercials every year. Of course, television is not the only place we see advertisements. Popular magazines, particularly women's magazines and many teen's magazines, are brimming with ads. We even see pop-up ads online.

Anything we look at for so many hours has to affect us. The media and body image are closely related due to the number of images we see in the media and the excessive amount of exposure we have to those images.

The Body Image Advertising Portrays

Although advertising aims to convince us to buy things, ads seldom portray people that look like us. The average female fashion model wears a size two or four, for instance, while the average American woman wears a size 12 to 14. Clothing designers often say they only use very thin models because the clothes simply look better on them. In addition, photos of models in print ads are often "touched up" in order to disguise minor flaws or make the model appear even skinnier than she really is. The bottom line is that the body image advertising portrays seldom looks like the people the ads are aimed at.



The Effects of False Body Image Advertising



These "false body image" ads, showing bodies that are not real at all or that are not very realistic or representative of the general population, have far-reaching effects. It might seem that we could recognize when ads showed us something not real; after all, when we see a dog food commercial featuring a talking dog, we aren't fooled into thinking dogs can really speak, right?

But we still tend to trust what we see in the media and body image can easily be confused. The constant barrage of unrealistically skinny images can stir up feelings of inadequacy, anxiety and depression. It can even lead to the development of eating disorders like anorexia and bulimia.

What Can Be Done About False Body Image Advertising?

We can notify advertisers that we object to these "false body image" ads. Advertisers do care what their intended audience thinks of their ads. A single letter from one television viewer may not have much influence, but if a large

number of concerned viewers contact advertisers with their concerns, that likely will make an impact.

Contacting advertisers about the media and body image issues remains a long-term strategy, though. While it may be effective, we cannot expect an immediate change. In the meantime, we can limit our exposure to media images, especially advertising. We can also view ads critically, asking ourselves how realistic the images appear and thinking about how they do or do not relate to us.

It is also important to be aware of the effects images in the media can have on us. People that notice signs of anxiety or depression related to body image should consider seeing a counselor for help coping with their feelings. Anyone with signs of an eating disorder, such as losing excessive weight, eating a very limited diet, vomiting after meals or health problems related to weight loss or malnutrition, should seek treatment promptly.

(Available at: <https://www.mirror-mirror.org/the-media-and-body-image.htm>)

4) READ THE ARTICLE AGAIN AND FIND:

a) things that influence our body image:

b) amount of commercials children often watch on TV:

c) average American cloth size:

d) feelings caused by the exposure to unrealistic images:

e) possible eating disorders caused by a distorted body image:

5) THE FOLLOWING STATEMENTS HAVE A WRONG PIECE OF INFORMATION. CORRECT THEM ACCORDING TO THE TEXT.

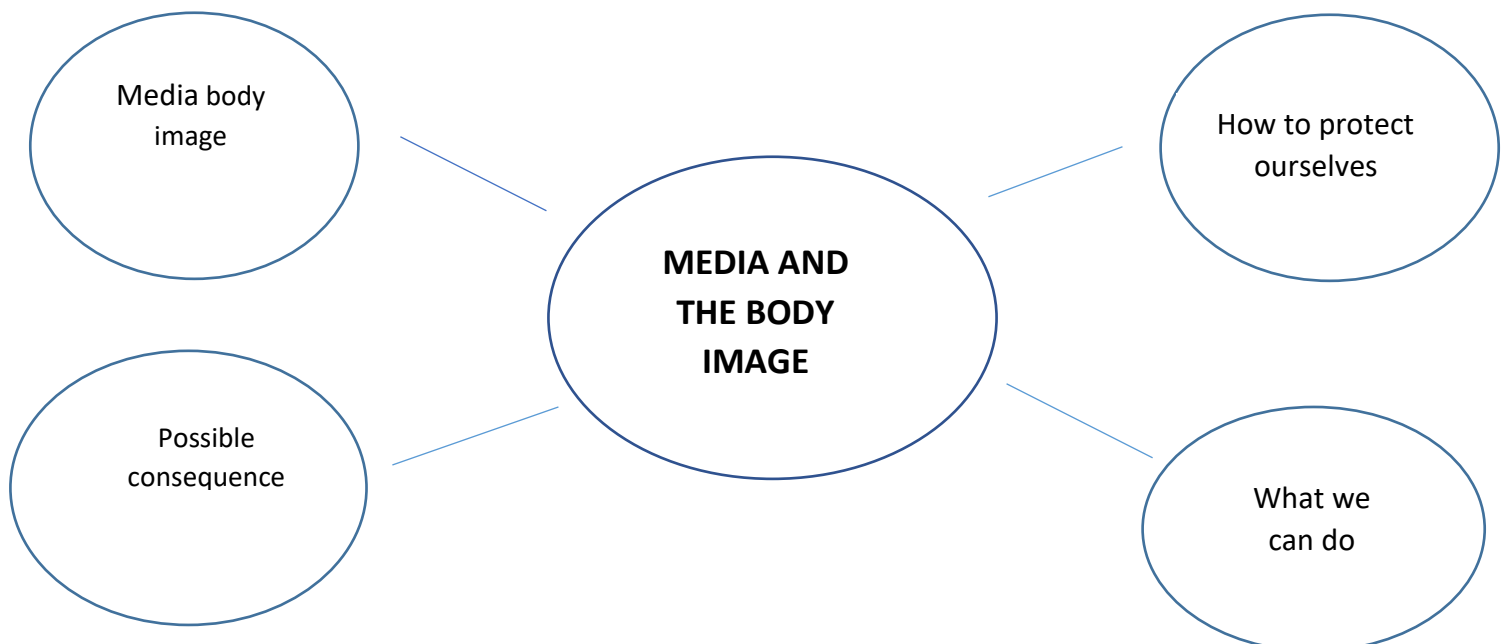
a) The way we see our body is not influenced by the media.

b) The photos seen in ads show the models the way they really are.

c) The way the media imposes a body pattern does not cause any damages to us.

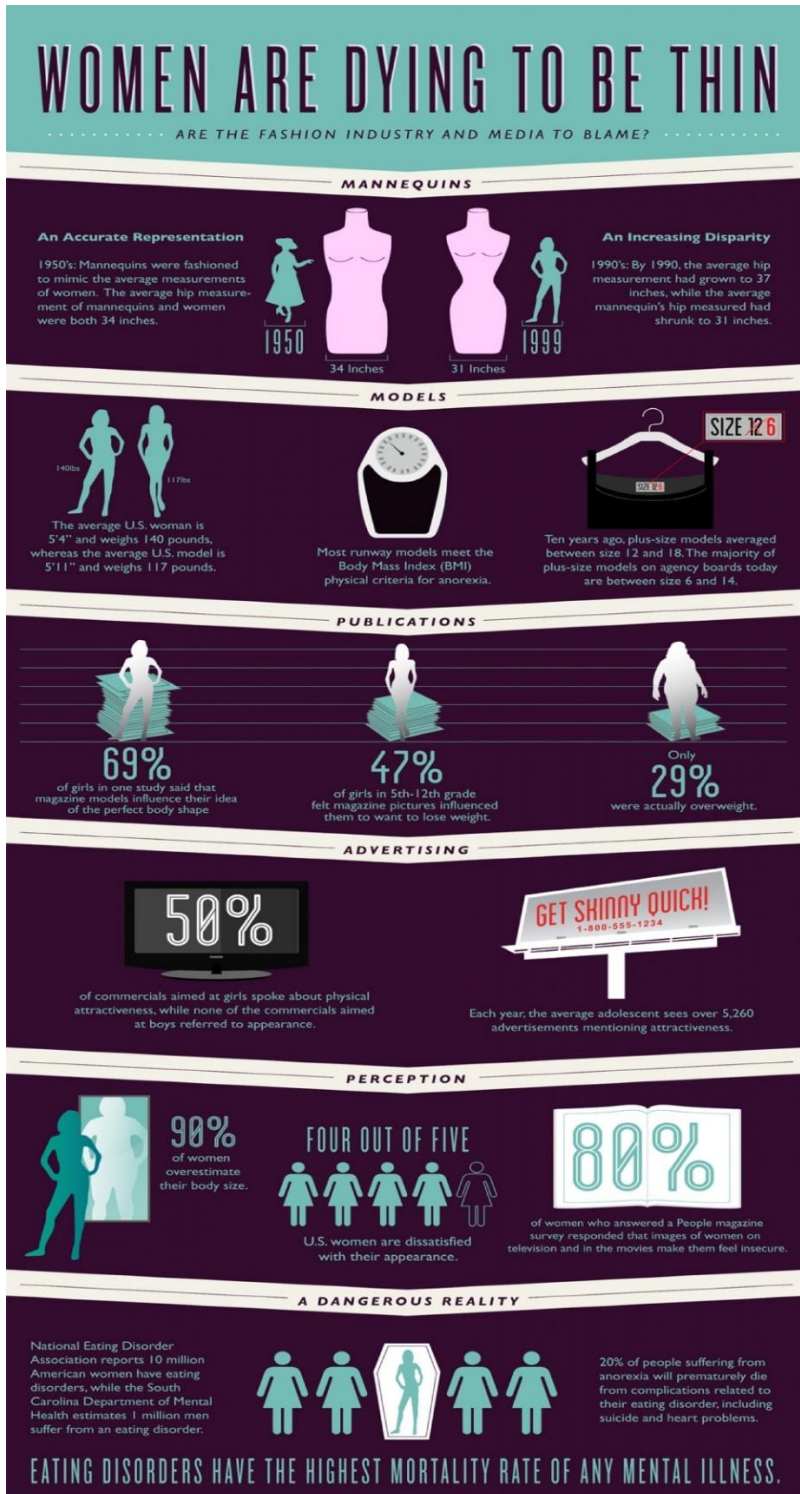
d) It is not necessary to have a critical view of ads.

6) WHAT ARE THE MAIN IDEAS OF THE ARTICLE? COMPLETE THE DIAGRAM





1) IN THE ARTICLE FROM THE PREVIOUS SECTION, WE SAW SOME POSSIBLE EATING DISORDERS THAT CAN RISE FROM A DISTORTED BODY IMAGE. HERE ARE SOME STATISTICS.



A) The text contains:

- pictures
- percentages
- descriptions
- graphics
- paragraphs
- subtopics

B) The purpose of the text is:

- to present information in a quickly way, by using visual representations.
- to represent words, ideas, tasks or other items related to a key word.

C) The text is

- a graphic
- an infographic
- a mindmap

If you or someone you know is suffering from an eating disorder- don't wait, seek help today.

1.800.841.1515

www.raderprograms.com

Statistics taken from raderprograms.com, healthplace.com, anad.org, womenmadeeally.com and Myers et al.



<https://visual.ly/community/infographic/life30/women-are-dying-be-thin-are-fashion-industry-and-media-blame>



1) YOU ARE GOING TO WATCH THE BEGINNING OF THE VIDEO CLIP OF THE SONG *SCARS TO YOUR BEAUTIFUL* BY ALESSIA CARA. WHAT IS THE VIDEO/ SONG PROBABLY ABOUT?

2) WATCH THE FIRST PART OF AN INTERVIEW WITH ALESSIA CARA ABOUT THE SONG.

A) WHAT IS IT ABOUT?

B) COULD YOU GUESS?



3) NOW, WATCH THE WHOLE INTERVIEW AND DO ACTIVITIES A AND B.

A) NUMBER THE QUESTIONS IN THE ORDER THEY APPEAR IN THE INTERVIEW.

() How did that come about?

() So tell me how you deal with it?

() Tell me a little bit about the video because it's so powerful how did you come up with the concept?

() Can you tell us about what it means and what the song is about?

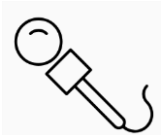
B) MATCH THE QUESTIONS WITH THEIR ANSWERS.

() Hum you know it is hard because I'm still I mean I just turned 20 but I'm still really young and with young age sometimes comes I'm self-esteem issues (...)

() we have the same agent and so apparently the band asked our agent if I was available to go on tour (...)

() Yeah um ... So I think you know there are so many expectations placed on women you know...The song is about first of all it's about self-acceptance mainly for young women and I mean just women in general (...)

() um yes so I really I knew when we made the song that I really wanted it to be just about all kinds of different people and I wanted people to be able to tell their stories (...)



4)

LET'S SING!

LISTEN TO SCARS TO YOUR BEAUTIFUL AND COMPLETE THE LYRICS WITH:

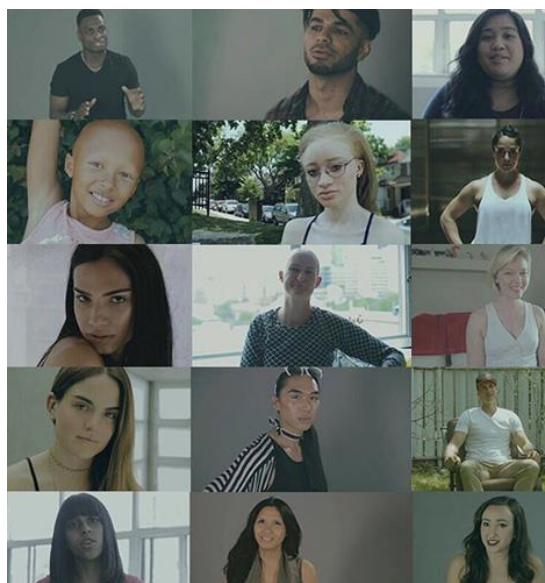
can – could – should – don't have to

She just wants to be beautiful
 She goes unnoticed, she knows no limits
 She craves attention, she praises an image
 She prays to be sculpted by the sculptor
 Oh, she don't see the light that's shining
 Deep within the eyes, can't find it
 Maybe we have made her blind
 So she tries to cover up her pain and cuddle woes
 away
 Cause cover girls don't cry after their face is made



[Chorus]

But there's a hope that's waiting for you in the dark
 You _____ know you're beautiful just the way you are
 And you _____ change a thing
 The world _____ change its heart
 No scars to your beautiful
 we're stars and we're beautiful
 And you _____ change a thing
 The world _____ change its heart
 No scars to your beautiful
 we're stars and we're beautiful



She has dreams to be an envy, so she's starving
 You know, cover girls eat nothing
 She says "beauty is pain and beauty is everything
 What's a little bit of hunger? "
 I _____ go a little while longer, she fades away
 She don't see her perfect
 she don't understand she's worth it
 Or that beauty goes deep within the surface
 So to all the girls that's hurting
 Let me be your mirror, help you see a little bit clearer
 The light that shine's within

[Chorus]

No better you than the you that you are
 No better life than the life we're living
 No better time for your shine, you're a star
 Oh, you're beautiful, oh, you're beautiful

[Chorus]



1)

THESE SENTENCES ARE FROM THE TEXT *THE MEDIA AND BODY IMAGE* AND FROM THE SONG *SCARS TO YOUR BEAUTIFUL*. READ THEM AND CHOOSE THE FUNCTION OF THE WORDS IN BOLD.

a) “You **should** know you're beautiful just the way you are”

() shows a possibility () expresses an advice/ recommendation

b) “I **could** go a little while longer, she fades away (...)”

() shows a possibility () expresses an advice/ recommendation

c) “It **can** even lead to the development of eating disorders like anorexia and bulimia.”

() shows a possibility () expresses an advice/ recommendation

d) “While it **may** be effective, we cannot expect an immediate change. (...)”

() shows a possibility () expresses an advice/ recommendation

e) “Anyone with signs of an eating disorder, such as losing excessive weight, eating a very limited diet, vomiting after meals or health problems related to weight loss or malnutrition, **should** seek treatment promptly.”

() shows a possibility () expresses an advice/ recommendation

2)

TAKE A LOOK AT THIS OTHER SENTENCES:

I. “Maybe you **shouldn't** come back “ (*Shouldn't Come Back – Demi Lovato*)

II. “I **can't** take my eyes up off it, movin' so phenomenally” (*Can't Stop The Feeling - Justin Timberlake*)

III. “You know she **couldn't** stay here with you” (*She couldn't – Linkin Park*)

IV. A single letter from one television viewer **may not** have much influence (...)”

a) Which sentences express **impossibility**?

b) Which sentences express something that is **not a good idea to do**?


c) **shouldn't**, **can't** and **couldn't** are the reduced forms of:

_____, _____ and _____ + not

3)

LOOK:

- I. **Should I** stay or should I go now? (*Should I stay or should I go – The Clash*)
- II. **Could I** have this night to share this night together? (*Could I Have This Kiss Forever - Enrique Iglesias, Whitney Houston*)
- III. Baby **can I** hold you tonight? (*Baby, Can I Hold You? Tracy Chapman*)
 - a) How do you ask for an advice?
 - b) How do you ask about a possibility?

 <p>The restaurant may close</p>	<p>It is likely that the restaurant will close.</p>
<p>The restaurant could close.</p>	<p>It is less likely that the restaurant will close.</p>
<p>It can be dangerous to cycle in the city.</p>	<p>This expresses what the speaker believes is a general truth or known fact, or a strong possibility.</p>
<p>It could/may be dangerous to cycle in the city.</p>	<p>This does not express a general truth. The speaker is only expressing a weak possibility.</p>

(source: <https://dictionary.cambridge.org/pt/gramatica/gramatica-britanica/can-could-or-may>)

4)

CHOOSE THE BEST OPTION TO COMPLETE THE SENTENCES.

Attention! Sometimes there is more than one possibility!

- A) “Talk about how ‘different’ **can/ may/ should** still be beautiful and how few people in real life match up to the media’s vision of beauty.” (<https://www.dove.com/uk/dove-self-esteem-project/help-for-parents/media-and-celebrities/women-in-the-media.html>)
- B) “They **should/ can/ may** also exercise excessively, abuse diet pills and laxatives and/or vomit after eating.” (<https://www.mirror-mirror.org/media-influence-on-body-image.htm>)

- C) “The female body image and what a person **should/ may/ could** or **should / may/ could** look like in marketing and advertising in particular is a controversial issue.” (<https://www.mirror-mirror.org/body-image-of-women.htm>)
- D) “You **should/ can/ could** see why there would be a connection between eating disorders and body image.” (<https://www.mirror-mirror.org/media-influence-on-body-image.htm>)
- E) “While a negative body image **can / should / may** incite a woman to diet in order to lose weight it is not actually negative body image that causes an eating disorder; (...)” (<https://www.mirror-mirror.org/body-image-of-women.htm>)
- F) “Due to this influence, poor body image **can/ should/ could** begin to develop at a very young age.” (<https://www.mirror-mirror.org/body-image-of-women.htm>)
- G) “For someone genetically predisposed to an eating disorder, dieting caused by a negative body image **can/ should/ could** trigger one.” (<https://www.mirror-mirror.org/body-image-of-women.htm>)
- H) “There is no reason that you **may / should/ can** feel embarrassed about low self-esteem as we have all had it at some point.” (<https://www.mirror-mirror.org/body-image-of-women.htm>)
- I) “Nutritional counseling is also necessary and **should/ could/ may** incorporate education about nutritional needs, as well as planning for and monitoring nutritional choices by the individual patient.” (<https://www.nationaleatingdisorders.org/treatment>)

5)

LOOK AT THE FOLLOWING SITUATIONS AND GIVE A SOLUTION/ RECOMMENDATION. USE ONE OF THE MODALS IN YOUR ANSWERS.

I'm not sleeping well these days.

I have an important test tomorrow and I can't concentrate to study.

I want to have a new pet!



1)

WHO DO YOU OFTEN TALK TO WHEN YOU HAVE QUESTIONS OR PROBLEMS?

2)

IMAGINE YOU HAVE A PROBLEM AND YOU NEED SOME HELP. IN PAIRS, MAKE UP A DIALOGUE ASKING FOR AND GIVING ADVICE.

STUDENT A PRESENTS A PROBLEM AND **STUDENT B** COMES UP WITH PIECES OF ADVICE.

YOU CAN CHOOSE FROM ONE OF THE SITUATIONS BELOW, OR USE YOUR OWN IDEAS.

1. "So there's this boy, he's a grade ahead of me, and he asked me out through note the other day. I'm not ready for a relationship, and my parents don't want me dating until I am older. I want to tell him no, but I don't know how without hurting him."

<https://www.elderwisdomcircle.org/index.cfm?pgname=read>

2. "I'm dying my hair purple and shaving the side of my head and I worry that I'll lose confidence and care what other people think, but I really want to do it."

https://www.elderwisdomcircle.org/index.cfm?pgname=article_detail&ARTICLE_ID=416665

3. "Well I have feelings for one of my best friends, we hangout all the time and are super comfortable around each other. I have started to develop feelings for her but I don't think she feels the same way about me so I've been wondering if I should tell her or just suppress them?"

https://www.reddit.com/r/Advice/comments/920qtq/i_have_feelings_for_a_friend_but_i_dont_think_its/

LANGUAGE CORNER

Asking for advice

What do you think I should do?
What should I do?
What do you suggest?
What do you advise me to do?
Do you think that I should...?

Giving advice

If I were you I would/wouldn't....
If I were in your shoes/position I would...
You had better/ you'd better....
You should...
Your only option is to....
Why don't you....?
Have you thought about....?
Have you tried...?



1) THE SITUATIONS ON THE SPEAKING SECTION WERE TAKEN FROM WEBSITES THAT HELP PEOPLE BY OFFERING THEM PIECES OF ADVICES. (www.elderwisdomcircle.org AND www.reddit.com/r/advice).

IMAGINE YOU NEED SOME ADVICE. WRITE A BRIEF DESCRIPTION OF YOUR PROBLEM, ASKING FOR HELP.

2) HERE ARE SOME RESPONSES FOR SITUATION 3.

↑ [99yelsaE](#) 10 points · 10 hours ago

↓ I think you should put in a little more effort and see where it gets you. Notice the small things, flirt a little more and see how she responds, be more present in her life and things like that. Show you care more than maybe she thought you did.

Share Save

↑ [durkydum](#) 7 points · 9 hours ago

↓ If you think that there's no chance in her feeling the same way I wouldn't risk it. I've recently been burned by this same situation and destroying my friendship with this girl has been my biggest regret. Take your time and assess the situation better than I did before you make your move.

Good luck friend

Share Save

↑ [helloo4397](#) 1 point · 5 hours ago

↓ I wouldn't just come out and tell her, but I would pay attention to how you're acting, maybe try flirting a little bit? If she's interested she will either flirt back, or get all giggly and nervous or something. If she's not interested she will probably change the subject or pretend she didn't notice. Do you guys have mutual friends? Maybe you can ask one of your mutual friends if she's interested in anyone.

Share Save

2)

NOW YOU ARE GOING TO CHOOSE ONE OF YOUR FRIEND'S TEXT AND ANSWER IT, GIVING YOUR OPINION, SUGGESTION AND / OR RECOMMENDATION.

UNIT 2 – Changing the ideas of beauty

Teacher's guide

Target public: Teenagers (16+) / Young adults/ Adults – language institute

Level: A2 (CEFR)

Topics: beauty and its concepts; body image; media; bullying; asking for/giving advice

Sections

- X. Vocabulary / lead-in:** adjectives connected with beauty/ physical appearance.
- XI. Pronunciation:** word-stress (adjectives).
- XII. Reading:** a discussion about the concepts of beauty from a video; text: *The media and the body image* (a website article about the influence of the media on people's self- image and self-esteem).
- XIII. Genre:** infographic
- XIV. Listening:** an interview with the singer Alessia Cara about her video clip *Scars to your beautiful*; song: *Scars to your beautiful*.
- XV. Language Focus:** modal verbs can, could, may and should for possibility.
- XVI. Speaking:** asking for and giving advice.
- XVII. Writing:** asking for / giving advice.

Preparation:

In advance, prepare a card with for each adjective from the vocabulary section. If it is necessary due to the number of students, include a few more words (adjectives related to beauty / physical appearance. Suggestions: athletic, attractive, beautiful, curvy, glamorous, etc)

- Divide the class into teams (according to the number of students).
- Each team, in turns, takes a card with an adjective and decide: the number of syllables, how to pronounce it, another adjective with the same stress pattern.
- The team gets 1 point for each correct answer.
- If the team cannot give an answer to one of the questions, they can throw it to one of the other teams.
- If the chosen team answers correctly, get those points.
- The team with most correct answers wins.

Activity 2:

- Ask students to complete the chart with the adjectives from the vocabulary section (if you included more words you can use them too). This can be done either individually or in groups.

Activity 3:

(Note: The audios for this section can be found online.

Suggestions:

Cambridge Dictionary <https://dictionary.cambridge.org/>

The free Dictionary: <https://www.thefreedictionary.com/>

[Howjsay: A Free Online Talking Pronunciation Dictionary: https://howjsay.com/](https://howjsay.com/)

- Play the words. Students check.
- Correct the activity with the whole class.
(Suggestion: copy the chart on the board or project it to help students visualize the answers.)

Answers:

●	● ●	● ● ●	● ● ●
cute	charming <i>good-looking</i> <i>gorgeous</i> <i>graceful</i> <i>handsome</i> <i>lovely</i> <i>pretty</i> <i>splendid</i> <i>stunning</i>	elegant <i>wonderful</i>	exquisite

III. Reading

1) Lead in:

(Note: These activities will be developed from the TEDx Teen video *My story is painted on my body* available at: <https://bit.ly/1ijN2dP>)

Activity 1:

- Tell students they are going to watch the first part of a video. In this part the speaker poses some questions.
- Ask students to watch the fragment of video and write down the questions. (If necessary play it twice.)

(Note: play from the beginning up to 0:43)

Answers:

*“I wanted to ask **what do you find most beautiful?** And not in the world, like butterflies and flowers, but in a person. **What do you find the most attractive in a person? Is it eyes? Do you like pretty eyes? Blue eyes? Curly hair? Long nails? Big feet?** Some people like big feet. **What is it about people that we find attractive?**”*

Activity 2:

- Have students answer them as a group discussion.

Answers

Students' own answers.

Activity 3:

- Tell students to watch another piece of the video and answer the questions.
- Play the fragment. (If necessary play it twice.)
- Check the answers.

(Note: play from 0:43 up to 1:18)

Answers:

- A) *“I think that the way that we think of beauty comes from different things like: social media, the Internet, magazines, especially, if that's coming from a model. I feel like those are kind of what define beauty today. And personally to me, I feel that beauty is in everything.”*
- B) *Students' own answers.*

Transcript

I wanted to start off by asking a question to everyone in the room, and you can take a minute to think about this question. I wanted to ask what do you find most beautiful? And not in the world, like butterflies and flowers, but in a person. What do you find the most attractive in a person? Is it eyes? Do you like pretty eyes? Blue eyes? Curly hair? Long nails? Big feet? Some people like big feet. What is it about people that we find attractive? I think that the way that we think of beauty comes from different things like: social media, the Internet, magazines, especially, if that's coming from a model. I feel like those are kind of what define beauty today.

And personally to me, I feel that beauty is in everything. Some people may say that big feet are not cute, but there's going to be a pair of shoes that will look better on my size 9 feet than a size 6 foot. So, I find that there could be beauty in everything.

2) Before reading

Activity 1:

- Focus students' attention on the quotes.
- Give them some time to through each and choose the best option according to their opinion.
- Monitor the activity providing help with vocabulary and language whenever necessary.
- Have students compare their answers in pairs.

Answers

Students' own answers.

Activity 2:

- Read each quote with students.
- Have them share their opinions with the whole class, by having a brief discussion on each quote.

Answers

Students' own answers.

3) While Reading

Activity 3:

- Before reading, explore the title and images with students, asking them to link with the quotes from the previous activity.
- Students read the text for general idea and answer question 3.

Answers

"Of course, there are many other things that influence our body image: parenting, education, intimate relationships, and so on. The popular media does have a big impact, though." – connects to quote A

"These "false body image" ads, showing bodies that are not real at all or that are not very realistic or representative of the general population, have far-reaching effects." – connects to quote B

The constant barrage of unrealistically skinny images can stir up feelings of inadequacy, anxiety and depression. – connects to quote B

Activity 4:

- Students read the text again and complete activity 4.
- Check by eliciting the answers from students.

Answers

- A) *parenting, education, intimate relationships*
- B) *20,000 a day*
- C) *inadequacy, anxiety and depression*
- D) *anorexia and bulimia.*

Activity 5:

- Students read the statements and correct the wrong information according to the article. (If the teacher wants, have students compare their answers in pairs before correcting).

Answers

- A) *The way we see our body **is not** influenced by the media.*
- B) *The photos seen in ads show the models **that are not real at all** ~~the way they really are.~~*
- C) *The way the media imposes a body pattern ~~does not~~ **causes** any damages to us.*
- D) *It **is not** necessary to have a critical view of ads.*

4) After reading

Activity 6:

- Show the diagram to students and explain the activity.
- Students complete the diagram either individually or in pairs.
(Suggestion: copy the diagram on the board or project it to help students visualize the answers.)

Answers

Students' own answers.

IV. Genre

- Explore the text elements with students (title, layout, images, numbers, etc.).
- Read the instructions making sure they understand the connection between the infographic and the article from the previous section.
- Students complete the activities.
- Check with the whole class, emphasizing the characteristics of the text.

Answers

- A) *pictures / percentages / descriptions / graphics / subtopics*
- B) *to present information in a quickly way, by using visual representations.*
- C) *an infographic*

V. Listening

(Note: The activities will be developed from an interview with the singer Alessia Cara available at: <https://bit.ly/2v03JE6> and the video clip of the song *Scars to you beautiful* available at: <https://bit.ly/29z0XsL>)

1) Before listening

Activity 1:

(Video clip: <https://bit.ly/29z0XsL>)

- Invite students to watch the beginning of the video clip of the song *Scars to you beautiful*.

(Note: play from the beginning up to 0:47)

- Ask them what the song is probably about.
(Alternative: in order to make the activity more challenging play the video with the sound off and have students guess what it is about by focusing on the images)

Answers

Students' own answers.

2) While listening

Activity 2:

(Interview: <https://bit.ly/2v03JE6>)

- Play the first part of the interview and have students answer the question.
- Discuss with them whether they could get the idea of the song by watching the beginning of the video clip previously.

(Note: play the interview from the beginning up to 1:02)

Answers:

- A) "(...) the song is about first of all it's about self-acceptance (...)"
"(...) I wanted to make a song to remind everybody that the world needs to change their minds about you but you never need to change for the world because you are beautiful."
- B) *Students' own answers.*

- **Activity 3:**

(Interview: <https://bit.ly/2v03JE6>)

- Play the whole interview twice and have students do activities A and B.
- Students compare answers in pairs.
- Check the answers with the whole group. (If necessary, play the interview again, pausing after each question).

Answers:

- A) 4 – 2 – 3 – 1
B) 2 – 4 – 1 – 3

Transcript

Interviewer 1: Oh so hi hi you know I love you okay. A few weeks ago when you turn 20 years old you released a new video your latest one and the song is Scars to your beautiful and you're gonna be performing for us later. Can you tell us about what it means and what the song is about?

Alessia: Yeah um so I think you know there are so many expectations placed on women you know the song is about first of all it's about self-acceptance mainly for young women and I mean just women in general and there's so many expectations that are placed on us as women on a daily basis whether it's the way we look the way we dress what size we need to be what color we should be ... all these expectations and all these molds that we have to fit into or that we think we need to fit into and oftentimes because of this we feel like we need to go through all these extremes to love ourselves you know whether that's altering our bodies are doing things to ourselves and scarring the beautiful that we already have in order to feel beautiful and... and I think that's so false and so twisted and I wanted to make a song to remind everybody that the world needs to change their minds about you but you never need to change for the world because you are beautiful.

Interviewer 1: One of the many things that I adore and respect about you is your comfortability with yourself and the fact that you don't need a whole bunch of makeup and glitz and glamour to perform on stage, however that also gets you backlash on social media. How is that because girl I wish I could come out on stage with no makeup you don't even know they get so mad at me cause if I don't put my eyebrows on so tell me how you deal with it?

Alessia: Hum you know it is hard because I'm still mean I just turned 20 but I'm still really young and with with young age sometimes comes I'm self-esteem issues and I'm still I'm still dealing with it of course you know I still go through these things and when I see things online it does sometimes get to me because I am kind of new to the industry and stuff but I just try to remind myself that I'm here to sing my songs I'm here to be Who I am and I'm not here to you know impress anybody I'm just here to be myself

Interviewer 2: I love your message so much. And it inspires my daughter who is almost 18 years old great role model you are.

Alessia: Thank you

Interviewer 2: Tell me a little bit about the video because it's so powerful how did you come up with the concept?

Alessia : Um yes so I really I knew when we made the song that I really wanted it to be just about all kinds of different people and I wanted people to be able to tell their stories so I didn't want it to just be like just a bunch of pictures over my song I wanted people to be able to tell their story so if you see the video I don't know if anyone has seen it but if you see it yeah cool it's just a little anecdotes and people that have whether its internal scars or external scars visible things that you know they they struggle with and just basically just describing how they overcame those struggles and how they got to the place that they are the comfortable place that they that they're in now

Interviewer 3: you were now in tour with one of the biggest most famous amazing bands. How did that come about?

Alessia: Oh my goodness... I'm ...

Interviewer 3: Cold Play by the way yeah!

Alessia: Yeah crazy yeah they're my favorite band too like Chris Martin is one of my favorite writers of all time so I freaked out. Actually we have the same agent and so apparently the band asked our agent if I was available to go on tour and I was like okay yeah.

3) After listening

Activity 4:

(Video clip: <https://bit.ly/29z0XsL>)

- Play the whole video clip now.
- While listening, students complete the lyrics on their books.
(Note: this activity focuses on the language and works as a lead in to the language focus section).

- Check answers and work on any vocabulary doubt.
- As a follow up, briefly discuss the meaning of the lyrics and how it relates to the video clip.
- If teachers wish play the song again.

Answers:

should – don't have to – could – don't have to – could – can

VI. Language Focus

Activity 1:

- Go through the instructions with the students.
- Give them some time to complete the activity, providing any help needed.
- Students compare answers in pairs.
- Check the answers with the whole group, calling their attention to the function of the words in bold.

Answers:

A) *expresses an advice/ recommendation*

B) *shows a possibility*

C) *shows a possibility*

D) *shows a possibility*

E) *expresses an advice/ recommendation*

Activity 2:

- Guide students' attention to the second set of sentences.
- Go through the questions with the group. (answer them together)

Answers:

A) *II, III and IV*

B) *I*

C) *should, can, could*

• **Activity 3:**

- Guide students' attention to the third set of sentences.
- Students answer the questions in pairs.
- Elicit the correct answers.

Answers:

A) *Should + subject + verb*

B) *Could / can + subject + verb*

Note:

Call students' attention to the *Watch Out* chart.

Read it with them, emphasizing the differences addressed.

Activity 4:

- Students complete the activity. Monitor the activity by walking around the classroom and providing help whenever necessary.
- Check answers

Answers:

A) *can* – B) *may* – C) *should* – D) *can* – E) *may* – F) *can* – G) *could* – H) *should* – I) *should*

Note: the answers are suggested according to the original texts however they may vary if we consider the degrees of certainty seen as presented in the Watch Out chart. So teachers can take into consideration students' answer and discuss any other possibility presented.

Activity 5:

- In pairs or trios, students take turns reading the situations and giving suggestions / solutions.
- Monitor the class, providing any help necessary and taking notes for further feedback.
- Give a general feedback.

Answers:

Students' own answers.

VII. Speaking

Activity 1:

- Discuss the questions either in pairs or with the whole group. (If students discuss in pairs, give them the chance to share their thoughts with the whole group)

Answers:

Students' own answers.

Activity 2:

- Pair up the students.
- Go through the instructions with them. Clarify any doubt.
- Call students' attention to the *Language Corner*. (If necessary, explain them the expressions and work on pronunciation).
- Students talk in pairs.
- Monitor students' performance taking notes for further feedback.
- Give a general feedback.

Answers

Students' own answers.

VIII. Writing

Activity 1:

- Ask students to read the situations in the speaking section again.
- Tell them they were taken from websites that help people by offering them pieces of advices. (www.elderwisdomcircle.org and www.reddit.com/r/advice).
- Students to imagine they need some advice.
- Ask some questions, such as: what problem is it? Why are you facing this situation? What kind of help do you need? (If necessary write them on the board or project them)
- Give students some time to plan their ideas, making a draft.
- Students write their texts. While they write provide help with vocabulary and language if necessary.
- Collect their works for correction.
- Return students texts with the necessary corrections and ask them to save it for a later.
- Move to the next step.

Activity 2:

- Tell students that these are some responses found on the website for the situation 3 on the Speaking section.
- Students read them individually in silence.
- Check any doubts with vocabulary or language.

- Create a display for the texts produced previously.
- Give students some time to read their peers texts asking for advice/ help.
- Students choose one of the situations to answer.
- Students produce their texts with suggestions / recommendations

(Note: The display of the students' first production can be physical, using a notice board or by displaying the texts on the classroom walls or virtual, by creating an online board. For this second option we suggest the web tool *Padlet* - <https://pt-br.padlet.com>. If the teacher chooses the virtual option, students can write a draft of their texts in class and post the final versions as homework.)

Rationale

Communicative Approach Basis

The two units in this paper were developed in the perspective of the Communicative Language Teaching (CLT), which goal is to develop communicative competence, once language and communication are interdependent. In this sense the activities were driven by the notion that learners need to know “when and how to say what to whom” (LARSEN-FREEMAN, 2000, p.121).

To cover the communication aspect, the activities were designed to promote opportunity for learners to experiment with the language, interact with each other and to create reasons for using the language. This can be observed all over the two units, but there are some moments where this is more emphatic, when some discussions are proposed in the lessons and learners are exposed to a context in which they have to give their opinion, listen to the others, agree and disagree.

It was also observed whether the tasks could promote student’s autonomy, since for the CLT the teacher works to facilitate the communication process in the classroom. Students then are encouraged to build meaning from the interaction with other students and the teacher. In the lessons proposed this can be observed during pair and group works, where the teacher’s role is to involve students in the discussions, inviting them to participate, or when it is suggested to have students compare their answers before correcting an activity, when students share the responsibility of the learning process with the teacher.

Another principle that guides the CLT is the meaningfulness. In order to learning take place, learners must be engaged in meaningful and authentic language. And for this reason the choice of authentic materials is crucial, once they can bring into the classroom a real- world context in which students will need to use the skills to communicate outside the classroom. (BROWN, 2007). By authentic materials we mean the ones which are prepared for native speakers and not designed to be used for teaching purposes (AZRI; AL-RASHDI). The choice of the texts and videos used in both Units catered for this aspect.

Grammar

Taking the CLT principles into consideration, the grammatical items were exposed inductively in both units. In the inductive approach students are given examples of sentences containing the aimed grammar aspect and asked to work out the rule for themselves. This is in accordance with the development of learners' autonomy, since by providing them with samples of the target language and encouraging them to come up with the rules, increases students participation and practice, making learners more active and in the learning process, removing the center of it from the teacher. In addition, the use of authentic inputs makes the grammar happen in a meaningful context that promotes another moment for communication take place, allowing learners to contextualize the grammar in use.

Critical Literacy

The choices of the topics, mainly for Unit 2, were made considering the promotion of critical thinking. In the postmodernity society it is crucial to adapt the educational practices to the different current contexts, which came with new ways of living, seeing and understanding the world in addition to contemporary questions regarding ethnics, diversity, genre, sexuality, politics, to name a few. Such issues are part of a globally spread culture, due to the globalization. Educators must be aware of those transformations as well as be able to deal with them in class/ school environments. Being part of such community makes us responsible for it, and students need to become conscious of their own responsibilities. For this reason, the development of learners' critical thinking is extremely important. In order to achieve that, lessons should have space for critical literacy theories. "A critical approach recognises that language produces us as particular kinds of human subjects and that words are not innocent, but instead work to position us."(JANKS, 2013; p.227). When students are invited to discuss the role on the media on their body images or how beauty is defined by the the society they are also invited to have a critical view of themselves and their reactions to current issues. The language, thus, is used not only to communicate, but to find their voices and social roles.

Reading and Listening

For the reading and listening sections the top-down process was adopted, which means that we start the process from our own experiences, or background knowledge, then look closer to the text's features. For this process we start the reading/ listening sections with pre reading/ listening activities, when learners make connections between the topic to be read/ heard and their previously knowledge. Then move to a deeper comprehension in the while reading/ listening activities, which will help the students to get the most of the texts. As

communication is present all over the units, there will be follow-up activities to be done after reading/ listening that will provide students with opportunities to express themselves, having the texts as inputs.

Writing

Regarding the CLT, the writing proposes must also be connected to real life, and have a communication purpose. In the two units these premises were observed. In Unit 1 learners will post a comment based on the results of a quiz, in this unit the writing is connected with the listening. In Unit 2 they will produce texts asking for advice, and later responding to a peer. This was inspired in websites where people can ask for help. It is important to say that for the writing productions there are authentic models. In addition the written production will happen as a process, where each step is conducted and oriented by the teacher.

Speaking

The oral productions permeate all the units, with a variety of patterns, purposes and contexts. However there is a specific section for speaking practice in both units, in which students can focus more on the a specific function and work on fluency. In Unit 1 it is proposed a role play, mocking a job interview and in Unit 2 a conversation about problems and advice.

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