

Universidade Federal de Minas Gerais – UFMG
Faculdade de Letras – FALE
Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

Isabela Almeida Santos

THE ART OF QUESTIONING: DEVELOPING CRITICAL THINKERS

(Unidade Didática para o ensino de inglês)

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.

Orientadora: Bárbara Malveira Orfano

Data da defesa: 09 de Agosto de 2018

Table of Content:

Introduction	3
Unit 1	5
Teacher's guide Unit 1	21
Unit 2	31
Teacher's guide Unit 2.....	44
Appendix	51
Rationale	52
Reference	57

Introduction

There has been a great shift in teaching English as a second language from the past years to now. This is due to constant research on methodology, techniques, social and cultural perspectives. Thus, I wanted to produce a material that meets the needs of these new learners, taking into consideration these new perspectives.

The present material aims to teach A2 students targeting teenagers and young adults. The language, tasks and activities were chosen to make the lessons appealing to this age group and level.

The units were divided in different sections, and will be explained in detail on the following paragraphs.

The ‘Let’s get started!’ section was designed so students have a first glance on the topic to be studied, by being exposed to pictures and images that relate to the content of the unit. It will be a moment for first discussions on the topic.

The ‘Sit and read’ section presents a variety of text types based on authentic material. It is divided in 3 parts: pre-reading, while-reading and post-reading activities. In the pre-reading section, students will be led into finding out the main idea of the text, the target reader and genre. In the while-reading activities, students will recognize different vocabulary so they can move on to the next section of the unit.

The post-reading activities were designed to be after the vocabulary activities, in the section ‘Got It!’ with comprehension questions so teachers can identify if students were able to understand the text thoroughly.

‘It’s a wonderful word’ is the ‘new-word-input’ area, where students will be presented with new vocabulary related to the unit topic. They will also practice these new words and collocations through both controlled and personalized ways through questions, fill-in-the-gap activities and so on.

‘It’s grammar time!’ is the section that provides the grammatical topic of the unit, using the inductive approach to generate new concepts by the students. They will also be presented with examples from the language in context and practice it through a variety of tasks.

‘Repeat after me!’ was designed to work with pronunciation and, in this section, students will be provided with practice and new knowledge on different aspects of pronunciation of the target language in the lesson.

‘Let’s talk!’ is the moment in the course book where students will put into practice the content learned in the lesson through communicative and interactive tasks. This section intends to enable them to use the content of lesson within the context of their real lives.

‘Listen up!’ is the section which contemplates the development of the students’ listening skills by exposing them to authentic material in the target language through top-down (students start getting an idea of the audio material) and bottom-up (focused on more detailed information) listening activities.

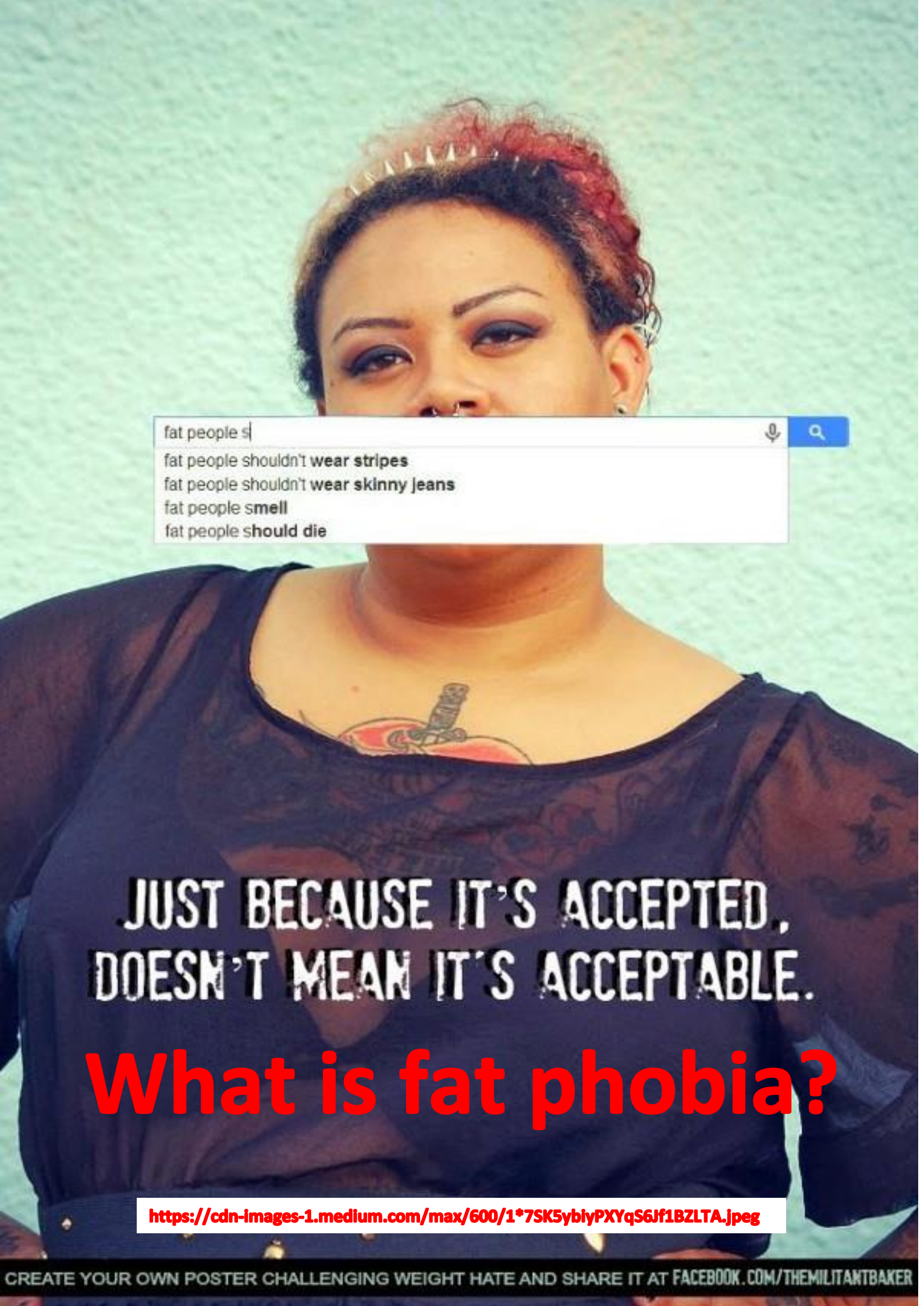
‘What’s the genre?’ aims to expose students to different genres, guiding them into identifying the kinds of language, target reader and format involved in different text types.

Following the genre tasks, we have the writing section, named ‘Write on!’. This section was divided in 4 different steps: planning, drafting, editing and rewriting, so students get involved in the process of writing. Students are provided with examples based on real-world text types so they can produce authentic and original material.

‘Now I know...’ was designed to be the self-assessment area, where students can evaluate their progress by themselves through simple and straightforward sentences, and identify areas that needs more practice to be improved.

I hope the present material meets my students’ needs in all aspects and promote learning in a creative, interesting, critical thinking environment, so teachers are able not only to teach a language but also to guide students into better citizens, enabling these young people to act positively in society.

"This material cannot be used for commercial purposes, nor can it be copied, partially or as a whole, without the author’s consent."

A woman with red hair and a nose ring is looking at a search bar overlay. The search bar contains the text "fat people s" and a list of suggestions: "fat people shouldn't wear stripes", "fat people shouldn't wear skinny jeans", "fat people smell", and "fat people should die".

fat people s

fat people shouldn't wear stripes

fat people shouldn't wear skinny jeans

fat people smell

fat people should die

**JUST BECAUSE IT'S ACCEPTED,
DOESN'T MEAN IT'S ACCEPTABLE.**

What is fat phobia?

https://cdn-images-1.medium.com/max/600/1*7SK5yblyPXYqS6Jf1BZLTA.jpeg

Let's get started!

UNIT 1

Look at the pictures and describe them. Is there a difference between them?



<https://goo.gl/6hdTfL>

Sit and read!

1. Look at the headline and read the first paragraph below. Answer the questions:

eguro | <https://www.boredpanda.com/fat-shaming-couple-wedding-photography-photoshop-katie-liepold/>

SHOP MATERI... | Pleasure Synonyms, F | BANCOS | ESPECIALIZAÇÃO - CE | MATERIAL DE AULAS | LIVROS - DOWN

boredpanda Home Art Photography Animals More

Featured Trending Latest

Bride-To-Be Accuses Photographer Of Fat-Shaming Her In Photos, But Photographer Has A Story Of Her Own

6 days ago by [Ilna](#) Like Bored Panda on FB: [Like 13M](#)

Wish - Shopping Made Fun em promoção hoje Descontos atuais de 50% a 90% wish.com

A bride-to-be claims she and her fiance got a lot more from their wedding photographer than they have bargained for. And not in a good way, either. Everything started when Katie Liepold turned to Facebook to hire a photographer for her May wedding. After receiving about 20 responses, the couple picked Tower Photography in Medina which offered an engagement shoot to go along with two hours of coverage at the reception for \$600. Including a free humiliating experience.

<https://goo.gl/Hb51xP>

- Where can people find this kind of text? Is it formal or informal?
- What did the bride-to-be do in your opinion? And the photographer?

2. Now read the full text and underline any new vocabulary:

Bride-To-Be Accuses Photographer Of Fat-Shaming Her In Photos, But Photographer Has A Story Of Her Own

A *bride-to-be* claims she and her fiance got a lot more from their wedding photographer than they have bargained for. And not in a good way, either. Everything started when Katie Liepold turned to Facebook to hire a photographer for her May wedding. After receiving about 20 responses, the couple picked Tower Photography in Medina which offered an engagement shoot to go along with two hours of coverage at the reception for \$600. Including a free humiliating experience.

“Didn’t really need the engagement session, but it was in the package so we did it,” Liepold told 5 News Cleveland. The shoot with photographer Linda Silvestri seemed to have went well. “We laughed, we talked, we joked, we shared stories.”

When the couple got the images back, however, they noticed something was off. “This isn’t exactly what I thought I was going to get,” said Liepold. “She actually photoshopped one picture of us skinnier.” A side-by-side comparison of two images clearly reveals a dramatic change. “She probably took like 30 pounds off each of us.”

“That wasn’t asked for, and I just felt like that was really hurtful and my pictures weren’t good enough to be left alone.” Silvestri responded by telling Liepold she could cancel the contract. According to the bride-to-be, it wasn’t the end of the story. She claims that Silvestri left a hurtful rant on a Facebook page called Northeast Ohio Wedding Professionals Only. It started with “and people have wondered why I have scaled back my photography business.” “A whole big rant about how just that week she had a photo shoot with two morbidly obese individuals,” said Liepold. The post, which has been deleted, continued, “it is extremely difficult to get Pinterest worthy lovey-dovey pictures when people can’t even get their heads together.”

Silvestri refunded Liepold but kept the \$150 deposit for spending two hours taking their engagement photos. “I didn’t pay her \$150 to have her make fun of me on a site,” said Liepold.[...]

Adapted from : <https://www.boredpanda.com/fat-shaming-couple-wedding-photography-photoshop-katie-liepold/>

It's a wonderful word!

Read the sentences extracted from the text and match the words in **boldface** to their definitions:

- a) A **bride-to-be** claims she and her fiancé got a lot more from their wedding photographer than they have bargained for.
 - b) Everything started when Katie Liepold **turned to** Facebook to hire a photographer (...)
 - c) (...) the couple picked Tower Photography in Medina which offered an engagement shoot **to go along with** two hours of coverage at the reception for \$600.
 - d) When the couple got the images back, however, they noticed **something was off**. "This isn't exactly what I thought I was going to get" (...)
 - e) "That wasn't asked for, and I just felt like that was really hurtful and my pictures weren't good enough **to be left alone**."
 - f) She claims that Silvestri left a **hurtful rant** on a Facebook page called Northeast Ohio Wedding Professionals Only.
 - g) It started with "and people have wondered why I have **scaled back** my photography business."
 - h) , "it is extremely difficult to get Pinterest worthy **lovey-dovey** pictures when people can't even get their heads together."
 - i) Silvestri **refunded** Liepold but kept the \$150 deposit for spending two hours taking their engagement photos.
-
- () to reduce, to cut down
 - () future wife
 - () to accompany
 - () Something was different, not quite right.
 - () affective, romantic
 - () an offensive comment
 - () paid back
 - () went to, examined.
 - () not to be modified and improved

Source: www.dictionary.com

Got it!

Pair up and answer the following questions:

- 1) If you were a bride-to-be, would you turn to Facebook to find a photographer? Why? Why not?
- 2) Did you leave any hurtful or bad rants to a company through social networks the past year? Did they answer to your claim/rant?
- 3) Do you think the photography business scaled back due to modern cell phone cameras? Why? Why not?
- 4) What did you understand by Fat-shaming? What is an evidence of fat-shaming in the text?
- 5) How would you react if you were Katie?
 - a) You would sue the photographer;
 - b) You would let go and not complain about it;
 - c) You would write a bad review on the photographer's facebook page;
 - d) Other: _____

It's grammar time!

Look at some extracts from the text and answer the questions:

- “Everything **started** when Katie Liepold **turned** to Facebook to hire a photographer for her May wedding.”
- “We **laughed**, we **talked**, we **joked**, we **shared** stories.”

1- The extracts above refer to:

() a present idea

() a past idea

() a future idea

2- What do the verbs in **boldface** have in common?

For regular verbs in the past: they have similar endings, usually finishing with _____

Now observe the verbs “**to joke**” and “**to share**” in the sentence above. Was it necessary to add -ed to change them into the past? () Yes () No

To change verbs ending with **-e** into the past tense, such as **joke** and **share**, we just need to add _____

Read the extract:

“I’m too sick to march, so I worked on this photo we shot a few weeks ago to post today,” Nick wrote.

Can you identify when the situation happened? **Circle** a time evidence in the sentence above.

Now observe the following extracts:

- When the couple **got** the images back, however, they noticed something was off.
- “This isn’t exactly what I **thought** I was going to get,” **said** Liepold.
- “She probably **took** like 30 pounds off each of us.”

Complete the gaps with the words from the box:

similar– irregular – different – Past – regular

- 1- The verbs in boldface are in the _____ tense.
- 2- _____ verbs such as **got, thought and took** have _____ forms in the past tense.
- 3- _____ verbs such as **joked, talked and worked** have _____ endings in the past tense.

Find in the text above the past tense of these **IRREGULAR** verbs:

Infinitive	Past
Can	
Feel	
Get	
Have	
Keep	
Shoot	
Take	Took
Write	Wrote

* For a more complete list of verbs refer to the appendix by the end of book.

Repeat after me!

The pronunciation of the words ending in **-ed** depends on the final **consonant sound**.

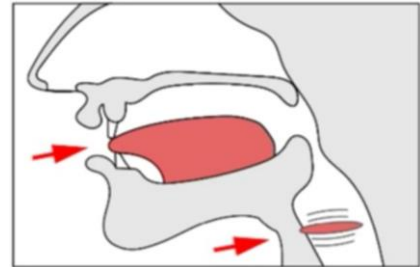
Let's observe the verb "to help". What is the ending sound of this verb? _____

Put your index finger on your throat.

Is there any vibration on your throat when you say this letter?

Yes No

When the letter **does not** produce any vibration when we say it, we call them **voiceless**.



<https://goo.gl/GQu1kk>

Now repeat the procedure with the final consonant sound of the verb

"to share". What is the ending sound of this verb? _____

Is there any vibration on your throat when you say this letter? Yes No

When the letter **produces** a vibration when we say it, we call them **voiced**.

The only exceptions occur with the words finished with -d or -t.

There are three ways to pronounce the -ed sound at the end of a word in English: **/ɪd/ /t/ /d/**

1 – The teacher will present the pronunciation of the past tense of the verbs on the list below using the online website www.thedictionary.com. Listen to it and complete the first line with the ending sounds **/ɪd/ /t/ /d/**.

Want	Wanted	Help	Helped	Call	Called
Need	Needed	Look	Looked	Clean	Cleaned
		Kiss	kissed	Offer	Offered
Study	studied				
Visit	visited	Fix	Fixed	Share	Shared

2 – Now complete the box with the words **voiceless, voiced or /ɪd/**.

The sound of **/ɪd/** in the end of verbs in past tense happens with verbs ending in **-t and -d**.

The sound of **/t/** in the end of verbs in the past tense happens with verbs ending with _____
consonant sound and **vowel sound**.

The sound of **/d/** in the end of verbs in the past tense happens with verbs ending with _____
consonant sound.

3 - Look at the words in the box. Can you write them in the past tense in the correct columns?

Live	Reduce	repost	check	add
Watch	Wait	claim	study	fold
Decide	Cook	wash	beg	move

4 - Complete the gaps using the verbs below:

decide – write – add – work – give – plan – take
– add – share – shoot – repost - write

Tess Holliday Poses Nude for Women's Equality: 'Women Deserve Respect'



Tess Holliday is posing nude — for a great cause.

The model, 32 _____(1) an unretouched photo of herself, naked, to advocate for women's equality. Her husband Nick _____(2) the photo and _____(3) it to his Instagram account on Saturday, which Tess then _____(4).

“Women deserve respect, whether they are completely naked or covered head to toe,” Nick _____(5). He _____(6) that they _____(7) this photo a few weeks prior, but _____(8) to share it on the day of the Women's March that _____(9) place across the world on Jan. 20 and 21 because they

were

unable to go to the Los Angeles protest.

<https://qoo.gl/1ZfbL1>

“I'm too sick to march, so I _____(10) on this photo we _____(11) a few weeks ago to post today,” Nick _____(12). “No alterations to her body or bare face have been made.”

Along with modeling, Tess is also a body positive activist, and has posed nude in the past to talk about the stigmas surrounding curvy people.

Collected on <http://people.com/bodies/tess-holliday-poses-nude-womens-equality/> in January, 2018.

Now read the twitter posts and memes below:

1)



<https://goo.gl/FXzXyd>



<https://goo.gl/uF3VCB>

2)

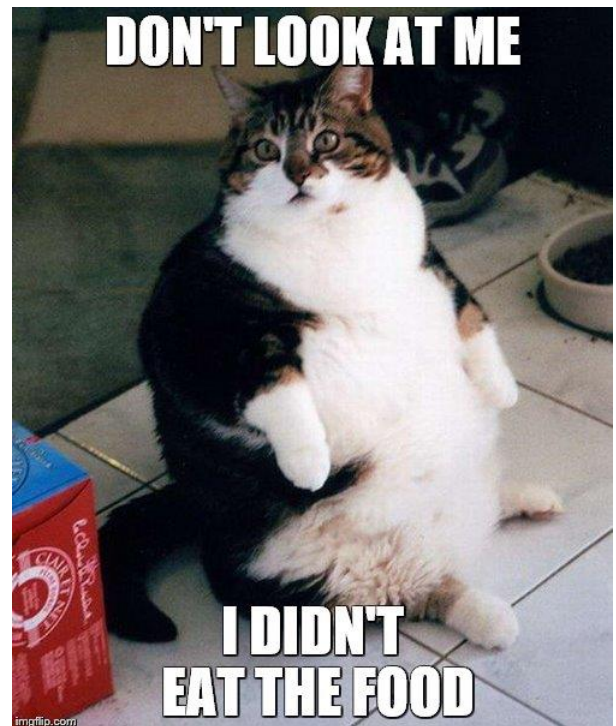
This girl just ate the Big Tower of Meat, made it on the wall of fame, and somehow still had room for dessert:



47,807 likes

<https://goo.gl/oRuptc>

3)



<https://goo.gl/MCnnyJ>

In all the posts we see the verb “to eat” in boldface and in different forms. In which sentences does the verb change? Check.

- () "Did she **eat** all of her backing singers?"
- () "This girls just **ate** the big tower of meat, made it on the wall off fame (...)"
- () "I didn't **eat** the food".

- In the **past**, the verb changes its form **ONLY** in
 () the affirmative sentences () the negative sentences () the interrogative sentences
- In interrogative sentences, we use the auxiliary _____ + subject + verb.
- In negative sentences, we use the auxiliary _____ + not + verb.
- Contraction: _____ + not = didn't

Let's practice!

Fill in the gaps with the appropriate form of the verbs in the past (affirmative, interrogative or negative):

'The dentist was worried I might break his chair': The hurtful fat-shaming experienced by overweight women three times a day

As part of the research, a group of 50 overweight and obese women _____(keep) daily diaries for a week; 1,077 weight-stigmatizing events were reported

Overweight women endure an average of three fat-shaming moments every day, according to a recent article in the [Journal of Health Psychology](#).

The study's lead author, psychologist Jason Seacat of Western New England University, _____ (ask) 50 overweight and obese women, whom he _____(recruit) from public weight forums online, to keep daily diaries for a week.

A total of 1,077 weight-stigmatizing events were reported - from teenagers making 'moo' sounds at a woman in a store, to a dentist being worried a female patient was going to break his chair.

Dr Seacat sent [Science of Us](#) a list of other cringe-inducing moments that the women, who mostly happened to be Caucasian, _____(experience).

'I was _____ (tell) what a bad mother I am because I can't set limits as to what my son or his friends eat during sleepovers, because I can't even control myself.'

With friends at a baby shower I _____ (go) to McDonald's first so people wouldn't look at me eating more than I should.'

'Boyfriend's mother _____(deny) me access to food, also _____(state) that I was so fat because I was lazy.'

'My ex-boss _____(look) at me several times in a restaurant but _____(act) like he _____(know) me. I _____(work) for him for 5 years but he always _____(hate) fat people.'

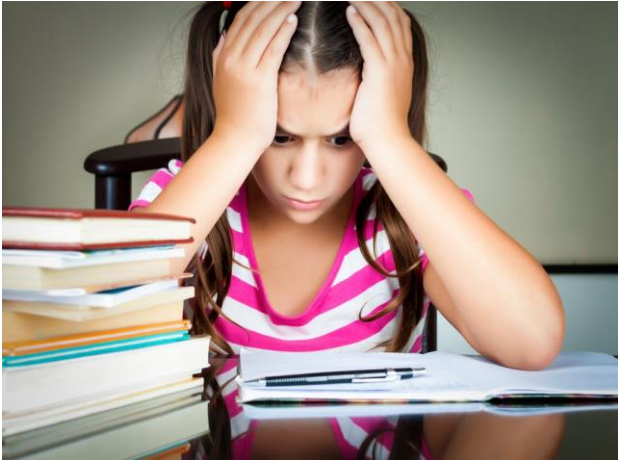
'_____ (spend) the day gardening – _____(realize) with this survey how much time I spend alone.' [...]

'Emerging data indicate that weight stigma may have negative health consequences such as binge eating, reduced weight loss success and diminished personal exercise and dietary health,' the study says. [...]

Adapted from: <http://www.dailymail.co.uk/femail/article-2691839/The-dentist-worried-I-break-chair-The-hurtful-fat-shaming-experienced-overweight-women-three-times-day.html>

Use your imagination!

What's the story behind the pictures below? Answer the questions with complete sentences.



<https://goo.gl/2eZx8v>

Dear Santa,
How are you? I'm good.
Here is what I want for
Christmas.
A http://www.amazon.com/gp/product/B0032HF60M?ref=59_hps_bw_g2l_ir03?pf_rd_m=ATVPDKIKXODER&pf_rd_s=center-3&pf_rd_r=9XW442FH2K03Y78MWQNM&pf_rd_t=101&pf_rd_p=1228901542&pf_rd_i=16579

<https://goo.gl/JUmH5r>



<https://goo.gl/Lw9msX>

1- What happened?

2- Why is the girl frustrated?

3- What happened?

4- Who wrote the letter?

5- What happened?

6- What did he do after that?

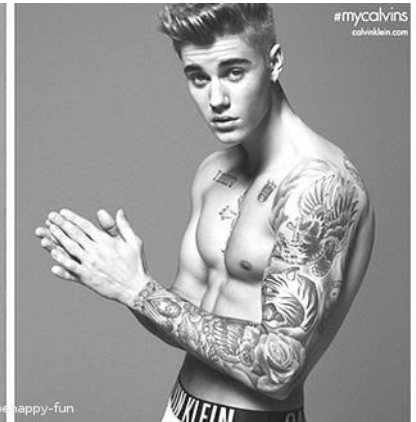
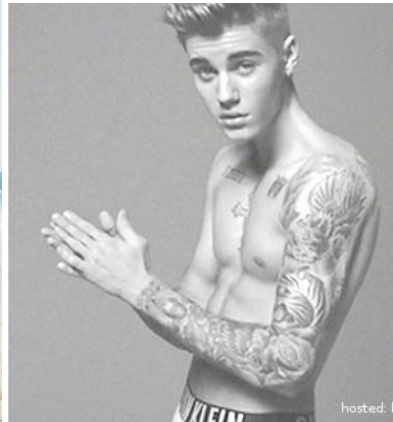
Let's talk!

Look at the pictures below. Were these photos photoshopped? Why? Using your phones, go over the internet and find other examples where pictures were retouched or photoshopped. Share them to the class.

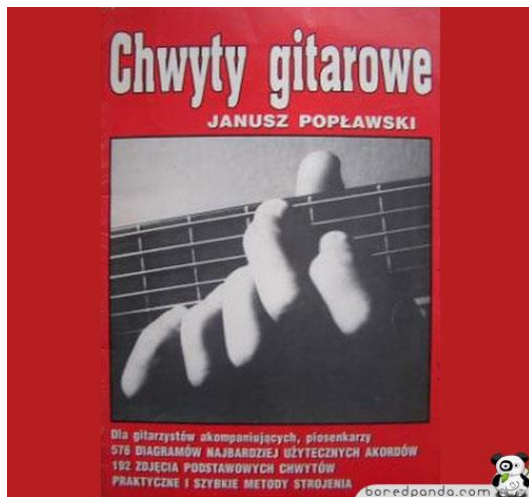
Who do you think uses photoshop the most: men or women? Why?



<https://goo.gl/1LXZh5>



<https://goo.gl/DcAoUc>



Imagine a similar situation like the one on the Reading activity from page 7 has happened between you and your photographer. In pairs or trios, discuss how you could solve the problem, following the guidelines below.

Student A: You hired a photographer to take pictures of you on your birthday party but, when you received the pictures, they were all photoshopped, without any instructions to do so. Talk to the photographer about it and give your opinion.

Student B: You are a photographer and you were hired to take pictures of someone on his/her birthday party and you

decided to retouch the pictures so they look better. Explain to your client why photoshopping his/her pictures was a good thing.

Pick from the list below the problems you had in your pictures and use the expressions from the box:

- 1) Extra finger on my hand
- 2) Nose retouch
- 3) Boyfriend cut out of the picture
- 4) Look thinner
- 5) Look bigger
- 6) The pictures are too blurry/ the pictures are too dark

I think ...
 I believe...
 I don't agree with you.
 I disagree with you.
 I don't think so.
 I'm afraid so.
 For example ...
 Besides ...

Listen up!

Look at the Picture below.



<https://www.youtube.com/watch?v=WqC1igL0kuE&t=93s>

- 1- Where are the people?
 - 2- Who are the people in the picture?
 - 3- What is the woman saying to the girls?
 - 4- How is the woman feeling? Listen to the audio and take notes for evidences.
-
-

Fill in the gaps with the correct words:

(Audio from 00:00 to 00:13)

- You _____ such a good job at school you deserve a treat!
- yum I want the oreo!
- Uhm, no, not for you.
- But I _____ better grades than Sarah...
- Sweetheart we _____ about this, look at yourself, you need to lose weight.

(Audio from 00:50 to 01:05)

We're rolling one last time and our mom thinks she's found a friend in a man behind her in line.

- But I did _____ my one daughter no donuts for her.
- Why? That's not right!
- Look at her! she needs to _____ some weight!
- No she don't!
- I think, she's got her own _____ donut right around here!

- 1 – Do you agree with the mother? Why / why not?
- 2 – How did the man back in the line react to the mom's comments?
- 2 – How would you react if you were in line?

What's the Genre?

Look at the following pictures:

1)



<http://www.dailymail.co.uk/news/article-5276511/Bride-says-fat-shamed-photographers-photoshop.html>

2)





Paul Andrew Wood The worst thing was the comments the photographer made after. If she thought they were morbidly obese why did she shoot them from waist height? Why not a more flattering angle?



<https://www.boredpanda.com/fat-shaming-couple-wedding-photography-photoshop-katie-liepold/>

What kind of context are these?

Text 1:

Formal Informal Neutral

Text 2:

Formal Informal Neutral

What kind of texts are those? Write the number of text (text 1 or text 2) in corresponding brackets:

- | | |
|--|---|
| <input type="checkbox"/> Newspaper article | <input type="checkbox"/> website article |
| <input type="checkbox"/> magazine article | <input type="checkbox"/> Facebook comments |
| <input type="checkbox"/> twitter posts | <input type="checkbox"/> Instagram comments |

What made you come to these conclusions?

Write on!

Based on the text on page 7, answer the questions below:

- Do you write responses to Facebook and Instagram posts?

- Is language used on Facebook usually formal or informal?
- Are the formats of responses: Long or short?
- How would you write a comment to the photographer if you were the bride to be?
- Write a first draft of a comment to a Facebook post sharing your opinion about the situation involving the bride-to-be and the photographer:



6. Exchange your comment with a classmate and point out any mistakes or suggestions to each other so you can improve your Facebook comment.
7. Write your improved comment below!

Comments

Leave a comment

Post comment

Comment using...

Now I know...

Check your progress at the end of this unit!

How to use the past tense in the interrogative, negative and affirmative form.			
How regular and irregular verbs change in the past tense.			
How the pronunciation of regular verbs in the affirmative form changes according to their ending sounds.			
How to express your opinion and also interact using the simple past.			

TEACHER'S GUIDE

fat people s

fat people shouldn't wear stripes

fat people shouldn't wear skinny jeans

fat people smell

fat people should die

**JUST BECAUSE IT'S ACCEPTED,
DOESN'T MEAN IT'S ACCEPTABLE.**

What is fat phobia?

https://cdn-images-1.medium.com/max/600/1*75K5ydyPXXq56F1BZTA.jpg

Let's get started!

- Ask students where the people are, what the weather is like, who are the people and how they are related and any other questions that help students get started.
- To introduce the topic to students, ask them to pay close attention to the couple in the pictures and elicit what the difference is between them.

Optional: Collect other odd pictures from the internet where people were also photoshopped to look thinner and ask students to say if the pictures were manipulated or not.

Sit and read!

- Before reading the text, ask students to analyse the headline in the picture. Ask questions such as where they can find this kind of text, if they use the internet and what for, if they search for this kind of text online.
- Go over the questions in activity 1 and elicit the answers from students. If necessary revise with them where formal and informal language occur and how they can be identified.
 - a) *Possible answers: on the internet, on blogs, on websites. The language used is informal.*
 - b) *Answers may vary.*

Optional: Divide students in groups or pair them up and ask them to answer the following questions on a piece of paper. Set the time (2 or 3 minutes) and then elicit the students' responses. Write the answers on the board and ask students to vote on the most creative answer. This is a great way for teachers to set a great mood for the activity and it also makes this task a little more fun.

1. Ask students to read the text to themselves and underline any new vocabulary. In this activity students must identify new vocabulary in their real context.

It's a wonderful word!

After the reading activity, ask students what new words were found in the text. Write them on the board. The following exercise covers the possible main new words to students at this level and, with their context, they must identify their meanings and do the matching task. Correct the students' answers and clear out any doubts.

Answers:

(g) to reduce, to cut down

(a) future wife

(c) to accompany

(d) Something was different, not quite right.

(h) affective, romantic

(f) an offensive comment

(i) paid back

(b) went to, examined.

(e) not to be modified and improved

Got it!

Go over the questions with students, asking them to answer out loud and also asking if they agree with each other's answers. This is a moment to use the new vocabulary and check comprehension.

- 1) *Answers may vary.*
- 2) *Answers may vary.*
- 3) *Answers may vary.*
- 4) *Answers may vary, but make sure students really understand the concept.*

Fat-shaming noun [U] also fat shaming /'fæt.ʃeɪ.mɪŋ/ /'fæt.ʃeɪ.mɪŋ/

The act of criticizing or drawing attention to someone for being fat, making them feel embarrassed or ashamed:

"Fat shaming can lead to depression, anxiety, and low self-esteem."

Source: <https://dictionary.cambridge.org/dictionary/english/fat-shaming>

- 5) *Possible answers: "She actually photoshopped one picture of us skinnier."/ "She probably took like 30 pounds off each of us."/ A whole big rant about how just that week she had a photo shoot with two morbidly obese individuals," said Liepold./ "it is extremely difficult to get Pinterest worthy lovey-dovey pictures when people can't even get their heads together."*
- 6) *Answers may vary.*

It's grammar time!

Go over the sentences extracted from the text and ask students to pay close attention to the words in bold. Ask students to answer the questions.

1- Answer: (x) a past idea

2- Answer: students are expected to say the words end in *-ed*.

Ask students to fill the gap in the sentence on the box: ***-ed***.

At the second part, ask students to observe the verbs "**to joke**" and "**to share**" in the sentence and to answer the question: Was it necessary to add *-ed* to change them into the past? (x) No

At this point, we want students to recognize that regular verbs in the past vary, either **ending in -ed, -d, or -ied**.

Ask students to answer the question: To change verbs ending with **-e** into the past tense, such as **joke** and **share**, we just need to add _____

Next, students will be asked to read an extract in order to find time markers.

In the extract "*"I'm too sick to march, so I worked on this photo we shot a few weeks ago to post today," Nick wrote.*", ask students to circle an evidence of when this situation happened.

Answer: *a few weeks ago*.

The next step covers irregular verbs. Ask students to read the extracts, observing the verbs in bold.

At this point, we want students to recognize that verbs in the past vary, either **ending in -ed** or having a **whole different form**, so the concept of **regular** and **irregular** verbs can be taught.

After that, ask students to complete the gaps with the words from the box. Through this activity, students will come up with some important aspects of the simple past tense.

Answers:

1- The verbs in boldface are in the past tense.

2- Irregular verbs such as **got, thought and took** have different forms in the past tense.

3- Regular verbs such as **joked, talked and worked** have similar endings in the past tense.

To conclude this section and have some controlled practice, students must go over the text and find the past tenses of the irregular verbs in the table. The verbs were given in the infinitive form so students can complete the table with the past form of the verbs.

Answers:

Infinitive	Past
Can	Could
Feel	Felt
Get	Got
Have	Had
Keep	Kept
Shoot	Shot
Take	Took
Write	Wrote

If necessary, students can refer to a more complete list of verbs at the appendix, by the end of book.

Repeat after me!

Now students will be faced with the different pronunciation of the –ed at the end of the verbs.

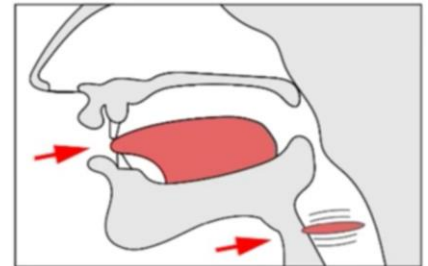
Start by explaining to students that the pronunciation of the words ending in –ed depends on the final **consonant sound**.

Go over the instructions on the book, step-by-step, by observing the the verb “to help”.

Ask students to answer the question:

Answer: “What is the ending sound of this verb?” ”p”

Ask students to put their index finger on their throat. Use the picture as a reference, saying they must touch their throat where the lower arrow is.



<https://goo.gl/GQu1kk>

Ask students to answer the question:

“Is there any vibration on your throat when you say this letter?” Answer: () Yes (x) No

Tell students that when the letter **does not** produce any vibration when we say it, we call them **voiceless**.

Now repeat the procedure with the final consonant sound of the verb “to share”. Ask students to answer the question: “What is the ending sound of this verb?” Answer: -r

Go over the following question:

“Is there any vibration on your throat when you say this letter?” Answer: (x) Yes () No

Explain to students that when the letter **produces** a vibration when we say it, we call them **voiced** and that **the only exceptions occur with the words finished with –d or –t.**

Tell students that there are three ways to pronounce the –ed sound at the end of a word in English: **/ɪd/ /t/ /d/**

1. Go over instructions and ask students to complete the first line of table with the ending sounds **/ɪd/ /t/ /d/** by using the online website www.thedictionary.com to listen to the pronunciation of the past tenses of the verbs on the table.

/ɪd/		/t/		/d/	
Want	Wanted	Help	Helped	Call	Called
<i>Decide</i>	<i>decided</i>	<i>Watch</i>	<i>watched</i>	<i>Live</i>	<i>Lived</i>
<i>Wait</i>	<i>waited</i>	<i>Reduce</i>	<i>reduced</i>	<i>Claim</i>	<i>Claimed</i>
Need	needed	Look	Looked	Clean	Cleaned
<i>Repost</i>	<i>reposted</i>	<i>Cook</i>	<i>cooked</i>	<i>Beg</i>	<i>begged</i>
<i>Add</i>	<i>added</i>	Kiss	kissed	Offer	Offered
Study	studied	<i>Wash</i>	<i>washed</i>	<i>Move</i>	<i>Moved</i>
<i>Fold</i>	<i>folded</i>	<i>Check</i>	<i>checked</i>	<i>Study</i>	<i>Studied</i>
Visit	visited	Fix	Fixed	Share	Shared

2. Ask students to complete the box with the words **voiceless, voiced or /ɪd/**, based on all the activities seen so far and by listening to the pronunciation of the past tense of these regular verbs on the website mentioned above.

Answers:

The sound of **/ɪd/** in the end of verbs in past tense happens with verbs ending in **–t and –d.**

The sound of **/t/** in the end of verbs in the past tense happens with verbs ending with **voiceless consonant sound** and **vowel sound.**

The sound of **/d/** in the end of verbs in the past tense happens with verbs ending with **voiced consonant sound.**

3. Now students will put into practice the concepts learned in this section by writing the past forms of the verbs in the correct columns.

Live	Reduce	Repost	check	add
Watch	Wait	Claim	move	Fold
decide	Cook	Wash	beg	study

Answers in italics on the table of activity 1.

4. The following activity is supposed to work with both pronunciation and grammar. Through an authentic text, students must fill in the gaps with the correct verbs in the past and at the end, students are supposed to read their answers out loud with the correct pronunciation of the –ed sound in the regular verbs in the past.

Answers:

(1) *Shared* (2) *added* (3) *reposted* (4) *added* (5) *Planned* (6) *decided* (7) *worked*

It's grammar time!

At this section, students will be exposed to the negative and interrogative forms of the simple past. Ask students to look at the pictures and read the captions.

Now ask to students to notice that in all the posts we see the verb in boldface. Ask them what verb this is and if they are in the same form in each sentence.

Now ask students in which sentences the verb changes and ask them to check the sentence where this happens.

Answer: (x)“This girls just **ate** the big tower of meat, made it on the wall off fame (...)”

Now demand from students to check the correct options and complete the gaps:

Answer:

- In the **simple past**, the verb changes its form **ONLY** in
(x) the affirmative sentences () the negative sentences () the interrogative sentences
- In interrogative sentences, we use the auxiliary did + subject + verb.
- In negative sentences, we use the auxiliary did + not + verb.
- Contraction: did + not = didn't

Now that students were told the differences between affirmative, interrogative and negative forms, students are expected to fill in the gaps using the structured learned by following the directions.

Answers:

<i>Keep – kept</i>	<i>Go – went</i>	<i>Work – worked</i>
<i>Ask – asked</i>	<i>Deny – denied</i>	<i>Hate – hated</i>
<i>Recruit – recruited</i>	<i>State – stated</i>	<i>Spend – spent</i>
<i>Experience – experienced</i>	<i>look – looked</i>	<i>Realize - realized</i>
<i>Tell - told</i>	<i>Act – didn't act</i>	

In the activity 'Use your imagination!', students will use the content learned to answer the questions. This activity aims into making students be able to produce language in a freer way.

Ask students to answer the questions, telling the story behind each picture.

Answers to all the questions may vary.

Let's talk!

Now in the speaking task students must talk about past activities and the situation chosen was one related to the text.

Go over illustrations and ask students to describe the pictures.

As a "setting-the-mood" activity, start by asking who they think uses photoshop the most, men or women, and why.

Go over instructions and ask students to recreate the situations, taking turns to change roles.

Guide students into possible problems they might encounter in their pictures and elicit from them the use of the expressions in the box. Walk around the classroom to observe students' production and ask a pair of students to perform in front of the class.

Listen up!

1 - Ask students to look at the picture and answer the questions.

- a) Possible answers: *In a bakery shop, on a tv show.*
- b) *An adult family member (a mother, aunt), 2 girls (daughters, nieces) and a tv host.*
- c) *Answers may vary.*
- d) *Answers may vary.*

2- Play the video from YouTube (<https://www.youtube.com/watch?v=WgC1igL0kuE&t=65s>) from 00:00 to 00:14 so they have a gist of the story behind the video. Don't let students see the images at this point. Elicit from them what they think this extract is about.

3 - Play from 00:00 to 00:14 so students can fill in the gaps.

Answers:

Did – got - talked

Now play the second part of the audio, from 00:50 to 01:05. Ask students to fill in the gaps.

Answers:

Tell – loose - special

4 - Show the whole video to students and ask them to answer the questions.

- a) *Answers may vary.*
- b) *The man thinks the woman is disgusting for fat-shaming his own daughter. He thinks the mom's attitude is unacceptable.*
- c) *Answers may vary.*

Transcript:

Mom: You did such a good job at school you deserve a treat!

Girl: Yum! I want the oreo!

Mom: Uhm, no, not for you.

Girl: But I got better grades than Sarah.

Mom: Sweetheart we talked about this, look at yourself, you need to lose weight.

TV Host: You're at a donut shop when you see a mom with her two daughters. She's rewarding one of them with a donut but the other one she's on a strict diet. Will customers side with our mom, who desperately wants her daughter to lose weight, or with a young girl who simply wants to enjoy a treat with her sister? What would you do?

Girl: One donut isn't going to affect my diet!

Mom: That's just the attitude that got us into this mess!

Mom to man # 1: What are your favorite flavors?

Narrator: We're rolling one last time and our mom thinks she's found a friend in a man behind her in line.

Mom: But I did tell my one daughter no donuts for her.

Man # 1: Why? that's not right.

Mom: Look at her she needs to lose some weight!

Man # 1: No she don't!

Mom: I think, she's got her own special donut right around yeahhhh.

Man #1: I got one too. I got one too, dear. It's alright.

Narrator: Now we noticed this man behind him listening in.

Mom: Did you hear what he said?

Man #1: You have to exercise.

Mom: You know what she's getting? That's what she gets.

Man #1: That's not fair.

Mom: Life this isn't fair right.

Narrator: Now that man in the back, steps forward.

Man # 2: Can I say something?

Mom: Yes.

Man # 2: You absolutely disgust me. You really do.

Mom: What do you mean...

Man # 2: I'm serious. Like, I'm standing here completely unbeknownst of your conversation and you're body shaming – this is your daughter?

Mom: Yes.

Man # 2: That's horrible. You're a horrible person.

Mom: What do you mean... body shaming?

Man # 2: You're just sitting here, making fun of ... like pointing out obvious shortcomings on her part... whatever it may be due to, whatever reason.

Mom: I'm the mother here maybe you should mind your own business.

Man # 2: I appreciate that.

Mom: I'm trying to help her.

Girl: Mom, I just want one bite, I've been eating healthy all week!

Man # 2: I'm shaking. I'm just so disgusted with you as a person, mother or not. I've got my own daughter, who's eight and I would never say anything like that to her. That is just... unacceptable.

TV Host: Hi gentlemen how are you. Time to introduce ourselves. It's the TV show called What Would You Do. Sometimes people hesitate in telling other parents how to raise their kids, right?

Man # 1: That's not fair to have a daughter but I can't tell her how to raise her kid.

TV host: You don't want to do it but you had no fault. What does that do to a little girl?

Man # 2: My assumption would be that it's going to break down self-confidence and hurt her in the long run. I don't think anybody should be treated that way.

What's the Genre?

Ask students to look at the pictures and answer the questions.

Answers:

1- Text 1: (x) formal

Text 2: (x) informal

2- (1) Newspaper article

(1) website article

(1) magazine article

(2) Facebook comments

(2) twitter posts

(2) Instagram comments

3- People interested in the subject, adults, teenagers.

4- Text 1: to inform.

Text 2: to express opinions and point of views.

Write on!

Guide students through the questions as a warm-up activity for the writing task.

1. Answers may vary.

2. (x)informal.

3. (x)short.

4. Ask students to write a first draft of a comment to a Facebook post sharing their opinion about the situation involving the bride-to-be and the photographer. Elicit from them how they would react if they were the bride to be.

5. Ask students to exchange their comments with a classmate and point out any mistakes or suggestions to each other so they can improve their Facebook comment.

6. Ask students to rewrite their comment with their peers' suggestions.

Now I know...

Before asking students to do the task, elicit from them:

- what they learned in the unit;

- what they feel confident about using and what needs improvement and more practice.

Ask students to reflect on their performance on this unit and check the appropriate box.

GENDER EQUALITY FOR DUMMIES

Actual Google search for 10/03/2013

women shouldn't |

women shouldn't have rights

women shouldn't vote

women shouldn't work

women shouldn't box



women shouldn't suffer from discrimination anymore

<https://i.pining.com/564x/1a/ec/df/1aecdfbeaa7b68bccd74e80ae3a36bdc.jpg>



unwomen.org

Let's get started!

UNIT 2

What do these signs refer to?

- () Men and women should have equal treatment according to the law.
- () Women should have more privileges and rights than men should.

Justify your answer.



<https://goo.gl/x37ePc>



<https://goo.gl/qHWtzf>



<https://goo.gl/uCy9i9>



<https://aoo.al/xLT99E>

Sit and read!

Read the text and answer the question:

What does the word “dummy” mean in the context of the title?

Gender equality for dummies



By Aisha Nana Salaudeen

GENDER EQUALITY—the state in which access to **rights** or opportunities is unaffected by gender.

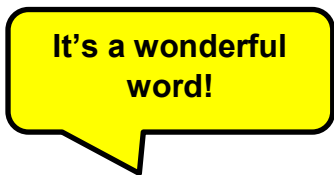
- ~ When I **demand** for equality I am not demanding for a gender switch, that would be an insult.
- ~ When I demand for equality I am **merely** asking to be treated **fairly**, not discriminated because of my gender.
- ~ My demand for equality does not mean I want **to take over** the job of a man (or anyone else really). It simply means I want a choice to decide whether or not I can have my own job.
- ~ When I demand for equality I am not saying I want to **beat up** a man. I am saying I should not be seen as one to be beaten down with impunity.
- ~ When I demand for equality it does not mean I want to take over the pay of a man, it means I **deserve** fair pay.
- ~ My demand for equality does not mean I'm a **proponent** of the male child not going to school, it means the female child also has a place in the Classroom.
- ~ My demand for equality does not mean the male child should **be frowned upon**, it means the female child should **be heralded** with joy.
- ~ When I demand for equality I am not saying the wife should disrespect her husband, I'm saying she has a place in the partnership.
- ~ When I demand for equality I am not saying the man should do the cooking or house chores everyday, I am saying whoever wants to should **be allowed to**.
- ~ When I demand for equality I am not saying men should be disinherited, just saying women have a right **to inherit** and be inherited.

~ My demand for equality does not mean I'm better or not better than you (because really it is not a competition), it just means you should not be afraid of who I am. (Ezekwesili and Yesufu, 2016).

My demand for equality takes nothing away from anyone, I am only asking to be treated like a human being.

Why is that so **threatening**?

Extracted from: <http://jaruma.net/gender-equality-for-dummies/>



1. Look at the words in boldface and match them to their definitions:

- | | |
|----------------------------|---|
| 1 – demand (v.) | () the act of appropriating |
| 2 – rights (n.) | () to act violently or forcefully |
| 3 – merely (adv.) | () to view with disapproval |
| 4 – fairly (adv.) | () legal guarantees |
| 5 – to take over (v.) | () to announce |
| 6 – to beat up (v.) | () to have the permission |
| 7 – to deserve (v.) | () to take or receive (property, a right, a title, etc.) by succession or will |
| 8 – proponent (n.) | () dangerous |
| 9 – frowned upon (adj.) | () to merit, be qualified for |
| 10 – to herald (v.) | () honestly; impartially |
| 11 – to be allowed to (v.) | () to ask for with proper authority |
| 12 – to inherit (v.) | () simply |
| 13 – Threatening (adj.) | () a person who argues in favor of something |

2. Answer the questions with full sentences:

a) What is most threatening thing about walking alone at night?

b) What do people who beat up kids deserve to get?

c) What celebrity or famous person would you like to inherit all the money from?

3. In pairs, discuss the following questions:

a) What is something you are not allowed to do at home/school/church/the movies? Give at least one example of each.

b) What company would you like to take over if you had the opportunity to?

c) What should you add to the bill of rights to protect women/elderly/kids? Give at least one example of each.

d) Do your parents demand a lot from you? What do they demand from you?

Got it!

1 – What did you understand by gender equality?

2 – According to the text, is there gender equality in the world?

3 – What can you do to promote gender equality in your house/school?

It's grammar time!

The sentences below were extracted from the text. Notice the words in boldface:

(...) I am saying I **should** not be seen as one to be beaten down with impunity. (...)

(...) the female child **should** be heralded with joy.

I am not saying the wife **should** disrespect her husband (...)

1. In all the sentences, the idea of the word “**should**” is:

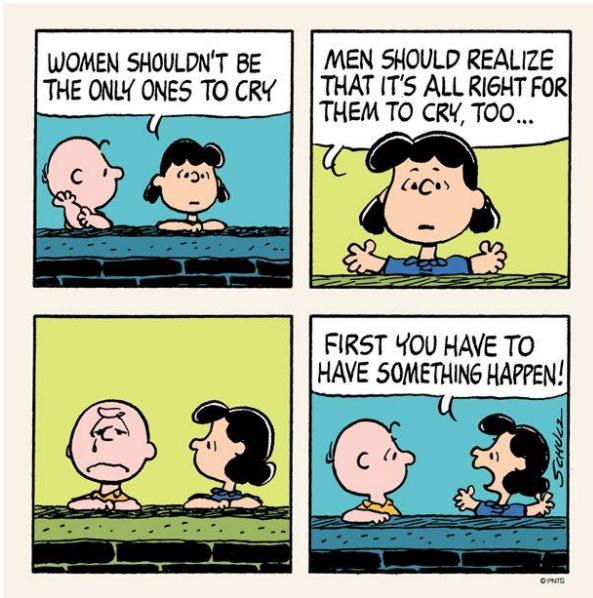
() a suggestion or advice.

() an obligation

() a possibility

2. Circle in the text other occurrences of the word **should**.

Now observe the comic strip and the meme.



<https://goo.gl/CRdEKR>



<https://goo.gl/J12SNu>

3. Match the sentences to their forms:

1. "Women shouldn't be the only ones to cry".
2. "Men should realize that it's all right for them to cry, too..."
3. "Why should you aid us?"

- () Interrogative form
- () Affirmative form
- () Negative form

4. Complete the sentences:

We can use **subject + should + _____** in the infinitive form when we want to give _____ or a _____.

We use **subject + should + _____ + _____** in the infinitive form in negative sentences. **Should + _____ = shouldn't.**

We use _____ + **subject + verb** in the _____ form in interrogative sentences.

5. Look at the pictures below and give a suggestion to each person:



a. Tom is late for work.

He _____

_____.

<https://goo.gl/iaQPQU>



b. Tom can't sleep.

He _____

_____.

<https://goo.gl/XqLrWr>



c. Betty has the flu.

_____.

<https://goo.gl/JvxwPK>



d. Sarah is being bullied at school.

_____.

<https://goo.gl/Uk85WA>



e. My best friend is crying.

I _____

_____.

<https://goo.gl/qCbTXt>



f. The little boy is lost.

I _____

_____.

<https://goo.gl/aVfgxe>

Let's talk!

Cut out the the following requests extracted from a teen-to-teen hotline community outreach services and advise these teenagers. In pairs, take turns and give suggestions and advise to your classmate.

17 YEAR OLD, FEMALE, CANADA

TEEN QUESTION/PROBLEM:

I FEEL LIKE I AM TOO FAT FOR ANYTHING. SO MANY PEOPLE INCLUDING MY FRIENDS SAY I AM SKINNY, AND THAT MY BODY LOOKS GREAT. HOWEVER, DEEP DOWN I FEEL UGLY AND FAT. I OFTEN COMPLAIN ABOUT MY WEIGHT AND HOW UNHAPPY I AM WITH MY SHAPE. I TRIED EVERYTHING TO GET RID OF MY EXTRA BELLY FAT BUT IT WON'T GO AWAY. MY MOM AGREES AND SHE THINKS I COULD LOSE A FEW POUNDS. WHAT CAN I DO? THIS HAS AFFECTED ME SO MUCH, AND I FEEL I AM TOO UGLY TO EVEN HAVE A BOYFRIEND. I ALWAYS TURN DOWN ANY POTENTIAL GUY BECAUSE OF MY INSECURITIES. I FEEL THAT IF A GUY ASKS ME OUT IT WOULD BE AS A JOKE. PLEASE HELP ME.

FEMALE, 14 YEARS OLD, CA

QUESTION/ISSUE:

I'M REALLY NERVOUS ABOUT HIGH SCHOOL, AND I HAVE A REALLY BIG PHOBIA OF GETTING OLD, SO WHEN I THINK OF BEING A FRESHMAN NEXT YEAR, I GET REALLY NERVOUS. WHAT SHOULD I DO ?

FEMALE, 12 YEARS OLD, AL

QUESTION/ISSUE:

PEOPLE WON'T LISTEN TO ME AND I'M DEPRESSED.

MALE, 13 YEARS OLD, CANADA

QUESTION/ISSUE:

A FEW DAYS AGO, I TOLD MY BEST FRIEND MY FEELINGS FOR HER, AND SHE REJECTED ME. I'M FEELING BAD AND THAT'S HARD. WE'RE STILL BEST FRIENDS, BUT HOW DO I GET OUT OF IT?

17 YEAR OLD, MALE, FL

TEEN QUESTION/PROBLEM:

MY MOM IS AN ALCOHOLIC AND I JUST WANT HER TO STOP. OUR RELATIONSHIP IS TERRIBLE, AND I DON'T KNOW WHAT TO DO. MY STEP DAD IS THE SAME, AND WON'T SAY ANYTHING TO HER.

19 YEAR OLD, FEMALE, WI

TEENLINE QUESTION/PROBLEM:

FOR WHAT SEEMS LIKE ALL MY LIFE, I HAVE BEEN DIFFERENT. I NEVER FIT IN ANYWHERE. WHEN I WAS OVERWEIGHT, I WAS THE FAT LOSER. NOW I AM JUST A LOSER. I AM IN COLLEGE NOW AND SERIOUSLY DIDN'T HAVE ANYONE I CAN TALK TO. UNTIL I MET A GIRL NAMED JANET. JANET IS ONE OF THE MOST SMART GORGEOUS AND CONFIDENT YOUNG WOMEN I HAVE EVER MET. SHE HANGS OUT WITH ME EVERYDAY AND THE OTHER DAY WE KISSED. I DON'T KNOW EXACTLY WHAT CAME OVER ME, BUT I HAVE NEVER FELT SO SAFE AND IN LOVE. TODAY WHEN WE MET UP, SHE ASKED ME IF I WANTED TO BE HER GIRLFRIEND. I WAS SHOCKED. I TOLD HER I WOULD TELL HER BY MONDAY. I CAN'T BE A LESBIAN...BUT IT SEEMS LIKE I AM. I HAVE ALWAYS BEEN CHRISTIAN AND MY PARENTS ARE, TOO. I FEEL LIKE I AM LETTING DOWN MY FAITH AND EVERYONE I KNOW. I SERIOUSLY DON'T KNOW WHAT TO DO!

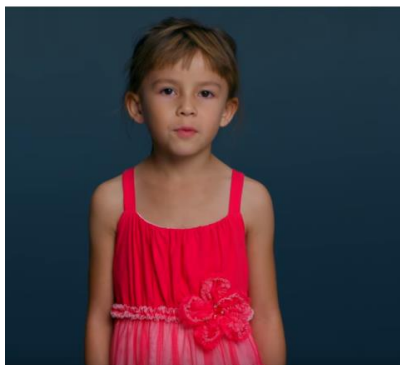
Listen up!



Always #LikeAGirl

1. Watch the first minute of the video “Always #LikeAGirl “ on Youtube (<https://www.youtube.com/watch?v=XjJQBjWYDTs>) with the sound off and answer the questions:
 - a. How did the adults perform in the scenes?
 - b. How did the kids perform in the scenes?
 - c. What do you think the video is about?
2. Watch the video with the sound on and check your answer for letter c.

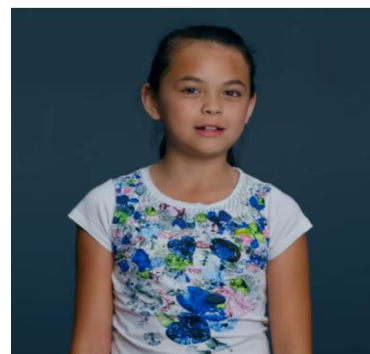
3. Check true (T) or false (F):



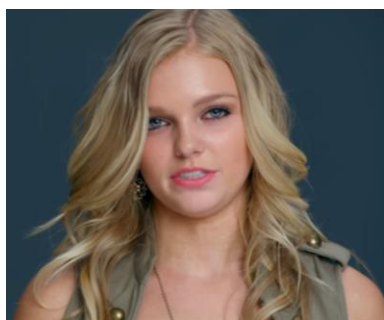
a. () For this girl, to run “like a girl” means to run as fast as you can.



b. () This boy thinks he didn't insult any girl at all by the way he performed in the video.



c. () Using the term “like a girl” can sound as a humiliation according to this girl.



d. () For this young lady, using the expression “like a girl” as an insult doesn't affect a girl's self-confidence.



e. () When Dakota, 11, was asked to run “like a girl”, she ran as fast as she could.

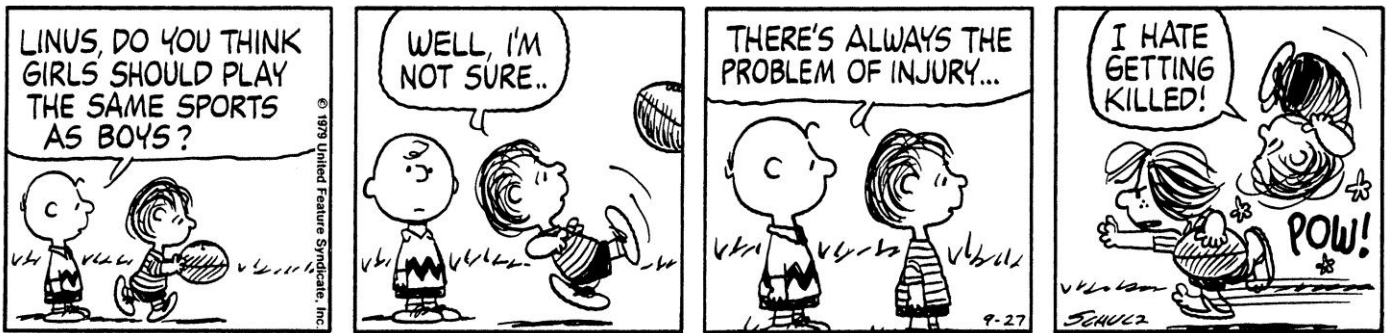
4 – Watch the video again and circle the correct word to complete the text extracted from the video:

- And what advice do you have to young girls who are told they run like a girl, **quick / kick** like a girl, **heat / hit** like a girl, swim like a girl?
Keep doing it, 'cause it's working.
- If somebody else says that **humming / running** like a girl, or kicking like a girl, or shooting like a girl.... is something that you **couldn't / shouldn't** be doing, that's their problem.
- Because if you're still scoring, and you're still **getting / letting** to the ball in time, and you're still being first you're doing it right, it doesn't matter what they say.

- d. I mean, yes! I kick like a girl, and I swim like a girl, and I **talk / walk** like a girl, and I wake up in the morning like a girl because I am a girl.
 - e. And that is not something that I should be **proud of / ashamed of**, so I'm going to do it anyway. That's what they **should / would** do.
- 5 – What did you understand by the expression “like a girl”? What should people do when they hear this expression?

What's the Genre?

Look at the comic strip that follows and answer the questions:



<https://goo.gl/7DnhxB>

1. Where can you find comic strips?
2. Who are the characters in the story?
3. Is there a dialogue between them? If so, how is it represented?
4. When does the story happen?
5. What's the purpose of the history represented in the comic strip:

() Education () Entertainment () Advertising

6. Who would read a material like this?

Write on!

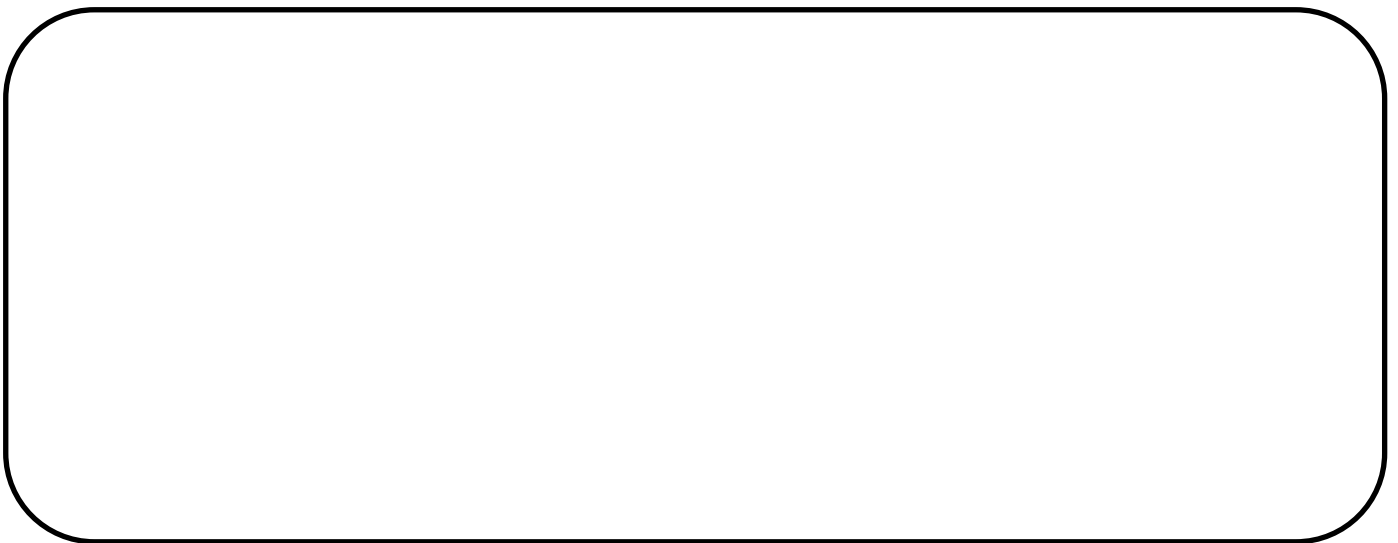
1. Check the comic strip above in the “What’s the genre” section and brainstorm with a partner the things we should or shouldn't do to change gender inequality. If necessary, go over the text “Gender equality for dummies” to review the vocabulary and the topic introduced today.

Use this box to plan:

- Who is going to read your comic strip;
- When the story is going to happen;
- The purpose of your work.



2. Create a comic strip using the ideas that came up on activity 1.















3. Exchange your comic strip with other students and your teacher and get their opinion on your work.

4. Make adjustments according to your classmates and teacher's opinion and create a final version of a comic strip using the website Pixton (<https://www.pixton.com>) and send it to my e-mail.

Now I know...

Check your progress at the end of this unit!

Now I know...

How and when to use the modal should in the interrogative, negative and affirmative form.			
How to interact giving advice and suggestions.			
How to recognize and produce using the genre comic strip.			
What gender equality means and how and it affects society.			

GENDER EQUALITY FOR DUMMIES

Actual Google search results for "women shouldn't"

women shouldn't |
women shouldn't have rights
women shouldn't vote
women shouldn't work
women shouldn't box



women shouldn't suffer from discrimination anymore

TEACHER'S GUIDE

<https://l.plnimg.com/564a/1a/ec/d/1aecd1beaa7b68bccc74e80aa8a88bdc.jpg>

The logo for UN Women, featuring the United Nations emblem and the text "UN WOMEN".
**UN
WOMEN**

unwomen.org

Let's get started!

- Ask students where and who the people in the picture are. Elicit from students if the pictures were taken at the same year/time and any other questions that help students get started.
- To introduce the topic to students, ask them to pay close attention to the signs people are holding in the pictures.
- Elicit what they think these signs refer to and ask them to justify their answers.

Answers may vary.

Sit and read!

- Before reading, ask students to analyse the title of the text. Ask questions such as where they can find this kind of text, if they use the internet and what for, if they search for this kind of text online.
- Go over the question in activity 1 and elicit the answer from students.

Answers may vary.

Dummy noun [C] UK /'dʌm.i/ US /'dʌm.i/
us also dumbbell informal a stupid or silly person:

You dummy - you don't know the answer!
Only a dummy would ignore the safety warnings.

Source: <https://dictionary.cambridge.org/dictionary/english/dummy>

It's a wonderful word!

- Go over question 1 and ask students to look at the words in boldface in the text and match them to their definitions.

Answers:

- | | |
|---|--|
| (5) <i>the act of appropriating</i> | (13) <i>dangerous</i> |
| (6) <i>to act violently or forcefully</i> | (7) <i>to merit, be qualified for</i> |
| (9) <i>to view with disapproval</i> | (4) <i>honestly; impartially</i> |
| (2) <i>legal guarantees</i> | (1) <i>to ask for with proper authority</i> |
| (10) <i>to announce</i> | (3) <i>simply</i> |
| (11) <i>to have the permission</i> | (8) <i>a person who argues in favor of something</i> |
| (12) <i>to take or receive (property, a right, a title, etc.) by succession or will</i> | |

2. Go over the questions in activity 2 and ask students to answer in full sentences.

- d) *Answers may vary.*
- e) *Answers may vary.*
- f) *Answers may vary.*

3. Ask students to discuss the questions in pairs.

- a) *Answers may vary.*
- b) *Answers may vary.*
- c) *Answers may vary.*



Got it!

Go over the questions with students, asking them to answer out loud and also asking if they agree with each other's answers. This is a moment to use the new vocabulary and check comprehension.

Optional: this activity could be done as a debate, having students sit in a circle and sharing what they understood by the text.

- 1) *Answers may vary.*
- 2) *Answers may vary.*
- 3) *Answers may vary.*



It's grammar time!

Go over the sentences extracted from the text and ask students to pay close attention to the words in bold. Ask students to answer the questions.

1. In all the sentences, the idea of the word "**should**" is:

(x) *a suggestion or advice.*

2. Students must circle in the text other occurrences of the word **should**.

Now, ask students to observe the comic strip and the meme and to match the sentences to their forms.

Answers:

- | | |
|---|--------------------------|
| 6. "Women shouldn't be the only ones to cry". | (3) Interrogative form |
| 7. "Men should realize that it's all right for them to cry, too..." | (2) Affirmative form |
| 8. "Should I tell him I am here?" | (1) Negative form |

After that, guide students into completing the gaps in the box.

Answers:

We can use **subject + should + verb in the infinitive form** when we want to give advice or a suggestion in affirmative sentences.

We use **subject + should + not + verb in the infinitive form** in negative sentences.
Should + not = shouldn't.

We use Should + **subject + verb** in the verb form in interrogative sentences.

The next activity is aimed to making students use the language in a freer way. Ask them to be creative and give a great suggestion for each person in the pictures.

- Answers may vary.
- Answers may vary.
- Answers may vary.
- Answers may vary.
- Answers may vary.
- Answers may vary.

Let's talk!

Ask students to cut out the requests extracted from a teen-to-teen hotline community outreach services and advise these teenagers. In pairs, students must take turns and give suggestions and advise to their classmates.

Optional: Ask students to report their peers' answers and to say if they agree with them or not and what they would change in their friends advice.



Listen up!

Go over the title of the video (Always #LikeAGirl) and ask students to try to predict what the video is about.

1. Watch the first minute of the video “Always #LikeAGirl “ on Youtube (<https://www.youtube.com/watch?v=XjJQBjWYDTs>) with the sound off and ask students to answer the questions:

Answers:

- d. *Answers may vary.*
- e. *Answers may vary.*
- f. *Answers may vary.*

2. Now watch the video with the sound on and check your answer for letter c.

Answer: The video explains how is to do something “like a girl” on different perspectives: adults’ and boys’ views and little girls’ views

3. This is a true (T) or false (F) activity aiming comprehension. Go over the sentences to check if students got the gist of each of them. Ask them to check if the sentences are true or false. During correction, ask students to switch books so they correct each other’s work.

Answers:

- a. (T)
- b. (F)
- c. (T)
- d. (F)
- e. (T)

4. Play the video (from 01:57 to 02:36) and ask students to circle the correct words to complete the text extracted from the video.

Answers:

- f. *Kick; hit.*
- g. *Running; shouldn’t.*
- h. *Getting.*
- i. *Talk.*
- j. *Ashamed of; should.*

5. Elicit from students what they understand by the expression “like a girl” and what they should do when they hear this expression. *Answers may vary.*

Transcript:

Female Director: Hi Erin!

Erin: Hi!

Female Director: Okay, so I'm just going to just give you some actions to do, and just do the first thing that comes to mind. Show me what it looks like to "Run like a girl."

Woman # 1: My hair, Oh God...

Female Director: Show me what it looks like to fight like a girl.

Female Director: Now throw like a girl.

Boy: Awww...

Dakota: My name is Dakota, and I'm ten years old.

Female Director: Show me what it looks like to run like a girl.

Female Director: Throw like a girl.

Female Director: Fight like a girl.

Female Director: What does it mean to you when I say run like a girl?

Girl: It means run as fast as you can.

Female Director: So do you think you just insulted your sister?

Boy: No, I mean, yeah... insulted girls, but not my sister.

Female Director: Is "Like A Girl" a good thing?

Girl # 2: I actually don't know what it really... if it's a bad thing or a good thing. It sounds like a bad thing. It sounds like you're trying to humiliate someone.

Female Director: So when they're in that vulnerable time, between ten and twelve...how do you think it affects them when somebody uses "like a girl" as an insult?

Erin: I think it definitely drops their self-confidence and really puts them down, because during that time they're already trying to figure themselves out. And when somebody says, "You hit like a girl" it's like... Well, what does that mean? Cause they think they're a strong person. It's kind of like telling them that they're weak, and they're not as good as them.

Female Director: And what advice do you have to young girls who are told they run like a girl, kick like a girl... hit like a girl...swim like a girl....

Woman # 2: Keep doing it, 'cause it's working. If somebody else says that running like a girl, or kicking like a girl, or shooting like a girl.... is something that you shouldn't be doing, that's their problem. Because if you're still scoring, and you're still getting to the ball in time, and you're still being first, you're doing it right. It doesn't matter what they say.

I mean, yes! I kick like a girl, and I swim like a girl, and I walk like a girl, and I wake up in the morning like a girl... Because I am a girl.

And that is not something that I should be ashamed of, so I'm going to do it anyway.

That's what they should do.

Female Director: If I asked you to run like a girl now would you do it differently?

Woman # 1: I would run like myself.

Female Director: Would you like a chance to redo it?

Woman # 1: Yeah.

Why can't "run like a girl" also mean win the race?

What's the Genre?

Ask students to read the comic strip and go over the questions. The aim of this activity is to make students understand the components, the type of language, and other characteristics of this genre.

Answers:

7. *On Newspapers, magazines, comic books, websites on the internet.*
8. *A man and his cat.*
9. *There is a dialogue, but while the man talks (represented by the speech bubble) the cat only thinks (represented by the thinking bubble).*
10. *During Christmas time.*
11. *The purpose of the story is entertainment.*
12. *Kids, teenagers and adults; people interest in comics.*
13. *(x) They should live the present.*

Write on!

The previous activity was a general overview so students could use the information to create their own comic strip.

1. Ask students to go over instructions and brainstorm with a partner the things we should or shouldn't do to change gender inequality. Remind them to use the box to plan who is going to read their comic strip, when the story is going to happen and the purpose of their work.
2. Ask students to create a comic strip using the ideas that came up on activity 1.
3. Ask students to exchange their comic strip with other students and their teacher and to get their opinion on their work.
4. Demand from students to make adjustments according to their classmates and teacher's opinion and create a final version of a comic strip using the website Pixton (<https://www.pixton.com>) and send it to the teacher's e-mail.

Now I know...

Before asking students to do the task, elicit from them:

- what they learned in the unit;
- what they feel confident about using and what needs improvement and more practice.

Ask students to reflect on their performance on this unit and check the appropriate box.

Appendix: List of Irregular Verbs

Base Verb	Past Simple	Base Verb	Past Simple
be	was	lend	lent
become	became	let	let
begin	began	light	lit
bet	bet	lose	lost
bite	bit	make	made
bleed	bled	mean	meant
blow	blew	meet	met
break	broke	pay	paid
bring	brought	put	put
build	built	read	read
burn	burnt/ burned	ride	rode
buy	bought	ring	rang
catch	caught	rise	rose
choose	chose	run	ran
come	came	say	said
cost	cost	see	saw
cut	cut	sell	sold
deal	dealt	send	sent
dig	dug	set	set
do	did	sew	sewed
draw	drew	shake	shook
dream	dreamt/ dreamed	shine	shone
drink	drank	shoot	shot
drive	drove	show	showed
eat	ate	shut	shut
fall	fell	sing	sang
feed	fed	sink	sank
feel	felt	sit	sat
fight	fought	sleep	slept
find	found	speak	spoke
fly	flew	spell	spelt /spelled
forget	forgot	spend	spent
forgive	forgave	spoil	spoilt /spoiled
freeze	froze	stand	stood
get	got	steal	stole
give	gave	stick	stuck
go	went	swear	swore
hang	hung	swim	swam
have	had	take	took
hear	heard	teach	taught
hit	hit	tell	told
hold	held	think	thought
hurt	hurt	throw	threw
keep	kept	understand	understood
know	knew	wake	woke
lead	led	wear	wore
learn	learnt / learned	win	won
leave	left	write	wrote

Rationale

The art of questioning: developing critical thinkers aims to use language acquisition not only as means of communication but also as a possibility to reflect on social, historical and ideological thinking.

The choice of themes for both units – fat shaming and gender equality – are deeply connected and raise awareness to great discussion, language production and social and political debate.

It is part of our roles as teachers to create an environment that enables our students to perform as agents of change in society, and to reach this goal teachers must be prepared to face the challenges and constraints inherent in this process.

As mentioned by Kumaravadivelu, B. (2003) talking about teachers,

“to achieve personal transformation, they try to educate themselves and their students about various forms of inequality and injustice in the wider society and to address and redress them in purposeful and peaceful ways. The dual role, thus, requires teachers to view pedagogy not merely as a mechanism for maximizing learning opportunities in the classroom but also as a means for transforming life in and outside the classroom.”

There are a myriad of positive points of using critical perspectives in class. Students have a broader view on the language studied when they also learn social and cultural aspects involved in that language. By knowing different cultures, learners can evaluate their own condition and improve their social skills, learning how to deal with the differences and the unknown.

By teaching not only procedural aspects of the language but also with a critical perspective and social and cultural context, teachers can promote social changes, raising students' awareness on how we should live and act in society. By doing so, students themselves also become agents of change, by sharing their knowledge and experiences within their families, friends and community. When learners know their role in society, they become empowered citizens, who know their value and are able to make social changes that will affect not only their own lives but also the lives of future generations. They become better negotiators while communicating and reinforce their identity as members of a group and the society as a whole.

Thus, the purpose intended is to provoke in students the need to rethink and – why not – redesign some old-fashioned thoughts and conceptions, through activities and tasks that will demand from them careful examination and pondering.

Considering my background as an English learner, I could reflect on my learning process and identify what I wanted to change if I were to design myself a material to be used for students at the age I initiated my studies in English. I started studying English when I was 12 years old and I was taught a second language through the audiolingual method. I still remember some lines of the dialogues we used to be exposed to and the drills we had to do in class. The books were a little outdated considering I was a teenage student and the content of the book had nothing to do with the things I was used to seeing and reading outside class.

Considering the fact I did not relate to my course book at any level, there was great concern with producing content that would be suitable and appealing to my target learners. Both their level and age were taken into regard and to do so I used as many authentic materials as possible, so students could be exposed to new language as they happen in a real-life context, which is something I missed having as a language learner. Especially as a beginner, I was just exposed to pieces of writing which were produced with the only intention to teach small chunks of vocabulary and grammar.

Gilmore, 2007, defines authenticity in the same way as Morrow (1977: 13): ‘An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort’. Based on this definition, the material collected to be used in the activities were extracted from websites, newspapers, audio and videos where language is used in their real social and cultural context, made for English speakers and linked to themes which permeates the life of a teenager, my target learners for this material.

Bearing the use of authentic materials in mind to elaborate my work, the intention pursued was to make the activities more relevant to students and promoting the student’s motivation and confidence, as mentioned by Guariento & Morley 2001, cited by Berardo, S. A 2006:

“Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language ()”

In fact, there is a high motivation involved in performing on the target language, being able to read, listen and communicate is of utter accomplishment for any second language learner, especially when the learner is able to use the language to express relevant aspects of their social lives.

Once the goal was to really insert the learner in an environment where communication is produced in various ways through authentic material, it is paramount to mention the approach chosen for reaching this goal. The Communicative Language Approach (CLT) understands learning languages not only as structures, syntax, morphology by also as means of communication, oral or written, considering their social and cultural contexts. As cited by RICHARDS, J. and RODGERS, S, 2011 , in their considerations referring to CLT:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Considering these aspects, the present work was elaborated to approach and develop the four abilities in language learning with communicative tasks, comprehension and oral production, written production and genre recognition and use. Another relevant aspect to be consider in the CLT approach is the fact that learners have more autonomy, having teachers as mere facilitators of the process of learning, as Breen and Candlin (1980) describe, cited by RICHARDS, J. and RODGERS, S, 2011:

“The role of learner as negotiator- between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (1980: 110)”

The learners’ role in the process of learning in the CLT perspective puts students in a similar position of those acquiring their first language: they learn from the

environment, from social and cultural negotiations, from using language in relevant contexts and due to this fact it was the approach chosen for the elaboration of the my units.

Hence, following the concept of a student-centered approach, when teaching grammar it was taken into consideration placing the learner as the agent of their own learning, by having teachers as only mentors in the process of acquiring new knowledge, as it happens in the inductive approach.

As mentioned by Krashen (1981); Krashen and Terrel (1993),

“learners should acquire language unconsciously and implicitly as a result of exposure to comprehensible input rather than “learn” it consciously through explicit teaching of grammar rules.”

Following this concept, the aim with grammar instructions was to lead students to the grammar topic introduced by having them identify and recognize patterns rather than give away formulas on how to use it. I would compare the inductive approach to a treasure hunt: teachers provide students with maps with evidence where the treasures are buried but only the students, in this context the explorers, can find the chest of gold. The focus of the inductive teaching is to have learners go through their own idealizations by being exposed do relevant data in their real context, as mentioned by Goner, Phillips, and Walters (1995), cited by Kumar (2013):

“The inductive approach represents a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context”.

Another concern was to give students opportunities to use the language and grammar structures learned in the lessons through tasks which give learners the chance to make assumptions and communication in their own social perspective, being able to communicate freely using the new input. In order to allow students to do so, there are, throughout the units, activities based on tasks which promote freer interactions, once, as mention by Nunan, (1989, p.10), task is

“a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

In another section of the units, there was also a concern in showing students the scheme and structure behind language, especially in writing productions. Understanding writing as a process is of utmost relevance for being able to develop accurate pieces of writing.

As suggested by Campbell (1998),

“In the process approach, the steps or stages are illustrated and practiced from the generation of ideas and compilation of information through a series of activities for planning, gathering information, drafting, revising, and editing.”

In this scenario, it was taken into consideration the processes involved in producing communication, but it is paramount to also mention the functional approach of genre, as suggested by Swales (1990: 58), cited by ASKEHAVE, Inger (1999):

“A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style”.

Regarding these aspects of genre as both means of functional communication but also as framework or background for idea generation, the writing activities took into consideration both aspects and were designed to meet the student’s environment of language production.

Another important feature at the end of each unit, was the self-assessment, where students are given an opportunity to reflect on their learning through self-evaluation, making room for their own improvement and allowing teachers to understand weaknesses and strengths in order to proceed with the lessons.

In a nutshell, I believe many relevant and crucial aspects of learning were approached by both units and both will allow students not only to communicate but also to act in different settings, cultural and social backgrounds.

References:

KUMARAVADIVELU, Bala. Beyond methods: Macrostrategies for language teaching. Yale University Press, 2003.

BERARDO, Sacha Anthony. The use of authentic materials in the teaching of reading. The reading matrix, v. 6, n. 2, 2006.

GILMORE, Alex. Authentic materials and authenticity in foreign language learning. Language teaching, v. 40, n. 2, p. 97-118, 2007.

RICHARDS, Jack C; RODGERS, Theodore S. Approaches and methods in language teaching: a description and analysis. 2 ed. Cambridge: Cambridge University Press, 2001.

KRASHEN, Stephen D. Second language acquisition and second language learning. Oxford University Press, 1981.

KRASHEN, Stephen D.; TERRELL, Tracy D. The natural approach: Language acquisition in the classroom. 1983.

KUMAR, N. U.; PHILIP, P.; KALAISELVI, A. The application of CLT to teaching English as a second language-an assessment of practice in India. International Journal of Humanities and Social Science Invention, v. 2, n. 5, p. 24-29, 2013.

NUNAN, David. Designing tasks for the communicative classroom. Cambridge University Press, 1989.

KIM, Yanghee; KIM, Jiyoung. Teaching Korean university writing class. Asian EFL, v. 7, n. 2, p. 1-15, 2005.

ASKEHAVE, Inger. Communicative purpose as genre determinant. HERMES-Journal of Language and Communication in Business, v. 12, n. 23, p. 13-23, 1999.

