

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras –
FALE Programa de Pós-graduação em Estudos Linguísticos –
POSLIN Curso de Especialização em Ensino de Inglês – CEI

Thinking Critically in English
(Unidade Didática para o Ensino de Inglês)

Patricia Viana Correa

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

Orientadora: Dr. Ricardo Augusto de Souza.

Data da defesa: 10 de Agosto de 2018.

BELO HORIZONTE

Agosto de 2018

Unit 1

FUTURE INNOVATIONS

Discuss the questions in pairs.

Do you usually think about the future?

- What's the future for technology?
- Education?
- Environment?
- Houses?
- How easier or difficult life is going to be in the future?



https://www.mt5.com/de/forex_photonews/6273-most-popular-means-of-transport-of-the-future



<https://innovateuk.blog.gov.uk/2017/04/11/shaping-the-future-of-the-food-industry-through-disruptive-innovation>



<http://www.brainaryinteractive.com/nao-robot/>



<https://theweeklyobserver.com/wp-content/uploads/2018/07/melbourn1.jpg>



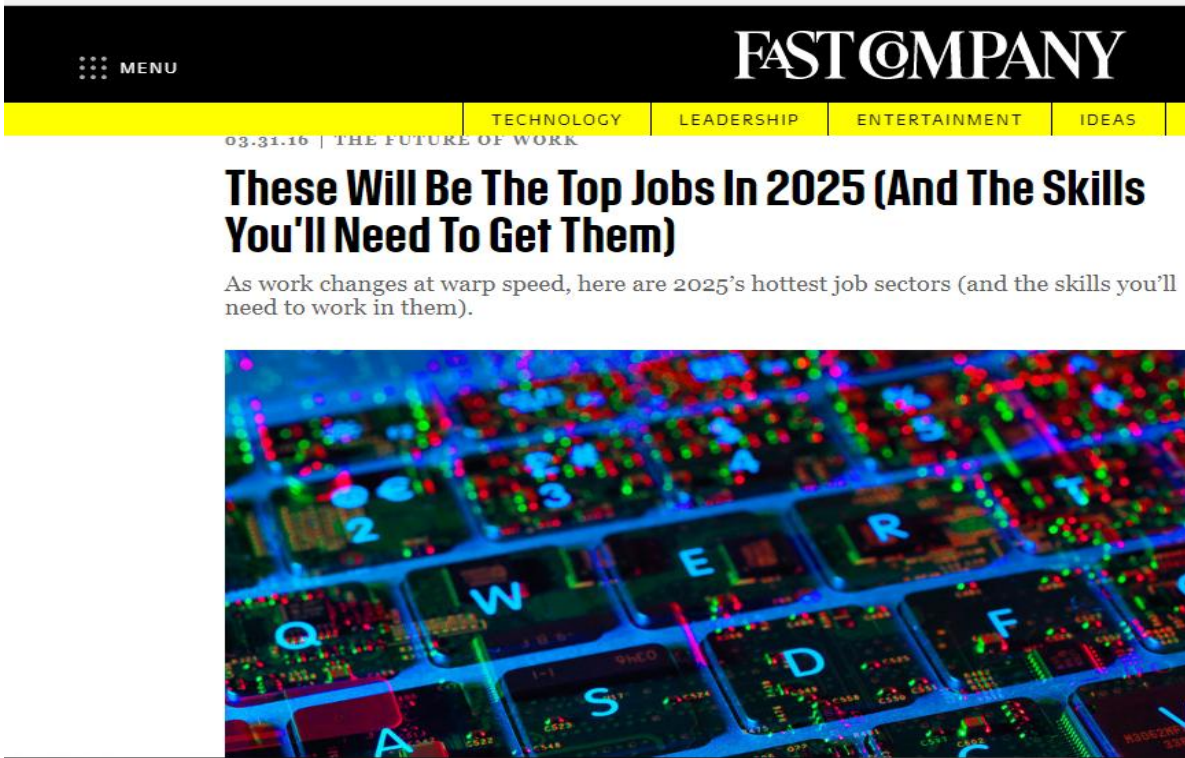
<https://www.theculturesupplier.com/the-tech-moves/technologies-brought-bit-closer-future>



<https://techannouncer.com/technology-trends-to-build-and-shape-a-bright-future/>

GETTING STARTED

1. Read the headline above. Do you have any idea about the text?



03.31.16 | THE FUTURE OF WORK

These Will Be The Top Jobs In 2025 (And The Skills You'll Need To Get Them)

As work changes at warp speed, here are 2025's hottest job sectors (and the skills you'll need to work in them).

<https://www.fastcompany.com/3058422/these-will-be-the-top-jobs-in-2025-and-the-skills-youll-need-to-get-them>

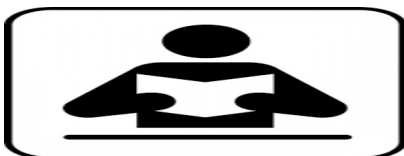
1.1 Before you read, look at the text and answer the questions:

- Where can you find this type of text? _____
- Who is this written for ? _____
- What's the aiming at ? _____

1.2 Choose the correct option.

The text type is:

- a) Letter
- b) Article of opinion
- c) Recipe
- d) Instructions



Let's read!

Two-thirds of Americans believe that, in 50 years, robots and computers will do much of the work humans now do. The World Economic Forum's 2016 report, *The Future of Jobs*, estimates that 5 million jobs will be lost to automation by 2020 and that the number will keep growing. Jobs that once seemed like "safe bets"—office workers and administrative personnel, manufacturing, and even law—will be hit hardest, the report estimates.

So what do you need to work on to be marketable in 2025? Here are some skill areas that the experts recommend, as well some of the strongest job-growth categories, as defined by the Bureau of Labor Statistics (BLS) and other sources—that relate to them.

TECHNOLOGY AND COMPUTATIONAL THINKING

It's no surprise that tech skills will be in demand. **Software developer** jobs will grow 18.8% between now and 2024, while **computer systems analyst** jobs will increase 20.9% by 2024.

Adapted from: www.fastcompany.com

CAREGIVING

Veterinarians will also be in demand, the report found. BLS also found that support jobs related to caregiving, such as **medical secretaries** and **medical assistants** will also be in high demand.

SOCIAL INTELLIGENCE AND NEW MEDIA LITERACY

It's going to take a long time for robots to be good at soft skills, like social and emotional intelligence and cross-cultural competency skills that robots won't be likely to match any time soon.

LIFELONG LEARNING

With the world moving as fast as it is, we need to become a society of people who are always learning new things. We're also going to need to shift how we learn things. It will be difficult for teachers and trainers to keep up with the latest thinking. Instead, we'll use technology to find the best sources of information.



LET'S EXPLORE !!!

1. Can you guess the meaning of the words and expressions?

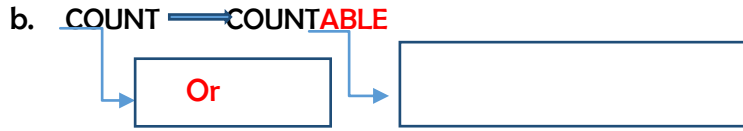
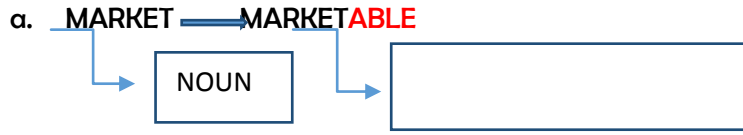
Match the words with its definition.

- | | |
|-------------------|--------------------------------------|
| a) "Safe bets" | () do things in different way |
| b) Marketable | () to keep things in a comfort zone |
| c) Demand | () required, needed |
| d) Cross-cultural | () related to different cultures |
| e) To shift | () attractive to potential clients |



EXPANDING HORIZONS

1. Complete the table the missing information.

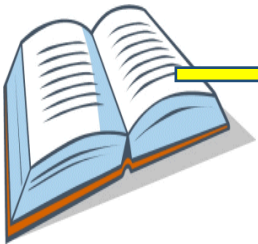


2. Go to: <https://corpus.byu.edu/coca/>

Find examples of words that precede/follow the word:

	Follow	Precede
MARKET		
MARKETABLE		

3. How does "ABLE" change the word? _____



STRAIGHT TO THE POINT

1. According to the text, what is the main idea of each topic?

Technology/computer	Caregiving	Social intelligence/literacy	Life long experience

2. The text has mentioned the jobs of the future. In your opinion, which jobs will not exist anymore?

3. Choose the correct option.

- a) Office workers and administrative will be in high demand.
- b) In 2020, 5 million jobs will be lost.
- c) Robots will soon replace human work within 5 years.
- d) Jobs that aim at helping people will not be “safe bets” jobs.
- e) For teachers, it will be impossible to keep up with information.

4. The sentence: “It will be difficult for teachers and trainers to keep up with the latest thinking ...” Do you agree or disagree with the sentence? Explain why.

5. In your opinion, what jobs do you believe will be in “high demand”?



WHAT DOES IT MEAN ?

Read the sentence extracted from the text.

“Two-thirds of Americans believe that, in 50 years, robots and computers will do much of the work humans now do”.

1. The sentence expresses:

- a) Past idea
- b) Present idea
- c) Future/ predictions ideas
- d) Order

Use _____ **+verb** to talk about the _____ and to make _____.

NOTICE!!!!

I will = I'll

She/he/it/you/we/they will = 'll

Will + verb	Won't + verb	Will + verb?
I will do	I won't do	Will I do ?
She/ He/ It will do	She/ He/ It will do	She/ He/ It will do ?
You/ We/ They will do	You/ We/ They will do	You/We/They will do?

2. Complete the sentences above using: **will** or **won't**.

- Magnets_____ soon do more than display kids' artwork on refrigerators.
- They_____ actually be inside fridges, making them super efficient.
- General Electric is working to lower costs so consumers _____ have to pay more.
- _____ New technologies help to boost efficiency?

Adapted from: www.usatoday.com



LET'S LISTENING!



- What do you do with your cell phone? Can you imagine your life without a smart phone? Here is a list of the most common to the least common. Rank them from 1 to 11 them according to your opinion. **Discuss it in pairs.**

- | | |
|--------------------|---------------------|
| ___ Research | ___ Uber/ Cabify |
| ___ Social network | ___ Check emails |
| ___ GPS | ___ Work |
| ___ Music | ___ Specific apps |
| ___ Movies | ___ Online shopping |
| ___ Online dating | ___ Other |

- What will you be able to do with your smart phones in the future? **Talk to your classmates and teacher.**

3. Watch the video above from the company IBM (International Business Company).



Extracted from: <https://www.youtube.com/watch?v=Gg3tmZrwbDs>

Now answer questions 3.1 to 3.3.

3.1 According to Robyn Schwartz, when will we feel things with the touch of our phone?

- a) 15 years
- b) 10 years
- c) 5 years
- d) 50 years

3.2 What are the things you believe that you will feel with the touch of your phone?

Give two examples.

1. _____
2. _____

3.3 Mark T for **true** or F for **false**, according to the passage.

- () We will feel textures through vibration.
- () We will smell things through touching.
- () We will feel fabrics through touching.
- () We will be able to understand the world through touching.
- () We will be able to touch a person who lives across the globe.



LET'S TALK ABOUT IT !

The teacher will divide the classroom in 4 groups. You'll have 10 minutes to come up with your ideas about one of the topics above. Think about the details, benefits, cost, effectiveness, etc... Be creative!!! Take turns, choose the best words!!



Will we use flying cars?

<https://aimblog.uoregon.edu/2016/10/18/flying-cars-the-future-is-now/>



Will our cities be greener?

<https://interestingengineering.com/what-will-eco-friendly-cities-of-the-future-look-like>



Will robots do human work?

<https://resiliencepost.com/2017/01/13/robots-and-humans-can-work-together-with-new-iso-guidance/>



Will education be different?

<https://www.proxlearn.com/the-future-of-education-is-virtual>

RISING AWARENESS

The word **WILL** is spelled with "I" at the end.

1. Go to : <http://dictionary.cambridge.org/dictionary/english>

Meaning of "will" in the English Dictionary

English American Business

"will" in English
[See all translations](#)

will
 modal verb · UK /wɪl/ US /wɪl/

will modal verb (FUTURE)

A2 (ALSO 'll) used to talk about what is going to happen in the future, especially things that you are certain about or things that are planned:

Clare will be five years old next month.
The train leaves at 8:58, so we'll be in Scotland by lunchtime.
I'll see him tomorrow. /I'll be seeing him tomorrow.
Will Susie be there?
It won't be easy to find another secretary.
There'll be trouble when she finds out.

Create and share your own word lists and quizzes for free!
[Sign up now](#) [Log in](#)

Contents

- + modal verb (7)
- + noun (2)
- + verb (2)

More meanings of "will"

All Idioms

- where there's a will there's a way idiom
- ill will

1.1 Check the pronunciation in British and American English. The phonetic transcription of the word is the same (look at the yellow arrows).

1.2 Now listen to the British and American pronunciation.

1.3 Is pronunciation the same in both British and American English?



1.4 What's your opinion? Complete the table.

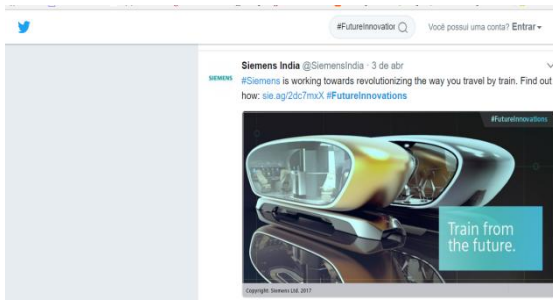
Long/ strong L sound	Short/soft L sound

Can you think of more words with the same sound "L"? Check them in American and British accents.

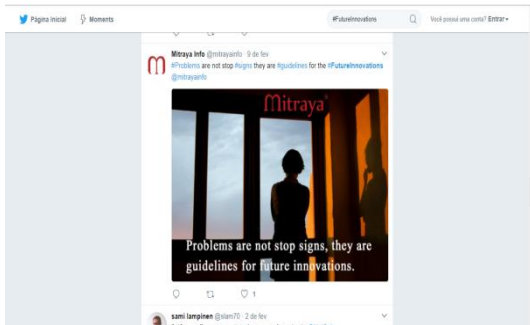
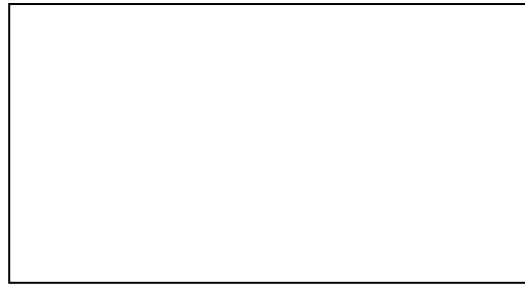
BILL - _____

LET'S WRITE!

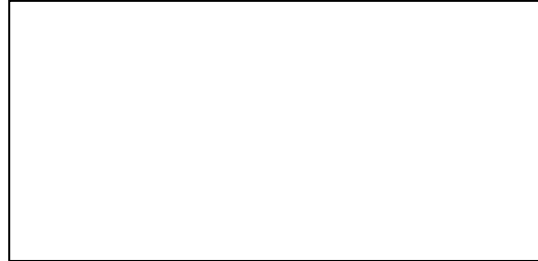
Let's pretend you were searching about future inventions when you came across to two posts. **Tweet back to comment them.**



Extracted from : <https://twitter.com/hashtag/FutureInnovations?src=hash>



Extracted from: <https://twitter.com/hashtag/FutureInnovations?sr>



Now I can ...

Talk about future/ predictions	YES	NO
Talk about future innovations	YES	NO
use the vocabulary related to technology	YES	NO

Unit 2

Plans for the future

Discuss the questions in pairs.

Do you usually plan your life in advance?

- What plans do you like to make?
- To meet friends?
- To go out?
- to see the doctor?



winewithcheetos.com/2017/08/31/hold-off-on-that-eulogy-for-the-movies/



<http://consciouslivingtv.com/health/early-retirement-spiritual-perspective.html/attach>



<https://coolerlifestyle.com/features/10-tips-throwing-awesome-dinner-party-friends.html>



<https://www.deltadentalidblog.com/dont-gag-going-to-the-dentist-isnt-that-bad/>



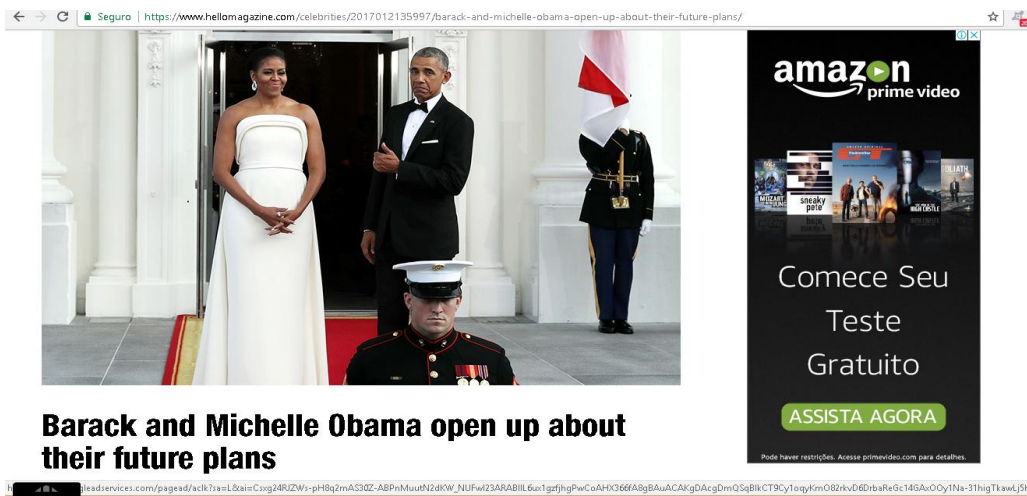
<http://www.hcpnv.com/blog/?p=274>



<https://mycollegeguide.org/blog/2011/12/5-pros-cons-study-groups/>

GETTING STARTED

1. Read the headline above.
 - Do you know these people?
 - Can you think about the main topic of the text?



The screenshot shows a web browser window with the URL <https://www.hellomagazine.com/celebrities/2017012135997/barack-and-michelle-obama-open-up-about-their-future-plans/>. The main content is a photograph of Barack and Michelle Obama in formal attire, with a military guard in the foreground. Below the photo is the headline: **Barack and Michelle Obama open up about their future plans**. To the right of the photo is an Amazon Prime Video advertisement with the text "Comece Seu Teste Gratuito" and a button that says "ASSISTA AGORA".

Extracted from: <https://www.hellomagazine.com/celebrities/2017012135997/barack-and-michelle-obama-open-up-about-their-future-plans/>:

1.1 Before you read the text, answer the questions.

- A) Where can you find this type of text? _____
- B) Who is it written for? _____
- C) What's it aiming at? _____

1.2 Choose the correct option. The text type is:

- A) Problem –solution
- B) Procedure
- C) Report
- D) Exposition



READING TIME

Barack and Michelle Obama have spoken about their next move now that their time at the White House is over.

In the video, Barack addressed the viewers saying: "Hello everybody. After eight years in the White House, Michelle and I now rejoin all of you as private citizens. We want to thank you from the bottom of our hearts for giving us the incredible privilege of serving this country that we love." Michelle then joked about their future plans as Barack gave a thumbs up in approval, saying: "First, **we're going to take a little break. We're finally going to get some sleep** and take time to be with our family. And just be still for a little bit so **we are not going to be** online quite as much as you're used to seeing us."

The Obama Foundation, which will focus on citizenship. They asked the public to send in ideas on how the foundation could help them. Obama concluded: "The work of perfecting our unions never finish, and we **look forward** to joining you in that effort as fellow citizens. Thank you, and we will see all of you again soon." The former President sent a final message to the public on Twitter before Donald Trump's inauguration, writing: "I'm still asking you to believe - not in my ability to bring about change, but in yours. I believe in change because I believe in you." He then added: "I won't stop; I'll be right there with you as a citizen, inspired by your voices of truth and justice, good humor and love."

Adapted from: <https://www.hellomagazine.com/celebrities/2017012135997/barack-and-michelle-obama-open-up-about-their-future-plans/>



LET'S EXPLORE

1. Discuss in pairs the correction definition of the words and expressions.
2. Now, go to <https://dictionary.cambridge.org/>, and check your answers.

1	COLUMN	2	COLUMN
a	From the bottom of my heart		the official day the president is elected
b	To release		people living around you
c	Inauguration		to make someone or something free
d	Fellow citizen		to make things happen
e	To bring about		very sincerely

3. What do you understand by the expression: “private citizens”. Think about who can you consider a private citizen in your country? Give examples and discuss it with your partner. Write your conclusions.



EXPANDING HORIZONS

1. Go back to the text. Take a look at the expression: **LOOK FORWARD**.



2. Can you guess the meaning of the expression with your own words?

- 2.1 Now, go to “<https://dictionary.cambridge.org/>” online dictionary and check the meaning. Compare it with your answers.

→ Let’s expand our vocabulary!

Go to <https://corpus.byu.edu/coca/> and type the word “LOOK FORWARD”

- 2.2 Now, answer:

What words most precede/ follow the expression; LOOK FORWARD. Write on the table above.

PRECEDE	FOLLOW

2.3 Now it is your turn!!! Find 2 examples of look followed by a preposition and notice the words that most precede/follow the expressions.

Expression	Precede	Follow
1.		
2.		

3.3 Can you infer the meaning just checking the stretches of language?

- _____
- _____



WHAT DOES IT MEAN?

- Read the sentences above extracted from the text.
- We're finally going to get some sleep.**
- We are not going to be online.**

1.1 The sentences above express:

- Necessity
- Obligation
- Plans for the future
- Prediction

Use _____ + going to + _____ to express future _____.

Verb-be + going to +	Verb- be negative+ going to + verb	Verb – be + subject+ going to + verb.
I am going to do	I am not going to do	Am I going to ... ?
She/ He/ It is going to do	She/ He/ It isn't going to do	Is She/ He/ It going to...?
You/ We/ They are going to do	You/ We/ They aren't going to do	Are You/We/They going to ...?

1.2 Look at the table and complete the sentences with **going to** or **not going to**:

A)The NYC minimum wage _____ over workers. (screw)

Adapted from: <https://nypost.com/2018/01/13/the-nyc-minimum-wage-hike-is-going-to-screw-over-workers/>

B) Trump is _____ to Switzerland to show off his economic success. (go)

Adapted from: <https://www.cnn.com/2018/01/15/trumps-going-to-davos-where-america-first-will-be-his-buzzword.html>

C) Jaguars _____ the Super Bow. (win)

Extracted from: <http://www.nfl.com/news/story/0ap3000000906931/article/jalen-ramsey-jaguars-are-going-to-win-the-super-bowl>

D) We're _____ war. (not/ have)

Extracted from: <http://www.bbc.com/news/av/world-asia-41717180/we-re-not-going-to-have-war>

E) Donald Trump's Mexico wall: Who _____ for it? (pay)

Extracted from: <http://www.bbc.com/news/world-us-canada-37243269>

F) America _____ those immigrants from Haiti. (need)

Extracted from : <https://www.dallasnews.com/opinion/commentary/2018/01/12/america-going-need-immigrants-haiti>



LET'S LISTENING!

BEFORE LISTENING, THINK ABOUT THE QUESTIONS:

Situation: Imagine you were the president of your country for 8 years.

Tomorrow is your last day as the president. Think about the questions and answer them in groups of 3 or 4 .

What are you going to do after the election ?	
Who are you going to meet ?	
What are you going to wear ?	
Where are you going to go?	

1. Now, watch the video.



Extracted from: <https://www.youtube.com/watch?v=ODVxuN6m6E8>

After reading the text , answer questions 1 to 3.

1. After serving the USA for 8 years. Michelle and Obama are going to:

- A) Travel around the country
- B) Rest and take things easy
- C) Prepare for the next election
- D) Go abroad for a year

Hello everybody!!After 8 years in the White House, Michelle and I are now rejoining all of you

2. After taking some time off, What are Michelle and Obama going to do?

2.1 What are your plans for the future? What are you going to do this weekend?

3. Mark true or false. CORRECT the false sentence, when NECESSARY.

A) () true () false

They are going to built a foundation in South Detroit only.

CORRECTION:

B) () true () false

The foundation mainly is going to help immigrants.

CORRECTION:

C) () true () false

Citizens are going to help the foundation with questions, suggestions,etc...

CORRECTION:

D) () true () false

Michelle is going to spend some time away from her Family.

CORRECTION:

LET'S TALK ABOUT IT!

 Now it's time to express your opinion!

- You are supposed to work in pairs.
- Use the images above to motivate you into the discussion.

- You have 15 minutes to discuss in pairs.
- After that, the teacher may open up for group discussion.



RISING AWARENESS

Look at the words: BEAT X BIT. They have similar pronunciation.
Spelling and meaning are not same.

According to the CAMBRIDGE ONLINE DICTIONARY:

BIT= small piece of something

BEAT= to defeat or to do better than someone.

Now, look at the phonetic transcription of each word.



100%

Meaning of "beat" in the English Dictionary

English American Business Examples

"beat" in English
[See all translations](#)

beat

verb • UK  /bi:t/ US  /bi:t/

beat, beaten or US ALSO beat

beat verb (DEFEAT)

Create and share your own word lists and quizzes for free!

[Sign up now](#) [Log in](#)

Contents

- + verb (4)
- + adjective (1)

Both images are available at: <https://dictionary.cambridge.org>

Both words are written with the vowels:



Now, listen to the pronunciation.

<https://dictionary.cambridge.org/dictionary/english/beat>

<https://dictionary.cambridge.org/dictionary/english/bit>

- 1) Which word has a shorter vowel sound? _____
- 2) Which word has a longer vowel sound? _____
- 3) Complete the chart: long sound X short sound



--	--

- 4) Now, it is your turn! Find pairs of words with vowel I sound.

LONG VOWEL	SHORT VOWEL

LET'S WRITE!

Step 1

- Memes are a cultural phenomenon and most of the time they aim at making fun of something or someone.

According to dictionary.cambridge.org, *Memos are: a cultural feature or a type of behaviour that is passed from one generation to another, without the influence of genes.*

- Look at the examples.

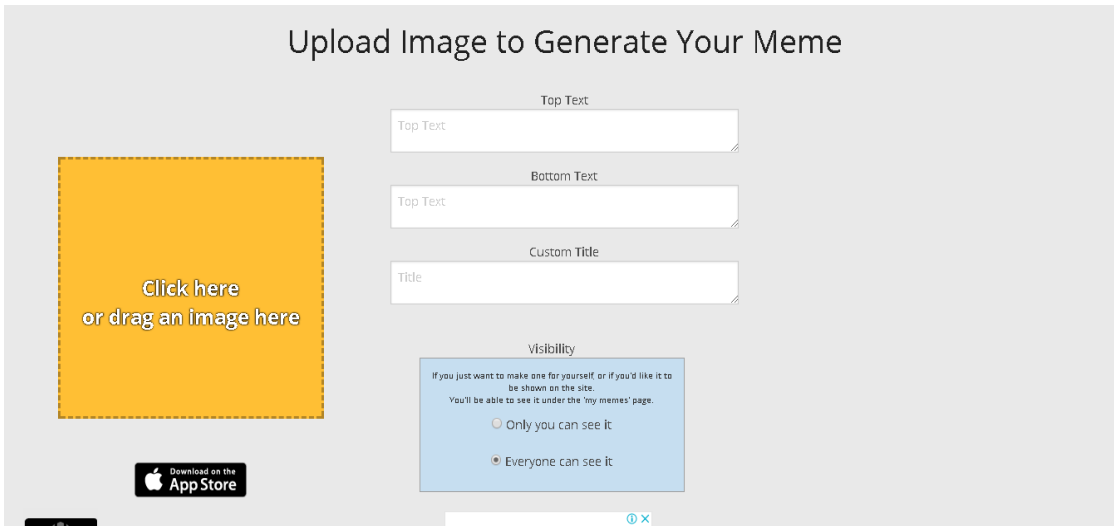


Now it's your turn to be creative and funny.

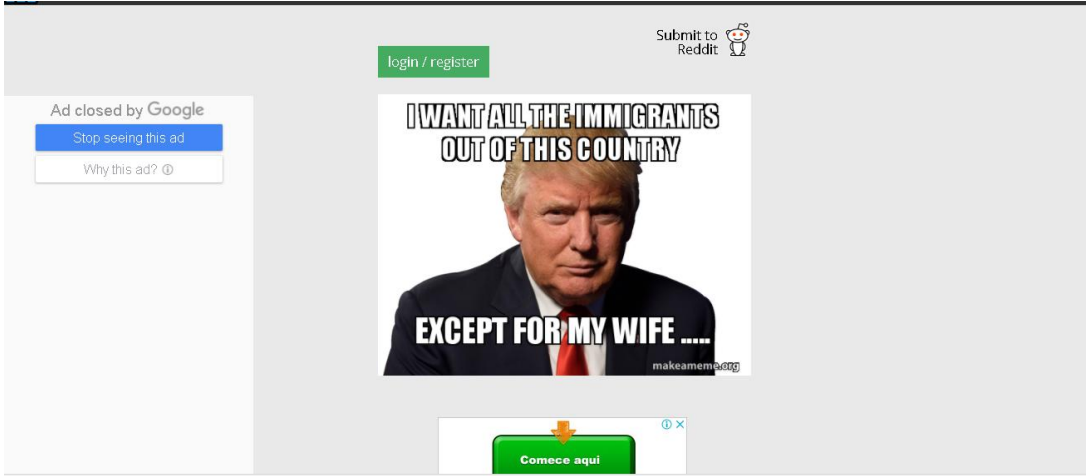
Create a meme to respond to one of the MEMES above.

Step 2

Go to: <https://makeameme.org/memegenerator>.



Choose the image and write the sentence.



After creating a free account, you are going to upload the image and post it in the classroom's blog. Have fun and use your creativity!

Now, I can	
Talk about future plans using going to	YES NO
Talk about plans that you like or don't	YES NO
use vocabulary related to making plans	YES NO

TEACHER'S GUIDE – Unit 1

Page 1- GETTING STARTED

As a collaborative activity, students are expected to seat in pair to discuss the questions. The images are also an inspiration for students to comment on.

Page 2 – WHAT DOES IT MEAN

1. Teacher should ask questions about the image and help students to come up with the correct. This activity will lead students to the next activity(1.1 and 1.2)

1.1 Website.

It is written for people who are interesting in future possibilities.

It aims at informing the reader about future jobs.

- 1.2 The text is an article of opinion because the author is giving his opinion about the future jobs in 2025.

Page 3 -

Notice: For the reading part, the teachers can have students reading silently for the first time. The second time, optionally, the teacher could have the students read aloud.

Page 4 -

Notice: Before doing exercise 1, ask students to take a look at the words from exercise1, on the text. Call the attention to the words/ expressions in context.

1. E A C D B

Page 5 – EXPANDING HORIZONS

1. The teacher could help students with the first example, so they are able to fill out letter B. Notice also that letter B has two answer for the word count(noun and verb)
 - A. Market(noun) = Marketable(adjective)
 - B. Count (noun or verb) = Countable (adjective)
2. After going to COCA corpus, the student has to complete the table.
Personal answers.
3. It changes to an **adjective** .

Grammar exercise

1. Students can work collaborative to look for information from the text.

TECHNOLOGY	CAREGIVING	SOCIAL INTELLIGENCE/ LITERACY	LIFE EXPERIENCE LONG
Software developer and Computer systems analyst jobs will increase.	Veterinarians, secretaries and medical assistant will be high demand.	Robots will not match social and emotional intelligence.	People will have to learn new things.

2. Personal answers. Students should be encouraged to give out their opinion.

3. B - (Jobs will be lost by automation, by 2020.)

Page 6-

1. C (The sentence expresses an prediction of how Robots will do much of human work.)

Note: Students should be to complete the table by themselves, just by analyzing the sentence sample.

USE will + verb to talk about the FUTURE and to make PREDICTIONS.

2. Will B) will C) won't D) will

Page 6- LET'S LISTENING

1. Personal answers.

2. The sentence must be discussed among the classmates. Encourage students to speak up.

3. Play the video once and ask some questions about comprehension. Play for the second time so students answer 3.1 and 3.3

3.1 C (in five years)

3.2 Students should give two examples of things that can be possibly feel with the touch of your phone.

3.3 T F T T F

Page 7 – LET'S TALK ABOUT IT

Students will be allowed 10 minutes for preparation. Make certain students take turns, pause, use different intonation, and choose words wisely.

Page 8 – RISING AWARENESS

It is highly recommended for the teacher to have internet connection.

Go to: dictionary.cambridge.org, for activities 1.1, 1.2 and 1.3.

1.3 The pronunciation is not the same. The British pronunciation is shorter and sharper as the American pronunciation is longer. This activity is to have students understand the different accent within the English Language, even if the words are spelled the same.

Page 10 – LET’S WRITE.

It is highly recommended for the teacher to have internet connection.

The teacher should make students aware of the language to be used in a MEME.

Audio script:

Robyn: 5 years from now, you’ll be able to touch through your phone. How we can make technology make us aware to make touch make to live. Within the next 5 years, the phone will be such an ubiquitous part of our everyday experience of understanding our world that we’ll be able to completely understanding the sensation of touch through our phone. The phone will be able to help you to feel fabric ... you’ll be able to share the texture of a basket woven by a woman in a remote village halfway across the globe .So, if you think about buying a shirt online, we can use different technologies like vibration, like being able to manage vibration through an understood lexicon of texture to be able to use vibration to translate burlap versus linen versus silk and how heavy or rough is the texture, the vibration as you stroke your finger across the pace of the phone. The device becomes just as intuitive as we understand touch in any form today.”

Unit 2

Page 11-

As a collaborative activity, students are expected to seat in pair to discuss the questions. The images are also an inspiration for students to comment on.

Page 12 GETTING STARTED

1 The questions were designed for students to get involved in a discussion about the topic.

1.1 A) it is found in an informative site.

B) It is written for people who are interesting in politics, international news, and famous people.

C) The main goal here is to inform people about Obama’s plans for the future.

1.2 C (The text will report for the readers about Obama’s plan)

Page 13 – READING TIME

The teacher can decide if the reading will be done individually or in groups/ pairs.

Collaborative is recommend in order to involve all students through the reading process.

Page 14 –

Note: It is highly recommended to have internet connection.

1. The students have to discuss the meanings orally and do the exercise.
2. Now go to dictionary.cambridge.org and the answers with the students

c	the official day the president is elected
d	people living around you
b	to make someone or something free
e	to make things happen
a	very sincerely

1. Note: Students are encouraged to find out the meaning of the expression from the context in the text.
2. Personal answers.

Note: for the next step, it is highly recommended to have internet connection.

2.1 Go to dictionary.cambridge.org

Compare the answers with the online dictionary.

Page 15 – LET’S EXPLORE

3. NOW, Go to corpus.byu.edu/coca (The students could search the words that follow or precede in any context.)

LOOK FORWARD:

PRECEDE	FOLLOW
I, WE (SUBJECT)	TO

3.2 Personal answers.

3.3 Personal answers. (Students are expected to infer the meaning from the context and after having analyzing stretches of language.)

Page 16 – EXPANDING HORIZONS

1.1 C (plans for the future)

Use **VERB** + going to + **VERB** to express future **PLANS**.

1.2

- A) going to screw
- B) going to go
- C) are going to win
- D) not going to have
- E) is going to pay
- F) is going to need

Page 17- LET’S LISTENING

1. B

2. They are going to sleep and they are going to spend time with their family.

2.1 Students are supposed to talk about future plans in a broader way and their plans for the weekend.

3. A) FALSE (They are going to build a center in South Chicago)

B) TRUE

C) TRUE

D) FALSE (Michelle is going to spend time with her family)

Page 17 – SPEAKING TIME

For the speaking activity, students are supposed to work in pairs, first.

The images are motivational and could be used for inspiring students to speak up.

After, pair discussing teacher could open up for whole group discussion.

Page 18- RISING AWARENESS

The aim is to call students attention to the fact that in the English language , there are long and short vowels. By analyzing the phonetic transcription of both words:

bit X beat, students should be aware of the different vowel sounds.

1. Bit /I/
2. Beat /i:/
3. long sound x short sound
4. Personal answers

Page 19 – LET’S WRITE

It is high recommended that the teacher has internet connection. The main for this activity is to call students attention to the genre MEME. The type of language, the audience and the goal must be clear when writing a text.

Audio script

Barack : Hello everybody!!After 8 years in the White House, Michelle and I are now rejoining all of you as private citizensWe wanna thank you once from the bottom of your heart from giving us the incredible priviledge of serving this country that we love. We also wanna tell you a little bit about what we are up to next....

Michelle: First, we gonna take a little break .. .we finally gonna get some sleep and take some time to be with our family and just be still for a little bit, so we might not be online quite as much as you're used to seen us.

Barack: But before that, we wanna invite you to help us with one of the projects that we're excited to work on when we get back. Check out this website for a future presidential center. The center will be based on the south side of Chicago, but it'll have projects all over the city, the country, the world. **One library or the museum** will be a living working center for citizenship.. That's why we wanna hear from you, tell us what you want this project to be and tell us what's on your mind..

Michelle: Send us your ideas, your hopes, your beliefs on what we can achieve together. Tell us about young leaders, and companies and organizations that inspire you. This will be your presidential center as much as it is ours. So, we want you to tell us what we should be thinking about as we get to work.

Obama: It's gonna take all of you and your ideas to it reality. As i've said many times before: “ the democracy is a project that is much bigger than anyone of us. It is bigger than anyone's person, anyone president, anyone government. It is a job for all of us that requires everyday suatin effort from all of us. The work of perfecting our union never finish and we look forward to join you in that effort as fellow citizens. Thank you and we'll see all of you again soon. Bye bye.

Introduction

For this final paper, two units were produced taking into consideration the aspects of language learning. The first unit focuses on the simple future WILL for prediction. The second unit focuses on the use of GOING TO structure for future plans. The reason I chose to produce units that are somehow related, it is simply because students could not differentiate both future structures, so my goal here is to make clear how to use both structures.

The first unit produced is aimed at young adults who attend a language institute, with an intermediate level of English. The main topic of the unit is to talk about possible future jobs and innovations using **will**. The unit itself presents topics that suitable to learners that have working experience, who is aware of future innovations, who is able to think about the future and make predictions about the future

The second unit is also aimed at young adults who attend a language institute, with an intermediate level of English. The main goal of unit 2 is to raise awareness of the students about the use of **going to**. Unit 2 also presents topics that are relevant for student who can make plans about their future and also discuss about failing plans.

The approach adopted here is the communicative approach, so Littlewood (apud Richards and Rodgers,1981) says that the main focus is :“... that it pays systematic attention to functional as well as structural aspects of the language...” In the other words, this approach focuses on how the language is organized and also how the language is used in different contexts.

Communicative competence is also desired on the communicative approach as it demonstrates how the learner is using the language system efficiently. Richards and Rodgers (2001) reveals the most important characteristics of the communicative view of language includes the idea of language being used to convey meaning, for interaction and the structure of the language used for functionality and communication.

As a result of adopting the communicative approach, pragmatics has been the main concerning for learners as said by Rueda: “...there is a consensus that the task of acquiring pragmatic knowledge in the L2 can be facilitated by utilizing universal pragmatic knowledge, as well as by successful transfer of some aspects from learners’ first language...”(2006,p.170). Furthermore, pragmatics

has a lot to do to empowering students with the necessary tools to comprehend language in its context. Another relevant point here is the use of authentic material. In other hands, the use of real texts and sentences are preferred. It gives students a chance to experience language how it is used, in its context, as Cahyono and Megawiti (2013) emphasize the importance of it for learner's achievement, attitude and motivation. Not only authentic materials are crucial for successful learning but also warm-up activities are exceptionally necessary to engage students into what is going to be presented throughout the units.

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

Vocabulary

Vocabulary teaching is often accompanied by a textbook and in more traditional ways; students are required to look up for meaning of unknown words in the dictionary.” ... students who are used to a deductive approach will require extensive guidance in using inductive learning...” (BOULTON, 2009, p.40) On the other hand, “The dictionary is an excellent tool in the hands of a skilled learner. An skilled user wastes time and comes away frustrated from dictionary consultations” (ROBY apud BOULTON, 2005, p.59) This methodology works somehow if the intention is purely teach the meaning of a word. In a deductive way if teaching students are not intellectually stimulated as the only task mainly is look for meaning in a dictionary. There is no cognitive effort involved.

When it comes to have students working extensively thorough out the learning process is the use of online corpora as a great opportunity to have students engaged in the learning process as they are required to compare language chunks and come up with their own conclusions about the position of the selected words or expressions and also infer the meaning inductively simply by analyzing different stretches of language. The DDL ¹(Data-driven learning) is the approach base for the activities produced in both units, as it were made to “stimulating enquiry and speculation on the part of the learner, and helping the learner also to develop the ability to see patterning [...] to form generalizations to account for that pattern.”(JONHS, 1991 p.2)

Reading

Reading is often discussed among teachers. It is a controversial topic when it comes to decide how to incorporate reading in English teaching classes. I strongly believe that reading is essential for vocabulary extension and for improving writing. By saying that, I also believe that reading should be pleasurable, as it should make students think critically.

Teaching a regular subject such as Math, History or Geography should not be the only focus. On the other hand, educators should encourage students to think critically by discussing matters that are controversial and relevant for the society. Language empowers students to spread out their words and change the world around them; “... education should be committed to social justice,[...] but also

¹ John states “[...] the language learner is also, essentially, a research worker whose learning needs to be driven by access to linguistic data-hence the term “data- driven learning” to describe the approach.”(1991, p. 1)

encourage student's critical thinking so they can be aware of oppression and learn to fight against oppression..." (PESSOA and FREITAS, 2012, p.1)

Besides that, students should not feel that they are reading something that is not meaningful or not appealing interesting for them. A good strategy is start a reading activity with warm up questions, images or even a video to set students in the mood for the main topic of the text. Pre- teach the vocabulary is also interesting to encourage students to be enthusiastic about the activity. I strongly believe that students should not feel lost in throughout the process, so students have to feel part of the learning process

In addition to that, according to Alkialbi says:

Reading is an essential skill for English as a second/foreign language (ESL/EFL) students; and for many, reading is the most important skill to master. With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas. (2015, p. 14)

So Alkialbi mentions the relevance of the reading skill for mastering not only other language skills such: writing, listening and listening but in academic areas as well.

Grammar

Working with grammar has always been a challenge for teachers as it is for students to learn it. With that in mind, experts in language learning have been discussing how to teach grammar or even if it is necessary to teach it. I believe that grammar is fundamental when it comes to master a language, speak accurately and succeed at communication.

Reflecting upon what is the best strategy to teach grammar it is necessary to think about how it has been taught over the years and how it has been changing lately. In the past, Grammar was based on memorizing non-sense rules with non-sense exceptions. It was boring, stressful and troublesome for students. On the other hand, nowadays what it is important for many experts is how grammar is presented to students. The new tendency on Grammar teaching is teaching it inductively. The grammar topic for each unit was carefully thought with this intention. By saying that, learners are encouraged to discover the rules for themselves as they participate actively in the learning process, giving their opinions, comparing one sample to another, etc...

According to the blog "throwawayyourtextbook.com/blog/how-to-teach-spanish-grammar-inductively" there is 5 main steps that are easy to follow to

teach grammar spontaneously, in a language classroom. First, students analyze examples of correct language use. Second, students create the rules according to their conclusions. Third, students will verify the rules they created using different chunks of language. Fourth, students must review their rules in order to change/include other rules. Last, students are supposed to use the new pattern in writing activities. All the steps above are important to be considered because students are naturally involved in the whole process. The activities created on the section “What does it mean?” were designed following the inductive method as the students will make the rules, test them and finally add or change the new rules.

Listening

Listening is definitely one of the most difficult skills to master when it comes to mastering a second language. Besides that, Learners should rely on other skills: speaking, writing and reading to better their listening skills. On the other hand, schools and universities do not give special attention to listening as they give to other skills, but listening is the key to great communication as you need to be able to understand what is being said.

The listening activities proposed for both chapters begin with a pre-listening activity which involves writing and grammar activity for unit 1 and an oral activity for unit 2. These activities are important to get students in the mood of the listening activity as it stimulates their knowledge for the topic. Ableeva (2008) states that: “The top –down model of listening comprehension contends that the decoding of verbal-messages depends more on listener’s prior knowledge of the world and/ or the topic of the text ...”

According to the Oxford Academics :“ Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural² input, construct meaning from passages, and relate what they hear to existing knowledge”. By saying that, listeners are willing to infer the meaning from a listening passage especially if the main topic was previously presented to the listener.

Speaking

The activities produced in both units aim at guiding students into the oral practice as they are pointed into the direction of the conversation. Speaking activities are frequently placed towards the end of the unit on textbooks. After, reading the text, practicing grammar and vocabulary, and doing the listening part,

² Relating to the ear or the sense of hearing . Source: <https://en.oxforddictionaries.com/>

students are most likely to feel comfortable to use the vocabulary and grammatical point, but the Speaking topic is not only speaking for the sake of speaking.

When learners are taking part in a conversation, there are others elements to take into consideration. The interaction with the hearer is also important: take-turns, pausing, greetings, choice of words, etc... Furthermore, the social and cultural aspects of the language are relevant, for instance, if the listener says something that is not part of the hearer's reality, communication will not be as effective as it should be. With that in mind, *Studies in Conversational and Discourse Analysis*³ shed light on the teaching of oral skills. In *Discourse analysis*, Cook(1989) mentions that it "examines how stretches of language, considered in their full textual, social and psychological context, become meaningful and unified for their users." On the other hand, *Conversational analysis* has to do with: "turn-taking, turn-organization, action-formation, sequencing, repair, word usage/selection, recipient design and overall organization of the occasion of interaction." (Schegloff, et al, 2002, pp. 4-5).

Pronunciation

Speaking involves knowing the language grammatical patterns and it is also about knowing how the phonological and phonetic system is organized in that particular language. Communicate efficiently boosts the speaker confidence as he/she is able to carry on a conversation with anyone in the world. As mentioned by Fraser (1999) who emphasizes the confidence with pronunciation, that enables speakers to interact well with native speakers.

The activities produced in both units raise awareness on learners when it comes to understand how the sound system of the language works, as the activity for unit 2, for example, compares the phonetic transcription of the vowel /I/ and /i:/ in 2 words. According to Maruso (2017) the vowels /I/ and /i:/: "... are both considered to be high vowels because they are produced with the tongue raised above its rest position." Getting students to understand the position of the tongue and the varieties of the vowels in the English language is crucial for mastering intelligible pronunciation. "Producing spoken language involves the reduction of dimensions in the mapping of a nonlinear channel-the phonetic-phonological, syntactic, semantic representations – to a linear channel such as the phono-articulatory tract."(Bates and Goodman apud Alves and Silveira, 2009,p.1)

In addition to that:

³ Conversational analysis studies consider: "all forms of talk in interaction" Discourse analysis has to do with language in context. (Schegloff, et al, 2002, p.6)

Therefore, speech production does not consist of a simple sum of isolated sounds bound together in a sequence; rather, it is an orchestration of articulators – such as lips, teeth, tongue tip, blade and root – whose movements, or interaction of gestures over time, results in the production of sounds. (ZIMMER, ET AL, 2009,P.1)

Writing

It is crucial to mention here that language nowadays is produced for social purposes as it is when writing a text. By saying that, the notion of genre is relevant for understanding which type of text should be written in different situations and what the main goal is when writing a text. “Genre refers to abstract, socially recognized ways of using language”. (HYLAND, 2007, p.149)

Moreover, Hyland (2007, p.153) also believes that genre teaching brings about the grammatical patterns, as it helps students to understand how the vocabulary and the grammar are combined together to result in something meaningful.

Another important notion when considering learning is the notion of context. Figueiredo says that:

From a systemic point of view, language can only be understood in relation to its environment of use, and its premise is particularly evident in the language classroom, where both spoken and written texts should not be interpreted in isolation from their contexts of production and circulation. (Figueiredo, 2010, p.123)

The activities proposed in both texts are texts in which students are supposed to use online tools to perform the task. In Unit 1 the learner has to reply to a tweet message. On the other hand, in Unit 2 students have to create a Meme. The writer has to understand the purpose of replying a message on “Tweeter” or create a “Meme” and also the type of language and/or the audience target. Moreover, it is extremely important to bring to learner’s attention the importance of digital literacy⁴. The use of technology in classroom has been very successful in many different ways. First, the information can be spread out faster than in regular means of communication such as newspapers, books, etc... Second, with the advent of globalization, online tools are used to encourage students to speak up freely as they could have someone across the globe responding/ commenting in their texts.

Last, Students who learn how to read a webpage, for example, is capable of:

[...]find texts online, evaluate those texts, distinguish genuine from fake websites... read a webpage means developing the skills to

⁴ According to Haffner, Chick and Jones (2015) it is related to the ability to read, write and communicate through digital sources.

understand not only the text on the page, but the whole multimodal ensemble of writing, images, layout, graphics, sound and hypertext links (HAFNER, ET AL,2015,p.1)

So, by doing that teachers will be able to train students and prepare them for this new reality that is teaching using online tools and educate them in terms of reading and writing through digital media.

Bibliography

- Available at: <<https://www.throwawayyourtextbook.com/blog/how-to-teach-spanish-grammar-inductively>> Accessed in: 6-10-2018
- Available at: <<https://makeameme.org/memegenerator>> Accessed in:7-28-2018.
- Available at: <<https://academic.oup.com/applij/article-abstract/10/4/418/201226>> Accessed in: 7-11-2018
- Available at:< <https://en.oxforddictionaries.com/>> Accessed in: 7-16-2018
- Available at : < <https://dictionary.cambridge.org>> Accessed in: 7-17-2018
- Available at : <<https://corpus.byu.edu/coca/>?> Accessed in; 7-24-2018
- ABLEEVA, R. Listening comprehension in foreign language instruction.(CALPER Professional development Document 0810).University Park, PA. The Pennsylvania State University, Center for Advanced Language Proficiency Education and Research, 2008.
- ALKIALBI, A. S. The Place of Reading Comprehension in Second Language Acquisition. *Journal of Literature, Languages and Linguistics*. v. 6, 2015.
- COOK, G. *Discourse*. Oxford: Oxford University Press. (1989)
- BOULTON, A. (2015). *Testing the limits of data-driven learning*:. Nancy, France: CRAPEL-ATILF/CNRS.
- CAHYONO, B. Y. (2013). *Materials and Media in English Language Teaching* . Malang, Indonesia. : State University of Malang Press .
- FIGUEIREDO, D. (2010). Context, register and genre: Implications for Language education. . *Signos* , 119-141.
- FRASER, H. (1999). ESL pronunciation teaching: Could it be more effective. *Australian LAnguage Matters*, pp. 1-4.
- HAFNER, C. ., (2015). Digital Literacies and Language Learning . *Language Learning and Technology* , pp. 1-7 .
- HYLAND, K. (2007). Genre Pedagogy: Language, literacy and L2 writing instruction. *Journal of Second Language Writing* 16 , 148-164.
- RICHARDS,J. R., RODGERS, T. S.(2001). *Approches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- MARUSO, A. (2017). *Overview of English consonants and vowels* . CEI/FALE/ UFMG.

- PESSOA, P. F. (2012). *Challenges in Critical Language Teaching*. Universidade Federal de Goiás, Brazil: Tesol Quartely .
- ZIMMER, M, SILVEIRA,R.,ALVES, U.,K. (2009). *Pronunciation Instruction for Brazilians. Bringing Theory and Practice Together*. Newcastle: Cambridge Scholars Publishing.
- SCHELOFF,E. A., KOSHIK,I., JACOBY, S. and OLSHER, D. Conversational analysis and applied linguistics. *Annual Review of Applied Linguistics*, 22, 3-31 .(2002)
<http://dx.doi.org/10.1017/S0267190502000016>
- TENUTA, A. M.; CARNEIRO, M. M.. 2017. **Teaching grammar** in the English as a foreign language classroom: an inductive perspective. In *Inspiring insights from an English teaching education scenario* [recurso eletrônico] / Ana Larissa Adorno Marciotto Oliveira, Júnia de Carvalho Fidelis Braga (Orgs.) – Belo Horizonte: CEI-Curso de Especialização em Ensino de Inglês, FALE/UFMG, 2017
- WU, Y. *Conversational Analysis- A Discourse Approach to Teaching Oral English Sills*. College Of Foreign Languages, Hebei United University, Tangshan city, Hebei province, China, (2013)