

**UNIVERSIDADE FEDERAL DE MINAS GERAIS**  
**Faculdade de Letras**  
**Programa de Pós-graduação em Estudos Linguísticos**  
**Curso de Especialização em Ensino de Inglês**

Juliana Alves Mota

**BRING YOUR ENGLISH TO LIFE - Unidade Didática para o Ensino de Inglês**

Belo Horizonte  
2025

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

Orientadora: Prof<sup>ª</sup> Dr.<sup>ª</sup> Valdeni da Silva Reis

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2025



UNIVERSIDADE FEDERAL DE MINAS GERAIS  
FALE - CURSO DE ESPECIALIZAÇÃO EM INGLÊS: ENSINO E APRENDIZAGEM/EAD

### ATA DE DEFESA DE MONOGRAFIA/TCC

Às 16:10 horas do dia 05 de dezembro de 2025, reuniu-se na Faculdade de Letras da UFMG, a Comissão examinadora indicada pela Coordenação do Curso de Especialização em Inglês: Ensino e Aprendizagem, para julgar, em exame final, o trabalho intitulado: Bring Your English To Life, apresentado por Juliana Alves Mota, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao ) candidato(a) para a apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a).

Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final, foram atribuídas as seguintes indicações:

Profa. Dra. Climene Fernandes Brito Arruda indicou a ( X ) aprovação/ ( ) reprovação do(a) candidato(a);

Profa. Me. Mateus Emerson de Souza Miranda indicou a ( X ) aprovação/ ( ) reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado ( X ) aprovado(a)/ ( ) reprovado(a).

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## RESUMO

Este trabalho de conclusão de curso apresenta o desenvolvimento de duas unidades didáticas voltadas para alunos dos níveis B1, B1+ e B2, de acordo com o CEFR (Quadro Europeu Comum de Referência para Línguas), em um contexto de aulas online e aulas particulares (1-2-1), destinadas a adultos ou jovens adultos em cursos de Inglês Geral. A relevância dos temas das unidades escolhidas para este trabalho final resultou da combinação de tópicos e situações próximas à vida real dos alunos e de temas atuais, com o objetivo de auxiliá-los a se comunicar em inglês de forma mais independente, significativa e natural. Para melhor preparar os aprendizes a participarem plenamente das aulas, o foco principal foi a seleção de atividades de vocabulário, compreensão oral, produção oral e gramática, baseadas em dificuldades recorrentes observadas ao longo da minha prática docente, tais como o uso natural de Dependent Prepositions, a estrutura dos comparativos, a expressar opiniões de maneira mais sofisticada e o trabalho com aspectos Connected Speech, como entonação e Weak Forms, ao invés focar apenas em sons isolados. A variação dos formatos das atividades foi considerada fundamental durante o desenvolvimento das duas unidades, a fim de desafiar os alunos com diferentes tipos de tarefas, atendendo assim às suas necessidades individuais e também proporcionando momentos lúdicos e memoráveis. Ao final de cada unidade, foram incluídas reflexões de aprendizagem tanto para alunos quanto para professores, permitindo que ambos refletissem sobre seus processos de aprendizagem e ensino ao longo das aulas. As atividades foram elaboradas considerando não apenas alunos em ambientes online, mas também alunos de aulas presenciais, tanto em aulas particulares quanto em grupos.

**Palavras chave:** ensino de língua, materiais autênticos, contextos reais de comunicação, inglês geral, aprendizes adultos.

## ABSTRACT

This final term paper presents the development of two didactic units aimed at B1, B1+ and B2 students level according to the CEFR, in an online and private lessons (1-2-1) environment, and for General English adults or young adult classes. The relevance of the Unit topics chosen to be used in this final term paper were a combination of something close to students' real life and current topics in an attempt to assist students to independently, meaningfully and more naturally communicate in English. To better equip learners to be able to fully participate during the lesson, the main focus was selecting vocabulary, listening, speaking and grammar activities I've been seeing my students struggle throughout my teaching practice, such as the natural way to use the Dependent Prepositions, the structure of Comparatives, Expressing their Opinion in a more sophisticated way and also working on features of Connected Speech such as intonation and weak forms instead of focusing on isolated sounds. Varying, as much as possible, the activities formats was also fundamental while developing the two Units so that students could be challenged with different task arrangements to suit their individual needs and provide some playful and memorable moments as well. It was also included learning reflections for both students and teachers at the end of each Unit so that they could think about their learning and teaching process throughout the lesson The activities were prepared having not only online students in mind, but also face-to-face students both private or in groups.

**Key words:** language teaching; authentic materials; authentic communication contexts; general english; adult learners.

## SUMMARY

|  |           |
|--|-----------|
| <b>1- INTRODUCTION.....</b>                                  | <b>6</b>  |
| <b>2- BOOK COVER.....</b>                                    | <b>8</b>  |
| <b>3- UNIT 1.....</b>  | <b>9</b>  |
| <b>4- UNIT 2.....</b>  | <b>25</b> |
| <b>5- TEACHER'S GUIDE - UNIT 1 - STEREOTYPES.....</b>        | <b>45</b> |
| <b>6- TEACHER'S GUIDE - UNIT 2 - CONSUMPTION HABITS.....</b> | <b>57</b> |
| <b>7- RATIONALE.....</b>                                     | <b>68</b> |
| <b>8- REFERENCES.....</b>                                    | <b>78</b> |

## 1- INTRODUCTION

I've been working as an ESL teacher for more than 15 years and exclusively online for 6 years and it has always been a passion and a pleasure for me learning more about methods, approaches, stages of a lesson and also studying English and Portuguese languages themselves. I'm a proud holder of Proficiency and Methodology certification as well. Needless to say that getting the opportunity of enrolling in CEI (Curso de Especialização em Ensino de Inglês - Faculdade de Letras – UFMG) was another great chance to sharpen and boost my knowledge and I couldn't believe it when I was told I had been accepted to take part in CEI after some years of having my eyes on being part of it .

The name **Bring Your English To Life** came to my mind after reading a Cambridge Newsletter on my email and also based on what I believe a lesson should be: something practical, student centered with minimal Teacher Talking Time, encouraging vocabulary development, meaningful and with a real-world application of the language. I knew I should use it to represent all my intentions while developing these two didactics Units and validate what I believe as a professional.

**Bring Your English To Life** was developed aimed at a B1, B1+ and B2 level according to the CEFR, in an online and private lessons (1-2-1) environment. It is also focused on General English and aimed at young adults, adults and elderly people. These have been my audience and setting for the past 6 years and ones I'm very fond and proud of. Nevertheless, It was included in all sessions and skills developed throughout the two units suggestions to be used in groups, pairs and face-to-face classes.

The sessions were chosen and sorted by skills and topics such as Getting Started, Reading, Writing, Listening, Speaking, Grammar, Vocabulary, Pronunciation and some of them were divided in subsessions to better prepare and equip as much as possible learners for the skills and topics per se and, also, to better work with the post activities available in the material. I also made sure to include a Learning Reflection session both in the student's material and also in the Teacher's Guide since I believe reflecting on our own learning process is fundamental to provide the ownership of our language and professional development, making us better and autonomous learners and teachers.

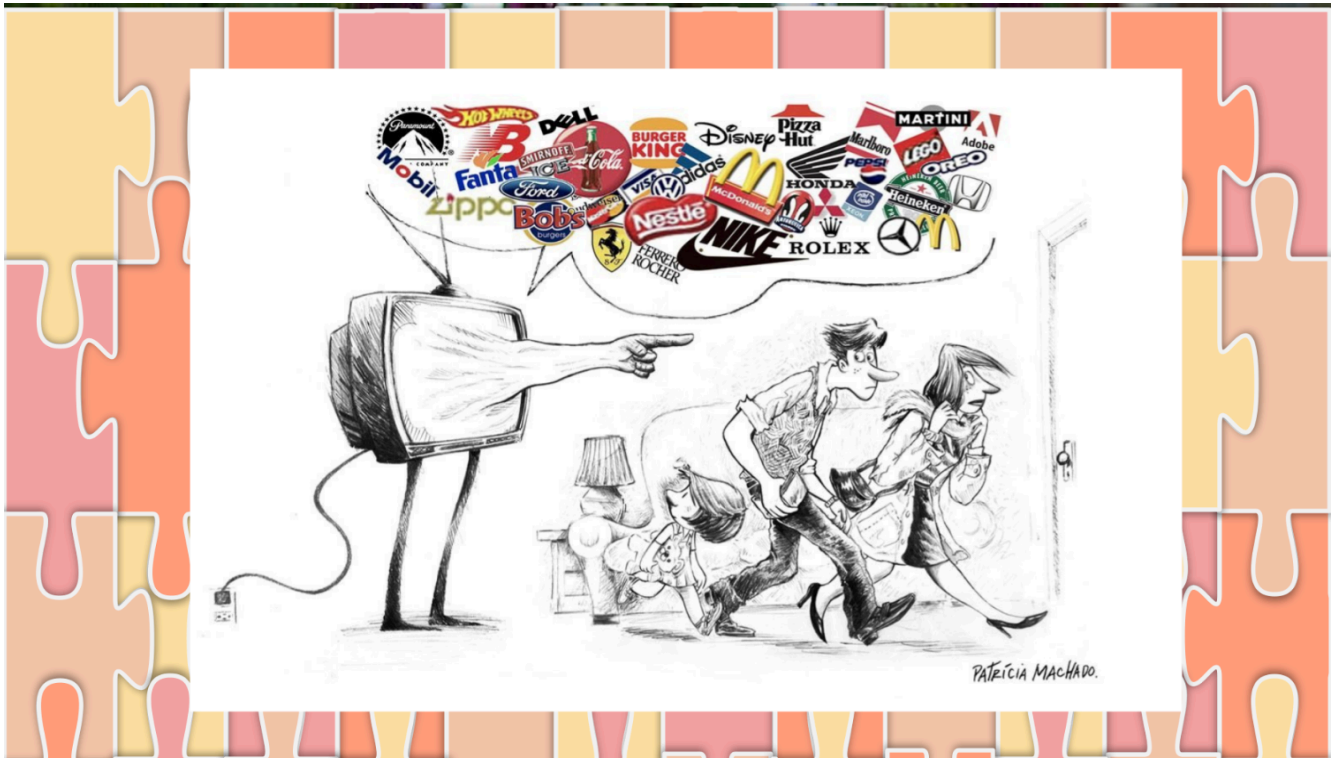
Having in mind that the target audience is basically adults, the relevance of each unit topics chosen to be used in **Bring Your English To Life** were a combination of something close to students' real life, job occupancy and current topics. That's why one of the units revolves around the Stereotype discussion and the other around Consumption Habits, in an attempt to enhance learners' opportunities to give their opinion, build their vocabulary bank on the topic and critically think and reflect on these themes.

To equip learners to be able to fully participate during the lesson, I chose to focus on what I've been seeing my students struggle throughout my teaching practice over these years, such as the natural way to use the Dependent Prepositions, the structure of Comparatives, Expressing their Opinion in a more sophisticated way to go beyond the "In my opinion" statement and also working on features of Connected Speech such as intonation and weak forms instead of focusing on isolated sounds. These topics are very dear to me and I've always made sure to include them while preparing my lessons since I believe they can help students to independently, meaningfully and more naturally communicate in English.

It was vital for me to vary as much as possible the activities formats but keep the learner's centered activities pattern always alive because this is a 1-2-1 setting and keeping students motivated, engaged and being the sole focus of the lesson is even more crucial. That said, I provided learners with grammar inductive activities, filling the gaps, matching activities, true or false exercises, stem sentences to be completed with their own ideas, color coded learning practices, videos discussions and comprehension tasks, recording their own comments or speech using free and effective platforms such as Voki or Vocaroo, speaking interactive moments, writing tasks and etc so that students could be challenged with different task arrangements to suit their individual needs as learners and also provide some playful and memorable moments as well.

Finally, It's worth mentioning that **Bring Your English To Life** does not have any commercial purposes and may only be reproduced with the author's permission.

2- BOOK COVER



**BRING YOUR ENGLISH TO LIFE**



# STEREOTYPES



## 3- UNIT 1

This unit was developed aimed at a **B1+ or B2** level according to the CEFR, in an online and private lessons (1-2-1) environment, and for General English adults or young adult classes.

### **In this unit, you will...**

1. Read and learn new vocabulary from an article about stereotypes
2. Learn more about dependent prepositions
3. Reflect about stereotypes and how to give your opinion on the topic using fixed phrases
4. Practice your listening and pronunciation skills through a video
5. Write a short article to express your opinion on the stereotype topic
6. Reflect on your own learning process throughout the unit

## GETTING STARTED

**What's your country famous for?**



Images taken from:

- 1) <https://11nq.com/TO6Jy>
- 2) <https://sl1nk.com/jD9mB>
- 3) <https://11nq.com/eicZ6>
- 4) <https://11nq.com/s3RjV>

1) Think about the question above and complete each country table below with at least one or two ideas you have about them. For example: Germany is famous for its beer. Germany is famous for having many museums.

| BRAZIL  | CHINA   | PORTUGAL  | ARGENTINA  | CANADA  |
|---|---|---|--|---|
|  |  |  |  |  |
|   |   |   |  |   |
|   |   |   |  |   |

2) Let's watch the video below and see if your ideas are the same as the video. If not, how did they differ? Why do you think they differ?

Accessed in 20/03/25 : <https://11nq.com/dHdJf>

## VOCABULARY

These words on the left were taken from the article you will read in a minute. Do you know their meaning? Can you match them with their definitions according to the article's context?

|                                     |                                     |                        |                            |                          |
|-------------------------------------|-------------------------------------|------------------------|----------------------------|--------------------------|
| <b>DYSFUNCTIONAL</b><br>(adjective) | <b>OLD-FASHIONED</b><br>(adjective) | <b>INFER</b><br>(verb) | <b>CHALLENGE</b><br>(verb) | <b>PROVIDE</b><br>(verb) |
|-------------------------------------|-------------------------------------|------------------------|----------------------------|--------------------------|

|    |  |
|----|--|
| 1. | <b>to form an opinion or guess that something is true because of the information that you have</b> |
| 2. | <b>to question if something is true or legal</b>   |
| 3. | <b>not behaving or working normally</b>  |
| 4. | <b>to give something that is needed or wanted to someone</b>                                       |
| 5. | <b>not modern; belonging to or typical of a time in the past</b>                                   |

## VOCABULARY PRACTICE

1) Complete the sentences below with the words from the table above:

a) The manager tried to \_\_\_\_\_ his employees with clear guidelines and all the tools they needed to succeed.

b) We can \_\_\_\_\_ from her silence that she didn't agree with the decision.

c) Their family is a bit \_\_\_\_\_ — they hardly communicate and always seem to be arguing.

d) It can be hard to convince my grandfather to try new technology because he prefers doing things the \_\_\_\_\_ way.

e)The professor encouraged the students to \_\_\_\_\_ the author’s argument rather than accept it blindly.

2) Complete the sentence with your own ideas:

a) The team was dysfunctional because...

b)Some people think writing letters is old-fashioned, but I believe...

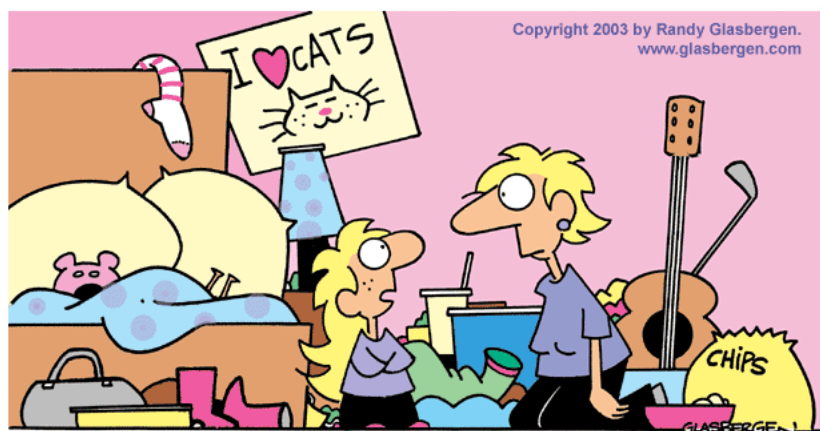
c)From his reaction, we can infer that...

d)I decided to challenge myself by...

e)This program will provide students with...

## READING

### BEFORE READING



**“If you make me clean my room, won’t it encourage the stereotype of the female as subservient housemaid?”**

- Do you like comic strips? If so, what kind of comic strips do you like? If not, why not?
- Can comic strips talk about serious topics or social issues, or are they just for fun? Why?
- Do you think people are more likely to listen to a message if it comes in a funny or visual format like a comic strip? Why or why not?
- Read the sentence below the comic strip. What is a stereotype? Can you give an example?

- What kind of stereotype does the girl is talking about? Can you explain it?
- Have you ever heard about any stereotype related to your country or culture? What was it? How did you feel? How did you respond to that?

### FOCUS ON THE TEXT

- You are going to read an article about stereotypes. Check if your previous definition of stereotype matches with the one given by the article.

### Why Stereotypes Are Harmful

Stereotypes are the idea that everyone within a certain group shares the same characteristics. We can all **think of** stereotypes we've **heard about** different races, cultures, or genders. Stereotypes don't just appear out of nowhere – they are based on ideas and experiences with certain groups and then extended to **apply to** an entire group. The problem is that people don't function solely as **members of** a group. We know this to be **true about** ourselves and our close friends. Most of us fit into different categories and have a **variety of** interests. We might like watching sports but be non-athletic. We might like rock and roll as well as classical music. But when we think about other people, particularly people who are a different race from us, we often have a harder time understanding that complexity. So we put people into categories and thus – stereotypes are formed.

Many stereotypes are negative, such as assuming that certain people are lazy, criminal or poor. Some are seemingly positive, such as assuming that people are athletic, religious or musically inclined. Others are just neutral such as assuming that people eat certain foods or share similar hobbies. But all of them are harmful and contribute to a dysfunctional class system in which not challenged generalizations can leave one to infer that the stereotype is true. It takes many **experiences with** diverse populations to challenge stereotypes.

There has been a lot of **work in** attempting to challenge gender stereotypes. Old-fashioned ideas that some toys are just for boys, or that women should stay home while men work have been challenged and progress has been made. There is still a long way to go, but the proportion of women with college degrees in the labor force has almost quadrupled since 1970. Statistically, more women now graduate with degrees than men. While the fight for gender equality is far from over, the same **efforts to** challenge assumptions and provide equal opportunities for people regardless of race must be given the same attention.

The first step is to identify stereotypes. When you find yourself filling in the gaps about a person, stop and ask yourself, “Is this true, or am I assuming it based on experiences with other people who look like her?” And make an intentional effort to get to know people from different backgrounds. Bryan Stevenson talks about the need to get proximate. Often when we **begin to interact with** people who are **different from** us, our experience of the “other” expands. It’s **important to** surface the rolling tape of narratives about others that plays in our head. Once stereotypes are challenged repeatedly, it makes it harder to stereotype in the future.

Adapted from: <https://momentousinstitute.org/resources/why-stereotypes-are-harmful>

### FOCUS ON COMPREHENSION

- 1) Why in the authors’ opinion *stereotypes are harmful*? Give examples taken from the text. Do you agree with this statement from the author? Give your own examples to justify your answer
- 2) What’s the author’s suggestion to break the stereotype circle? Do you think the author’s suggestions are easy to put into practice in your cultural context? Have you ever tried any of them?

## GRAMMAR TIME

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"Well, you have a subject and a predicate,  
so, content aside, nice job."

Go back to the text again and try to classify the words in blue, yellow and green in three different categories and add them to the correct column below. Are they **verbs**, **adjectives** or **nouns** followed by a preposition?

### Quick reminder:

**Verbs** are words or phrases that describe an action, condition, or experience. Ex: run, keep, etc.

**Adjectives** give us **more information** about a noun or a pronoun. They describe features and qualities of people, animals and things. Ex. complicated, famous, etc.

**Nouns** are words that refer to a person, place, thing, event, substance, or quality. Ex. stereotype, surface, etc.

| Blues = ? + preposition | Green = ? + preposition | Yellow = ? + preposition |
|-------------------------|-------------------------|--------------------------|
|                         |                         |                          |

### LET'S THINK ABOUT IT...

- Which preposition appears in both verb, adjective and noun combinations? Does it have a similar meaning in both cases?
- What happens if we change the preposition—does the meaning change? Does it sound wrong?
- Have you ever made a mistake because you translated a preposition from your language into English?
- Does the word for 'interested' in your language need a preposition after it?
- Do we use gerunds after the preposition? (e.g., *think about going*)

## NAMING NAMES



Image taken from: <https://11ng.com/QMFV3>

These verb, adjective and noun combinations with prepositions are called **Dependent Prepositions**. But what is a **Dependent Preposition**?

Dependent prepositions are prepositions that depend on or *must follow a particular verb, noun, or adjective*.

Said in another way: *when you use certain verbs, nouns, or adjectives, they are followed by a specific preposition* (some use different prepositions for different meanings, but we'll get to that later...). In these situations, there is no point in asking why. Sometimes there's logic to the word combinations, but in most situations, there is no none.

Let's look at an example sentence:

*My country is famous for its beautiful beaches and welcoming people.*

*Australia is famous for protecting its unique wildlife and natural landscapes*

Pay attention ! In the sentences above, *for* is a dependent preposition and if it is followed by a verb, as in red, it is necessary to add an ING-form.

Adapted from: <https://sl1nk.com/EBCpA>

## GRAMMAR IN ACTION



- Complete the questions below with the missing prepositions from the table following the example: *Germany is famous for its beer.*

|           |           |           |            |                   |           |             |                  |
|-----------|-----------|-----------|------------|-------------------|-----------|-------------|------------------|
| <b>IN</b> | <b>ON</b> | <b>AT</b> | <b>FOR</b> | <b>OF</b><br>(2X) | <b>BY</b> | <b>WITH</b> | <b>ABOUT(3X)</b> |
|-----------|-----------|-----------|------------|-------------------|-----------|-------------|------------------|

1. Have you ever felt **angry** \_\_\_ someone for judging you based on where you're from?
2. What kind of stereotypes are you **tired** \_\_\_ **hearing** \_\_\_ your country or community?
3. What groups of people are often **blamed** \_\_\_ problems in society? Is this fair?
4. Have you ever **been affected** \_\_\_ a stereotype? How did it make you feel?
5. Can you **think** \_\_\_ a time when you **judged someone based** \_\_\_ a stereotype, but then changed your mind?
6. How can we **deal** \_\_\_ harmful or unfair stereotypes?
7. What is a common **stereotype** \_\_\_ your gender, age group, or nationality?
8. What's the danger in making **assumptions** \_\_\_ someone before getting to know them?
9. Have you seen any films or books that challenge **beliefs** \_\_\_ certain social groups?
10. What's the best way to break the **cycle** \_\_\_ negative stereotyping?
11. Is there a stereotype you secretly find **some truth** \_\_\_? Why do you think that is?

### GOING EXTRA MILE

Create at least 4 sentences using the dependent prepositions above (e.g deal with, tired of...)

Example: *It's not easy to deal with angry customers at work.*

### LISTENING

Do you like watching videos on Youtube? What kind of videos do you like watching?  
Do you like watching videos that display their thoughtful analysis or critique on different topics such as politics, pop culture, trends, etc?  
When was the last time you watched these types of videos? What was it about?

You are going to watch a short video in which an opinion on the topic of stereotypes is given. While watching the video answer these questions below:

- What's the video's definition of stereotype?
- What are some of the different types of stereotypes she mentions in the video?
- Why even the so-called *good or positive stereotypes* are harmful?

Accessed in: 20/06/25 <https://sl1nk.com/XTuOt>

### DISCUSSING THE VIDEO

- How does the video's definition of stereotype compare with the article from this unit?
- Do you agree with the video idea that there are the so-called *good or positive stereotypes*?
- Are the stereotypes she mentioned in the video the same some communities in Brazil face?

### PRONUNCIATION CORNER

The following sentences were taken from the video transcript.

What words do you think these *phonetic symbols* are representing?

Write your assumption on the top of the phonetic symbols and listen to the video again to check your answer.

a)that we take that help /əz/

b)it's important to be aware of /ðəm/

c)once we have /ðəm/

d)fits /aʊr/ stereotype and information that doesn't fit /aʊr/ stereotype

e)it's important to see /aʊr/ stereotypes

f)we can question /ðəm/

g) any stereotype that limits /aʊr/ understanding

h)and /ðer/ full humanity

i)checking /ðəm/ out

### WEAK FORMS

Probably you didn't listen to the speaker from the video saying these pronouns in a more emphatic or stressed way because there are a large number of words in English which can have a "full" form and a "weak" form. This is because English is a stressed timed language, and in trying to make the intervals between stressed syllables equal, to give the phrase rhythm, we tend to swallow non-essential words. Thus, **conjunctions, pronouns, prepositions, auxiliaries and articles** are often lost, causing comprehension problems for students, particularly for those whose language is syllable timed.

Pay attention !

Try to apply this rule while you speak so that your language will sound more natural and not over formalised. Adding too many stressed forms make it difficult for the listener to identify the points of focus.

Adapted from: <https://11nq.com/sYKyt>

LET'S 'præk.tɪs/

Did you hear the speaker saying the words from above in a full way or in a weak way on the video ?

Let's practice:

- Say each sentence slowly with full/strong forms.

- Say it again naturally and quickly with weak forms.

Can you feel the contrast? What changed in the second version?

a)that we take that help /əz/

b)it's important to be aware of /ðəm/

c)once we have /ðəm/

d)fits /aʊr/ stereotype and information that doesn't fit /aʊr/ stereotype

e)it's important to see /aʊr/ stereotypes

f)we can question /ðəm/

g) any stereotype that limits /aʊr/ understanding

h)and /ðer/ full humanity

i)checking /ðəm/ out



#### EXTRA PRACTICE:

Record yourself saying these sentences and using the weak forms concept using <https://vocaroo.com> or [voki.com](https://voki.com) and analyse your own performance or ask a colleague to do so.

Image taken from: <https://generations808.com/brain-exercises/>

## SPEAKING



1) Discuss the questions from the **GRAMMAR IN ACTION** exercise and try to use the Dependent Prepositions as much as possible as well as the Pronunciation Weak Forms. To help you to give your opinion in a more sophisticated way, try using at least 3 expressions from the list below:

| GIVING YOUR OPINION   | AGREEING  | DISAGREEING   |
|---|---|---|
| <p>I believe/feel that...</p> <p>As far as I know...</p> <p>My impression is that...</p> <p>I would say that...</p> <p>To my mind, ...</p> <p>I have the feeling that...</p> <p>My personal view is that...</p> <p>I might be wrong but ...</p> | <p>Of course.</p> <p>You're absolutely right.</p> <p>Yes, I agree.</p> <p>I think so, too.</p> <p>That's a good point.</p> <p>Exactly.</p> <p>I couldn't agree more.</p> <p>That's what I feel, too</p> | <p>I don't agree</p> <p>I'm sorry to disagree with you</p> <p>Yes, but don't you think...?</p> <p>I don't think so</p> <p>I take a different view</p> <p>I'm not so sure about that</p> <p>On the contrary, I think..</p> |

1. Have you ever felt **angry at** someone for judging you based on where you're from?
2. What kind of stereotypes are you **tired of hearing about** your country or community?
3. What groups of people are often **blamed for** problems in society? Is this fair?

4. Have you ever **been affected by** a stereotype? How did it make you feel?
5. Can you **think of** a time when you **judged someone based on** a stereotype, but then changed your mind?
6. How can we **deal with** harmful or unfair stereotypes?
7. What is a common **stereotype about** your gender, age group, or nationality?
8. What's the danger in making **assumptions about** someone before getting to know them?
9. Have you seen any films or books that challenge **beliefs about** certain social groups?
10. What's the best way to break the **cycle of** negative stereotyping?

## WRITING

### GETTING READY

Write some words that were new for you throughout this unit:

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How many of them can be used to talk about or write about the topic on stereotypes?

---



---

Choose five expressions to give opinion, agree and disagree used in the Speaking activity: \_\_\_\_\_

---

What are the components of an article?

---

**Here are some check-list to better assist you during your writing work:**

#### What are the components of an article?

- How long should the article be?
- What do you already know about the topic?
- What are 2–3 main points you want to include?
- Do you have to vary your sentence structures?
- Do you have to use a **neutral/semi-formal or formal** tone?

Your article should have **3 clear parts**:

♦ **Introduction**

- Start with a question, quote, or interesting fact
- Introduce the topic briefly
- Say what your article will talk about

♦ **Main Body (1–2 paragraphs)**

- Discuss one idea per paragraph
- Use linking words (firstly, however, in addition, on the other hand...)
- Give examples, reasons, or short stories to support your points

♦ **Conclusion**

- Summarize your main message
- Give a final thought or opinion

Optional: Ask a question or suggest a solution

**WRITING IN ACTION**

Choose one of the five topics or questions below and write a short opinion article (100–150 words). Try to apply the components explored in GETTING READY to make your piece of writing as interesting as possible to your reader.

1. **People often associate certain jobs with certain genders. Do you agree or disagree with this stereotype?**
2. **Do you think the media reinforces or challenges stereotypes? Explain with examples.**
3. **Write about something you are proud of and something you are afraid of.**
4. **Describe a situation where you succeeded in something difficult. What helped you succeed?**

5. **Write about a time when you were responsible for something important. How did you handle it?**

**BEFORE YOU HAND IN YOUR WORK...**

After you are finished composing your short article, make sure to re-read your article and run through the self-editing checklist:

- Have you written the title, an introduction, the body and a conclusion?
- Have you used some of the vocabulary listed in the **GETTING READY** segment?
- Have you used some of the vocabulary listed to state your opinion, agreement and disagreement?
- Have you added phrases to make the article flow smoothly (cohesion markers, conjunctions, etc)?
- Have you eliminated unnecessary or redundant details?
- Are there any grammar or spelling mistakes?

Adapted from: <https://coerll.utexas.edu/methods/modules/writing/02/post-writing.php>

**LEARNING REFLECTIONS**

Think about your learning process throughout this lesson completing these sentences below:

- a) In today's lesson, I succeeded in...
- b) In today's lesson, I'm proud of...
- c) In today's lesson, I struggled with...
- d) In today's lesson, I became more aware of...
- e) I need to work on... and ask for help with...

# CONSUMPTION HABITS



## 4- UNIT 2

This unit was developed aimed at a **B1** level according to the CEFR, in an online and private lessons (1-2-1) environment, and for General English adults or young adult classes.

### In this unit, you will...

1. Read and learn new vocabulary from a short informative article about streaming services
2. Reflect about consumption habits and how to give your opinion on the topic using fixed phrases
3. Recycle and deepen a bit more their knowledge of comparatives - adjectives
4. Practice your listening and pronunciation skills through a video about clothing items and consumption habits.
5. Write a short review to express your opinion and compare products and services
6. Reflect on your own learning process throughout the unit

## GETTING STARTED



Image taken from: <https://11ng.com/CDU9W>

**Do you like watching Tv Shows or Movies?**

**Do you have any streaming service listed above? Which ones? What's your favourite?**

## VOCABULARY

You will read a short article about streaming services in a moment and these words on the boxes were taken from the article . Do you know their meaning? Can you match them with their definitions in the other table?

|         |          |          |         |        |          |
|---------|----------|----------|---------|--------|----------|
| PACKAGE | STANDARD | INVESTED | UPFRONT | ADD UP | PURCHASE |
|---------|----------|----------|---------|--------|----------|

|    |                                      |
|----|--------------------------------------|
| 1. | to buy something                     |
| 2. | you pay for it before you receive it |

|    |  |
|----|--|
| 3. | <b>a related group of things when they are offered together as a single unit</b> |
| 4. | <b>to put money into a project</b>   |
| 5. | <b>a pattern or model that is generally accepted</b>                             |
| 6. | <b>to increase gradually until there is a large amount</b>                       |

### VOCABULARY PRACTICE

1) Complete the sentences below with the correct form of words from the table above:

- a) Netflix has a \_\_\_\_\_ plan and a premium plan.
- b) I want to \_\_\_\_\_ a movie tonight on Amazon Prime.
- c) She \_\_\_\_\_ a lot of money in a new streaming company.
- d) Some streaming services ask you to pay \_\_\_\_\_ for a whole year.
- e) This streaming service offers a \_\_\_\_\_ with movies, series, and live TV.
- f) I pay €9.99 for Netflix, €5.99 for Spotify, and €11.99 for Disney+. It really \_\_\_\_\_ every month!

2) Complete the sentence with your own ideas:

- a) The standard features I expect from a good streaming platform include...
- b) I feel most invested in a streaming service when...
- c) Paying for a subscription upfront can be a good idea if...
- d) The costs of streaming services really add up when...
- e) I usually decide to purchase a movie or show instead of streaming it when...

## READING

### BEFORE READING



- What do you think of the man's comment in the cartoon? Do you feel the same about your streaming services?
- How much do streaming services cost in your country? Do you think it is cheap or expensive?
- Is it possible to subscribe to only one service or having multiple subscriptions running is the best choice?
- If you could recommend only one service, which one would you recommend? Why?

### FOCUS ON THE TEXT



Images taken from: <https://11nk.dev/WZpW8>

1. You are going to read a short informative article comparing streaming services. Check if your previous recommendation were mentioned in the article.

### **Which streaming service should I get?**

**Written by Nick Baker**

For many of us, streaming is how we watch TV these days, and the growing number of platforms means that there's more choice than ever. But while you're not limited to just one, having multiple subscriptions running each month can quickly add up. So which streaming or pay-TV services should you be subscribing to?

Here, we compare the amount of content available on Netflix, Amazon Prime, Apple TV Plus and Disney Plus to help you choose which streaming service is right for you.

#### **How much does Netflix cost?**

Netflix costs £4.99 a month for its Standard Package with ads. Netflix currently has over 13,000 titles worldwide, including everything from TV shows, children's content, films and documentaries from classic to new content. The number of titles varies significantly across territories. Netflix is easy to use and it has a more intuitive design.

#### **How much does Disney Plus cost?**

Disney Plus recently introduced two new subscription options - a more basic one costing £4.99 per month, and a more expensive Premium option for £10.99.

Those existing Disney Plus subscriptions will be moved onto the more expensive Disney Plus Premium, which lets you continue watching content in high-definition. But you'll get the option to move onto the cheaper Standard (£7.99) or Basic (£4.99) subscription should you want a cheaper package. Disney Plus's biggest advantage is the amount of content it already possesses with a lot of Star Wars and Marvel TV shows available exclusively on Disney Plus.

#### **How much does Amazon Prime Video cost?**

Amazon Prime membership costs £8.99 a month and comes with all of the Amazon Prime benefits, including free next-day delivery and access to Amazon Prime Video. Alternatively,

you can pay £95 for the year upfront, which works out to be the equivalent of £7.92 per month. Amazon has more than 24,000 movies and 2,100 shows available for streaming.

### How much does Apple TV Plus cost?

Apple TV Plus is priced at £8.99 a month but comes with a free three-month subscription when you purchase any new Apple product including MacBooks, iPads and iPhones.

Apple TV+ has the least amount of content on its streaming platform. Introduced in November 2019, Apple TV+ say they would focus on quality over quantity.

Adapted from: <https://www.uswitch.com/tv/guides/which-streaming-service-should-I-get/>

## FOCUS ON COMPREHENSION

- 1) Where can you find or read this kind of informative article? Magazines? Newspapers? Youtube? Is it useful having an informative comparison guide like this before subscribing to streaming services?
- 2) Do you agree with the author when he says that “ *having multiple subscriptions running each month can quickly add up* ”? Does it ever happen to you?
- 3) After reading the whole article and the information provided, which streaming service should the reader get?

## GRAMMAR TIME



Look at the sentences highlighted in green taken from the text again:

- 1) ... a more expensive Premium option for £10.99.
- 2) the more expensive Disney Plus Premium.

3)...the **cheaper** Standard (£7.99) or Basic (£4.99) subscription should you want a **cheaper** package.

### LET'S THINK ABOUT IT...

☞ What are the adjectives in these three sentences? Examples of adjectives: comfortable, sad...

☞ Do you think these adjectives are short or long?

☞ Which structure before the adjective could you identify in two of the three sentences? How about after the adjective in the other sentence?

☞ Can you find a pattern in how these words are formed? Take a look at the color changes in the examples above.

☞ Why are there two types of structures (more or +er)? When do you think we need one and not the other?

☞ Do you use the same structure (more or +er) in your language?

### NAMING NAMES



Image taken from: <https://11nq.com/OMFV3>

These structure is called **COMPARATIVES - Adjectives**

When we talk about the differences and similarities between two things we are \_\_\_\_\_ them.

So, we use comparative adjectives when talking about \_\_\_\_\_ (not three or more things)

## Formation of Comparative Adjectives

There are two ways to make or to "form" a comparative adjective and as we previously discussed above:

- **short** adjectives: add “      ”
- **long** adjectives: use “      ”

| Short adjectives: add -er  | examples        |
|--|-----------------|
| 1-syllable adjectives  | old, fast       |
| 2-syllable adjectives ending in -y   | happy, easy     |
| <b>RULE:</b> add "-er"   | old → older     |
| Variation: if the adjective ends in -e, just add -r  | late → later    |
| Variation: if the adjective ends in consonant, vowel, consonant, double the last consonant | big → bigger    |
| Variation: if the adjective ends in -y, change the y to i                                  | happy → happier |

| Long adjectives: use more              | examples   |
|--|--|
| 2-syllable adjectives not ending in -y | modern, pleasant                                   |
| all adjectives of 3 or more syllables  | expensive, intellectual                            |
| <b>RULE:</b> use "more"                | modern → more modern<br>expensive → more expensive |

**Exception:** The following adjectives have irregular forms:

good → better

well (healthy) → better

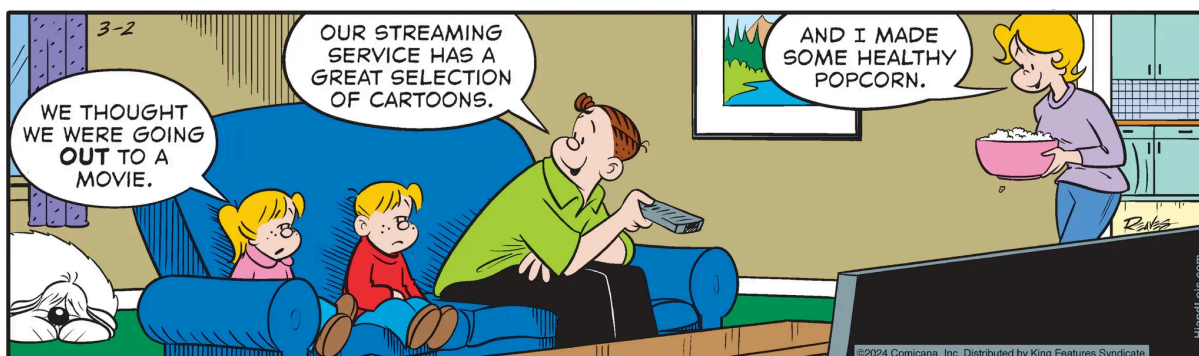
bad → worse

far → farther/further

#### **In conclusion:**

1. We use comparatives to talk about the differences between \_\_\_\_\_ things.
2. If the adjective is short, we usually add \_\_\_\_\_.
3. If the adjective is long, we use \_\_\_\_\_ + adjective.
4. The comparative of "good" is \_\_\_\_\_.

## GRAMMAR IN ACTION



1) Complete the questions below with the correct use of the comparatives based on the explanations above:

a) Apple TV is usually \_\_\_\_\_ (cheap) than Netflix in Brazil, but Netflix has a \_\_\_\_\_ (large) selection of content. Do you agree?

b) In your opinion, which service is \_\_\_\_\_ (popular) in your country: Apple TV or Amazon Prime? Why do you think so?

c) Many people say that watching series on streaming platforms is \_\_\_\_\_ (good) than watching regular TV because there are no ads. Do you agree?

d) It's often \_\_\_\_\_ (easy) to spend money on digital subscriptions than on physical products because you don't always see the cost right away. Is it true for you?

e) Do you think that \_\_\_\_\_ (cheap) clothes are always of \_\_\_\_\_ (low) quality, or can they be just as good as \_\_\_\_\_ (expensive) ones?

f) Are \_\_\_\_\_ (big) shops like Renner or C&A usually \_\_\_\_\_ (convenient) than smaller local stores when it comes to price and variety?

g) The \_\_\_\_\_ (early) you subscribe to a streaming service when it launches, the \_\_\_\_\_ (good) the deals usually are. Do you agree?

h) Which do you think is \_\_\_\_\_ (important) when choosing a streaming service: the price or the variety of shows?

## GOING EXTRA MILE



NEED MORE GRAMMAR PRACTICE?  
Go to these pages below and have fun 😊

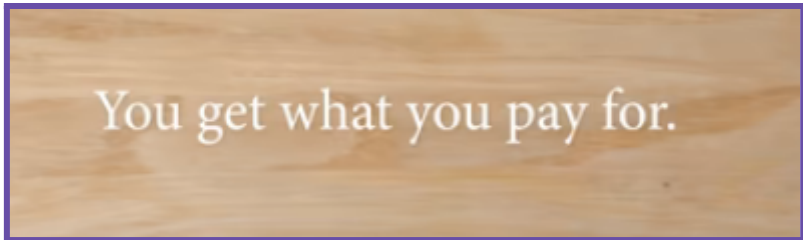
<https://11nq.com/aOe32>

or

<https://11nq.com/oWQub>


Image taken from: <https://generations808.com/brain-exercises/>

**LISTENING**



**By BALENCIAGA**

Image taken from: <https://sl1nk.com/0o1Oi>



**By PERNAMBUCANAS**

Image taken from: <https://11nq.com/8p8Jm>

**Are you familiar with the sentence above? What do you think it means?**

**Do you agree with it? Why? If not, why?**

**Do you ever buy clothes or subscribe to streaming services because you think the more expensive options are higher quality?**

**Is it always the more expensive streaming service the better? Does it apply to other products such as clothing items? Is a more expensive subscription or clothing item always better?**

**Can you give an example of something where the cheaper option was better than the expensive one? Or the opposite?**

1) You are going to watch the first 0:45 seconds of an opinion-based and informative video about the cost of clothing items and their comparisons. Decide if the statements below are **True (T)** or **False (F)** based on what you hear.

1. The speaker believes that expensive products **always** offer better quality.  
 True       False  
 Justify your choice
2. The saying “You get what you pay for” can sometimes be true.  
 True       False
3. Justify your choice
4. The speaker says quality only means how the clothing looks.  
 True       False  
 Justify your choice
5. The four elements of clothing quality mentioned are: **material, price, brand, and durability.**  
 True       False
6. Justify your choice
7. The speaker will explain how to recognize poor and good quality clothing.  
 True       False
8. Justify your choice

## DISCUSSING THE FIRST SECONDS OF THE VIDEO

- Which do you care more about when shopping for clothes: price or quality? Why?
- The man in the video mentions four things that he would look at to determine the quality of a clothing item: material, construction, silhouette and durability. Do you agree with him? Do you do the same?
- What helps you to recognize poor quality items versus good quality items?
- What clothing brands do you think offer good quality for a good price?

## GOING EXTRA MILE



### MORE LISTENING PRACTICE?

Watch the rest of the video at home, with the subtitles on, and see if you agree with the man's idea to recognize poor quality and good quality items

Image taken from: <https://generations808.com/brain-exercises/>

## PRONUNCIATION CORNER

Let's watch the video again and try to pay attention to the question made by the speaker:

**Are more expensive clothes actually better quality?**

While watching the video again, answer the questions below:

- Do you notice any up and down in his tone of voice while saying the question?
- Do you notice in which part of the question there is an up and down tone in his voice?
- Does this question require a Yes or No as an answer?

If you said YES for two of the sentences above you are getting more aware of **RISING INTONATION** in speech.

## RISING INTONATION

In English, our voice goes up and down all the time, even if you don't realize.

This is called **intonation** which describes how the voice rises and falls in speech.

The three main patterns of intonation in English are: falling intonation, **rising intonation** and fall-rise intonation. The sentence taken from the video shows an example of rising

intonation in which your voice rises at the end of a sentence being common in *yes-no* questions:

**Are more expensive clothes actually better ↗ **quality?****

**Pay attention !**

Rising Intonation is not only important in \_\_\_\_\_ or no questions, **but also in questions that need clarification and to express uncertainty.**

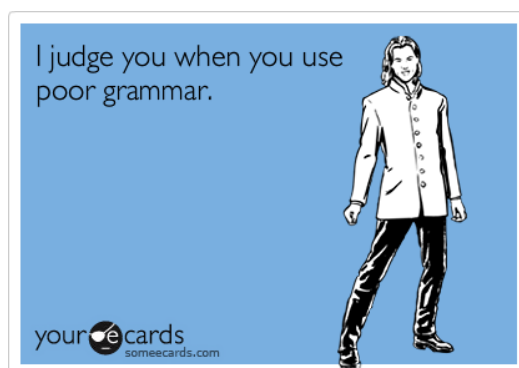
Rising intonation is often used to indicate that the speaker is **asking a question and expects an answer.** It serves as a signal that the conversation is still open, inviting the listener to respond. For instance, when you ask, “Are you coming to the party?” your voice rises at the end of the sentence, to show that you are expecting a “\_\_\_\_\_” or “no” answer.

**Don't forget!**

**Without this rising intonation, the question may sound flat and less engaging, potentially confusing the listener.**

Adapted from: <https://dictionary.cambridge.org/grammar/british-grammar/intonation>  
<https://gender.study/reading-speaking-skills/rising-intonation-questions-uncertainty/>

## LET'S 'præk.tɪs/ - SPEAKING



1) Discuss some of the questions from the **GRAMMAR IN ACTION** exercise and try to use the rising intonation concept as much as possible. To help you to give your opinion in a more sophisticated way, try using at least 3 expressions from the list below:

| GIVING YOUR OPINION   | AGREEING   | DISAGREEING   |
|---|--|---|
| <p>I believe/feel that...</p> <p>My impression is that...</p> <p>In my opinion...</p> <p>I might be wrong but ...</p> | <p>Yes, I agree.</p> <p>I think so, too.</p> <p>That's a good point.</p> <p>Exactly.</p> | <p>I'm sorry to disagree with you</p> <p>I don't think so</p> <p>I'm not so sure about that</p> |

- a) Apple TV is usually **cheaper** than Netflix in Brazil, but Netflix has a **larger** selection of content. Do you agree?
- b) In your opinion, which service is **more popular** in your country: Apple TV or Amazon Prime? Why do you think so?
- c) Many people say that watching series on streaming platforms is **better than** watching regular TV because there are no ads. Do you agree?
- d) It's often **easier** to spend money on digital subscriptions than on physical products because you don't always see the cost right away. Is it true for you?
- e) Do you think that **cheaper** clothes are always of **lower** quality, or can they be just as good as **more expensive** ones?
- f) Are **bigger** shops like Renner or C&A usually **more convenient** than smaller local stores when it comes to price and variety?
- g) The earlier you subscribe to a streaming service when it launches, the **better** the deals usually are. Do you agree?
- h) Which do you think is **more important** when choosing a streaming service: the price or the variety of shows?



### EXTRA PRACTICE:

Record yourself saying these sentences and using the rising concept using <https://vocaroo.com> or [voki.com](https://voki.com) and analyse your own performance.

Image taken from: <https://generations808.com/brain-exercises/>

## WRITING

### GETTING READY

Write some words that were new for you throughout this unit:

---



---

How many of them can be used to talk about or to make comparisons of things?

---



---

Choose five expressions to give opinion, agree and disagree used in the Speaking activity: \_\_\_\_\_

---

## WRITING IN ACTION

Choose two pairs of products or services and write two short consumer reviews (100- 110 words) giving your opinion and comparing the products and services listed below. You can use the adjective suggested below the images but feel free to add more. Try to apply the components explored in **GETTING READY** to make your piece of writing as interesting as possible to your reader.

Here it is an example of a review to get you started:

### **Coke vs. Pepsi: Review**

In my opinion, Coke tastes **better** than Pepsi. It has a **stronger** flavour, and it is not so sweet as Pepsi. I think Coke is **more refreshing**, especially when it is cold.

Pepsi is **cheaper than** Coke. If you want to save money, Pepsi is a **better** option. But sometimes, the difference is small.

Also, you can find Coke in almost every restaurant and supermarket. Pepsi is not easy to find, especially in **smaller** places.

So, in my opinion:

- Coke is **better** for taste, design, and availability.
- Pepsi is **better** if you want something **cheaper** or **sweeter**.

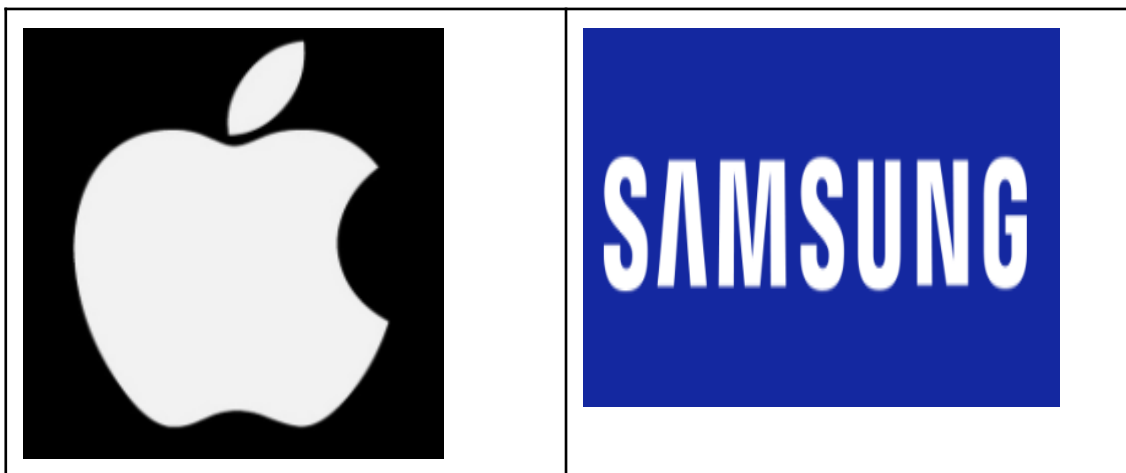
Both are good, but for me, Coke is the winner!

!!The list below contains the **review structure checklist**. Go through each point **before and after writing your review**.

| <input checked="" type="checkbox"/> Questions to Ask Yourself   | Example from the Review                                       |
|---|---|
| <input type="checkbox"/> 1. Did I give my opinion at the start?   | <i>"In my opinion, Coke tastes better than Pepsi."</i>        |
| <input type="checkbox"/> 2. Did I compare at least two main features? (e.g. taste, price, availability) | <i>"Pepsi is cheaper than Coke".</i>                          |
| <input type="checkbox"/> 3. Did I explain <i>why</i> I prefer one over the other?                       | <i>"Coke is more refreshing, especially when it is cold."</i> |
| <input type="checkbox"/> 4. Did I mention the pros of both items?                                       | <i>"Pepsi is cheaper", "Coke is better for taste..."</i>      |
| <input type="checkbox"/> 5. Did I include a clear conclusion or final opinion?                          | <i>"For me, Coke is the winner!"</i>                          |



**A) Good / Bad / Cheap / Expensive / Design / Performance / User-Friendly**



**B) Good / Bad / Cheap / Expensive / Design / Performance / User-Friendly**



**C) Tasty / Delicious / Sweet / Cheap or Expensive / Traditional**



**D) Good / Bad / Popular / Design / Performance / User-Friendly/ Interesting/ Fun**

Image taken from: <https://shopee.com.br> / <https://mercadolivre.com.br> / <https://instagram.com>  
<https://apple.com> / <https://samsung.com> / <https://tiktok.com> / <https://mcdonalds.com.br>  
<https://bk.com.br>

### BEFORE YOU GO

After you are finished writing your short consumer reviews, make sure to re-read your paragraph and run through the self-editing checklist:

- Did you use some of the words you listed that were new for you throughout this unit?
- Did you use any expression to give your opinion, agreement or disagreement?

- Did you use the comparison structures correctly?
- Did you use the adjective suggested below the images? Did you add more?

Adapted from: <https://coerll.utexas.edu/methods/modules/writing/02/post-writing.php>



### EXTRA PRACTICE:

Read your four paragraphs out loud to your teacher to practice your pronunciation.

Image taken from: <https://generations808.com/brain-exercises/>

## LEARNING REFLECTIONS

Think about your learning process throughout this lesson completing these sentences below:

- a) In today's lesson, I'm proud of myself because...
- b) In today's lesson, I loved...
- c) I need to work on... and ask for help with...

## 5- TEACHER'S GUIDE - UNIT 1 - STEREOTYPES

|                      |   |
|----------------------|---|
| <b>Audience</b>      | Online, General English and private lesson (1-2-1) environment, and also for General English adults or young adult classes.   |
| <b>Level</b>         | B1+ or B2 level according to the CEFR   |
| <b>Aims</b>          | to enable students to: <ol style="list-style-type: none"> <li>1. Read and learn new vocabulary from an article about stereotypes</li> <li>2. Learn more about dependent prepositions</li> <li>3. Reflect about stereotypes and how to give their opinion on the topic using fixed phrases</li> <li>4. Practice their listening and pronunciation skills through a video</li> <li>5. Write a short article to express their opinion on the stereotype topic</li> <li>6. Reflect on their own learning process throughout the unit</li> </ol> |
| <b>Grammar</b>       | Dependent Prepositions  |
| <b>Pronunciation</b> | Weak Forms  |
| <b>Vocabulary</b>    | Dysfunctional, Old-Fashioned, Infer, Challenge, Provide   |
| <b>Function</b>      | Language for giving opinion, agreeing and disagreeing.  |

**Abbreviations:** ▪ T – Teacher ▪ Sts - Students ▪ Ind. – Individual work ▪ GW – Group Work ▪ PW – Pair Work ▪ T-Sts – Teacher talks to students

### GETTING STARTED

- 1) Students are invited to get into the mood of exploring the topic of stereotypes by answering the section question *What's your country famous for?* and sharing with the teacher their thoughts and the teacher can also participate by comparing each other's answers.

- 2) After that, Sts will be watching a video and completing the table using what each country shown in the video is famous for.

🔑 Answer Key:

**Brazil** - Amazon Rainforest/ Amazon River, **China** - Great Wall of China, **Portugal** - Cristiano Ronaldo, **Argentina**- Football, **Canada** - Maple Syrup

- 3) An agree and disagree discussion with the T might happen while comparing the video description, especially if the T knows that the student visited or lived in one of the countries depicted.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above.

## VOCABULARY

- 1) T encourages Sts to contribute with possible meanings of the words that were taken from the text before actually matching them in an attempt to explore Sts previous knowledge.
- 2) After that, Sts are asked to match the words on the left with their meanings on the right side.
- 3) Having completed the table with Sts assumptions, T provides the answer key (orally or showing Sts) and lets Sts check the definitions. T also practice the word's pronunciation patterns with Sts and call their attention to what part of speech this word belongs to.

🔑 Answer Key:

|          |  |
|----------|--|
| 1. INFER | <b>to form an opinion or guess that something is true because of the information that you have</b> |
|----------|--|

|                  |  |
|------------------|--|
| 2. CHALLENGE     | <b>to question if something is true or legal</b>                 |
| 3. DYSFUNCTIONAL | <b>not behaving or working normally</b>                          |
| 4. PROVIDE       | <b>to give something that is needed or wanted to someone</b>     |
| 5. OLD-FASHIONED | <b>not modern; belonging to or typical of a time in the past</b> |

### VOCABULARY PRACTICE

- 1) With the help of the vocabulary activity above, Sts are encouraged to complete the gapped sentences using one of the five words. Each sentence requires one of the words above.

🔑 Answer Key:

|            |          |                  |                  |              |
|------------|----------|------------------|------------------|--------------|
| A. Provide | B. Infer | C. Dysfunctional | D. Old-fashioned | E. Challenge |
|------------|----------|------------------|------------------|--------------|

- 2) After checking the answers from the exercise above and discussing any further questions from Sts, they are asked to complete the sentences in exercise 2 with their own ideas to give them the opportunity to use the words into a much freer practice and to provide personalization making the practice even more relatable.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above. Ts can encourage Sts to share and compare their answers.

## READING

### BEFORE READING


- 1) Sts are invited to explore a comic strip, its characteristics and also discuss and answer some unit topic related questions with T as a warm-up strategy.

### FOCUS ON THE TEXT

- 1) Sts are now asked to read an article about stereotypes in silence and ignoring the color highlighted words or words that they might not be familiar with. Sts focus is to check if their previous definition of stereotype matches with the one given by the article while reading it. Ts gives them a few minutes for the task.

### FOCUS ON COMPREHENSION

- 1) After reading the article, Sts are invited to reread the text and answer two comprehension questions based on the text.

 Answer Key:

1) *“But all of them are harmful and contribute to a dysfunctional class system in which not challenged generalizations can leave one to infer that the stereotype is true.” / Answers may vary.*

2) *The first step is to identify stereotypes. When you find yourself filling in the gaps about a person, stop and ask yourself, “Is this true, or am I assuming it based on experiences with other people who look like her?” And make an intentional effort to get to know people from different backgrounds. Bryan Stevenson talks about the need to get proximate. Often when we begin to interact with people who are different from us, our experience of the “other” expands. It’s important to surface the rolling tape of narratives about others that plays in our head. Once stereotypes are challenged repeatedly, it makes it harder to stereotype in the future. / Answers may vary.*



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above. Ts can encourage Sts to share and compare their answers

## GRAMMAR TIME

- 1) Sts are now asked to go back to the text again and try to classify the words in blue, yellow and green in three different categories and add them to the correct column. Are they **verbs, adjectives or nouns** followed by a preposition?
- 2) T can guide through the whole process giving examples from the Vocabulary Practice as well to avoid giving out the answers or even other examples taken from the text.
- 3) In case Sts forget what part of speech verbs, adjectives or nouns are, It's provided a quick definition and T can also start working from that to scaffold or elicit possible answers.
- 4) This is an activity meant to be done individually but It can also be done as a team (T +Sts).

## LET'S THINK ABOUT IT...

- 1) T takes this moment to get Sts to reflect on some questions provided in the material such as *“Which preposition appears in both verb, adjective and noun combinations? Does it have a similar meaning in both cases? or What happens if we change the preposition—does the meaning change? Does it sound wrong?.* They are going to help students to analyse and elicit the rules from the grammar point by themselves. T draws learners attention to the fact that the structure refers to the combinations of **verbs, adjectives or nouns** followed by a preposition, forming a chunk common both in English and Portuguese.


## NAMING NAMES

- 1) Sts are introduced to the theory and rules behind the Dependent Prepositions. T can ask follow-up questions to check if the learners have any questions or also have learners to read the definitions and discuss the rules together.

- 2) Once the Sts are aware of the structure, let them get back to the previous questions and the color-coded table to analyse them now having the rules in hand.

### GRAMMAR IN ACTION

- 1) Sts are asked to complete the gapped questions which will be used for a Speaking activity later in this unit. There is no need to discuss them now.

 Answer Key:

1. *Have you ever felt **angry at** someone for judging you based on where you're from?*
2. *What kind of stereotypes are you **tired of hearing about** your country or community?*
3. *What groups of people are often **blamed for** problems in society? Is this fair?*
4. *Have you ever **been affected by** a stereotype? How did it make you feel?*
5. *Can you **think of** a time when you **judged someone based on** a stereotype, but then changed your mind?*
6. *How can we **deal with** harmful or unfair stereotypes?*
7. *What is a common **stereotype about** your gender, age group, or nationality?*
8. *What's the danger in making **assumptions about** someone before getting to know them?*
9. *Have you seen any films or books that challenge **beliefs about** certain social groups?*
10. *What's the best way to break the **cycle of** negative stereotyping?*
11. *Is there a stereotype you secretly find **some truth in**? Why do you think that is?*

### GOING EXTRA MILE

- 1) Sts are encouraged to create at least 4 sentences using the dependent prepositions from the previous exercise, e.g. deal with, tired of.... This is going to provide them with a freer practice to further enhance their knowledge of the grammar topic provided.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also compare their answers or elicit them to the whole group or even swap their written work with a colleague and let the colleague check them and give them some feedback

## LISTENING

- 1) In this activity, Sts are asked to answer some general questions such as *Do you like watching videos on Youtube?* or *What kind of videos do you like watching?* to discuss their watching video habits on Youtube. T can also participate by asking follow-up questions or answering the questions too.
- 2) After that, T will be watching a short video in which an opinion on the topic of stereotypes is given. T asks Sts to read the 3 questions such as *What's the video's definition of stereotype?* or *What are some of the different types of stereotypes she mentions in the video?*
- 3) Learners are supposed to answer while watching the video.

🔑 Answer Key:

- 1) What's the video's definition of stereotype?

*Stereotypes are mental shortcuts that we take that help us quickly understand a group or make assumptions about a group*

- 2) What are some of the different types of stereotypes she mentions in the video?

*There can be stereotypes of omissions and then stereotypes of distortion so sometimes we create stereotypes about groups because they're just simply not even in the picture so we have to come up with the story that often happens to American Indians. Sometimes the stereotypes are created because caricatures or distorted images of people are portrayed that happens a lot and has historically occurred with African Americans the hyper-sexualization of black women the over aggressiveness or assumption of violence of black men so it's important to see our stereotypes and those shortcuts we take so that we can question them and be aware of how they might trap our thinking about other groups*

- 3) Why even the so-called *good or positive stereotypes* are harmful?

*Another thing sometimes people say well that's a good stereotype but any stereotype that limits our understanding or ability to see somebody and their full humanity is not good*

*stereotypes when applied generally without thinking and checking them out our problematic whether the content is good or bad.*

 Video Transcript:

### ***Stereotypes and Their Impact***

*Stereotypes are mental shortcuts that we take that help us quickly understand a group or make assumptions about a group and it's important to be aware of them because sometimes they're wrong many times they're wrong the problem with stereotypes is once we have them we have a tendency to psychologically confirm our stereotypes so we have what we call a confirmatory bias. We see information that fits our stereotype and information that doesn't fit our stereotype we just throw away. There's also different types of stereotypes. There can be stereotypes of omissions and then stereotypes of distortion so sometimes we create stereotypes about groups because they're just simply not even in the picture so we have to come up with the story that often happens to American Indians. Sometimes the stereotypes are created because caricatures or distorted images of people are portrayed that happens a lot and has historically occurred with African Americans the hyper-sexualization of black women the over aggressiveness or assumption of violence of black men so it's important to see our stereotypes and those shortcuts we take so that we can question them and be aware of how they might trap our thinking about other groups. Another thing sometimes people say well that's a good stereotype but any stereotype that limits our understanding or ability to see somebody and their full humanity is not good stereotypes when applied generally without thinking and checking them out our problematic whether the content is good or bad.*

## **DISCUSSING THE VIDEO**

- 1) Sts are invited to further their knowledge and argumentative resources by answering three questions such as *Do you agree with the video idea that there are the so-called good or positive stereotypes? or Are the stereotypes she mentioned in the video the same some communities in Brazil face?.* Doing so, learners will share their personal views on the comments and information provided by the video . Answers may vary and T can also take part into the discussion asking follow-up questions or giving their own opinion as well.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also compare their answers or elicit them to the whole group and form a group discussion.

### PRONUNCIATION CORNER

- 1) Sts are invited to analyse the set of sentences taken from the video transcript and try to recognize or identify what those *phonetic symbols* are representing.
- 2) Sts write their assumptions on the top of the phonetic symbols.
- 3) After that, the T plays the video once again and asks the Sts to listen to the video to check their answers.
- 4) Using the chart provided in the material, T explains to Sts that they are all examples of WEAK FORMS.
- 5) Sts are asked to read (out loud or in silence) the explanation and T help them with any further question but also preparing them for the next practice.

🔑 Answer Key:

that we take that help us

it's important to be aware of them

once we have them

fits our stereotype and information that doesn't fit our stereotype

it's important to see our stereotypes

we can question them a

any stereotype that limits our understanding

and their full humanity

checking them out our problematic

## LET'S 'præk.tɪs/

- 1) After checking their assumptions, Sts are encouraged to answer the questions provided to guide them through the process of better understanding the whole concept of Weak Forms and also to practice eliciting and experimenting with the sentences, providing them with a hands-on activity.
- 2) An extra challenge is offered in which the Sts can record themselves saying these sentences using <https://vocaroo.com/> or [voki.com](https://voki.com) and analyse their own performance or ask a colleague to do so.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also share their Vocaroo link with their peers to compare their answers or elicit them to the whole group and let the colleague check them and give them some feedback

## SPEAKING

- 1) Sts are encouraged to discuss the questions from the **GRAMMAR IN ACTION** exercise and try to use the Dependent Prepositions as much as possible as well as the Pronunciation Weak Forms. To help them to give their opinion in a more sophisticated way, T might reinforce them to try using at least 3 expressions from the list of Expressions to give opinion, agree and disagree.
- 2) T can participate in the discussion serving as a model to see the concepts suggested above into practice.
- 3) Answers will vary since these are personal questions.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also share their opinions with their peers to compare their answers or elicit them to the whole group

## WRITING

### GETTING READY

- 1) Before writing their short article, Sts are given some time to discuss four questions to refresh their minds about the topic discussed throughout the whole unit and a short guideline to the components of an article.
- 2) Give them enough time to complete this task.
- 3) T should go over each question and guideline topics with the Sts to make sure all their questions are answered and there is not much left behind before they start their short article writing.
- 4) This activity can be done in class or assigned as homework. If the latter is the chosen option, it's vital to check the guidelines item by item in class.

### WRITING IN ACTION

- 1) Sts are asked to choose one of the five topics or questions listed and write a short opinion article (100–150 words), trying to apply the components explored in GETTING READY to make their piece of writing as interesting as possible to their target audience.

### BEFORE YOU HAND IN YOUR WORK...

- 1) After Sts are finished composing their short article, T invites them to make sure to re-read their short article and run through the self-editing checklist available in the

material in an attempt to eliminate as many issues as possible in their piece of writing.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also compare their answers or elicit them to the whole group or even swap their written work with a colleague and let the colleague check them and give them some feedback

### LEARNING REFLECTIONS

- 1) Sts are asked to reflect on their performance and learning process throughout the whole unit by completing the five sentences available in the material.

### LEARNING REFLECTIONS - TEACHER'S EDITION

- 1) Ts are asked to reflect on their performance and teaching process throughout the whole unit by completing the six sentences below:
  - a) In today's lesson, I'm proud of myself because...
  - b) One moment where I saw real learning or engagement from the students was...
  - c) Next time, I want to try...
  - d) The teaching strategy or activity that worked well today was...
  - e) The teaching strategy or activity that didn't work well today was...
  - f) If I taught this lesson again, one specific thing I would change is...

## 6- TEACHER'S GUIDE - UNIT 2 - CONSUMPTION HABITS

|                      |  |
|----------------------|--|
| <b>Audience</b>      | Online, General English and private lesson (1-2-1) environment, and also for General English adults or young adult classes.  |
| <b>Level</b>         | B1 level according to the CEFR   |
| <b>Aims</b>          | <p>to enable students to:</p> <ol style="list-style-type: none"> <li>1. Read and learn new vocabulary from a short informative article about streaming services</li> <li>2. Reflect about consumption habits and how to give their opinion on the topic using fixed phrases</li> <li>3. Recycle and deepen a bit more their knowledge of comparatives - adjectives</li> <li>4. Practice their listening and pronunciation skills through a video about clothing items and consumption habits.</li> <li>5. Write a short review to express their opinion and compare products and services</li> <li>6. Reflect on their own learning process throughout the unit</li> </ol> |
| <b>Grammar</b>       | Comparatives- Adjectives   |
| <b>Pronunciation</b> | Rising Intonation  |
| <b>Vocabulary</b>    | Package, Standard, Invested, Upfront, Add up, Purchase   |
| <b>Function</b>      | Language for giving opinion, agreeing and disagreeing.   |

**Abbreviations:** ▪ T – Teacher ▪ Sts - Students ▪ Ind. – Individual work ▪ GW – Group Work ▪ PW – Pair Work ▪ T-Sts – Teacher talks to students

## GETTING STARTED

- 1) Sts are invited to get into the mood of exploring the topic of streaming services by answering the section questions ***Do you like watching Tv Shows or Movies? Do you have any streaming service listed above? Which ones? What's your favourite?*** and sharing with the T their thoughts and the teacher can also participate by comparing each other's answers.
- 2) T might also use the image available at the material as a prompt to engage in to a more direct use of the streaming services names available.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above.

## VOCABULARY

- 1) T encourages Sts to contribute with possible meanings of the words that were taken from the text before actually matching them in an attempt to explore Sts previous knowledge.
- 2) After that, Sts are asked to match the words on the left with their meanings on the right side.
- 3) Having completed the table with Sts assumptions, T provides the answer key (orally or showing Sts) and lets Sts check the definitions. T also practice the word's pronunciation patterns with Sts.

Answer Key:

|             |   |
|-------------|---|
| 1. PURCHASE | <b>to buy something</b>                     |
| 2. UPFRONT  | <b>you pay for it before you receive it</b> |

|             |   |
|-------------|---|
| 3. PACKAGE  | a related group of things when they are offered together as a single unit |
| 4. INVESTED | to put money into a project   |
| 5. STANDARD | a pattern or model that is generally accepted                             |
| 6. ADD UP   | to increase gradually until there is a large amount                       |

### VOCABULARY PRACTICE

- 1) With the help of the vocabulary activity above, Sts are encouraged to complete the gapped sentences using one of the six words above.

 Answer Key:

- 2) Netflix has a *standard* plan and a premium plan.
- 3) I want to *purchase* a movie tonight on Amazon Prime.
- 4) She *invested* a lot of money in a new streaming company.
- 5) Some streaming services ask you to pay *upfront* for a whole year.
- 6) This streaming service offers a *package* with movies, series, and live TV."
- 7) I pay €9.99 for Netflix, €5.99 for Spotify, and €11.99 for Disney+. It really *adds up* every month!

2) After checking the answers and discussing any further questions from Sts, they are asked to complete the sentences in exercise 2 with their own ideas to give them the opportunity to use the words into a much freer practice. T can encourage Sts to ask further questions and Sts are also invited to answer their own questions as well to make the practice even more relatable.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above.

## READING

### BEFORE READING

- 1) Sts are invited to discuss about a comic strip, its characteristics and also some more topic-specific questions about the topic of the lesson with T.

### FOCUS ON THE TEXT

- 1) Sts are asked to read a short informative article comparing streaming services in silence. Ts gives them a few minutes and explains to them that they have to check if their previous recommendation during the *before reading* activity were mentioned in the article.

### FOCUS ON COMPREHENSION

- 1) Sts are invited to reread the text and answer three comprehension questions based on the text.

🔑 Answer Key:

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



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above.

### GRAMMAR TIME

- 1) Sts are invited to analyse three sentences taken from the text and discuss the color-coded system applied to them.
- 2) T can guide through the whole process giving examples from past activities to refresh students minds.
- 3) This is an activity meant to be done individually but It can also be done as a team (T +Sts) .

### LET'S THINK ABOUT IT...

- 1) T takes this moment to get Sts to reflect and revisit their previous knowledge on the topic by answering and reflecting on the six questions available to help Sts to inductively reach their own conclusions about the Comparative rules and also help the ones who had already seen it before but are not so sure how to use it yet.

### NAMING NAMES

- 1) Sts are introduced to the theoretical explanation of the Comparatives - Adjectives.
- 2) Once the Sts revisit the structure and rules, they are invited to fill some gaps left on purpose so that they can complete them by making their own notes to complete the table and make it more memorable.
- 3) And to reinforce the idea, at the end of the NAMING NAMES segment, they are asked to complete a sum up table with the highlights of the rules.

### GRAMMAR IN ACTION

- 1) Sts are asked to complete the gapped questions which will be used for a Speaking activity later in this unit with the correct use of the comparatives based on the explanations above. There is no need to discuss them now.

 Answer Key:

- a) Apple TV is usually **cheaper** than Netflix in Brazil, but Netflix has a **larger** selection of content. Do you agree?
- b) In your opinion, which service is **more popular** in your country: Apple TV or Amazon Prime? Why do you think so?
- c) Many people say that watching series on streaming platforms is **better than** watching regular TV because there are no ads. Do you agree?
- d) It's often **easier** to spend money on digital subscriptions than on physical products because you don't always see the cost right away. Is it true for you?
- e) Do you think that **cheaper** clothes are always of **lower** quality, or can they be just as good as **more expensive** ones?
- f) Are **bigger** shops like Renner or C&A usually **more convenient** than smaller local stores when it comes to price and variety?
- g) The earlier you subscribe to a streaming service when it launches, the **better** the deals usually are. Do you agree?
- h) Which do you think is **more important** when choosing a streaming service: the price or the variety of shows?



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also compare their answers or elicit them to the whole group or even swap their written work with a colleague and let the colleague check them and give them some feedback

### GOING EXTRA MILE


- 1) Sts are encouraged to access two links: <https://11nq.com/QMFV3> and <https://11nq.com/oWQub> which are going to provide them with more grammar practice to further enhance their knowledge of the grammar topic provided.

## LISTENING

- 1) In this activity, Sts are asked to discuss and make some comments on the images provided; one related to a saying mentioned in the video and two others from different types of clothing style, design and brands.
- 2) After that, Sts discuss some general questions about their clothing and streaming service consumption habits,
- 3) Now, Sts are ready to start watching the first 0:45 seconds of an opinion-based and informative video about the cost of clothing items and their comparisons and they have to decide if the statements are **True (T)** or **False (F)** based on what they hear and justify their choices while watching the video.

 Answer Key:

- 1.**False** – The speaker says it **doesn't always** apply.
- 2.**True** – “That can be true for many things.”
- 3.**False** – The speaker says quality can mean look, feel, durability, etc.
- 4.**False** – The correct four are: **material, construction, silhouette, durability.**
- 5.**True** – The speaker says they will explain how to recognize good vs. poor quality.

 Video Transcript - First 45 seconds:

*“You get what you pay for. We've all heard of this saying and that can be true for many things. A higher price often comes with better service, a better experience, better performance or simply a better product but as I'm sure you've experienced firsthand this doesn't always apply. So in today's video we're going to find out if it applies to clothing. Are more expensive clothes actually better quality? Well first off let's define what quality actually means are we talking about how the clothing looks how it feels how durable it is to make it simple there are four things that I would look at to determine the quality of a garment material construction silhouette and durability and I'm going to delve deeper into those in a minute and tell you exactly how to recognize poor quality versus good quality clothing”*

### DISCUSSING THE FIRST SECONDS OF THE VIDEO

- 1) Sts are invited to further their knowledge and argumentative resources by answering four questions. Answers may vary and T can also take part into the discussion asking follow-up questions or giving their own opinion as well.

### GOING EXTRA MILE

- 2) In order to extend their listening practice, Sts are encouraged to watch the rest of the video at home, with the subtitles on, and see if they agree with the man's idea to recognize poor quality and good quality items.



This whole Listening activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also compare their answers or elicit them to the whole group and form a group discussion.

### PRONUNCIATION CORNER

- 1) Sts are invited to analyse the sentence taken from the video transcript (*Are more expensive clothes actually better quality?*) and try to recognize or identify some intonation aspects in this question guided by the set of 3 questions below:
  - a) Do you notice any up and down in his tone of voice while saying the question?
  - b) Do you notice in which part of the question there is an up and down tone in his voice?
  - c) Does this question require a Yes or No as an answer?
- 2) Sts write their assumptions right next to the questions
- 3) After that, the T plays the video once again and asks the Sts to listen to the video to check their answers.

4)

🔑 Answer Key:

- a) Answers may vary
- b) Answers may vary
- c) Yes, it requires a Yes answer

5) Using the chart provided in the material, T explains to Sts that it is an example of RISING INTONATION.

6) Sts are asked to read (out loud or in silence) the explanation and T help them with any further question but also preparing them for the next practice. Some gaps are provided in the explanation table so that students can complete with their answers to enhance their knowledge on the topic and personalizing it.

### LET'S 'præk.tɪs/ - SPEAKING

- 1) Sts are encouraged to answer and discuss the questions taken from the Grammar in Action activity to help them experiment and better assimilate the whole concept of Rising Intonation as much as possible, providing them with a hands-on activity.
- 2) It is also offered an AGREE/DISAGREE/MY OPINION set of fixed sentences to give them the opportunity to express their opinion and practice it in a more sophisticated way,
- 3) T can participate in the discussion serving as a model to see the concepts suggested above into practice.
- 4) Answers will vary since these are personal questions.
- 5) An extra challenge is offered in which the Sts can record themselves saying these sentences using <https://vocaroo.com/> or [voki.com](https://voki.com) and analyse your own performance.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also share their Vocaroo or Voki link with their peers to compare their answers or elicit them to the whole group and let the colleague check them and give them some feedback

## WRITING

### GETTING READY

- 1) Before writing their short consumer review, Sts are given some time to discuss three questions to refresh their minds about the topic and vocabulary discussed throughout the whole unit in a way to warm them up linguistically,

### WRITING IN ACTION

- 1) Sts are asked to choose two pairs of products or services and write two short consumer reviews (100- 110 words) giving their opinion and comparing the products and services listed below. They can use the adjective suggested below the images but feel free to add more. They have to try to apply the components explored in **GETTING READY** to make their piece of writing as interesting as possible to their reader.
- 2) An example of a review is provided to help them get started and also a components of a review checklist as well,
- 3) T should go over each question and guideline topics with the Sts to make sure all their questions are answered and there is not much left behind before they start their short article writing.
- 4) This activity can be done in class or assigned as homework. If the latter is the chosen option, it's vital to check the guidelines item by item in class.

### BEFORE YOU HAND IN YOUR WORK...

- 1) After Sts are finished composing their short consumer reviews, T invites them to make sure to re-read their short consumer reviews and run through the self-editing checklist available in the material in an attempt to eliminate as many issues as possible in their piece of writing by answering the four questions.



This activity can perfectly work in groups. Divide them in groups of three or pairs and guide them following the steps above

Sts can also compare their answers or elicit them to the whole group or even swap their written work with a colleague and let the colleague check them and give them some feedback

### LEARNING REFLECTIONS

- 1) Sts are asked to reflect on their performance and learning process throughout the whole unit by completing the five sentences available in the material.

### LEARNING REFLECTIONS - TEACHER'S EDITION

- 1) Ts are asked to reflect on their performance and teaching process throughout the whole unit by completing the six sentences below:
  - a) In today's lesson, I'm proud of myself because...
  - b) One moment where I saw real learning or engagement from the students was...
  - c) Next time, I want to try...
  - d) The teaching strategy or activity that worked well today was...
  - e) The teaching strategy or activity that didn't work well today was...
  - f) If I taught this lesson again, one specific thing I would change is...

## 7- RATIONALE

### Material Designing

According to Leffa (2007), material design is an essentially practical area aimed at creating a learning tool, but it is also a varying complex process in which the ones who are involved in preparing it, should have a clear understanding of the theoretical foundations, but focusing and showing more the practical aspect of it.

From the same author, an initial examination of students' needs is essential and can influence the designing of a material since it can establish the range of competencies to be developed and the ones already mastered by the learners. Their current level of progress, what they need to learn and also taking their personal characteristics into account, along with their desires, expectations and their preference for one learning style or another are some of the vital components to make the material produced offer the students the help they need.

Another relevant aspect also mentioned by Leffa (2007) and which was the backbone of the development of these two didactic units named **Bring Your English To Life** was the fact that the students should see the practical and real-world application of the language. If learners can not transfer what is learned inside the class to their own contexts such as job market, academic field, travelling or their social communities, there is no point in developing a theoretically impeccable material, but without practical usage.

One of the resources available to facilitate this transfer is the use of authentic material which was used throughout the two units developed to engage students into the topic, through a Youtube video activity, and also to practice learners reading skills, through articles, writing skills, through writing products reviews, and listening skills, through informative Youtube videos and also as an extra practice source so that students could deepen their knowledge on the topic developed .

## Vocabulary

Working with vocabulary not only happens in a specific session but throughout the whole **Bring Your English To Life** material. Pre-teaching vocabulary can help and ensure students to build on their own existing knowledge and also deal with more challenging tasks. to that occurs in the reading or listening text. For Harmer (2007) pre-teaching vocabulary removes at least some of the barriers to understanding which they are likely to encounter.

However,

If we want to give students practice in what it is like to tackle authentic reading and listening texts for general understanding, then getting past words they don't understand is one of the skills they need to develop. By giving them some or all of those words, we deny them that chance. (Harmer, 2007, p. 272)

Following this argument, there is just one session in **Bring Your English To Life** material dedicated to pre-teach vocabulary preparing students for the reading activity. I strongly believe that it is productive for students working with authentic materials to encounter unknown words and build their knowledge from context or textual clues. An authentic material contains a natural language, used by competent speakers of a language, where no concessions are made to speakers of additional languages and this is what students encounter or will encounter in real-life situations if they come into contact with target-language speakers and during this contact is unlikely to be simplified (Harmer, 2007).

And as a way to facilitate the vocabulary input process, matching exercises with their definitions were provided in both units. "Whenever we ask students to read or listen we will want them to see how words are used. That is why when students read the text we will ask them to do exercises such as matching words from the text with their definitions" (Harmer (2007, p.229)

## Reading

Taking into account the diversity, different characteristics and needs of learners while designing a reading material is essential, especially when it comes to 1-2-1 sessions aimed at adults. As Zhang (2016, p. 132) similarly notes

Different readers and viewers approach the same text in different ways, as they are individuals whose levels of metacognition, repertoires of reading/viewing strategies, lived experiences, social and world knowledge, linguistic proficiency, reading competencies, gender, attitudes toward reading/viewing, and socioeconomic backgrounds, inter alia, are diverse.

This is consistent with Anderson 's (2014, p.172) findings that “engaged readers have a purpose for reading, or in other words, they have a specific goal” and teachers should encourage readers in class to always be prepared to explain why they are reading what they are reading since this build a meaningful interaction with a text, and consequently comprehending it, instead of readers mindlessly reading and running the risk of not understanding what they are reading . Also from the same author, knowing and having the typical purposes for reading clearly stated, such as pleasure, information or learning something new, can guide teachers throughout the material designing process and can also engage their learners . Anderson’s and Zhang’s findings were put into practice while developing the reading activities for **Bring Your English To Life** since it was chosen informative texts such as “*Which stream service should people get*”to be read in class and also “*Why Stereotypes Are Harmful*” and also taking into consideration learners repertoires, life experiences, social and world knowledge was also crucial in selecting the reading pieces. Finally, learners were also encouraged to do something meaningful and purposeful with the text while reading and after reading it, either answer a previously asked question (*Check if your previous recommendation was mentioned the article*), check if their initial assumptions of the text were correct (*Check if your previous definition of stereotype matches with the one given by the article*) or give their opinion on what they had read (*Do you agree with the author when he says that “ having multiple subscriptions running each month can quickly add up”?Does it ever happen to you?*)

## Grammar

Teaching grammar can be a breaking point of a lesson and even while designing a material as well since learners come from different beliefs, assumptions and expectations regarding this topic. Some come from unpleasant and inefficient grammar learning experiences; others take great pleasure and comfort in having these classes.

As Swan M. (2002, p.150) beautifully and simply said

“Grammar can be a security blanket. It can be reassuring and comforting. In the convoluted landscape of a foreign language, grammar rules shine like beacons, giving students the feeling that they can understand and control what is going on”. Although this feeling is partially illusory, anything that adds to learner’s confidence is valuable.

On the same note as Swain (2002), the arguments proposed by Richards, J. C., & Reppen, R., (2014) states that approaches to teaching grammar should recognize that learners vary in their preferred learning styles. While some students favor explicit explanations and seek clarity through logical patterns, rules, and structured input and are uncomfortable when they do not have a clear understanding of something, others are more tolerant with ambiguity and do not necessarily need detailed explanations to engage with the material.

Having both theoretical contributions in mind, the grammar material developed for the **Bring Your English To Life** were more focused on a deductive approach, in which learners are invited to explore the grammar points taken from authentic texts and encouraged to analyse and come up with the grammar rule or logic behind each extract by themselves. By doing that, learners are little by little introduced to the idea that grammar is not only about a set of rules and automatic exercises to be done, on the contrary, it is an active skill, working in synchrony with other parts of the text and joining words and sentences together to create written and spoken texts.

Learners performed the task described above by being asked questions such as *Which structure before the adjective could you identify in two of the three sentences? How about after the adjective in the other sentence? or Which preposition appears in both verb, adjective and noun combinations? Does it have a similar meaning in both cases? in a*

segment named *Let's think about it* which might help the ones who do not necessarily need detailed explanations but also providing students with their “security blank” in a segment named *Naming Names* in which a table of grammar rules and grammar explanations are provided which might help the ones who are uncomfortable when they do not have a clear logical pattern.

Putting the grammar points learned into speaking and real-life communicative practices such as completing gaps with the grammar point studied to form questions to be openly discussed in class is a way of showing learners that the real communicative and contextualized uses of this skill should always be the focus in which real information is exchanged, and where the language used is not totally predictable as some might assume that grammar is. This practice should always be contextualized in both context of spoken or written communication. Along with **Bring Your English To Life** material, meaningful practices were shown and prepared so that “[...] practice moves from controlled to open-ended. Once students can control the form, they then need opportunities to practice using it in a variety of ways and in tasks that move from sentence to text”. (Richards, J. C., & Reppen, R., 2014, p. 14-15).

Also, at the end of each grammar segment, students are encouraged to *Going Extra Mile* and practice the grammar point from the unit in a more controlled, semi-controlled or more freer activity respecting and embracing their preferred learning styles.

## **Listening**

Ur (2012) argues that when planning listening exercises it is essential to bear in mind the kind of real-life situations for which we are preparing students, and also the specific difficulties they are likely to encounter and need practice to overcome.

During the development of the listening activities for **Bring Your English To Life**, the use of pre and post-activities were fundamental to encourage students to feel as much prepared as possible before the activity and prepared to use that learning content to their own world after. Avoiding materials that look perfect on paper but might not work in practice, as

was previously mentioned by Leffa (2007) and also reinforced by Ur (2012) was fundamental because “even when listening to entertainment such as plays, jokes or songs, we have a definite purpose (enjoyment); we want to know what is coming next, and we expect it to cohere with what went before” (Ur, 2012, p. 03).

Another aspect that was the basis of the listening activities development provided in **Bring Your English To Life** was the belief that listening exercises are most effective if they are constructed around a task. It goes to say that the pre and pos-tasks produced in the material had a clear purpose especially the while-listening activity in which students were invited to answer comprehension questions or answer true or false questions and also justify their answers which aligns with the views of Ur (2012, p. 25) that “students are required to do something in response to what they hear that will demonstrate their understanding”.

In addition, the listening exercises developed, taking into consideration the level of difficulty and the linguistic level of the students. Ur (2012) highlights that listening exercises can not work as a source of test, but they are meant to train so learners are expected to deal with a relatively easy task which focuses on the listening itself and perform the activity with no difficulty otherwise, “ If the task is too hard, time-consuming or complex then the actual listening comes to take up a relatively small part of students' time and attention and the amount of listening practice afforded is correspondingly small” (Ur, 2012, p. 27).

## **Pronunciation**

The pronunciation tasks developed for **Bring Your English To Life**, involving suprasegmental features such as, rising intonation in questions and weak forms, prioritized the aspect of intelligibility highlighting their importance of clarity and fluency while communicating as demonstrated in the work of Harmer (2007, p. 249)

[...]it has become customary for language teachers to consider intelligibility as the prime goal of pronunciation teaching. [...] In this case, some pronunciation features are more important than others. Stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly. Intonation is a vital carrier of meaning. By varying the pitch of our voice we indicate whether we are asking a question or making a statement,

whether we are enthusiastic or bored, or whether we want to keep talking or whether we are inviting someone else to come into the conversation.

Additionally, during the pre-activity stage, before the pronunciation practice itself, learners were invited to notice the pronunciation patterns shown by being asked questions such as *“Do you notice any up and down in his tone of voice while saying the question?”*, *“Does this question require a Yes or No as an answer?”* or also *“Did you hear the speaker saying the words from above in a full way or in a weak way on the video ?”* and not only asked to repeat and replicate the pronunciation features taught. Allowing them to notice, before practicing.

This practice aligns with the views of Harmer (2007) which states that a successful pronunciation teaching is not so much getting students to produce correct sounds or intonation tunes, but having them listen and notice how English is spoken because *“The more aware they are, the greater the chance that their own intelligibility levels will rise”*. (Harmer, 2007, p.250)

Another noticing practice, focusing on intelligibility, was a post-pronunciation activity in which students were encouraged to record themselves saying the sentences or questions provided during the practice using online voice recorder devices so that they could analyse their own performance or ask a colleague to do so.

## **Speaking**

Speaking skills are by far the skills which every student expects to master, and faster, when it comes to learning another language, especially in a 1-2-1 online environment and for adult speakers. It is also the most used skill during the lessons to give instructions to the students, used by the students to ask for clarification, to tell about their lives and life plans and much more. Learners often need to be able to speak with confidence in order to perform well even in their real-life activities such as jobs and business trips. It is the skill by which they are most frequently judged, get or miss business opportunities and it can help them network or miss a lot of networking changes. It is the vehicle of professional advancement and of business (Bygate, 1987).

Despite this clear and necessary need to communicate orally, some learners are not comfortable or confident enough to speak and can become very reluctant to do so. Students who are often reluctant to speak are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore being embarrassed in front of other people during conversations (Harmer 2007).

Having that in mind, in **Bring Your English To Life**, speaking skills were not only practiced during the speaking segments, but throughout the whole material in an effort to build confidence, fluency and a safe space for their speaking practice. It was practice from the moment students needed to *Getting Started* and warmed up for the unit by answering and discussing some questions, during the reading session, in which they were asked pre-reading and pos-reading questions, also to be discussed, through the grammar session as well and finally the speaking segment itself. Fluent language learners demonstrate fluency when they take part in meaning-focused activity and developing this fluency involves adding and restructuring knowledge to make the best possible use of what is already known. (Nation and Newton, 2009)

Another fundamental point included in the development of **Bring Your English To Life** was to provide students with real-life and meaningful practices, such as giving their opinion on a varied set of questions based on topics of each Unit . It was also included activities within the students' level using vocabulary taken and provided throughout the whole unit so that students feel confident using them to justify their answers and take part in a healthy discussion during class. Nation and Newton (2009, p.154) supports this view, noting that

Experience tasks for the development of fluency involve making sure that the language, ideas and discourse requirements of the activity are all within the learners' experience so that the learners are able to develop the fluency skill aspect of the activity. Having a clear outcome to an activity encourages a meaning focus because the learners use language to achieve the outcome.

The same authors reinforce that meaning-focused activities, learner's interest, taking part in activities where all the language items are working with largely familiar topics and types of discourse making use of known vocabulary and structures are key to support and encourage students to perform at a higher than normal level leading to less hesitancy, using more planned chunks of language and speaking and comprehending faster.

## **Writing**

Harmer (2007, p.325) observes that as teachers, "we want to build the 'writing habit' with our students. In developing writing tasks for the two units, it is strongly believed that giving meaningful, interesting and palatable writing tasks might encourage students to get into this writing habit more efficiently than simply aimlessly assigning them what to write. Showing students the real-life purpose and justifications for writing, such as writing product reviews (Unit 2) or writing a short article so that learners could give their opinion on certain questions with thought provoking themes (Unit 1) were fundamental and essential to show students that writing can be a normal part of classroom practice and to instil some enthusiasm to perform the task.

This is in line with Villas Boas (2018, p.05)'s argument that "When learners feel confident about what to write [...], students begin to see writing differently and to value it, especially if the tasks are based on their current and future real-life needs and this is explicitly shown to them."

When it comes to writing tasks, the first stage should be modeling because it is when learners will discuss and analyse the text structure, context and language with the teacher's intervention. "The process of consciousness-raising allows students to analyse and reflect upon how a text is structured at the discourse level, exploring its key lexical, grammatical, and rhetorical features. This enables students to then construct a text in the same genre". (Villas Boas, 2018, p. 27) and that was done in both units of **Bring Your English To Life** during the pre-writing tasks when learners were asked to refresh their knowledge of what an article structure was formed of (Unit 1) and when it was shown to them what the components of a review were so that they could analyse it before start it (Unit 2).

And a final writing activity elaborated to reinforce the reflective nature of designing a writing piece exercise was the one in which learners, in both units, have a set of questions to guide them through circling back to their own writing piece and see if they reached or not all the stages of the writing process such as *"Did you use any expression to give your opinion, agreement or disagreement?"*, *"Did you use the comparison structures correctly?"*, *"Have you added phrases to make the article flow smoothly (cohesion markers, conjunctions, etc? or* *"Have you written the title, an introduction, the body and a conclusion?"*

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