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Curso de Especialização em Ensino de Inglês – CEI

**World English – Fostering Critical Thinking in
ESL/EFL Classrooms (Unidade Didática para o Ensino
de Inglês)**

**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
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Inglês.**

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Introduction

Being a teacher at the present time means much more than just making students learn grammar, vocabulary and pronunciation. It has always been inherent to the teacher's role to act like an educator and help shaping student's minds to form individuals with a mature and critical view of the world, but this tendency has become much stronger lately. This was the main reason why I chose to call this book "World English": not only because nowadays English is a widespread language that does not "belong" to one specific nation, but also because students feel the need to be able to understand the world in a critical way.

Our society demands that students become agents of change and designers of their own learning process. However, a lot of classroom practices, approaches and methodologies applied today still appear to disregard, or ever forget about this fact, and continue to see students as mere receivers of knowledge, which, within this perspective, is represented by the figure of the teacher.

When developing this material, my idea was to give a small contribution to help change this scenario. It is aimed at young adults, level B2 according to the Common European Framework of Language Reference, because this is the public who will soon become professionals that will need to face the current difficulties and benefit from the most recent improvements from our post-modern age, and in a near future they will be the ones responsible for the formation of the upcoming generation. My intention is that those students find in each activity of this book an opportunity to discuss relevant issues for our society and learn the language content that is embedded in this context. Having that said, I chose two main topics which I believe that are urgent to be discussed and that have at least some kind of reflection in everyone's lives, namely the environment and women's rights.

The first unit is called "The world we are leaving for our kids" and its theme is the environment. As we all live in the same world and increasingly suffer the effects of the imbalance we are causing in natural domains, this is a subject that needs to be addressed, especially with children, teenagers and young adults, who are the next generations to

inherit all the negative outcomes from our careless actions towards the environment. Furthermore, I have a degree in Geography and have always been interested in bringing some of the themes explored in this field to my English teaching practice, as a way to enrich discussions and surpass the typical topics usually addressed in classrooms. The intention is to foster a healthy discussion about the impact of our consumption habits and to think of ways to minimize it, starting from small changes that individuals can make every day.

The second unit is called “Women in the world” and is dedicated to talk about women’s rights, tackling issues like gender wage gap, feminism and women’s education. More than just a pedagogical choice, as a woman myself, I truly believe this topic should be addressed in classrooms, as it is urgent to make the younger generations reflect upon gender equality. Although at first it may seem that only women would be interested or benefitted from such a discussion, it is a topic that affect us all, for society as a whole suffers the effects of gender inequality, when, for example, girls do not explore their intellectual potential and consequently are prevented from becoming successful entrepreneurs or scientists. Therefore, all members of a society would profit from opening their minds and talking about this issue.

All materials used in the design of the units are authentic, which provide a great opportunity for students to get to know real reliable sources to discover more about these topics. In addition, all linguistic and grammatical aims are worked within this context, which makes students learn in a more natural fashion. Each unit is divided into sections, which work specifically with one of the four language skills.

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World English

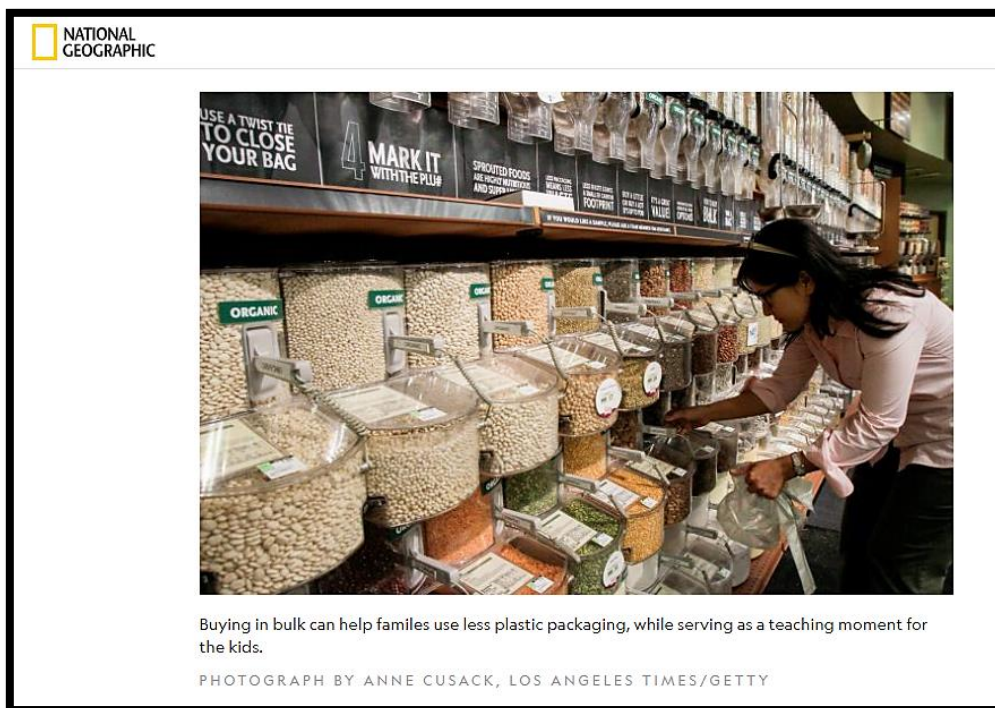


Carolina Moura Veloso

Unit 1: The world we are leaving for our kids

➔ 1-It's time to read!

1- Look at the picture below and discuss with your classmates. What is the woman buying? Is this the way people usually shop in your country?



Buying in bulk can help families use less plastic packaging, while serving as a teaching moment for the kids.

PHOTOGRAPH BY ANNE CUSACK, LOS ANGELES TIMES/GETTY

Source: <https://news.nationalgeographic.com/2018/06/reduce-plastic-use-families-kids-environment-culture/>. Last access 07/20/2018.

The picture above was taken from the National Geographic website. It is part of an article about ways of changing habits to become more environment-friendly. Based on what you discussed above and in your own experience, answer the question:

How can this way of shopping contribute to a cleaner environment? Give examples.

Now, read the article that follows the picture. Do you think a family can easily put these tips in practice daily?

| PLANET OR PLASTIC? |

Reducing Plastic as a Family Is Easy. Here's How.

Choosing a cone, instead of a cup, for your ice cream is one fun tip.

BY ALLYSON SHAW



PUBLISHED JUNE 4, 2018

Your family might use plastic straws, water bottles, and bags for just a few minutes, but those items don't disappear when they're thrown out. Single-use items like these account for more than 40 percent of plastic waste, and each year about 8.8 million tons of plastic trash flows into the ocean. This waste endangers wildlife, pollutes the water, and puts human health at risk.

The stats are frightening, but you've got a secret weapon to **curb** your family's plastic use: your kids.

Many children care deeply about wildlife—they certainly don't want to watch a sea turtle suffocate from a plastic straw—and kids understand they're inheriting an Earth in crisis. But small changes to your family's routine can empower your children to make a real difference in the fight against plastic. Start with these tips below.

1. Straws Suck

The best estimate currently available is that Americans use about 500 million plastic straws each day. Help your kids **swap out** the disposable straws by allowing them to choose a colorful, reusable straw. Keep it **handy** for restaurant visits or snack stops

2. Keep It in a Cone

At the ice-cream shop, always choose a cone over a cup with a plastic spoon. (Waffle versus cake is still your call.) Take it further by helping your kids talk to the shop manager about switching to compostable utensils—your kids just might be cute enough to change someone's mind.

3. A Better Birthday Bag

As birthdays approach, rethink the **goodie bags**. A few days after the party, those plastic yo-yos and other throwaway toys start to look like junk. Work with your kids to choose Earth-friendly, non-plastic giveaways like homemade treats or coupons to a local bakery.

4. That's a Wrap

Items shipped to your home often come wrapped in plastic packaging, and toys bought at the store are covered in it. When your kids want something, help them brainstorm ways to avoid the excess plastic. Some things can be bought secondhand, others can be shared or borrowed, and some stuff doesn't need to be purchased at all.

5. A Leaner Lunch

The average 8- to 12-year-old kid throws away about 67 pounds of lunch trash every year. Instead of packing your kids' sandwiches in plastic bags, reach for reusable wrappers made of cloth or beeswax. Kids can even make and decorate their own lunch bags from old jeans. Then **toss** an apple or a banana in the bag instead of a plastic-wrapped snack.

6. Don't Float Away

If you're planning a trip to the beach, make sure those plastic **pails**, beach balls, and inflatable flamingoes don't float out to sea. Put your kids in charge of tracking these items and making sure the toys are back in the car at the end of the day.

7. Recycle Right

Not all plastics are recyclable, but some items—like beverage bottles and plant pots—are. Learn what your local recycling plant is able to accept, then make it a priority to separate your waste at home. You can even encourage your kids to push for plastic recycling in their classroom.

8. Ban the Bottle

Let each of your kids select a reusable water bottle, then give them the responsibility of hanging onto it. Look for other bottles in your home that can be **nixed**. For instance, you can let each child choose their own type of bar soap instead of purchasing a plastic bottle of liquid soap to share.

9. Buy in Bulk

Purchase items like popcorn kernels, cereal, and pasta in **bulk** to cut down on packaging waste (ideally with your own containers), then pull out your **tote bag** to take it all home. Work with your kids to choose and then decorate reusable containers for each of these items and have them sort the food into their respective containers.

10. Trash Troopers

If you find yourself with a free Saturday, grab the kids and join a community cleanup. You'll not just be beautifying the neighborhood—you might help change laws. Groups that host the cleanups sometimes weigh the waste, which helps leaders make decisions about laws that encourage people to throw away less trash. No cleanups scheduled? Your kids can plan their own.

Source: <https://news.nationalgeographic.com/2018/06/reduce-plastic-use-families-kids-environment-culture/>

1.2 - Understanding words

1- Work in pairs. Look at the words **highlighted** in the text and discuss their meaning with your classmate. Then, match them to their correct definitions.

- | | |
|----------------|--|
| a) Curb | 1- Stop, prevent or refuse to accept something. |
| b) Swap out | 2- Buckets. |
| c) Handy | 3- Control or limit something that is not wanted. |
| d) Goodie bags | 4- Bags of small gifts given to guests at a party or other event. |
| e) Toss | 5- Remove something and replace or exchange it. |
| f) Pails | 6- Throw something carelessly. |
| g) Nix(ed) | 7- Close to you and therefore easy to reach or get to. |
| h) Tote bag | 8- Stored loose and not wrapped in separate boxes or containers. |
| i) In bulk | 9- A large, open bag with two handles, often made of strong cloth. |

2- Look at the definitions below:

What is a pun?

A pun involves a play of words which may refer to a variety of meanings of a word or two words that sound similar. The use of pun creates a rhetorical or humorous effect. Since puns largely involve a play of words, they are regarded as idiomatic expressions as their usage applies to a specific language and culture.

This is a well-known joke based on a pun: "What's black and white and red (= read) all over?"
"A newspaper."

Source: <http://www.innovateus.net/innopedia/how-are-puns-used>. Last access: 07/16/2018.

Suck

- (verb): to draw (something, such as liquid) into the mouth through a suction force produced by movements of the lips and tongue.

- Slang, sometimes vulgar: to be objectionable or inadequate.

Wrap

- (verb): to cover by winding or folding
- Wrap up: to bring to an end. E.g.: Let's wrap up this meeting.

Lean (noun):

- containing little or no fat
- characterized by economy (as of style, expression, or operation)

source: <https://www.merriam-webster.com/>. Last access: 07/16/2018.

a) Some of the titles of the paragraphs in the text above are intended to have puns. Which words are meant to be used with a humorous purpose in each of the expressions below? What causes the humorous effect? Explain.

Straws Suck

That's a Wrap

A Leaner lunch

1.3 Grammar focus

1- In each section of this exercise there is a set formed by a sentence and a comic strip. Work in pairs. Discuss what the best options are and answer the questions.

1.1- Look at the sentence taken from the text. Then, tick the option that best completes the statement below.

“ **You’ll** not just be beautifying the neighborhood (...)”

Note: You’ll = contracted form of you will

a) This sentence expresses:

- () An event with a high probability of happening in the future.
- () An event happening in the present.

b) Now, look at the comic strip below:



Source: <https://pugetsoundblogs.com/waterways/2009/02/23/amusing-monday-comic-strip-jabs-lightly-at-environmental-issues/>
Last access: 07/13/2018

- When the penguin says, “That **would** ruin us” and “That **would** still hamper the economy”, it is talking about:
 - () a real situation that the characters are living, in the present.
 - () an imaginary situation, with a possibility to happen or not, as a possible outcome for what happens now.
- c) Comparing **will** and **would**, which one shows a higher level of certainty in the future? Which one shows an imaginary event that is likely, but not certain, to happen in the future?

1.2- Look at the sentence taken from the text. Then, tick the option that best completes the statement below.

“(…) But small changes to your family’s routine **can** empower your children to make a real difference in the fight against plastic.”

- a) It is implied in this sentence that:
- () The changes in family routine are able to provide a sense of empowerment to children.
 - () The changes in family routine necessarily provide a sense of empowerment to the children.

b) Now, look at the comic strip below:



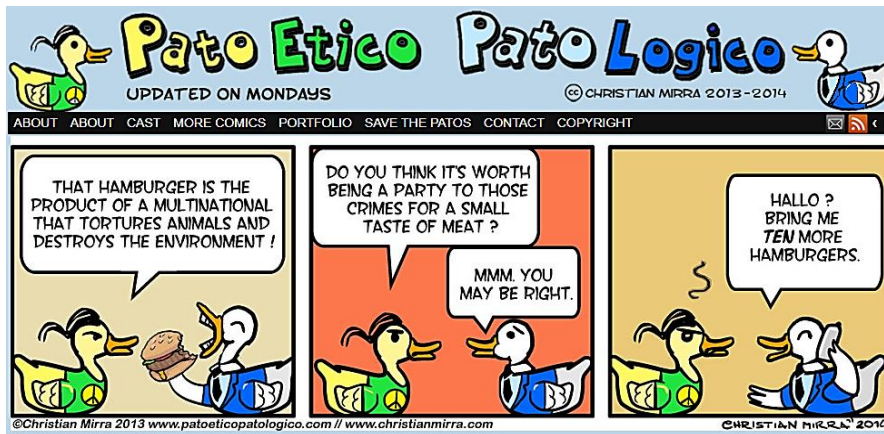
Source: https://www.huffingtonpost.com/2011/07/22/green-comic-strip-neil-wagner_n_907537.html could. Last access: 07/13/2018.

- When the bear says “(...) some things global warming **could** change by century’s end...” and “the great lakes **could** be a dead zone (...)”, it is implied that global warming will:
 - () Surely change things and turn the great lakes into a dead zone.
 - () Possibly change things and turn the lakes into a dead zone.
- c) Comparing **can** and **could**, which one describes an ability? And which one describes an event with a lower probability of happening, because it is only an imaginary situation?

1.3- Look at the sentence taken from the text. Then, tick the option that best completes the statement below.

“You’ll not just be beautifying the neighborhood—you **might** help change laws.”

- a) This sentence expresses that:
 - () It is certain that this person will help change laws.
 - () There is a remote possibility that this person will help changing laws.
- b) Now, look at the comic strip below:



Source: <http://patoeticopatologico.com/en/tag/comic-strip-en/page/2/>. Last access 07/14/2018.

- When one of the ducks says, “You **may** be right.”, it is implied that:
 - () It is not completely sure, but there is a chance that its friend is right.
 - () It is positively sure that its friend is right
- c) Comparing **may** and **might**, we can notice that they convey an idea of weak probability of the events described happening. Which one of these two words describes the most remote event?

Wrapping up

2- All the words in boldface are always used before words that represent:

- () The name of something/someone.
- () A characteristic of something/someone.
- () An action or event.

3- Look at the examples below and compare to what was shown above:

Saving water can help the environment.

Saving water helps the environment.

In all cases, is it necessary to use some kind of complement (e.g. the preposition *to*) or to make any changes in the word that comes right after the ones in boldface?

4- Number the sentences below from **1** to **3**, being **1** the one with the strongest and **3** the one with the weakest probability to happen.

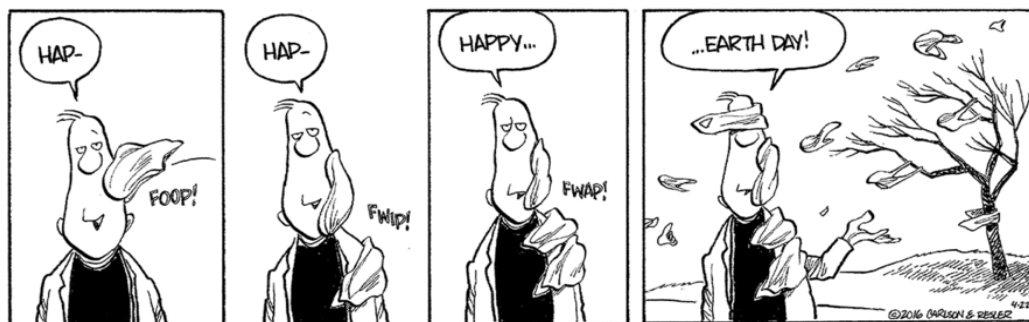
- () As long as children learn about wildlife in school we may build a more conscious society.
- () The world will be a better place when all are aware of environmental issues.
- () The UN might have a stronger influence regarding international fishing laws.

1.4- Understanding texts

Work in pairs or small groups. In the section above you worked with different comic strips. Look at them and some more examples below, observing some characteristics they have in common:



Source: <http://diaadia-doprofessor.blogspot.com/2013/06/tirinhas-da-turma-da-monica.html>. Last access: 07/20/18.



Source: <http://www.kleefeldoncomics.com/2016/04/on-strips-earth-day-2016.html>. Last access: 07/20/18.

Note

Onomatopoeias: the naming of something with a word whose sound suggests the thing itself, such as "buzz" and "zip".

Paralinguistic elements: elements in a text to which people show what they mean other than by the words they use, for example by their tone of voice, or by making sounds with the breath.

Source: <https://dictionary.cambridge.org/us/dictionary/english/paralanguage?q=paralinguistic>

1- From the characteristics below, which ones can be always (A), usually (U) or never (N) found in comic strips? Write the correspondent letter for each one of them.

- () Frames – usually up to five.
- () Speech bubbles.
- () Humanized animals.
- () Long texts.
- () Onomatopoeias and/or paralinguistic elements.
- () Fictional characters
- () Images

What is the main purpose of a comic strip?

- () Convey a message, usually with a humorous and/or political tone.
- () Describe how a certain phenomenon happens in nature or society.
- () Retell the facts of an event with an impartial view.

Which structure is used, in terms of linguistic form, in a comic strip?

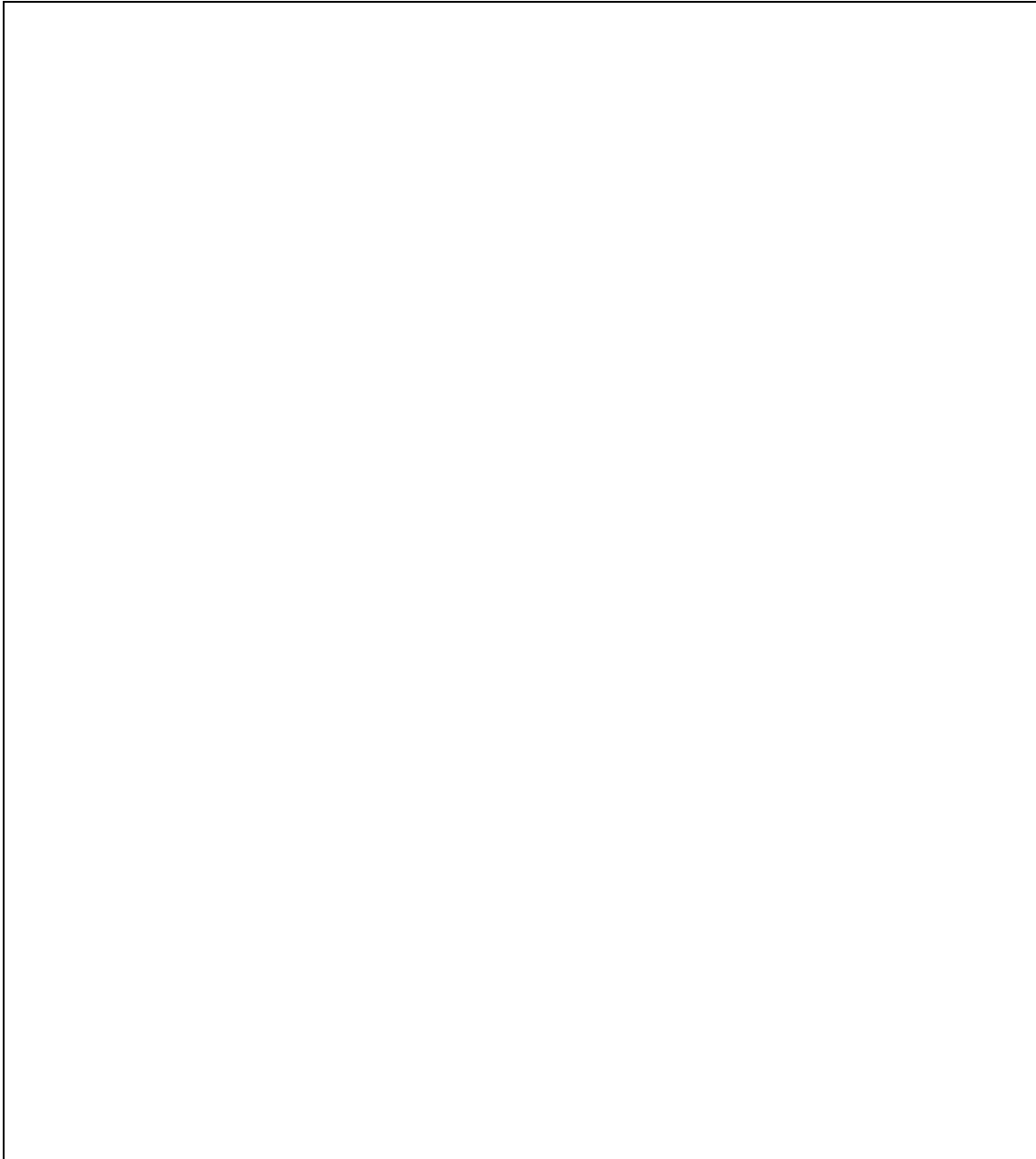
- () Procedure
- () Review
- () Narrative

2-Let's write!

Based on what you learnt about comic strips, create your own. Choose a topic related to environment. You can use the information from this unit or research your own. Your comic strip must have:

- A minimum of two and maximum of five frames.
- Written language.
- At least one character that must say something.

Tip: You can find more useful information to build your comic strip on <https://www.nationalgeographic.com/environment/> and <https://www.unenvironment.org/>



 **3- Let's listen!**

1- Look at the words from the box. Which of the categories below do they fit best?

repurpose - single use - reusable - waste - disposable - recyclable

Eco-friendly	Non-eco-friendly

2- Imagine you buy something such as a jar of pickles or a can of coffee. Once the container is empty, what do you usually do with it?

3- Can you think of other ways of using this container, instead of throwing it away? Give some examples.

Now, watch a video of a vlogger that promotes a more sustainable living through simple changes in daily habits.



<https://www.youtube.com/watch?v=2eDCNKmatLE>

4- The expressions below were taken from the video. Match the beginnings with their appropriate endings:

- 1- "In this video **we're going back to basics**...
 - 2- "These are some things that I think are really good to have...
 - 3- "Next, an eco-friendly or zero waste **must-have** is jars. These are amazing because you can pick stuff up in bulk, ...
- () ... you can take stuff with you to go..."
- () ... and talking about some essentials for eco-friendly and low waste living."
- () ... and I guess make up an eco-friendly **starter pack**."

5- Complete the definitions below using the three expressions in bold face shown in the sentences above:

A _____ is a set of articles or equipment providing the essential items and instructions for taking up a particular activity or process for the first time.

_____ is returning to the simple and most important things.

_____ product is a fashionable one that a lot of people want to own.

6- "It's a great way to repurpose something that's worn out, that you can't wear anymore."

During the video, the vlogger proposes the above to turn:

- () packages into kitchen jars.
- () old clothes into cleaning rags.
- () plastic bags into tote bags.
- () sponges into cleaning cloths.

7- In English, the vowels can have different sounds, depending on the word.

E.g: **Door** / **Clothes**. The first is an "open" sound, as the second is a "closed" sound. Also, some words written with 'o' don't have a sound that we usually associate to this vowel. Based on that, match the words on the left with the ones that have the same vowel sound on the right.

- | | |
|-----------|-------------|
| a) cloths | 1) fun |
| b) tote | 2) told |
| c) sponge | 3) thoughts |

8- In your country/city would these tips shown in the video be easily applicable? Why/why not?

 4- It's time to speak!

Work in groups of three or four students. Based on the research you did while working with this unit, think of actions you can take every day to have an eco-friendlier lifestyle.

- Don't repeat the ones from the video or text.
- Talk about how you can change old habits into new ones.
- Present your ideas to your group as if you were making a video for a social network.

Useful Language

Greetings:

Hi, everyone!

Hey, guys!

Hello, youtubers!

That's it for this video!

I hope you liked it!

See you next time!

Useful Language

Talking about the topic:

You can reduce/ reuse/ repurpose/
recycle ...

A great way to do that is ...

What I usually do is ...

By doing so, you'll help ...

You can change ____ for ____

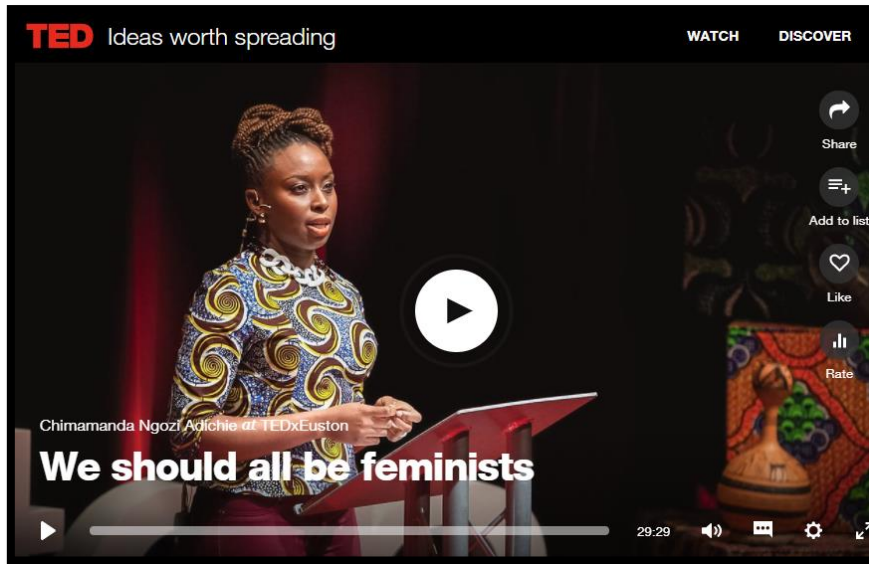
"Earth is what we all have in common"

Wendell Berry

Unit 2: Women in the World

➡ 1- Let's listen!

1- Below is Nigerian writer Chimamanda Ngozi Adichie, performing for TEDx Euston.



a) Work in pairs. Look at the picture. Her lecture is about her perspective on feminism. What kind of issues would she be expected to address within this topic? Give at least 2 examples.

b) Focusing on the title, why do you think she chose to talk about this theme? Why would she say that we should all be feminists? Could her personal experiences have influenced in her decisions?

c) What kind of audience is expected to attend this event? Would the speaker use formal, informal or semi-formal language to address her audience?

Now, watch an extract of the video and answer the questions below:

https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists

(To answer these questions, watch the video from minute 05:26 to 07:01)

1.1- Understanding texts

2- Did Chimamanda prepare what she had to say before presenting or was it improvised? What clues led you to this conclusion?

3- In this extract of the video, which structure did Chimamanda use to convey her ideas?

- a) Problem-solution
- b) Anecdote (personal story)
- c) Exposition (explanation)

4- Based on its characteristics, background and purpose, how can this video be classified?

- A news report
- A tutorial
- A lecture

5- Match the sentences halves according to what you hear in the audio:


- | | |
|---|--|
| a) And I didn't understand how Louis | 1) I decided to leave him a tip. |
| b) I was impressed with the particular theatrics of | 2) had ultimately come from Louis. |
| c) And so, as we were leaving, | 3) the man who found us a parking spot that evening. |
| d) The man believed that whatever money I had | 4) could not see what seemed so self-evident. |

6- Why would the car park helper think that the money belonged to Louis?

7- What was Chimamanda trying to illustrate with this story? Do you think this scenario can be changed in the future?

➔ 2- Let's write!

Look at the text below. It was taken from the 'Comments' section from Chimamanda's video, on the TED Talk website.



Chimamanda Ngozi Adichie at TEDxEuston
We should all be feminists
1,510,335 views • 29:28 • Subtitles in 20 languages

EE Евгения Ефимова
Posted 8 months ago

As to teaching boys and girls differently - yes, it is not true for every culture but it is true for many, not only for Nigeria or other African countries. I live in Russia and many of things like teaching girls that getting married and having children is the only purpose of her life - they are true for women here. And things like that a woman must do all the household, cooking, "serving" her husband, which is much higher in priority than any of her willings and dreams, as well as her job and career - also true. The situation is changing, and the majority of young people I have met disagree with this "traditional" upbringing, but they have to face a lot of rejection, disagreement and sometimes anger from older generations.

There was nothing new for me personally in this talk, but I know that there are a lot of women (in Russia and some other Eastern Europe countries) who would find there ideas they never thought about; simple and obvious things they never realized. So this might be a bit general but not too much.

Tip:

If you wish to learn more about the theme before writing your comment, here are some interesting websites you can search:

<https://www.globalfundforwomen.org/womens-human-rights/#.W13su9JKiIU>

<https://womenwatch.unwomen.org/>

<http://www.unwomen.org/en>

- 3- Read the following extract of a speech given by the Under-Secretary-General of the UN, at the Women’s Economic Empowerment Global Summit, taken from the UN Women website:



EXECUTIVE BOARD

COMMISSION ON THE STATUS OF WOMEN

TRUST FUNDS

GET INVOLVED

ABOUT

WHAT WE DO

WHERE WE ARE

HOW WE WORK

PARTNERSHIPS

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Closing remarks by UN Women Executive Director at the Women’s Economic Empowerment Global Summit

Closing remarks by Under-Secretary-General of the United Nations and Executive Director of UN Women, Phumzile Mlambo-Ngcuka, at the Women’s Economic Empowerment Global Summit (WEEGS) in Sharjah

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05/12/2017
UN Women Executive Director’s remarks at the Women’s Economic Empowerment Global Summit

03/12/2017
UN Women Executive Director calls

So, what would the world look like in 2030 if it lived up to our expectations? Violence against women will be something that is not a norm, but an outlier. Mainstream society would not tolerate gender-based violence, would not tolerate domestic violence, would not tolerate trafficking. Everywhere we would have mechanisms to make sure that these practices do not thrive.

In 2030, we would want to make sure that equal pay is a norm. That there is not a company and an employer who underpays women.

In 2030, we would want to see that there is political participation of women at every level from local government to state level to national government. And that the representation of women in decision-making in politics and the economy is entrenched as a way of life.

By 2030, we want to make sure that access to an education for girls and boys—no matter who they are, no matter where they are, no matter whether rich or poor—is something they can take for granted. Because we have the mechanisms, technology, the will and the need to be able to deliver along those lines.

By 2030, we would want to make sure that there are a lot of women who are procurement officers, and that therefore this one per cent of women who are able to sell to the private sector will be something of the past.

In 2030, there will be a strong gender equality men's movement, that believes in gender equality, men who will stand up and say: "I will never marry a child"; "I will never beat up a woman"; "I will not accept a pay cheque that is smaller than that of a woman who does exactly the same work". Now we're talking. "I'm not taking this cheque, take it back, Mr. Employer, give the woman the same amount." That is what we want to see in 2030. Is that too much to ask, people? Is this rocket science? Can I have an answer?

Is this too much to ask?

Is this impossible to achieve?

Now, let's get back to work. We are here to make sure that 2030 will be different, and our grandchildren will say, "Grandma, is it true that they used not to pay equal salaries to women, really Grandma? Oh, my goodness." Because this will be something that does not happen anymore. It is in our hands to achieve this. Thank you.

Source: <http://www.unwomen.org/en/news/stories/2017/12/speech-ed-phumzile-mlambo-ngcuka-closing-at-sharjah-summit>

3.1- Understanding words

- 4- In the text, the word "outlier" (1st paragraph, 2nd line) means:
- () Something that exists outside or at an extreme of a category, an exception.
 - () A person, thing, or part situated away from a main or related body.
 - () The most common situation to be found in a scenario.
 - () A representation of a category in its totality
- 5- "By 2030, we want to make sure that access to an education for girls and boys (...) is something they can **take for granted**."

The expression in bold can be best understood as:

- a) Expect to be reached in a near future
 - b) Underestimate the value of
 - c) Consider as true or real
 - d) Presuppose its conclusion
- 6- Look at the sentence "And that the representation of women in decision-making in politics and the economy is entrenched as a way of life." The best meaning for the word **entrenched** in this context is:
- a) Provided with a trench, especially for fortifying or defending.
 - b) Firmly established by long standing.
 - c) Encroached, infringed, or trespassed.
 - d) Immune to attack; impregnable.

- 7- In the last paragraph, when the author says “Now, let’s get back to work.”, it is implied that:
- a) All people attending her lecture should go back to their jobs when it’s finished.
 - b) Women need to change their attitude to achieve more equality in the future.
 - c) The whole society needs to make changes aiming to achieve gender equality, starting from present days.
 - d) If society starts changing now, results of gender equality policies will only be seen in 2030.

3.2- Grammar Focus

- 8- In the sentence “So, what would the world look like in 2030 if it lived up to our expectations?”, the world:
- a) has already reached people’s expectations.
 - b) could possibly reach people’s expectations in the future, provided we take some actions now.
 - c) will never reach people’s expectations, independently of what we do now.
 - d) will certainly reach people’s expectations in the future, because actions are being taken now.

9- The sentence used in question 8 can be split into 2 parts:

So, what would the world look like in 2030...

...if it lived up to our expectations?

Which part shows a possible consequence of an event?

Which part shows a condition for this imaginary event to happen?

Choose the alternative that best describes the idea contained in the sentence above.

The facts described:

- () Will surely happen, once the present event described happens.
- () Might happen, depending on a previous, but also unsure, or even imaginary event.

Note:

When, in the “if” part of the sentence, there is a form of be, we use **were** instead of **was**. Note that this use of **were** is possible and recommended with all subjects.

10- Complete the parts of the sentences using the cues. There is one example.

- a) (Equality policies/be a current practice) ***If equality policies were a current practice***, we would have more women as CEO's.
- b) If education were accessible to all children, (violence rates /drop)
_____.
- c) (Men and women/ have the same rights) _____, there would be more equality in the world.
- d) (I/be the CEO of a company) _____, I would pay men and women equally for the same function.
- e) If everyone fought to end domestic violence, (women/feel safer)
_____.
- f) (I/ buy more products from a company) _____ if I knew they support gender equality policies.

11- Find 3 examples in the text that also express consequences in which could complete the sentence below:

If we continuously educated our children to reach gender equality, they...

- 1- _____
- 2- _____
- 3- _____

12- Look at the following sentences:

- "In 2030, we would want to make sure that equal pay is a norm."
- In 2030, we want to make sure that equal pay is a norm.

What word was removed from the first sentence and how did it affect its meaning?

13- Imagine what might happen in your life a few years from now. How would it be and/or what would you do if you... (give full answers)

- moved to another country?

- could teach boys and girls something new?

- became a famous scientist

- wrote a book and it made you famous?

- started your own company?

14- In English, same vowels can have different sounds, depending on the word. Look at the words below and their underlined vowels. Circle the word with a different vowel sound from the other two:

- a) amount ask answer
- b) child will this
- c) check whether tolerate

➔ 4- It's time to speak!

Note: Before you start

UN Women is the UN organization dedicated to gender equality and the empowerment of women. Below you can see some images taken from the UN Women website.

Look at the pictures and discuss: Why is it necessary to have an international organization to help achieving women's basic rights?

The screenshot shows the UN Women website homepage. At the top left is the UN Women logo, which includes the United Nations emblem and the text 'UN WOMEN'. To the right of the logo is a search bar with the text 'Search...' and a 'SEARCH' button. Below the logo and search bar are several navigation buttons: 'EXECUTIVE BOARD', 'COMMISSION ON THE STATUS OF WOMEN', 'TRUST FUNDS', and 'GET INVOLVED'. Below these are more navigation buttons: 'ABOUT', 'WHAT WE DO', 'WHERE WE ARE', 'HOW WE WORK', 'PARTNERSHIPS', 'NEWS AND EVENTS', and 'DIGITAL LIBRARY'. A 'Home' button is also visible. The main content area features the heading 'What we do' followed by a paragraph: 'All human development and human rights issues have gender dimensions. UN Women focuses on priority areas that are fundamental to women's equality, and that can unlock progress across the board.'



Leadership and political participation

From the local to the global level, women's leadership and political participation are compromised. Women are underrepresented as voters, as well as in leading positions, whether in elected offices, civil services, the private sector or academia. This occurs despite their proven abilities as leaders and agents of change, and their right to participate equally in democratic governance. [Learn more ►](#)



Economic empowerment

Investing in women's economic empowerment sets a direct path towards gender equality, poverty eradication and inclusive economic growth. Women make enormous contributions to economies, whether in businesses, on farms, as entrepreneurs or employees, or by doing unpaid care work at home. [Learn more ►](#)



Ending violence against women

Violence against women and girls is a grave violation of human rights. Its impact ranges from immediate to long-term multiple physical, sexual and mental consequences for women and girls, including death. [Learn more ►](#)



Peace and security

Conflicts have devastating consequences, including in widening gaps between women and men. Women often have fewer resources to protect themselves, and with children frequently make up the majorities of displaced and refugee populations. [Learn more ►](#)

Source: www.unwomen.org. Last access: 07/26/2018.

Tip: Research about the theme for the next activity. Go to www.unwomen.org and read about their proposals and goals.

Work in pairs. Role-play the following situation. Take turns.

- **Student A: You are at the audience of the Women's Economic Empowerment Global Summit, and it's time for an open-mic round of questions.** Ask the Under-Secretary-General of the UN about the measures that can be taken to ensure that some of the goals they propose are achieved by 2030.
- **Student B: You are the Under-Secretary-General of the UN and is about to answer some questions asked by the public about your lecture.** Answer A's questions. Think of examples to justify your answer based on what you learnt in this unit, your research and your personal knowledge.

Useful language – Asking

- What would you do to reach...
- How would you implement...
- What goals are expected to be achieved by...

Useful Language - Answering

- I would develop...
- The UN intends to...
- We would want to see...
- Women would benefit from...

World English - Teachers' Guide

This material is aimed at young adults, level B2 according to the Common European Framework

Unit 1- The world we are leaving for our kids

This unit is divided into the following sections:

1 - It's time to read! – Reading

Subsections – Understanding words (Vocabulary)

Grammar Focus (Grammar) modal verbs comparison

Understanding texts - text genre/ text type – Comic strip.

2- Let's write! – writing

3- Let's listen! – listening

4- It's time to speak! – speaking

You'll also find: Tips and note boxes, to help students understand context and meaning.

Suggestions on how to apply the activities:

1 - It's time to read! – the focus here is to help students develop their reading and text comprehension skills.

Pre-reading activities:

Exercise 1- Introducing the topic: ask students to look at the picture and say the proposed questions aloud. Foster a brief discussion about what consumption is and what can be considered alternative ways of consumption. Wrap it up by asking about the difference in the way shown in the picture and the commonly practiced way. Answers may vary.

Introductory question: Check student's previous knowledge and vocabulary, by having them answer the question. The topics addressed in it will be further discussed in the article. Answers may vary, personal opinion.

Article: Reducing Plastic as a Family is Easy. Here's How.

The text for this unit is an article taken from National Geographic Environment (<https://news.nationalgeographic.com/2018/06/reduce-plastic-use-families-kids-environment-culture/>) whose objective is to give practical tips to families that wish to reduce their consumption of plastic and therefore adopt a greener lifestyle.

Ask students to read the text carefully, looking for words that may be new to them. After reading, elicit any new word that has not been highlighted in the text. These will be elicited in the next subsection.

While-reading activity:

1.2 – Understanding words

1- Students should work in pairs, so that they can exchange information and negotiate the meaning of the highlighted words. If there's enough time and resources available, the teacher can ask them to search for the words they don't know in a dictionary, physical or online. After this step, they'll be ready to start matching the sentences.

Answer key:

- | | |
|--------|--------|
| a) - 1 | f) - 2 |
| b) - 5 | g) - 3 |
| c) - 7 | h) - 9 |
| d) - 4 | i) - 8 |
| e) - 6 | |

Post – reading activity:

2- The titles of some paragraphs in the text have a pun. The objective of this exercise is to make students aware of that and have them understand how it works, as a means for text comprehension. To facilitate the process and to provide some context, some definitions are given.

- a) Students should establish a parallel between the expression “to suck” – to be objectionable or inadequate and the act of sucking something, such as a liquid from a glass.
- b) Students should understand that plastic is used for wrapping, but that there is also an expression – “That’s a wrap”- which means that something, like a meeting for example, is coming to an end.
- c) Students should notice that a leaner lunch could mean both a lunch with few calories or fat and a more economic lunch, not only in terms of saving money, but in a sense that it uses less plastic packages and wrappings, therefore it is better for the environment.

1.3 – Grammar focus: The objective of this section is to work with some modal verbs: Will, would; can, could; may, might and the contrast between each pair. In most cases, modals are being used to express possibility for the future, except for “can”, which most often is used to express ability, as it is the case of the example used here. The teacher should clarify this difference, not only between “can” and “could”, but also among “can” and the other modals seen.

For a matter of complexity and length of this unit, the author chose to work only with this first set of modals. This same topic could be addressed in another unit, where other modals would be presented.

1- Students should be divided in pairs, to help each other and share any previous knowledge. In each subsection of this exercise, there is a set made of a sentence, a comic strip and some questions which are meant to lead students to a rule on how to use modal verbs, regarding use of language and form.

1.1- Students should read the sentence and notice that it is using will, which can be used both as a modal and as an auxiliary verb for the future simple (the teacher should elicit this possibility and point out that in the example it doesn't make any difference in terms of usage).

a) The correct one is the first option.

b) Students should notice that when the penguin says, "That would ruin us" and "That would still hamper the economy", it is describing an imaginary situation that would happen only if there was the CO2 reduction proposed by the bunny. Therefore, the correct option is the second.

c) Students should notice, by comparing the two situations shown above, that "will" is used whenever there is a higher level of certainty for the action described, and "would" when there is a lower level of certainty, usually as the result of an action done in the present.

1.2 –

a) Students should read the sentence and notice that the small changes mentioned are able to empower children, which express an idea of capacity, ability. Teachers must clarify that, in this case, there isn't an idea of future possibility, in contrast with "could" and with the other modals seen so far.

b) Students should read the comic strip and notice that when the bear says, "some things global warming could change by century's end" and "the great lakes could be a dead zone", it is implied that there is a possibility that these facts will become true, but for now, they are only an imaginary situation. Therefore, the correct option is the second one.

c) Students should compare both situations and notice that "can" describes an event that is more likely to happen and "could" describes an event that is less likely to happen.

1.3-

a) Students should read the sentence and notice that it expresses a very low degree of probability that the action it described will happen, because changing a law is not something that depends on the actions of a single person. This person can somewhat contribute to the process of changing a law, but not to the action itself. Therefore, the correct one is the second option.

b) Students should read the comic strip and notice that when one of the ducks says, "you may be right" during the argument, it is considering the possibility of its friend being correct, thus, there is a degree of probability that is weak, rather than strong, in the statement it just said. Therefore, the first option is the correct one.

c) By comparing "may" and "might" in the examples given, students should conclude that "might" expresses a lower degree of probability when it is used.

Wrapping up

This section aims to conclude some rules regarding the grammatical form of modals and can be applied to all the ones seen above.

4- The correct option is the third one, “an action or event” – a verb.

5- Students should observe that in the first sentence, where the modal is used, there is not any change in the verb. However, in the second example, a present simple sentence, in the third person singular, there should always be an “s” added to the verb. Thus, there is no need to add anything to the verb when it is preceded by a modal.

Controlled practice

6- Answer key: 2 – 1 – 4 – 3

Understanding texts

This section aims to work with the genre comic strips and the text type narrative text. Students should notice the main elements that characterize the genre, its social function and the structure used in this type of text.

They should work in pairs or small groups to share previous knowledge and contribute with each other. They should observe the comic strips both in the previous section and the ones given as examples in this one.

There is a note box clarifying what onomatopoeias and paralinguistic elements are, as examples of these elements appear in the second comic strip of this section (when the character says, “hap-, happy...” it is a case of paralinguistic elements, the words “foop”, “fwip”, “fwap” are onomatopoeias).

a) Students should look for elements that are present in all comic strips and infer if they are always common to the genre or if they can be eventually used, however not mandatorily.

Answer key:

(A) Frames – usually up to five: a great difference between comic strips and comic books is that the first ones are short.

(U) Speech bubbles: appear whenever there are lines to be said - teacher should clarify that the speech bubbles don't necessarily have the same format, and that these differences express states such as thinking (cloud-like bubble), whispering (dotted line), and so on.

(U) Humanized animals: students should, by comparison, notice that the characters can be either people or animals. If necessary, the teacher can elicit that if the author wishes to, any kind of character can be created (such as objects, plants, etc.).

(N) Long texts: it is a mark of comic strips to be short. The message to be conveyed is usually delivered in one to five frames, with short texts.

(U) Onomatopoeias and/or paralinguistic elements: as mentioned above, the second comic strip has examples of both. Students should, by comparison, notice that they are not mandatory elements.

(A) Fictional characters: students should notice that all characters in the strips are fictional. The teacher should point out that this is the main difference between comic strips and cartoons – which portray drawings of real characters, usually politicians or celebrities.

(A) Images: this is another mark of the genre – visual language. A strip may not even have a written text, but it always has a visual text.

b) Here students should understand the social function of a comic strip, which is to convey a message, usually with a humorous or political tone. Therefore, the correct option is the first one.

c) Here students should observe which tools were used to convey the intended message: a comic strip delivers its message through a story, with characters, a background, a beginning, middle and an end. Therefore, it constitutes a narrative text.

2- Let's write

After understanding better about how a comic strip is formed, in terms of function and form, students should produce their own comic strip. This is an individual activity, for each student should have a chance to use their creativity to develop characters, background and story. As one of the goals is to produce a written text, they should not make a comic strip which has no characters or lines, even though the possibility exists, it is not the aim of this exercise.

Some websites containing relevant information about the topic proposed are provided as a reference, but students should be encouraged to also do their own research.

Class tip: This unit has space for the activity to be produced in class, but if it is the case and if the necessary resources are available, this activity can be turned into a longer and more complex project, in which students make their strips using online tools, such as:

<https://www.storyboardthat.com/storyboard-creator>

<https://www.canva.com/create/comic-strips/>

<http://www.toondoo.com/>

3- Let's listen

Students will work with a video from the YouTube channel “My green Closet”, in which its hostess, a bachelor in Fashion Design and Technology called Verena, gives tips on how to live a more sustainable life, by adapting and reusing everyday objects and clothing.

Pre-listening activities:

This first part of the listening section can be done in pairs or individually. It is up to the teacher to evaluate which way would benefit students more.

Teacher can briefly introduce the concept of eco-friendly products, if necessary.

- 1- Students look at some words taken from the video and put them in the correct category, according to their relationship with the words eco-friendly or non-eco-friendly.

Answer key:

Eco-friendly: Repurpose, reusable, recyclable.

Non-eco-friendly: Single use, waste, disposable.

- 2- and 3- To check students' previous knowledge, these questions can also be opened to class in an oral discussion. Personal opinions, answers may vary.

While-listening activities:

Students should pay attention to the information given in the video and answer the following questions based on what they heard. This section must be done individually.

- 4- Students should listen and try to match the beginnings with the ends of the sentences.

Answer key: 3 – 1 – 2

- 5- To check the understanding of these informal, everyday expressions taken from the video, students should match them to their definitions. There is no need to repeat the video for this exercise.

Answer key:

a) Starter pack

b) Back to basics

c) Must-have

- 6- Students watch the video again and try to listen for specific information.

Answer key: The correct option is the second.

Pronunciation

This question was designed to clarify some pronunciation differences. The teacher should elicit that in English, vowels can have more than one sound. As students are introduced to the word "cloth" and by their level it is expected that they know the word "clothes", some of the different sounds of the vowel O are presented in this exercise. It is important to point out the example of "sponge", which is written with "o", but sounds like "fun".

Answer key:

7- a) 3 b) 2 c) 1

Post-listening activity:

8- Here it is proposed a contextualization with the Brazilian reality, as student are led to reflect upon the real possibilities of applying the tips suggested on the video in a real context. Personal opinion, answers may vary.

3- It's time to speak!

During the whole unit, students were exposed to different practices that aimed to promote a more sustainable lifestyle. In this section, they are invited to reflect upon what they can do apply this concept to their lives and therefore contribute to a cleaner environment. They should role-play a recording of a video for a social media, therefore they should use informal language, expressions, etc.

They should start a discussion and, if necessary, do some additional research as a group, but each student should present their ideas individually.

There is a Useful Language box to help them with cues they might need in their production, which are divided into 'greetings' and 'talking about the topic'.

Unit 2- Women in the world

This unit is divided into the following sections:

1- Let's listen! – listening

Subsection: Understanding texts – text genre and text type: Anecdote

2- Let's write! – writing

3- It's time to read! – reading

Subsections: Understanding words – vocabulary

Grammar focus – grammar

4- it's time to speak! – speaking

You'll also find: Tips and note boxes, to help students understand context and meaning.

Suggestions on how to apply the activities:

1- Let's listen!

This unit and section starts with the video of a lecture given by Nigerian writer Chimamanda Ngozi Adichie, at TEDx Euston. Chimamanda is known for her writing surrounded by social critic and politics, oriented by feminist bases.

Pre-listening activities:

1-Teacher can start the discussion by asking if anyone knows the writer and/or some of her books. Ask students to look at the title and imagine why it is important for Chimamanda that all people should be feminists. Ask students what they know about the term and what they think about it. They should be encouraged to talk about it independently of having a favorable or contrary position about this topic. Students should work in pairs to share opinions and views.

a) Answers may vary.

Some expected answers are: Gender equality, violence against women, sexism, etc.

b) Answers may vary. Expected answers: She chose to talk about this theme because she is a woman/ a Nigerian woman and still must face prejudice regarding the fact that she is a woman. Her personal experiences most likely influenced her in her decision.

c) Answers may vary. Model answer: As her lecture is being given at TEDx, which is an organization that promotes education and knowledge, and usually invites scholars and other highly educated people to give a speech, it is expected that university students,

scholars, people involved with education, political issues, among others are the main public. The speaker is expected to use formal and/or semi-formal language.

While-listening activities:

2- She prepared what she had to say. Some clues that leads us to this is the fact that she speaks clearly and concisely, without hesitation; she has a reference text in front of her and looks at it from time to time.

Understanding texts

In this subsection the aim is to work with text genres and text types. Students can work individually or in pairs to share previous knowledge.

3- In this question, students should notice the kind of text genre that is present in the video extract. Chimamanda is giving a lecture, in which she retells some of her personal stories to the public and these are defined as anecdotes. Therefore, the correct option is letter b.

4- In this question, students should notice the text type to which the video extract belongs. As mentioned before, therefore, the correct option is the third one.

5- Students should carefully read the sentence halves and then watch the video again to look for specific information needed to join the correct pairs.

Answer key:

- a) 4
- b) 3
- c) 1
- d) 2

Post-listening activities:

Students should work individually in these two last questions. If the teacher believes it is interesting, a brief discussion should be raised in class, but the answers in the exercise should be individual.

6- Answers may vary. Model answer: The car park helper did not expect that a woman would earn her own money. As Nigeria is very traditional in this matter, he expected that the money Chimamanda gave him belonged to her husband.

7- Answers may vary. Model answer: She is trying to illustrate how traditional and sexist a society can be in determined situations, by not believing that a woman would be able

to be independent enough to work and ultimately earn her own money. The second part of the answer is the student's opinion.

2- Let's write!

In this section, there is an image taken from the comment section on the Ted Talk website. It is a real comment by one of the users of the site. There, this person gives his/her opinion about some points of Chimamanda's lecture and compares it to the situation of his/her home country – Russia.

It is expected that the student produces a comment expressing his/her opinion about the topic, regardless of what it is. Also, the student should briefly comment on how the situation is commonly addressed in Brazil and make a comparison to what the commenter just exposed about Russia.

In case students need additional information about the women's movement, feminism and other gender equality issues, there is a box with some reference websites for extra research.

To help students expressing their opinion, there is a box clarifying some points regarding the use of language in an online environment, such as a blog, to express agreement/disagreement and suggesting some possible connectors and expressions that might be used in their texts.

3- It's time to read!

In this section, students will work with the transcription of a lecture given by Under-Secretary-General of the United Nations and Executive Director of UN Women, Phumzile Mlambo-Ngcuka, at the Women's Economic Empowerment Global Summit (WEEGS) in Sharjah chief (<http://www.unwomen.org/en/news/stories/2017/12/speech-ed-phumzile-mlambo-ngcuka-closing-at-sharjah-summit>).

There, she talks about her wishes and expectations for the future of women in the world, addressing issues like wage gap between men and women, domestic violence, access to education, among others. This text will be the base to work with the grammar point of this unit, which is the second conditional.

Pre-reading activities:

1- Students should work in pairs but answer the questions individually. They should look at the word cloud, notice that some of the bigger words there are linked to issues related to women's empowerment. This would prepare them to access some previous knowledge and better comprehend the vocabulary of the given activity.

Model answer: The text is most likely about women and their everyday struggles in their personal lives, besides aspects regarding education, government and other crucial issues.

2- By the level of formality of the heading, it is possible that this article was published in any academic vehicle, like a technical journal or a specific website for women's empowerment issues.

3- The teacher should orient students to carefully read the article and underline the words they don't know. Some of them would probably match the ones in the vocabulary section. The ones that remain, should be clarified by the teacher.

Answer key:

4- The correct one is the first option.

5- The correct option is letter "c".

6- The correct option is letter "b".

7- The correct option is letter "c".

Grammar Focus:

The aim of this section is to have students infer the rules of usage and structure of the second conditional. They should work individually.

Answer key:

8- Here students should notice that by using a conditional sentence, there is an idea of possibility, conditioned to imaginary actions that could be taken.

Answer key: The correct option is letter "b".

9- The objective of this set of questions is to lead the student to the rules of formation of the second conditional.

Answer key:

-Which part shows a possible consequence of an event?

So, what would the world be like in 2030...

-Which part shows a condition for this imaginary event to happen?

...If it lived up to our expectations?

-The facts described:

Correct option: might happen, depending on a previous, but also unsure, or even imaginary event.

There is a note box to make students aware to the fact that in the second conditional the form used for the verb “be” with all subjects is “were”, when it appears in the “if clause”.

With the exercises below, students should be able to verify if they are aware of the necessary elements and their order in a sentence.

Controlled practice:

10-

- a) Example: *If equality policies were a current practice, we would have more women as CEO's.*
- b) If education were accessible to all children, violence rates would drop.
- c) If men and women had the same rights, there would be more equality in the world.
- d) If I were the CEO of a company, I would pay men and women equally for the same function.
- e) If everyone fought to end domestic violence, women would feel safer.
- f) I would buy more products from a company if I knew they support gender equality policies.

Freer practice

11- *“If we continuously educated our children to reach gender equality, they...”* (answers may vary, see some possibilities below)

- 1- Would not tolerate domestic violence.
- 2- Would want to make sure that equal pay is a norm.
- 3- Would want to see that there is political participation of women at every level.

12- Model answer: The word “would” was removed and by doing so the idea of an imaginary, less probable situation is reduced. In the second sentence there is a higher level of certainty that the event described will happen.

13 – Personal answers, which must use the structure taught (the teacher should reinforce this point). Some possible answers:

If I moved to another country I would miss my friends and family.

If I could teach boys and girls something new, I would be very proud of myself.

And so on.

14- This question was designed to clarify some pronunciation differences regarding the sounds of a same vowel. This should be an extension to the other pronunciation exercise, in unit 1. The teacher should elicit that in English, vowels can have more than one sound and promote some drilling with students to raise their awareness of the differences.

Answer key: a) amount b) child c) tolerate

4- It's time to speak!

After learning and discussing throughout this unit various aspects of women's rights, gender equality, in this section students will role play a dialogue with the objective to share their point of view and what they have learnt with the topic.

There is a picture of the home page of Un Women displaying some basic information about what they do and where they act, which can be used as a reference for students to build their dialogues.

If there is need for additional research, there is a tip box recommending the UN Women website, where students can find not only the article they worked with, but many other information about actions taken by the UN to ensure women's right around the world.

Students should work in pairs and swap roles once they have finished the task. The teacher should point out the useful language boxes, which contain some tips about asking and answering questions in a more formal context of speaking.

Rationale

World English is a tentative didactic material aimed at upper intermediate young adults, developed under the light of critical thinking (CT) and communicative language teaching (CLT).

Since teachers should face their practice not only as an opportunity, but as a duty to present meaningful knowledge, the content of the units was designed to be useful for students' lives in many aspects, support critical thinking and enlarge abilities for personal growth (MATTOS AND VALERIO, 2010). Every time more it becomes imminent in our society to engage students in meaningful, relevant discussions, as well as provide them the proper tools to do so.

Aligned with their pedagogical relevance, the choice of each topic addressed in the unit also have a personal purpose, as they dialogue directly with my own experiences. Firstly, as I am a woman who lives and interacts in our current Brazilian society, I know how urgent it is to approach the issue of gender equality and its unfoldings. Secondly, not only do I have a degree in geography, which evidences a particular interest in environment-related topics, but also, I believe that each one of us should develop a stronger sense of citizenship, in which caring for the environment is one of the stands we should take in order to achieve it.

Therefore, the core topics of each unit were carefully chosen regarding the linguistic and grammatical elements that they would provide, the particular appeal of each theme to my own reality and experiences, as well as their relevance for the everyday life of a young adult.

Becoming a proficient speaker requires much more than having knowledge of the structures in a language. To actively attend learners' demands, materials should focus on language in use, throughout activities in which grammatical and functional features are integrated. Harmer (2012) states that "CLT focuses more on content than on form; it concentrates on how successfully students can communicate, rather than on whether they

are speaking or writing correctly.” That is one of the reasons why the activities created for these units were based on functions, as a way of describing how we use language. In CLT, language and communication are intertwined and places the communicative competence as the main aim of language teaching. According to this perspective, it is essential to teach through the four skills: listening, reading, speaking and writing (RICHARDS; RODGERS, 2002, p.155). Thus, the framework is based on real life situations, task-based activities and opinion-sharing discussions as a means to develop the four skills, as well as grammar and vocabulary comprehension through inductive exposure to the topics and inferenced practice.

Listening

According to Ableeva (2008), the key features of CLT to assessing listening comprehension are authenticity and purposefulness. The authenticity feature is manifest in the use of texts taken from authentic sources (e.g. radio stations, TV channels of the L2 speech community). The purposefulness feature occurs when the task simulates/approximates real-world situations. Listening is a receptive skill, meaning that students are not expected to produce language itself, however, Brown (2003) states that the impact of “the input in the aural-oral mode accounts for a large proportion of successful language acquisition”.

In World English, the listening activities from both units use authentic videos from real platforms (Ted Talks and Youtube) as a means to expose students to different accents, contexts and uses of language.

In the first unit, the pre-listening activities start with a box of words that show up in the video they are about to watch and some contextualizing questions, so that they can predict what kind of content they’ll be exposed to and already activate their prior knowledge. While listening, students should look for specific information related to the content of the video, such as expressions, selected passages and pronunciation of words presented there. On this matter, the aim is to make students realize an existing pattern, since, as stated by McClelland (2001, apud ZIMMER et al., 2009, p.16-17), noticing reduces inappropriate reinforcements of L1 over L2. Hence, if the learners are first presented and able to understand these patterns in a more controlled activity, with proper exposure and recurrence, they will be able to apply them in less controlled and freer practices.

The post-listening stage aims to wrap up the activity and propose a reflection about the applicability of the ideas from the video to their reality.

In the second unit, the pre-listening activities start with a photo of the place where the video was filmed and some contextualizing questions, so that they can get in touch with the type of information they will find in the video and to raise some specific vocabulary. This section of the unit was the one chosen to approach genre and text type. As stated by Paltridge (1996), recent years have seen increased emphasis being placed on the notion of genre in the language learning classroom. Less attention, however, has been given to the notion of 'text type'. One effect of this is that, in a number of instances, the terms 'genre' and 'text type' seem to have been conflated, with the term 'genre' being used to include both of these notions. Therefore, there is a need for clarification regarding these subjects, which is one of the purposes of the activities created. Text genres are social conventions, i.e., types of activities that occur in society in certain situations and are considered by the language users as being the same type (PALTRIDGE, 1996, p.237). Text types can be defined by similarities in the co-occurrence of linguistic patterns. Text genres and text types can overlap inside the same text.

The post-listening activity consists of comprehension and interpretation questions to check if they grasped the main ideas from the video.

Reading

Reading comprehension plays an important role in improving proficiency; it provides learners the tools to make progress and attain greater development in all areas of knowledge (ANDERSON, 1999 apud. ALKIALBI, 2015). Furthermore, as it involves a series of procedures such as orthographic, phonological, syntactic and semantic processing, reading is considered a complex activity. According to Alkialbi (2015), this skill is generally considered to be of a highly individual nature; that is, no two readers approach or process a written text in exactly the same way. Nevertheless, there are general factors that have an impact on reading comprehension”.

In Unit 1, the text selected was an article from National Geographic Environment, aimed at the general public, to whom tips about simple actions to reduce plastic consumption were directed. In this section, were also developed activities of text comprehension, use

of language, grammar and genre/text type. In Unit 2, the text selected was a transcript of a lecture from the Under-Secretary-General of the United Nations for Women's issues, and it mentioned many aspects of what would be expected for the future in terms of women's rights. This was also the section chosen to approach grammar and pronunciation.

For a matter of variety of examples and richness of content, it became utterly relevant to work with grammar throughout the reading section of both units. The main target is to provide students with the proper tools to communicate in the target language. According to Batstone (1994), to survive, human beings have always had to meet certain fundamental needs, including the need to get things done, and to exchange basic information about the world around them. Grammar has evolved so that these needs can be expressed efficiently: interrogatives and affirmatives facilitate the exchange of information through question and statement, while the imperative mood provides convenient means for the issuing of instructions and commands. Grammar is not simply a formal network, but a communicative device which is 'functionally motivated'.

Writing

As there is an undoubtful connection between reading and writing, it is common to look at those two skills in and intertwined way and develop meaningful activities that promote a greater understanding of the topic in hand. Furthermore, both writing sections contained models of authentic texts not only to serve as reference for the students, but also to present the characteristics inherent to the genres they were expected to produce. One of the greatest concerns when developing the writing activities for both units was their social aim: what was the purpose for the texts to be produced? Therefore, the texts proposed are all authentic material, which could be easily encountered on an everyday basis in a native speaking environment: a comic strip and a comment in a website. The written genres selected were connected to previous activities developed, with the objective to foster a sense of continuity and achievement on the student once the task was done. Students are expected to interconnect their ideas and explore what was taught before, in order to optimally produce their texts.

Speaking

When approaching speaking, teachers should have in mind that students may feel discouraged to produce in the L2 due to several reasons, such as shyness, lack of vocabulary, unwillingness to engage in class activities, etc. It is part of the teacher's job to stimulate students through meaningful, creative and engaging activities, as a way to achieve an effective level of language production. According to Shumin (2002, p.208), "[...] a key factor in L2 or a foreign language development is the opportunity given to learners to speak in the language-promoting interaction. Teachers must arouse in the learners a willingness and need or reason to speak."

In this context, the activities developed in both units intended to emulate real-life situations, to which students could easily relate or be exposed to. In unit 1, they are supposed to perform as a vlogger, which is quite common nowadays, especially for younger generations. In Unit 2, they are supposed to role-play a situation in which a member of an audience asks questions to the lecturer. The two distinct activities were thought to bring different contexts of language use, being the first a very informal, associated to digital culture and the second a formal one. Thus, "the goal is to enable students to communicate in the target language. To do this, students need knowledge on the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also a single form can serve a variety of functions. (...) They must be able to manage the process of negotiating meaning with their interlocutors. Communication is a process, knowledge of the forms of the language is insufficient." (LARSEN-FREEMAN, 2001)

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