

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

Fernanda Rodrigues Marçal

From Inside to Outside the Classroom
(Material didático para o ensino de inglês)

Orientadora: Profa. Dra. Marisa Mendonça Carneiro

Data da defesa: 03/02/2016

Belo Horizonte

2016

Fernanda Rodrigues Marçal

From Inside to Outside the Classroom
(Material didático para o ensino de inglês)

Trabalho de conclusão de curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade Letras da UFMG como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Profa. Dra. Marisa Mendonça Carneiro.

Data da defesa: 03/02/2016

Belo Horizonte

2016

TABLE OF CONTENTS

Introduction	04
Unit 1: They Fought for Life	06
Teacher's Guide – Unit 1	16
Unit 2: Inspiring Women	26
Teacher's Guide – Unit 2	37
Rationale	61
References	66
Websites consulted	67

INTRODUCTION

In order to promote language learning, the teaching units presented in this work were developed based on the idea of students communicating real meaning. The goal is to provide students with opportunities to use simple, step-by-step strategies for language acquisition. Thus, emphasis on skills is elicited, authentic materials are used and interaction is required.

Both units present relevant, up-to-date themes, which were purposefully designed for the same audience, Brazilian basic learners, and should be taught in sequence, as one complements the other. The units' topics and target language were chosen concerning the students' age, nationality, level and their vulnerability to a common mature issue at all ages: overcoming adversity. The idea behind the themes is that many people working with these units may relate to their subjects and, hopefully, become naturally motivated to and interested in learning English.

In addition to that, the units "*They Fought for Life*" and "*Inspiring Women*" were created having in mind students of English as a second language at any schools or, even, language schools, and on the Basic Level (Common European Framework A2). It was taken into account that at such level learners can produce language on topics that they are familiar with or are of their personal interest.

Each unit is followed by a Teacher's Guide that is expected to be used as a way to improve students' learning of the units, as well as instructions for the activities, answers and useful information for the teacher. The units were organized as follows:

Getting ready: this section aims at introducing the topic through talking about well-known people that have as input the definition of a key word to be brainstormed in the next section. It should be used as a warmer and should bring out students' background knowledge about what will be discussed and also provide them with new vocabulary that might be useful throughout the unit.

Reading: the central idea in this section is the development of the students' reading skills through the use of authentic texts. This way, it exposes students to real biographies of people whose life stories exemplify the units' theme. It is preceded by two pre reading tasks and a task to be done while reading that require the use of different reading strategies. As an after reading activity, they are given the chance to expose their opinions about what has been read. It is also in this section where the new vocabulary is mainly explored.

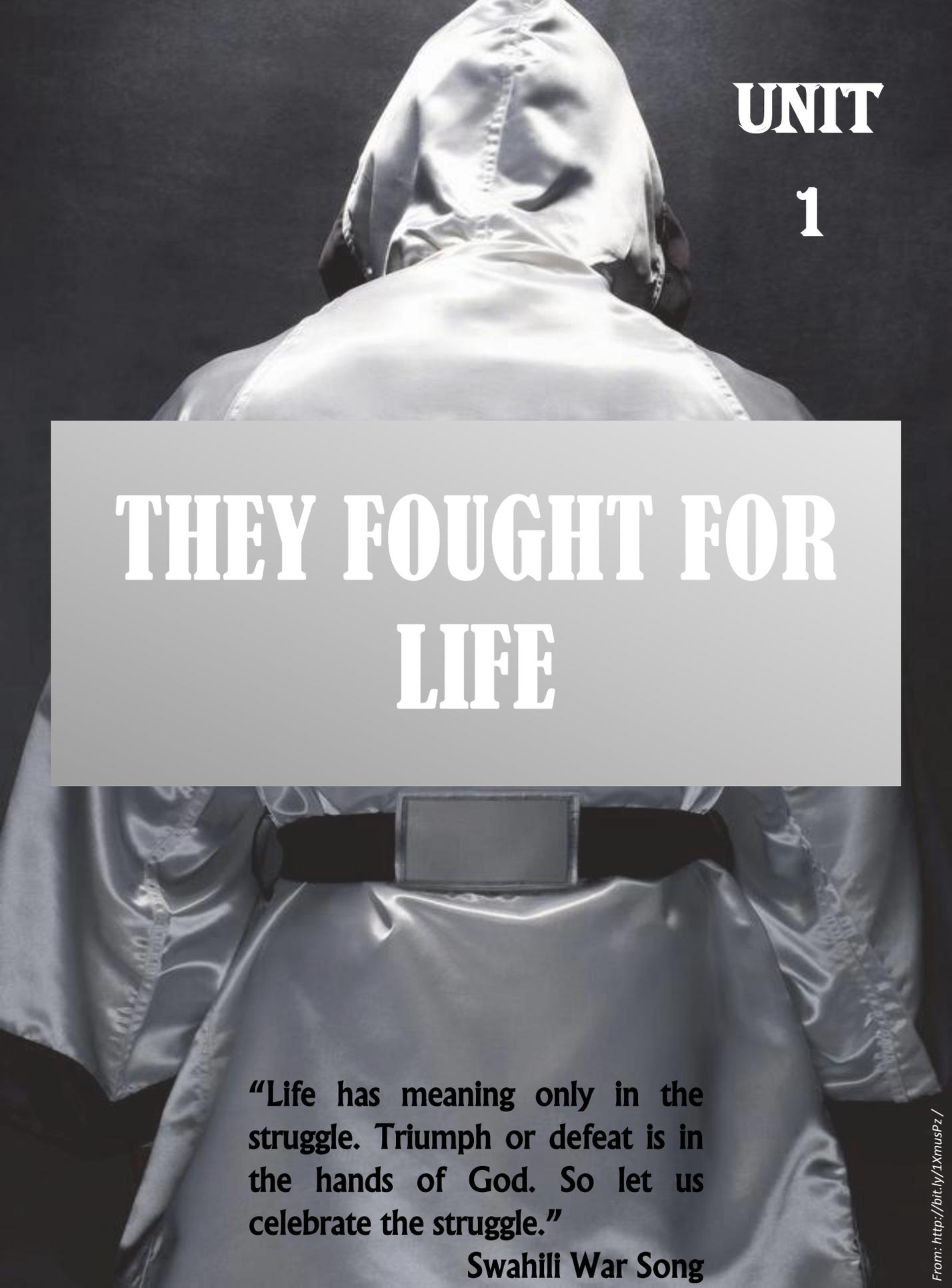
Listening: the authentic materials used in this section were taken from authentic songs and movie or speech clips. Considered as an important tool, songs make students feel at ease and could also motivate them to practice their speaking-pronunciation skills. The songs and videos were chosen in order to promote discussions about the unit's topic and target language. The activities were developed aiming at the use of different listening strategies. Extracts of the reading text are used in this section as a way to introduce the grammar topic to be explored in the unit. The grammatical functions of the highlighted structures are elicited in the activities, making the students aware of their use before they are exposed to their form. The activities that follow the grammar tables give students the opportunity to practice what they have just learned in a contextualized and/or more evident way.

Speaking: in this section, the grammar topic gets a brand new cover through its practice in a more natural way. With tips on either *-ed endings* (unit 1) or *intonation for questions* (unit 2), students can better understand how language works and the important role pronunciation plays in communication. To explain pronunciation rules, there are explanatory videos from an American language teacher on the web. Real-life talking is elicited in this section and students are provided with useful language related to the situation the conversation is taking place. Also, they are encouraged to express their opinion and give feedback to others through their interactions.

Writing: in order to accomplish the tasks in this section, students are led to refer to thematic information shared all over the unit added to the understanding of the characteristics of the genre explored in the section through a genre-based approach.

Checking your own progress: to wrap-up the unit, this section elicits student's self-assessment, as well as their comprehension of the unit goals.

Expanding your horizon (unit 2): at the end of the second unit, there is a section to provide students with more input on what they have learned in the previous units.



UNIT

1

THEY FOUGHT FOR LIFE

“Life has meaning only in the struggle. Triumph or defeat is in the hands of God. So let us celebrate the struggle.”

Swahili War Song

PART A

Getting ready



Unit Goals

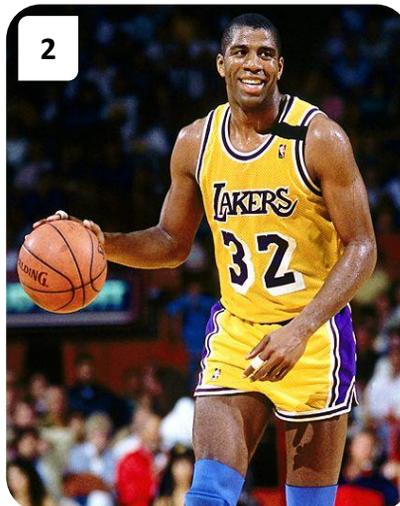
You will learn:

- ❖ About people who fought serious diseases.
- ❖ Simple Past tense (review).
- ❖ Pronunciation of -ed endings.
- ❖ How to write a blog entry.



1

From: <http://bit.ly/1QEvAPy>



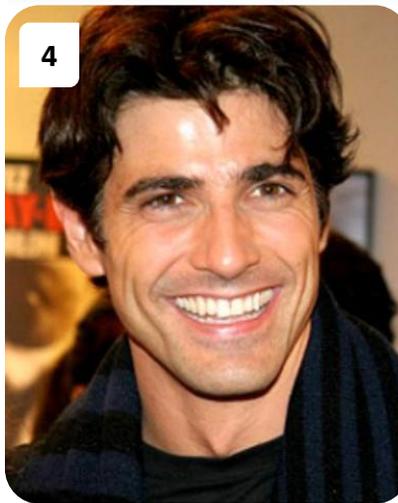
2

From: <http://bit.ly/1Yq7A46>



3

From: <http://glo.bo/1PVY2ed>



4

From: <http://bit.ly/1PVY31W>

Look at these people and answer:

- Who are they?
- What are they famous for?
- Do you like them? Why or why not?
- What do they have in common?

PART B

Reading



1. Brainstorm the word *disease*. Make a word web.

B
E
F
O
R
E

Disease

2. Match the words to the definitions.

V
O
C
A
B
U
L
A
R
Y

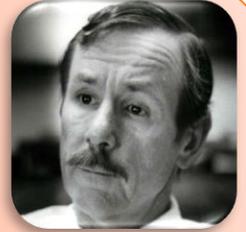
- a. Combining
- b. Counteract
- c. Disease
- d. Efficacious
- e. Electrician
- f. Given
- g. Instead of
- h. Known
- i. Nearly
- j. Poorly
- k. Prognosis
- l. Regimen
- m. Treat
- n. Underground
- o. Worldwide

- () Familiar; popular.
- () Capable of producing an intended effect or result.
- () Clandestine.
- () Who installs or repairs electrical or telephone lines.
- () Provide treatment for.
- () A health problem.
- () Informed; diagnosed.
- () A medication systematic program for therapy.
- () Closely; almost.
- () In place of.
- () Medical prospect.
- () In an unsatisfactory manner; badly.
- () Global; intercontinental.
- () Act in opposition to.
- () Put or add together.

3. Now, read the biography of Ron Woodroof.

Ron Woodroof's biography

Folk Hero, Activist (1950–1992)



Ron Woodroof founded what became known as the Dallas Buyers Club, which, in a time before efficacious alternatives, distributed AIDS medication through an underground network.

Ron Woodroof was born in 1950 and became an electrician as an adult. Woodroof was diagnosed with AIDS in 1986, when only one drug was on the market to treat the disease, AZT, and was given only six months to live. He began a regimen of AZT, but it had little effect, and he nearly died.

Instead of accepting the prognosis and his prescribed fate, Woodroof began studying the affliction and its effects on the body. AIDS was a poorly understood disease at the time, and the U.S. government still had little idea how to combat it, so Woodroof decided to take action. He searched worldwide for drugs to counteract AIDS' effects, combining catalogs of non-FDA-approved medication and experimental and other drugs that were being used for AIDS patients.

Glossary: FDA: Food and Drug Administration (US).

Adapted from: <http://www.biography.com/people/ron-woodroof-21329541>

4. Check the sentences (T) True or (F) False according to the text above.

W
H
I
L
E

a. Ron distributed AIDS medication legally.	()
b. He worked as an electrician before founding the Dallas Buyers Club.	()
c. AZT worked very well for him.	()
d. The U.S. government did not know how to treat the disease.	()

5. Think about the biography you have just read and answer the following questions.

A
F
T
E
R

- What is interesting about his life?

- Is AIDS extinguished? Justify your answer.

- Is it possible to get treatment for free? Explain your answer.

- Do you know anyone with this disease? If possible, name a few.

PART C

Listening



02:57

1. Try to fill in the gaps in the lyrics using the words given on the right. Then, watch the video clip and check your answers. Feel free to sing along!

Streets of Philadelphia – Bruce Springsteen

I was bruised and battered
 And I couldn't tell what I 1 _____
 I was unrecognizable to myself
 I 2 _____ my reflection in a window
 I 3 _____ my own face oh brother
 Are you gonna leave me wastin' away
 On the streets of Philadelphia

I 4 _____ the avenue till my legs felt like stone
 I 5 _____ the voices of friends vanished and gone
 At night I could hear the blood in my veins
 Just as black and whispery as the rain
 On the streets of Philadelphia

Ain't no angel gonna greet me
 It's just you and I my friend
 My clothes don't fit me no more
 I 6 _____ a thousand miles
 Just to slip the skin

The night has fallen, I'm lyin' awake
 I can feel myself fadin' away
 So receive me brother with your faithless kiss
 Or will we leave each other alone like this
 On the streets of Philadelphia?

From: <http://www.vagalume.com.br/bruce-springsteen/streets-of-philadelphia.html>



From: <http://bit.ly/1NofVnf>

Didn't know

Felt

Heard

Saw

Walked

Walked



Video clip from: <https://www.youtube.com/watch?v=4z2DtNW79sQ>

2. In pairs, look at the words you used to fill in the lyrics and answer the questions below.

a. How did he feel? Justify your answer.

b. How does he feel now? Justify your answer.

3. A. Fill in the blanks in the biographies below using the verbs on the right in the correct form. Pay attention to verb form.

Lou Gehrig



Baseball Player (1903–1941)

Hall of Fame baseball player Lou Gehrig 1 _____ in New York City in 1903. A standout football and baseball player, Gehrig 2 _____ his first contract with the New York Yankees in April 1923. Over the next 15 years he 3 _____ the team to six World Series titles and 4 _____ the mark for most consecutive games played. He 5 _____ in 1939 after getting diagnosed with ALS. Gehrig 6 _____ from the disease in 1941.

Adapted from: <http://www.biography.com/people/lou-gehrig-9308266>

Be born

Lead

Pass away

Retire

Set

Sign

Patrick Swayze



Film Actor, Singer, Theater Actor,
Television Actor (1952–2009)

Patrick Swayze 7 _____ August 18th, 1952, in Houston, Texas. After college, he 8 _____ school to tour with the Disney on Parade ice show. In 1976, he 9 _____ his efforts toward stage acting. Success 10 _____ him to Hollywood, where he 11 _____ his film debut. In 1981, he 12 _____ his TV debut. He 13 _____ to show audiences his range with a series of independent films. In 2009, he 14 _____ of cancer.

Adapted from: <http://www.biography.com/people/patrick-swayze-9542318>

Die

Bring

Continue

Redirect

Make

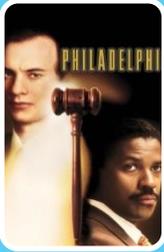
Leave

Make

Be born

B. What do the biographies above have in common? Justify your answer.

4. Read the synopsis of the movie *Philadelphia* (1993).



Philadelphia (1993)

Andrew Beckett, a gay lawyer infected with AIDS, is fired from his law firm in fear that they might contract AIDS from him. After Andrew is fired, in a last attempt for peace, he sues his former law firm with the help of a homophobic lawyer, Joe Miller. During the court battle, Miller sees that Beckett is no different than anyone else on the gritty streets of the city of brotherly love, sheds his homophobia and helps Beckett with his case before AIDS overcomes him.

From: <http://www.imdb.com/title/tt0107818/plotsummary>



5. Now, watch a clip from the movie *Philadelphia* and answer the following questions.

01:16



Video clip from: https://www.youtube.com/watch?v=mjbxL_v2DPk
(Up to 01:16)

a. Why did the football player start a conversation with Joe Miller?

b. Did Miller like the player at first? Justify your answer.

c. Why did the lawyer give him a card?

d. What did the player invite him to do?

e. Why did Joe Miller get furious?

PART D

Speaking



07:52

1. Watch a video on how to pronounce Simple Past -ed endings (for regular verbs only).



Video from: <https://www.youtube.com/watch?v=A7hi-ipU2n0>

2. Take a look at the examples below.

-ed endings		
/t/	/d/	/Id/
packed	sav ed	land ed
bak ed	lean ed	end ed

3. Classify the following 14 verbs in the table above. Then, practice the pronunciation of each verb you classified.

chopped finished looked needed arrived
 enjoyed phoned laughed dedicated
 decided stayed checked
 married walked

4. Learn the story of *Gloria Taylor*. Then, discuss the text.

Gloria Taylor (1948–2012)

Gloria Taylor wanted the option to choose a medically assisted death rather than slow paralysis and suffocation that she could be facing with ALS.

Gloria Taylor was an active, independent 61 year-old when her doctor told her she had ALS. The doctor told Gloria that the disease would likely paralyze her within six months, and would kill her within a year. Gloria outlived that – she survived three additional years. During that time, she waged a public fight to die on her own terms. She was the lead plaintiff in our lawsuit.



With the help of the BCCLA, Gloria became the first Canadian ever to win the right to ask a doctor for help in dying. When we called Gloria to share the news of her legal victory, she cried, “Thank you, God.” Holding up a cup in a toast to her late friend who died agonizingly from ALS, Gloria added, “This one’s for you, Peter. We bloody did it!”

In the end, Gloria did not have to ask a doctor for help to die peacefully. She died suddenly and unexpectedly from an infection in 2012. Gloria’s family members, including her 85 year-old mother, Anne Fomenoff of Castlegar, B.C., and her eldest son, Jason Taylor, of Kelowna, B.C., have continued Gloria’s crusade.

Dying with Dignity is proud to be supporting Gloria's family in their fight to legalize assisted dying.

Adapted from: http://www.dyingwithdignity.ca/learn/carter-v-canada-legal-challenge-for-right-to-die/inner_articles/697.php

5. Answer the following questions about Gloria’s story.

a. Why did Gloria prefer assisted suicide?

b. What happened to her at the end of her life?

6. Form two groups to debate over the issue of *Euthanasia*. Refer to the story above.

Group A



Group B

You should think of 5 arguments in favor of *Euthanasia*.

You should think of 5 arguments against *Euthanasia*.

Useful Tips:

To express your opinion:

In my opinion.../ I think.../ To me.../ I believe...

To agree or disagree:

I agree with.../ I don't agree.../ You have a point, but...

To take turns:

Can I say something?/ I'm sorry, there's something I'd like to add.

TEACHER'S GUIDE

UNIT 1



Unit Contents

Theme & Vocabulary

The theme of this unit is people who suffered from serious diseases, more specifically: cancer and AIDS. Students will have the opportunity to read about some well-known people who battled deadly diseases, and, hopefully, to become inspired by these stories of resilience. Besides, they will learn new vocabulary related to the topic.

Grammar

Students will review what they first learned in the previous levels: Simple Past tense. But this time, they will learn simple past tense with *wh*-words.

Pronunciation

As to pronunciation, they will be taught the sounds for *-ed endings* (in regular verbs); [t], [d] and [ɪd], as well as the rules involved.

Genre

Students will learn how to write a blog entry; how they should order events to organize the ideas in the writing process

- Present the title of unit 1, and tell students what it means.
- Introduce the Unit Goals to the students. Give them a brief explanation on what they are supposed to learn in each topic.

Unit Goals

You will learn:

- ❖ About people who fought serious diseases.
- ❖ Simple Past tense (review).
- ❖ Pronunciation of *-ed endings*.
- ❖ How to write a blog entry.

Note: Since the theme of this unit can be considered an emotional subject to some people, a cautious, sensitive approach to it is extremely advisable.

PART A Getting ready



Warm-up exercise - from 10-15'

- Ask students to analyse pictures 1-4 and answer (orally) the given questions in pairs.
- Ask them to discuss their answers together in a big group.
- Help students whenever necessary. Some of them may not know all the people in the pictures. Be prepared to introduce them to the students.

Answers may vary.

Picture 1: Mary Farrah Leni Fawcett (February 2, 1947 – June 25, 2009) was an American actress and artist. Fawcett was diagnosed with rectal cancer in 2006 and died in 2009.

Picture 2: Earvin "Magic" Johnson Jr. (born August 14, 1959) is a retired American professional basketball player who played point guard for the Los Angeles Lakers of the National Basketball Association (NBA) for 13 seasons. Johnson retired abruptly in 1991 after announcing that he had contracted HIV.

Picture 3: Hebe Maria Monteiro de Camargo Ravagnani (March 8, 1929 – September 29, 2012) was a Brazilian television host, singer and actress.. Camargo suffered from cancer since 2010.

Picture 4: Reynaldo Gianecchini (born on November 12, 1972 in Birigüi, São Paulo) is an actor. Since August 2011, Gianecchini has been battling against cancer (angioimmunoblastic T-cell lymphoma) and has undergone chemotherapy treatment

Exercise 4 - from 2-5'

- Read the exercise aloud and explain what students have to do.
- Give a brief introduction of the movie (see the box below), say its plot, actors, director, etc.
- Ask students to say what they know about it.
- Ask them to underline the words they don't recognize as they read the synopsis.
- Answer any possible questions they may have.
- Help them whenever necessary.

Movie: Philadelphia is a 1993 American drama film and one of the first mainstream Hollywood films to acknowledge HIV/AIDS, homosexuality, and homophobia. It was written by Ron Nyswaner, directed by Jonathan Demme and stars Tom Hanks and Denzel Washington. Hanks won the Academy Award for Best Actor for his role as Andrew Beckett in the film, while the song "Streets of Philadelphia" by Bruce Springsteen won the Academy Award for Best Original Song. Nyswaner was also nominated for the Academy Award for Best Original Screenplay, but lost to Jane Campion for *The Piano*.

Adapted from: [https://en.wikipedia.org/wiki/Philadelphia_\(film\)](https://en.wikipedia.org/wiki/Philadelphia_(film))

Exercise 5 - from 10-15'

- Read the exercise aloud and explain what students have to do.
- Answer any possible questions they may have.
- Play the video clip (Unit_1_Part_C_Ex_7). Students should only watch it carefully.
- Ask them to answer the given questions.
- Play the video clip again. Students now watch it and check their answers.
- Help them whenever necessary.
- Check the answers with the whole class.

Possible answers:

- a. The football player started a conversation with Joe Miller because he saw him on TV and he was interested in the trial. He was also interested in dating Miller.
- b. Yes, he did. He asked questions about the player's college and gave him a business card.

- c. He thought of maybe helping him get a job after his graduation.
- d. He invited Joe to have a drink.
- e. He got furious because the player thought Joe was gay and asked him out on a date.

Audio script (Unit_1_Part_C_Ex_7):

Football player - How's the trial going?

Joe Miller - Excuse me?

Football player - It's a great case. I saw you on television. I'm a law student at Penn.

Joe Miller - Oh!

Football player - How you doing?

Joe Miller - All right. How are you? Saw me on TV?

Football player - Yeah.

Joe Miller - It's a good school, Penn. What year are you in?

Football player - Second. Listen, I just want to tell you... this case, it's tremendously important. I just wanted to let you know I think you're doing a fantastic job.

Joe Miller - Hey.

Football player - Thank you. All right.

Joe Miller - When you graduate, you give me a call. Okay?

Football player - All right. Thank you. Thank you very much. Listen, Joe?

Joe Miller - Yeah?

Football player - Would you like to have a drink with me? I just finished a game and could use a beer, you know?

Joe Miller - Ah, no, I can't. My wife is...

Football player - I don't pick up people in drugstores every day.

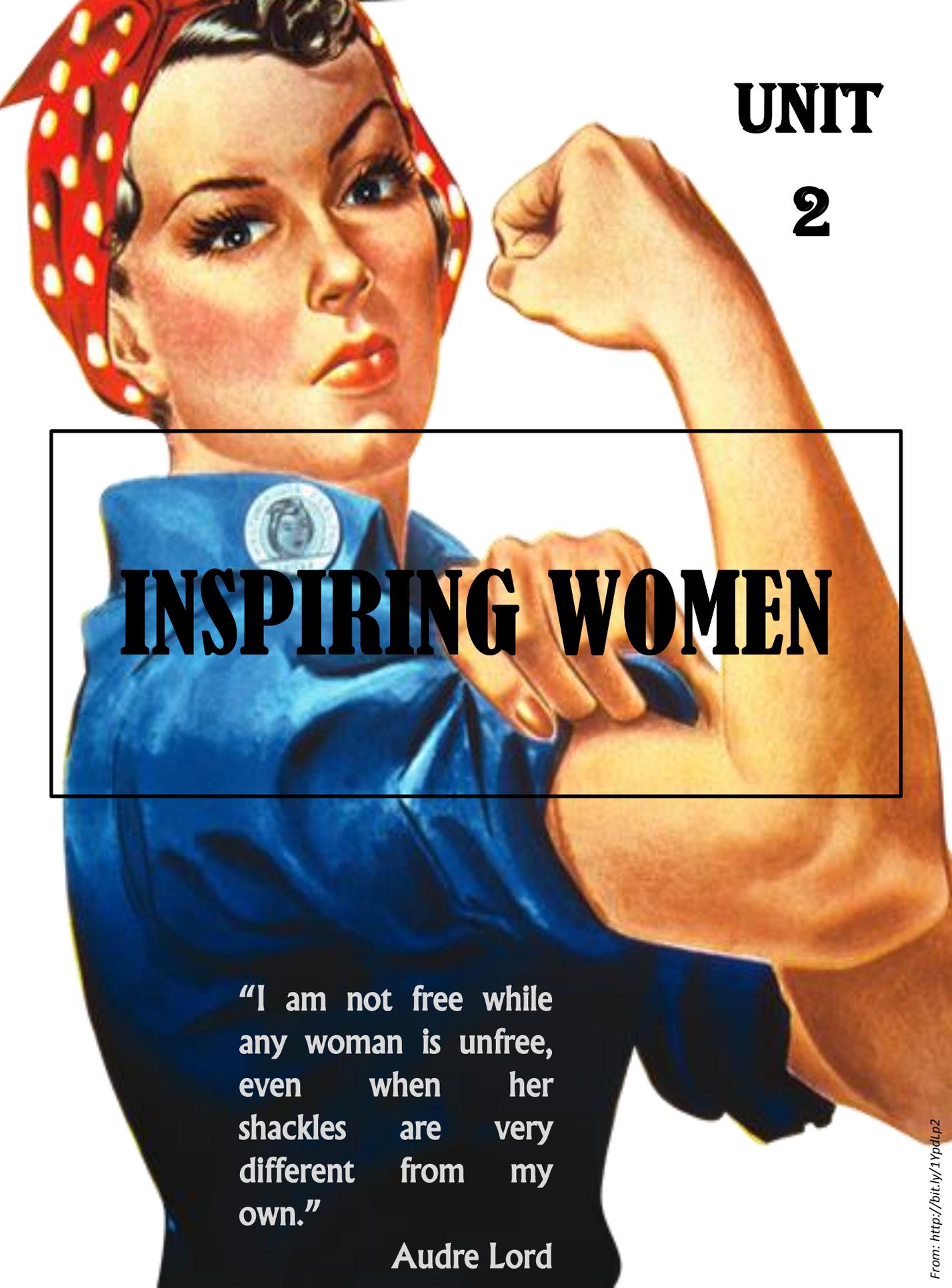
Joe Miller - You think I'm gay?

Football player - Aren't you?

Joe Miller - What's the matter with you? Do I look gay to you?

Football player - Do I look gay to you? Joe, relax. (...)

Notes:



UNIT

2

INSPIRING WOMEN

**“I am not free while
any woman is unfree,
even when her
shackles are very
different from my
own.”**

Audre Lord

PART A

Getting ready



Unit Goals

You will learn:

- ❖ About gender equality.
- ❖ Simple Past of *Be* (review).
- ❖ Intonation in yes-no questions and information questions.
- ❖ How to write a biography

1



From: <http://bit.ly/1ldFtXn>

2



From: <http://bit.ly/1X8E4CX>

3



From: <http://ti.me/1OblzYD>

4



From: <http://bit.ly/1AXHvyB>

Look at these women and answer:

- Who are they?
- What are they famous for?
- Do you like them? Why or why not?
- What do they have in common?

PART B

Reading

1. Brainstorm the word *feminism*. Make a word web.B
E
F
O
R
E

Feminism

2. Match the words to the definitions.

V
O
C
A
B
U
L
A
R
Y

- a. Laid
- b. Philosopher
- c. Eldest
- d. Bourgeois
- e. Raised
- f. Strictly
- g. Atheist
- h. Left
- i. Attend
- j. Same
- k. Famed
- l. Relationship
- m. Shape
- n. Notoriety
- o. Role

- () Originally a member of the middle class in France.
- () The state of being famous or well-known for something .
- () Brought up (child).
- () Give a particular form to.
- () Oldest; first-born.
- () Famous.
- () An emotional or other connection between people.
- () To be present at.
- () A person who disbelieves the existence of supreme beings.
- () Rigorously, precisely.
- () Identical.
- () Proper or customary function.
- () A person who is deeply versed in Philosophy.
- () Established.
- () Went out of or away from something.

3. Now, read the biography of Simone de Beauvoir.

Simone de Beauvoir's biography

Academic, Philosopher, Women's Rights Activist, Journalist (1908–1986)



French writer Simone de Beauvoir laid the foundation for the modern feminist movement. Also an existentialist philosopher, she had a romance with Jean-Paul Sartre.

Simone de Beauvoir was born Simone Lucie-Ernestine-Marie-Bertrand de Beauvoir on January 9, 1908, in Paris, France. The eldest daughter in a bourgeois family, de Beauvoir was raised strictly Catholic. As an adolescent, however, she became an atheist and resolved to dedicate her life to the study of existence. When she was 21, de Beauvoir left home to attend the Sorbonne, where she studied philosophy and graduated in 1929. That same year, she met famed French philosopher Jean-Paul Sartre, forming a relationship that would shape the rest of her life. The two were best friends and lovers who often influenced each other's work and philosophy. They never married due to de Beauvoir's insistence that their relationship should not be defined by institutional norms. Simone de Beauvoir gained notoriety for her work *Le Deuxième Sexe* (*The Second Sex*), published in 1949. The 972-page book, which analyzes reasons why women's role in society was characterized as inferior to men, was received with great controversy.

Glossary: Sorbonne: The Sorbonne is an edifice of the Latin Quarter, in Paris, France, which was the historical house of the former University of Paris.

Adapted from: <http://www.biography.com/people/simone-de-beauvoir-9269063>

4. Match the chunks according to the text above.

W
H
I
L
E

- | | | |
|-----------------------------------|-----|----------------------------|
| a. Simone was the eldest daughter | () | de Beauvoir was religious. |
| b. When she was a child, | () | for her works. |
| c. She met Jean-Paul Sartre | () | in a middle-class family. |
| d. She was famous | () | in 1929. |

5. Think about the biography you have just read and answer the following questions.

A
F
T
E
R

a. What do you consider to be interesting about her life?

b. What was she notorious for?

c. Does gender inequality still exist? Justify your answer.

d. Do you know any feminists? If possible, name a few.

PART C

Listening



03:04

1. Try to fill in the gaps in the lyrics below using the words given on the right. Then, watch the video clip and check your answers. Feel free to sing along!

22 – Lily Allen

When she 1 _____
22, the future 2 _____

bright

But she's nearly 30 now and she's
out every night

I see that look in her face

She's got that look in her eye

She's thinking how

3 _____

I get here

And wondering why

It's sad but it's true how society says
Her life is already over

There's nothing to do and there's
nothing to say

Til the man of her dreams comes
along

Picks her up and puts her over his
shoulder

It seems so unlikely in this day and
age

She's got an alright job but it's not a
career

Whenever she thinks about it, it
brings her to tears

Cause all she wants is a boyfriend

She gets one-night stands
She's thinking how

4 _____

I get here

I'm doing all that I can

It's sad but it's true how society says
Her life is already over

There's nothing to do and there's
nothing to say

Til the man of her dreams comes
along

Picks her up and puts her over his
shoulder

It seems so unlikely in this day and
age

It's sad but it's true how society says
Her life is already over

There's nothing to do and there's
nothing to say

Til the man of her dreams comes
along

Picks her up and puts her over his
shoulder

It seems so unlikely in this day and
age

From: <http://www.vagalume.com.br/lily-allen/22.html>



From: <http://bit.ly/1SeiSVp>

Did

Looked

Was

Did



Video clip from:
<https://www.youtube.com/watch?v=tWjNFC-FinU>

2. In pairs, look at the words you used to fill in the lyrics and answer the questions below.

a. How was she? Justify your answer.

b. How is she now? Justify your answer.

3. A) Fill in the blanks in the biography below using the verbs on the right in the correct form. Pay attention to verb form.

Malala Yousafzai's biography



Children's Activist, Women's Rights Activist (1997–)

Malala Yousafzai ¹_____ on July 12, 1997, in Mingora, Pakistan. As a child, she ²_____ an advocate for girls' education, which ³_____ in the Taliban issuing a death threat against her. On October 9, 2012, a gunman ⁴_____ Malala when she ⁵_____ traveling home from school. She ⁶_____, and has continued to speak out on the importance of education. She was nominated for a Nobel Peace Prize in 2013. In 2014, she was nominated again and won, becoming the youngest person to receive the Nobel Peace Prize.

Adapted from: <http://www.biography.com/people/malala-yousafzai-21362253>

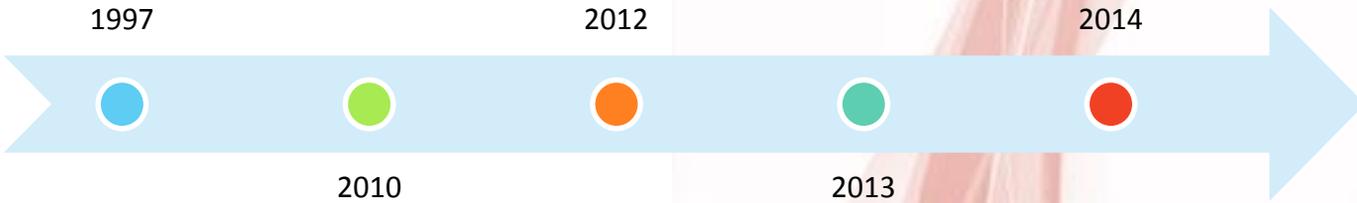
- Result
- Survive
- Become
- Be born
- Shoot
- Be

B) Complete Malala's timeline below. Refer to her biography above.

1997

2012

2014



2010

2013

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

4. Read the summary of Emma Watson's speech at the UN.



Emma Watson's Speech on Gender Equality at the UN

In September 2014 British actor and Goodwill Ambassador for UN Women, Emma Watson, gave a smart, important, and moving speech about gender inequality and how to fight it. In doing so, she launched the HeForShe initiative, which aims to get men and boys to join the feminist fight for gender equality. In the speech Ms. Watson made the very important point that in order for gender equality to be achieved, harmful and destructive stereotypes of and expectations for masculinity have got to change.

From: <http://abt.cm/1mu84rg>



02:34

5. Now, watch a clip from Emma's speech . Then, match the answers to the correspondent questions below.



Video clip from: <https://www.youtube.com/watch?v=gkjW9PZBRfk>
(From: 02:13 to 04:47)

- What is the definition of feminism?
- What happened to Emma when she was 8?
- What happened to her male friends when they were 18?
- What seemed uncomplicated to her?
- Why are women choosing not to identify as feminists?
- Why should women be involved in political decisions?

- () They were unable to express their feelings.
- () Because women should be involved in decisions that will affect their lives.
- () She was called *bossy*.
- () To decide that she was a feminist.
- () Feminism is the belief that men and women should have equal rights and opportunities. It is the theory of political, economic and social equality of the sexes.
- () Because feminism is, for many reasons, an unpopular word.

PART D

Speaking



1. Watch a video on the intonations for yes-no questions and information questions.

03:11



Video from: <https://www.youtube.com/watch?v=Aoj4HZILQBY>

P
R
O
N
U
N
C
I
A
T
I
O
N

2. Take a look at the examples below.

Rising	Falling
Was she a journalist? ↗	When was she born? ↘

3. Classify the following 6 questions in the table above, and add 6 more of your own. Then, practice the intonation for each sentence you classified.

- ❖ When was she shot? ❖ _____
- ❖ Were they married? ❖ _____
- ❖ Why were they unable to express their feelings? ❖ _____
- ❖ Was she from France? ❖ _____
- ❖ Who was she speaking for? ❖ _____
- ❖ Was she 22? ❖ _____

4. Read the text below.

Equal opportunities for all

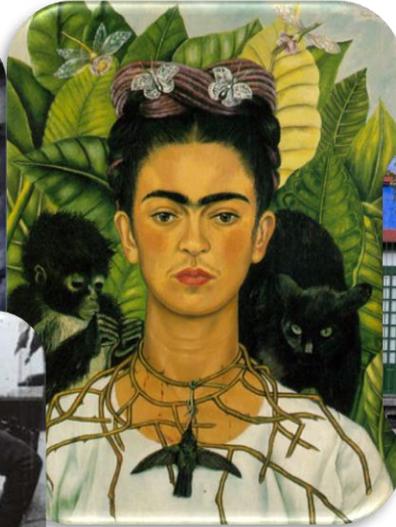
This is what gender equality is all about

All individuals should have equal opportunities. But there are huge challenges to achieving equality. Society's expectations for girls and women can limit their opportunities across social, economic and political life. Across the globe, women and girls still have lower status, fewer opportunities and lower income, less control over resources, and less power than men and boys. Son preference continues to deny girls the education they have a right to. And the burden of care work that women face impinges and intrudes on their opportunities in education and work.

In the most extreme cases, gender norms can kill. We see examples of this in all corners of the world. Women die at the hands of their violent partners. Women die because they cannot access the abortion services they need. Women die of preventable causes in childbirth. Transgender people are murdered for being different. Gender inequality persists and prevents girls and women from reaping the benefits of our evolving world. It also limits possibilities for men and boys.

5. In pairs, discuss the text above, and make notes. Then, describe the roles of women in the past and in the present. Be ready to present your answers to the class.

Expanding your horizon



Pictures from: <http://bit.ly/1PsVI9U>

1. Read and answer the questions.

- When was Frida Kahlo born? _____
- When did she have an accident? _____
- Who was Diego Rivera? _____
- How old was she when she died? _____
- Where did Frida die? _____
- What can you see at the museum? _____
- Why do people consider her work *feminist*? _____

Frida Kahlo Museum

The Frida Kahlo Museum, also called the Blue House, is a historic house museum and art museum dedicated to the life and work of Mexican artist Frida Kahlo. This building is where Frida was born and lived most of her life until she died. The museum has a collection of artwork by Frida Kahlo and Diego Rivera (Frida's husband), and also photographs, memorabilia and personal items.

Adapted from:

https://en.wikipedia.org/wiki/Frida_Kahlo_Museum

Frida Kahlo

Frida Kahlo was born on July 6th, 1907. She didn't go to any art school, but she was a very talented surrealist painter. She was married to the famous Mexican artist Diego Rivera. They were active communists and very involved in politics. Since she was a child, Frida had many health problems. On September 17th, 1925, she had a traffic accident that caused her extreme pain for the rest of her life. She died on July 13th, 1954. Her work has been celebrated in Mexico as emblematic of national and indigenous tradition, and by feminists for its uncompromising depiction of the female experience and form.

Adapted from: https://en.wikipedia.org/wiki/Frida_Kahlo

TEACHER'S GUIDE

UNIT 2



Unit Contents

Theme & Vocabulary

The theme of this unit is women who advocated and advocate feminism. Students will have the opportunity to read about some well-known people who fought and fight for gender equality, and, hopefully, to become inspired by these stories of bravery. Besides, they will learn new vocabulary related to the topic.

Grammar

Students will review what they first learned in the previous levels: Simple Past of *Be*. But this time, they will learn simple past of *be* with *wh*-words.

Pronunciation

As to pronunciation, they will be taught the difference in pitch between the intonation in *yes-no questions* and *wh-questions*.

Genre

Students will learn how to write a biography; what they should and should not consider in their writing process.

- Present the title of unit 2, and tell students what it means.
- Introduce the Unit Goals to the students. Give them a brief explanation on what they are supposed to learn in each topic.

Unit Goals

You will learn:

- ❖ About gender equality.
- ❖ Simple Past of *Be* (review).
- ❖ Intonation in *yes-no questions* and *information questions*.
- ❖ How to write a *biography*

PART A Getting ready



Warm-up exercise - from 10-15'

- Ask students to analyse pictures 1-4 and answer (orally) the given questions in pairs.
- Ask them to discuss their answers together in a big group.
- Help students whenever necessary. Some of them may not know all the people in the pictures. Be prepared to introduce them to the students.

Answers may vary.

Picture 1: Frida Kahlo de Rivera (July 6, 1907 – July 13, 1954) was a Mexican painter. Her work has been celebrated by feminists for its real depiction of the female experience and form.

Picture 2: Rose Marie Muraro (November 11, 1930 – Rio de Janeiro, June 21, 2014) was a Brazilian sociologist, writer, intellectual and feminist. She published controversial books, challenging modern social values. She was also a pioneer of the feminist movement in Brazil.

Picture 3: Oprah Gail Winfrey (born January 29, 1954) is an American media proprietor, talk show host, actress, producer, and philanthropist. Several assessments regard her as the most influential woman in the world.

Picture 4: Coco Chanel (19 August 1883 – 10 January 1971) was known for her lifelong determination, ambition, and energy which she applied to her professional and social life. She achieved both success as a business woman and social prominence.

**EXPLANATORY AUDIO
SCRIPTS
UNITS 1 & 2**

A decorative graphic at the bottom of the page consisting of several overlapping, wavy, metallic-looking bands in shades of grey and black, creating a sense of motion and depth.

Explanatory audio script (Unit_1_Part_D_Ex_1)**→ Page 14**

Today I'm going to talk about how to pronounce the past tense of regular verbs. Regular verbs take the -ed ending in the past. There are three different ways to pronounce the -ed. How you pronounce it depends on the final sound of the verb in the infinitive form. When the final sound of the verb in infinitive form is an unvoiced consonant sound, then the -ed is also pronounced as an unvoiced consonant, and that is the tt, T sound. For example, the word 'pack'. When you add the -ed, it becomes packed because the kk sound is unvoiced. Other unvoiced sounds are pp, ff, ss, ch, sh, and th. So any regular verbs that ends in one of these sounds will have the -ed pronounced as the tt T sound.

The second case is when the final sound of the infinitive verb is a voiced consonant or a vowel or diphthong sound. In this case the -ed is pronounced as the dd D sound, a voiced consonant. For example, the verb 'to save'. The final sound is the vv V, voiced consonant sound, so the -ed will take the dd, voiced D sound ending. Saved, saved. Other unvoiced sounds are vv, bb, gg, th [ð], zz, dj, rr, mm, nn, ng, ll. So any regular verb ending in one of these consonant sounds, or a vowel or diphthong sound, will take the dd sound when the -ed is added.

The final case is when the verb in the infinitive form ends in either a D or T sound. In this case, the ending is pronounced with the 'ih' as in 'sit' vowel and the D sound. For example, the verb 'to land'. It ends with the D sound, so the past tense of this regular verb is landed. -ed, with the 'ih' as in 'sit' and the D sound. Landed.

Now we will look at some regular verbs. Based on the information you just heard, you should now be able to tell how the -ed will be pronounced. How do you pronounce this word? The final sound of the verb in the infinitive form 'to bake' is the K sound. It's unvoiced. Therefore the -ed is pronounced tt, unvoiced, with the T sound. Baked, baked. How do you pronounce this word? In the infinitive, the final sound is the dd D sound. Therefore it is case three, ended, where the -ed is pronounced with the 'ih' as in 'sit' and the D sound. Ended. How do you pronounce this word? The final sound of the verb in infinitive form is the N consonant sound. This is a voiced consonant. Therefore it is case two where the -ed is pronounced as the D sound. Leaned, leaned.

How do you pronounce this word? The infinitive form 'to believe' ends in the vv V consonant sound, which is voiced. Therefore it is again case two, where the -ed is pronounced as the D sound. Believed. How do you pronounce this word?

The final sound in infinitive form is sh, the unvoiced SH sound. Since it is unvoiced, it is case one, where the -ed is pronounced as the T. Washed, washed.

How do you pronounce this word? In the infinitive, the final sound of the verb is pp, P, which is unvoiced. Therefore it is case one, and the -ed is pronounced as a T. Flipped, flipped.

How do you pronounce this word? The final sound in the infinitive is the N consonant sound, nn, which is voiced. Therefore it is case two, where the -ed is pronounced as the D sound. Turned, turned. How do you pronounce this verb? The final sound in the infinitive is the 'ee' as in 'she' vowel sound. Since it is a vowel, it must be case two, where the -ed is pronounced as the D sound. Carried, carried. How do you pronounce this verb? The final infinitive sound is ss, the S sound. That is unvoiced, so it is case one where the -ed is pronounced as the T sound. Missed, missed.

How do you pronounce this word? The final infinitive sound is the tt T sound. This means it is case three where the -ed is pronounced as the 'ih' as in 'sit' with the D sound. Punted, punted. How do you pronounce this word? The final sound in the infinitive is the M consonant sound, mm; it is voiced. Therefore it is case two and the -ed is pronounced as the D. Bummed. Bummed. How do you pronounce this word? The final sound in the infinitive is ff, the unvoiced F sound. Since it is unvoiced, it is case one, where the -ed is pronounced as the tt T sound. Laughed, laughed.

How do you pronounce this word? The final sound in the infinitive is the 'ai' as in 'buy' diphthong. Therefore it is case two and the -ed is pronounced as the D sound. Shied, shied. How do you pronounce this word? The final sound of the infinitive form of the verb is the tt, T sound. Therefore it is case three, where the -ed is pronounced as the 'ih' as in 'sit' with the D sound. Rested, rested. How do you pronounce this word? The final sound of the verb in infinitive form is ch: that is an unvoiced consonant sound. Therefore it is case one where the -ed is pronounced as the T sound. Watched, watched. How do you pronounce this word? The final sound of the verb in the infinitive form is the dd, D sound. Therefore it is case three where the -ed is pronounced as the 'ih' as in 'sit' with the D sound. Needed, needed. Congratulations! Now you know how to pronounce regular verbs in the past tense.

From: <http://rachelsenglish.com/pronounce-ed-verb-endings/>

SPEAKING TEST
UNITS 1 & 2



Test Instructions

Question 1- from 2-5'

- Read the instructions aloud and explain what students have to do.
- Answer their questions beforehand.
- In pairs, they should order the parts to the story.
- Ask students to analyse the sentences, and then, order them retelling the whole story. Give them some time to do so.
- Each student has a different set of events.

Answers may vary.

Question 2- from 5-10'

- Read the instructions aloud and explain what students have to do.
- In pairs, they should ask and answer the questions proposed.
- Ask students to analyse the questions before they start. Give them some time to do so.
- They should use the target language from units 1 & 2.

Answers may vary.

Note: Students tend to get very nervous and anxious when they are about to take a speaking test, especially for this basic level. Therefore, always help them feel at ease before and while they take the test. Motivate them to try their best, praise them and value their efforts. Say it is very important to take risks when you are learning a second language.

Assessment Sheet:

SPEAKING TEST ASSESSMENT SHEET	Units 1 & 2					Date: _____/_____/_____
Student:						
Communication	0	5	10	15	20	
Grammar	0	5	10	15	20	
Vocabulary	0	5	10	15	20	
Pronunciation	0	5	10	15	20	
Fluency	0	5	10	15	20	
Total:	_____/100					
Comments:						

Note: The photocopiable assessment sheet is on page 57.

Assessment Criteria:

Communication: ability to comprehend, interact, and make himself or herself understood; volume.

Grammar: accurate use of grammar structures.

Vocabulary: correct and effective use of vocabulary.

Pronunciation: effective, natural use of language; volume; intonation; rythm.

Fluency: speed, flow, naturalness, and comfort with words.

Note: The photocopiable assessment criteria are on page 58.

Notes:

SPEAKING TEST ASSESSMENT SHEET		Units 1 & 2				Date: _____/_____/_____
Student:						
Communication	0	5	10	15	20	
Grammar	0	5	10	15	20	
Vocabulary	0	5	10	15	20	
Pronunciation	0	5	10	15	20	
Fluency	0	5	10	15	20	
Total:	_____/100					
Comments:						

SPEAKING TEST ASSESSMENT SHEET		Units 1 & 2				Date: _____/_____/_____
Student:						
Communication	0	5	10	15	20	
Grammar	0	5	10	15	20	
Vocabulary	0	5	10	15	20	
Pronunciation	0	5	10	15	20	
Fluency	0	5	10	15	20	
Total:	_____/100					
Comments:						

SPEAKING TEST ASSESSMENT SHEET		Units 1 & 2				Date: _____/_____/_____
Student:						
Communication	0	5	10	15	20	
Grammar	0	5	10	15	20	
Vocabulary	0	5	10	15	20	
Pronunciation	0	5	10	15	20	
Fluency	0	5	10	15	20	
Total:	_____/100					
Comments:						

SPEAKING TEST ASSESSMENT SHEET		Units 1 & 2				Date: _____/_____/_____
Student:						
Communication	0	5	10	15	20	
Grammar	0	5	10	15	20	
Vocabulary	0	5	10	15	20	
Pronunciation	0	5	10	15	20	
Fluency	0	5	10	15	20	
Total:	_____/100					
Comments:						

SPEAKING TEST ASSESSMENT SHEET		Units 1 & 2				Date: _____/_____/_____
Student:						
Communication	0	5	10	15	20	
Grammar	0	5	10	15	20	
Vocabulary	0	5	10	15	20	
Pronunciation	0	5	10	15	20	
Fluency	0	5	10	15	20	
Total:	_____/100					
Comments:						

SPEAKING TEST ASSESSMENT SHEET		Units 1 & 2				Date: _____/_____/_____
Student:						
Communication	0	5	10	15	20	
Grammar	0	5	10	15	20	
Vocabulary	0	5	10	15	20	
Pronunciation	0	5	10	15	20	
Fluency	0	5	10	15	20	
Total:	_____/100					
Comments:						

Assessment Criteria:

Communication: ability to comprehend, interact, and make himself or herself understood; volume.

Grammar: accurate use of grammar structures.

Vocabulary: correct and effective use of vocabulary.

Pronunciation: effective, natural use of language; volume; intonation; rhythm.

Fluency: speed, flow, naturalness, and comfort with words.

Assessment Criteria:

Communication: ability to comprehend, interact, and make himself or herself understood; volume.

Grammar: accurate use of grammar structures.

Vocabulary: correct and effective use of vocabulary.

Pronunciation: effective, natural use of language; volume; intonation; rhythm.

Fluency: speed, flow, naturalness, and comfort with words.

Assessment Criteria:

Communication: ability to comprehend, interact, and make himself or herself understood; volume.

Grammar: accurate use of grammar structures.

Vocabulary: correct and effective use of vocabulary.

Pronunciation: effective, natural use of language; volume; intonation; rhythm.

Fluency: speed, flow, naturalness, and comfort with words.

Assessment Criteria:

Communication: ability to comprehend, interact, and make himself or herself understood; volume.

Grammar: accurate use of grammar structures.

Vocabulary: correct and effective use of vocabulary.

Pronunciation: effective, natural use of language; volume; intonation; rhythm.

Fluency: speed, flow, naturalness, and comfort with words.

Assessment Criteria:

Communication: ability to comprehend, interact, and make himself or herself understood; volume.

Grammar: accurate use of grammar structures.

Vocabulary: correct and effective use of vocabulary.

Pronunciation: effective, natural use of language; volume; intonation; rhythm.

Fluency: speed, flow, naturalness, and comfort with words.

Assessment Criteria:

Communication: ability to comprehend, interact, and make himself or herself understood; volume.

Grammar: accurate use of grammar structures.

Vocabulary: correct and effective use of vocabulary.

Pronunciation: effective, natural use of language; volume; intonation; rhythm.

Fluency: speed, flow, naturalness, and comfort with words.

Question 1

Student A

Read and order the following sentences with a partner. The parts to the story are different.

When I was a child, I lived in a very big, old house in the country.

There were a lot of strange stories about it.

I went upstairs to my bedroom after my birthday party.

She was about sixteen and she had long, dark hair. She was very pretty but her clothes were different.

She looked at me strangely and said, 'Hello, my name's Elizabeth.'

I left the room quickly and ran downstairs. My mother was in the kitchen.

'What's she doing in my room?'

After a minute she said, 'A girl called Elizabeth died horribly in that room.'

Question 1

Student B

Read and order the following sentences with a partner. The parts to the story are different.

My mother's family built it three hundred years ago.

This story happened on my tenth birthday. It was the 26th of September.

When I went into my room, I was very surprised. There was a strange girl there.

She had a long white dress and a long black coat. They weren't in a modern style.

'What are you doing in my bedroom?'

I said, 'Mom, there's a girl upstairs! Her name's Elizabeth.'

My mother's face went white and she sat down slowly. I was very scared.

'It was 200 years ago – on the 26th of September.'

Question 2

Student A

Ask these questions. Answer your partner's questions. Discuss the topics. Use appropriate language. Give complete answers.

1. When you were a child, did you get sick very often?
2. Which biography did you like better? Why?

Question 2

Student B

Ask these questions. Answer your partner's questions. Discuss the topics. Use appropriate language. Give complete answers.

1. When you were a teenager, did you get in trouble?
2. What was a difficult situation you had to face?

WRITTEN TEST
UNITS 1 & 2



Test Instructions

Test [100 marks] - From 40-60'

- Read the instructions aloud and explain what students have to do.
- Answer their questions beforehand.
- They should take the test individually.
- Ask them to use ink.
- They may not consult any extra material.
- Play the audio for the listening only twice.

Answer key:

Question 1 [20 marks – 4 marks each]

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

Question 2 [20 marks – 2 marks each]

- I
- H
- B
- G
- D
- C
- J
- A
- F
- E

Question 3 [20 marks – 2 marks each]

- 1. Was born
- 2. Showed
- 3. Were
- 4. Came
- 5. Didn't have
- 6. Was not
- 7. Was
- 8. Focused
- 9. Loved
- 10. Created

Question 4 [20 marks – 4 marks each]

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

**Question 5 [20 marks – 4 marks each criterion]
Score Chart**

SCORE CHART	0,0	2,0	4,0
Vocabulary			
Creativity/Content			
Coherence/Cohesion			
Organization			
Grammar			

Note: This score chart is in the test booklet.

Audio script (Question 1):

Dear Friends, on the 9th of October 2012, the Taliban shot me on the left side of my forehead. They shot my friends too. They thought that the bullets would silence us. But they failed. And then, out of that silence came, thousands of voices. The terrorists thought that they would change our aims and stop our ambitions but nothing changed in my life except this: Weakness, fear and hopelessness died. Strength, power and courage was born. I am the same Malala. My ambitions are the same. My hopes are the same. My dreams are the same.

From: <https://secure.aworldatschool.org/page/content/the-text-of-malala-yousafzais-speech-at-the-united-nations/>

Notes:

Student: _____ Date: ___/___/___ Grade: _____

Instructions: You may not consult any extra material. Use preferably ink (pen).

01:16

1. Watch a video clip from Malala Yousafzai's speech at the Youth Takeover of the United Nations. Then, check the following sentences (T) True or (F) False. You will watch it twice.Video clip from: <https://www.youtube.com/watch?v=3rNhZu3ttIU>
(From: 04:35 to 05:53)

a. The Taliban shot her in November, 2012.	()
b. They did not shoot her friends.	()
c. They thought they would silence her.	()
d. Weakness, fear and hopelessness was born.	()
e. She is the same Malala she was before the event.	()

_____/20 marks (4 marks each)

2. Match the words to the definitions.

- a. Birth
- b. Bottom
- c. Bright
- d. Depicted
- e. Earned
- f. Few
- g. Groundbreaking
- h. Illness
- i. Pursuits
- j. Scottish

- () An effort to secure.
- () A disease.
- () The lowest or deepest part of anything.
- () Innovative.
- () Represented.
- () Luminous.
- () People from Scotland.
- () An act of being born.
- () Not many, but more than one.
- () To merit/gain as a compensation.

_____/20 marks (2 marks each)

3. Fill in the gaps in the biography of Stephen Hawking. Use the words from the box. Then, read the text.

came – created - didn't have - focused – loved - showed –was – was born –was not - were

Stephen Hawking's biography

Physicist, Scientist (1942–)



Stephen Hawking is known for his work regarding black holes and for authoring several popular science books. He suffers from amyotrophic lateral sclerosis.

Stephen Hawking ¹_____ on January 8, 1942, in Oxford, England. At an early age, Hawking ²_____ a passion for science and the sky. At age 21, while studying cosmology at the University of Cambridge, he was diagnosed with amyotrophic lateral sclerosis. Despite his debilitating illness, he has done groundbreaking work in physics and cosmology, and his several books have helped to make science accessible to everyone. Part of his life story was depicted in the 2014 film *The Theory of Everything*. His Scottish mother had earned her way into Oxford University in the 1930s—a time when few women ³_____ able to go to college. His father, another Oxford graduate, was a respected medical researcher with a specialty in tropical diseases. Stephen Hawking's birth ⁴_____ at an inopportune time for his parents, who ⁵_____ much money. The political climate was also tense, as England was dealing with World War II. Early in his academic life, Hawking, while recognized as bright, ⁶_____ an exceptional student. During his first year at St. Albans School, he ⁷_____ third from the bottom of his class. But Hawking ⁸_____ on pursuits outside of school; he ⁹_____ board games, and he and a few close friends ¹⁰_____ new games of their own.

Adapted from: <http://www.biography.com/people/stephen-hawking-9331710>

_____ /20 marks (2 marks each)

4. Check the following sentences (*T*) True or (*F*) False according to the text above.

a. Stephen Hawking was diagnosed with <i>amyotrophic lateral sclerosis</i> in 1963.	()
b. His books are accessible only for scientists.	()
c. <i>The Theory of Everything</i> is about his life.	()
d. His mother was a very intelligent woman.	()
e. He was one of the best students in class.	()

_____ /20 marks (4 marks each)

RATIONALE

From Inside to Outside the Classroom is an attempt to link classroom language learning with language outside the classroom. Believing that the learner's own personal experiences must be considered and that interaction in the target language is also essential, the units in this work were developed in accordance with most of the premises of the Communicative Language Teaching.

It is my belief that real teaching means real learning, which is why I have not found an ideal method or approach for teaching ESL (English as a Second Language) / EFL (English as a Foreign Language) classes. Due to the lack of such materials, I have been using and trying to mix the features the students and I like best from most of the current practices in the area. For instance, some people react better when exposed to an audio-lingual class, others cannot use repetition alone to convey meaning, therefore, the class must be planned in a way all students can benefit from it, for different people learn in different ways.

Currently, besides the Communicative approach, which I really appreciate, another outstanding approach to language teaching is the Discursive approach. The discursive practice approach to language-in-interaction can be found in many classrooms, it can ground language use and language learning in a view of: social realities as discursively constructed, meanings as negotiated through interaction, the context-bound nature of discourse, and of discourse as social action.

Thus, the two units I have developed may hopefully shed light on how teachers can combine both theory and practice in teaching English. I believe I was able to do so by investigating actual language use both in and out of the classroom, and all the teaching theories learned during this teacher's training course. As stated in the introduction to this paper, the units are aimed at adult and young adult English language learners from Brazil, therefore, they must invite students to learn through interaction. That is why all the choices concerning what would be practiced in each section were made considering the fact that "in communication, the speaker has a choice of what they will say and how they will say it. If the exercise is tightly controlled so that

students can only say something in one way, the speaker has no choice, and the exchange, therefore, is not communicative (LARSEN-FREEMAN, 2000, p. 129)”.

Nowadays, there are several theories regarding Second Language Learning - SLL. The SLL process is very complex because it might explain language nature, human learning, intercultural communication, and the human mind as well. Researchers have come up with a great range of factors for conceptualizing this phenomenon, such as; innate knowledge – nature and learning, the relationship between the second language and second language learning, modularity, sistematicity and interlanguage¹. When it comes to the second language process, some strongly relevant issues have to be considered, as it is for affective factors².

Motivation, language attitude and anxiety play a major role in the named process. How many times do we, English teachers, have to face students’ negative attitude towards the target language, due to their lack of empathy with its speakers, etc.? How many times do we clearly see this is exactly why their performance is not as good as it should be due to these ‘out-of-the-language’ yet very powerful factors? Most of teachers must have experienced on a daily basis the question: *“I have really tried but it seems like I can’t learn English, why do you think that is?”* We try to answer it properly but learners still think the answer is their lack of language learning ability. Thus, it is up to us, people who know this process is beyond their controlling, to prevent students from failing at learning the language due to this erroneous belief.

Linguists have been trying to conceptualize all the many peculiar factors within the SLL process, which is only one of the many pieces from the remarkable human learning system puzzle. It is possible to conclude that, for language acquisition to take place, learners may possess a set of factors – intelligence, innate ability/knowledge, willingness to learn, positive attitudes towards the language, effective straightforward input, motivation, self-esteem, and self-

¹ **Interlanguage** reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules. (Crystal 1997, p. 239)

² Social psychologists have long been interested in the idea that the attitudes of the learner towards the target language, its speakers, and the learning context, may all play some part in explaining success or lack of it. (Mitchell & Myles 2004, p. 26)

confidence – that combined will possibly result in learning, which is what I had intended to accomplish when I first started this course and the textbook units.

Therefore, the first section *Getting ready* provides students with the opportunity to freely expose their thoughts and ideas on the topic and, having the teacher as a facilitator, they can negotiate meaning in order to make themselves understood and understand others, even when their knowledge of the target language is incomplete (LARSEN-FREEMAN, 2000). The illustrating pictures are given aiming at the maximum usage of the learners' background and the acquisition of useful vocabulary related to the topic.

The *Reading* section plays an important role when it comes to reading strategies and steps: before, while and after reading. Thus, the activities lead the learner to be aware of the parameters that determine the text's genre: purpose, audience, context and format. Students are, then, empowered by the great independence of genre-based instruction. Besides that, the genres chosen for the units are usually found online, characterizing them as technology-based genres. Moreover, considering that the act of reading those types of texts is a common activity for a huge group of people nowadays, the use of those texts in the classroom becomes even more adequate.

The grammar topics are introduced in the *Listening* section. In order to provide students with a meaningful communicative context that doesn't exclude form-focused instruction (NASSAJI & FOTOS, 2011), the activities first expose students to the language - so they can notice and understand the items that are being used. Then, there is an attempt of using the language themselves in "safe" practice ways and in more demanding contexts (SCRIVENER, 2005). Grammar teaching is just supposed to be considered as "old-fashioned" if equated with language teaching. We know that grammar instruction should not be central, but it plays an important role in language teaching and learning as pointed by Nassaji and Fotos (2011, preface):

There are a number of reasons for this re-evaluation of the role of grammar. First, the hypothesis that language can be learned without some degree of consciousness has been found to be theoretically problematic (e.g., Schmidt, 1993, 1995, 2001; Sharwood Smith, 1993). In addition, there is ample empirical evidence that teaching approaches that focus primarily on meaning with no focus on grammar are inadequate (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991; Swain, 1985). Third, recent SLA research has demonstrated that instructed language learning has major effects on both the rate and the ultimate level of L2 acquisition. In particular, research has shown that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context.

Taking into account that learners need knowledge of forms *and* meanings *and* functions and that they must also use this knowledge taking into consideration the social situation in order to convey the intended meaning appropriately (LARSEN-FREEMAN, 2000), the pronunciation tip in this section practices the grammar topics in specific social situations and raises awareness for the importance of pragmatic competence.

As in every single part of the units, the materials found in the *Listening* section are authentic. That means students are given the opportunity to listen to language as it is used in real-life communication. Therefore, the activities developed for this section teach learners strategies to improve their aural comprehension, by either exploring genre features or listening strategies, or listening for the main idea and listening for specific purposes.

In each unit the *Speaking* section brings different activities. In Unit 1 the speaking task promotes a debate leading the students to use the discourse markers that are common in this kind of oral genre. When developing this activity, it was intended not just to provide the students with the discourse markers, but also to show that in this kind of discourse people are not supposed to 'fight' for their ideas in a visceral/random manner. Thus, the activity suggests a debate so the students can share ideas and learn how to work in groups to get to a common sense. In Unit 2 students are supposed to share (present) an inspiring story. The task was chosen taking into consideration the assumption that presentations require very important oral skills and play an important role in one's life.

The activities found in the *Writing* section were carefully designed in order to promote the maximum use of all the vocabulary, grammar topics and genre awareness elicited all over the units, added to useful language and writing guidelines that were also provided.

Besides that, the teacher's guide brings essential information when it comes to motivation. Learning English becomes meaningful when it is not just mechanical practice. So, the suggestions found in the teacher's guide are related to the purpose of each exercise. By interacting with their peers, students are encouraged to do their best and they feel that their work was not in vain. At the top of it, as advised in the teacher's guide, teachers are supposed to give students the opportunity to reflect on what and how they are learning.

To sum up, due to my belief that people should lead themselves, I have tried to give learners the tools to do so. Through all theories used, the learner is likely to get prepared to develop their roles in the society they are inserted, aiming at social justice. Added to that, the

communicative competence is highlighted through engaging and dynamic activities that, hopefully, will promote interaction and reflection from inside to outside the classroom.

REFERENCES

- CRYSTAL, D. A Dictionary of Linguistics and Phonetics. Malden: Blackwell, 1997.
- DEMO, D. A. Discourse analysis for language teachers. Center for applied linguistics. EDO-FL-01-07, September, 2001.
- LARSEN-FREEMAN, D. Techniques and Principles in Language Teaching, 2nd ed. Oxford University Press. 2000.
- MCCARTHY, M. Discourse analysis for language teachers. New York: Cambridge University Press. 1992.
- MCCARTHY, M., & CARTER, R. Language as discourse: Perspectives for language teachers. New York: Longman. 1994
- MITCHELL R. & MYLES F. Second Language Learning Theories. Great Britain: Hodder Education, 2004.
- NASSAJI, H., & FOTOS, S. Teaching grammar in second language classrooms. Integrating form-focused instruction in communicative context. London: Routledge. 2011.
- SCRIVENER, Jim. Learning Teaching. Macmillan, 2005.
- SWALES, M. Genre Analysis: English in Academic and Research Settings. Cambridge & New York: Cambridge University Press, 1990.
- YOUNG, R. F. Discursive practice in language learning and teaching. Malden MA, & Oxford, UK: Wiley-Blackwell. 2009.

WEBSITES CONSULTED

Unit 1

<http://bit.ly/1XmusPz/>

<http://bit.ly/1QEvAPy>

<http://bit.ly/1Yq7A46>

<http://glo.bo/1PVY2ed>

<http://bit.ly/1PVY31W>

<http://dictionary.reference.com/>

<http://www.biography.com/people/ron-woodroof-21329541>

<http://www.vagalume.com.br/bruce-springsteen/streets-of-philadelphia.html>

<https://www.youtube.com/watch?v=4z2DtNW79sQ>

<http://bit.ly/1NofVnf>

<http://www.biography.com/people/lou-gehrig-9308266>

<http://www.biography.com/people/patrick-swayze-9542318>

<http://www.imdb.com/title/tt0107818/plotsummary>

https://www.youtube.com/watch?v=mjbxL_v2DPk

<https://www.youtube.com/watch?v=A7hi-ipU2n0>

<http://bit.ly/1R1OCi4>

http://www.dyingwithdignity.ca/learn/carter-v-canada-legal-challenge-for-right-todie/inner_articles/697.php

<http://bit.ly/1lgh4Ay>

https://en.wikipedia.org/wiki/Farrah_Fawcett

https://en.wikipedia.org/wiki/Magic_Johnson

https://en.wikipedia.org/wiki/Hebe_Camargo

https://en.wikipedia.org/wiki/Reynaldo_Gianecchini

<http://rachelsenglish.com/pronounce-ed-verb-endings/>

https://en.wikipedia.org/wiki/Streets_of_Philadelphia

[https://en.wikipedia.org/wiki/Philadelphia_\(film\)](https://en.wikipedia.org/wiki/Philadelphia_(film))

Unit 2

<http://bit.ly/1YpdLp2>

<http://bit.ly/1ldFtXn>

<http://bit.ly/1X8E4CX>

<http://ti.me/1OblzYD>

<http://bit.ly/1AXHvyB>

<http://www.biography.com/people/simone-de-beauvoir-9269063>

<http://www.vagalume.com.br/lily-allen/22.html>

<http://bit.ly/1SeiSVp>

<https://www.youtube.com/watch?v=tWjNFC-FinU>

<http://www.biography.com/people/malala-yousafzai-21362253>

<http://abt.cm/1mu84rg>

<https://www.youtube.com/watch?v=gkjW9PZBRfk>

<https://www.youtube.com/watch?v=Aoj4HZILQBY>

<http://www.ippf.org/resource/Vision-2020-Gender-Report-interactive/5equalopportunitiesforall2racontrpsd.html>

<http://en.wikipedia.org/wiki/Biography>

<http://bit.ly/1PsVi9U>

https://en.wikipedia.org/wiki/Frida_Kahlo_Museum

https://en.wikipedia.org/wiki/Frida_Kahlo

https://en.wikipedia.org/wiki/Rose_Marie_Muraro

https://en.wikipedia.org/wiki/Oprah_Winfrey

<https://www.google.com.br/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=coco%20chanel%20wikipedia>

[https://en.wikipedia.org/wiki/22_\(Lily_Allen_song\)](https://en.wikipedia.org/wiki/22_(Lily_Allen_song))

https://en.wikipedia.org/wiki/Emma_Watson

<http://sociology.about.com/od/Current-Events-in-Sociological-Context/fl/Full-Transcript-of-Emma-Watsons-Speech-on-Gender-Equality-at-the-UN.htm>

<http://rachelsenglish.com/questions-intonation/>

<https://secure.aworldatschool.org/page/content/the-text-of-malala-yousafzais-speech-at-the-united-nations/>

<https://www.youtube.com/watch?v=3rNhZu3ttIU>

<http://www.biography.com/people/stephen-hawking-9331710>