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Faculdade de Letras – FALE
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Curso de Especialização em Ensino de Inglês – CEI

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UNIDADES DIDÁTICAS PARA O ENSINO DE INGLÊS

Belo Horizonte
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ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Amanda Amaral de Souza Silva

Às 14 horas do dia 02 de julho de 2021, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado **Unidades didáticas para o ensino de inglês**, requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, 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:

O(A) Prof(a). Luciana de Oliveira Silva indicou a aprovação do(a) candidato(a);

O(A) Prof(a). Valdeni da Silva Reis indicou a aprovação do(a) candidato(a);

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovado

Nota 99

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 02 de julho de 2021.

Rosita
Carneiro

Marisa M. Carneiro

Profa. Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

Resumo

Este trabalho consiste em um material didático desenvolvido para o ensino de língua inglesa para alunos brasileiros, o qual consiste em duas unidades, assim intituladas, respectivamente: *Do you feel FoMo?* e *Dear diary, yesterday I...* Ambas as unidades, apesar de abordarem temas diferentes, têm como foco principal o desenvolvimento das competências comunicativas através da discussão de temas atuais e contextualizados. A produção do material didático foi pensada para atender alunos adolescentes e jovens adultos de institutos de idiomas, cujo nível linguístico corresponde ao B1/B2, conforme o *Common European Framework of Reference for Languages* (CEFR), portanto níveis pré-intermediário e intermediário. A escolha e organização do conteúdo privilegia o desenvolvimento das habilidades de *speaking, listening, reading* e *writing* e, também, pronúncia. Cada uma das unidades é acompanhada de pelo seu respectivo Guia do Professor (*Teacher's Guide*), o qual traz orientações acerca de como utilizar o material, bem como a transcrição das atividades de áudio e as chaves de respostas de todos os exercícios, além de sugestões para o professor orientar sua prática em sala de aula. É importante ressaltar que todo o desenvolvimento do material didático é amparado e embasado por estudos e pesquisas acadêmicas, o que é apresentado no *rationale*.

Palavras-chave: Língua inglesa, ensino de inglês, material didático.

Abstract

This work consists of a didactic material developed for the teaching of English to Brazilian students, which consists of two units, thus entitled, respectively: *Do you feel FoMo?* and *Dear diary, yesterday I...* Both units, despite addressing different themes, have as their focus the development of communicative skills through the discussion of current and contextualized topics. The production of this teaching material was designed to serve adolescent and young adult students from language institutes, whose linguistic level corresponds to B1/B2, according to the *Common European Framework of Reference for Languages* (CEFR), therefore pre-intermediate and intermediate levels. The choice and organization of content favors the development of speaking, listening, reading, and writing skills, as well as pronunciation. Each of the units is accompanied by its respective *Teacher's Guide*, which provides guidance on how to use the material, as well as the transcription of the audio activities and the answer keys for all exercises, as well as suggestions for the teacher to guide their practice in the classroom. It is important to emphasize that the entire development of this teaching material is supported by academic studies and research, which is presented in the *rationale*.

Keywords: English language, English teaching, teaching material.

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Introduction

This work presents two thematic units focused on the teaching of the English language through the discussion of current and contextualized topics. Unit 1 discusses the impact of social media in your lives and the *fear of missing out*. It is aimed at young adult learners at a B1/B2 level of English according to the CEFR. Unit 2 presents the life of teenage girls from different parts of the world by allowing learners to read extracts of the girls' diary entries. This unit is aimed at teenage students.

Both Unit 1 and Unit 2 present activities that encompass the four abilities: reading, writing, listening, and speaking. The units also work with other features of the language such as pronunciation and grammar.

There is a teacher's guide before each unit that aims at shedding some light on how the activities may be carried out in class. However, the teacher should feel free to adapt the material as they see fit. At the end, there is also a rationale presenting the theoretical background that guided this work.

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Unit 1 – Do you feel FoMo?

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

The unit is divided into the following sections:

- ‘Getting ready’.
- ‘Listening’.
- ‘Reading & Vocabulary’.
- ‘Grammar Bits’ (Grammar).
- ‘Vocabulary Expansion’ (Vocabulary).
- ‘Speaking’.
- ‘Writing’.
- ‘Reflecting on my performance’ (Self-assessment).

You will also find QR codes with extra information throughout the unit.

GETTING READY

This section aims at not only raising students’ interest in the topic, but also noticing what they already know about it.

1. Write the word FoMo on the board. Ask students if they have already seen or heard this acronym before.
2. Ask students to discuss the questions in pairs.
3. Check students’ answers with the whole group. Encourage them to contribute with their ideas and opinions.

LISTENING

This section aims at fostering students’ listening skills.

Link: https://www.youtube.com/watch?v=q5zv9_ZgYoQ

Before listening:

1. Tell students they are going to watch a video about FoMo.
2. Ask students to read the questions before watching the video. Check if they have got any questions. Clarify any doubts students might have.

While listening:

1. Tell students to watch the video and take notes.

After listening:

1. Ask students to discuss the questions and compare their findings in pairs.
2. Check the answers with the whole group.

VIDEOSCRIPT:

Picture this: you log into social media and you see this picture of some friends at a party. Scroll down and here's a video of a friend cliff-diving in Cancun. A number of friends are talking about *Garden Cop* and you haven't seen it yet. And now you start feeling something called FOMO or Fear of Missing Out.

FOMO is the anxiety we experience when we feel there's something exciting happening elsewhere and we're not a part of it. It's been around for a long time, but these days it's triggered mostly by posts on social media.

Social media gives us instant access to the activity of our friends – that's what it's there for and this can be a good thing, but it also makes it all too easy to compare our lives to theirs.

This can lead us to second-guessing our decisions and feeling insecure in general. It can even get to the point when there's a looming sense of FOMO even when we're not online. So how do we kick this FOMO?

An answer that might quickly spring to mind is to simply quit social media, but that's not practical for a lot of people. Instead of quitting, you can try limiting your time on it or even just taking a few days off. This can give you a chance to focus on what's important in your life and enjoy the things that you are doing without comparing them to others.

The lives of our friends do sometimes look pretty exciting online, but let's put some quotation marks around the word lives. Their social media activity isn't their actual life per se. It's more of a highlight reel of exciting things they've posted to contribute to their online identity.

It's easy to see these highlights and think "My life just isn't as exciting as theirs...", but what we're usually not seeing is what's going on behind the scenes: the negative things or the boring routine of their day-to-day lives. They may post something awesome, but in the grand scheme of things it's just a short snippet of their day.

The odds are when they're not out doing these awesome things, they probably experience just as much FOMO as you do.

Answer key:

1. Fear of Missing Out.
2. "FOMO is the anxiety we experience when we feel there's something exciting happening elsewhere and we're not a part of it."

3. “It’s been around for a long time, but these days it’s triggered mostly by posts on social media.”
4. “Social media gives us instant access to the activity of our friends – that’s what it’s there for and this can be a good thing, but it also makes it all too easy to compare our lives to theirs. This can lead us to second-guessing our decisions and feeling insecure in general.”
5. “An answer that might quickly spring to mind is to simply quit social media”; “Instead of quitting, you can try limiting your time on it or even just taking a few days off.”
6. “The lives of our friends do sometimes look pretty exciting online”. Open answers.

READING & VOCABULARY

This section aims at fostering students’ reading and comprehension skills and building/expanding their vocabulary.

Pre-reading:

1. Ask students if they enjoy reading newspapers. Wait for their contributions.
2. Ask students if they have already read any publications by the New York Times.
3. Tell students they are going to read an article on FoMo written by Jenna Wortham and published in the NY Times Magazine in 2011.
4. Ask students to discuss the question.

While reading:

1. Remind students that they can scan the code and open the article on their devices if they wish to do so.
2. Tell students to read the article carefully.

Post-reading:

1. Ask students to match the words in bold to their meaning. Check in pairs.
2. Ask students to discuss the questions in pairs.

Answer key:

Match the words in bold with their meanings:

1. Insidious
2. Beacon
3. Misty
4. Impromptu
5. Mortgage
6. Flurry
7. Scattered
8. Angst
9. Pale in comparison
10. Quandary
11. Roost
12. Knee-jerk reaction
13. Glimpse
14. Pervasive
15. Skim
16. Tug

Discuss the questions in pairs.

Open answers./Students' personal views and opinions on the topic.

GRAMMAR BITS

This section aims at raising students' awareness of grammar features of the English language. For this unit, it will be dealing with multi-word verbs.

Here's the English Grammar Today definition of multi-word verbs: "Multi-word verbs are verbs which consist of a verb and one or two particles or prepositions (e.g. up, over, in, down). There are three types of multi-word verbs: phrasal verbs, prepositional verbs and phrasal-prepositional verbs. Sometimes, the name 'phrasal verb' is used to refer to all three types." (<https://dictionary.cambridge.org/pt/gramatica/gramatica-britanica/phrasal-verbs-and-multi-word-verbs>).

To prepare for teaching this section, you can learn more about multi-word verbs by consulting the following links:

1. <https://dictionary.cambridge.org/pt/gramatica/gramatica-britanica/phrasal-verbs-and-multi-word-verbs>

2. <https://learnenglish.britishcouncil.org/english-grammar-reference/multi-word-verbs>
3. <https://www.sk.com.br/sk-twow.html>

Activity 1: Look at the multi-word verbs from the article. Discuss their meanings with a partner. Write a definition using your own words.

This task aims at getting students to notice the language and figure out meaning by analyzing a piece of vocabulary in context.

1. Ask students to look at the multi-word verbs from the article and do the task.
2. Check students' ideas.
3. Show students the definitions of the multi-word verbs and ask them to compare to their own definitions.

Answer key:

1. To curl up: to sit or lie in a position with your arms and legs close to your body. (Cambridge Dictionary)
2. To set off: to begin a journey. To cause someone to start doing something, especially laughing or talking. (Oxford Dictionary)
3. To come back: to return to a place. (Cambridge Dictionary)

Activity 2: Look at the multi-word verbs from the previous activity and discuss the questions in pairs in order to complete the rule.

1. Ask students to discuss the questions in pairs. Check with the whole group.
2. Ask students to complete the sentences and make up a rule about multi-word verbs. Check with the whole group.

Answer key:

One – two – can't.

Important notes:

- **Remind students to scan the QR code in order to expand their knowledge on multi-word verbs.**
- **The definitions and further explanation of multi-word verbs are to be assigned as extra practice/homework.**

VOCABULARY EXPANSION

This section aims at expanding students' vocabulary of multi-word verbs. The idea is that students take charge of their learning process and look for more examples on their own.

1. Ask students to do the task. Give them time to do their research.
2. Ask students to share their findings in groups.

Extra: students may create a collaborative document/glossary with their findings.

SPEAKING

This section aims at developing students' speaking skills.

1. Tell students they are going to work in groups and take part in a debate on social media and FoMo.
2. Divide the class in two groups: group 1 thinks social media plays a considerable part in our Fear of Missing Out. Group 2 thinks that FoMo has always existed, hence, social media is not an important factor in the equation.
3. Tell students to write down their arguments accordingly. Advise students to discuss their arguments with other group members.
4. Start the debate by inviting one of the groups to start.
5. Wrap-up by asking students their actual opinions on the topic.

WRITING

This section aims at developing students writing skills.

1. Ask students if they have got a Twitter account. Tell them to discuss the questions.
2. Tell students to read the tweet and discuss their opinion with a classmate.
3. Ask students if they know what a *Twitter thread* is. Wait for students' contributions.
4. Tell students to read the explanation about *Twitter threads*.
5. Tell students they are going to write their own *Twitter thread*. Ask them to read the instructions and do the task accordingly. Optional: if students wish to do so, they can tweet their thread on their own Twitter account and share it with their classmates.
6. Ask students to share their thread in small groups.

7. Collect feedback from students by asking them how difficult/easy it was to write in this format.

REFLECTING ON MY PERFORMANCE

This section aims at making students do some self-assessment and reflect on their performance throughout Unit 1.

Encourage students to reflect on the questions thoughtfully and complete the boxes.

Students are not obliged to share their answers, but they should feel comfortable and safe in case they decide to do so.

UNIT 1

DO YOU FEEL FOMO?

IN THIS UNIT YOU WILL:

- Learn what FoMo is.
- Discuss the impact of social media.
- Learn about multi-word verbs.
- Take part in a debate.
- Write a Twitter thread.



GETTING READY

Discuss the questions in pairs.

1. Have you ever heard of FoMo?
2. In case you haven't, what do you think FoMo stands for?



Useful Language

"I'd say that..."

"It seems to me that..."

"I could be wrong, but..."

"I am not very familiar with this topic, but..."

LISTENING

Watch the video and answer the questions



1. What does FoMo stand for?
2. How is FoMo described in the video?
3. What triggers FoMo?
4. According to the video, how does social media make us feel?
5. How do we kick FoMo? What are the suggestions given?
6. According to the video, how is 'life' portrayed on social media? Do you agree with this view?

READING & VOCABULARY

Jenna Wortham is an American journalist. She is a staff writer at the NYT Magazine & co-host of the podcast 'Still Processing'. In 2011, she wrote an article about her experience with FoMo.

Do you think people were familiar with FoMo back then? Why (not)?



You can scan the QR code and read the article.



READING & VOCABULARY

Feel Like a Wallflower? Maybe It's Your Facebook Wall

By Jenna Wortham

Published on April 9th, 2011

ONE recent rainy night, I curled up on my couch with popcorn and Netflix Instant, ready to spend a quiet night at home. The peace was sweet — while it lasted. Soon, my iPhone began flashing with notifications from a handful of social networking sites, each a **beacon** of information about what my friends were doing.

As the alerts came in, my mind began to race. Three friends, I learned, had arrived at a music venue near my apartment. But why? What was happening there? Then I saw pictures of other friends enjoying fancy milkshakes at a trendy restaurant. Suddenly, my simple domestic pleasures **paled in comparison** with the things I could be doing.

The **flurry** of possibilities set off a rush of restlessness and indecision. I was torn between nesting in my cozy **roost** or rallying for an **impromptu** rendezvous, and I just didn't know what to do.

My problem is emblematic of the digital era. It's known as FOMO, or "fear of missing out," and refers to the blend of anxiety, inadequacy and irritation that can flare up while **skimming** social media like Facebook, Twitter, Foursquare and Instagram. Billions of Twitter messages, status updates and photographs provide thrilling **glimpses** of the daily lives and activities of friends, "frenemies," co-workers and peers.

The upside is immeasurable. Viewing postings from my friends **scattered** around the country often makes me feel more connected to them, not less. News and photographs of the bike rides, concerts, dinner parties and nights on the town enjoyed by people in my New York social circle are invaluable as an informal to-do list of local recommendation.

But, occasionally, there is a darker side.

When we scroll through pictures and status updates, the worry that **tugs** at the corners of our minds is set off by the fear of regret, according to Dan Ariely, author of "Predictably Irrational" and a professor of psychology and behavioral economics at Duke University. He says we become afraid that we've made the wrong decision about how to spend our time.

Streaming social media have an immediacy that is very different from, say, a conversation over lunch recounting the events of the previous weekend. When you see that your friends are sharing a bottle of wine without you — and at that very moment — "you can imagine how things could be different," Professor Ariely said.

It's like a near miss in real life. "When would you be more upset?" he asked. "After missing your flight by two minutes or two hours?"

"Two minutes, of course," he said. "You can imagine how things could have been different, and that really motivates us to behave in strange ways."

Fear of missing out does not apply only to those with a hyperactive nightlife.

A friend who works in advertising told me that she felt fine about her life — until she opened Facebook. "Then I'm thinking, 'I am 28, with three roommates, and oh, it looks like you have a precious baby and a **mortgage**,'" she said. "And then I wanna die."

READING & VOCABULARY

On those occasions, she said, her **knee-jerk reaction** is often to post an account of a cool thing she has done, or to upload a particularly fun picture from her weekend. This may make her feel better — but it can generate FOMO in another unsuspecting person.

Caterina Fake, co-founder of Flickr, the photo-sharing service, and of Hunch, a recommendation engine, said, “Social software is both the creator and the cure of FOMO,” adding, “It’s cyclical.”

Some creators of social apps say they have constructed their services to make people keep coming back for more, but not for any **insidious** purpose.

“No one likes to perform in a vacuum,” said Kevin Systrom, the chief executive of Instagram, a mobile photo-sharing application, which allows users to make comments about pictures. The more creative or striking a photograph, the more likely it is to attract favorable attention.

The feedback, Mr. Systrom said, can be slightly addictive. People using Instagram “are rewarded when someone likes it and you keep coming back,” he said.

Whatever **angst** people may feel when they see someone else having a good time, he said, is probably exaggerated by the overall effect of so many new social data streams pouring into browsers and mobile phones at once.

“We aren’t used to seeing the world as it happens,” he said. “We as humans can only process so much data.”

Of course, fear of missing out is hardly new. It has been induced throughout history by such triggers as newspaper society pages, party pictures and annual holiday letters — and e-mail — depicting people at their festive best. But now, Ms. Fake said, instead of receiving occasional polite updates, we get reminders around the clock, mainlined via the device of our choosing.

SHERRY TURKLE, a professor at the Massachusetts Institute of Technology and author of “Alone Together,” says that as technology becomes ever more **pervasive**, our relationship to it becomes more intimate, granting it the power to influence decisions, moods and emotions.

“In a way, there’s an immaturity to our relationship with technology,” she said. “It’s still evolving.”

We are struggling with the always-on feeling of connection that the Internet can provide, she said, and we still need to figure out how to limit its influence on our lives. I asked Professor Turkle what people could do to deal with this stress-inducing **quandary**. She said she would tell herself to “get a grip and separate myself from my iPhone.”

Easier said than done. I’ve tried, but turning off my phone is nearly impossible — I’m not yet ready for that step.

That evening, though, I flipped the phone over to hide its screen. That helped me ignore what my friends were doing. I settled back to enjoy the evening, deciding not to venture out into the cold and **misty** night.

READING & VOCABULARY

Match the words in bold with their meanings.

1. _____ : (of something unpleasant or dangerous) gradually and secretly causing harm.
2. _____ : a light or fire on the top of a hill that acts as a warning or signal.
3. _____ : if the weather is misty, there is mist in the air that makes it difficult to see into the distance.
4. _____ : done or said without earlier planning or preparation.
5. _____ : an agreement that allows you to borrow money from a bank or similar organization, especially in order to buy a house, or the amount of money itself.
6. _____ : a sudden, short period of activity, excitement, or interest.
7. _____ : covering a wide area.
8. _____ : strong worry and unhappiness, especially about personal problems.
9. _____ : to seem much less serious or important when compared with someone or something else.
10. _____ : a state of not being able to decide what to do about a situation in which you are involved.
11. _____ : a place, such as a branch of a tree, where birds rest or sleep.
12. _____ : a quick reaction that does not allow you time to consider something carefully.
13. _____ : a brief look at someone or something.
14. _____ : present or noticeable in every part of a thing or place.
15. _____ : to move quickly just above a surface without touching it.
16. _____ : a sudden strong pull on something.

Discuss the questions in pairs.

What did you know about FoMo before reading Jenna's article?

Did you learn anything new about FoMo?

The article was written in 2011. Do you think our relationship with social media has evolved? Why (why not)?

Have you ever felt FoMo? If so, what was it like?

What is the impact of social media in your life?

GRAMMAR BITS

Look at the multi-word verbs from the article. Discuss their meanings with a partner. Write a definition using your own words.

"One recent rainy night, I curled up on my couch with popcorn and Netflix Instant."

"The flurry of possibilities set off a rush of restlessness and indecision."

"Some creators of social apps say they have constructed their services to make people keep coming back for more, but not for any insidious purpose."

To curl up: _____.

To set off: _____.

To come back: _____.

MULTI-WORD VERBS

Look at the multi-word verbs from the previous activity and discuss the questions in pairs in order to complete the rule.

1. How many parts are there in a multi-word verb?
2. Can we infer their meanings from their individual particles?

Complete the rule using the following words:

TWO, CAN'T, ONE

Multi-word verbs are verbs which consist of a verb and _____ or _____ particles or prepositions.

Phrasal verbs often have meanings which we _____ easily guess from their individual particles.



Do you want to learn more about multi-word verbs?
Scan the code and check it out!



GRAMMAR BITS

MULTI-WORD VERBS

Multi-word verbs are verbs which consist of a verb and one or two particles or prepositions (e.g. up, over, in, down). There are three types of multi-word verbs: phrasal verbs, prepositional verbs and phrasal-prepositional verbs. Sometimes, the name 'phrasal verb' is used to refer to all three types.

PHRASAL VERBS

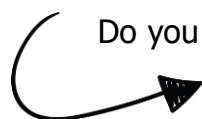
Phrasal verbs have two parts: a main verb and an adverb particle. The most common adverb particles used to form phrasal verbs are around, at, away, down, in, off, on, out, over, round, up.

PREPOSITIONAL VERBS

Prepositional verbs have two parts: a verb and a preposition which cannot be separated from each other.

PHRASAL-PREPOSITIONAL VERBS

Phrasal-prepositional verbs have three parts: a verb, a particle and a preposition. The particle and the preposition cannot be separated. Many of these verbs are often used in informal contexts, and their meaning is difficult to guess from their individual parts.



Do you want to learn more about multi-word verbs?
Scan the code and check it out!



VOCABULARY EXPANSION



BYOD!

It's time for you to do your own research and expand your knowledge on multi-word verbs. Use your mobile to find five multi-word verbs. Remember to write down their meanings.

1. _____
2. _____
3. _____
4. _____
5. _____

SPEAKING

You are going to take part in a debate on social media and the Fear of Missing Out. Listen to your teacher's instructions. Use the box below to take notes and prepare your argument.



WRITING

Do you use Twitter? If so, why are you on Twitter?

In case you don't, what are your reasons for not using it?

Read this tweet and decide whether you agree or not with the tips.

Discuss your opinion in pairs.



What's in a tweet? What is a Twitter thread?

To put it simply, a Tweet is a message sent on Twitter. It can contain up to 280 characters.

A Twitter thread is a set of tweets by the same user, numbered and linked one after the other. It's a great way to expand on a topic that can't be written in 280 characters or less. Here's how to make a Twitter thread.

You are going to write your own Twitter thread on how to reduce FoMo. Keep in mind that each tweet should contain up to 280 characters. Organize your thread accordingly.

Remember to mention:

- 1. What FoMo is.**
- 2. The role of social media.**
- 3. How FoMo affects us.**
- 4. What we can do to reduce it.**

WRITING

START YOUR THREAD HERE

Unsent Tweets



What's happening?



Everyone can reply



Tweet

Lined writing area with horizontal lines for text entry.

REFLECTING ON MY PERFORMANCE

In Unit 1, did I...

- engage in the activities?
- work collaboratively?
- try to go beyond the book?
- express my opinion?



What have I learned?

What do I need to work on?

What are my goals for the next unit?

My overall performance was...

I feel confident to...

Unit 2 – “Dear diary, yesterday I...”

This unit is aimed at teenage students at a A2/B1 level according to the Common European Framework.

The unit is divided into the following sections:

- ‘Getting ready’.
- ‘Reading & Vocabulary’.
- ‘Reading Comprehension’.
- ‘Grammar Bits’.
- ‘Pronunciation’.
- ‘Speaking’.
- ‘Writing’.
- ‘Reflecting on my performance’.

GETTING READY

This section aims at not only raising students’ interest in the topic, but also noticing what they already know about it.

1. Show the picture of a diary/journal to students. Ask them what it is. Ask students if they keep a diary.
2. Ask students to discuss the questions in pairs.
3. Check students’ answers with the whole group. Encourage them to contribute with their ideas and opinions.

READING & VOCABULARY

This section aims at fostering students’ reading and comprehension skills and building/expanding their vocabulary.

Pre-reading

1. Tell students they are going to read diary entries from girls that live in different parts of the world. Ask students where they think the girls might be from.
2. Ask students what kind of things these girls might write in their diaries. Encourage students to contribute with their ideas.

Reading

1. Tell students to read the article carefully.

Post-reading

1. Ask students to match the words in bold to their meanings. Check in pairs.
2. Check answers with the whole group.

Answer key:

2

8

1

10

6

3

9

5

7

11

4

READING COMPREHENSION

This section aims at encouraging students to discuss what they understood from the text/reading activity.

1. Ask students to discuss the questions in pairs.
2. Check the answers with the whole group. Encourage students to contribute with their ideas and opinions.

Answer key:

1. Kaylane is from Recife, Brazil; Anto is from Congo; Daniela is from the Philippines; Khan Bibi is from Afghanistan.
2. Kaylane is 15; Anto is 14; Daniela is 16; Khan Bibi is 13 – 14 (she does not know her exact age).
3. Open answers. Students are expected to mention the girls' routine, living and family situation, for example.

4. Open answers. Overall, the girls have similar routine since most of them do house chores, attend school, spend time with their families and friends. However, their context is different, so students should be encouraged to express their own perception.
5. Open answers.

GRAMMAR BITS

This section aims at raising students' awareness of grammar features of the English language. For this unit, it will be dealing with the Past Simple: regular and irregular verbs, negative form.

Look at the sentences from the diary entries and answer the questions.

TALKING ABOUT PAST EVENTS - REGULAR VERBS

1. Ask students to read the examples 1 – 6 and do tasks a – f. Encourage students to check their answers in pairs.
2. Check with the whole group.
3. After students have figured out what happens to the spelling of the verbs, go through the rules with them.

You can use this activity from the British Council as a guide:

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/past-simple-regular-verbs>

Answer key:

- a) 3 – 5 – 4 – 1 – 2 – 6

For tasks b – f students should be encouraged to notice the language and figure out the rule on their own.

- b) They have '-ed' at the end.
- c) You remove the -y and add -ied.
- d) You add -d.
- e) You double the -p and add – ed.
- f) You add –ed.

TALKING ABOUT PAST EVENTS - IRREGULAR VERBS

1. Ask students to answer the question.
2. Check students' answers. Encourage them to share their ideas.
3. Ask students to find in the text the irregular form of the verbs. Check in pairs.
4. Class check.

Answer key:

Irregular verbs do not end in '-ed'.

To come: came

To buy: bought

To take: took

To make: made

To have: had

To ring: rang

To give: gave

To go: went

To spend: spent

To see: saw

To say: said

To do: did

To meet: met

To think: thought

To wake up: woke up

To draw: drew

To get up: got up

NOTE: Remind students to look at the list with the irregular verbs.

TALKING ABOUT PAST EVENTS - NEGATIVE SENTENCES

1. Ask students to read the examples and answer the questions a and b. Check in pairs.
2. Check students' answers with the whole class.
3. Tell students to pay attention to the **TIP!**

Answer key:

1. You add did + not + the verb in the base form.
2. The verb remains in the base form. It does not change.

PRONUNCIATION

This section aims at raising awareness of pronunciation features regarding the English language. For this unit, it will be dealing with the pronunciation of –ed sounds.

1. Ask students to read the information about the –ed sounds.
2. Tell them that they will need to use Youglish to do this task.
(<https://youglish.com/>)

3. Ask students to go to Youglish and type in the verbs asked. Tell students to listen to the pronunciation of the verbs and classify them according to their final –ed sound.
4. Ask students to check in pairs. Class check.
5. Tell students to read the sentences and circle the best option to form the rule. Ask students to check in pairs. Class check.

Answer key:

1. /t/: helped, looked, laughed, washed, watched, kissed, danced, fixed.
2. /d/: called, cleaned, offered, loved, damaged, used, amazed, rubbed, claimed.
3. /id/: wanted, needed.

1. Voiceless
2. Voiced
3. Pronounce

NOTE: It is important that you work on the concept of *voiceless* and *voiced* sounds with your students. To prepare for this lesson, here are some support materials that you can find online.

- BBC Learning English – Pronunciation Tips:
<https://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/features/voicing/#:~:text=A%20voiceless%20sound%20is%20one,it%20is%20a%20voiced%20sound.>
- BBC World Service – Ed endings:
https://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1413_gramchallenge26/#:~:text=There%20are%20three%20different%20ways,it%20is%20voiced%20or%20not.

SPEAKING

This section aims at developing students' speaking skills.

1. Ask students to think about their previous week. Tell them to take notes of what they did in each day.

2. Divide students in trios or small groups. Tell them to share their notes with their classmates and talk about their week. Encourage students to compare their activities/routine and to ask questions to their classmates.
3. Ask students to share their information with the whole class.
4. Provide feedback on their production.

WRITING

This section aims at developing students writing skills.

1. Ask students what they think of the idea of keeping a diary.
2. Ask students what the basic structure of a diary entry is.
3. Tell students to choose a day from their previous week and write about it in the diary page. Remind students to read the cues.
4. Encourage students to share their diary entry with their classmates if they feel comfortable doing so.
5. Provide feedback accordingly.

REFLECTING ON MY PERFORMANCE

This section aims at making students do some self-assessment and reflect on their performance throughout Unit 2.

Encourage students to reflect on the questions thoughtfully and complete the boxes.

Students are not obliged to share their answers, but they should feel comfortable and safe in case they decide to do so.

Unit 2



UNIT OVERVIEW

IN THIS UNIT YOU WILL:

- Learn about the routine of teenage girls around the world.
- Talk about keeping a diary.
- Talk about past events.
- Write about past events.

GETTING READY

A DAY IN THE LIFE

Discuss the following questions with a classmate:

What's a day in your life like? What do you usually do?

Do you keep a diary? If so, why? If you don't, why not?

What kind of things do people usually write in diaries?

Is keeping a diary popular among your friends?



READING & VOCABULARY

Let's learn about the life of teenage girls from different parts of the world. Read their **diary entries** and do the following tasks.

To read the full article and diary entries, click on the girls' names.



Diary entries are a collection of pages in a diary.

GIRLHOOD AROUND THE WORLD

Meet Kaylane, 15, from Recife.

Kaylane da Silva Araújo is a 15-year-old girl from Recife, a city in northeast Brazil. Her parents are separated. "I suffered a lot from their separation, but I think they are happy that way," she writes. She now lives with her mother and brother.



"I am a very dreamy girl and I do not give up on my dreams. It makes me who I am, because I do not care much for the opinion of others. If I want something, I strive to achieve it, because things do not come easily to black girls," she writes. "Girls like me and many black girls all over the world face difficulties everyday — the worst are poverty, violence and racism. We have to learn to defend ourselves from bad people. We need to fight for our lives and our dreams."

July 26

Dear Diary,

My day was certainly better than yesterday. My best friend came home and I went to pick her up at the bus stop.

My mother asked us to go to the supermarket to buy ingredients to make a cake. But before that, we visited my old school. I met some friends and teachers there and this made my day.

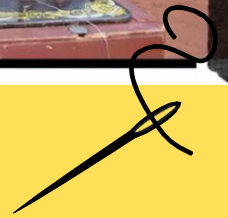
Aug. 7

Dear Diary,

I spent a lot of time without writing between July and August, didn't I? So much has happened, time has passed so quickly. These days I went to the church, to the doctor, to my aunt's house and finally I tried to solve problems at school. I did a lot. I barely stopped at home.

I cannot stop thinking about the interview I'm going to make for the American newspaper. I was thinking that I need to choose nice clothes for the pictures, right?

GIRLHOOD AROUND THE WORLD



Meet Anto, 14, from Congo.

Anto is a 14-year-old girl who lives in the Sud Ubangi province of Congo. She has four brothers. Her mother, a dressmaker, and her father, a rescuer, are divorced. She lives with her mother and two of her brothers.

“When I am with my friends, we never stop talking about our dreams,” Anto writes. “For Divine, she wants to become a builder engineer; Nathalie, nurse; Benie, nutritionist; Glodie, dressmaker; Lor, teacher; Grace Vie, doctor; and myself, a dressmaker.”

July

Today was the best day for me. I did the dishes, drew water, did the laundry and prepared food for the house.

Today, I met three of my friends — Divine, Nathalie and Lor — when I went out looking for water at the fountain. I also braided my hair and played with my doll.

What worried me today is the departure of my two brothers who stay with my father when they are on leave because we usually play together. Despite that, my friends will fill this void and I will feel good.

I woke up at 6 a.m. and went to bed at 7 p.m.

I spent my day watching a movie with my friends but also helping my mother in domestic chores.

I bought myself a new belt that I wore with my dress.

GIRLHOOD AROUND THE WORLD



Meet Daniela, 16, from the Philippines.

Daniela is a 16-year-old girl who lives in the Philippines. She lives with her parents and her younger sister in Taytay, Rizal, a city that borders metropolitan Manila, the country's capital. Daniela has won a youth mapping award, and in her diary entries, she writes about her days at school, her friends and her aspirations.

July 9th

I woke up at exactly 4:30 in the morning because of my alarm.

I was hesitant to go to school because there was an announcement of a typhoon, so I waited for the suspension news and an update, but then it was already 5:30 a.m. so I decided to go to school.

I was nervous about our unit test, so I asked my friends Valerie and Regine to have a group review so that we can be prepared with the possible questions. They also introduced me to their new classmate, Hannalit. Time went by so fast, and the bell rang. I needed to go to my classroom so we said goodbye to each other. Their classroom was in the fifth floor and mine was in the sixth because we are in the different sections.

July 17th

I feel so excited. It was already 4:30 in the morning when I wake up and rise from my bed.

When I go out from the bedroom, I saw my mother preparing my packed lunch and my breakfast. She said to me that I should check the news if there would be a suspension of classes because it's rainy and she thought that there was a typhoon. I turn on the television, but our place was not included in the list of suspended classes.

So, me and my sister still decided go to school even though it's raining hard.

GIRLHOOD AROUND THE WORLD



Meet Khan Bibi, 13-14, from Afghanistan.

Khan Bibi is a 13- or 14-year-old (she doesn't know her exact age) who lives in the Obe district in Herat, Afghanistan. She's in the eighth grade and lives with her parents, three brothers and two sisters in a house they share with three other families.

Saturday

I got up at 4:30 in the morning. First, I performed my prayer. Then, I recited some verses of the Holy Koran. I went to school at 7:30 a.m.

It was a very good day for me. I did very well on my exam.

After I returned home from school, I had my lunch. I took a shower. Then, my mother and I started cleaning watermelon seeds. After that, I studied my lessons because we had a physics exam the following day. I intended to get a good score in the test, so I needed to study hard. I would like to get the first position in my class again. My mother went to the market and I did the chores at home.

Monday

I was so happy because I went to bazaar with my mother. Then, we went to her employer's house. The employer's wife gifted me a nice blouse. Also, I did well in my test. All my teachers were happy about my test result. They encouraged me a lot.

I took a shower. In fact, I go to the bath every other day. Then, I helped my brother in his spelling test. I helped him in his lessons, too. I helped my mother in laundry. I washed the dishes. I studied my lessons. I played with other girls in the neighborhood. Then, we cleaned watermelon seeds and gave them to the owner. I took the payment and bought a shawl with it.

READING & VOCABULARY

Match the words from the text to their meaning.

1. To strive
2. Poverty
3. Rescuer
4. To draw water
5. To braid
6. Void
7. Aspiration
8. Typhoon
9. To encourage
10. Payment
11. Shawl

() the condition of being extremely poor.

() a violent wind that has a circular movement, found in the West Pacific Ocean.

() to try very hard to do something or to make something happen, especially for a long time or against difficulties.

() an amount of money paid.

() a large hole or empty space. A feeling of unhappiness because someone or something is missing.

() a person who helps someone out of a dangerous or unpleasant situation.

() to talk or behave in a way that gives someone confidence to do something.

() to join three or more pieces of hair or string-like material by putting them over each other in a special pattern.



() something that you hope to achieve.

() a large piece of cloth worn especially by women or girls over their shoulders and/or head.

() to take water from a well.



READING

COMPREHENSION

Discuss the questions about the diary entries.

1. Where are the girls from?
2. How old are they?
3. What do you learn about each one of them?
4. Is their routine similar? Why (why not)?
5. Would you like to meet any of these girls? If so, what would you ask them?



GRAMMAR BITS

Look at the sentences from the diary entries and answer the questions.

TALKING ABOUT PAST EVENTS - REGULAR VERBS

1. My mother asked us to go to the supermarket.
2. We visited my old school.
3. I tried to solve problems at school.
4. So, me and my sister still decided go to school.
5. I barely stopped at home.
6. I also braided my hair and played with my doll.

a) Match the underlined verbs to their base form.

- () Try
- () Stop
- () Decide
- () Ask
- () Visit
- () Play

b) The underlined verbs are regular verbs. What can you notice about regular verbs in the past tense?

c) Look at sentence 3. What happens to the verb **try**?

d) Now look at sentence 4. What happens to the verb **decide**?

e) Go back to sentence 5. What happens to the verb **stop**?

f) Look at sentence 6. What happens to the verb **play**?



TALKING ABOUT PAST EVENTS - IRREGULAR VERBS

Go back to the diary entries. Look at the underlined verbs. They are irregular verbs. How do they differ from regular verbs?

Find the **irregular past** of the following verbs in the text:

To come: _____

To make: _____

To give: _____

To see: _____

To meet: _____

To draw: _____

To buy: _____

To have: _____

To go: _____

To say: _____

To think: _____

To get up: _____

To take: _____

To ring: _____

To spend: _____

To do: _____

To wake up: _____

TIP: Check Learn English out, a website by the British Council, to learn the irregular past of more verbs. Go to: <https://learnenglish.britishcouncil.org/english-grammar-reference/irregular-verbs>

TALKING ABOUT PAST EVENTS - NEGATIVE SENTENCES

Look at these sentences from the diary entries:

1. "My mother did not have the money to pay the participation fee for the end-of-primary assessment."
2. "He brought a movie, but the television did not work, so we could not watch it."

a) How are negative sentences in the past formed?

b) What happens to the main verb in negative sentences in the past? Does it change?

TIP: the contracted form of **did not** is **didn't**.

PRONUNCIATION

THE 'ED' SOUNDS

The ending -ed of regular verbs has three different sounds: / t /, / d / or / id /.

Follow your teacher's instructions and classify the following verbs according to their -ed sound.

- *wanted, needed, helped, looked, laughed, washed, watched, kissed, danced, fixed, called, cleaned, offered, loved, damaged, used, amazed, rubbed, claimed* -

1. / t /:

2. / d /:

3. / id /:

Circle the correct options about the pronunciation of -ed sounds:

1. We pronounce / t / after **voiceless/voiced** sounds: / p /, / k /, / s /, / f /.
2. We pronounce / d / after **voiceless/voiced** sounds: / b /, / g /, / v /, / z /, / m /, / n /, / l /, / r /.
3. We **pronounce/don't pronounce** / id / after / d / and / t / sounds.

SPEAKING

Think about your past week. Take notes of what did on each day.

1. Monday

2. Tuesday

3. Wednesday

4. Thursday

5. Friday

6. Saturday

7. Sunday

Share your notes with your classmates. Ask them about their week. Use the prompts to help you:

What did you do on Monday?

On Monday I...

Take notes of your classmates' answers:

REFLECTING ON MY PERFORMANCE

In Unit 2, did I...

- engage in the activities?
- work collaboratively?
- try to go beyond the book?
- express my opinion?



What have I learned?

What do I need to work on?

What are my goals for the next unit?

My overall performance was...

I feel confident to...

Rationale

The pedagogical units ‘*Do you feel FoMo?*’ and ‘*Dear diary, yesterday I...*’ were designed as the final product of the 3-module specialization course at Universidade Federal de Minas Gerais throughout the years of 2020 and 2021. Unit 1, ‘*Do you feel FoMo?*’ aims at young adult students at a B2-level according to the *Common European Framework of References for Languages*, the CEFR. Unit 2, ‘*Dear diary, yesterday I...*’ aims at teenage students at an A2-B1 level. The units were designed to be taught at language institutes or by freelance teachers in individual/small groups classes. I would also like to highlight the fact that both lessons can be adapted according to the teacher’s schedule or to the student’s needs.

Each unit may consist of the following sections: *Getting Ready, Reading & Vocabulary, Reading Comprehension, Vocabulary Expansion, Grammar Bits, Speaking, Writing, Listening, Pronunciation, and Reflecting on my performance.*

In his *30 Language Teaching Methods*, Scott Thornbury poses a question by H.D. Brown:

In 1994, H.D. Brown posed the question ‘Is there a currently recognized approach that is a generally accepted norm in the field?’ and he answered it by saying, ‘the is a qualified yes. That qualified yes can be captured in the term *communicative language teaching (CLT)*’. A quarter of a century later, the answer is still ‘yes’, and still qualified. (THORNBURY, 2017)

The communicative approach to language teaching is the foundation of a dozen different language teaching methodologies that have come up in the last years. Even though we talk about a post-method era or ‘principled eclecticism’ (Thornbury, 2017), I believe teacher should have a place to start from. As the CLT approach prioritizes any “activity in which there is a genuine exchange of meanings, and where participants can use any communicative means at their disposal” (THORNBURY, 2017), it was the methodology chosen to guide the tasks designed in both units.

Both Units 1 and 2 present activities in which students will have to interact with a peer, with the teacher, with the whole class and with themselves. We learn through interaction; therefore, the tasks have been designed to maximize students’ opportunities of interacting and sharing ideas with each other. Paiva (2014) describes the language acquisition process in Vygotsky’s sociocultural perspective as collaborative, that is,

learners appropriate the language that emerges from their interaction with others and, consequently, build their grammatical and cultural competences.

Harmer (2007) says that “it is much easier for students to share an emotion such as happiness or amusement in whole-class setting”. That is the reason why it is recommended that the teacher check the tasks with the whole group. That way, learners get the chance of knowing their peers’ opinions and views on the topics being discussed.

Getting Ready

This is the first section in both Unit 1 and Unit 2. The ‘*Getting Ready*’ section aims at contextualizing the topic that will be dealt during the unit by activating students’ prior knowledge of that very topic. For both units, learners will be asked to discuss topic-related questions as a way of raising their interest to the subject or making them aware of what they already know about it.

Listening, Pronunciation

In Unit 1, the *Getting Ready* section is followed by the *Listening* section. That way, learners know that they are about to listen to a recording regarding the *Fear of Missing Out* (FoMo). Regarding prediction, Harmer (2012) says that:

There is almost no limit to what can be done with recorded audio or live listening. However, it is important to give the students a chance to predict what they are going to hear. This will allow them to get ready and to remember what they already know about the topic and the listening genre that is coming. We call this knowledge schemata. (HARMER, 2012, p. 136)

I have opted for a YouTube video as it is of easy access to all students. It also provides contextualized information about the subject and makes use of visual aids – which not only make the task more attractive, but also help learners grasp the idea of what it is being said.

I would also like to bring attention to the fact that the questions about the video help learners listen to specific information, making the task more attainable since they know what to listen for. The post-listening activity works as a speaking activity because students are supposed to share their findings with a peer.

The teacher should feel free to modify this listening activity according to their students’ needs or to even use it as a starting point to a different task.

Unit 2 does not have a listening activity since students will be working with pronunciation features. I have opted for using Youglish (<https://youglish.com/>) as it provides learners with an authentic use of language and a variety of accents. Learners will listen to people from different backgrounds and in different situations pronouncing the words they have been given.

Reading & Vocabulary, Reading Comprehension

In Unit 1, the *Listening* section is followed by the *Reading & Vocabulary* section. As for Unit 2, it comes after the *Getting Ready* section. However, in both units the *Reading & Vocabulary* section aims at providing a source of authentic piece of reading about the topic that is being worked in the unit.

Harmer (1998) argues that there are many reasons for encouraging students to read texts in English. Besides students' own motivation, reading in English also plays a role in the language acquisition process and provides models for English writing: "when we teach the skill of writing, we will need to show students models of what we are encouraging them to do." (HARMER, 1998)

The reading tasks present in both units are examples of an authentic use of the language, that is, language that was not created for teaching purposes. Richards (2006) explains that authentic materials provide cultural information about the target language, exposure to real language and they also support a more creative approach to teaching.

For Unit 1, I have chosen an article from the NY Times Magazine which reflects the author experience of dealing with FoMo. It may be a complex article at first, mainly due to its length, but the teacher can use different reading strategies even though I have designed this task as *reading for detailed comprehension* task (Harmer, 1998) since it demands concentration on the article students will be reading.

The pieces of reading in Unit 2 are diary entries from teenage girls who are in different parts of the world. The diary entries not only provide real information about a teenage girl's routine, but also a model of a diary entry – which students will be asked to write.

Both writing tasks are followed by a vocabulary comprehension activity which aims at having students read a word in the text and match it to its definition. The reading tasks are also followed by reading comprehension questions that encourage students to

look for specific information in the text. The reading comprehension questions also present an element of personalization by asking from learners their opinions and perspectives on the topic, therefore, making them interact with each other and the subject they have just read about.

Grammar Bits

Much is discussed on how grammar should be taught in the ELT field. For both units I have opted for an inductive approach to teaching grammar. Thornbury (1999) highlights that one of the pros of inductive grammar teaching is that the rules discovered by learners themselves “are more likely to fit to their existing mental structures than rules they have been presented with. This, in turn, will make the rules more meaningful, memorable and serviceable” (THORNBURY, 1999). Having learners figure out grammar rules by themselves is also a way of making them connect to the subject being taught and have an active participation in their learning process, hence taking a step forward in becoming autonomous students.

For both units, learners will be presented with a set of examples from the texts they have previously read and questions to guide them figure out the rules by themselves or with their peers. Students will be encouraged to discuss their guesses and findings with their classmates throughout the entire process. Only after they have done so, the teacher will work on textbook rules and explanations.

The *Vocabulary Expansion* section follows the grammar activities in Unit 1 and encourages students to do some research and find out more examples of the grammar item they have worked on.

As for Unit 2, the *Pronunciation* section also leads students to figure out the pronunciation rules inductively.

Speaking

Thornbury (2005) addresses the main concerns teachers have when teaching speaking, which is how does one do it? We oftentimes hear from our students that they can comprehend or write a text but cannot speak with the fluency they wish. That is the reason why you will find plenty of speaking moments and opportunities in both units. Such activities, even though not being a part of the *Speaking* section, aim at giving learners more opportunities to communicate and at reducing Teacher Talking Time.

For the *Speaking* section in Unit 1, students will take part in a debate and for Unit 2, they will describe past events regarding their daily routine. It is important that for both activities, learners will have the chance to take notes and organize themselves before engaging in a conversation. I have chosen to do so by observing how my students feel less pressured when they know what they are going to say in a speaking activity.

Writing

The writing tasks for both units have been designed as the final product of the unit – after learners have listened, read, and talked about the main topic. Writing tasks should be contextualized, thus, they were intentionally placed at the end of each unit. That way, learners have enough information on the topic to produce a piece of writing.

Twitter threads and diary entries are text genres familiar to both young adults and teenagers. This helps learners see a sense of purpose in their tasks since they may use social media or have the desire to write about their feelings in a journal. Besides that, writing tasks may also work as reinforcement and language development (Harmer, 1998).

Reflecting on my performance

This section is dedicated to learners' self-assessment on their performance during unit. The idea is that they reflect on their overall participation and engagement. It also asks learners what they have achieved language-wise and encourages them to set goals for the following unit.

According to Brown (2004), asking students to self-assess themselves is an approach to developing learner autonomy:

The ability to set one's own goals both within and beyond the structure of a classroom curriculum, to pursue them without the presence of an external prod, and to independently monitor that pursuit are all keys to success. Developing intrinsic motivation that comes from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skills. (BROWN, 2004)

It is by reflecting on their performance that students will be able to figure out their strengths and weaknesses when it comes to learning a new language. The self-assessment process should be individual, but students should feel welcome and encouraged to discuss their thoughts on their performance with their peers or teacher.

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